

**Counseling Programs**  
**Trinity Washington University**  
**Annual Report 2018-2019**

The Counseling Programs offers 3 Master of Arts in Counseling Programs: Clinical Mental Health Counseling (CMHC) (60 credit Licensure Track), School Counseling (SC) (48 Credit, converting to 60 credit with new 60 credit degree which began Fall 2018), and School Counseling Urban Track Specialization (60 Credit, including Licensure Option). The 60-credit School Counseling program was created (the former 48-credit with an additional 12 credits including Expressive Arts Therapy, Trauma and Crisis Counseling, Introduction to Family Therapy, Substance Abuse and Prevention and one elective) to meet the American Counseling Association 2020 Vision. This revised program is a generalist program, and the Urban Student Track Specialization will continue to be offered for applicants who are interested in school counseling with an urban and culturally diverse youth specialization. As required by CACREP accreditation, 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.

**Demographics of Enrolled Students**

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	Ethnicity					Gender	
	Black/AA	Hispanic	White	Undeclared	Other	Male	Female
<b>F 2017</b>	41 (67%)	3 (5%)	2 (3%)	14 (23%)	1 (2%)	8 (13%)	53 (87%)
<b>Sp 2018</b>	43 (95%)	1 (2%)	3 (5%)	7 (13%)	2 (4%)	3 (5%)	52 (93%)
<b>Sm 2018</b>	35 (74%)	1 (2%)	2 (4%)	7 (15%)	2 (9%)	2 (4%)	44 (94%)

Our largest racial group continues to be Black/African-American, which is consistent 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 African-decent. 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 diversity our applicant pool. Twenty-eight percent of applicants did not identify a racial group.

### **Counseling Program Goals and Objectives**

The following lists the goals and objectives for the Counseling Programs.

#### **The Counseling Program prepares me:**

1. to understand and demonstrate counseling theory and application and the helping relationship process.
2. to demonstrate awareness and knowledge of issues of multiculturalism and diversity.
3. to engage in ethical practice and adhere to the principles, standards, and practice of relevant professional counseling organizations (i.e., ACA, ASCA).
4. to understand the impact of trauma on individuals, families, and communities and the counselor's role in appropriate interventions.
5. to demonstrate overall professional competency.
6. to recognize the importance of self-care and how to maintain an active regiment of well-being in my practice and own life.
7. to develop a professional identity, including maintaining membership to relevant professional counseling organizations (e.g. ACA, ASCA).

#### **The goals of the Clinical Mental Health Program are to train counselors who:**

1. are actively engaged in the profession of counseling
2. understand the history of the profession of Clinical Mental Health Counseling and School Counseling
3. understand the ethical implications of client cases; proper documentation and presentation of credentials
4. understand the credentialing process per locale for Clinical Mental Health and School Counselors
5. know the ACA ethical principles
6. understand multiple major and minor counseling theories, basic concepts and process strategies for helping relationships.
7. recognize the importance and role of supervision and supervisory styles

8. recognize the impact of substance abuse on individuals, families, and communities
9. know current trends/advances in counseling pertaining to forensic settings, managed care, and other arenas of practice
10. understand the counselor's role in man-made and natural disaster/crisis response
11. understand local, state, federal, and international agencies dedicated to responding to emergencies and the counselor's role within these agencies (i.e., Red Cross, FEMA, etc.)
12. engage in culturally competent and ethical practice of counseling
13. have knowledge of program development, needs assessment, and various group models - from psychoeducational to process groups - based upon the needs of the agency and client population
14. recognize the appropriate level of treatment for clients contingent upon their mental status and resources (residential, outpatient, and follow-up)
15. understand multiple models of conceptualization- medical, neuropsychological, biopsychosocial, cultural, and social determinants
16. recognize the importance of self-care and maintain an active regimen of well-being in clinical mental health practice and in one's own life
17. employ a wellness model based on client strengths in counseling, advocacy, crisis/disaster response, and research

**The goals of the School Counseling Program Goals provide a variety of didactic and experiential courses and activities to prepare them to be culturally responsive, competent professional school counselors. The following program goals were developed to ensure that program candidates achieve the school counseling competencies needed to work with pre-K through 12 students in a culturally diverse society. The goals of the School Counseling Program are to train professional school counselors who:**

