The Difference Between CACREP and Non-CACREP Scores on Professional Counselor Licensure Examinations

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Abstract
This study compared a nine-year period of scores from the National Counselor Examination (NCE), the National Clinical Mental Health Counselor Examination (NCMHCE), and a state jurisprudence examination (SJE) with graduates (n=1,740) from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) mental health counseling (MHC) specialization and with graduates (n=200) from a non-CACREP professional counseling specialization. Results from a t-test, Chi-Square, and Levene’s test for equality of variances indicated better performance from the non-CACREP graduates. Specifically,
• higher first attempt pass rates on the NCE, the NCMHCE, and the SJE,
• higher scores on the NCE and the SJE, and
• higher scores on the Decision Making (DM) subscale of the NCMHCE.

Procedures
I contacted a state government licensing division to obtain raw scores of the NCE, the NCMHCE, and the SJE from postmaster’s graduates of the CACREP and non-CACREP universities between March 2001 (date of first recognized licensure in the state) to March 2010 (date of data collection). I removed scores of zero from testing candidates who registered for the examination but did not appear upon testing administration scrubbed the data set. I also deleted a minimal number of test scores prior to March 2001 and after March 2010. This left the sample size from the CACREP university 1,740 and from the non-CACREP university 200.

Data Analysis
Three sets of data analysis were conducted:
1. Complete analysis procedure consisted of a t-test (.05 level), Chi-Square, and Levene’s test for equality of variances of the combined data set.
2. To equalize the sample size between the programs, an exact replication random analysis procedure to increase internal validity consisted of a t-test and Chi-Square test of the data set of pass/fail scores and the NCMHCE scores.
3. Cohen’s d for effect size was calculated to measure statistical power from the NCE, the SJE, and the Information Gathering (IG) and Decision Making (DM) scales on the NCMHCE.

Findings
H1 Rejected: The CACREP graduates had a combined first attempt pass/fail rate for the NCE, NCMHCE, and the SJE of 1,547 (88.9%) and 189 (10.9%) respectively. The non-CACREP graduates had a combined first attempt pass/fail rate for the NCE, the NCMHCE, and the SJE of 191 (96%) and nine (4.5%) respectively.
H2 Rejected: For the NCE complete analysis, the CACREP graduates (n=512) had a mean score of 104.14 and the non-CACREP graduates (n=60) had a mean score of 116.97.
H3: Rejected: An independent samples test assuming equal variances produced a t-score of 3.27 (df=285; p<.001) confirming higher scores from the non-CACREP graduates.
H4: Rejected: For the SJE, the CACREP graduates (n=562) had a mean score of 84.59 and the non-CACREP graduates (n=65) had a mean score of 89

Limitations
Lack of access to testing candidate demographics, differences between practitioner-faculty and scientist-practitioner teaching styles (Michel, Cater, & Varela, 2009), and various faculty development initiatives (Lightner & Benander, 2010). Additional threats to internal validity included time since graduating with a Bachelor’s degree and entering the counselor education program, admission requirements (GRE versus non GRE), timeframe (one to three years) between entry-level graduation and examination completion, and testing candidate preparation.

Conclusions
Study outcomes may allude to higher levels of cognitive complexity, self-efficacy, information differentiation and integration, and strategic decision performance (Granello, 2010; Iedera, Curgeu, & Vermeulen, 2009; Olivera, 2010) from the non-CACREP graduates.

Social Change Implications
Counselor educators may produce additional studies that result in the following positive outcomes:
• How CACREP promotes institutional engagement theory (Haworth & Conrad; 1997; Peer, 2007; Warden, 2009) or cognitive complexity that influence counseling student interdisciplinary and multicultural development.
• How organizational and institutional factors influence in what way CACREP graduates and non-CACREP graduates prepare for, and take, LPC examinations.
• How pedagogical modalities differ, such as complete face-to-face student learning outcomes and complete online course delivery student learning outcomes (Sussman & Dutter, 2010).

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