



**CAMPBELL UNIVERSITY  
COUNSELOR EDUCATION PROGRAMS  
2024-2025  
ANNUAL REPORT**

## Table of Contents

PART 1: ADMISSIONS AND ENROLLMENT DATA .....	3
1. Applicant Characteristics .....	3
2. Student Enrollment and Course Enrollment Data.....	3
3. Applicant Feedback .....	4
PART 2: PROGRAM ASSESSMENT DATA .....	5
4. Student Exit Surveys .....	5
5. Student Surveys .....	25
6. Alumni Surveys .....	30
6. Employer Surveys .....	36
PART 3: STUDENT ASSESSMENT & GRADUATION DATA .....	38
8. Counseling Standardized Examinations .....	38
9. Program Graduates .....	39
Part 4: Summary of Analysis & Recommendations .....	40
Admissions & Enrollment.....	40
Student Experience & Exit Surveys .....	40
Current Student Surveys .....	40
Alumni Surveys .....	40
Employer Feedback.....	41
Graduation & Exam Outcomes .....	41
Part 5: Key Recommendations.....	41
1. Strengthen Curriculum & Training.....	41
2. Increase Program Stability & Faculty Development .....	41
3. Improve Student & Alumni Engagement .....	41
4. Strengthen Employer Partnerships .....	42
5. Enhance Professional Development Focus .....	42

# CU COUNSELING PROGRAMS - ANNUAL REPORT

## PART 1: ADMISSIONS AND ENROLLMENT DATA

### 1. Applicant Characteristics

Demographic data collected as part of the admissions process includes: gender, race/ethnicity, state of residence, birth date/year, and undergraduate GPA.

**Total Applicants:** 51

**Gender:** Female – 39; Male – 12

**Ethnicity:** Asian- 1; Black/African American- 7; Caucasian – 40; Hispanic/Latino – 1 ; Two or More Races- 2

**States of Residence:** North Carolina, South Carolina, Virginia, Maryland, Georgia, Texas, Florida

**Birth Year Range:** 1981-2003

**Average undergraduate GPA:** 3.32

#### Analysis:

The Campbell University Counseling Programs has had a significant increase in applicants for AY 2024-2025, with the number of applicants for AY 21-22 being 8, AY 22-23 being 17, and AY 23-24 being 36. We believe this increase in applications is due to partnerships with other programs within the University, the reputation of Campbell Counseling Programs, and the networking actions by program staff.

The program remains committed to providing equitable access to professional training for qualified graduate students regardless of identifying characteristics. The applicant pool for AY 24-25 was more diverse than previous years in ethnicity, states of residence, and birth year. We continue to intentionally focus on increasing diversity and representation across all of our programs.

### 2. Student Enrollment and Course Enrollment Data

This data reflects the number of applicants and the percentage of applicants offered admission each year as well as the percentage who accept (equating to student enrollment figures) and decline offers of admission. The data below also shows course enrollment numbers, which helps the Counseling Programs monitor classroom participation, including both core courses and electives.

#### **Total Applicants:**

# of Applicants for AY 24-25: **51**

# Offered Admission for AY 24-25: **15**

% Offered Admission: **29.4%**

Offered, but did not enroll during AY 24-25: **3**

#### **Course Enrollment Data for AY 24-25**

## **Summer 2024**

- CEDU 685: Multicultural Counseling- **11 students**
- CEDU 684: Crisis Counseling- **7 students**
- CEDU 644: Career Counseling- **17 students**
- CEDU 690: Practicum- **10 students**

## **Fall 2024**

- CEDU 624: Counseling Theories and Techniques - **18 students**
- CEDU 641: Lifespan Development- **18 students**
- CEDU 639: Diagnosis & Assessment in Counseling - **6 students**
- CEDU 645: Counseling Skills - **8 students**
- CEDU 626: Professional Orientation and Ethics- **11 students**
- CEDU 544: Family Counseling- **7 students**
- CEDU 701: Telehealth Practice and Ethics for Professional Counselors- **8 students**
- CEDU 695: Internship I – **10 students**

## **Spring 2025**

- CEDU 685: Multicultural Counseling- **13 students**
- CEDU 623: Research Design & Methodology- **6 students**
- CEDU 642: Clinical Mental Health Counseling- **12 students**
- CEDU 683: Substance Abuse Counseling- **10 students**
- CEDU 646: Group Counseling- **11 students**
- CEDU 641: Lifespan Development- **18 students**
- CEDU 705: Spirituality in Counseling- **10 students**
- CEDU 696: Internship II – **10 students**

### **Analysis:**

Historically, the Campbell University Counseling Programs have admitted students for either a fall (August) or Spring (January) start. During AY 24-25, students were only admitted to the Counseling Programs during the fall 2024 semester.

## **3. Applicant Feedback**

The Current Program Coordinator (Dr. Karen Jeannette) plans to create a survey via Qualtrics to administer to the applicants for AY 2025-2026. The questionnaire will examine factors identified by incoming students which contributed to their accepting an admissions offer from the CU Counseling Programs, including the following:

- Positive perception of school
- First choice of school
- Academic program content
- Preferred course delivery format (faculty/student ratio)

Size of academic program  
Accessibility / responsiveness of faculty and administration  
Favorable community reputation  
Positive admissions experience  
Location  
Family, friends, and/or mentor recommendation  
Campus environment  
Graduate Assistantship opportunities  
Financial aid / assistance packages  
Affordability of program  
Went to Campbell for undergraduate degree

The questionnaire will also ask candidates which other schools they considered / applied to for counselor education.

## PART 2: PROGRAM ASSESSMENT DATA

### 4. Student Exit Surveys

During the semester they graduate, students are asked to complete an exit survey in which they provide feedback regarding specific aspects of the program, rate their level of professional preparedness to engage important areas of clinical practice, and identify strengths and weaknesses of the program.

Results from the “Student Exit Survey” were collected through June 2025, and the results were as follows:

Surveys sent: **9**

Surveys returned: **9**

% Completed: **100%**

Programs Included: **Clinical Mental Health Counseling (8) and School Counseling (1)**

% of students that have taken and passed necessary licensure exams - **89% (as of June 2025, a total of 8 students had taken the NCE exam and 7 of those students passed the exam).**

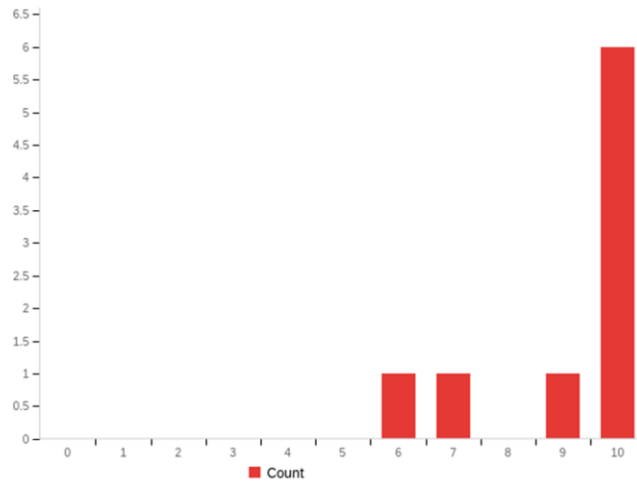
**The student who has not taken the exam plans to take it within the next 6 months.**

#### Section 1

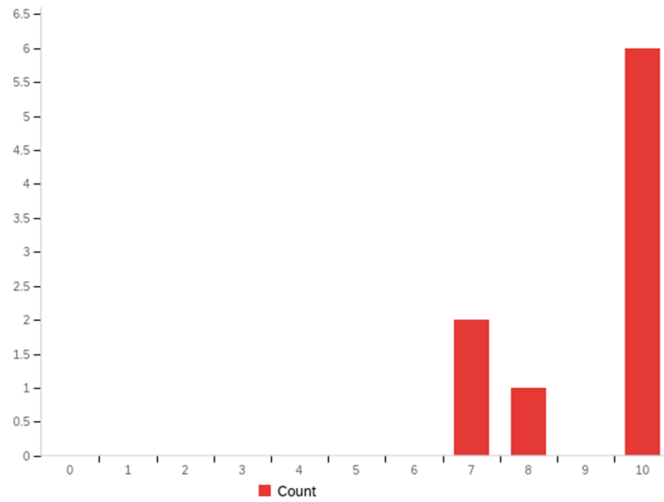
Respondents were asked to rate their perceptions of how helpful various aspects of their Practicum and Internship experiences were on a 7-point Likert scale as follows: 1 (not at all helpful) to 7 (very helpful). The questions and results are listed in-sequence below.

**In your master's program. How helpful was your practicum and internship in preparing you for your post-graduate work?**

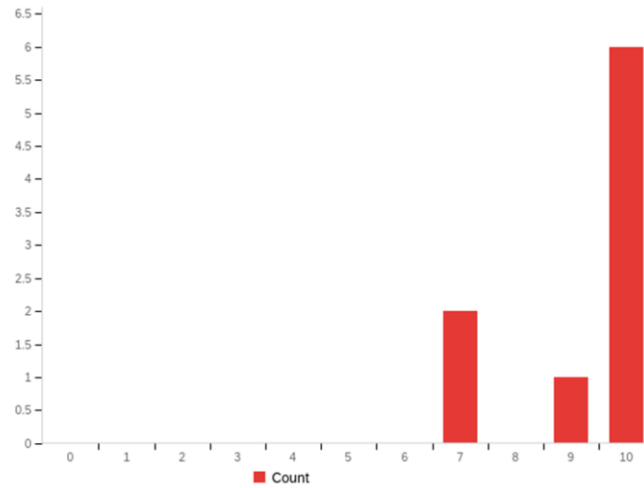
Q5 - In your master's program. How helpful was your practicum and internship in...