1. demonstrate an understanding of the role and function of the contemporary professional school counselor as it relates to leadership, advocacy, collaboration and systemic change.
2. demonstrate an understanding of systemic school counseling as a process for promoting access, equity and social justice in school settings.
3. understand the historical evolution of contemporary school counseling.
4. identify systemic challenges to the role and function of the professional school counselor in contemporary settings.
5. know the professional associations associated with school counseling;
6. critically analyze the sociological, economic, and political forces which impact student achievement.
7. articulate an initial philosophy of education and of counseling based on issues of access, equity and social justice.
8. demonstrate awareness and knowledge of issues of multiculturalism and diversity and how they affect student achievement.
9. demonstrate a thorough understanding of the American School Counseling Association (ASCA) National Model, the framework for a comprehensive, data-driven school counseling program.
10. demonstrate knowledge of and adherence to the ethical and legal standards of ACA and ASCA.
11. demonstrate an understanding of how to conduct school counseling research and to use research to inform school counseling practice.
12. demonstrate attitudes, knowledge and skills needed to perform a range of school counselor responsibilities (i.e., counseling, coordinating, consulting) over the four domains of comprehensive school counseling programs (foundation, management, delivery, and accountability).
13. demonstrate knowledge of group work approaches that include a theoretical framework, group counseling methods and dynamics and intervention skills;
14. demonstrate knowledge of and skills in assisting students with career development and associated life factors that influence career decision making process;
15. demonstrate knowledge of individual and group approaches to testing, assessment and evaluation that adhere to ethical codes and standards.

**CACREP 2016 Key Performance Indicators**

The CACREP 2016 key performance indicators are as follows:

*Table 4.24: Student Assessment Performance Indicators*

<b>Common Core Area</b>	<b>Standard</b>	<b>Performance Indicator</b>	<b>Assessment Point</b>	<b>Semester gathered</b>
1. Professional Counseling Orientation and Ethical Practice	f. (will demonstrate <b>knowledge</b> of) professional counseling organizations	1. Professional Development Activity	Intro to Counselling Year 1, S1	F/Sp/Sum
		2. Professional Organization and Ethics Paper	Intro to Counselling Year 1, S1	F/Sp/Sum
		3. Verified Membership to ACA	Intro to Counselling Year 1, S1	F/Sp/Sum
	l. (will be <b>skilled</b> in) self-care strategies appropriate to the counselor role	1. Self-care Plan	Practicum Year 3, S1	F/Sp/Sum
		2. Self-care Plan Checklist	Internship I Year 3, S2	F/Sp/Sum
		3. Self-care Case Study	Internship II Year 3, S3	F/Sp/Sum
2. Social and Cultural Diversity	c. (will demonstrate <b>knowledge</b> of and <b>skills</b> in) multicultural counseling competencies	1. Multicultural Case Study Report (K & S)	Multicultural Counselling Year 1	ONLY Sp/Sum
		2. Case Cultural Formulation (K)	Internship I Year 3, S2	F/Sp/Sum
		3. CPCE Score (K)	Practicum Year 3, S1	F/Sp/Sum
3. Human Growth and Development	a. (will demonstrate <b>knowledge</b> of) theories of individual and family development across the lifespan	1. Case Conceptualization Paper	Counselling Children & Adolescents Year 2	ONLY Sum
		2. CPCE Score	Practicum Year 3, S1	F/Sp/Sum
4. Career Development	f. (will demonstrate <b>knowledge</b> of and <b>skills</b> in) career development program planning	1. Career Case Study (K&S)	Career & Lifestyle Development Year 2	ONLY F

		2. CPCE Score (K)	Practicum Year 3, S1	F/Sp/Sum
5. Counseling and Helping Relationships	a. (will demonstrate <b>knowledge</b> of) theories and models of counseling	1. Case Conceptualization #2	Principle and Theories of Counseling Year 1	F/Sp/Sum
		2. Case Report #2	Internship II Year 3, S3	F/Sp/Sum
	g. (will demonstrate <b>knowledge</b> of and <b>skills</b> in) essential interviewing, counseling, and case conceptualization	1. Midterm Exam Grade (K)	Techniques of Counseling Year 1	ONLY F/Sp
		2. Verbatim Analysis #3 (K&S)	Techniques of Counseling Year 1	ONLY F/Sp
		3. Verbatim Analysis #3 (K&S)	Internship I Year 3, S2	F/Sp/Sum
6. Group Counseling and Group Work	a. (will demonstrate <b>knowledge</b> of) theoretical foundations of group counseling and group work	1. Group Proposal	Counseling & the Group Process Year 2	ONLY F
		2. Site supervisor evaluation of group skills	Internship I Year 3, S2	F/Sp/Sum
	b. (will demonstrate <b>skills</b> ) in dynamics associated with group process and development	1. Training Group Facilitation Score	Counseling & the Group Process Year 2	ONLY F
		2. Group Counseling with Student/Client Progress Note	Practicum Year 3, S1	F/Sp/Sum
		3. Accountability Group Project (SC) or Intern Group Implementation Project (CMHC)	Internship II Year 3, S3	F/Sp/Sum
7. Assessment and Testing	e. (will demonstrate <b>knowledge</b> and <b>skill</b> ) in use for assessments for diagnostic and interventional planning	1. Mental Status Exam Paper (K&S)	Principles & Technique of Assessment Year 2	ONLY F

