

# Spring 2017 ALUMNI

2017 GWU Alumni CACREP Survey

February 10, 2020 3:35 AM EST

## Q2 - What year did you graduate from the program?

What year did you graduate from the program?

yes

2016

2017

2017

2014

2017

2014

2016

2016

2014

2014

2014

2016

2012

2016

2017

2012

2012

2017

2017

What year did you graduate from the program?

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2012

2014

2017

2017

2014

2017

2016

2016

May 2017

2012

2017

2012

2014

2014

2012

2016

2016

2016

2017

2017

2016

2012

2014

2014

What year did you graduate from the program?

2016

2016

2017

2016

2016

2016

2016

2016

2016

2016

2016

2016

2016

2016

2016

2016

Rehabilitation Counseling

2016

2016

3092i0

2000

20009

1996

2014

What year did you graduate from the program?

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2009

2013

2015

1997

2013

2013

2013

2009

1999

2008

2009

1999

1999

2007

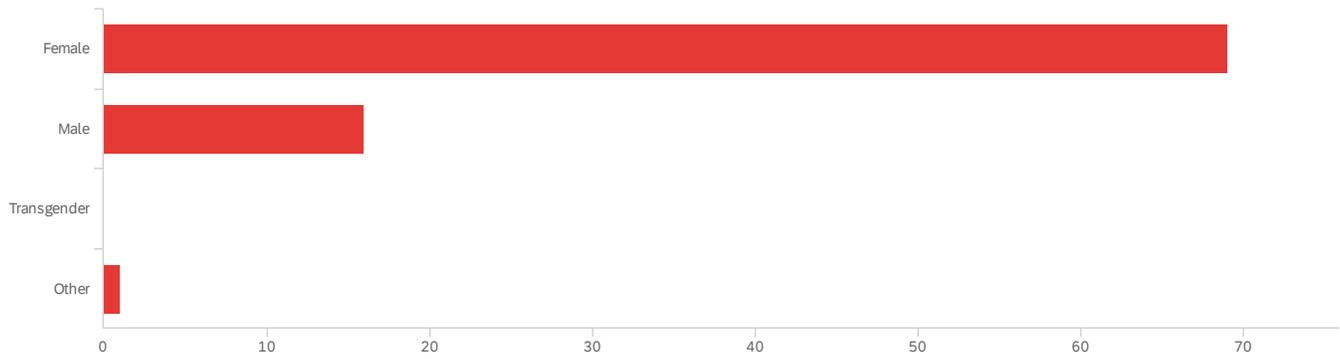
2000

2006

2012

2006

### Q3 - Gender identification:



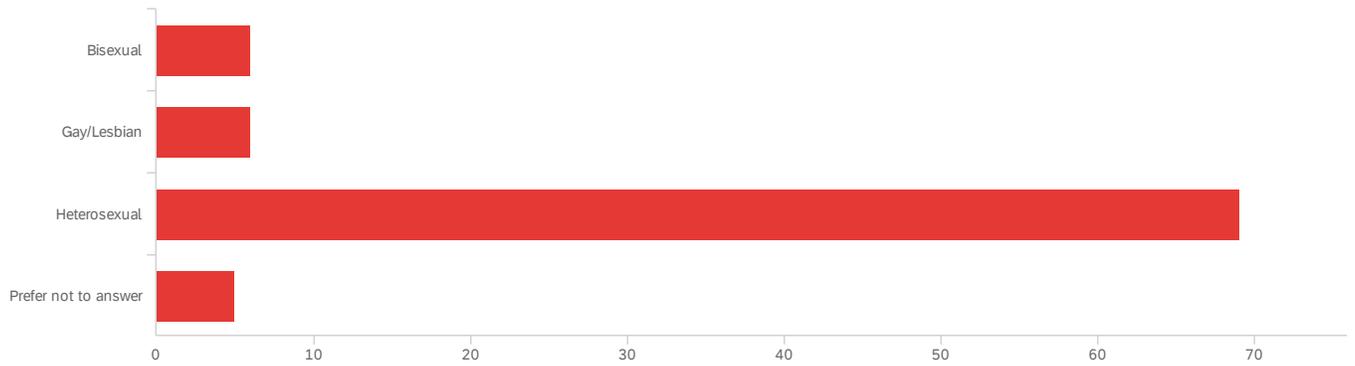
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender identification:	1.00	4.00	1.22	0.49	0.24	86

#	Field	Choice Count
1	Female	80.23% 69
2	Male	18.60% 16
3	Transgender	0.00% 0
4	Other	1.16% 1

86

Showing rows 1 - 5 of 5

## Q4 - Sexual orientation:



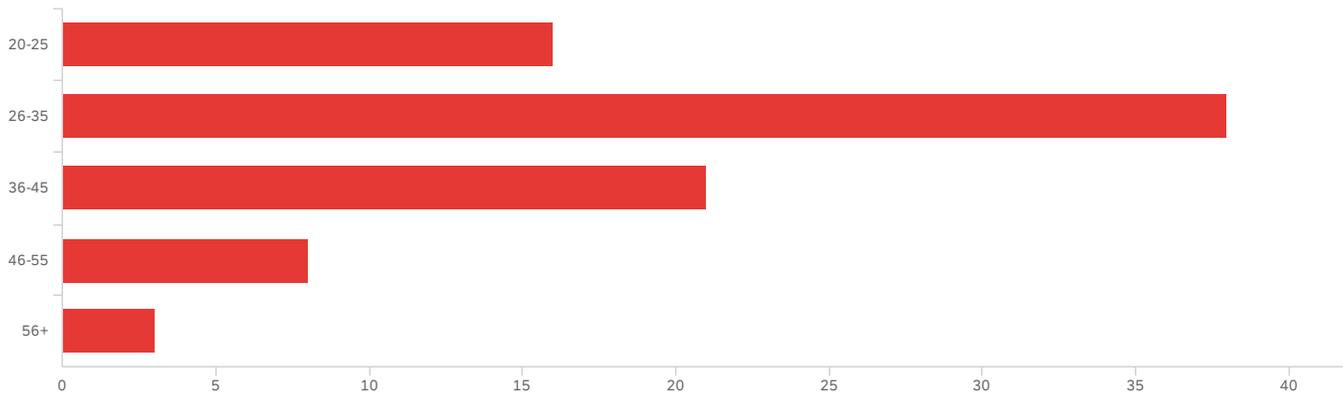
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sexual orientation:	1.00	99.00	8.37	22.52	507.30	86

#	Field	Choice Count
1	Bisexual	6.98% 6
2	Gay/Lesbian	6.98% 6
3	Heterosexual	80.23% 69
99	Prefer not to answer	5.81% 5

86

Showing rows 1 - 5 of 5

## Q5 - Age in years:

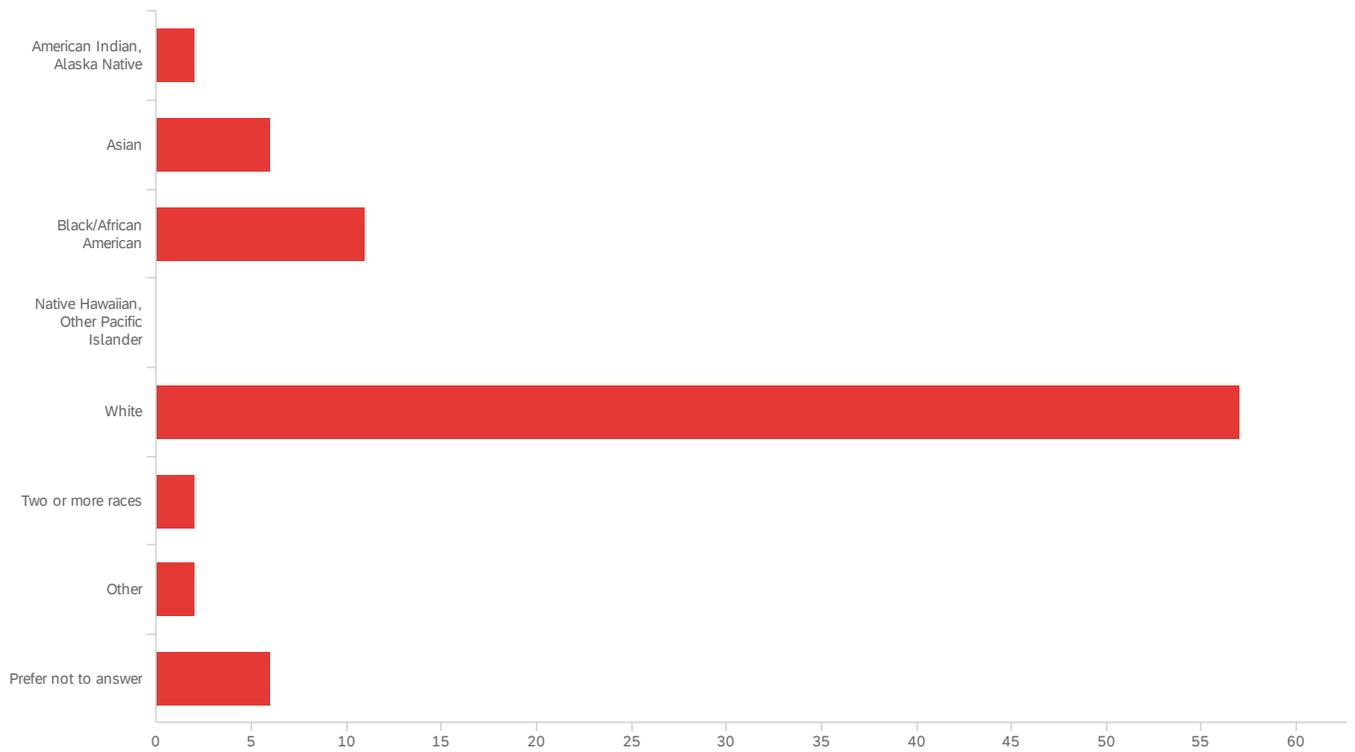


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Age in years:	1.00	5.00	2.35	1.00	0.99	86

#	Field	Choice Count
1	20-25	18.60% 16
2	26-35	44.19% 38
3	36-45	24.42% 21
4	46-55	9.30% 8
5	56+	3.49% 3
		86

Showing rows 1 - 6 of 6

## Q6 - Race/Ethnicity:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Race/Ethnicity: - Selected Choice	1.00	99.00	11.07	24.11	581.25	86

#	Field	Choice Count
1	American Indian, Alaska Native	2.33% 2
2	Asian	6.98% 6
3	Black/African American	12.79% 11
4	Native Hawaiian, Other Pacific Islander	0.00% 0
5	White	66.28% 57
6	Two or more races	2.33% 2
7	Other	2.33% 2
99	Prefer not to answer	6.98% 6

Showing rows 1 - 9 of 9

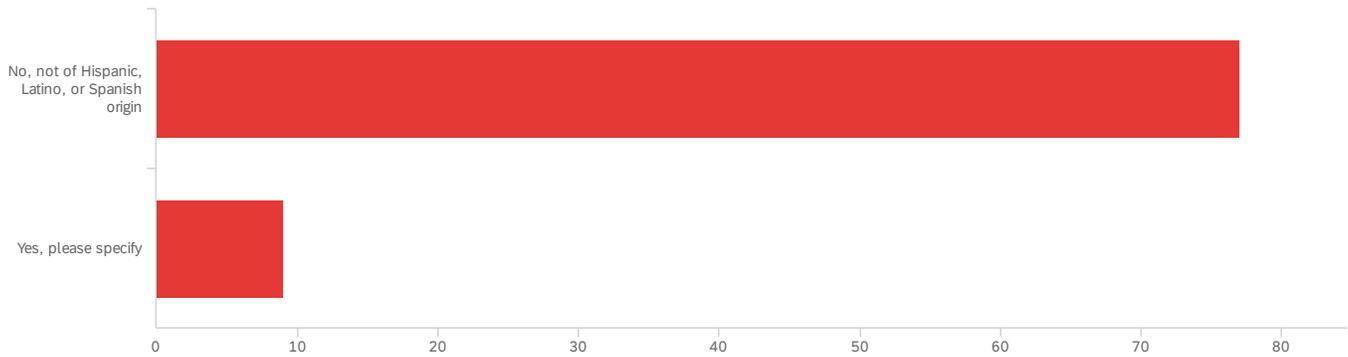
Q6\_7\_TEXT - Other

Other

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Latino

## Q7 - Are you of Hispanic, Latino, or Spanish origin?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you of Hispanic, Latino, or Spanish origin? - Selected Choice	1.00	2.00	1.90	0.31	0.09	86

#	Field	Choice Count
2	No, not of Hispanic, Latino, or Spanish origin	89.53% 77
1	Yes, please specify	10.47% 9
		86

Showing rows 1 - 3 of 3

### Q7\_2\_TEXT - Yes, please specify

Yes, please specify

Latino

Latina

Prefer not to answer

Guatemala

Portuguese / Latino

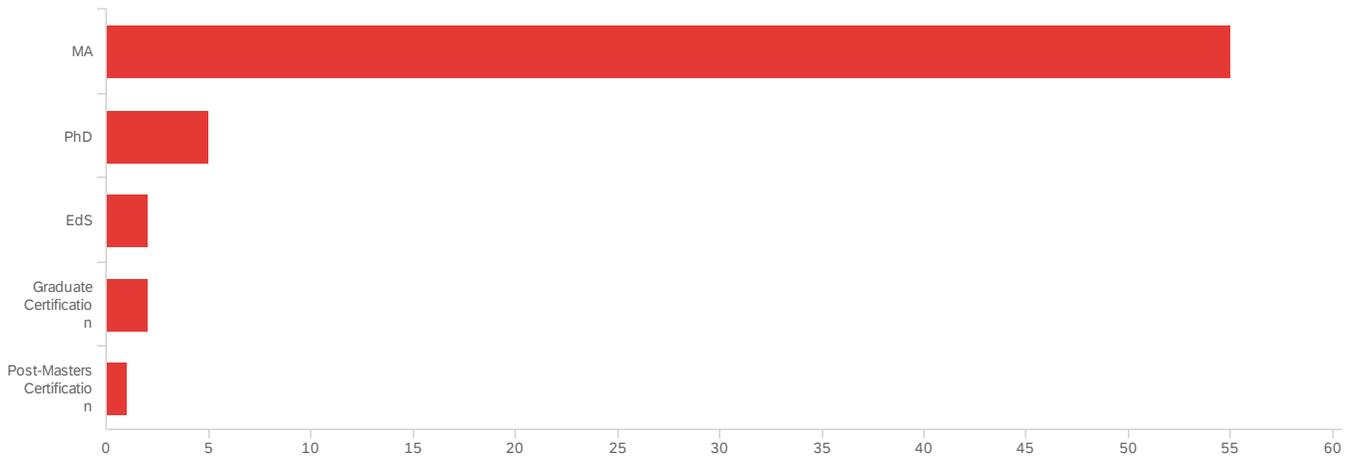
Colombia

n/a

Yes, please specify

Mexican-American

## Q8 - Which degree or certificate did you earn?

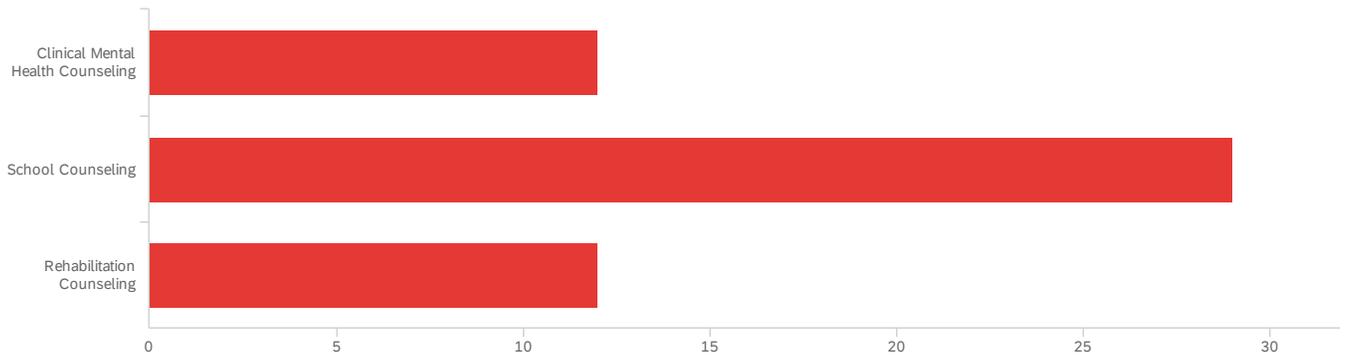


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which degree or certificate did you earn?	1.00	5.00	1.29	0.80	0.64	65

#	Field	Choice Count
1	MA	84.62% 55
2	PhD	7.69% 5
3	EdS	3.08% 2
4	Graduate Certification	3.08% 2
5	Post-Masters Certification	1.54% 1
		65

Showing rows 1 - 6 of 6

## Q9 - Which master's program did you complete?

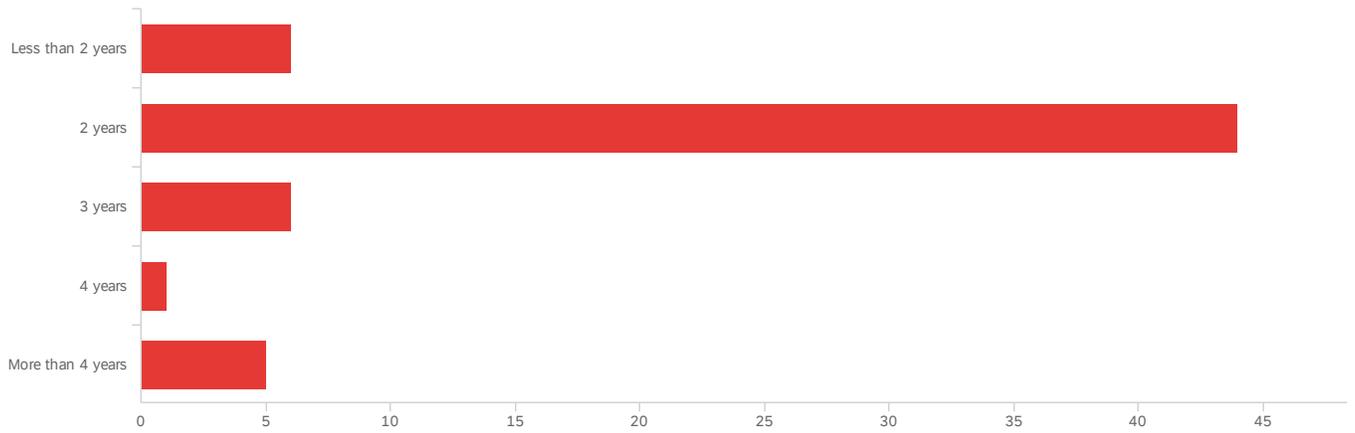


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which master's program did you complete?	1.00	3.00	2.00	0.67	0.45	53

