

CACREP Executive Summary - 2021

Introduction:

The George Washington University's Department of Counseling and Human Development has spent about two years developing the documents required for the next accreditation cycle for CACREP. Some of these issues include formatting course syllabi to meet the standards, setting up data collection in Taskstream, collecting and evaluating data, writing the self-study, and creating the program evaluation plan.

Below is a chart of Enrollment data for all GWU's Counseling and Human Development academic programs from 2016-2019. This chart shows the number of applicants, admission offers and committed new students to each program.

	SU FA 2016				SU FA 2017				SU FA 2018				SU FA 2019			
	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl
# Applied	158	74	45	35	185	88	45	48	155	62	33	52	159	53	40	47
# Admitted	54	61	35	14	84	49	31	13	84	45	26	19	82	40	30	18
# Committed	17	18	24	9	25	22	17	7	25	20	11	6	32	18	10	7

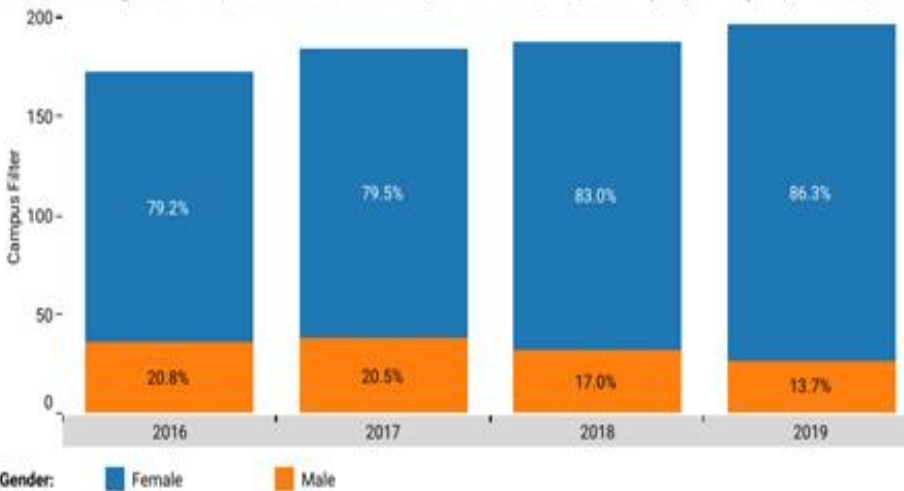
Below is a Bar Chart of GWU Student Enrollment Data by Gender and Ethnicity for all academic programs from 2016-2019.

Student Enrollment by Gender and Ethnicity



Student Enrollment by Gender

Filters Selected:
Campus: Total/Level: Graduate/ School: GSEHD/ 1st Major: ClinicalMentalHealthCounseling, Counseling, Rehabilitation Counseling and 1 more/ Full-Time or Part-Time: All/ Gender: All/Race/ Ethnicity: All/Country: All/ State: All/



Use the selectors to filter the data and the view

- Year
- ☐ 2010
 - ☐ 2011
 - ☐ 2012
 - ☐ 2013
 - ☐ 2014
 - ☐ 2015
 - ☒ 2016
 - ☒ 2017
 - ☒ 2018
 - ☒ 2019

