Trinity Washington University Counseling Program

Annual Report 2024-2025

The Counseling Programs offers 2 Master of Arts in Counseling Programs: Clinical Mental Health Counseling (CMHC), and School Counseling (SC).

As required by CACREP, information on demographics of students, enrollment numbers, retention numbers, completion rates, number of graduates, pass rates on the Counselor Preparation Comprehensive Examination (CPCE; required exam for CMHC students), pass rates on the Praxis (required exam for SC students), job placement information, and a summary of program evaluation results and subsequent program modifications is presented in this Annual Report. The report also includes summary data for all of these indicators, however full data is available to anyone upon request. The Academic Year (AY) 2024-2025 includes Summer 2024, Fall 2024, and Spring 2025 semesters.

Demographics

		Ethnicity					Gender		
	Black/AA	**Hispanic**	**White**	**Asian**	**Undec.**	**Other**	**Male**	**Female**	**Undec.**
Sum 2024	30	10	2	1	0	2	5	45	2
Fall 2024	48	22	3	2	0	2	7	71	3
Spr 2025	50	18	6	3	0	6	13	67	3

Of those who self-identified their race, the majority are Black/African-American, which is consistent with previous years and with the demographics of the Washington, DC area. A majority of our students live in the District of Columbia and Prince George's County areas, which are predominantly Black. Females continue to be the largest gender group, which is consistent with the demographics in the helping professions (psychology, social work, professional counseling). The Counseling Programs continues to promote its programs our leadership in the Maryland Counseling Association, District of Columbia Counseling Association, American Counseling Association, American School Counseling Association, and other professional counseling division memberships. The Admissions Office has been asked to continue expansion of recruitment efforts to diversify our applicant pool.

Enrollment, Retention, and Completion Rates

A total of 37 new students enrolled during the AY 2024-2025 (25 in Fall, 12 in Spring [the program only admits in Fall/Spring]) which represents approximately the same enrollment as the previous year. The new Assistant Director is working with the Program Director to assist in increasing enrollment within the School of Nursing and Health Professions and the Counseling Program.

Retention rates are calculated each semester. For Summer 2024, the overall retention rate was 85.9% for the Fall 2024 semester, the overall retention rate was 89.16% and for the Spring 2025 semester, the overall retention rate was 97.3%

A total of 16 students graduated during the AY 2024-2025 (5 in Summer, 7 in Fall, 4 in Spring) which is comparable with last year's numbers.

Comprehensive Evaluations

In AY 2024-2025, 15 CMHC students took the CPCE examination. Trinity compares the students' scores to the national norm for that semester. A score that is between one standard deviation below and the national norm is categorized as "meeting" the standard; a score that falls below one standard deviation from national norm is "approaching" the standard; and a score that is at, or above, the national norm that year is categorized as "exceeding" the standard. For AY 2023-2024, 6% exceeded the standard, 73% met the standard, and 20% approached the standard.

In AY 2024-2025, 3 SC students took the Praxis II, and 3 of them received a passing score.

Job Placement

In AY 2024-2025 85% of graduating students who were asked at their exit indicated that they were employed in the counseling field at a job that requires a Master's degree.

Satisfaction

The Counseling Program surveys current students, graduating students, alumni, site supervisors, and employers every other year to assess the effectiveness (scale 1-5) of the program in preparing completers in key areas. Surveys were completed in June 2025. Current students, recent graduates, alumni and site supervisors were surveyed. Means for each group are below and suggest a high level of satisfaction across all groups.