#	Field	Choice Count
1	Clinical Mental Health Counseling	22.64% 12
2	School Counseling	54.72% 29
3	Rehabilitation Counseling	22.64% 12
		53

Showing rows 1 - 4 of 4

## Q10 - How many years did it take you in the program to graduate?

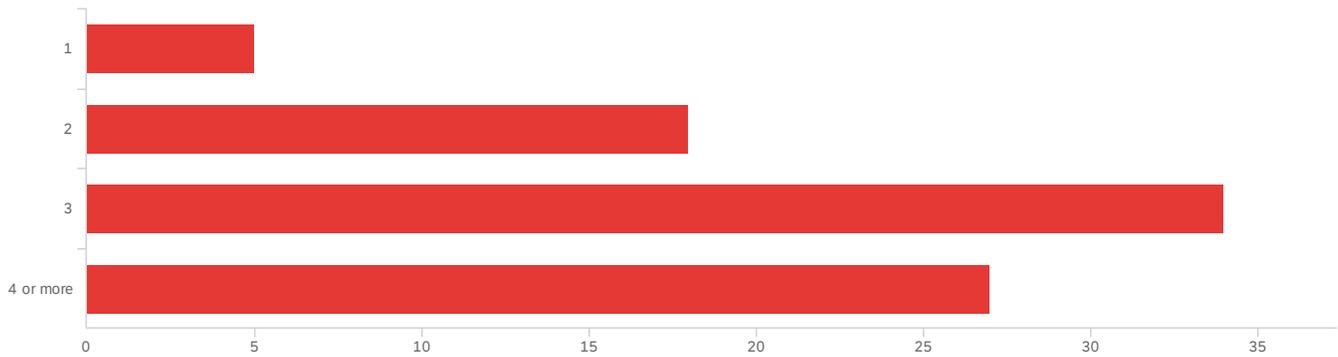


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years did it take you in the program to graduate?	1.00	5.00	2.27	0.95	0.91	62

#	Field	Choice Count
1	Less than 2 years	9.68% 6
2	2 years	70.97% 44
3	3 years	9.68% 6
4	4 years	1.61% 1
5	More than 4 years	8.06% 5
		62

Showing rows 1 - 6 of 6

## Q11 - Average number of courses enrolled per semester:



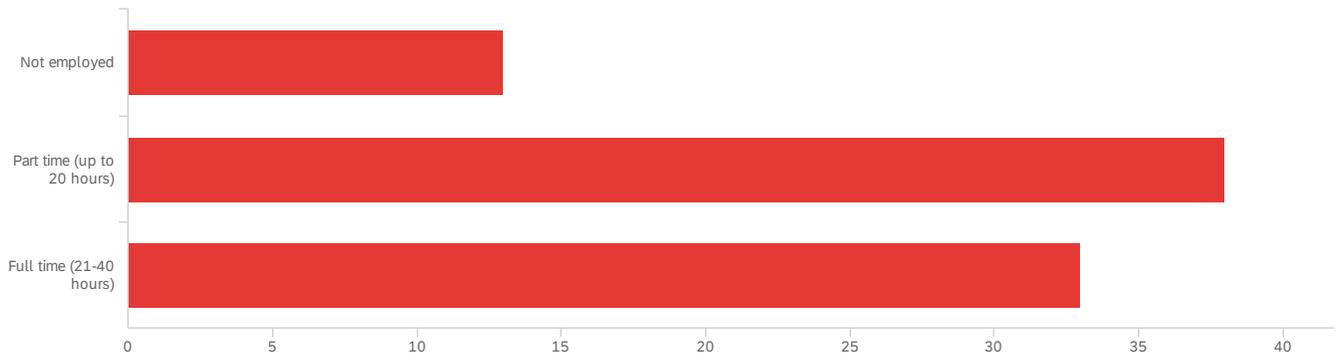
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Average number of courses enrolled per semester:	1.00	4.00	2.99	0.88	0.77	84

#	Field	Choice Count
1	1	5.95% 5
2	2	21.43% 18
3	3	40.48% 34
4	4 or more	32.14% 27

84

Showing rows 1 - 5 of 5

## Q12 - Employment status while enrolled:

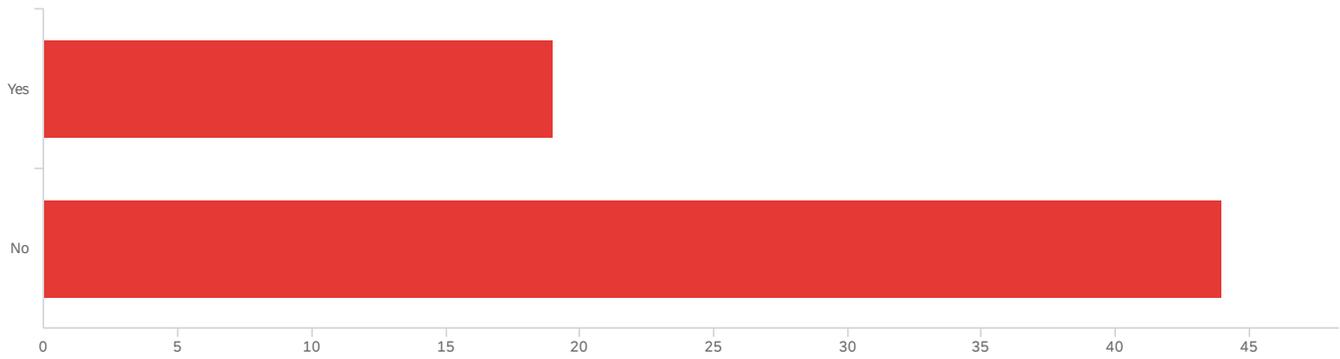


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Employment status while enrolled:	1.00	3.00	2.24	0.70	0.49	84

#	Field	Choice Count
1	Not employed	15.48% 13
2	Part time (up to 20 hours)	45.24% 38
3	Full time (21-40 hours)	39.29% 33
		84

Showing rows 1 - 4 of 4

### Q13 - Do you currently hold a clinical license?



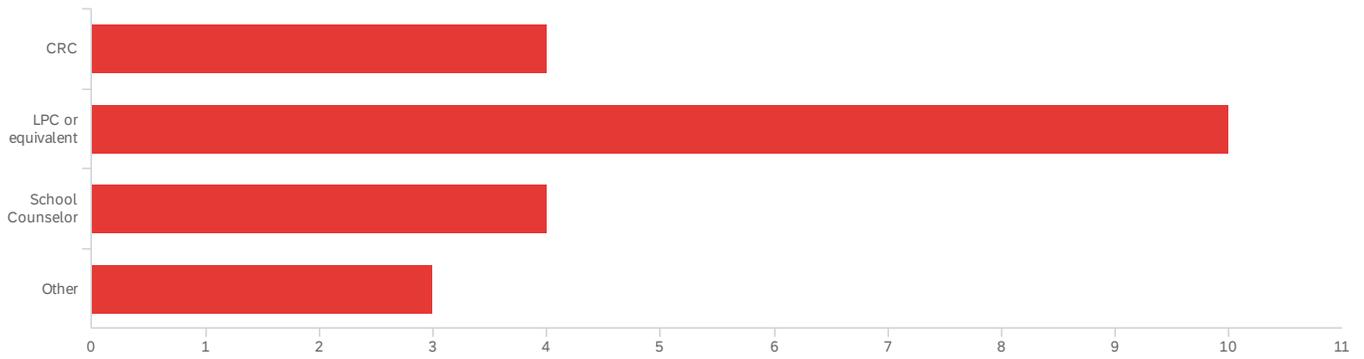
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently hold a clinical license?	1.00	2.00	1.70	0.46	0.21	63

#	Field	Choice	Count
1	Yes	30.16%	19
2	No	69.84%	44

63

Showing rows 1 - 3 of 3

### Q13 (cont.) - Are you licensed as a:



#	Field	Choice Count
1	CRC	19.05% 4
2	LPC or equivalent	47.62% 10
3	School Counselor	19.05% 4
4	Other	14.29% 3

21

Showing rows 1 - 5 of 5

### Q13 (cont.)\_4\_TEXT - Other

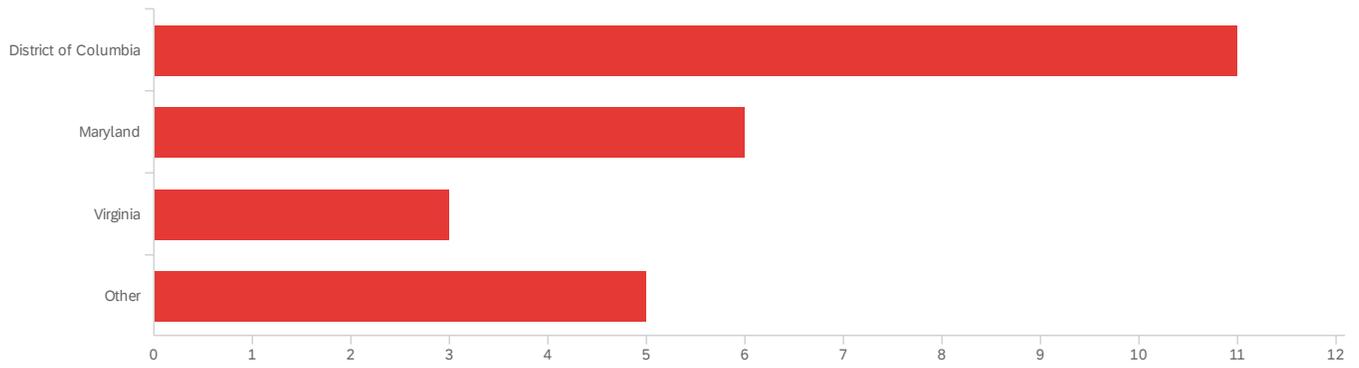
Other

Licensed Graduate Professional Counselor (LGPC)

LGPC

LGPC

### Q13 (cont.) - In which state(s) do you currently hold a license?



#	Field	Choice Count
1	District of Columbia	44.00% 11
2	Maryland	24.00% 6
3	Virginia	12.00% 3
4	Other	20.00% 5

25

Showing rows 1 - 5 of 5

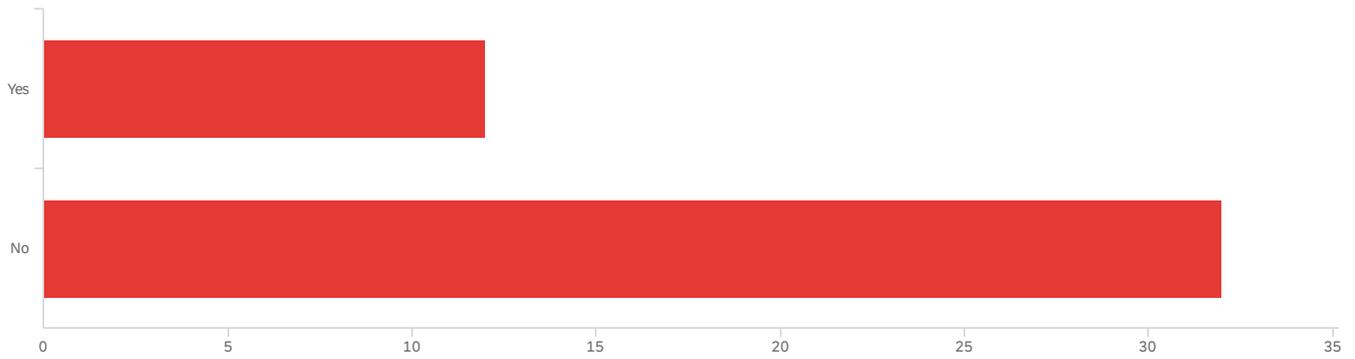
#### Q13 (cont.)\_4\_TEXT - Other

Other

Illinois

Oregon

Q13 (cont.) - Are you registered with a state licensing board in pursuit of licensure?



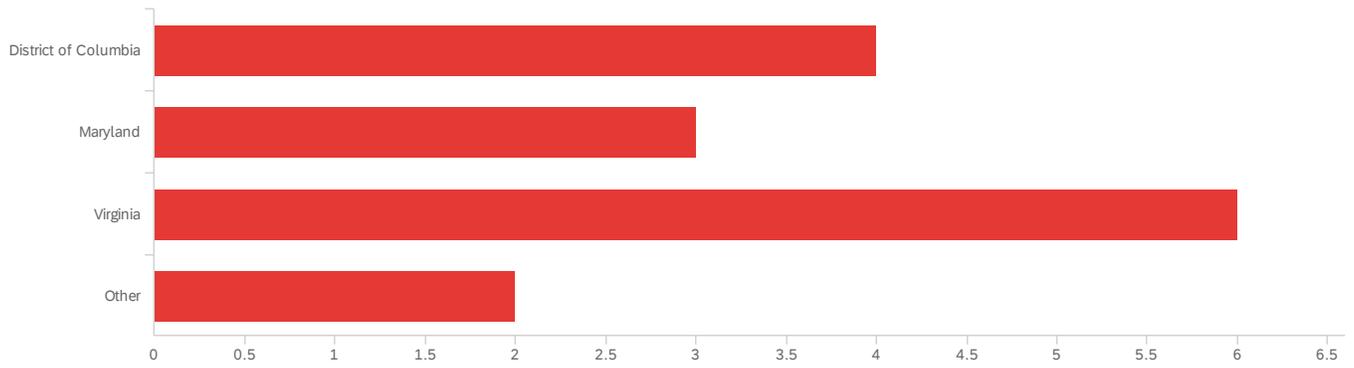
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you registered with a state licensing board in pursuit of licensure?	1.00	2.00	1.73	0.45	0.20	44

#	Field	Choice Count
1	Yes	27.27% 12
2	No	72.73% 32

44

Showing rows 1 - 3 of 3

### Q13 (cont.) - In which state(s) are you currently pursuing licensure?



#	Field	Choice Count
1	District of Columbia	26.67% 4
2	Maryland	20.00% 3
4	Virginia	40.00% 6
3	Other	13.33% 2

15

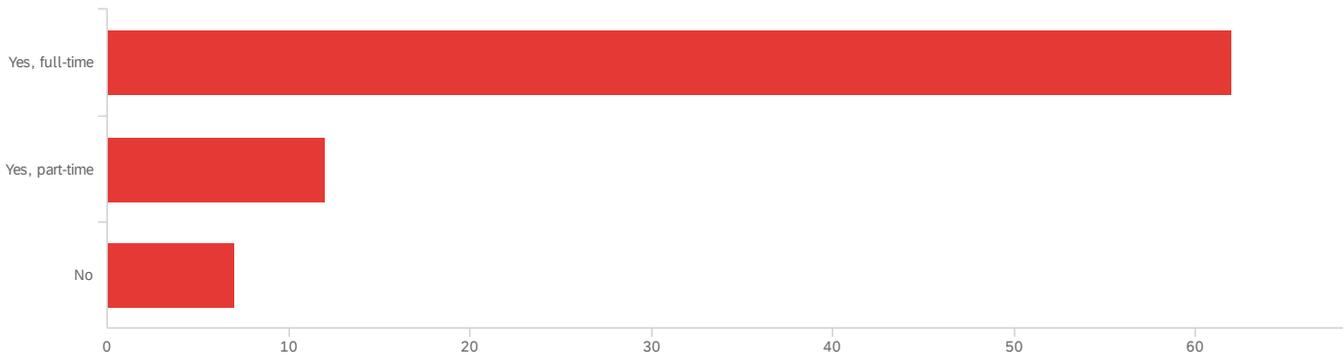
Showing rows 1 - 5 of 5

#### Q13 (cont.)\_3\_TEXT - Other

Other

CA

## Q14 - Are you currently employed?

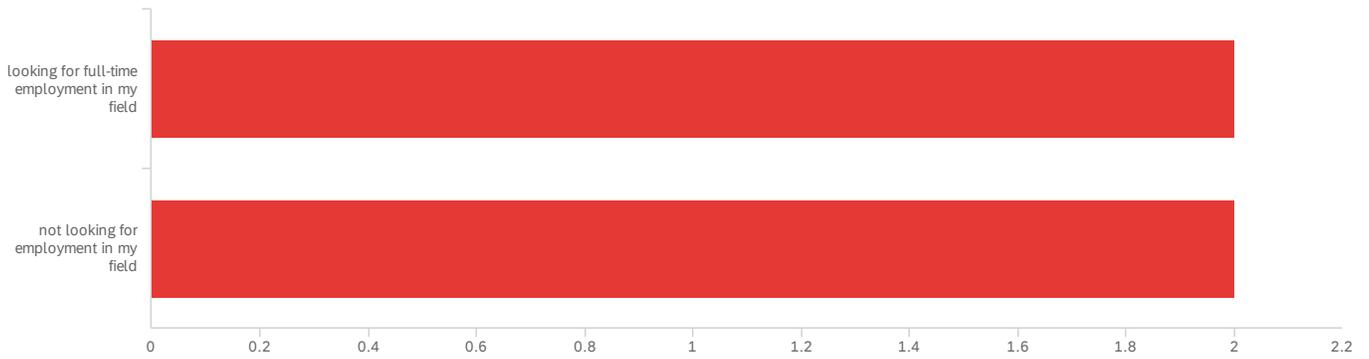


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed?	1.00	3.00	1.32	0.63	0.39	81