		2. Case Conceptualization and Treatment Plan (K&S)	Principles & Technique of Assessment Year 2	ONLY F
8. Research and Program Evaluation	e. ( <b>knowledge</b> of and <b>skill</b> in) evaluation of counseling interventions and programs	1. Final Grade (K&S)	Research in Education &	F/Sp/Sum

			Counseling Year 1	
		2. Journal Critique (K&S)	Career & Lifestyle Development Year 2	ONLY F
<b>CMHC Specialty</b>	<b>Standard</b>	<b>Performance Indicator</b>	<b>Assessment Point</b>	
1. Foundations	b. (will demonstrate <b>knowledge</b> of and <b>skills</b> in) theories and models related to clinical mental health counseling	1. Worldview Theory Paper	Internship I Year 3, S2	F/Sp/Sum
		2. Midterm Evaluation Score Site Evaluation	Internship II Year 3, S3	F/Sp/Sum
	c. (will demonstrate <b>knowledge</b> of and <b>skills</b> in) principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1. Case Report #1 (ungraded assignment)	Internship I Year 3, S2	F/Sp/Sum
		2. Case Report #2 (graded assignment)	Internship II Year 3, S3	F/Sp/Sum
2. Practice	b. (will demonstrate <b>skill</b> in) technique and interventions for prevention and treatment of a broad range of mental health issues	1. Movie analysis assignment	Diagnosis & Treatment in Counselling Year 2	ONLY Sp
		2. Final Site Evaluation	Internship II Year 3, S3	F/Sp/Sum
<b>SC Specialty</b>	<b>Standard</b>	<b>Performance Indicator</b>	<b>Assessment Point</b>	
1. Foundations	a. (demonstrate <b>knowledge</b> of) the history and development of school counseling	1. Exam 1 total grade	Principles & Practices of School Counseling Year 2	ONLY Sum

		2. Final Exam Items	Principles & Practices of School Counseling Year 2	ONLY Sum
3. Practice	c. (demonstrate <b>knowledge</b> of and <b>skills</b> in) core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	1. Lesson Plan Project	Principles & Practices of School Counseling Year 2	ONLY Sum
		2. Evidence Based Intervention Plan	Principles & Practices of School Counseling	ONLY Sum
			Year 2	
		2. Accountability Project	Internship II Year 3, S3	F/Sp/Sum

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 initial data collection for this plan began in fall 2017 the full model was in effect beginning fall 2018. Therefore, this report represents the first full academic year cycle of this assessment system. 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 AY2018-2019.

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

**Over 80% 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 3: Human Growth and Development Standard a: Theories of individual and family development across the lifespan*

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

*CMHC Area 1: Foundations*

*Standard c: Principles, models, and documentation formats of bio-psychological 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*

The Counseling Programs outcome data reveal consistency in key performance indicators for the first full year academic cycle. Many of the courses are taught each semester (i.e., Introduction to Counseling, Theories in Counseling, Human Growth and Development, and Practicum/Internship), and the outcome data documents consistency across several instructional periods. Key assessment data also reveal that counselor trainees are engaging in self-care practice; the Core Faculty prioritizes self-care, and throughout Years 1-2 and Year 3 Practicum/Internship courses show evidence of the use of self-care strategies.

**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*

Students did not meet the standard on the Professional Organization and Ethics Paper performance indicator in *COUN 535* but did meet the standard on the ACA membership and Dilemma Case Study performance indicators in *COUN 605*.

CACREP 2016 requires identification of key performance indicators that are measured by different measures at multiple times throughout the curriculum. An understanding of professional counseling orientation and ethics is introduced in Year 1 (Semester 1), in the Introduction to Counseling course which introduces the scholar-practitioner candidate to the profession, including professional counseling organizations. Students are required to research the American Counseling Association (and Divisions) and/or American School Counseling Association organizations and provide a summary of the organization, membership opportunities, and write a self-reflection essay. Core Faculty recommendations will include investigating academic strengths during the admissions review, exploring proactive program strategies to assist students to transition to graduate work (i.e., addressing time management, values clarification

and roles, lifestyle adjustments in preparation for graduate counselor education) and working with the Year 1 Advisor to proactively adopt academic and personal success strategies for graduate counselor education. The Core Faculty will continue to refer students to the Academic Success and Resources Office for support. Students are meeting this key assessment indicator by becoming members of ACA and/or ASCA, which is vital for their professional identity development and demonstrating ethical decision making when evaluating an ethical dilemma case study of a professional counselor/counselor trainee.

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

*Standard c: Multicultural counseling competencies*

Although 100% of students met the standard on the Multicultural Case Study report in *COUN 550* and Case Cultural Formulation in *Internship I*, their scores on the Social and Cultural Foundations content area of the CPCE were below the national average.

