

Trinity Washington University Counseling Program

Annual Report 2022-2023

The Counseling Programs offers 3 Master of Arts in Counseling Programs: Clinical Mental Health Counseling (CMHC), School Counseling (SC), and School Counseling Urban Track Specialization.

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) 2022-2023 includes Summer 2022, Fall 2022, and Spring 2023 semesters.

Demographics

	Ethnicity					Gender	
	Black/AA	Hispanic	White	Undec.	Other	Male	Female
Sm 2022	31 (53%)	15 (26%)	6 (10%)	3 (5%)	3 (5%)	9 (16%)	49 (7%)
Fall 2022	50 (62%)	18 (22%)	7 (9%)	4 (5%)	2 (2%)	11 (14%)	70 (86%)
Spr 2023	41 (60%)	15 (22%)	5 (7%)	3 (4%)	4 (6%)	9 (13%)	59 (87%)

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 24 new students enrolled during the AY 2022-2023 (15 in Fall, 9 in Spring [the program only admits in Fall/Spring]) which represents an enrollment decline compared to last year's numbers. To help combat the decrease in enrollment, a new Assistant Director has been hired in Enrollment Management/Office of

Admissions to assist in increasing enrollment within the School of Nursing and Health Professions and the Counseling Program.

Persistence and graduation rates are calculated for each incoming cohort and updated each year. Students who matriculated in or before Summer 2019 would have been able to graduate in Spring 2022 and therefore the retention/persistence/and graduation of the cohorts from AY 2018-2019 through AY 2021-2022 are presented here to indicate patterns of retention and completion.

Incoming semester	% graduated	% still enrolled	% did not persist
Summer 2018	40%	20%	40%
Fall 2018	18%	11%	70%
Spring 2019	6%	50%	44%
Summer 2019	0%	25%	75%
Fall 2019	n/a	52%	48%
Spring 2020	n/a	36%	74%
Summer 2020	n/a	50%	50%
Fall 2020	n/a	58%	42%
Spring 2021	n/a	60%	40%
Fall 2021	n/a	42%	58%
Spring 2022	n/a	40%	60%
Summer 2022	n/a	-	-
Fall 2022	n/a	65%	35%

Note: did not persist includes those who did not re-enroll/withdrew as well as those academically dismissed

A total of 24 students graduated during the AY 2022-2023 (3 in Summer, 10 in Fall, 11 in Spring) which is comparable with last year's numbers.

Comprehensive Evaluations

In AY 2022-2023, 23 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 2022-2023, 63% exceeded the standard, 75% met the standard, and 58% approached the standard.

In AY 2022-2023, 10 SC students took the Praxis II and 9 of them received a passing score.

Job Placement

In AY 2022-2023 75% of graduating students who took the exit survey 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 each Spring and asks them to rate the effectiveness (scale 1-5) of the program in preparing completers in key areas. Mean responses for each group are below and suggest a high level of satisfaction across all groups.

Survey Question	Current Students N = 21	Graduating Students N = 4	Alum N = 53 (total)	Site Supervisors N = 7	Employer N = 1 (total)
1. Understand and demonstrate counseling theory and application and the helping relationship process	4.43	4.50	4.11	5.00	4.00
2. Demonstrate awareness and knowledge of issues of multiculturalism and diversity.	4.57	5.00	4.36	4.83	4.00
3. Engage in ethical practice and adhere to the principles, standards, and practice of relevant professional counseling organizations (i.e., ACA, ASCA).	4.48	4.75	4.53	5.00	4.00
4. Understand the impact of trauma on individuals, families, and communities and the counselor’s role in appropriate interventions.	4.57	5.00	4.09	4.83	4.00
5. Demonstrate overall professional competency.	4.29	4.75	4.28	5.00	4.00
6. Recognize the importance of self-care and how to maintain an active regiment of well-being in my practice and own life.	4.05	4.75	4.00	-	-
7. Emphasized the importance of developing a professional identity, including maintaining membership to relevant professional counseling organizations	4.24	4.25	4.19	-	-

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 2022, 21 students were assessed on their professional dispositions, 60% met the standards and 35% 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 2022-2023.

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

Core Area 1: Professional Counseling Orientation and Ethical Practice

Standard 1: Self-Care Strategies Appropriate to the Counselor Role

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 80% of students met or exceed the following standards based on all performance indicators collected.