#	Field	Choice Count
1	Yes, full-time	76.54% 62
2	Yes, part-time	14.81% 12
3	No	8.64% 7
		81

Showing rows 1 - 4 of 4

## Q14 (cont.) - Which best describes your current situation?



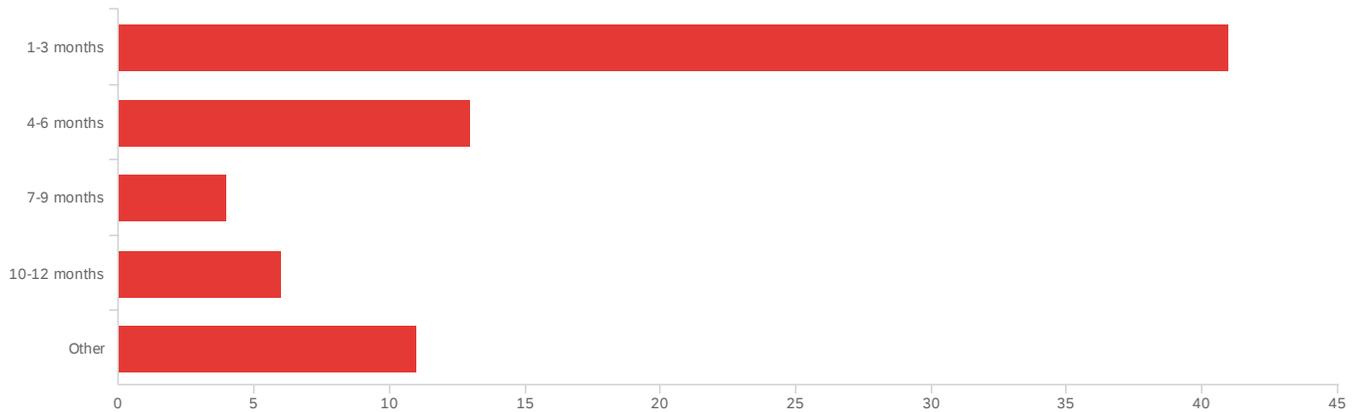
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes your current situation?	1.00	2.00	1.50	0.50	0.25	4

#	Field	Choice Count
1	looking for full-time employment in my field	50.00% 2
2	not looking for employment in my field	50.00% 2

4

Showing rows 1 - 3 of 3

## Q14 (cont.) - How many months did it take you to find your current employment?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many months did it take you to find your current employment? - Selected Choice	1.00	5.00	2.11	1.49	2.23	75

#	Field	Choice Count
1	1-3 months	54.67% 41
2	4-6 months	17.33% 13
3	7-9 months	5.33% 4
4	10-12 months	8.00% 6
5	Other	14.67% 11
		75

Showing rows 1 - 6 of 6

### Q14 (cont.)\_5\_TEXT - Other

Other

0 months

Less than 1 month

0 - hired directly after internship

Was already employed while in school. Continued at the same job after graduation

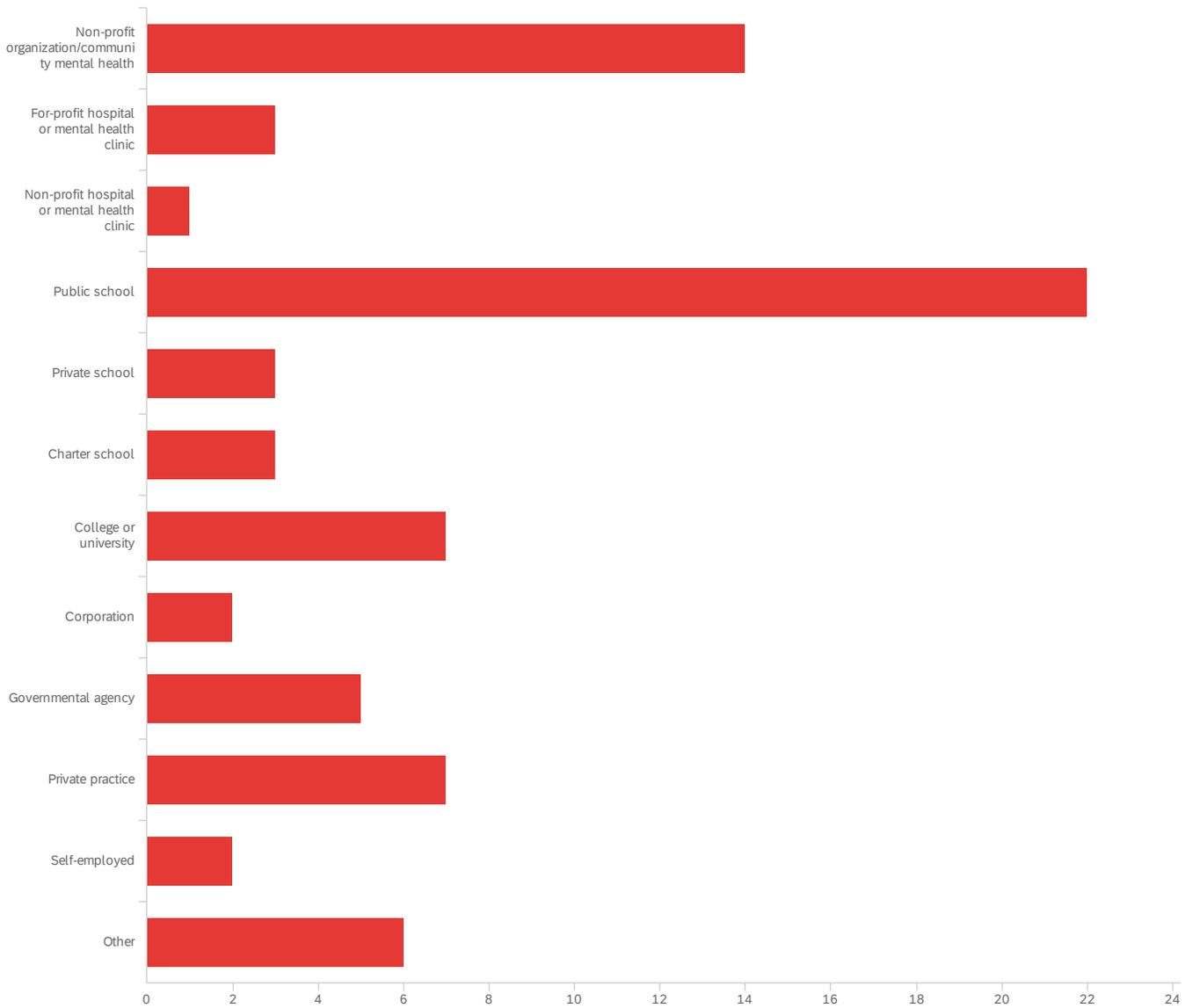
Other

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I was always employed FT.

0

## Q14 (cont.) - Which of the following describes your current place of employment?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following describes your current place of employment? - Selected Choice	1.00	12.00	5.57	3.51	12.30	75

#	Field	Choice Count
1	Non-profit organization/community mental health	18.67% 14
2	For-profit hospital or mental health clinic	4.00% 3

#	Field	Choice Count
3	Non-profit hospital or mental health clinic	1.33% 1
4	Public school	29.33% 22
5	Private school	4.00% 3
6	Charter school	4.00% 3
7	College or university	9.33% 7
8	Corporation	2.67% 2
9	Governmental agency	6.67% 5
10	Private practice	9.33% 7
11	Self-employed	2.67% 2
12	Other	8.00% 6

75

Showing rows 1 - 13 of 13

Q14 (cont.)\_12\_TEXT - Other

Other

Substance abuse outpatient clinic

Non-profit Head Start Preschool

For profit substance abuse clinic

Disabled

I have stayed home to take care of my kids since I graduated

## Q14 (cont.) - Who is your employer?

Who is your employer?

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GWU

NW Works, Inc.

Bullis School, and Lab School of Washington

The Winsor School

ACPS

Arlington Public Schools

Trilogy Behavioral Healthcare

Harrisonburg City Public Schools

Promesa behavioral health

Berkeley County Schools

Aquila Recovery

FCPS

Fairfax County Public Schools

State of Washington

Equality Charter High School

Community Advocates for Family and Youth

Montgomery County Public Schools

University of Providence

Oklahoma Department of Rehabilitation Services

Have Dreams

Encore Recovery Solutions

Harford County Public Schools

Who is your employer?

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Educare of Washington, D.C.

DC Center for Independent Living

The Hartford

State of NH

self

FCPS

Self

FCPS

Montgomery County Public Schools

MCPS

Harvard Unit Consolidated School District 50

Fairfax County Public Schools

Fairfax County Public Schools

Portland State University

Montgomery County Public Schools - MD

The Washington center

Loudoun County Public Schools

N Street Village

Sacramento public charter school

Fairfax County Public Schools

Fairfax County Public Schools

Aquila Recovery

Linden Resources

Dominion Hospital

Who is your employer?

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Loudoun County Public Schools

Sheppard Pratt

Lourie Center Clinic

Cornerstone Montgomery

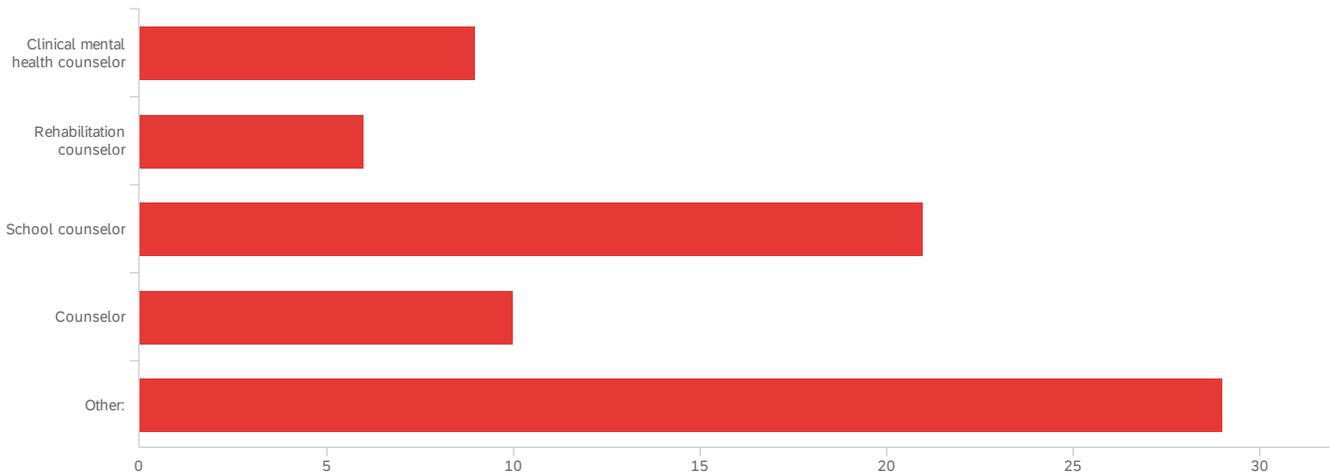
Division of Rehabilitation Services

The Renfrew Center

MCPS

sdhfkshdf

## Q14 (cont.) - What is your current job title?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current job title? - Selected Choice	1.00	5.00	3.59	1.38	1.90	75

#	Field	Choice Count
1	Clinical mental health counselor	12.00% 9
2	Rehabilitation counselor	8.00% 6
3	School counselor	28.00% 21
4	Counselor	13.33% 10
5	Other:	38.67% 29
		75

Showing rows 1 - 6 of 6

### Q14 (cont.)\_5\_TEXT - Other:

Other:

Substitute Teacher

Outpatient Specialist/Therapist

Special education teacher

Other:

Child worker in a group home

Vocational Coordinator

Mental Health Coordinator

Return to Work Case Manager

Vocational Rehabilitation Supervisor

Instructional Coach

Assistant Professor, Clinical Mental Health

Disability Services fellow

Advocate

Research Associate

Research assistant, teaching assistant

Licensed professional counselor (LPC)

Counselor Education Doctoral Student

Community Services Therapist

n/a

Career Counselor

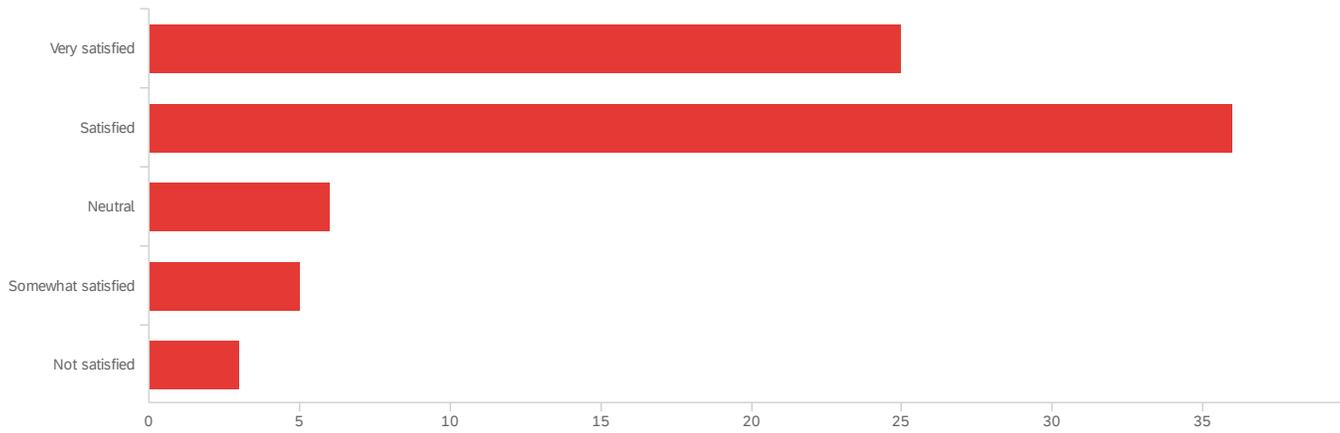
Career Consultant

Freelance Writer

Dean of Students

Human Resources Assistant

## Q14 (cont.) - How satisfied are you with your job?

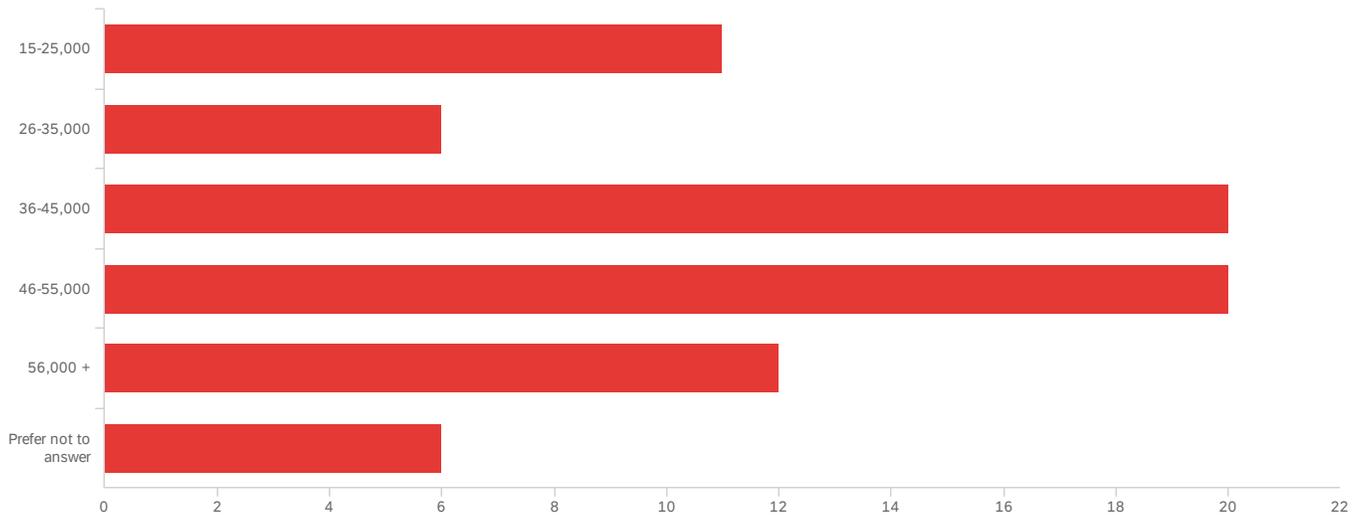


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with your job?	1.00	5.00	4.00	1.02	1.04	75

#	Field	Choice Count
5	Very satisfied	33.33% 25
4	Satisfied	48.00% 36
3	Neutral	8.00% 6
2	Somewhat satisfied	6.67% 5
1	Not satisfied	4.00% 3
		75

Showing rows 1 - 6 of 6

# Q15#1 - What was your initial, post-graduate salary? - Salary



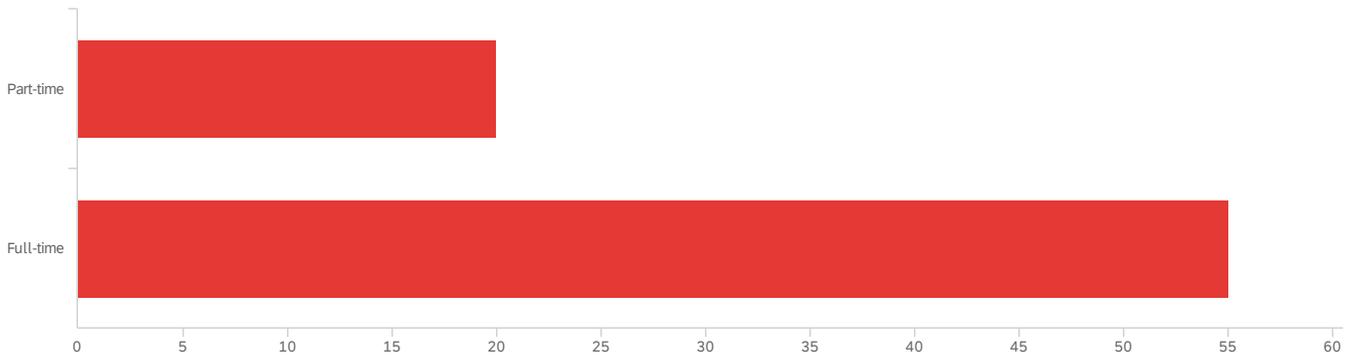
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Initial, post-graduate salary	1.00	99.00	10.89	26.01	676.55	75