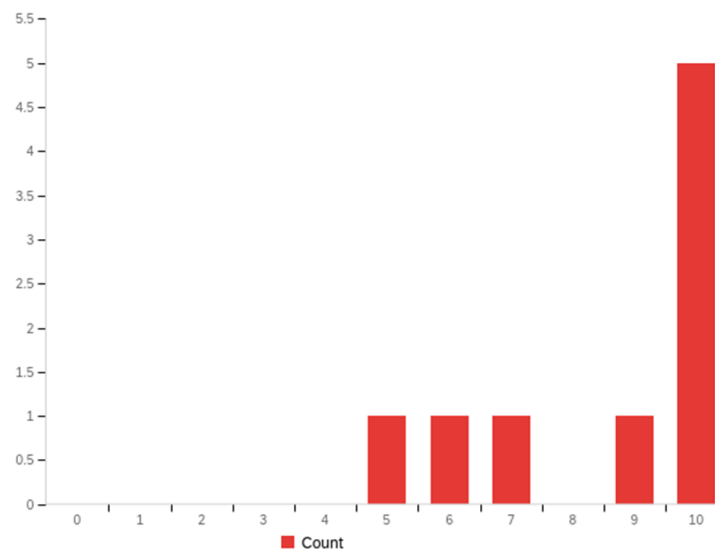
**How helpful was your faculty supervisor during your practicum experience?**



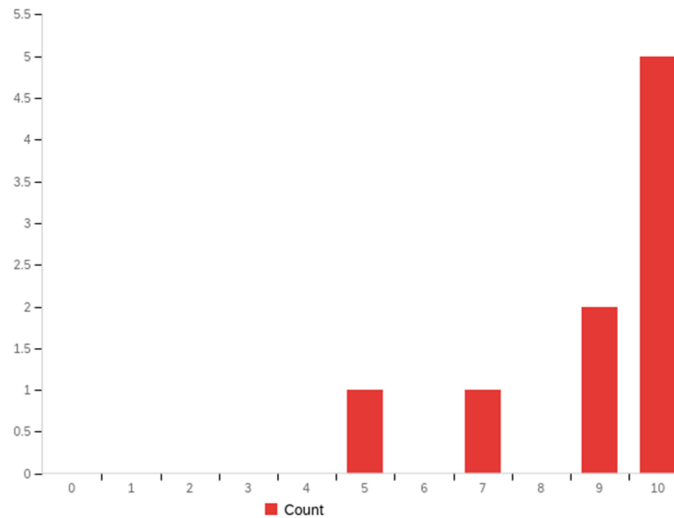
**How helpful was your faculty supervisor during your internship experience?**



**How helpful was your site supervisor during your practicum experience?**



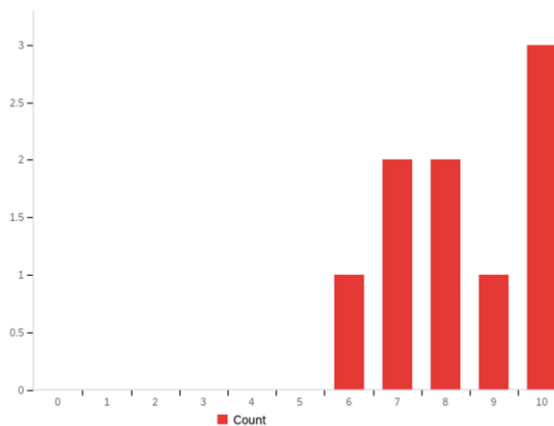
**How helpful was your site supervisor during your internship experience?**



**Response analysis:** Overall, recent graduates seem to believe that their Practicum and Internship experiences were mostly helpful in preparing them for their post-graduate experiences. Both faculty and site supervisors were largely perceived as being helpful during the clinical fieldwork process as well, which was a positive finding.

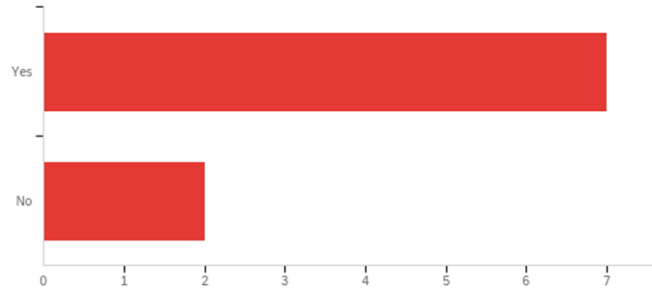
## Section 2

Students were then asked to rate their overall happiness with their educational experience at Campbell University on a 4-point Likert scale as follows: 1 (very unhappy), 2 (somewhat unhappy), 3 (somewhat happy), and 4 (very happy).



Students were then asked whether they would recommend Campbell University to students that have decided to pursue clinical training.





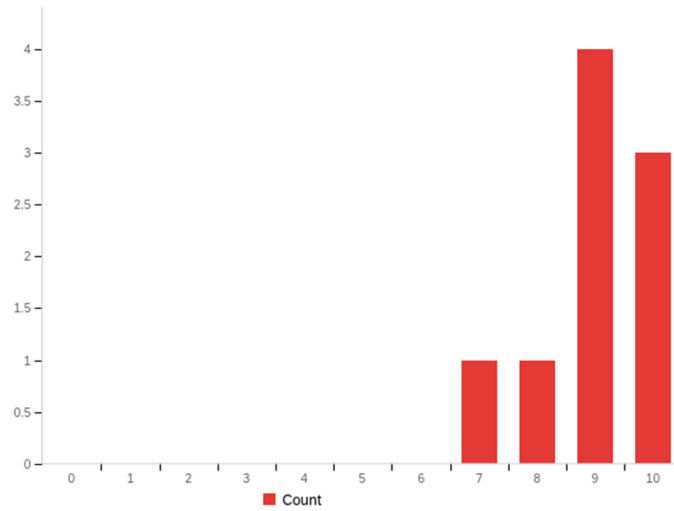
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend Campbell University to someone interested in learning to become a counselor?	1.00	2.00	1.22	0.42	0.17	9

**Response analysis:** Given the amount of transition that the Counseling Programs students have experienced over the past several years, including unexpected and repeated faculty turnover, and major curriculum revisions, it was encouraging to see recent graduates still reporting being more than “somewhat happy” with their experience at Campbell. Less encouraging is the fact that all respondents would recommend Campbell to someone interested in learning to become a counselor. The current Counseling Programs faculty and administration is working hard to establish consistency and stability with the program, including more steady core faculty and adherence to the new 2024 CACREP Standards. Beginning with the AY 2025-2026 Exit Survey, an open-response question will be included for the above-listed questions in order to gather quantitative data for program improvement.

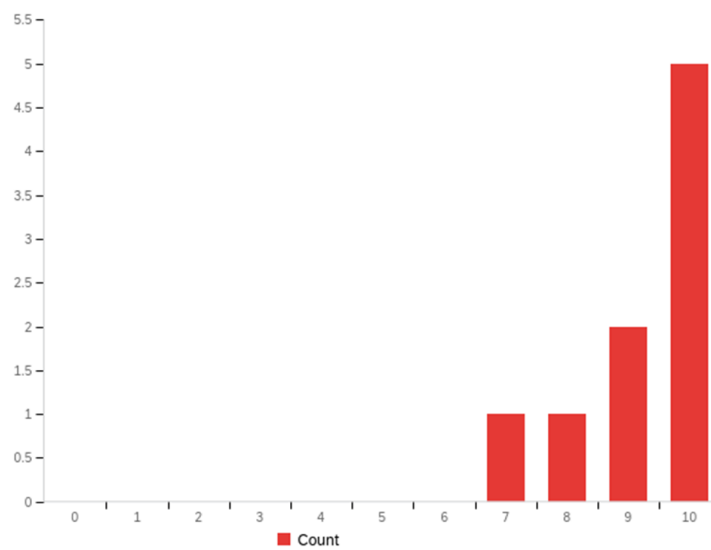
### Section 3

The next set of questions requested student feelings of being knowledgeable about, and preparedness to engage the eight (8) core CACREP content areas as part of their clinical practice. The responses to these questions were presented in a Likert scale format as reflected in each result.