Core Faculty analyzed aggregated CPCE data on the Social and Cultural Diversity section over the past 3 years. The course Multicultural Counseling (COUN 550) is taught in a 15-week semester and during a 10-week summer section. Students take COUN 550 (Year 1) and take the CPCE (Year 3) in Practicum (approximately a 1.5 year later period). The Social and Cultural Diversity section scores have been inconsistent, and this inconsistency may be explained by student enrollment during a compressed 10 week semester as well as knowledge lapse during Year 1 and Year 3 when taking the CPCE exam. The Core Faculty made a curricular change to eliminate the summer offering (last offering will be Summer 2019) and only offering the COUN 550 course during the 15-week semester (beginning Spring 2020) as it is evident that students benefit from a 15 week instruction to meet the goals, objectives, and key performance outcomes for social and cultural diversity acquisition. Additionally, Core Faculty will identify CPCE strategies since the CPCE occurs approximately a year after enrollment in COUN 550. Student knowledge acquisition may be reduced, and the Core Faculty will also discuss curricular modifications during Year 1 and 3 for social and cultural diversity knowledge reinforcement.

*\*Core Area 5: Counseling and Helping Relationships Standard a: Theories and models of counseling*

Although 100% of students met the standard on the Case Report in *Internship II*, the benchmark of 80% was not met for the Case Conceptualization in *COUN 540*.

The benchmark was not achieved for this key assessment. The total year averages for demonstrating knowledge of theories and models of counseling in the Year 1 COUN 540 Principles and Theories of Counseling course revealed that only 49% of students met or exceeded the standard; 45% approached the standard while 6% did not meet the standard.

This trend is the first time in 2 years that students did not meet the standards. The Core Faculty noted that this program outcome change may be related to a combination of factors including admissions process and academic skills—important influences in the rigorous first semester courses. Student qualitative reports included an acknowledgement of challenges balancing academics with personal roles (work, caregiving). It is noteworthy that 100% of the students enrolled in the Internship classes (Year 3 COUN 642 and 648) met or exceeded the standards for demonstrating theoretical conceptualization of client's presenting issues/concerns in the AY2018-2019 sample (n=22). This outcome documents that students were taught theoretical conceptualization well in their prior 2 years courses (including the COUN 540 course) since the course pedagogy has not changed and the instruction for COUN 540 is consistently taught by the same instructor over the past 2 years. A curriculum modification was made in Fall 2017 by Core Faculty to have a Core Faculty member teach all sections of COUN 540 to provide consistency across sections. Core Faculty will discuss Core Area 5 in the annual Counseling Programs Faculty Retreat for recommended modifications.

*\*Core Area 5: Counseling and Helping Relationships Standard g: Essential Interviewing, counseling, and case conceptualization*

Overall for the year only 67% of students met or exceeded the standard on the Verbatim Analysis in *COUN 560*. However, in Internship I, 100% of students met the standard on the same performance indicator. Only 31% of students met the standard on the Midterm Grade in *COUN 560* performance indicator.

The COUN 560 Core faculty observed student needs for additional support with the verbatim analysis. A course modification was made mid-semester at the Verbatim Analysis #2 evaluation, and individual meetings with each student were scheduled to review each student's verbatim analysis and listen to students' analyses verbally to evaluate student reflections of the micro skill application used and his/her reflective analysis. The Core Faculty member found that making this mid-semester modification for Verbatim #2 and 3 resulted in improvement on this key performance indicator. The following curriculum modifications are scheduled for implementation beginning with Fall 2019: 1) COUN 560 will be team-taught with 2 instructors to provide more curriculum support for students to

strengthen this foundational knowledge before they can apply the knowledge, and 2) Advanced Year 3 Practicum/Intern students will be matched with COUN 560 students to assist them in microskills counseling application and verbatim analysis. An additional curriculum modification is to increase Core Faculty teaching of COUN 560 sections to improve overall consistency across course sections.

**For the following standards, less than the targeted 80% of students met or exceeded the standard.**

*\*Core Area 4: Career Development Standard f: Career development program planning*

Only 12.5% of students met the standard on the Career Case Study indicator in COUN 538 and Trinity students' scores on Career and Lifestyle Development content area of the CPCE were below the national average.

The Core Faculty will discuss this data at the 2019-2020 Counseling Program Faculty Retreat and develop curriculum modifications to improve the key performance indicator outcomes for career development program planning. Additionally, the Core Faculty made a decision to staff the course with Core Faculty (COUN 538) to improve overall consistency in program outcomes. The Core Faculty will discuss this outcome data at the annual retreat and explore other CACREP 2016 Program Outcome key assessment to determine if the case study is an effective measure and/or course pedagogy modifications to strengthen career development program planning performance.