Survey Question	**Current Students N = 55**	**Graduating Students N = 7**	**Alum N = 12 (total)**	**Site Supervisors N = 7**
1. The Counseling Program is preparing me to understand and demonstrate counseling theory and application and the helping relationship process	4.22	4.43	4.42	5.00
2. The Counseling Program is preparing me to demonstrate awareness and knowledge of diversity issues and how to	4.40	4.43	4.50	4.83

navigate within the counseling relationship.				
3. The Counseling Program is preparing me to engage in ethical practice and adhere to the principles, standards, and practice of relevant professional organizations, e.g., ACA, AMHCA, ASCA, etc.	4.44	4.43	4.58	5.00
4. The Counseling Program is preparing me to understand the impact of trauma on individuals, families, and communities and the counselors' role in performing appropriate crisis interventions.	4.22	4.43	4.58	4.83
5. The Counseling Program is preparing me to demonstrate overall professional competency.	4.30	5.0	4.58	5.00
6. The Counseling Program is preparing me to integrate or work across different theories in providing mental health and/or school counseling services.	3.92	4.75	4.00	-
7. The Counseling Program is preparing me to integrate evidence-based treatment paradigms for specific types of mental health and/or school counseling issues.	3.84	4.25	4.19	4.63
8. The Counseling Program is preparing me to construct and write culturally appropriate treatment plans.	3.77	4.25	-	4,50
9. The Counseling Program is preparing me with skills regarding advocacy and outreach services in providing mental health and/or school counseling care.	3.88	4.25	-	4.13

Professional Dispositions

In order to evaluate whether the Counseling Program is producing counselors with the necessary personal dispositions to practice reflection as an integrated part of their professional lives (unit goal #3) and model ethical standards and dispositions (unit goal #6), the program has a robust transition points assessment plan. Transition Point #2 occurs during *COUN 547: Group Counseling*, approximately 24 credits into the program and can be used as an assessment of the Counseling Program's effectiveness at reaching this goal.

In Fall 2023, 18 students were assessed on their professional dispositions, 70% met the standards and 25% exceeded the standard and 5% were considered to still be approaching the standard.

Program Evaluation Data

Trinity's Counseling Program is committed to ensuring that students obtain the foundational knowledge and skills represented in the eight common core areas, as well as CMHC and SC specialties. In order to evaluate this, a robust assessment plan evaluates eleven core standards, three CMHC standards, and two SC standards using a variety of key performance indicators, representing multiple assessments over multiple time points.

The Counseling Program's goal is for 80% of its students to meet, or exceed, the selected knowledge and skills; aggregate data suggesting less than 80% of students are meeting this standard will result in program modifications.

The summary below reflects data collected in AY 2024-2025.

One-hundred percent (100%) of students met or exceeded the following standards based on all performance indicators collected.

Core Area 1: Professional Counseling Orientation and Ethical Practice
Standard l: Self-Care Strategies Appropriate to the Counselor Role
Standard f: Professional counseling organizations

Core Area 5: Counseling and Helping Relationships
Standard g: Essential interviewing, counseling, and case conceptualization

Core Area 6: Group Counseling and Group Work
Standard a: Theoretical foundations of group counseling and group work

Core Area 6: Group Counseling and Group Work
Standard b: Dynamics Associated with Group Process and Development

CMHC Area 1: Foundations
Standard c: Principles, models, and documentation formats of biopsychological case conceptualization and treatment planning

CMHC Area 3: Practice

Standard b: Technique and interventions for prevention and treatment of a broad range of mental health issues

SC Area 3: Practice

Standard c: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

Over 83% of students met or exceeded the following standards based on all performance indicators collected.

Core Area 2: Social and Cultural Diversity

Standard c: Multicultural counseling competencies

Core Area 3: Human Growth and Development

Standard a: Theories of individual and family development across the lifespan

Core Area 4: Career Development

Standard f: Career development program planning

Core Area 5: Counseling and Helping Relationships

Standard a: Theories and models of counseling

Core Area 7: Assessment and Testing

Standard e: Use for assessments for diagnostic and interventional planning

Core Area 8: Research and Program Evaluation

Standard e: Evaluation of counseling interventions and programs

CMHC Area 1: Foundations

Standard b: Theories and models related to clinical mental health counseling

SC Area 1: Foundations

Standard b: Models of school counseling

Program Changes Based on Data Collection

Faculty and Program Improvements

- Hired a new faculty member who brings a wealth of knowledge and skills as a counselor educator
- Program faculty have added peer mentoring check-ins with students at least twice each semester. This will increase communication, particularly for new students, and will also assist 2nd year students in obtaining indirect hours for Practicum.
- Faculty are working to involve students in research, specifically, trauma-informed care, and a grant the program received to train school counselors in developing intervention approaches.