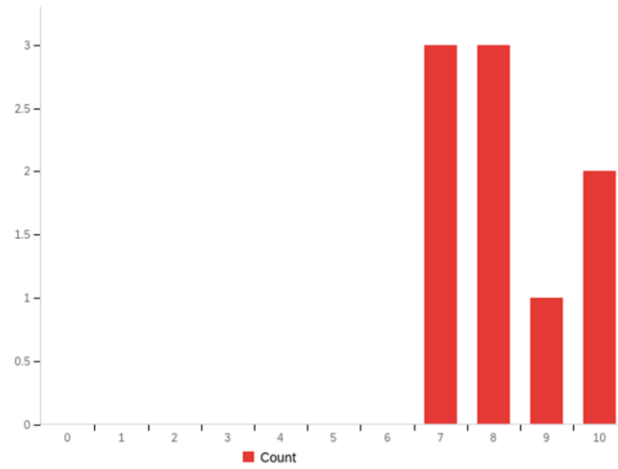
### Professional Orientation and Ethics



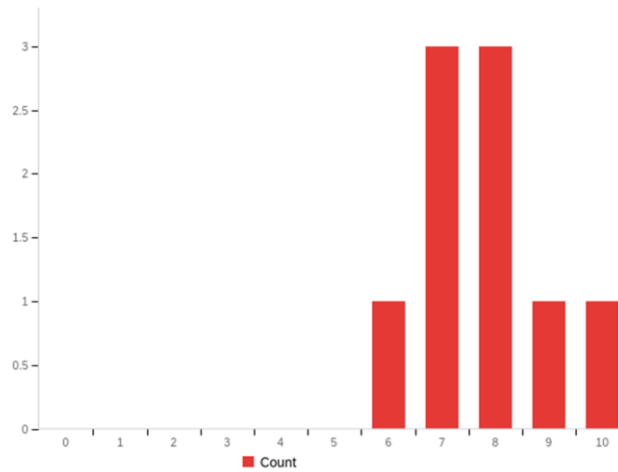
### Social and Cultural Diversity



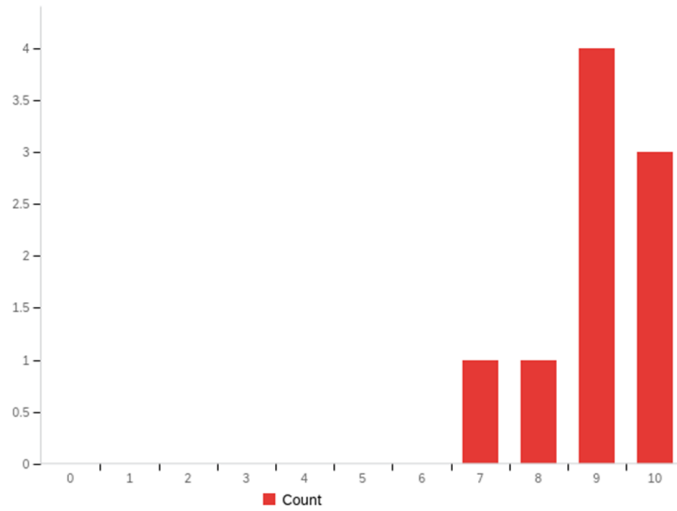
### Human Growth and Development



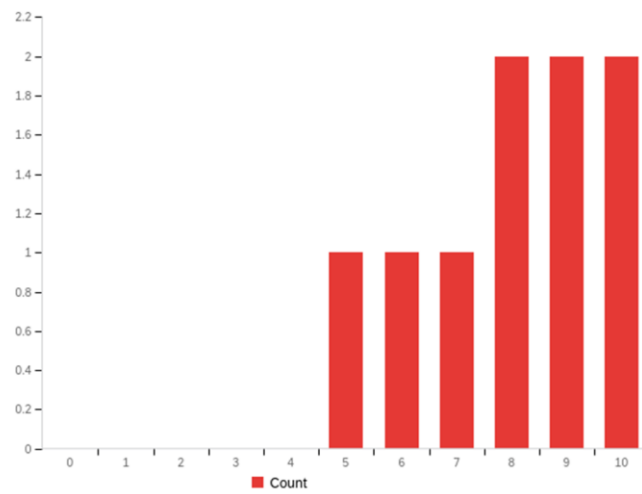
**Career Development**



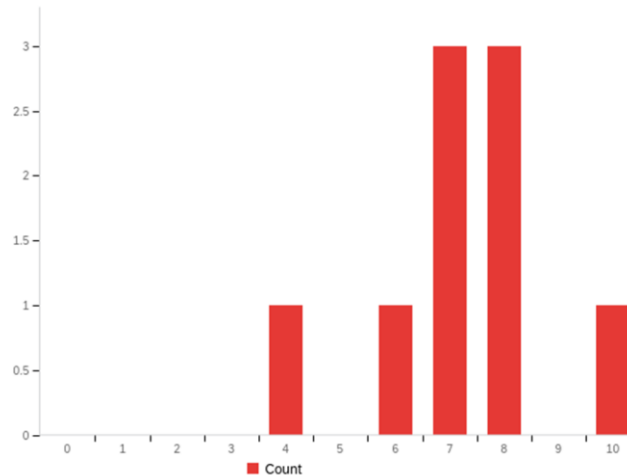
**Helping Relationships**



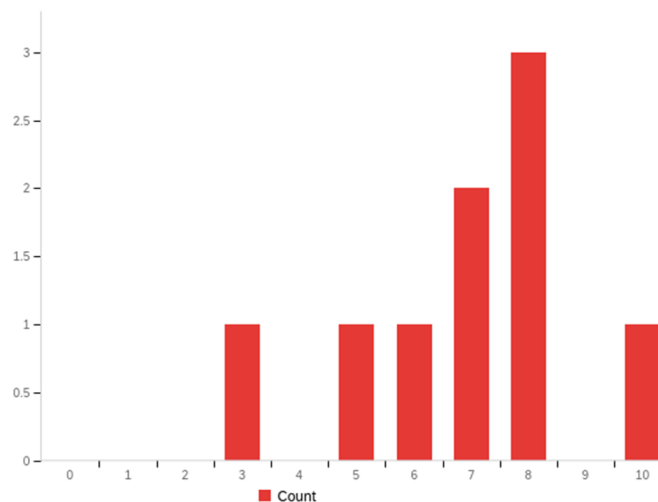
### Group Work



### Assessment



### Research and Program Evaluation

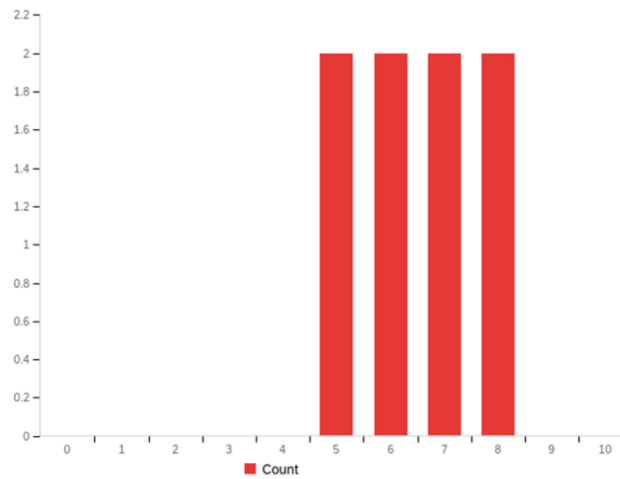


**Response analysis:** While there seems to be a potential knowledge and preparedness gap that can be addressed regarding Assessment and Research and Program Evaluation, overall, it seems that our academic standards and rigor have been maintained and successful in preparing students for the world of work beyond graduate school. We were pleased to see that the other core areas graded out exceptionally well in terms of student preparedness and knowledge, as these are fundamental to safe practice, regardless of the clinical setting. We note that there is area for improvement in Group Work as well. Current faculty and administration are reviewing the curriculum and teaching methods aligned with Assessment and Research Design to see how we can best increase student knowledge and preparedness to meaningfully and confidently engage those areas post-graduation. It should be noted that these two areas have had the most instability in faculty turnover, so we are actively seeking stability for strong professor credentials in teaching these areas.

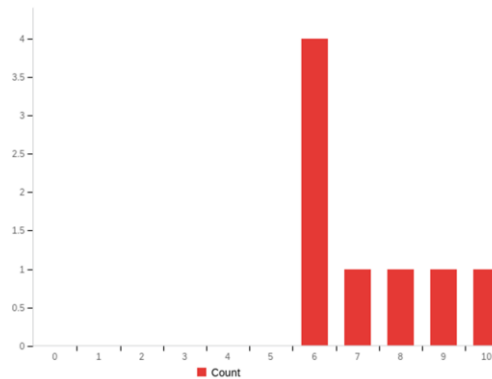
## Section 4

The next section of the survey was for students in the Clinical Mental Health Counseling Program only. Similar to the preceding section, students were asked to rate their feeling of knowledge and preparedness to engage the following CMHC specialty areas:

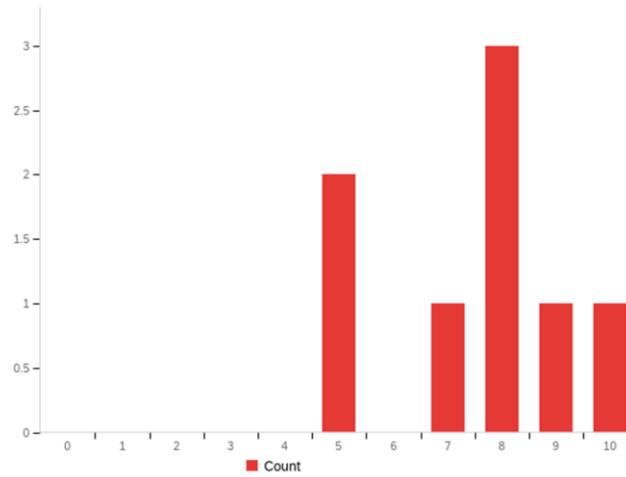
### Addiction and co-occurring disorders



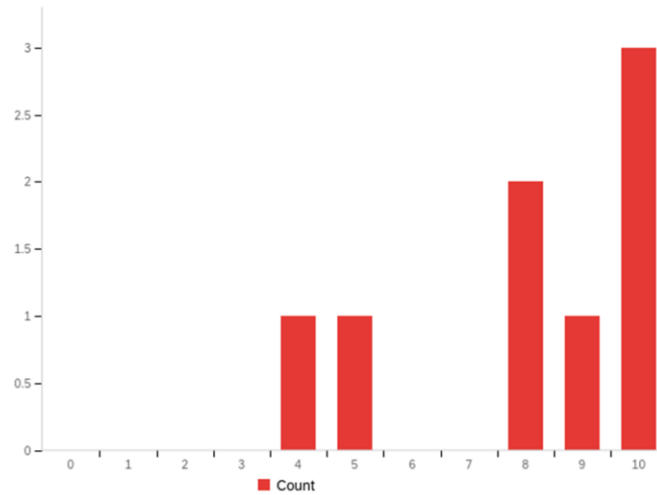
### Principles of crisis intervention



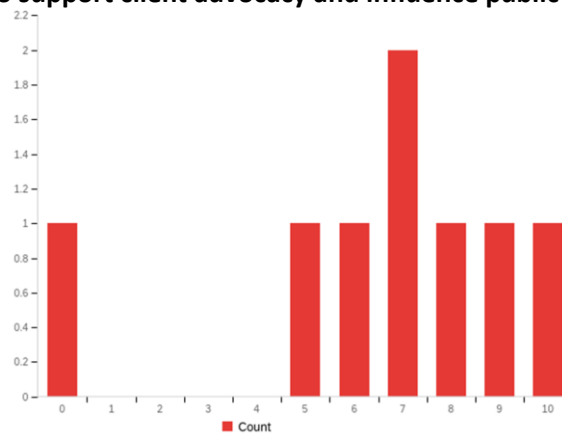
### Assessing and managing suicide, homicide, and self-harm risk