*\*\*Core Area 7: Assessment and Testing*

*Standard e: Use for assessments for diagnostic and interventional planning*

Only 75% of students met the standard on the Mental Status Paper in *COUN 544* and only 46% met the standard on the Case Conceptualization and Treatment Plan also in *COUN 544*.

The Core Faculty will discuss this key performance indicator at the 2019-2020 Counseling Program Faculty Retreat regarding curriculum modifications to improve key performance on use of assessments for diagnostic and interventional planning. Because this course is taught during Fall only, the Core Faculty will strategize pedagogical modifications that can be enhanced beginning in Fall 2019. Students work in small groups to apply the Mental Status Examination and provide a case conceptualization of the student/client assessment and treatment plan that includes a wellness and/or strength-based model. It may be that students need more instruction on the mental status exam and treatment planning and increased group discussion and practice activities to prepare for this key performance assessment.

*\*\*Core Area 8: Research and Program Evaluation Standard e: Evaluation of counseling interventions and programs*

For the year overall only 75% of students met the standard for Final Grades in *EDCC 600* and only 37.5% met the standard on the performance indicator Career & Lifestyle Development in *COUN 538*.

This outcome data was close to meeting the benchmark. The Core Faculty will expand staffing the course with School of Education full-time faculty to enhance consistency in instruction and student evaluation. Research and program evaluation is a challenging course for scholar-practitioners who typically are interested in professional practice instead of research/program evaluation; however, the Core Faculty will continue to explore pedagogy to engage students in counselor education research and program evaluation so that scholar-practitioner candidates understand the importance of research and program evaluation in their roles as professional counselors. The Core Faculty will also explore curriculum modifications during the annual retreat for assisting students in reviewing career and lifestyle journal article critiques as part of the Research and Program Evaluation key assessment.

*SC Area 1: Foundations*

*Standard a: Models of school counseling*

Only 33% of students met the standard for the performance indicator Midterm Exam in *COUN 561* and only 37.5% met the standard for the performance indicator Case Study Final Report on *COUN 561*.

Core Faculty made a curriculum modification to staff both Principles and Practices of School Counseling (COUN 561) by the Core Faculty to improve consistency across both sections of COUN 561 beginning Summer 2019 Term. Because COUN 561 is an important School Counseling Specialty foundations course, it is important to maintain content consistency in all sections of the course. Core Faculty will also review whether students need more instructional support to prepare for the Case Study Final Report. For example, having students submit a draft portion of the Case Study to get feedback before the final case study submission may be helpful.

Notation:

\* indicates that this standard was also not fully met last year and is again not fully met

\*\* indicated that this standard was fully met last but is not fully met this year

### **Retention and Persistence**

The following tables report retention and persistence data for 3 years through graduation.

	<b>Sp 2015</b>	<b>Fall 2015</b>	<b>Sp 2016</b>	<b>Sum 2016</b>	<b>Fall 2016</b>	<b>Sp 2017</b>	<b>Sum 2017</b>	<b>Fall 2017</b>
<b>Number of students</b>	19	44	11	5	19	10	5	9
<b>Total persisted</b>	<b>63%</b>	<b>53%</b>	<b>63%</b>	<b>40%</b>	<b>32%</b>	<b>91%</b>	<b>80%</b>	<b>78%</b>
<b>Graduated in 3 years</b>	26%	16%	18%	-	tbd	tbd	tbd	tbd

	<b>Graduated in &gt; 3 years</b>	32%	30%	tbd	tbd	tbd	tbd	tbd	tbd
	<b>Currently enrolled</b>	5%	7%	45%	40%	32%	91%	80%	78%
<b>Total not persisted</b>		<b>37%</b>	<b>47%</b>	<b>36%</b>	<b>60%</b>	<b>69%</b>	<b>9%</b>	<b>20%</b>	<b>22%</b>
	<b>Did not finish</b>	32%	32%	36%	20%	53%	9%	20%	22%
	<b>Other</b>	5%	15%	-	40%	16%	-	-	-

Note: “Currently Enrolled” are making acceptable academic progress and expect to graduate. “Did not Finish” include those who withdrew from class and/or have not reenrolled after the first 1-2 semesters. “Other” includes those students placed on academic probation or dismissed. .

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### **Program Completion Rates**

For the 2018-2019 Academic Year, graduate completion numbers included:

Clinical Mental Health Counseling	25
School Counseling (48 credit; Urban Track)	8
<b>Total Graduates</b>	<b>33</b>

The Clinical Mental Health Counseling program continues to have the most enrolled students; therefore, this program has the most graduates. Program admissions data show that the CMHC program continues to be a large interest area with students articulating interest and commitment to advocacy and professional counseling wellness and counseling services, especially for the marginalized



and oppressed communities. Increasingly, incoming students are enrolling in the 60-Credit School Counseling Urban Track because this track offers both school counseling certification and the eligibility to also apply for professional counselor licensure.

