

## 2022-2023 Counseling and Human Development Annual Report

During the 2022-2023 academic year, George Washington University’s Counseling and Human Development (CHD) Program completed numerous changes for our CACREP accreditation. We completed a self-study and had a site visit from representatives of CACREP in 2022. The site review team had several suggestions to improve our counseling programs and over the last year we have implemented many changes that will be specified program by program below. The main change was the data collection and evaluation of our Key Performance Indicators (KPIs) and Student Dispositions utilized for our program evaluation purposes. As part of this improvement, we are moving from utilizing Taskstream to Exxat archival platforms for our program evaluation and continuous program improvements. We will be submitting a final Interim Report to CACREP by April 1, 2024, providing evidence of the changes in response to the August 8, 2022, correspondence from CACREP. GW’s CHD program is accredited by CACREP until October 31, 2024, and we are seeking full accreditation by the Board with a cycle end date of October 31, 2030. Below are some of the vital statistics of each of CHD’s specialty counseling programs: Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling and the PhD Program in Counselor Education and Supervision.

### Student Enrollment by Program (2022-2023)

	<b>Master’s in Clinical Mental Health Counseling</b>	<b>Master’s in Rehabilitation Counseling</b>	<b>Master’s in School Counseling</b>	<b>PhD in Counselor Education and Supervision</b>
<b># Applied</b>	195	46	56	36
<b># Enrolled</b>	104	44	45	41
<b># Graduated</b>	18	10	17	3

### Student Enrollment by Ethnicity (2022-2023)

Asian	7.5%
Black – URM	11.9%
Hispanic – URM	9.7%
International	13.7%
White	51.5%
Unknown	5.7%

### Student Enrollment by Gender (2022-2023)

Male	18.1%
Female	81.9%

**Student Enrollment by Gender and Ethnicity (2022-2023)**

<b>Ethnicity</b>	<b>Gender</b>	<b>Enrollment</b>
Asian	Female	16
	Male	1
	Total	17
Black - URM	Female	20
	Male	7
	Total	27
Hispanic - URM	Female	21
	Male	1
	Total	22
International	Female	23
	Male	8
	Total	31
Two or More Races	Female	5
	Male	2
	Total	7
Unknown	Female	4
	Male	2
	Total	6
White	Female	97
	Male	20
	Total	117
<b>Grand Total</b>		<b>227</b>

**Clinical Mental Health Counseling Program Statistics Data from 2022-2023\***

- Retention Rate: 90%
- Average Time to Complete the Program: 2.6 years (8 Semesters)
- 2021-2022 Cost: \$1,870 per credit
- Scholarships: Merit Based
- Employment Rate (at 6 months post-graduation: 94%
- Employment Settings: Community mental health settings, inpatient units, intensive outpatient units, crisis counseling
- Licensure Eligibility: Licensed Professional Counselors (LPC). Requirements vary by state.
- NCE Passing Rate: 100%
- Accreditation Status: Accredited by CACREP through 2024. Program has been accredited since 1984.

- Annual Fall Enrollment: 104
- Number of Graduates: 18
- Predicted Job Outlook (2014-2024): Nineteen percent (19%) increase, compared to 7% expected increase in total US jobs. The field of counseling will see over 30% growth in the next 10 years. (Source: US Department of Labor, Bureau of Labor Statistics)

### **Clinical Mental Health Counseling Program changes made since November 2022:**

In collaboration with our advisory board, we have made several changes. We have moved up our admissions timeline with a priority deadline of November 1 so that we can provide students with an admissions decision earlier. We are now using a new tracking software for the program KPIs and for hours tracking (EXXAT). In this process, we are using the professional disposition evaluation at three separate time points; this supplements the twice-yearly faculty evaluations of student progress. We have removed the advocacy project and antiracism convocations as requirements because of limited faculty resources and community sites who are willing to partner with our students. We have used both the CECE and the CPCE for the comprehensive examination during 2022/2023.

Notable trends in the profession and the program/department efforts to prepare students for them:

Telehealth: In our coursework, we continue to discuss micro-skills as they differ in telehealth environments.

Anti-oppression and Antiracism: We have developed lists of course resources from scholars of color for faculty use, and have continued in our efforts as a department to decolonize our classrooms, department, and profession by centering social justice as a critical cornerstone.

### **Rehabilitation Counseling Program Statistics Data from 2022-2023\***

- Retention Rate: 87%
- Average Time to Complete the Program: 2.6 years (8 semesters)
- 2021-2022 Cost: On campus \$1870 per credit; Online \$950 per credit
- Scholarships: Federal long term rehabilitation counseling training scholarships and merit-based scholarships
- Employment Rate (at 6 months post-graduation): 100%
- Employment Settings: State VR agencies, community-based rehabilitation programs, private rehabilitation companies, independent living centers

- Licensure Eligibility: Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Licensed Professional Counselors (LPC) for 60 credit program (requirements vary by state)
- CRC Passing Rates: 87% (National Passing Rate: 65%)
- Accreditation Status: Accredited by CACREP through 2024
- Annual Fall Enrollment: 44
- Number of Graduates: 10

### **Rehabilitation Counseling Program changes made since November 2022:**

The George Washington University 60-credit Rehabilitation Counseling program (RCP) is offered on campus and online. Since the 2022 CACREP report, four program changes have been implemented as we have evaluated the program and consulted with our advisory board. First, in 2022 the online RCP was offered as a 48-credit program and as a 60-credit program. The 48-credit online program was phased out in 2022. The last cohort of students in the 48-credit program were admitted in Fall 2022 and will complete their 48-credit program by December 2024. Second, both the online RCP and on campus RCP now only admit students for the Fall semester. Third, the student program plan of study course sequencing for the online RCP and on campus RCP are in alignment. Fourth, for both the online RCP and on campus RCP, the Exxat system is being used to collect RCP student data that includes practicum hour logs, internship hour logs, student professional disposition evaluations, student statements of acknowledgement, practicum supervisor evaluations, internship site supervisor evaluations, and course instructor evaluation of CACREP KPIs.