#	Field	Choice Count
1	15-25,000	14.67% 11
2	26-35,000	8.00% 6
3	36-45,000	26.67% 20
4	46-55,000	26.67% 20
5	56,000 +	16.00% 12
99	Prefer not to answer	8.00% 6

75

Showing rows 1 - 7 of 7

## Q15#2 - What was your initial, post-graduate salary? - Type of Employment



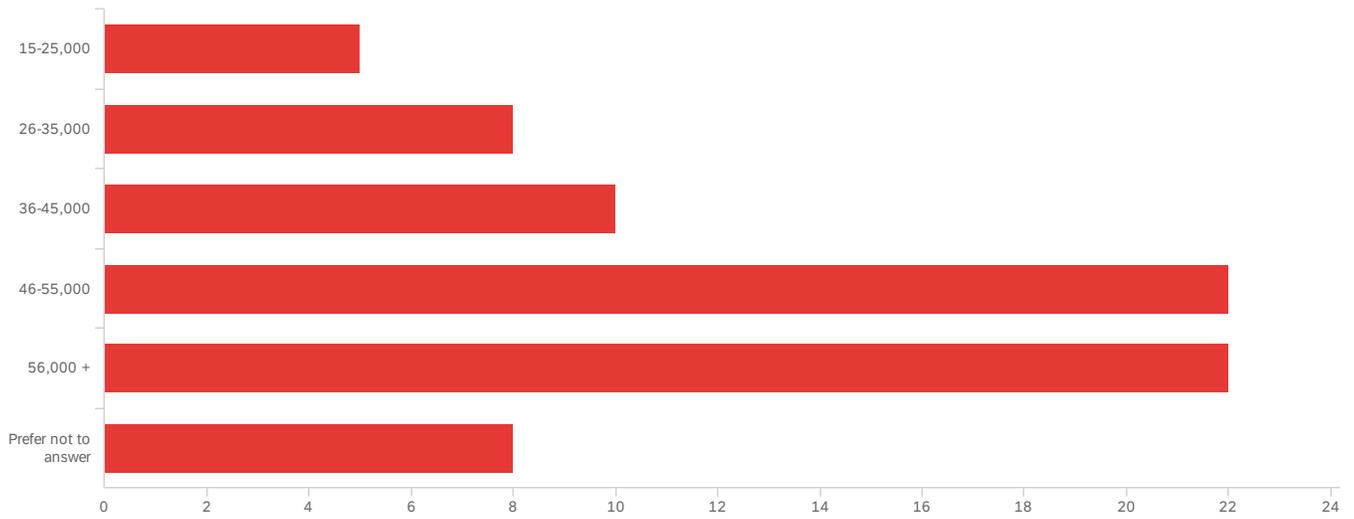
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Initial, post-graduate salary	1.00	2.00	1.73	0.44	0.20	75

#	Field	Choice Count
1	Part-time	26.67% 20
2	Full-time	73.33% 55

75

Showing rows 1 - 3 of 3

## Q16 - What is your current salary?



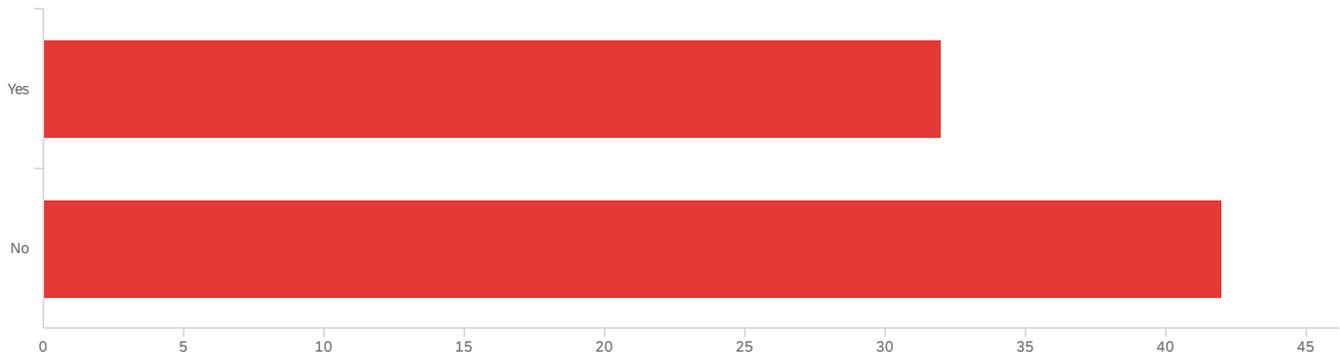
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current salary?	1.00	99.00	13.88	29.44	866.51	75

#	Field	Choice Count
1	15-25,000	6.67% 5
2	26-35,000	10.67% 8
3	36-45,000	13.33% 10
4	46-55,000	29.33% 22
5	56,000 +	29.33% 22
99	Prefer not to answer	10.67% 8

75

Showing rows 1 - 7 of 7

## Q17 - Do you currently receive supervision for your counseling work?



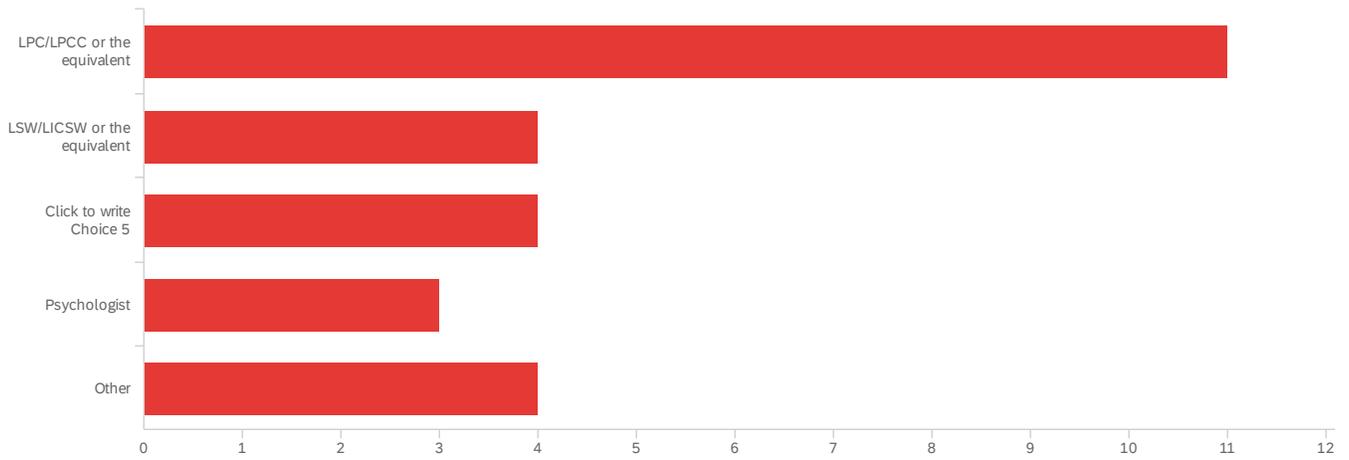
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently receive supervision for your counseling work?	1.00	2.00	1.57	0.50	0.25	74

#	Field	Choice Count
1	Yes	43.24% 32
2	No	56.76% 42

74

Showing rows 1 - 3 of 3

## Q17 (cont.) - What licensure does your supervisor hold?

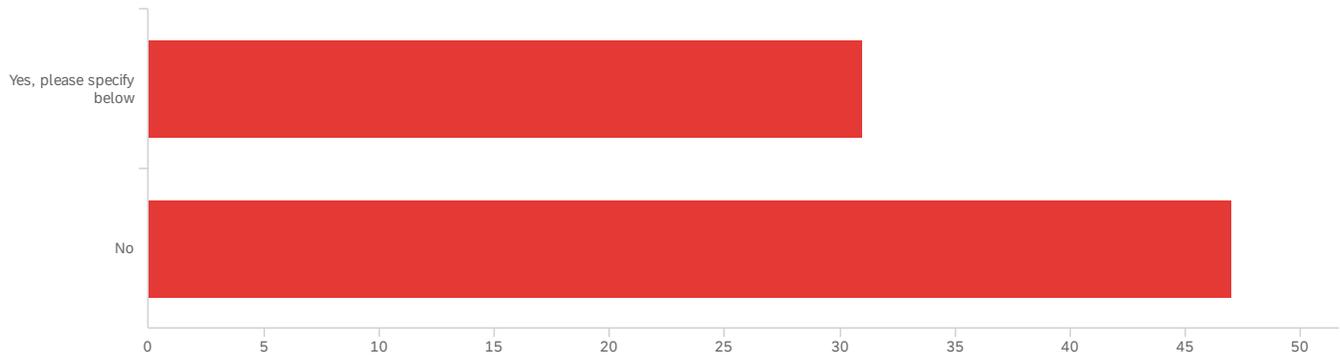


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What licensure does your supervisor hold?	1.00	5.00	2.42	1.50	2.24	26

#	Field	Choice Count
1	LPC/LPCC or the equivalent	42.31% 11
2	LSW/LICSW or the equivalent	15.38% 4
3	Click to write Choice 5	15.38% 4
4	Psychologist	11.54% 3
5	Other	15.38% 4
		26

Showing rows 1 - 6 of 6

## Q18 - Do you regularly attend professional conferences?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you regularly attend professional conferences? - Selected Choice	1.00	2.00	1.60	0.49	0.24	78

#	Field	Choice Count
1	Yes, please specify below	39.74% 31
2	No	60.26% 47

Showing rows 1 - 3 of 3

### Q18\_1\_TEXT - Yes, please specify below

Yes, please specify below

ACA, ACES, Association for Psychological Type International

yes

County conferences, national conferences

Department meetings once a week

ACA, ASGW State ACA

Group-a-rama, FCPS professional development

ADARA, NRA

Yes, please specify below

MCPS planned trainings and meetings.

ACA

NHRA

ADPCA, AAP, other humanist conferences

ACA, ACES, WACES

AHEAD

Staff development days

CRC, Rehabilitation based sponsored events

IAEDP, The Renfrew Conference, Psychotherapy Networker

APHA

Conferences held by my professional associations in DC

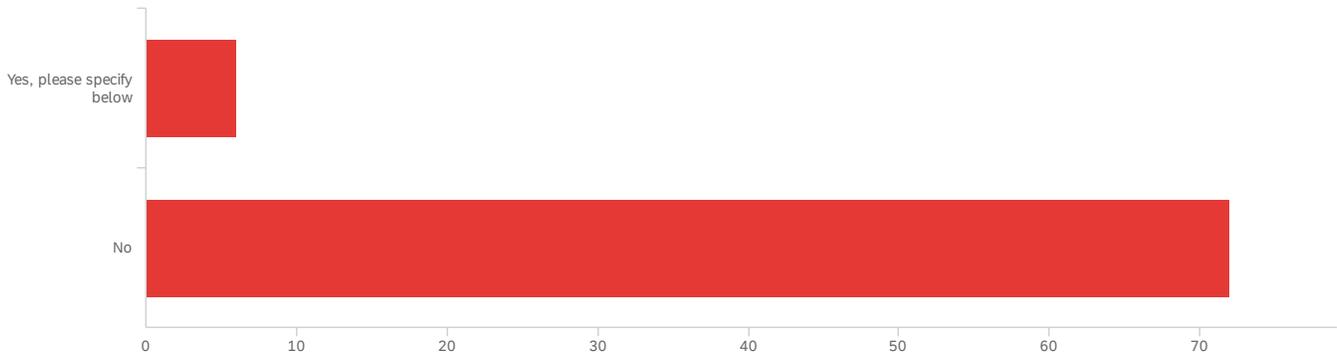
American Counseling Association, Association for Counselor Education and Supervision, Association for Adult Development and Aging, Association for Specialists in Group Work, Association for Humanistic Counseling, National Career Development Association, ACA Institute for Leadership Training, Maryland Counseling Association, Virginia Counselors Association, Association for Spiritual, Ethical, and Religious Values in Counseling, International Association of Marriage and Family Counselors, Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling

Comprehensive Services Act symposiums; various as they become available

NCDA, MCDA, Psychotherapy Networker

## Q19 - Within the past year, have you presented at any professional conferences?

(Counseling, Psychological, etc.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Within the past year, have you presented at any professional conferences? (Counseling, Psychological, etc.) - Selected Choice	1.00	2.00	1.92	0.27	0.07	78

#	Field	Choice Count
1	Yes, please specify below	7.69% 6
2	No	92.31% 72
		78

Showing rows 1 - 3 of 3

### Q19\_1\_TEXT - Yes, please specify below

Yes, please specify below

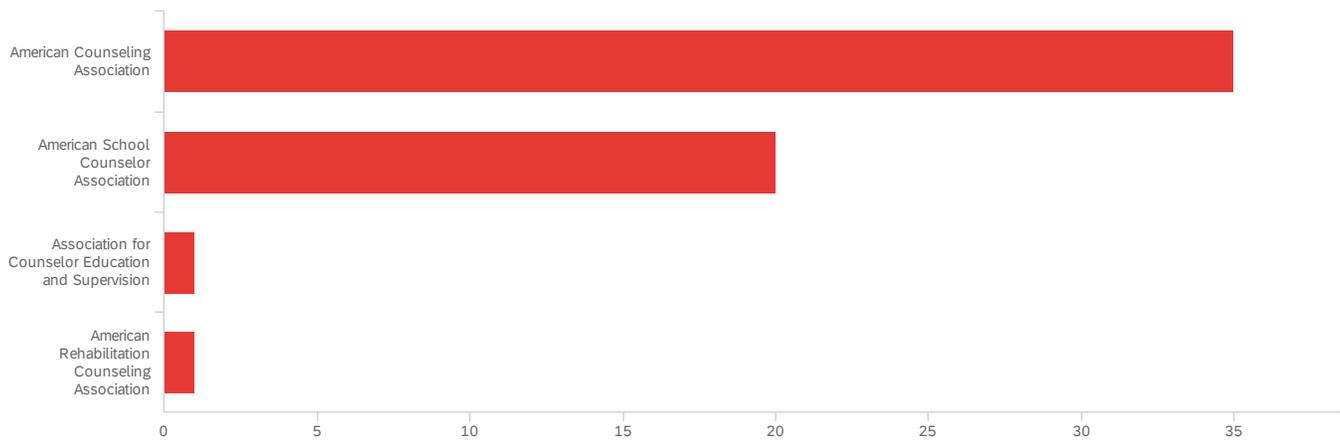
Association for Psychological Type International

APHA

American Counseling Association, Association for Humanistic Counseling, Virginia Career Development Association, Virginia Association for Counselor Education and Supervision, American Mental Health Counselors Association, Association for Spiritual, Ethical, and Religious Values in Counseling, Association for Adult Development and Aging, Association for Assessment and Research in Counseling, American College Counseling Association, Association for Counselor Education and Supervision, Virginia Counselors Association, Maryland Counseling Association, Association for Specialists in Group Work, International Association of Marriage and Family Counselors

Maryland Career Development Association Annual Conference, National Career Development Association Annual Conference

## Q20 - Please list membership for any professional organizations below.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please list membership for any professional organizations below. - Selected Choice	1.00	4.00	1.44	0.62	0.39	57

#	Field	Choice Count
1	American Counseling Association	61.40% 35
2	American School Counselor Association	35.09% 20
3	Association for Counselor Education and Supervision	1.75% 1
4	American Rehabilitation Counseling Association	1.75% 1
		57

Showing rows 1 - 5 of 5

### Q20\_1\_TEXT - Other

Other

ACA, ACES, Association for Psychological Type International

Chicago Center for Psychoanalysis

National Education Association

NBCC

Other

ADARA, NRA, ACRA

National Board for Certified Counselors

NCC

Western Association for Counselor Education and Supervision; Oregon Counseling Association

None

APHA

ACA

ACA, DCCA, DCMHCA

American Counseling Association (ACA), American Counseling Association International Counseling Interest Network (ICIN), Asia Pacific Career Development Association (APCDA), Association for Adult Development and Aging (AADA), Association for Assessment and Research in Counseling (AARC), Association for Counselor Education and Supervision (ACES), Association for Creativity in Counseling (ACC), Association for Humanistic Counseling (AHC), Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC), Association for Multicultural Counseling and Development (AMCD), Association for Specialists in Group Work (ASGW), Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), Chi Sigma Iota International (CSI), Chi Sigma Iota Rho Theta, Counselors for Social Justice (CSJ), International Association of Marriage and Family Counselors (IAMFC), Maryland Association for Counselor Education and Supervision (MACES), Maryland Association for Marriage and Family Counselors (MAMFC), Maryland Association for Multicultural Counseling and Development (MAMCD), Maryland Counseling Association (MCA), Maryland Career Development Association (MCDA), National Career Development Association (NCDA), Northern Virginia Counselors Association (NVCA), Southern Association for Counselor Education and Supervision (SACES), Virginia Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (VA-ALGBTIC), Virginia Association for Counselor Education and Supervision (VACES), Virginia Association for Couples and Family Counselors (VACFC), Virginia Association for Multicultural Counseling and Development (VAMCD), Virginia Career Development Association (VCDA), Virginia Counselors Association (VCA)

ACA

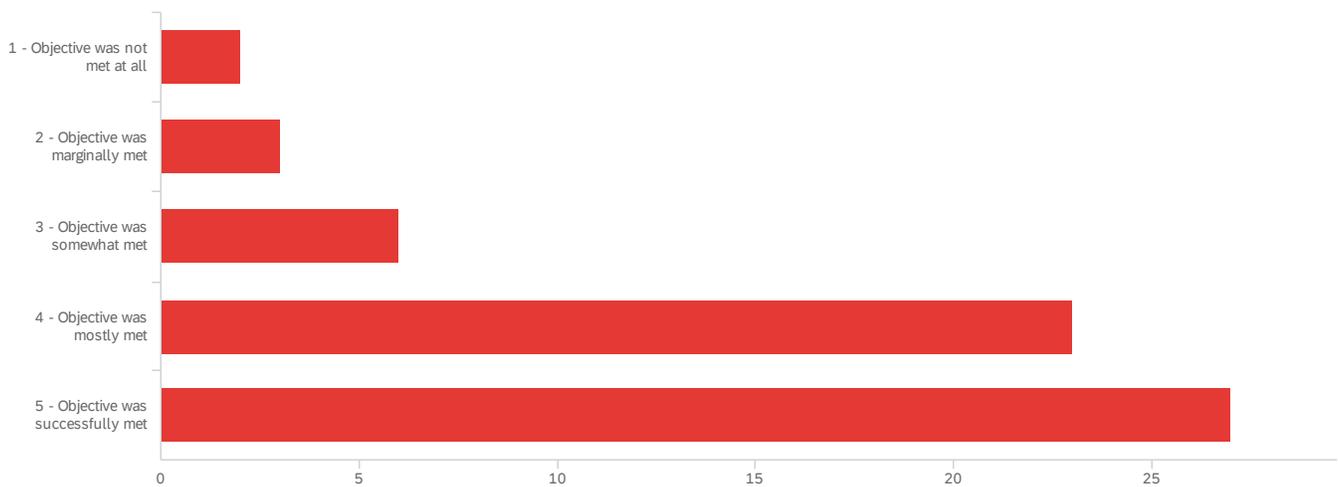
nbcc

NCDA, MCDA, ACA, NECA, Career Thought Leaders,

NASPA, NALP

SHRM

Q21 - The Department of Counseling and Human Development has identified 7 program objectives that guide the training our students receive. This portion of the survey refers to the stated CACREP objectives of the counseling programs. On a scale of 1-5, please rate the degree to which you feel your program met the following Professional Counseling Identity objective.