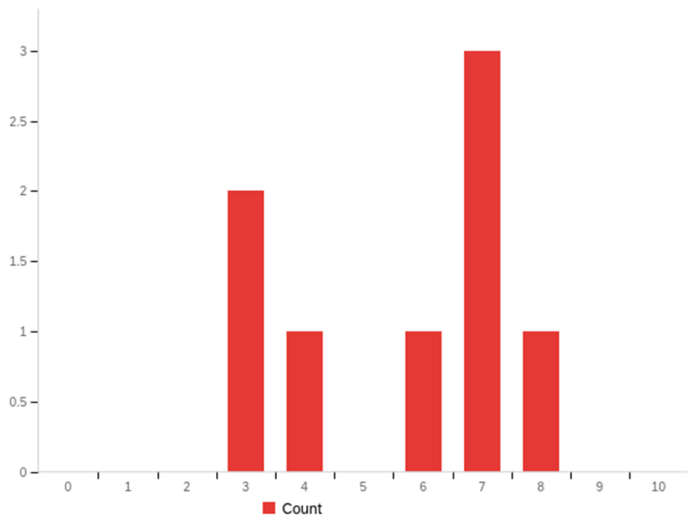
### Current record keeping standards



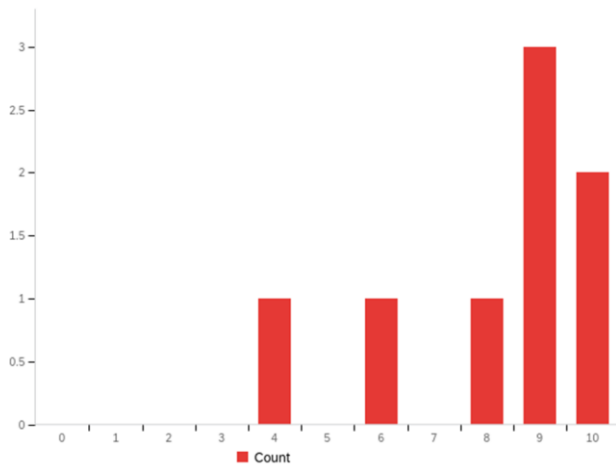
### Strategies to support client advocacy and influence public policy



**Basic and commonly prescribed psychopharmacological medications**

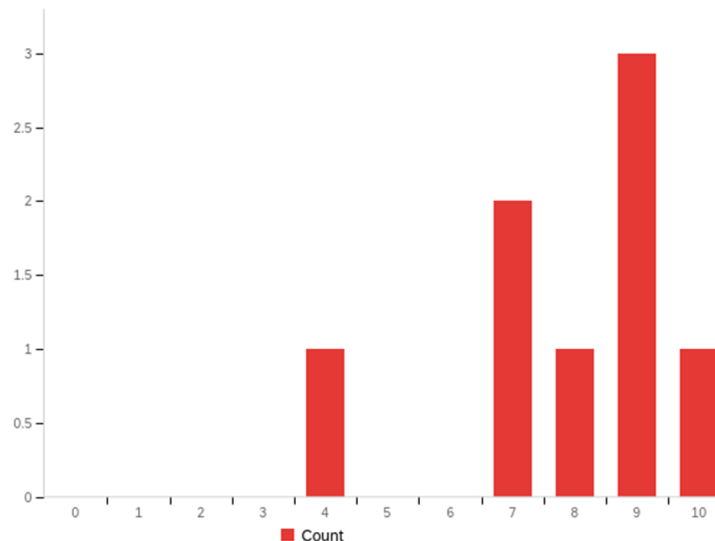


**Models of program evaluation and evidence-based treatments for evaluating outcomes**



**Diagnostic process and criteria as outlined in the DSM 5**



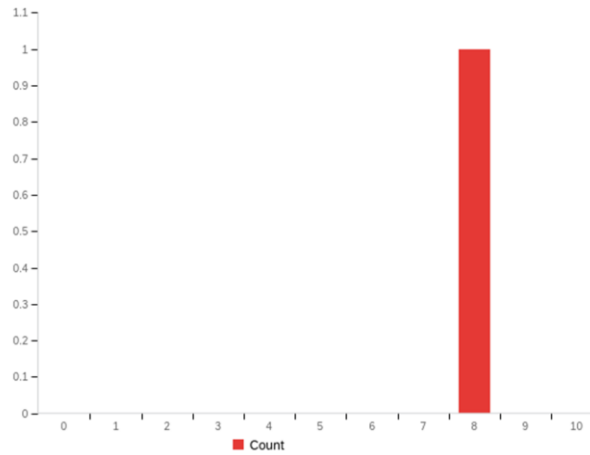


**Response analysis:** As above, we were encouraged that our students reported feeling largely prepared to engage and knowledgeable about CMHC subspecialty areas. Current faculty and administration are currently reviewing teaching methods and curriculum associated with diagnostic processes and criteria with the DSM, as well as commonly prescribed psychopharmacological medications, to help current students feel more prepared and knowledgeable about working with both substance use and process addictions in clinical practice. Additionally, we are looking to include assignments which foster critical engagement with client advocacy and public policy actions across a variety of classes, including CEDU 642: Clinical Mental Health Counseling, CEDU 639: Diagnosis & Assessment, CEDU 623: Research Design and Methodology, and CEDU 685: Multicultural Counseling. Models of program evaluation and evidence-based treatments for evaluating outcomes became a more focused-area of instruction during CEDU 623: Research Design course during the spring 2025 term.

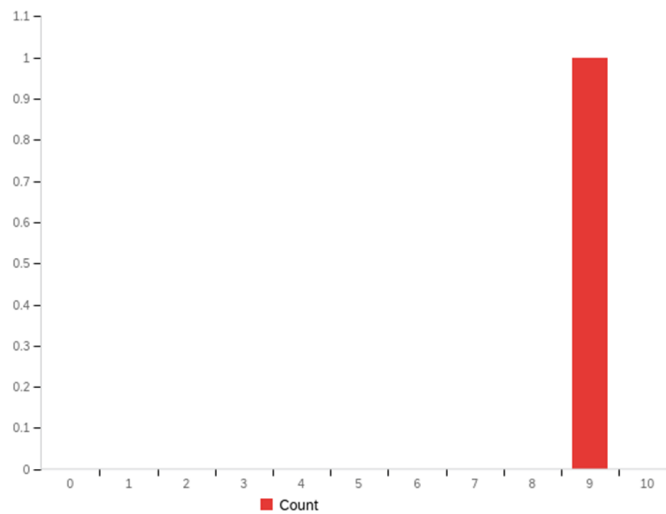
## Section 5

This section of the survey was for students in the School Counseling Program only. Similar to the preceding section, students were asked to rate their feeling of knowledge and preparedness to engage the following School Counseling specialty areas:

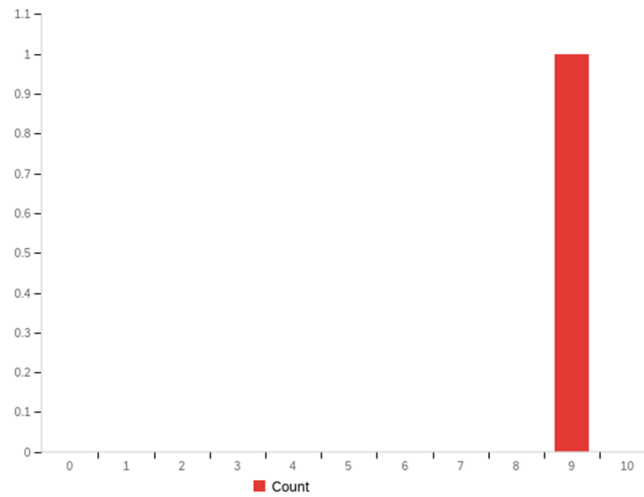
### ASCA National Model and its relationship to the overall educational program



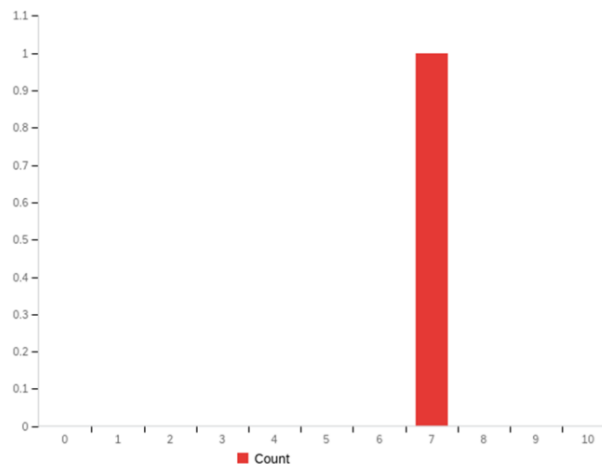
**Ways in which educational policies and programs can be developed, adapted, and modified to be culturally congruent with the needs of students and families**



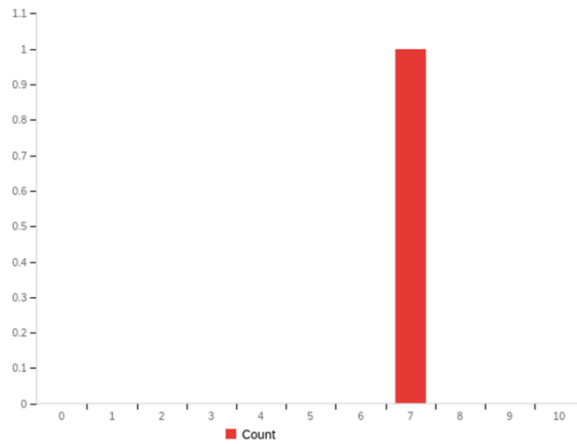
**Signs and symptoms of substance abuse in children**



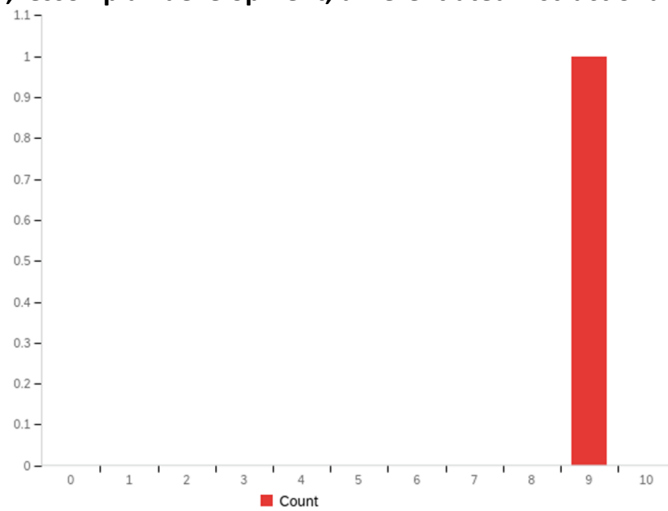
**Models of program evaluation and evidence-based treatments for evaluating outcomes**