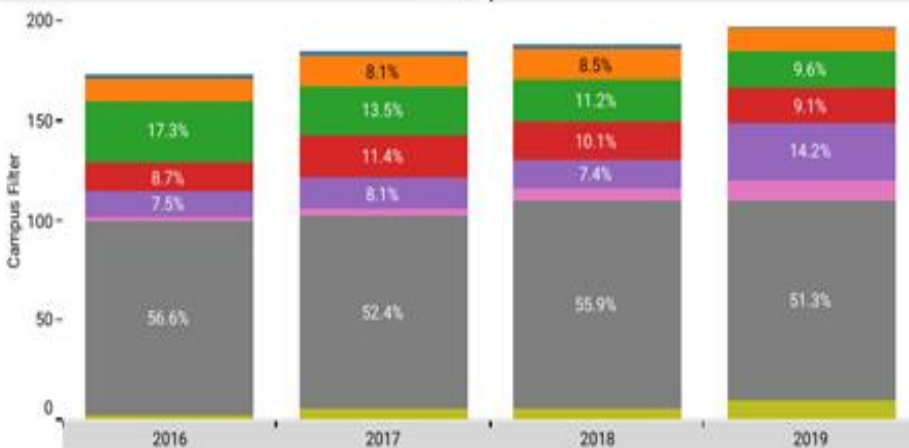
Campus Parameter
Total

Filter by Level
Graduate

Filter by School
GSEHD

Student Enrollment by Ethnicity

Filters Selected:
Campus: Total/Level: Graduate/ School: GSEHD/ 1st Major: ClinicalMentalHealthCounseling, Counseling, Rehabilitation Counseling and 1 more/ 2nd Major: None/ Full-Time or Part-Time: All/ Gender: All/ Race/ Ethnicity: All/Country: All/ State: All/



Filter by 1st Major
Multiple values

Filter by Gender
All

Filter by Race/Ethnicity
All

Filter by Country
All

Filter by State Name
All

Below is a table showing GWU Student Enrollment data by Gender and Ethnicity for all CHD academic programs from 2016-2019.

Table: Student Enrollment by Gender and Ethnicity

Filters Selected:

Campus: Total/ Level: Graduate/ School: GSEHD/ 1st Major: ClinicalMentalHealthCounseling, Counseling, Rehabilitation Counseling and 1 more/ 2nd Major: None/ Full-Time or Part-Time: All/ Gender: All/ Race/ Ethnicity: All/ Country: All/ State: All/

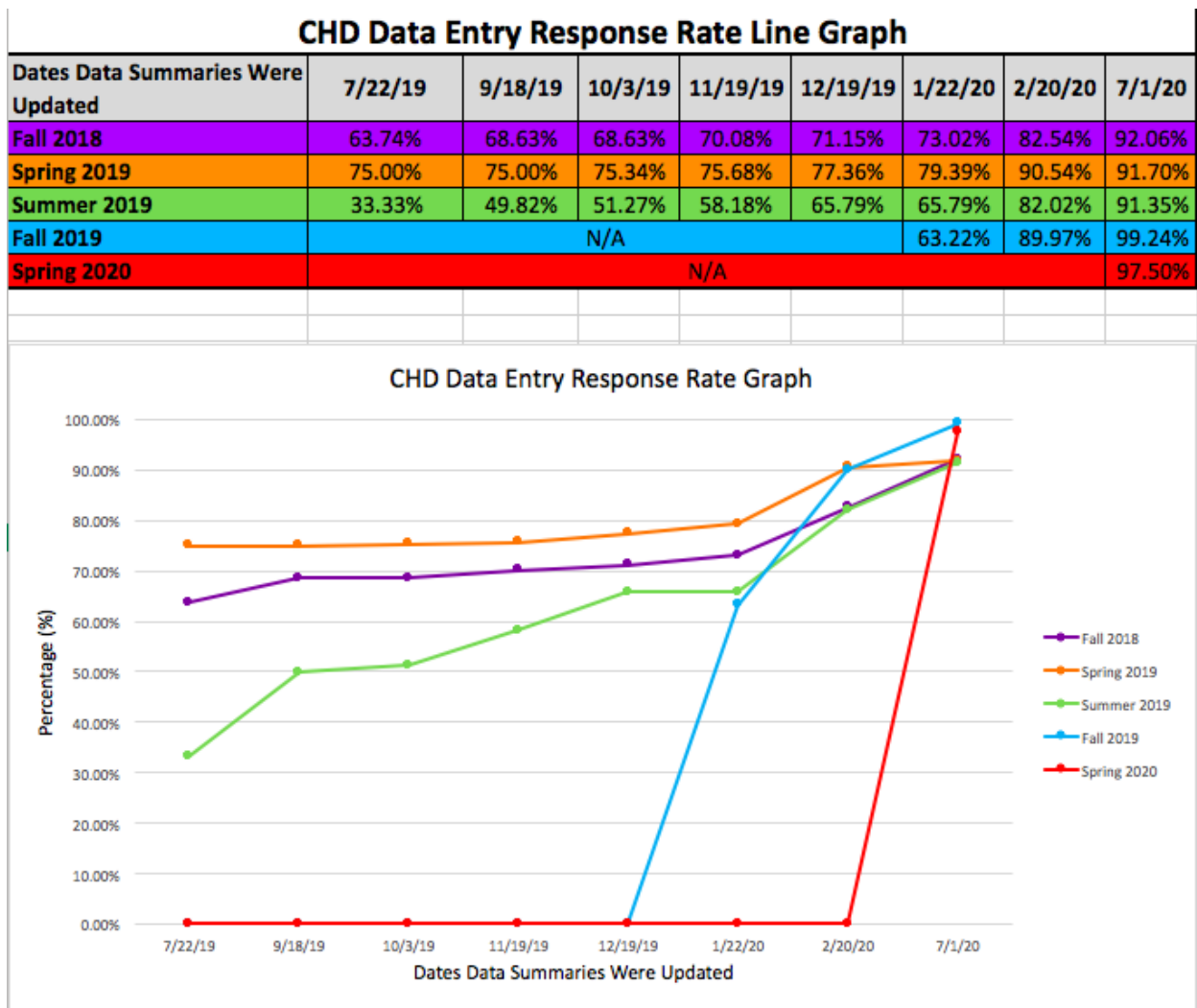
Ethnicity	Gender	2016	2017	2018	2019
American Indian - URM	Female	1	2	1	1
	Male	1	1	1	
	Total	2	3	2	1
Asian	Female	10	13	15	11
	Male	2	2	1	
	Total	12	15	16	11
Black - URM	Female	23	17	16	17
	Male	7	8	5	2
	Total	30	25	21	19
Hispanic - URM	Female	11	17	17	16
	Male	4	4	2	2
	Total	15	21	19	18
International	Female	13	13	10	23
	Male		2	4	5
	Total	13	15	14	28
Two or More Races - URM	Female	1	4	4	9
	Male	1	1	1	
	Total	2	5	5	9
Unknown	Female	1	2	4	8
	Male		2	2	2
	Total	1	4	6	10
White	Female	77	79	89	85
	Male	21	18	16	16
	Total	98	97	105	101
Grand Total		173	185	188	197