- A CPCE workshop has been developed and is being offered by the Chi Sigma Iota – Tau Epsilon Chapter – to assist students in test taking strategies.
- It will be important for both CMHC and SC students to submit a poster proposal for local conferences.
- Increasing early awareness to the SC profession @ PK-12 schools; increased outreach at the elementary, middle and high school – to reflect on the meaning of the SC profession.
- Require students with low writing skills to engage with Writing Specialist.

Curricular Remediation Plan Implementation

***Core Area 4: Career Development* – Standard f: Career Development Planning**

Beginning in Summer 2024, a new book is being used for the course. It had been difficult to find a current Career book that addressed the multicultural issues and the impact of globalization. In this course, through the case study approach, career development planning is a major issue and therefore is a major component of this course and a major component of the COUN 561 School Counseling course. National models of program planning are addressed and expected to be used as a framework in some of the case study projects.

Core Area 8: Research and program Evaluation – Standard E: Evaluation of counseling interventions and programs

As a core course, the remediation will include a review of appropriate research texts for master's-level students. Revising the syllabus to meet the 2024 standards will help to ensure students are prepared to enter the workforce as a clinician/researcher or a doctoral program.

School Counseling Area 1: Foundations – Standard b: Models of School counseling.

Beginning in the Fall of 2024, a more current major text is being used to address examples of models of school counseling in COUN 538. Case studies will be reviewed and revised if needed to ensure that models are being addressed. However, an emphasis on models should also be addressed in the clinical sequence. The resources that are used for these courses is vast, but there is inconsistency in teaching these courses due to utilizing part-time faculty. The improvement in this area will include hiring a full-time School Counseling Educator to ensure that these standards are being addressed in the classroom. The position announcement has been disseminated and the program is reviewing applications for AY 2024-2025, to begin Fall 2024.

Retention Plan Implementation

Beginning in Fall 2023, the Counseling Program is implementing a remediation/retention plan for students that fall below the 80% range in developing the knowledge, skills and dispositions within the eight CACREP core competencies, as well as within the specializations of clinical mental health and school counseling.

The Counseling Program meets monthly to discuss the progress of all students in the Counseling Program based on myriad assessment data. These include course grades, Advancement to Candidacy, Counselor

Characteristics Performance Rubric, Counselor Competencies Scales (CCS-R), as well as faculty and site supervisor evaluations. After reviewing the information gathered, the Counseling Program will develop remediation plans for students who are not achieving at the expected level. The goal of the remediation plan will be to help the student work toward meeting the stated goals of the program. Remediation plans will be reviewed with the student in-person. Remediation plans could include:

- utilization of the Writing Center at Trinity Washington University;
- having assignments reviewed before submission;
- completing particular assignments a second time to insure adequate level of competence;
- retaking a course;
- reducing the number of courses taken at one time;
- taking a break from the Program;
- engaging in counseling;
- checking in periodically with program advisor;
- additional assignments;
- delay of practicum and/or internship; or other requirements as determined by the Counseling Program.

If the student does not successfully complete the remediation plan outlined by the Counseling Program, the student may be given a second remediation plan, or may be dismissed from the program. Additionally, with the start of a new chapter of Chi Sigma Iota, the chapter will be implementing CPCE and Praxis II study sessions during the Fall and Spring semesters for students to help increase scores for both exams.

Conclusion

With the 2024 Standards release, the faculty are realigning and re-envisioning the key performance indicators to better meet the students' and program needs. A need for a course mapping session/retreat that includes how the new standards and competencies will be integrated into the program and is in process.