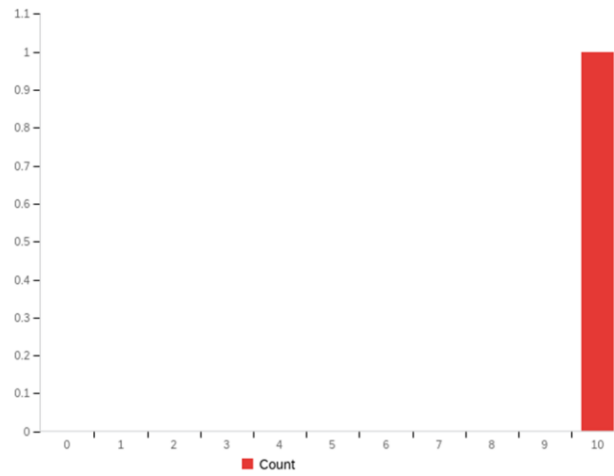
**Principles, strategies, and programs to close the achievement gap and promote success**



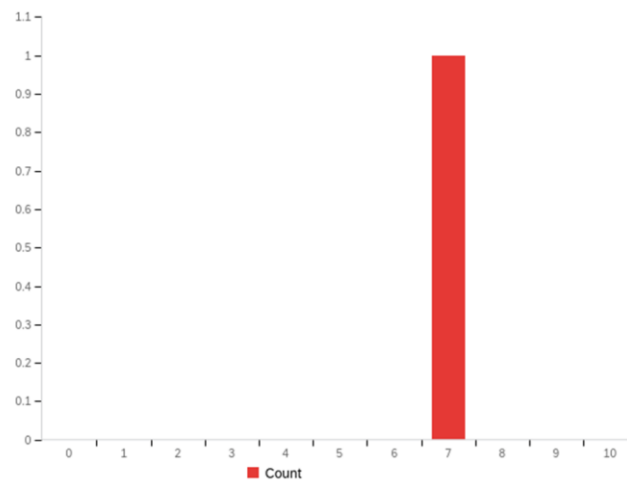
**Curriculum design, lesson plan development, differentiated instructional strategies**



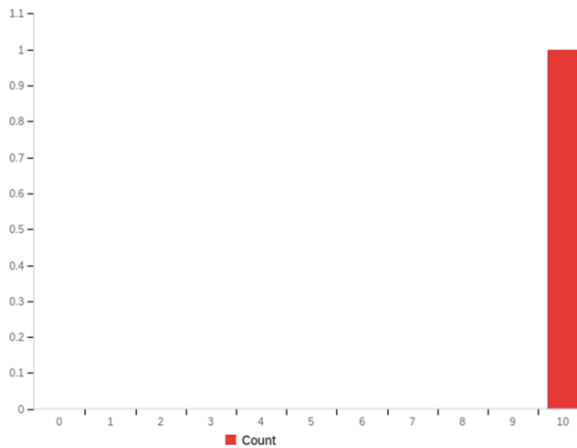
**Building effective working teams of staff, parents, and community members to promote the development of all students**



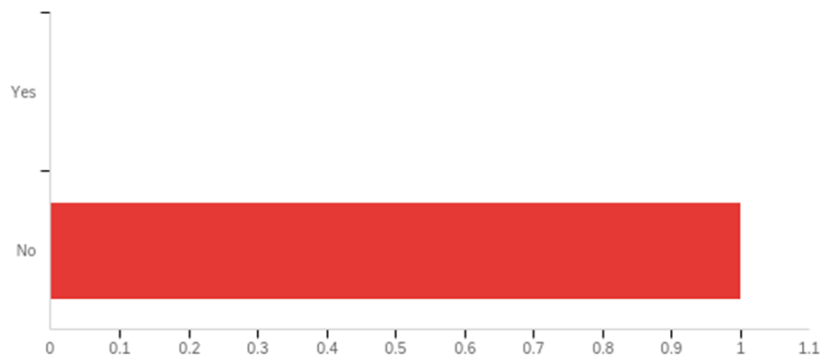
### Principles of crisis intervention



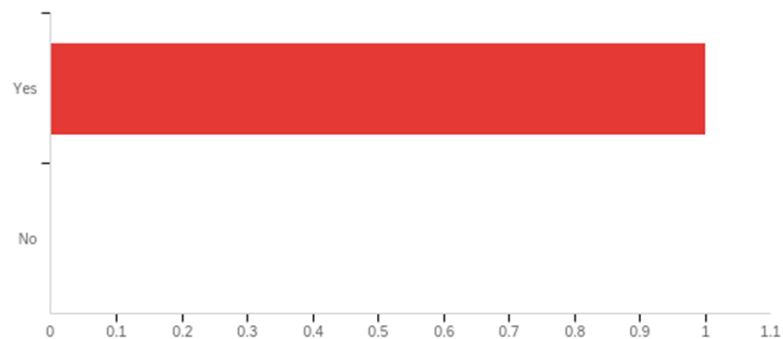
### Signs and symptoms of physical, sexual, and/or emotional abuse in children



**Have you taken the Praxis II?**



**Do you plan to take the Praxis II in the next 6 months?**



**Response Analysis:** Much like their CMHC counterparts, our remaining School Counseling student reported feeling largely knowledgeable about and prepared to engage the subspecialty areas within their clinical practice. This was our final graduate in the School Counseling program. The School of Education and Human Sciences will no longer be offering the Masters in School Counseling degree.

## **Section 6**

Respondents were asked to provide any additional comments or concerns about their experience as a student in the program. The following responses were recorded:

### *Response 1:*

Most of my concerns are unrelated to Campbell, and more to do with the ACA standards for curriculum. I feel that far too little emphasis is placed on diagnostic skills, assessments, treatment planning, and other vital clinical skills. Having said that, I am sympathetic to the structural changes that have occurred in Campbell's faculty for this program, however the program is very much in need of stability in this point, as the constant switching of professors was very detrimental to my experience as a student.

### *Response 2:*

I appreciate all that Campbell University has done for me in preparing me for my future career.

### *Response 3:*

One area I believe the program should focus more on is preparing students for how to handle a client's death by suicide. This is a situation that, while rare, can happen in this field. I've seen a therapist at my internship site struggle with how to cope after this happened, and it made me realize that we didn't cover this topic as much as may be necessary. I would have appreciated more guidance on what to expect and how to process something like that as a clinician throughout our program, and not just in one course. This way, we could gain different perspectives on this topic from various professors and ensure we know what to do if we are ever in this situation. The only reason I'd hesitate to recommend the program to others is because of how much the structure has changed in a short amount of time. A lot of these shifts were outside of anyone's control, but they've still led to very different experiences across cohorts. I know that everyone is working hard to bring stability, but because the program has gone through so many transitions, it's hard to say what future students' experiences might look like.

### *Response 4:*

Overall, I believe this program is a valuable asset for individuals seeking to enter the clinical counseling field. For no program can fully prepare you for all that you'll endure while working in the field. But, this program seeks to endow its students with the foundational metrics to build and to grow from as we experience post graduate career pursuits.

### *Response 5:*

Go Camels!

## **Response Analysis**

Theme	Frequency	Summary
Curriculum Concerns	3 of 5 (60%)	Respondents noted gaps in vital clinical preparation: diagnostic skills, assessment, treatment planning, and managing client crises (e.g., suicide).
Program Structure and Stability	2 of 5 (40%)	Feedback cited negative impacts from frequent faculty turnover and structural changes within the program.
Program Appreciation/Positivity	3 of 5 (60%)	Despite concerns, most respondents expressed appreciation or acknowledged the program's value.
Career Preparation	4 of 5 (80%)	Most responses, even critical ones, affirm that the program provided foundational preparation for future careers.
Specific Skill Gaps (Client Suicide)	1 of 5 (20%)	One response highlighted a serious gap in training for rare but impactful events like client suicide.
School Spirit	1 of 5 (20%)	A lighthearted or affirming comment showing affiliation/pride in the university.

**Overall Exit Survey Analysis:** Overall, it was encouraging to see that most of our graduates feel positively about their time at Campbell and knowledgeable about and largely prepared to engage major areas of relevant clinical practice! Additionally, our graduates seem to view their experiences with



Practicum and Internship - and their faculty and site supervisors - in a positive light. While there are certainly some knowledge and preparedness gaps that can be addressed, including the rate of faculty turnover, overall, our students perceive themselves as mostly knowledgeable and prepared to work in the fields in which they received their clinical training. The Campbell University Counseling Programs faculty and administration continue to critically evaluate the scope and depth of academic training and strive for consistent excellence in academic instruction from faculty.