**Employment data**

CACREP requires program outcome data on the employment of our Counseling Programs alumni. A graduate survey is administered during the graduate exit interview by the Alumni Affairs and Community Engagement Department.

The following chart captures data from 2018 to Spring 2019 graduates:

**Employment data**

From departmental surveys:

	<b>2019</b>	
	<b>Graduating Student (n = 3)</b>	<b>Alum (n = 23)</b>
Employed in the counseling field at a job that requires a Master's degree	33%	50%
Employed in the counseling field at a job that does not require a Master's degree	66%	8%
Employed outside of the counseling field at a job that requires a Master's degree	-	-
Employed outside of the counseling field at a job that does not require a Master's degree	-	25%
Currently not working	-	4%

Other <sup>1</sup>	-	13%
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<sup>1</sup> “Full Time Faculty @ a University in Seattle: Associate Program Director/Associate Professor”, “I’m working in a hybrid work situation. I am counseling, however, my education background has also propelled me into supervision of directors of after school care sites in the public housing developments”, “Employee at the same job I had while in the counseling program”

From Trinity exit interview:

	2019	2018	2017	2016	2015	2014
Number of graduates	18	24	21	14	21	27
<b>What is your current status?</b>						
Employed FT	50%	62%	62%	57%	63%	56%
Employed PT	17%	29%	24%	14%	10%	22%
Self-employed	-	5%	5%	7%	-	-
Volunteer work	-	5%	-	-	-	-
Internship	28%	19%	10%	-	14%	7%
Continuing education	-	14%	-	-	5%	4%
Seeking employment	33%	14%	14%	36%	14%	15%
Not currently employed	17%	14%	10%	14%	10%	7%
<b>What are your plans after you graduate?</b>						
Continue in current position	50%	48%	43%	50%	52%	41%
New FT job begins after graduation	11%	14%	19%	14%	14%	4%
New PT job begins after graduation	11%	-	5%	7%	-	7%

Self-employed		-	-	-	-	4%
Volunteer work	17%	10%	-	-	5%	4%
Internship		14%	-	-	-	-
Continuing education	22%	5%	-	-	-	11%
Seeking employment	55%	62%	43%	57%	52%	56%

The graduating student response rate in the Counseling Programs annual survey was low (n=3); however the Graduating Student Exit Interview participation rate was higher. The Core Faculty will explore methods to increase the Counseling Programs graduating students (alumni) survey. The alumni survey results reveal that 50% of the students are working in a job in the counseling field that requires a master’s degree; therefore, it appears that alumni are gaining employment in their field. However, 50% of alumni also reported that they are working in a job outside of the counseling field that does not require a Master’s degree; therefore, it is possible that some alumni may be preparing for the counselor licensure and school counselor certification positions that increase their employability in the counseling field. The Trinity graduating student survey reveal that many students plan to continue working in their current jobs and likely due to licensure preparation plans and school counselor certification applications. Additionally, for School Counselor alumni who graduate during the Winter graduation, their employability increases when they can interview for jobs in the academic public and private school cycle (September-June), and many of these alumni are waiting to interview for jobs during the Spring and Summer months.

**Comprehensive Evaluations**

The Counseling Program uses 2 comprehensive exams as exit competency assessments. This data also informs us about the quality of our professional counseling preparation with assessment of student learning and program outcomes. We use the data for continuous program enhancements and modifications. The CPCE is for CMHC students, and the Praxis II is for SC assessment of student learning.

### Comprehensive Evaluations

CPCE Total Score

<b>Semester</b>	<b>Sample Size</b>	<b>% Approach</b>	<b>% Meet</b>	<b>% Exceed</b>
Fall 2014	22	45	41	14
Spring 2015	22	27	55	18
Summer 2015	7	29	57	14
Fall 2015	10	-	40	60
Spring 2016	2	-	100	-
Summer 2016	3	-	33	67
Fall 2016	13	8	23	69
Spring 2017	12	8	25	67
July 2017	3	33	33	33
August 2017	2	-	50	50
Fall 2017	4	-	100	-
Spring 2018	15	40	40	20
Summer 2018	3	66	33	0
Fall 2018	4	75	23	0
Spring 2019	4	25	50	25

Note: For Trinity the standard is defined as one standard deviation below the national norm that year, therefore a score that is between the standard deviation and the national norm is “meeting” and a score that is below the standard deviation is “approaching.” “Exceeding” is defined as a score at, or above, the national norm that year.