### **School Counseling Program Statistics Data from 2022-2023\***

- Retention Rate: 90%
- 2021-2022 Cost: \$950 credit hour
- Scholarships: Merit based
- Employment Rate (at 6 months graduation): 100%
- Employment Settings: K-12 schools
- Licensure Eligibility: Students with a 60-hour degree program are eligible for licensure as Professional Counselors (LPC). Requirements vary by state.
- NCE Passing Rate: 100%
- Accreditation Status: Accredited by CACREP through 2024. Program has been accredited since 1984.
- Average Fall Enrollment: 45
- Number of Graduates: 17
- Predicted Job Outlook (2014-2024): 8% expected increase, compared to 7% expected increase in total US jobs. (Source: US Department of Labor, Bureau of Labor Statistics)

### **School Counseling Program changes made since November 2022:**

Program changes made by faculty in collaboration with our advisory board, include ending the 48-credit program as per CACREP guidelines and the students were taught out last year. Furthermore, the school counseling program has moved the deadline for priority admission to November 1 so that students will have admissions information earlier. We transitioned to the Exxat system which tracks KPIs, clinical hours, and coalesces all student forms and files in one place to allow for efficient tracking of student progress through the program. We have also implemented the comprehensive exam as a KPI to track student success. Students' professional dispositions are now being evaluated throughout the program at multiple points by faculty and this data is accessible in EXXAT, along with the clinical evaluations in practicum and internship. This assessment of dispositions at multiple time-points supplements the twice a year faculty evaluation of student progress.

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### **PhD in Counselor Education and Supervision Program Statistics Data from 2022-2023\***

- Retention Rate: 77%
- Average Time to Complete the Program: 5.33 years
- 2023-2024 Cost: \$1870 per credit
- Scholarships: Graduate assistantships, merit-based scholarships, external funding
- Employment Rate (at 6 months post-graduation): 100%
- Employment Settings: Academia, research organizations, private practice, community agencies
- Licensure Eligibility: Licensed Professional Counselor (LPC). Requirements vary by state.
- Accreditation Status: Accredited by CACREP through 2024. Program has been accredited since 1984.
- Fall Enrollment: 41
- Number of Graduates: 3
- Predicted Job Outlook (2014-2024): 19% expected increase, compared to 7% expected increase in total US jobs. (Source: US Department of Labor, Bureau of Labor Statistics). Outlook predicted for those with clinical mental health employment.

### **PhD in Counselor Education and Supervision Program changes made since November 2022:**

To date, we have made many important programmatic-related developments as part of our doctoral program review, assessment, and development processes. Consistent with CACREP standards, we have reviewed, revised, and updated our doctoral program objectives. In doing so, we have sought feedback from current doctoral students, alums, faculty, and key

community stakeholders, including our advisory board. After multiple iterations, we finalized, presented, and published our new guiding program objectives on our program website. We have also worked at further concretizing and updating our process for overseeing doctoral student internship hours, hour counting, and supervision. Our robust changes have resulted in better management, collection, and analysis of our doctoral students' 600 internship hour requirement across the areas of supervision, research, and teaching. We also worked to finalize and provide students with additional supervision by revitalizing our individual supervision requirements across each of the three internship courses (i.e., supervision, research, and teaching). We continue to collect and oversee student internship logs and individual supervision provided by doctoral-level supervisors. Another important change is reflected in our making revisions to the current syllabi to further document our covering topics related to mentorship, as outlined in the doctoral standards. Next, we also further implemented our new professional development plan committee, which oversees professional development issues for current doctoral students (NB This committee also works with master's students needing intervention). As part of this process, we have updated our doctoral handbook to outline and prepare students who may benefit and need additional support. Moreover, we reviewed, updated, and further documented our process, plan, and procedures for recruitment, retention, and evaluation. These processes center and include our program's commitment to culture, justice, and anti-racism. Accordingly, our evaluation, remediation, dismissal, recruitment, and retention of students and our subsequent policy and procedures have been provided to students and included in our updated handbook. An additional change includes our utilizing empirically driven measures to assess doctoral students' professional dispositions during the doctoral interview process and at multiple critical points throughout their program of study. As part of our program assessment and development, we have further refined, implemented, and documented our program objectives, key performance indicators (KPI), and assessment protocols and procedures to support the doctoral program in an ongoing and systematic evaluation of all students as well as our program to support and guide program development. We have developed a KPI and objective crosswalk to ensure all CACREP standards are met, and our KPIs measure student learning via multiple measures over multiple points in time throughout their program of study. All such changes have included key programmatic stakeholders.

These changes at masters and doctoral levels have been documented and presented to our advisory board during annual meetings.