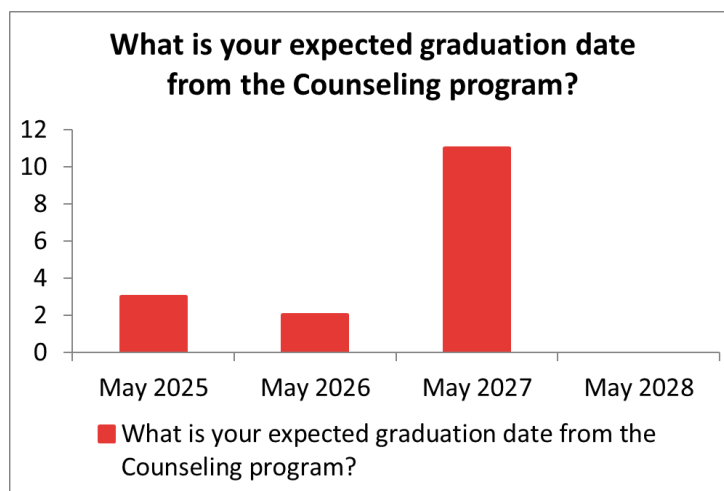
## 5. Student Surveys

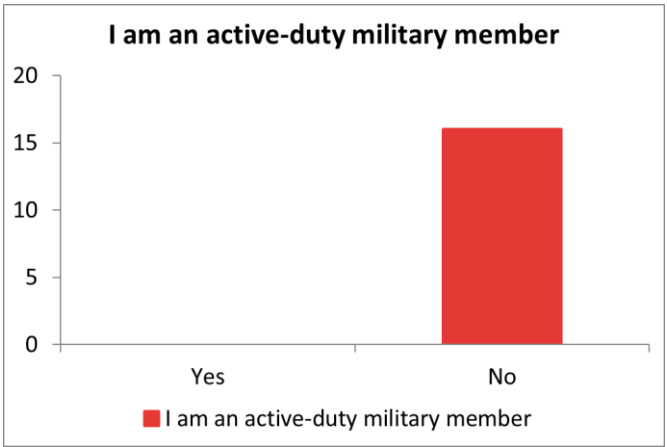
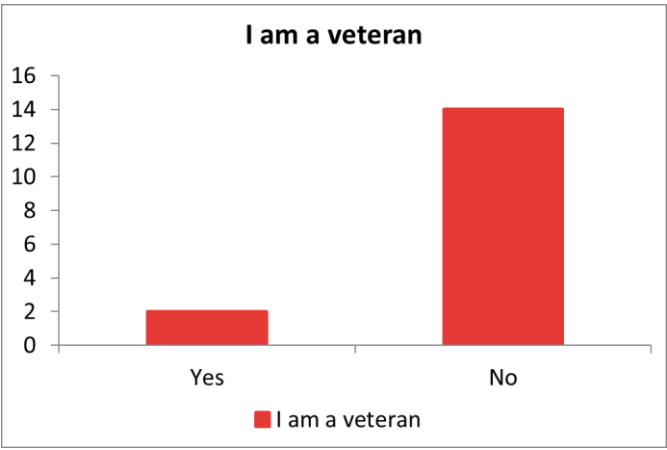
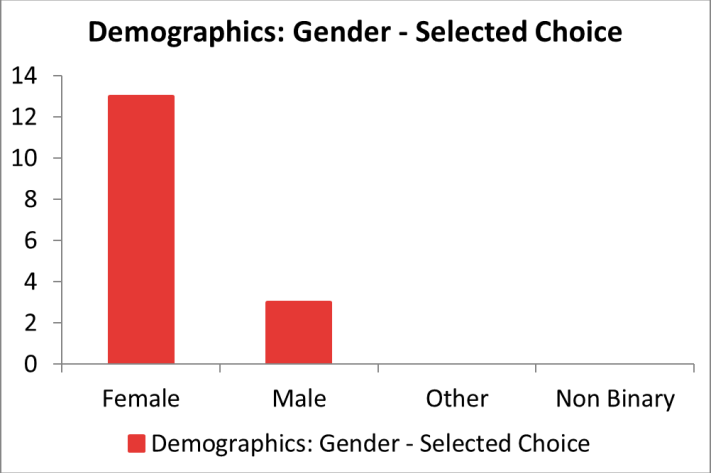
Campbell University conducts Student Surveys to evaluate how well the program aligns with its mission, assess current student satisfaction, and identify areas for improvement. The first section of the survey collects demographic information, details about program participation, and student agreement with the program's mission and goals statements. The second section gathers feedback on the program's strengths and weaknesses. It also provides an opportunity for faculty and staff to seek student input on potential changes to the program, such as offering more courses in a virtual format.

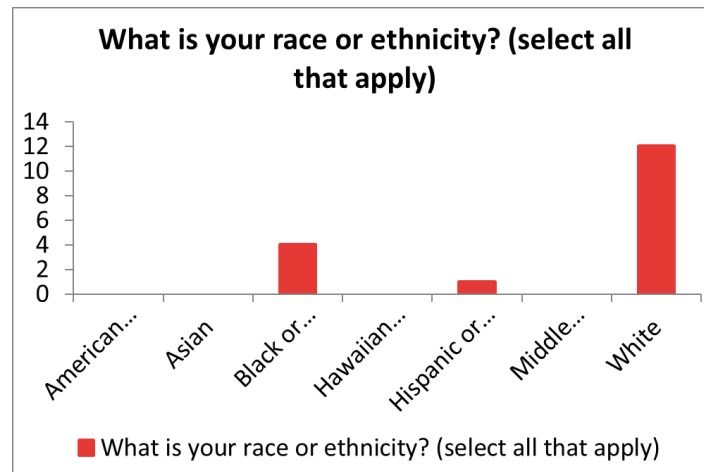
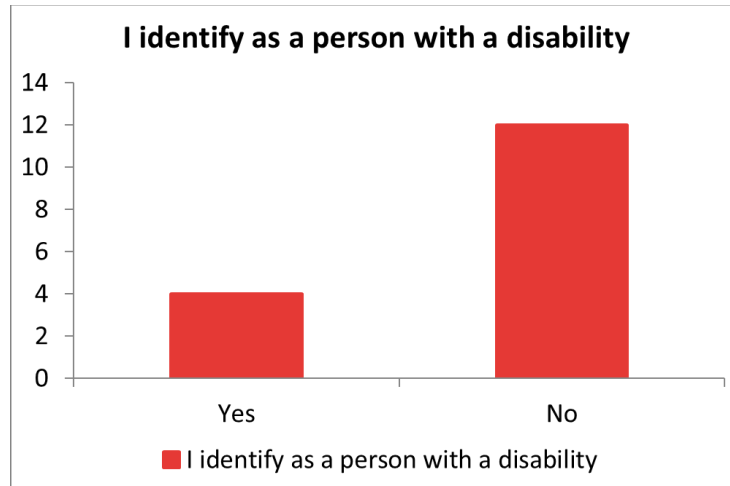
The "Counseling Programs Student Survey" was created by the Program Coordinator in November 2024 to capture this information. The questionnaire was emailed to all current students in the CU Counselor Education programs in December 2024. The questionnaire will be sent out again following the summer 2025 terms.

Surveys sent: **35**  
Surveys returned: **16**  
% Completed: **45.7%**

The questions and results are listed in-sequence below.







Q9 - Overall, how satisfied are you with your experience at Campbell University so far?



Q10 - How much has the education you've received help you view people from an ecological framework (understand how social, governmental, and economic systems impact an individual's mental health across the lifespan)?



Q11 - How much did counseling faculty support your membership in professional organizations, such as ACA,



Q20 - Within the past 6 months, besides your graduate courses, what activities, if any, have you participated in that have contributed to your personal and professional growth (e.g., participated in seminars, workshops, volunteer activities, cultural experiences etc.).

Within the past 6 months, besides your graduate courses, what activities, if any, have you participated in that have contributed to your personal and professional growth (e.g., participated in seminars, workshops, volunteer activities, cultural experiences etc.).

N/A

none

Volunteer activities, cultural experiences

Volunteering

Went to a North Carolina Counseling conference

Participated in volunteer activities, workshops, seminars.

Yes

none

Attended cultural speeches and talks with people from religious standpoints

Q12 - Please rate your satisfaction with the education you have received so far i...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Course offerings	1.00	5.00	3.67	1.35	1.82	15	55.00
Academic advising	1.00	5.00	4.07	1.12	1.26	15	61.00
Teaching skills provided by the faculty	3.00	5.00	4.36	0.72	0.52	14	61.00
Mentorship provided by the faculty	1.00	5.00	3.92	1.14	1.30	13	51.00
Clinical fieldwork experience (Practicum & Internships)	4.00	5.00	4.50	0.50	0.25	4	18.00
Services offered at Campbell to support student success (e.g. Library Services, IT, Writing Center)	2.00	5.00	4.07	0.80	0.64	14	57.00

Q14 - Please use this space to highlight any strengths of the program.

Please use this space to highlight any strengths of the program.

Most of the professors are amazing. They are open to discussions and different opinions. They are knowledgeable and professional as well as relatable and fun.

The professors and the course material are strengths. I also like the small size of the cohort.

Faculty will do their best to provide answers to questions posed concerning anything in the program and beyond. The program at CU is exceptional.

I like the Blackboard group for the whole program where Dr. Jeannette will advertise certain co-curricular events and activities. I also like the amount of outside guests we've had visit our courses. It's nice to already be building our professional network.

Professors respect and seem to want the best for their students; relative to similar, equivalent programs, this one seems to be more affordable;

Advisor has been very helpful in every aspect of my educational experience.

The professors are an asset to the program. They are all compassionate, caring, and want their students to truly learn and succeed. That has been very refreshing.

Good course offerings, great professors that want to help and guide us to be successful

#### Q15 - Please use this space to suggest areas for program improvement.

Please use this space to suggest areas for program improvement.

---

I think students should be able to take more classes and move faster than the three year program allows for.

Advising was a little disorganized. We also keep getting mixed signals about several things. One minute, online classes are possible. The next, they are not. I wish I could have had the same advisor through all of my program.

The counseling program could use a more diverse faculty, this could increase the availability of classes per semester.

Drs. Jeannette and Brandt are fabulous, and it would also be nice to have a larger pool of staff to learn from. I wonder if that might also allow for more flexibility regarding elective courses.

There seems to be some difficulty in finding/retaining faculty. I'm not sure what can be done about this, however.

Internship's should be online only.

I do wish there could be more virtual classes. Many of us have long commutes and work full-time, so the times we had class on Zoom was really helpful. I understand not having it on Zoom every week, but it is certainly appreciated occasionally, especially if it's a class that is more lecture based.

Lots of online classes, material taught by some professors confusing unorganized at times

#### **Overall Student Survey Analysis:**

The Student Survey results provide a comprehensive overview of students' experiences in a counseling program, covering demographics, satisfaction levels, and suggestions for improvement. Most respondents expect to graduate in May 2025, with others planning for subsequent years up to 2028. The demographic profile reflects an even distribution across gender, military status, veteran status, and disability identification, with racial and ethnic diversity represented across several groups including American, Asian, Black, Hispanic, White, and others.

Students reported a generally positive experience, with overall satisfaction rated at 7.94 out of 10, and the education's impact on understanding mental health rated slightly higher at 8.06. However, faculty support for professional organizations received a lower rating of 6.56. Education satisfaction measures showed strong approval in areas such as clinical fieldwork (mean 4.50) and teaching skills (mean 4.36), while course offerings (mean 3.67) and mentorship (mean 3.92) were noted as needing improvement.