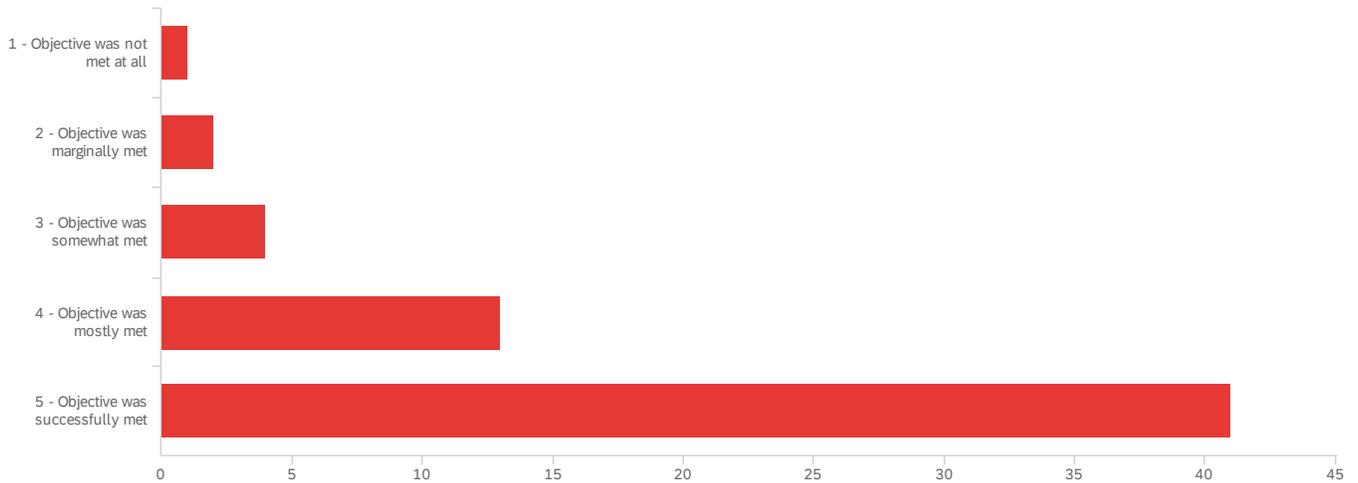


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To prepare counselors who are knowledgeable about the philosophy, history, professional organizations, credentialing, and current and future trends in the counseling profession.	1.00	5.00	4.15	1.01	1.01	61

#	Field	Choice Count
1	1 - Objective was not met at all	3.28% 2
2	2 - Objective was marginally met	4.92% 3
3	3 - Objective was somewhat met	9.84% 6
4	4 - Objective was mostly met	37.70% 23
5	5 - Objective was successfully met	44.26% 27
		61

Showing rows 1 - 6 of 6

Q22 - On a scale of 1-5, please rate the degree to which you feel your program met the following Self as Counselor objective.

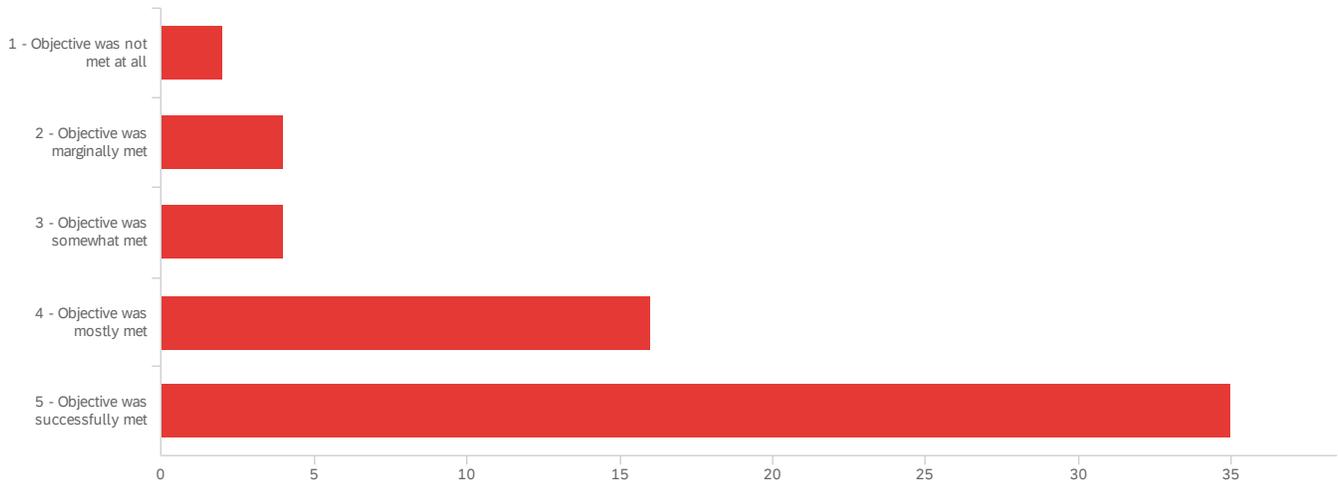


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To develop, through self-reflection and insight, counselors who demonstrate a strong awareness of their own values and worldviews, recognize their own competencies and limitations, and recognize/acknowledge/remediate personal issues that may impact client care and who develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.	1.00	5.00	4.49	0.88	0.77	61

#	Field	Choice Count
1	1 - Objective was not met at all	1.64% 1
2	2 - Objective was marginally met	3.28% 2
3	3 - Objective was somewhat met	6.56% 4
4	4 - Objective was mostly met	21.31% 13
5	5 - Objective was successfully met	67.21% 41
		61

Showing rows 1 - 6 of 6

Q23 - On a scale of 1-5, please rate the degree to which you feel your program met the following Multicultural Competency objective.



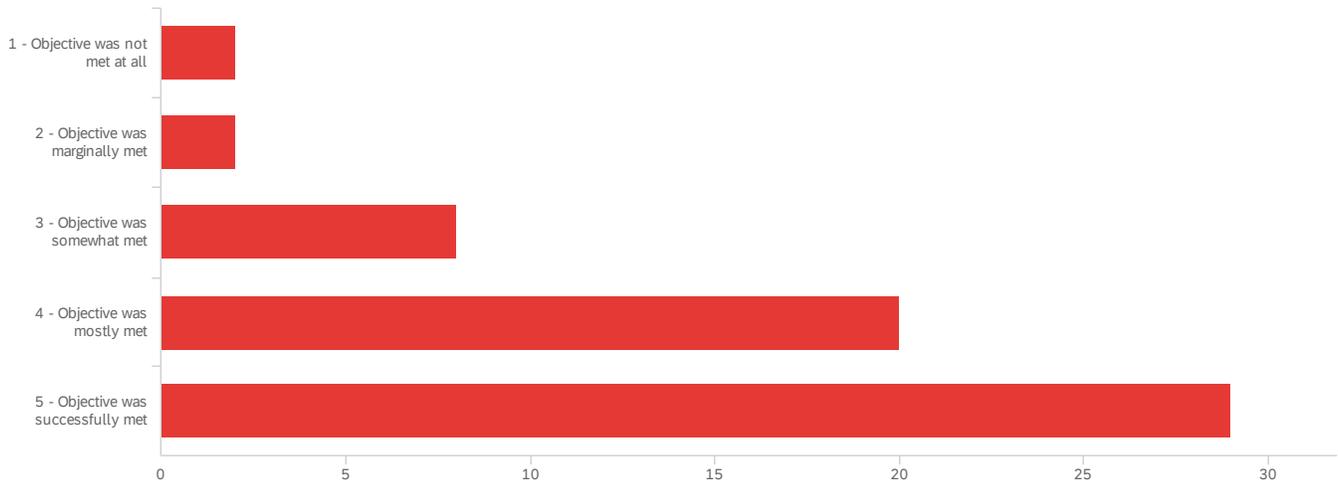
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To train counselors who can recognize and understand power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location and respond to social and cultural differences and changes in our society through learned strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	1.00	5.00	4.28	1.06	1.12	61

#	Field	Choice Count
1	1 - Objective was not met at all	3.28% 2
2	2 - Objective was marginally met	6.56% 4
3	3 - Objective was somewhat met	6.56% 4
4	4 - Objective was mostly met	26.23% 16
5	5 - Objective was successfully met	57.38% 35
		61

Showing rows 1 - 6 of 6

Q24 - On a scale of 1-5, please rate the degree to which you feel your program met the following Theory to Practice objective.



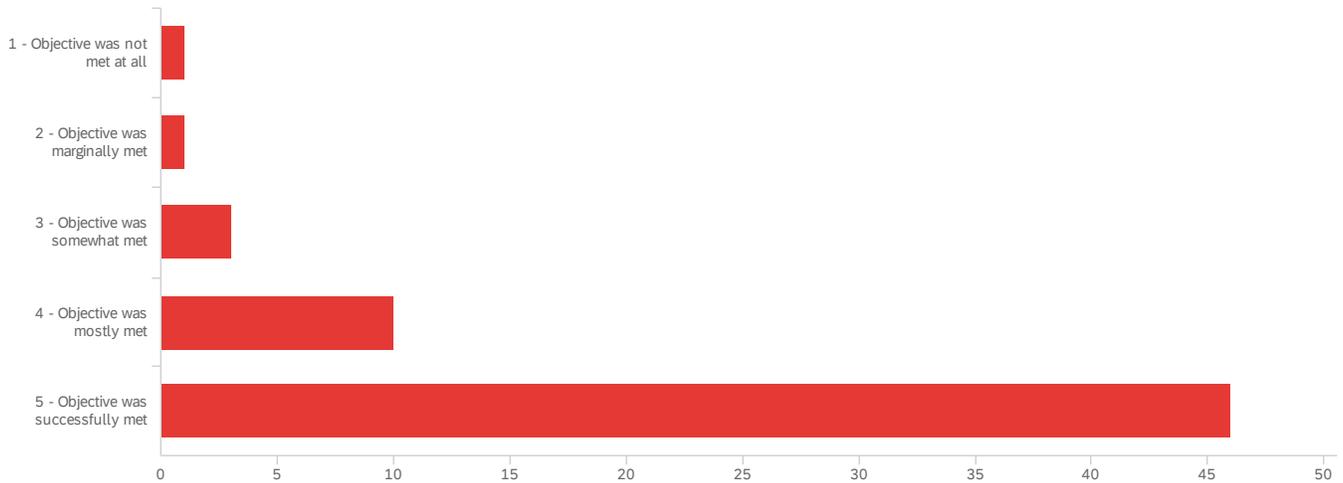
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To train counselors who understand of a range of counseling theories consistent with a developmental perspective. Counselor trainees will develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.	1.00	5.00	4.18	1.00	1.00	61

#	Field	Choice Count
1	1 - Objective was not met at all	3.28% 2
2	2 - Objective was marginally met	3.28% 2
3	3 - Objective was somewhat met	13.11% 8
4	4 - Objective was mostly met	32.79% 20
5	5 - Objective was successfully met	47.54% 29
		61

Showing rows 1 - 6 of 6

Q25 - On a scale of 1-5, please rate the degree to which you feel your program met the following Ethical Practice objective.

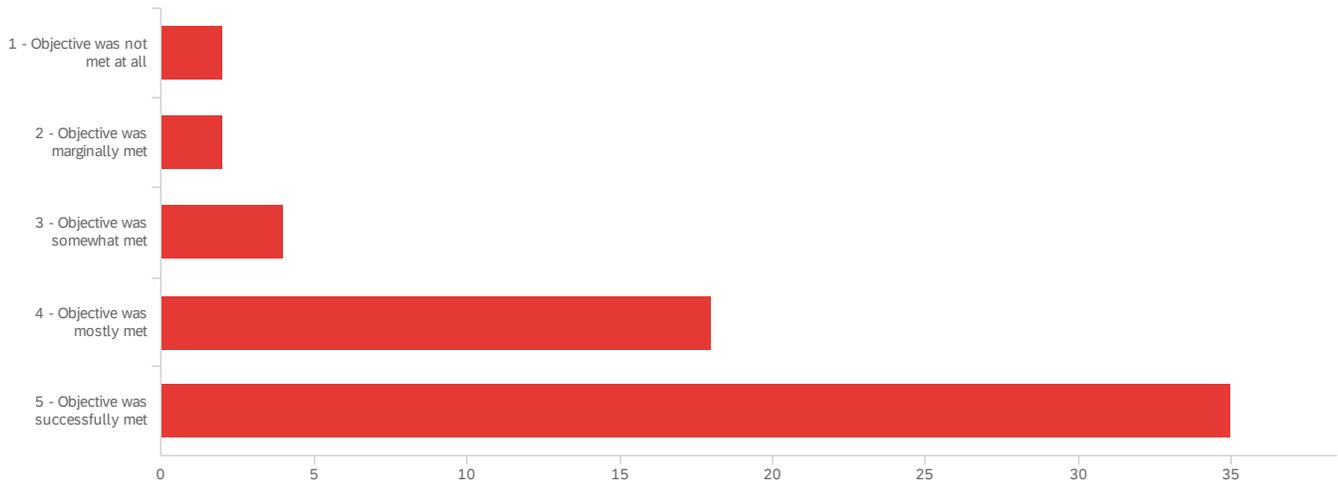


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To train counselors who commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines who seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.	1.00	5.00	4.62	0.79	0.63	61

#	Field	Choice Count
1	1 - Objective was not met at all	1.64% 1
2	2 - Objective was marginally met	1.64% 1
3	3 - Objective was somewhat met	4.92% 3
4	4 - Objective was mostly met	16.39% 10
5	5 - Objective was successfully met	75.41% 46
		61

Showing rows 1 - 6 of 6

Q26 - On a scale of 1-5, please rate the degree to which you feel your program met the following Clinical Skills objective.

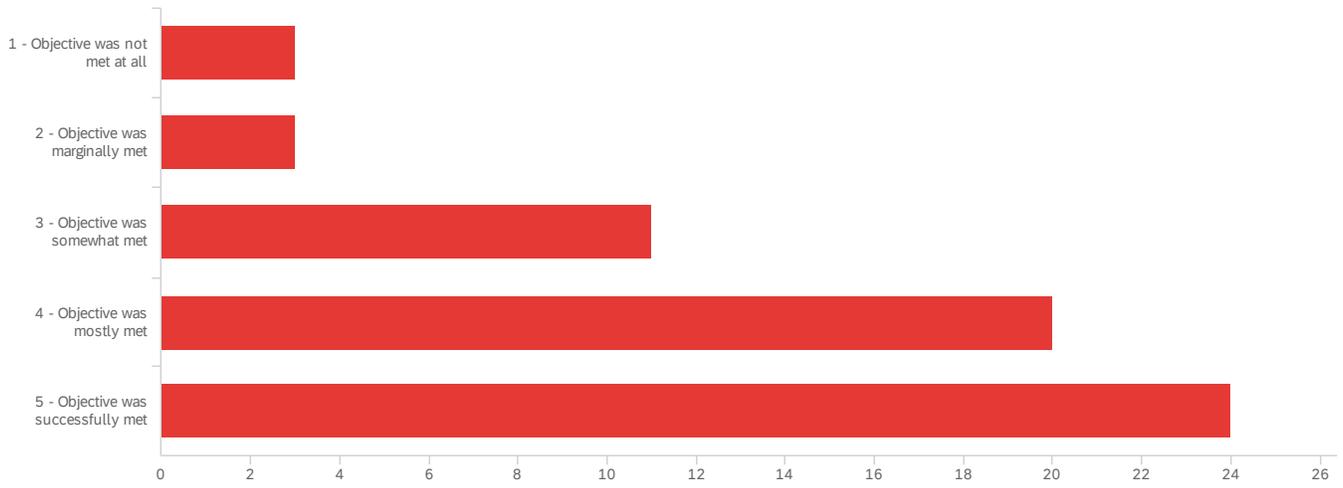


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To train counselors who are knowledgeable and skilled in the helping/counseling process; who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long-term approaches.	1.00	5.00	4.34	0.97	0.95	61

#	Field	Choice Count
1	1 - Objective was not met at all	3.28% 2
2	2 - Objective was marginally met	3.28% 2
3	3 - Objective was somewhat met	6.56% 4
4	4 - Objective was mostly met	29.51% 18
5	5 - Objective was successfully met	57.38% 35
		61

Showing rows 1 - 6 of 6

Q27 - On a scale of 1-5, please rate the degree to which you feel your program met the following Research and Assessment objective.