GWU's CHD students are required to take the Counselor Preparation Comprehensive Examination (CPCE) as a standardized measure of knowledge and skill acquisition on the CACREP Domains. August 2019 is the latest data, and these were our student's scores:

	<u>GW Mean (SD)</u>	<u>National</u>
Human Growth and Development	13.5(1.9)	9.6(2.7)
Social/Cultural Diversity	12.2(1.8)	10.8(2.4)
Counseling/Helping Relationships	11.8 (2.0)	9.4(2.6)
Group Counseling/Group Work	13.7(2.0)	11.3(2.5)
Career Development	11.2(2.6)	9.9(2.4)
Assessment/Testing	10.3(2.2)	9.0(2.5)
Research/Program Evaluation	13.2(2.1)	9.6(2.7)
Professional Counseling Orientation and Ethical Practice	11.2(2.9)	10.8(2.4)
Total CPCE Results:	97.1(14.3)	81.4(14.7)
NCE Exam Results:	100%	91%
CRC Exam Results:	100%	69%

These scores show a strong performance by GW students on the eight core counseling standards, which forms the foundation for the specialty course knowledge and contextual factors. Each CACREP Standard is described, and the course(s) which cover this standard are highlighted in the Program Evaluation Plan, along with sources of evidence. In addition, the national certification exam results provide evidence that GWU's graduates are well prepared for the credentialing exams and employment.

CHD TaskStream Evaluation Response Graphs from July 2019-July 2020:



Program Improvements:

The George Washington University's Counseling & Human Development Department faculty has created plans of improvement for each specialty program (Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling, and Doctorate in Counseling). Here is a summary of program improvements for each specialty program. In the last three years, the focus has shifted from program evaluation across the Core standards to the specialty specific standards described in Standard 5 for the MA programs. At the doctoral level, the focus is on Standard 6.