Students highlighted knowledgeable and supportive professors, small cohort sizes, and strong faculty dedication as key strengths. Nonetheless, they expressed a desire for more flexible and accelerated class options, improved advising processes, increased faculty diversity, and clearer online course materials. More virtual class offerings were also suggested to enhance accessibility.

## 6. Alumni Surveys

Campbell University conducts alumni surveys for program graduates every two years. The first portion of the survey contains questions regarding basic demographic data, program participation, and licensing information. The second section inquiries about how well the counselor education program prepared them to engage in various clinical activities aligned with CACREP foundational areas and other relevant mental health counseling subjects.

The “CU Counseling Programs - Student Exit Survey” is intended to capture this information. The survey was dispersed in September 2024 and July 2025 to Counseling Program Alumni with an active email address on file.

Surveys sent: **51**  
Surveys returned: **7**  
% Completed: **14%**

### **Section 1: Demographic Information**

**Question:** What counselor education program(s) did you pursue?

**Responses:** 100% of participants pursued a Clinical Mental Health Counseling degree.

**Question:** Have you taken the NCE?

**Responses:** 100% of participants responded that they had taken the NCE.

**Question:** Did you pass the NCE?

**Responses:** 100% of participants responded that they had passed the NCE.

**Question:** What semester and year did you graduate?

**Responses:** The range of responses began with Fall 2011 and ended with Spring 2025.

**Questions:** I am a veteran, I am an active-duty military member, I identify as a person with a disability.

**Responses:** All respondents replied negatively, to these three questions, except one participant identified positively to “I am a veteran.”

**Question:** What is your ethnicity?

**Responses:** 7 of the 8 participants (87.5%) responded “White” to this question, with the one participant responding as “Black.” This is consistent with historical admissions patterns within the Counseling Programs at Campbell University, which have tended to skew disproportionately toward White/Caucasian students.

**Question:** Are you currently employed in a mental health related capacity (school counselor, CMHC, or related field)? Use text box to explain.

**Responses:** Three of the eight responded stated they were in currently employed in a mental health related capacity, while one responded stated, “No, I am not licensed but I do serve as a parent liaison which incorporates the tools that I learned with my social work and counseling degrees. I also lead community support groups and initiatives for families or students with disabilities.” Four participants did not respond to this question.

**Question:** As part of our evaluation process, we ask employers of our graduates to complete an anonymous survey assessing the program's ability to prepare students for the

CMHC/School Counseling field. If you're willing, please share the name and email address of your employer so we can send them the anonymous survey.

**Responses:** 0 participants included their employment information

**Question:** Are you currently pursuing or do you plan to pursue a doctorate in a mental health related field? (if yes, please use text box to explain)

**Responses:** One responded answered that they are undecided and another respondent stated, "Not currently but I've had some thoughts about Campbell's Doctor of Behavioral Health program."

**Question:** Would you recommend Campbell University to someone interested in learning to become a counselor?

**Responses:** 100% of participants answered "yes."

**Question:** Overall, how satisfied were you with your experience at Campbell University?

**Responses:** Answers were as follows on a scale of 1-10 with 10 being the most satisfied: 6, 7, 7, 7, 7, 9, 10.

**Question:** How helpful was your Campbell master's education in preparing you for your post-graduate work?

**Responses:** Answers were as follows on a scale of 1-10 with 10 being the most satisfied: 7, 8, 8, 8, 8, 9, 10.

**Question:** Are you a member of any professional mental health organizations? Please list them here:

**Responses:** Participants noted that they are member's of ACA and LCCNC

## Section 2: Content Information

The following questions ask *on the following scale, please indicate how prepared your graduate education at Campbell University made you for engagement in the following areas of clinical practice* with a range of 0 to 10, with 0 being "not at all prepared" and 10 being "very prepared."

### Professional orientation and ethical practice

**Responses:** *Range 8-10;* 8, 9, 9, 9, 10,10,10

### Social and cultural diversity

**Responses:** *Range 8-10;* ; 8, 9, 9, 9, 10,10,10

### Human growth and development

**Responses:** *Range 7-10;* 7, 7, 8, 8, 9, 9, 10

### Career development



**Responses:** *Range 6-9; 6, 7, 7, 7, 8, 9, 9*

**Helping relationships (i.e., orientation to wellness, essential interviewing/ counseling skills, theories, systems perspectives, and consultation)**

**Responses:** *Range 7-10; 7, 8, 9, 9, 9, 9, 10*

**Group Work**

**Responses:** *Range 5-9; 5, 7, 8, 8, 8, 9, 9*

**Assessment**

**Responses:** *Range 6-10; 6, 7, 8, 8, 8, 9, 10*

**Research and program evaluation**

**Responses:** *Range 5-9; 5, 6, 7, 8, 8, 9, 9*

**Principles of crisis intervention**

**Responses:** *Range 7-9; 7, 8, 8, 8, 9, 9, 9*

**Assessing and managing suicide, homicide, and self-harm risk**

**Responses:** *Range 8-9; 8, 8, 8, 8, 9, 9, 9*

**Current record keeping standards**

**Responses:** *Range 8-10; 8, 8, 8, 9, 9, 10, 10*

**Strategies to support client advocacy and influence public policy**

**Responses:** *Range 6-9; 6, 7, 7, 7, 9, 9, 9*

**Basic and commonly prescribed psychopharmacological medications**

**Responses:** *Range 6-9; 6, 6, 7, 8, 8, 9, 9*

**Models of program evaluation and evidence-based treatments for evaluating outcomes**

**Responses:** *Range 5-10; 5, 7, 7, 8, 9, 9, 10*

**Diagnostic process and criteria as outlined in the DSM 5-TR (or the most current edition of the DSM)**

**Responses:** *Range 6-10; 6, 8, 8, 9, 9, 10*

**Question:** How prepared did your graduate education at Campbell University help you view clients from an ecological framework (understand how social, governmental, and economic systems impact an individual's mental health across the lifespan)? Range of 0 to 10, with 0 being "not at all prepared" and 10 being "very prepared."

**Responses:** *Range 7-10; 7, 8, 8, 9, 9, 10, 10*

**Question:** How much support did you receive from counseling faculty in the exposure to and identification of appropriate career placement opportunities? Range of 0 to 10, with 0 being "not at all prepared" and 10 being "very prepared."

**Responses:** *Range 4-10; 4, 7, 7, 8, 9, 9, 10*

## Overall Analysis of Alumni Survey

### Response Rate

- **Low participation:** Only 7 of 51 recipients completed the survey (14% response rate), despite using the newly created LinkedIn Alumni Group and direct email distribution.
- Possible contributing factors:
  - Outdated or inactive contact information.
  - Limited engagement with alumni via LinkedIn prior to survey launch.
  - Survey timing (September 2024 and July 2025 may have coincided with busy professional periods or summer breaks).
  - Length of the survey, which may have discouraged completion.
- **Impact:** Low response rate limits generalizability and reduces the representativeness of findings.

### Areas of Strength

1. **Licensure Outcomes**
  - 100% of respondents had taken and passed the NCE, suggesting strong academic preparation.
2. **Program Satisfaction**
  - All respondents (100%) would recommend Campbell University to prospective counseling students.
  - High satisfaction ratings (most scores 7–10) for both overall experience and preparation for post-graduate work.
3. **CACREP-Aligned Skill Preparation**
  - High perceived preparedness (generally scores of 8–10) in **Professional Orientation & Ethical Practice, Social and Cultural Diversity, Current Record Keeping Standards, and Helping Relationships**.
  - Consistently high ratings in **Suicide/Homicide/Self-Harm Risk Assessment and Ecological Framework**.
4. **Professional Engagement**
  - Alumni membership in professional organizations such as ACA and LCCNC suggests ongoing commitment to professional development, however, it is noted that this can be an area of improvement as well.

## Areas for Improvement

### 1. Career Support

- Wide variation in ratings for faculty support in career placement (range 4–10) indicates some alumni felt under-supported in transition to employment.
- Employer feedback collection was **unsuccessful** (0 participants provided employer information).

### 2. Curricular Gaps

- Lower preparation ratings in:
  - **Group Work** (scores as low as 5).
  - **Research & Program Evaluation** (scores as low as 5).
  - **Strategies to Support Client Advocacy/Public Policy** (scores as low as 6).
  - **Psychopharmacology** (scores as low as 6).
  - **Models of Program Evaluation & Evidence-Based Treatments** (scores as low as 5).
- These areas may need targeted reinforcement in coursework or practicum experiences.

### 3. Employment Outcomes

- Less than half explicitly reported working in a mental health–related role.
- Lack of clarity on employment status for 4 respondents (non-response to employment question) suggests a need for better follow-up and alumni tracking.

### 4. Diversity in Alumni Base

- Respondents were predominantly White (87.5%), reflecting historical enrollment trends. Efforts to recruit and retain students from diverse backgrounds could enrich the program and its alumni network.

## Recommendations

### 1. Increase Survey Engagement

- Shorten survey or split into multiple smaller check-ins.
- Use multiple reminders with personalized messages.
- Include incentives (e.g., professional development webinar access, gift cards).
- Engage alumni year-round via LinkedIn with regular updates, spotlights, and informal polls to keep them connected- beginning in summer/fall 2025.

### 2. Improve Career Placement Support

- Create a structured alumni–student mentoring program.
- Host periodic virtual career fairs or employer panels.
- Establish a system to collect employer contacts at graduation rather than years later.

### 3. Address Lower-Rated Skill Areas

- Integrate more robust training in **group work, advocacy, and program evaluation**.
- Increase exposure to **psychopharmacology basics** relevant to counseling practice.
- Consider targeted workshops or continuing education for alumni.

## 6. Employer Surveys

Campbell University conducts employer surveys every year. The survey asks employers their work setting (e.g., nonprofit mental health agency, private practice, school, hospital, etc.). The brief survey is then split into two sections: Section 1 contains asks employers to rate (one a 5-point scale) how prepared Campbell-trained counselors are to work within different areas of clinical practice. Section 2 asks employers to provide open-ended feedback regarding strengths and weaknesses of Campbell-trained counselors.