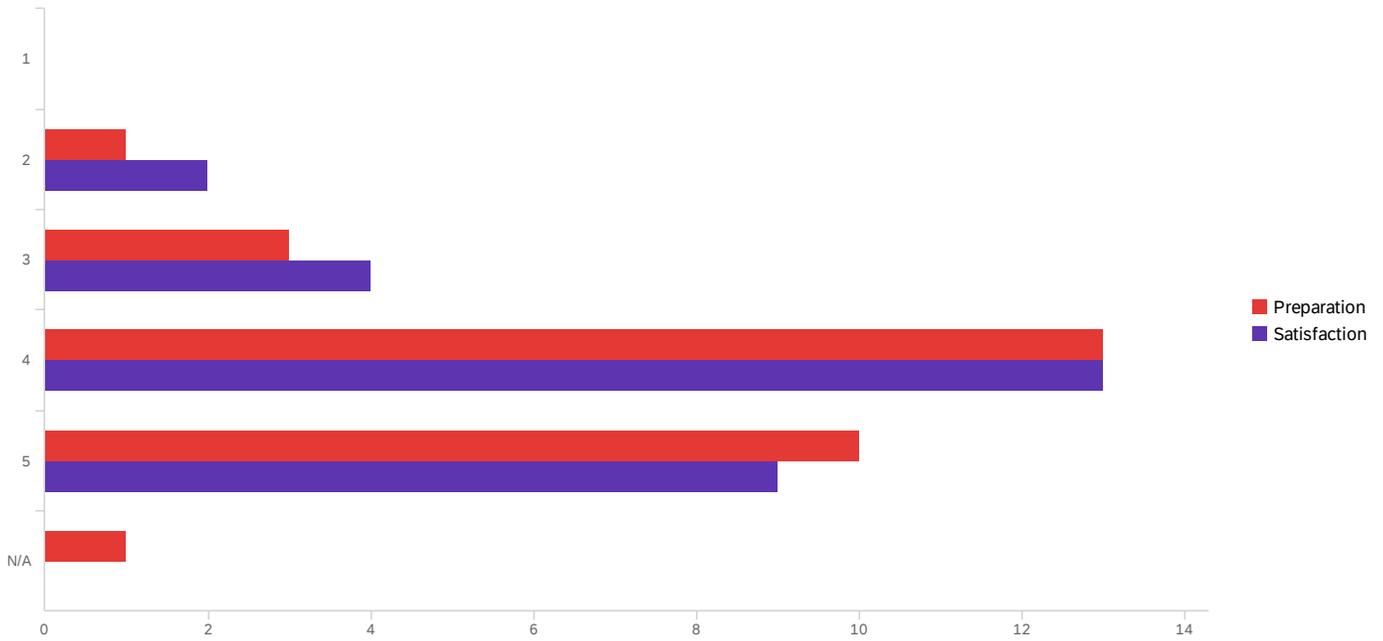


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals and groups to inform clinical practice.	1.00	5.00	3.97	1.10	1.21	61

#	Field	Choice Count
1	1 - Objective was not met at all	4.92% 3
2	2 - Objective was marginally met	4.92% 3
3	3 - Objective was somewhat met	18.03% 11
4	4 - Objective was mostly met	32.79% 20
5	5 - Objective was successfully met	39.34% 24
		61

Showing rows 1 - 6 of 6

Q29 - The program contributed to my knowledge and understanding of: the history, philosophy, trends, and ethical considerations in clinical mental health counseling.

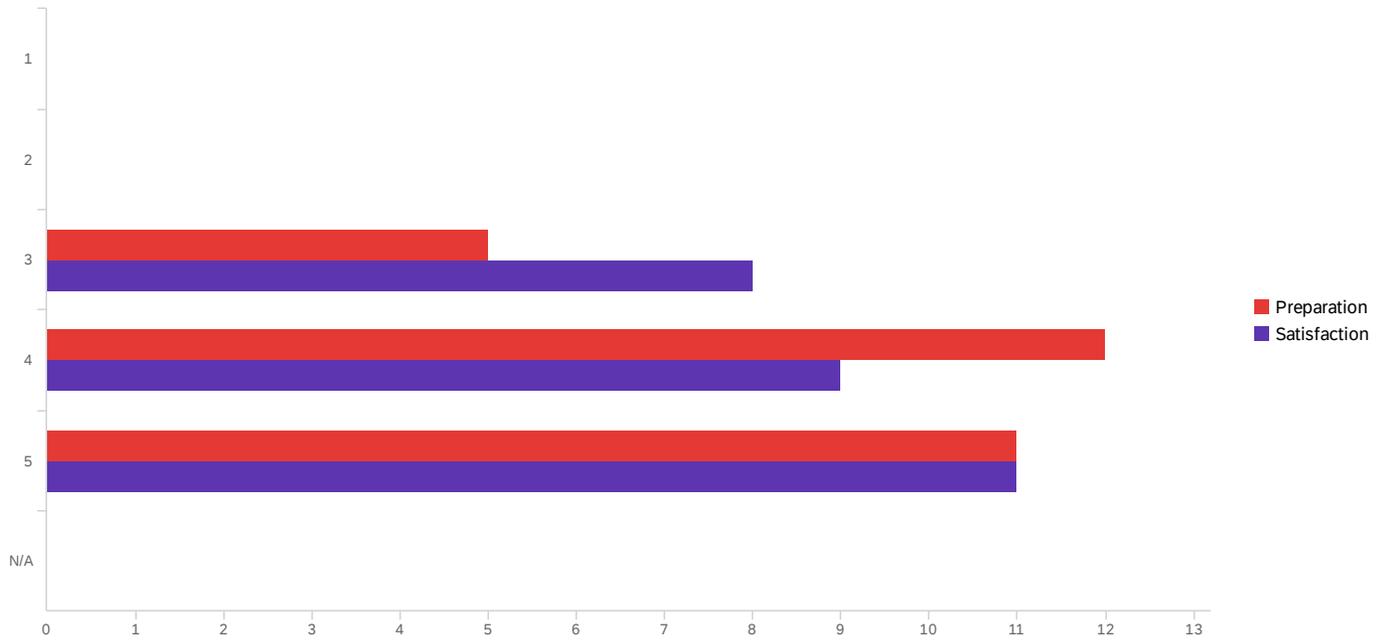


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	6.00	4.25	0.83	0.69	28
2	Satisfaction	2.00	5.00	4.04	0.87	0.75	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	3.57% 1	10.71% 3	46.43% 13	35.71% 10	3.57% 1	28
2	Satisfaction	0.00% 0	7.14% 2	14.29% 4	46.43% 13	32.14% 9	0.00% 0	28

Showing rows 1 - 2 of 2

Q30 - The program contributed to my knowledge and understanding of: the counseling process, models, and theories.

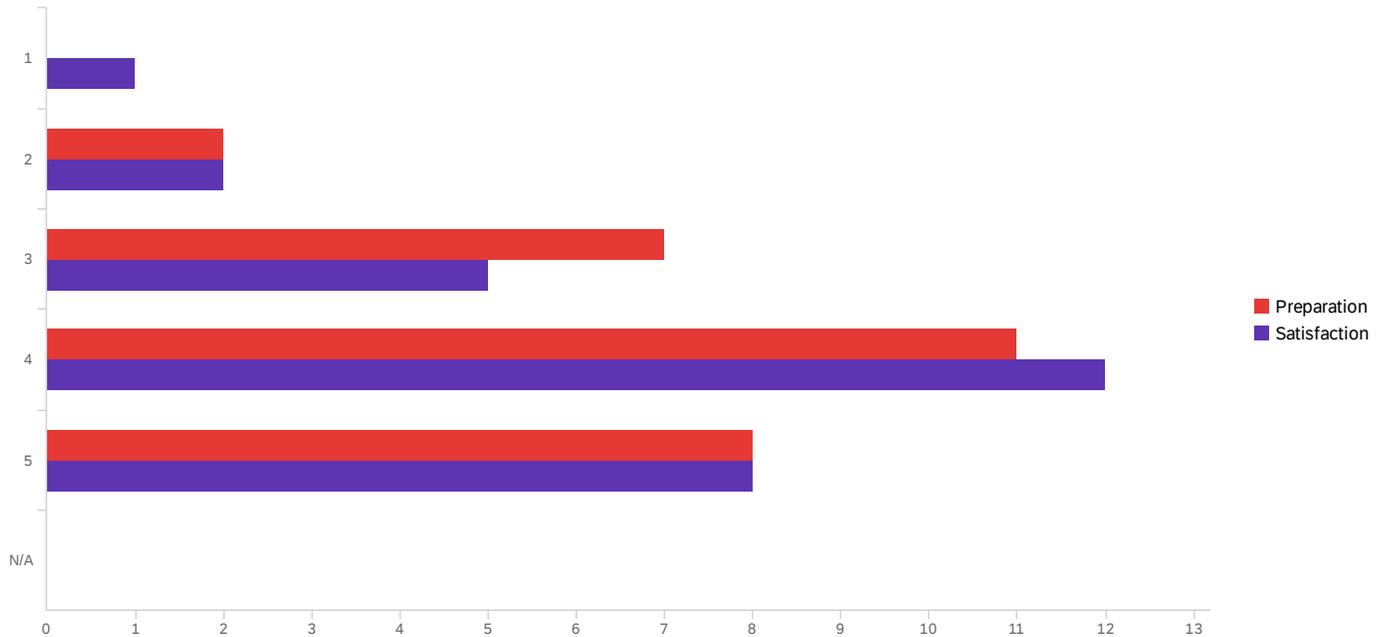


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	3.00	5.00	4.21	0.72	0.53	28
2	Satisfaction	3.00	5.00	4.11	0.82	0.67	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	0.00% 0	17.86% 5	42.86% 12	39.29% 11	0.00% 0	28
2	Satisfaction	0.00% 0	0.00% 0	28.57% 8	32.14% 9	39.29% 11	0.00% 0	28

Showing rows 1 - 2 of 2

Q31 - The program contributed to my knowledge and understanding of: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

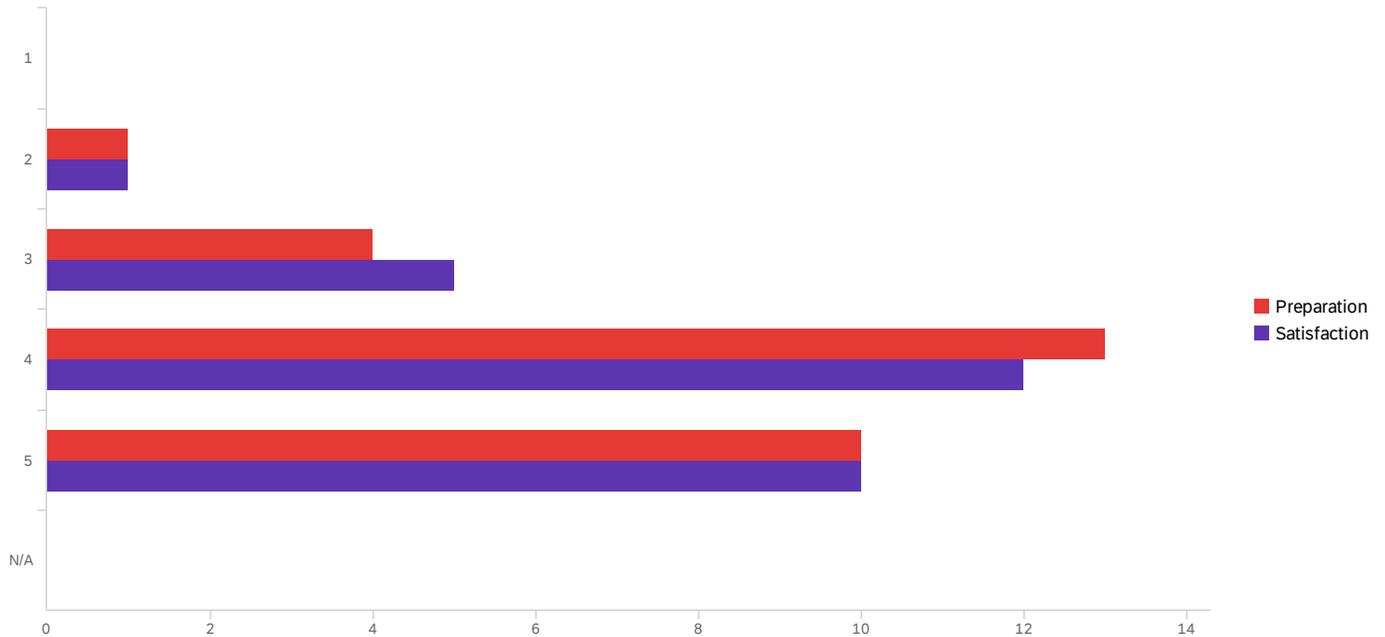


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	3.89	0.90	0.81	28
2	Satisfaction	1.00	5.00	3.86	1.03	1.05	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	7.14% 2	25.00% 7	39.29% 11	28.57% 8	0.00% 0	28
2	Satisfaction	3.57% 1	7.14% 2	17.86% 5	42.86% 12	28.57% 8	0.00% 0	28

Showing rows 1 - 2 of 2

Q32 - The program contributed to my knowledge and understanding of: the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

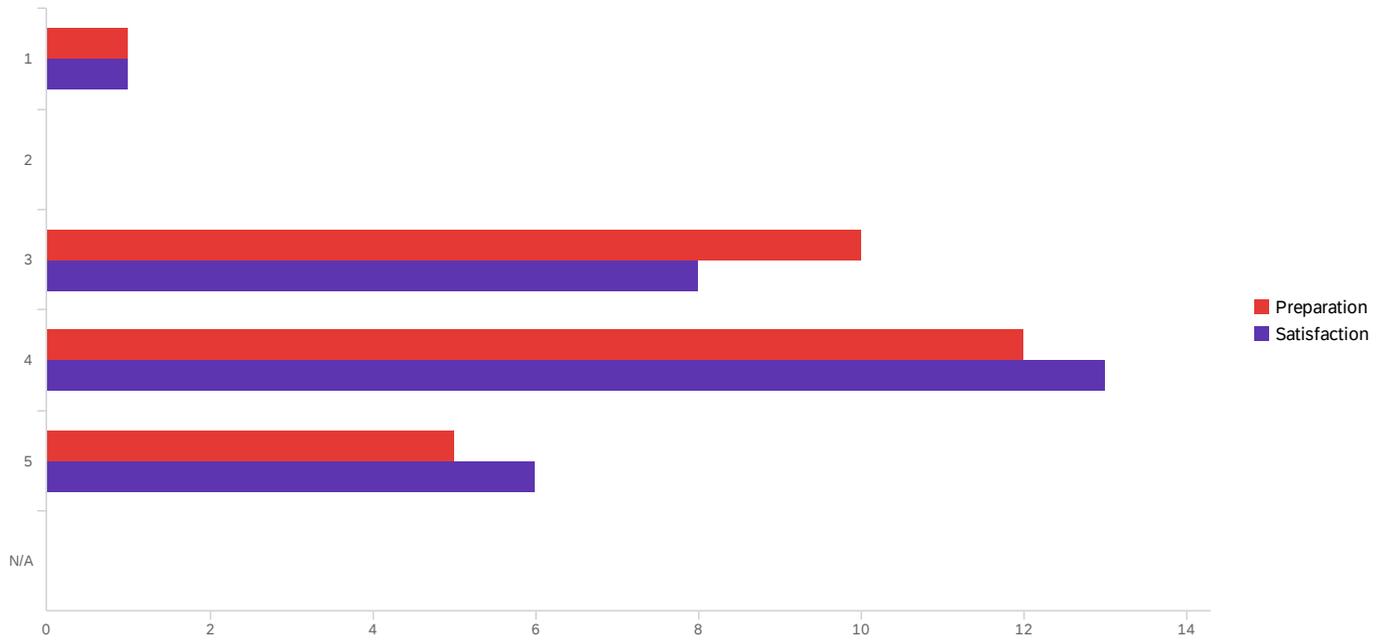


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	4.14	0.79	0.62	28
2	Satisfaction	2.00	5.00	4.11	0.82	0.67	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	3.57% 1	14.29% 4	46.43% 13	35.71% 10	0.00% 0	28
2	Satisfaction	0.00% 0	3.57% 1	17.86% 5	42.86% 12	35.71% 10	0.00% 0	28

Showing rows 1 - 2 of 2

Q33 - The program contributed to my knowledge and understanding of: models and approaches to clinical evaluation.

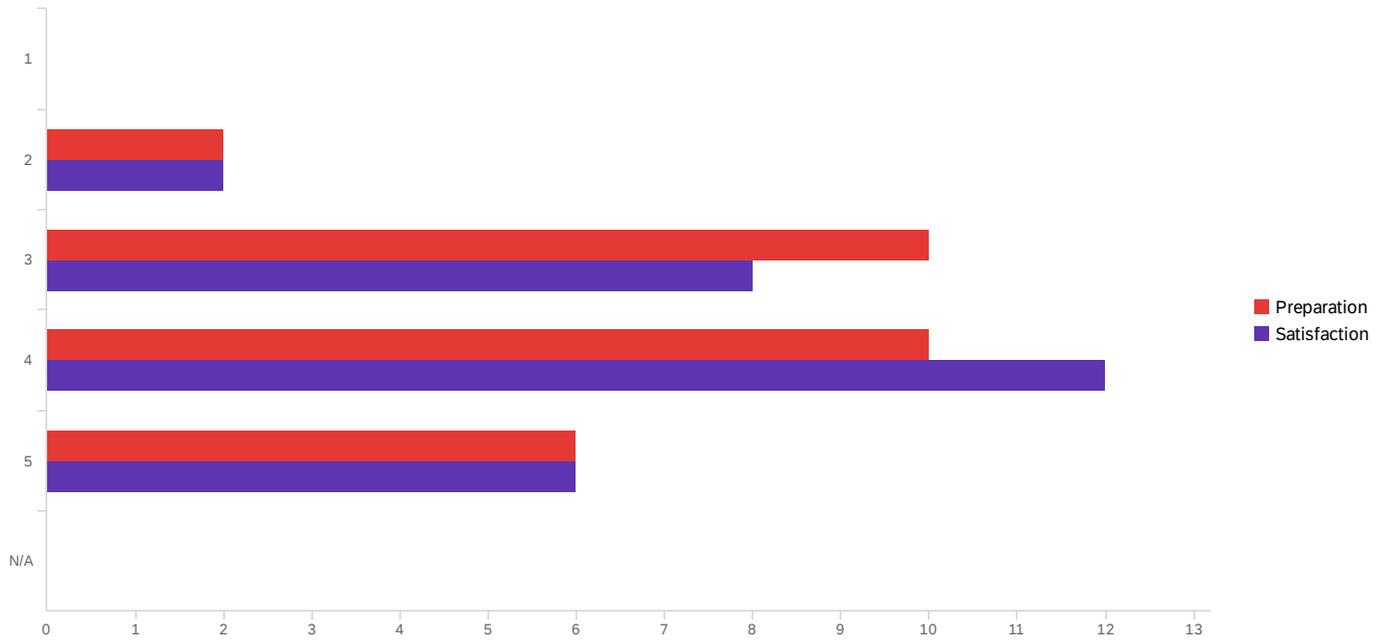


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	1.00	5.00	3.71	0.88	0.78	28
2	Satisfaction	1.00	5.00	3.82	0.89	0.79	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	3.57% 1	0.00% 0	35.71% 10	42.86% 12	17.86% 5	0.00% 0	28
2	Satisfaction	3.57% 1	0.00% 0	28.57% 8	46.43% 13	21.43% 6	0.00% 0	28

Showing rows 1 - 2 of 2

Q34 - The program contributed to my knowledge and understanding of: evidence-based treatments and basic strategies for evaluating counseling outcomes.