Clinical Mental Health Counseling Program

Improvements were made for the Clinical Mental Health Counseling Program by analyzing all categories for Standard 5 for the specialty of Clinical Mental Health Counseling. The standard scores were below 2.5 in student performance for the Counselor Identity and Multicultural Competence standards. These were clustered in knowledge and skill areas, with several themes. One theme was knowledge of the role of ethics and legal considerations as these have evolved historically. To address this, the faculty has decided to move from having adjunct faculty teach the ethics and professional identity course to having core counseling faculty teach it. The faculty has begun a years-long process to examine every area from curriculum to faculty and student recruitment, to faculty training and development.

Another knowledge deficit we noted was the counselor as advocate. Because this ties in nicely to the third area of attention, namely multicultural competence, we will build in an advocacy role for students, faculty, and staff, and will ensure that, as one standard requires, we engage in dialogue with other perspectives, other cultures, and other worldviews. At the skill level, we plan to add both a diagnostic and a treatment planning component to applied courses, from interview skills, to theories/techniques, to trauma and crisis intervention. As we review the curriculum, skill building in these areas will be examined with an anti-racist and culturally sensitive lens.

Rehabilitation Counseling Program

Improvements were made for the Rehabilitation Counseling Program by analyzing all categories for Standard 5 for the specialty of Rehabilitation Counseling. The standard scores were below 2.5 in student performance for the Counselor Identity and Multicultural Competence standards. These were clustered in knowledge and skills areas identified as ethics, advocacy, and multicultural competencies. To address these, the faculty has agreed to ensure that only core regular status faculty, not limited service faculty/adjunct faculty, instruct the ethics course, the theory course, and the rehabilitation counseling professional identity courses including practicum and internship.

Another knowledge deficit we noted was the counselor as advocate. Because this aligns with student multicultural competence, the faculty has begun a years-long process to examine

every area from curriculum to faculty and student recruitment, to faculty training and development. We will build in an advocacy role for students, faculty, and staff, and will ensure that, as one standard requires, we engage in dialogue with other perspectives, other cultures, and other worldviews. At the skill level, we plan to add both a diagnostic and a treatment planning component to applied courses, from interview skills, to theories/techniques, to trauma and crisis intervention. As we review the curriculum, skill building in these areas will be examined with an anti-racist and culturally sensitive lens.

School Counseling Program

Improvements were made for the School Counseling Program by analyzing all categories for Standard 5 for the specialty of School Counseling. The standard scores were below 2.5 in student performance for the Contextual Dimension of School Counseling and Practice of School Counseling standards. Areas in need of further attention include competency to advocate for school counseling roles; professional organizations, preparation standards and credentials relevant to school counseling; legal and ethical considerations specific to school counseling as foundational to the field of school counseling; techniques of personal/social counseling in school settings; and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

To support students in the development of contextual dimensions of school counseling, the program has created a new required course entitled Coordination of Comprehensive Guidance Programs (CNSL 6467). It has also been decided that courses teaching ethics, Interviewing skills, theories and techniques of counseling, and family counseling will all be taught by core faculty with skills and knowledge specific to these courses, including education in the topic and clinical experience. Additionally, Interview Skills was taught as a seven-week course but has now been transitioned into a 14-week course to allow for more intensive and comprehensive skill building. Family Counseling has alternated between a multi-weekend course and a 7-week course. It will now only be taught as a 7-week course to ensure full transmission of relevant knowledge and skill.

Doctorate in Counseling Program

Improvements were made for the Doctorate in Counseling Program by analyzing categories for Standard 6 for Counselor Education and Supervision. The standards on supervision and teaching core areas were the focus. Standards for the doctoral core area in supervision are primarily evaluated via faculty evaluations of student performance as supervisors in master's level practicum courses that serve clinical mental health, school, and rehabilitation counseling. Across the eleven supervision standards, students averaged 2.93/3 ($sd = 0.09$). Students met or exceeded expectations on all standards for this area of supervision. No program improvements were made for these sets of standards.