We collect employer information through the Alumni Survey, where alumni may choose to provide their current employer's contact details. Of the seven Alumni Survey respondents, only one included this information. To expand our outreach, program staff also identified additional employers known through word of mouth to have hired Campbell program alumni. In total, six employer surveys were sent via email.

Surveys sent: 6  
Surveys returned: 1  
% Completed: 16.7%

### Employer Survey Response:

The response gathered was from an employer who identified their work setting as "Private Practice." In response to Section 1, which asks the employer to rate the Campbell-trained employee on skills, the responses were positive for the following criteria

#### *Positive:*

- Possess the content knowledge needed to do their job well (somewhat agree)
- Possess the counseling skills needed to do their job well (somewhat agree)
- Communicates effectively orally, in writing, and via technology (strongly agree)
- Possess the interpersonal skills necessary to work collaboratively with other professionals (strongly agree)
- Demonstrates flexibility and adaptability (somewhat agree)
- Demonstrates ethical decision-making skills and ethical conduct (strongly agree)

#### *Neutral (neither agree nor disagree):*

- Possess the skills necessary to work with individuals and families from diverse backgrounds
- Regularly engages in professional development for continued professional growth and life-long learning

#### *Negative:*

- Is as well prepared or better prepared than graduates of other mental health counseling programs at other institution (somewhat disagree)
- Possess the skills necessary to advocate and become agents of change (somewhat disagree)

The employer noted that the strengths of the Campbell-trained counselor are "communication skills and readiness to participate," and the weaknesses are "often times necessary coursework has not been completed prior to internship." The employer recommended, "a class or practicum

on community mental health counseling to inform students about what to expect onsite.”

#### Employer Survey Analysis:

Despite this, we remain committed to finding an effective means of obtaining accurate employer / supervisor contact information which will allow us to be more successful in our attempts to distribute, collect, and analyze the Counselor Education Employer Survey data moving forward. This issue will be brought to the first CU Counselor Education Advisory Board meeting (see Assessment Plan Item #7) to solicit feedback, suggestions, and additional support in anticipation of the next disbursement of the survey in 2024.

#### Program Improvement Recommendations

1. Curricular Adjustments
  - Review the timing and sequencing of coursework to ensure students have completed critical foundational classes prior to internship.
  - Integrate more explicit training in advocacy and social justice counseling to strengthen students’ ability to become agents of change.
2. Internship and Practicum Readiness
  - Continue to use CCS-R as a “readiness checklist” for students to confirm required skills, coursework, and experiences are in place before beginning clinical fieldwork- the new student KPI’s and review process will assist with this.
  - Increase emphasis on working with diverse populations through case studies, role plays, and clinical simulations.
  - Embed structured opportunities for professional development planning (e.g., requiring students to attend professional workshops or conferences, and reflect on their growth).
3. Benchmarking Against Peer Programs
  - Explore partnerships with other regional counseling programs to compare curricular requirements and graduate outcomes. This can help identify areas where Campbell graduates may be less prepared.

#### Other areas of recommendation

1. Employer Survey Collection
  - Add a separate employer contact form on the program website for alumni and supervisors to directly share their information.
  - Build stronger connections with internship site supervisors, who often become employers, and request their participation in the annual survey.
  - Provide incentives for survey completion (e.g., recognition in program newsletters, entry into a small professional development resource giveaway).
  - Send surveys earlier in the academic cycle and provide multiple follow-up reminders.
  - Partner with the CU Counselor Education Advisory Board to identify additional employers who supervise Campbell alumni.
  - Collect employer testimonials (with permission) to highlight strengths and areas of improvement in reports.

## PART 3: STUDENT ASSESSMENT & GRADUATION DATA

### 8. Counseling Standardized Examinations

Most students in the CMHC Program take the NCE during their final semester or just after graduation if they intend to pursue LCMHC licensure in North Carolina. The NCE is also sometimes taken by school counseling students that intend to work outside of a school setting as well. This data is gathered via Exit Surveys and Alumni Surveys.

\*If there is no information in a cell, the data is considered N/A.

Exam	Year of Exam	Eligible Takers	# Passed Exam	# Failed Exam	Missing Data
	<b>2018-2019</b>				
NCE		2	2		
Praxis II		2	2		
	<b>2019-2020</b>				
NCE		8	8		
Praxis II		2	2		
	<b>2020-2021</b>				
NCE		6	5	1	3
Praxis II		3	3		
	<b>2021-2022</b>				
NCE		6	6		2
Praxis II		1	1		
	<b>2022-2023</b>				
NCE		4411	10		1
Praxis II		0			
	<b>2023-2024</b>				
NCE		7	6		1
Praxis II		0			
	<b>2024-2025</b>				
NCE		6	5	1	1
Praxis II		1	1		

**Analysis:** The Counseling Program as Campbell University continues to work diligently to prepare students for the NCE and Praxis II exams, primarily through the administration of the Counselor Preparation Comprehensive Examination (CPCE), which must be taken prior to graduation. The student pass rate for the Praxis II exam has been 100% over the past four years, and the NCE pass rate has been 95.5% over that same span. We remain committed to providing opportunities for students to be routinely tested on foundational knowledge essential to ethical, competent, and safe practice, as evidenced by the routine use of low-stakes, ungraded practice quizzes throughout each course, and the utilization of assignments and exams that align with the learning outcomes for each of the eight (8) CACREP core courses.

**NOTE:** The column labeled “Missing Data” refers specifically to students that met eligibility requirements to take the exams, but we (Counseling Programs) were not provided any data regarding attempts, pass/fail results, etc. *by* those students, so they are not included in the pass rate calculations. While it is disappointing to not have testing data on all students, because the NCE exam is not required, we will not always know when (or if) students associated with the Campbell University Counseling Programs do eventually take the NCE and what the pass rates are for those students that take it later unless it is included in responses to the Alumni Survey.

## 9. Program Graduates

Data is maintained regarding the number of students who complete the program each year.

M.A. Clinical Mental Health	Students Graduated
2018-2019	2
2019-2020	2
2020-2021	11
2021-2022	6
2022-2023	10
2023-2024	8
2024-2025	8
M.Ed. School Counseling	Students Graduated
2018-2019	4
2019-2020	5
2020-2021	3
2021-2022	2
2022-2023	2
2023-2024	0

**Analysis:** The graduation numbers from the past four years accurately reflect the smaller size of the Counseling Programs, which currently has just under **36** students across all three-year groups (an increase from 28 students in 2022). We are currently graduating 100% of the students who are eligible for graduation each academic year, which is reflective of our commitment to help our students gain the knowledge they need to succeed, proactively address any remediation issues, and provide meaningful clinical fieldwork experiences.

Since 2023, we are meeting our goal of actively grow our total ongoing enrollment. We remain committed to facilitating authentic connection with our students and adjusting our program to more effectively and efficiently train them for their professional careers to follow.

## Part 4: Summary of Analysis & Recommendations

### Admissions & Enrollment

- Applications have steadily increased (from 8 in AY 21–22 to 51 in AY 24–25), showing program growth and greater reputation.
- The applicant pool is becoming more diverse in ethnicity, geography, and age.
- Enrollment selectivity is high (29.4% admitted), but only fall admissions were offered in AY 24–25.

### Student Experience & Exit Surveys

- Students generally report positive experiences, particularly with practicum, internship, and supervision.
- Most graduates feel prepared across CACREP core areas, but notable gaps exist in assessment, research/program evaluation, group work, diagnostic processes, psychopharmacology, and client suicide response preparedness.
- Faculty turnover and program instability negatively impacted student perceptions.
- Despite challenges, students expressed appreciation for faculty dedication and program rigor.

### Current Student Surveys

- Students rated overall satisfaction at ~8/10.
- Strengths: small cohorts, strong faculty support, clinical fieldwork.
- Areas for improvement: course offerings, mentorship/advising, faculty diversity, online/virtual flexibility, clearer course organization.

### Alumni Surveys

- Low response rate (14%) limits generalizability.



- Alumni who responded showed strong licensure outcomes (100% NCE pass rate) and high satisfaction, with most recommending Campbell.
- Weak areas: career support, employer engagement, group work, research/program evaluation, advocacy/public policy, and psychopharmacology.
- Employment outcomes were underreported, with less than half explicitly in mental health roles.

## Employer Feedback

- Extremely limited (1 survey returned).
- Employer noted strong communication and interpersonal skills but weaker preparation in advocacy, diversity skills, and internship readiness.
- Suggested a community mental health practicum and stronger sequencing of coursework before internships.

## Graduation & Exam Outcomes

- NCE pass rate ~95.5% over past four years; Praxis II pass rate 100%.
- Graduation rates remain strong (100% of eligible students graduate).
- School Counseling program has been phased out, leaving CMHC as the focus.

## Part 5: Key Recommendations

### 1. Strengthen Curriculum & Training

- Reinforce assessment, research design, and program evaluation in coursework.
- Enhance group counseling, advocacy/public policy, and psychopharmacology training.
- Integrate suicide response and grief support into multiple courses, not just crisis counseling.
- Review sequencing to ensure students complete ALL essential coursework before internships.

### 2. Increase Program Stability & Faculty Development

- Prioritize hiring and retaining core faculty in high-need areas (Assessment, Research, Group Work).
- Reduce turnover to build program stability and improve student trust.
- Expand faculty diversity to reflect the program's commitment to multicultural competence.

### 3. Improve Student & Alumni Engagement

- Expand virtual/online options for greater accessibility.
- Provide stronger mentorship and advising structures (peer mentors, faculty advisors).
- Develop alumni–student mentoring networks and career fairs.
- Enhance alumni tracking systems to improve survey participation and employment data collection.

#### 4. Strengthen Employer Partnerships

- Collect employer contact information at graduation, not years later.
- Build relationships with internship site supervisors, who often transition into employers.
- Consider incentives and recognition for employer survey participation.
- Explore benchmarking with peer counseling programs to identify competitive gaps.

#### 5. Enhance Professional Development Focus

- Embed structured professional development planning into coursework and advising.