Core Area 7: Assessment and Testing

Standard e: Use for assessments for diagnostic and interventional planning

For the following standards, the data was mixed, meaning some indicators suggested students met the standards, but others did not.

Core Area 1: Professional Counseling Orientation and Ethical Practice

Standard f: Professional counseling organizations

****Core Area 2: Social and Cultural Diversity**

Standard c: Multicultural counseling competencies

90% of students met the standard on the Case Cultural Formulation in Internship and 78% of students met the standard on the Multicultural Case Study Report in Multicultural Counseling, however CPCE scores were below the national norm for all three semesters (Summer 2022 - 8 [Trinity]; 9 [National Avg]; Fall 2022 – 8 [Trinity], 8.2 [National Avg], Spring 2023 9 [Trinity] 9.8 [National Avg])

****Core Area 3: Human Growth and Development**

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

100% of students met the standard on the Case Conceptualization Paper in Counseling Children and Adolescents, while for one of the semesters the CPCE score was in line with the national norm, for the others it was notably below.

*****Core Area 4: Career Development**

Standard f: Career development program planning

100% of students met the standard on the Career Case Study in Career and Lifestyle Development (a vast improvement from last year!), however, while for one of the three semesters the CPCE score was in line with the national norm, for the other two it was notably below.

*****Core Area 5: Counseling and Helping Relationships**

Standard a: Theories and models of counseling

Over 80% of the students met the standard on the Case Report in Internship, but only 75% of students met the standard on the Case Conceptualization in Principles and Theories of Counseling. While this is very close to the 80% threshold it is important to note that this standard was also not fully met last year.

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

82% of student met or exceeded the standard based on the COUN 561 midterm indicator, but only 74% of students met or exceeded the standard based on the COUN 538 case study report.

For the following standards, less than the targeted 80% of students met or exceeded the standard based on all performance indicators collected.

Core Area 8: Research and Program Evaluation

Standard e: Evaluation of counseling interventions and programs

Notation:

** indicates that this standard has not been fully met for two years in a row

*** indicates that this standard has not been fully met for three years or more in a row

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 2: Social and Cultural Diversity/ Standard c: Multicultural competencies

Lead faculty will review the syllabi for the Spring and Summer, work with part-time faculty about these issues, and provide them additional resources if needed, such as research articles to include in their courses. Additionally, a Moodle research page has been developed to access the research on ACEs and

Trauma that all full and part-time faculty have access to this website. The faculty are made aware of the site and are encouraged to utilize it for their courses. The resource page includes information about the cultural issues regarding the topics of ACEs and Trauma. It might be helpful to be more deliberate in our orientation for part-time faculty to point out these resources and how they can be used.

Currently, our annual counseling themes, professional development workshops, and Social Justice Forums examine the multicultural competencies.

Core Area 3: Human Growth and Development - Standard a: Theories of individual and family development across the lifespan

Even though 100% of students met the standard on the Case Conceptualization Paper in Counseling Children and Adolescents, there was one semester that the CPCE score was below the national norm. Over the past few years different part-time faculty have taught this course, and these changes in part-time faculty may have contributed to the result of low CPCE scores in one semester. The remediation plan is for core faculty to teach this course for consistency and to strengthen counseling students' knowledge and skills in the areas of counseling children and adolescents. This recommendation will be implemented beginning in the Summer 2024 semester when the course is offered.

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

Course and competency mapping need to be done to ensure the integration of career development planning especially in the Human Growth and Children and Adolescent and School practicum and internship courses. Also, Practicum and Internship courses have been taught by part-time faculty. Having full-time faculty teach these will provide consistency in how the standard is being addressed.

Beginning the Fall of 2023, 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 5: Counseling and Helping Relationships - Standard a: Theories and models of counseling

The results of the review of the Case Conceptualization in Principles and Theories of Counseling and the Case Report in Internship indicated inconsistent feedback from the part-time faculty to counseling students in the formulation of case conceptualization last year. Even though over 80% of the students met the standard on the Case Report in Internship, but only 75% of students met the standard on the Case Conceptualization in Principles and Theories of Counseling, the remediation plan is for the Counseling Program to evaluate and possibly update the Case Conceptualization rubrics in both the Theories and Internship courses for consistency and constructive feedback for counseling students' knowledge and skill-building progress.

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;
- 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 is in process.