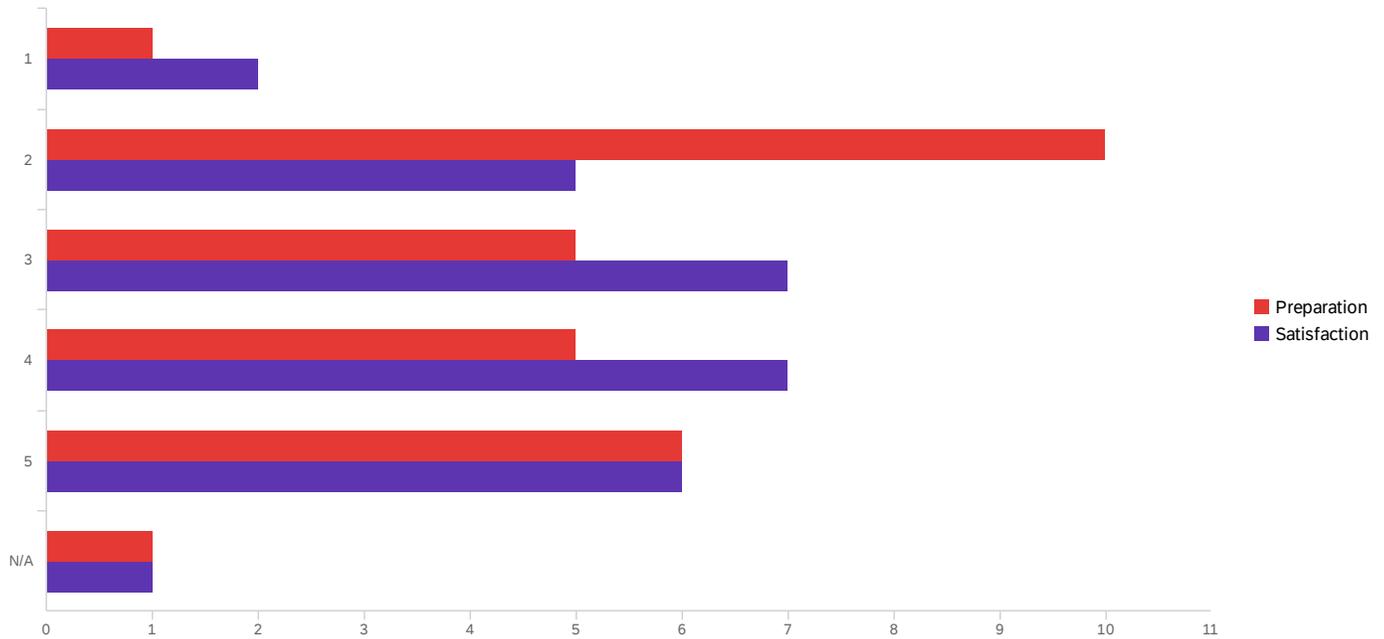
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	3.71	0.88	0.78	28
2	Satisfaction	2.00	5.00	3.79	0.86	0.74	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	7.14% 2	35.71% 10	35.71% 10	21.43% 6	0.00% 0	28
2	Satisfaction	0.00% 0	7.14% 2	28.57% 8	42.86% 12	21.43% 6	0.00% 0	28

Showing rows 1 - 2 of 2

## Q35 - The program contributed to my ability to: provide appropriate counseling strategies

when working with clients with addiction and co-occurring disorders.

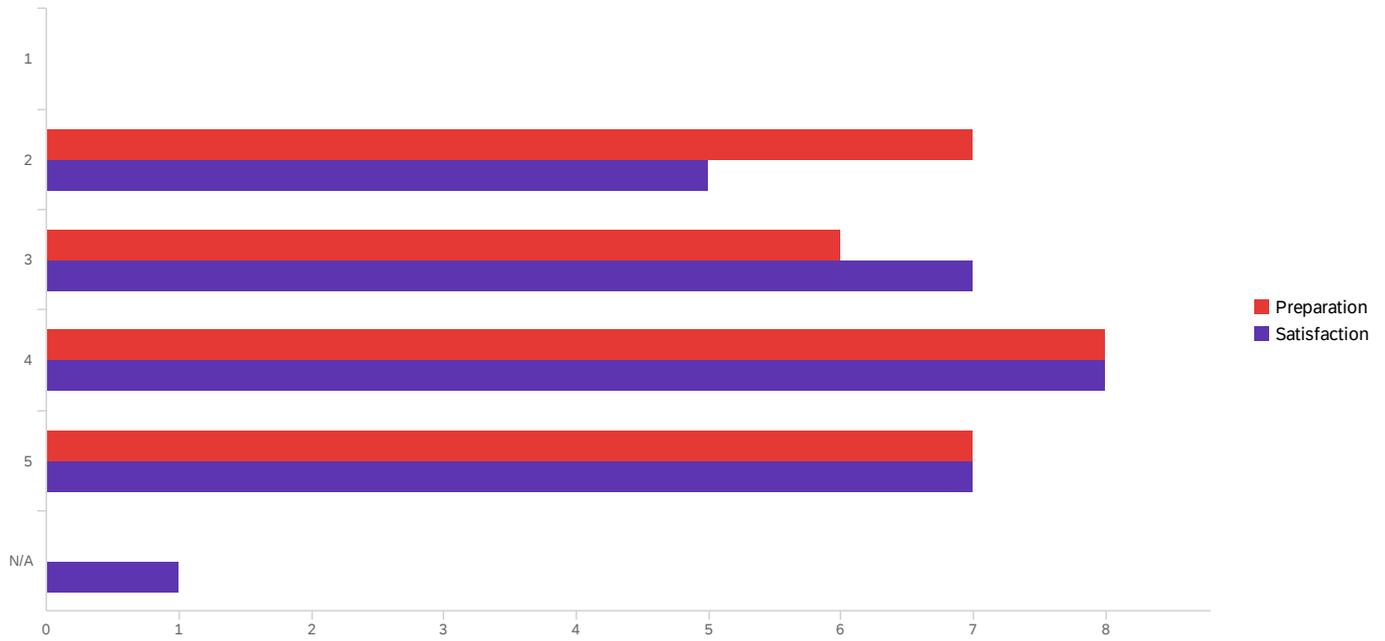


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	1.00	6.00	3.29	1.33	1.78	28
2	Satisfaction	1.00	6.00	3.46	1.30	1.68	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	3.57% 1	35.71% 10	17.86% 5	17.86% 5	21.43% 6	3.57% 1	28
2	Satisfaction	7.14% 2	17.86% 5	25.00% 7	25.00% 7	21.43% 6	3.57% 1	28

Showing rows 1 - 2 of 2

Q36 - The program contributed to my ability to: critically evaluate research to enhance counseling practice.

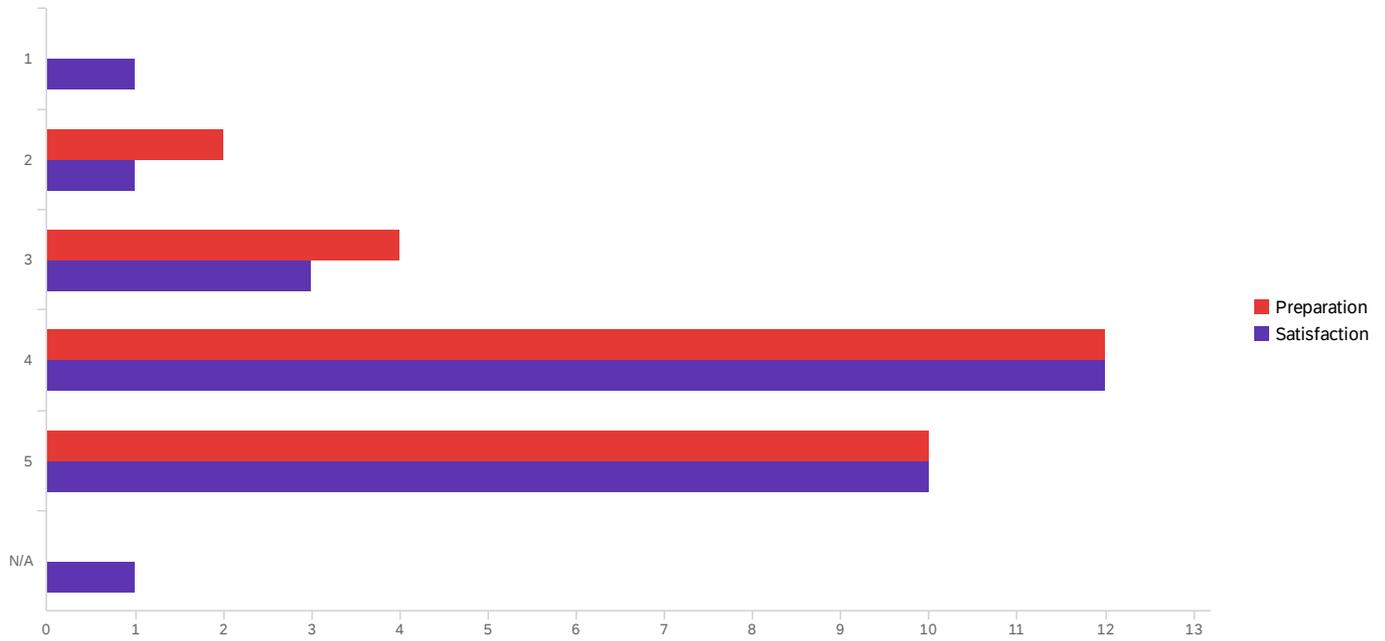


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	3.54	1.12	1.25	28
2	Satisfaction	2.00	6.00	3.71	1.13	1.28	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	25.00% 7	21.43% 6	28.57% 8	25.00% 7	0.00% 0	28
2	Satisfaction	0.00% 0	17.86% 5	25.00% 7	28.57% 8	25.00% 7	3.57% 1	28

Showing rows 1 - 2 of 2

Q37 - The program contributed to my ability to: appropriately use culturally responsive modalities for initiating, assessing, maintaining, and terminating counseling.

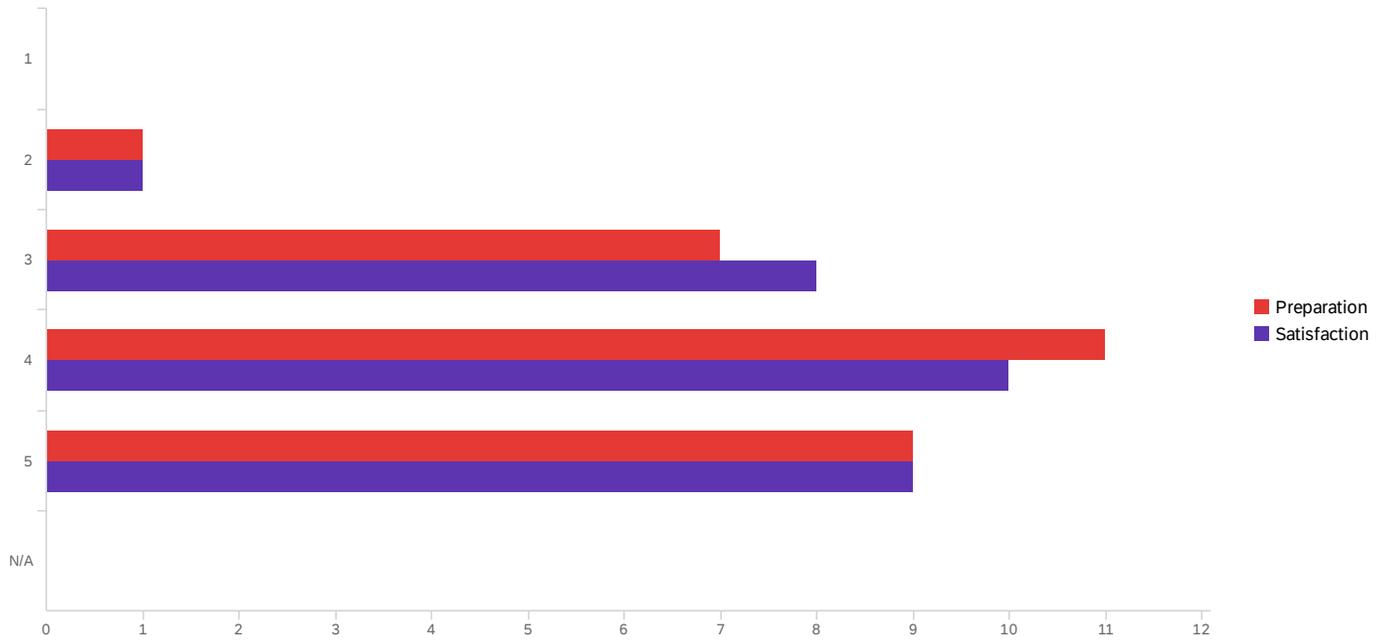


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	4.07	0.88	0.78	28
2	Satisfaction	1.00	6.00	4.14	1.03	1.05	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	7.14% 2	14.29% 4	42.86% 12	35.71% 10	0.00% 0	28
2	Satisfaction	3.57% 1	3.57% 1	10.71% 3	42.86% 12	35.71% 10	3.57% 1	28

Showing rows 1 - 2 of 2

Q38 - The program contributed to my ability to: conduct differential diagnosis, and assess and evaluate client concerns.

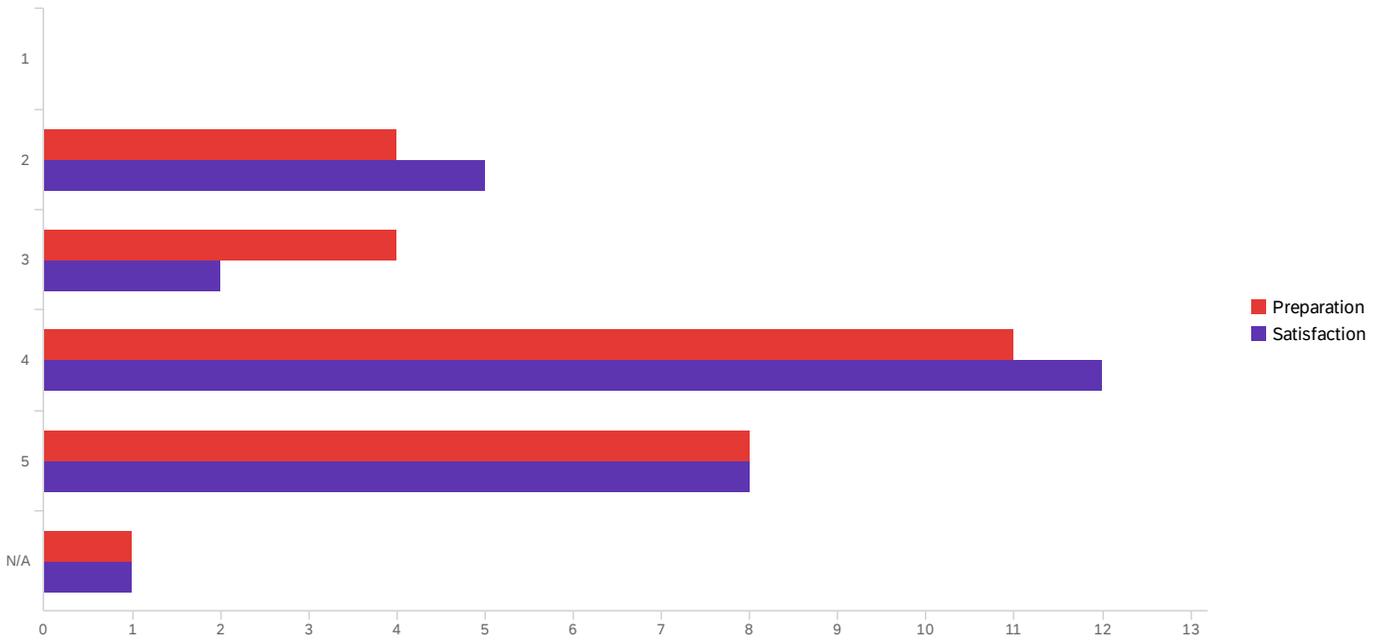


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	5.00	4.00	0.85	0.71	28
2	Satisfaction	2.00	5.00	3.96	0.87	0.75	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	3.57% 1	25.00% 7	39.29% 11	32.14% 9	0.00% 0	28
2	Satisfaction	0.00% 0	3.57% 1	28.57% 8	35.71% 10	32.14% 9	0.00% 0	28

Showing rows 1 - 2 of 2

Q39 - The program contributed to my ability to: effectively use strategies to support client advocacy.

