

Trinity Washington University Counseling Program

Annual Report 2021-2022

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. The School Counseling program was converted from a 48-credit to a 60-credit program to meet the American Counseling Association 2020 Vision. This revised program is a generalist program, and the Urban Student Track Specialization continues 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. This report includes summary data for all of these indicators, however full data is available to anyone upon request. The Academic Year (AY) 2021-2022 includes Summer 2021, Fall 2021, and Spring 2022 semesters.

Demographics

	Ethnicity					Gender	
	Black/AA	Hispanic	White	Undec.	Other	Male	Female
Sm 2021	57%	18%	14%	7%	5%	15%	85%
Fall 2021	57%	23%	10%	5%	6%	13%	87%
Spr 2022	58%	22%	9%	7%	4%	14%	86%

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 29 new students enrolled during the AY 2021-2022 (4 in Summer, 19 in Fall, 6 in Spring) which represents an enrollment decline compared to last year's numbers. This is a significant reduction from last year.

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 as well as AY 2019-2020 and AY 2020-2021 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%

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

A total of 7 students graduated during the AY 2021-2022 (1 in Summer, 3 in Fall, 3 in Spring) which is comparable with last year's numbers. Three of these graduates were from the CMHC program, three were from School Counseling, Urban Track, and one from School Counseling. This is a significant reduction from last year.

Comprehensive Evaluations

In AY 2021-2022, 12 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 2021-2022, 16% exceeded the standard, 50% met the standard, and 33% approached the standard.

In AY 2021-2022, 9 SC students took the Praxis II and 89% of them received a passing score.

Job Placement

In AY 2021-2022 100% 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 = 24	Graduating Students N = 3	Alum N = 51 (total)	Site Supervisors N = 7	Employer N = 1 (total)
1. Understand and demonstrate counseling theory and application and the helping relationship process	4.33	4.33	4.10	4.33	4.00
2. Demonstrate awareness and knowledge of issues of multiculturalism and diversity.	4.53	5.00	4.37	4.33	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	4.52	4.33	4.00
4. Understand the impact of trauma on individuals, families, and communities and the counselor's role in appropriate interventions.	4.43	5.00	4.08	4.33	4.00
5. Demonstrate overall professional competency.	4.27	4.67	4.27	4.33	4.00
6. Recognize the importance of self-care and how to maintain an active regimen of well-being in my practice and own life.	3.76	4.67	3.98	4.33	4.00
7. Emphasized the importance of developing a professional identity, including maintaining membership to relevant professional counseling organizations	4.39	4.00	4.17	4.33	4.00

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, therefore, be used as an assessment of the Counseling Program's effectiveness at reaching this goal.

In Fall 2021, 24 students were assessed on their professional dispositions, 60% met the standards and 30% exceeded; 10% 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 AY2020-2021.

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 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 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 student 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

Core Area 5: Counseling and Helping Relationships

Standard g: Essential interviewing, counseling, and case conceptualization

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

100% of students met the standard on the Case Cultural Formulation in Internship and 95% 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.

****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 but 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.

*******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