### Praxis II Total Score

Semester	Sample Size	% Pass	% Not Pass
Spring 2015	n/a	n/a	n/a
Summer 2015	3	100	0
Fall 2015	1	100	0
Spring 2016	3	100	0
Summer 2016	1	100	0
Fall 2016	7	86	14
Spring 2017	7	100	0
July 2017	n/a	n/a	n/a
August 2017	n/a	n/a	n/a
Fall 2017	2	100	0
Spring 2018	6	100	0
Summer 2018	5	100	0
Fall 2018	8	88	22
Spring 2019	2	100	0

Data revealed that the CPCE scores fell below the benchmark in the AY2018-2019 year. While the numbers are low (i.e., 4 students), the Core Faculty and Clinical Instructors who work with students to prepare for the CPCE (during the Practicum semester) will develop a plan to increase student preparation for the CPCE exam. Because students are taking the CPCE during the same semester that they begin Practicum (and also engaged in the new triadic supervision), it may be that students are challenged with time management and sufficient preparation time (qualitative student course reports by University Clinical Instructors and Faculty Advisors). Core Faculty will discuss curriculum modifications to improve student performance on the exam, such as asking

The Counseling Programs did achieve the benchmark with 80% and greater meeting the standards on the Praxis School Counselor Examination.. The trends over the last 2 years reveal that 100% of students pass the Praxis School Counselor Examination which documents that the Core Faculty/Non-Core Faculty are preparing students well for the School Counseling Specialization.

Core Faculty selected key program goals and objectives at the Fall 2017 CACREP Accreditation retreat focused on evaluation of student learning. The following 7 questions were selected regarding key performance indicators of all students before they exit the Program. We survey current students, graduating students, alumni, site supervisors, and employers on all 7 student learning outcomes. Survey respondents rate on a Likert Scale between 1 (Strongly Disagree) to 5 (Strongly Agree) and mean scores are listed below:

**Survey Data**

<b>Survey Question</b>	<b>Current Students N = 7</b>	<b>Graduating Students N = 3</b>	<b>Alum N = 24</b>	<b>Site Supervisors N = 6</b>	<b>Employer N = 1</b>
1. Understand and demonstrate counseling theory and application and the helping relationship process	4.71	4.67	4.00	4.50	4.00
2. Demonstrate awareness and knowledge of issues of multiculturalism and diversity.	4.71	5.00	4.25	4.50	4.00
3. Engage in ethical practice and adhere to the principles, standards, and practice of relevant professional counseling organizations (i.e., ACA, ASCA).	4.43	4.67	4.50	4.67	4.00
4. Understand the impact of trauma on individuals, families, and communities and the counselor's role in appropriate interventions.	5.00	5.00	3.92	4.67	4.00
5. Demonstrate overall professional competency.	4.57	4.67	4.17	4.50	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.	4.43	5.00	4.21	-	

7. Emphasized the importance of developing a professional identity, including maintaining membership to relevant professional counseling organizations	4.43	4.67	4.04	-	
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**Current Students:**

The counseling program at Trinity is a great program that offers many opportunities for students willing to go the extra mile. I feel I continue to learn a lot from this program and my professors dedication to me and their craft is evident! It would be helpful if every process was open and empathy. Its valuable to students growth and well-being.

**Graduating Students:**

The professors are the best in the field and they genuinely care about your professional development.

**Alum:**

The program does not do a good job of preparing for or nurturing work beyond community agencies or even entrepreneurship. The Faculty between 2013-2015 helped shape my career as a culturally competent Counselor. Their knowledge and support is invaluable and I am grateful to have been educated under their leadership. Adjunct professors were experts and well qualified to teach their courses. When I graduated, Trinity was not CACREP certified. I was informed of this in an orientation class, but was not aware of how deeply this would affect my career. I received licensure in DC and Maryland, In 2015, I moved to Florida and applied for licensure here. I was given additional requirements to complete the application, including a letters from my advisor at Trinity and internship supervisor, because Trinity was not CACREP approved. After completing the requirements, Florida's counseling board informed me that I needed to take 4 more courses, including Human Sexuality! This was based on one person's view of my transcript, only the course titles. I was not allowed to submit the syllabi from my Trinity courses, and was informed that if I appealed the decision, my application would be nullified. 4 more classes would have taken another year of schooling, in addition to another \$10,000 added to my graduate school loan, which, by the way, I am still paying down. Needless to say, I am not working as a licensed counselor in Florida. I think Trinity should be more intentional with providing adequate and appropriate field placement connections / relationships. To ensure students are prepared for the CPCE. Would have enjoyed more assistance with actually taking the NCE

Counselors at Trinity also have the opportunity to share their knowledge at the yearly research colloquium. Working with others is a tremendous learning experience that is useful in the work place.

**Site Supervisor:**

Great program. Flexibility in accruing hours in one semester to apply overall would be more helpful to us.

**Discussion**

The quantitative survey data revealed consistency across current students, graduating students, alum, site supervisors, and employer respondents that the Counseling Program 7 goals selected by the Core Faculty are met with ratings ranging from 4.43 to 5.0. The survey responses are low in all groups except the alumni survey group; therefore, the Core Faculty will strategize ways to increase the response rate during the annual Counseling Program Faculty Retreat (i.e., send a survey announcement prior to survey implementation or move the survey date since current students are finishing course requirements and the May survey administration date may not be good timing for students or site supervisors). The alumni group response rate was the highest, and this group likely does not have the competing demands that current students and site supervisors may experience.