Standards for the doctoral core area in teaching are primarily evaluated via faculty evaluations of student performance as instructional assistants (or teaching assistants) in

master's level counselor education courses that serve clinical mental health, school, and rehabilitation counseling. Across the nine teaching standards, students averaged 2.38/3 ($sd = 0.33$). Students met or exceeded expectations for doctoral teaching core area standards in 8 of 9 instances. Based on the teaching standards, a program improvement was made: "Beginning summer 2021 content for teaching philosophy statements will include a section on the role of mentoring in counselor education."

Empirical Data:

This section contains a summary of empirical data of student performance for standards for the eight common areas (2.F.1-8) and for each program: Clinical Mental Health Counseling (5.C.1-3), Rehabilitation Counseling (5.H.1-3), School Counseling (5.G.1-3), and Doctorate in Counseling (6.B.1-5).

Standards for the Eight Common Areas

For Standard 2.F.1, **Professional Counseling Orientation and Ethical Practice**, the overall average performance for sub-standards 2.F.1.A-M ranged from 89.37% to 94.06%.

For Standard 2.F.2, **Social and Cultural Diversity**, the overall average performance for sub-standards 2.F.2.A-H ranged from 90.38% to 96.49%.

For Standard 2.F.3, **Human Growth and Development**, the overall average performance for sub-standards 2.F.3.A-I ranged from 90.09% to 95.85%.

For Standard 2.F.4, **Career Development**, the overall average performance for sub-standards 2.F.4.A-J ranged from 88.03% to 100%.

For Standard 2.F.5, **Counseling and Helping Relationships**, the overall average performance for sub-standards 2.F.5.A-M ranged from 80.83% to 95.13%.

For Standard 2.F.6, **Group Counseling and Group Work**, the average rubric score across sub-standards 2.F.6.A – H, was 92.46%.

For Standard 2.F.7, **Assessment and Testing**, the average rubric score across sub-standards 2.F.8.A – M, was 95.54%.

For Standard 2.F.8, **Research and Program Evaluation**, the average rubric score across sub-standards 2.F.8.A – J, was 92.48%.

Clinical Mental Health Counseling

For Standards 5.C.1.A – E, the overall average performance of candidates ranged from 85.8% to 96.66%. For Standards 5.C.2.A – M, the overall average performance of candidates ranged from 75.44% to 97.76%. For Standards 5.C.2.A – E, the overall average performance of candidates ranged from 83.34% to 97.27%.

School Counseling

For Standards 5.G.1.A – D, the overall average student performance ranged from 87.28% to 100%. For Standards 5.G.2.A – N, the overall average student performance ranged from 87.28% to 100%. For Standards 5.G.3.A – O, the overall average student performance ranged from 80.56% to 100%.

Rehabilitation Counseling

For Standards 5.H.1.A – G, the average rubric score across all students ranged from 88.3% to 93.75%. For Standards 5.H.2.A – R, the average rubric score across all students ranged from 83.95% to 100%. For Standards 5.H.3.A – M, the average rubric score across all students ranged from 91.59% to 92.03%.

Doctorate Program in Counseling

GWU is collecting data on the missing CACREP standards (e.g., 6.B.1.A-E) during the 2020-2021 academic year. GW will have these data available for the site reviewers when they visit GWU. For Standard 6.B.1.F, **ethical and culturally relevant counseling in multiple settings**, candidates had an overall performance of 100%. For Standards 6.B.2.A – K, the average performance of candidates ranged from 88.1% to 100%. For Standard 6.B.3.A – I, the average performance of candidates ranged from 66.65% to 90%.

GWU is collecting data on the missing CACREP standards (e.g., 6.B.4.A-K) in the 2020-2021 academic year. GWU will have these data available for the site reviewers when they visit GWU. For Standard 6.B.4.L, **ethical and culturally relevant strategies for conducting research**, candidates had an overall performance of 100%.

GWU is collecting data on the missing CACREP standards (e.g., 6.B.5.A-J, 6.B.5.L) in the 2020-2021 academic year. GW will have these data available for the site reviewers when they visit GWU. For Standard 6.B.5.K, **strategies of leadership in relation to current multicultural and social justice issues**, candidates had an overall performance of 100%.