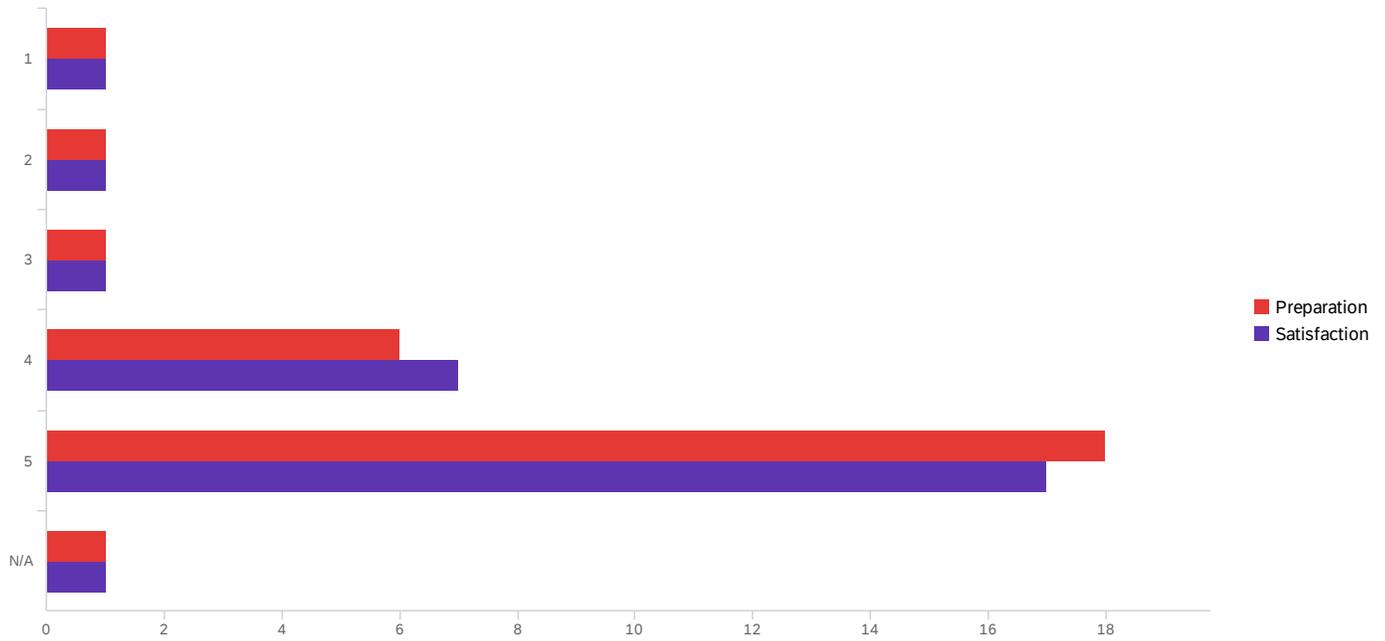


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	2.00	6.00	3.93	1.07	1.14	28
2	Satisfaction	2.00	6.00	3.93	1.10	1.21	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	0.00% 0	14.29% 4	14.29% 4	39.29% 11	28.57% 8	3.57% 1	28
2	Satisfaction	0.00% 0	17.86% 5	7.14% 2	42.86% 12	28.57% 8	3.57% 1	28

Showing rows 1 - 2 of 2

Q40 - The program contributed to my ability to: recognize my own limitations and seek supervision or refer clients when appropriate.

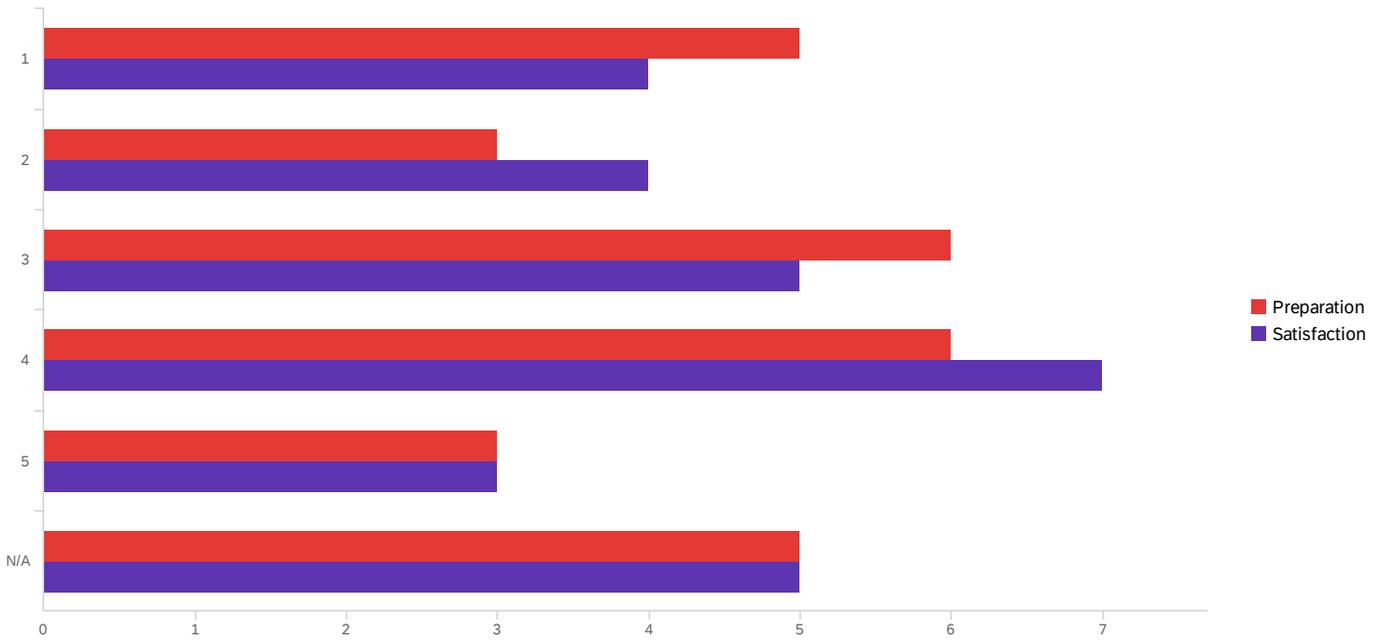


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	1.00	6.00	4.50	1.02	1.04	28
2	Satisfaction	1.00	6.00	4.46	1.02	1.03	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	3.57% 1	3.57% 1	3.57% 1	21.43% 6	64.29% 18	3.57% 1	28
2	Satisfaction	3.57% 1	3.57% 1	3.57% 1	25.00% 7	60.71% 17	3.57% 1	28

Showing rows 1 - 2 of 2

Q41 - The program contributed to my ability to: apply technology to enhance counseling services.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Preparation	1.00	6.00	3.50	1.68	2.82	28
2	Satisfaction	1.00	6.00	3.57	1.64	2.67	28

#	Field	1	2	3	4	5	N/A	Total
1	Preparation	17.86% 5	10.71% 3	21.43% 6	21.43% 6	10.71% 3	17.86% 5	28
2	Satisfaction	14.29% 4	14.29% 4	17.86% 5	25.00% 7	10.71% 3	17.86% 5	28

Showing rows 1 - 2 of 2

## Final Questions - What would you identify as strengths of you program?

What would you identify as strengths of you program?

There were a few faculty members that really made an impact on my development. The training clinic has some amazing resources,

involvement of professors in classroom assistance

Having the opportunity to gain experience in the clinical mental health field

the hands on clinical training

Practice and consulting. Exposure to "real" topics one would face in their career. Focus on self-care to avoid burnout

The cohort program and the support to students

Knowledgeable and compassionate professors invested in fostering a healthy and supportive learning environment

This program thoroughly covers documentation of services, multicultural counseling, and ethics,

Clinic

The cohort was the biggest strength. I was allowed to intern at lesser known public schools in Washington, DC. I loved my cohort and internship experiences.

The reputation of the university, the supervision provided during the second year, internship experiences.

Diversity of students

Internships, clinicsl experience on campus, faculty that are still practicing in the field

The supervision during our internship and community counseling center helped me grow the most as a counselor. The program also strongly prepared me to perform suicide assessments which has been very helpful in my professional work.

The counselor-consumer relationship in the vocational rehabilitation setting.

My cohort, being in DC

Course, program and cohort structure

hands on work in schools with guidance

Autonomy, knowledgeable faculty, community resources

The different modalities and eclecticism of theoretical perspectives taught to analyze world problems.

Knowledgeable instructors who were accessible and supportive of students.

What would you identify as strengths of you program?

Dr. Pittman

Student relationships, groups, and classroom lessons.

I like the small cohort/class sizes. It made building relationships easier and made collaboration more possible.

The program was a great program that worked with me when issues arised

Counseling skills and identity development were wonderful in my program. Ethics were well covered and definitely has been useful in real life situations.

The professors and TAs.

clinical, theories

Cohort model, emphasis on interning experiences, multicultural focus, breadth of information covered

Cohort model. Experiential learning through classmates.

Clinical and school experience

Counseling techniques

Clinical Internship

Clinical

The cohort model, the community counseling center, and class times allowed for employment.

Flexibility, online format, current trends and laws always presented

Clinical preparation

pacing, resources, collaborators

Incredibly helpful professors. Constructive feedback. Great supervision for counseling hours.

Location

Supervision course and experience

the internship aspect - supervision

Diverse set of instructors and graduate students allowing for rich discussions.

The rehabilitation counseling courses were well taught.

The clinical experience at the CCSC

What would you identify as strengths of your program?

It was a wonderful experience mostly due to the faculty and staff that helped develop my clinical skills.

Lots of discussions

Cohort model, Lab work and supervision, Clinical focus

Clinical training

Students were given a substantial amount of supervision during internship year.

The internship process

We have some excellent professors, and the program emphasizes both self-reflection and the importance of knowing current research in the field.

Everything

The skills trainings and the group supervisions were especially helpful to develop personal insight and translate that into better skills

Good clinical training

This program adequately prepares students to meet basic client needs in any setting. Moreover, I have felt that I am leaving with advanced documentation and work ethics skills.

Clinical training and employment preparation

Internship program, human development courses

Clinical

dsFASDF

ASFF

Most classes taught directly by prof's versus TA's.

great supervision with staff (Dr. Marotta is amazing!), in-house clinic, didactic learning internship classes, diverse internship experiences offered

CCSC practical experience

Since I got my degree in 1997 I have not kept up with changes in the current program.

The program excels at offering clinical preparation and training on a microscopic level. We receive multiple supports to ensure adequate supervision.

Training clinic

CCSC

Supervision; clinical interview skills preparation; teaching crisis evaluation, especially SI

What would you identify as strengths of you program?

The program was comprehensive, covering all aspects of the counseling profession. I think the requirements were adequate in terms of number of client hours needed and supervision was good.

Practicum, Theory, Psychosocial, group work

Variety of classes, location, "lab"

Supervision, quality classes, profs with real world experience

visiting professor Rhonda Jeter (at the time) was an incredible asset

Great counseling foundation

The program has a solid curriculum with knowledgeable faculty

Thorough grounding in the field

## Final Questions - What areas of improvement would you identify about your program?

What areas of improvement would you identify about your program?

Support, involvement and investment in students from faculty members

assistance with further education or research opportunities

I believe that there should have been more school counseling courses.

in 2012-2014 the school counseling program was not as robust or a focus as the clinical program.

N/a

none

Internship opportunities for group therapy wishing the community clinic

I would have liked to learn more about collaboration education, theory, and experience counseling with children

More rigorous courses

I did not feel that all of my classes prepared me to be a school counselor. The internships and practicum did, but not classes like Theories or Research. The Career class could have been better. Looking back, a class on scholarships, scheduling, and the college application process all could have been helpful. That is what i spend the majority of my time doing.

The layout of the second year was very flawed (which I know has changed), students were unable to work during the second year of the program, students were not given enough clinical hours in order to graduate, licensure was not fully explained prior to graduation.

Lack of school counseling based classes, post graduate information—knowing the steps to take following graduation(test, supervision hours, etc)

Multicultural awareness and counseling course did not meet my expectations for a masters-level class

I think for the school counselors having training in how to interview students for potential abuse or neglect would be helpful. How to ask questions, what the appropriate questions are, etc. would be useful.

The program was beyond my expectations, adequately prepared me for the VRC profession. No suggestions for improvement.

needs a supervisor who is actually a school counselor, school counselor focused classes, more relevant topics, better help with school placement

Na

unclear

Individual faculty involvement, cohesive program structure, focus on counselor educator development

I would include more opportunities for research.

Distance/online courses could include more opportunities for "face-to-face" interaction between students and instructors through video or other means.

What areas of improvement would you identify about your program?

#### Specificity of theories

##### Classroom management and data collection

Some improvements in the area of organization would be beneficial. The internship application process was quite rushed and stressful and I did not like the choices for internships as I felt it was limited. Also, the program should be annually monitoring and checking how appropriate certain sites are for students and sites that are rated low by students should be removed from the list of offered sites.

I think professors should be flexible when students are faced with academic issues to provide alternatives to the solution instead of agreeing to give a student a bad letter grade is posted of students transcript.

Increase exposure to private sector of Rehabilitation Counseling to include insurance and other related areas. Also it would be helpful to put more focus on vocational Rehabilitation with physical disabilities as I felt the program was very Mental Health focused with that being a more popular program.

##### Presentation modalities of material

##### research application

I think the School Counseling program needed more emphasis on actual work within the schools. A lot of the information that has proven crucial to my day to day work was only learned when interning, or on the actual job. Would be helpful to have more professors with in-school experience.

Some teachers were great, others were terrible, so quality of faculty.

More opportunities to spend time in all grade levels.

Real-world requirements of the job, including special education qualification and graduation qualification.

##### Advising, Assessment and Research Methods

Incorporating special,ed classes for school counselor. Our role involves doing FBA/BIP and running 504 meetings which we are not trained in school to perform these task.

A course or part of a course on administrative aspects of school counseling.

Slower option for some online cohorts to accommodate those that work full-time

##### Practical application in schools

the director of the program was unfair in her treatment of cohort members

Research and Group counseling classes were lacking. Would have appreciated them being more specifically related to expectations within public schools.

All. Instructors are not invested in students learning or success and are themselves not qualified to be professors.

Intentional focus in multicultural counseling and social justice competencies. This was severely lacking.

##### counselor identity

None at this time.

What areas of improvement would you identify about your program?

The CCSC-that experience is a mess. From supervision to the full time staff, the whole thing needs to be revamped. The experience was anxiety provoking and there was very little learning happening. Communication was extremely poor. There is so much room for improvement.

A need for more School Counseling driven courses

I think some of the coursework could use some improvements and include more applicable skills

More rigorous coursework

More training about Special Education (lots more), DSM class should be mandatory (or covered more in other classes)

Theory to Practice in working in schools

Practicum/internship year was disorganized and we were not given enough time to easily obtain the clinical hours needed.

Repetative coursework

Some of the classes are not thorough enough, especially the theory and ethics courses. A greater variety of courses would be appreciated.

Include a class on special education/disabilities

Looking back, I remember not feeling very comfortable discussing issues I had with supervisor/difficulties I encountered during supervision. Perhaps a system that allows students to go to someone they feel comfortable with to troubleshoot the conversation and plan how to best approach the issue with their supervisor?

More individual mentorship and one-on-one support, not support only when you "get in trouble"

To the dismay of many I have had the opportunity to meet and interact with, GWU's clinical training program is rife with both psychological abuse and inappropriate/excessive responses to student mistakes/areas for improvement. There is a long-standing pattern of faculty selectively identifying students for "review." These students are then harrassed in meetings in a manner that is not consistent with whatever "offense" was identified. This pattern of faculty behavior is well known amongst the student population and creates an atmosphere in the clinic that is nothing short of psychologically abusive. Students live in fear of "upsetting the wrong professor" as there are several notable professors which are the main culprits of this abuse. Furthermore, students feel incredibly uncomfortable sharing their true developmental concerns about professors/supervisors for fear of these concerns not remaining confidential or being "blown out of proportion." In making aspersions towards students' characters and escalating simple classroom issues to unnecessary interventionist style meetings, this department creates an atmosphere that endangers student learning rather than providing a safe space for student development.

Scheduling

More experiential learning, integration of learning into practice

More information on special education preparation on 504s and FBAs

ASDGFASDG

asdasdf

CCSC is great experience, management was not great. Not having a 60 credit program was also problematic.

What areas of improvement would you identify about your program?

I felt that students were punished were looked down on for being honest in supervision, disorganization and miscommunication amongst staff, lack of support for full-time working students, supervision with doctoral students, teaching more on diverse theories, adding more research aspects maybe a senior thesis to prepare students for doctorate level research if desired

theoretical base

I would not know because I am unfamiliar with the current program.

Although the program announces its orientation towards multiculturalism, there are significant gaps in the program training. It was largely difficult to operationalize the interventions geared towards cultural sensitivity, multicultural counseling, multicultural training, and privilege and oppression. We truly lacked significant opportunities in understanding privilege and oppression along with social justice initiatives. The program also addresses theoretical aspects in the content of courses well, but many courses often fail to integrate the practice-oriented components aligned with the theory.

More clinical faculty

Help with internship sites and developing professional network for job seeking after graduate school.

Teaching EBTs; Need more preparation for working with youth; more preparation for working with SA needs

I think graduate school grades are generally inflated and I think this program is no exception. Everyone is not at the same level and should not get all A's.

Substance Abuse, Trauma, Career

Price, finding internship was a challenge

expense (!!), when I attended, we did not earn enough credits to be licensed (48 instead of 60), didn't realize this before I saw what 12 more credits at GWU would cost me

diversity in clinical placement

None

The faculty created a very stressful learning environment for me and other mature (50-something individuals). Instead of acknowledging the life experiences we brought to the table, I felt that what I had to offer was being dismissed. The learning environment for me was very stressful in an already stressful, and rigorous curriculum. I appreciate the rigors of the program, however, but one can get through such a program with a good support system. I didn't feel this from the faculty. An area for improvement would be for the faculty to be sensitive to the diversity of the student body in the program and recognize the contributions they bring to the program.

none

**End of Report**