Qualitative comments revealed consistent positive feedback regarding the strengths of the programs. Recommendations to help students prepare better for the CPCE and the future NCE exams will be discussed during the annual Counseling Programs Faculty Retreat. One concern regarding an unfortunate alumni experience related to the application of counselor licensure in Florida (requiring the alum to register for 4 additional courses—cost prohibitive) was unfortunate. This outcome was related to our Programs not being accredited at that time. With the CACREP accreditation, alumni who apply to other states will have ease of licensure application eligibility. The Counseling Programs do encourage students to plan early if they know they are moving to another state so that the faculty advisors can support licensure applications (and any additional requirements) prior to their graduation; however, many alumni are not aware of these lifestyle changes until the future.

One alumni recommendation was to increase more faculty support of students with entrepreneurship and networking. The Graduate Counseling Program/Faculty co-sponsored an entrepreneurship day-long workshop (May 2019), which included successful clinical non-core faculty and alumni who are owners of mental health and educational businesses, and the Core Faculty will continue to support students' interests in entrepreneurship and other career interests.



### *Faculty and Student Achievements*

The Counseling Programs had a very busy and productive year as we continued with the **CACREP Self-Study Process**. The CACREP Self-Study Site Visit Team occurred in October, 2018, and the site visit team recognized both the Clinical Mental Health Program and School Counseling Programs success in meeting CACREP 2016 standards and identified only a few areas where we did not meet the standards. We submitted the rebuttal report within 30 days and addressed how we would correct the standards that we did not meet, and this report was included in the Trinity Washington University Self-Study Application and materials for the January 2019 CACREP Board of Directors Meeting for review and decision about CACREP accreditation status. We learned in February, 2019 that both the CMHC and the SC Programs were approved for accreditation! We are very excited about this amazing accomplishment, which will enhance our scholar-practitioner's entry and competitiveness into the workplace. Additionally, graduates of a CACREP accredited program can be eligible to apply for Federal mental health jobs. The Core Faculty continually work to meet standards of excellence, including evaluation of program outcomes on key performance assessments. Curricular modifications will be a continual process so that the Counseling Programs continue to meet the standards of excellence identified in counselor education.

Another focus this past academic year was the School of Education's 2018-2019 Social Justice Theme of **Adverse Childhood Experiences (ACEs) and Trauma: Becoming Trauma-Informed and Trauma-Responsive**. It is the goal of the School of Education to make all curricula ACEs, trauma-informed and trauma-responsive so that our educators and professional counselor candidates can support youth, adults and communities more effectively. Dr. Cynthia Greer, Core Faculty member, is one of the co-chairs of the ACEs and Trauma- Informed and Trauma-Responsive Research Team along with two other Core Faculty members (Drs. Luane Oprea and Diane Reese). ACEs and Trauma scholarship and resources is integrated throughout the curriculum, and all faculty were given an ACEs and Trauma-Informed Care Curriculum Tool kit that the Research Team developed in order as a pedagogical resource (including an online resource toolkit for faculty). A culminating project for the year included the Social Justice Colloquium, and students and faculty presentations. Dr. Deborah G. Haskins provided her last lecture entitled, "Breathing through Homicidal/Multiple Losses: A Counselor Educator/Professional Counselor's Journey and Call to Action." Dr. Haskins, Associate Professor in Counseling/Director of Counseling Programs is retiring the end of July and encouraged all of the School of Education candidates to attend to our personal losses, including traumatic experiences, and to seek out professional counseling and advocate to support our own and community wellness. The Graduate Counseling Association co-sponsored and mentored by Club Advisor, Dr. Luane Oprea, and Non-core faculty (Ms. Xanthia Johnson, LPC, ACS, RPT-S, Dr. Evelyn Iraheta, LPC, ACS, NCC, Dr. Kia James, LCPC, ACS) "An Exploration of Counselor Entrepreneurship and Expressive Arts in Counseling." Counselors in private practice, entrepreneurs, as well as art therapists from the District of Columbia, Maryland and Virginia area attended this outstanding 4 hour professional development event. The program was sponsored in support of Mental Health Awareness Month in May 2019.

Our Core faculty and adjunct faculty are highly engaged in scholarship and service in the profession (American Counseling Association, Maryland Counseling Association, American School Counseling Association) and serve as leaders and advocates for mental health wellness and educational success in the community (supporting homeless citizens, advocacy for immigrants/refugees, gambling disorders wellness, school reform and wellness, advocacy for marginalized and oppressed communities).

DH/June 2019