2019-2020 Annual Report
Department of Counseling and Educational Studies
Clinical Mental Health Counseling and School Counseling Programs
School of Education
Johns Hopkins University, Baltimore, Maryland
Academic Program Assessment

I. Programmatic Changes
   a. The Institution
      i. All courses have been moved to the Homewood campus and the Columbia campus will be closed in May 2021.
      ii. The School of Education has moved to departmental structure and the Counseling Program is under the umbrella of the Department of Counseling and Educational Studies. Dr. Eric Rice is the interim department chair.
      iii. The Counseling Program is only admitting in the fall.
   b. Academic Unit
      i. The School Counseling Fellows Program was discontinued with the final academic year being 2018-2019.
   c. Faculty and Staff
      i. In May 2020, sadly, Dr. Vivian Lee passed away.
      ii. Additionally, we lost core faculty members: Drs. Nicole Jones, Patrick Cleveland, and Mina Barimany.
      iii. Two new core faculty members were hired in Fall 2020 and they are Drs. Raven Cokely, and Catie Greene. Dr. Sean Newhart was hired as Assistant Professor.
      iv. Dr. Matthew Bonner was appointed Faculty Lead in July 2020.
      v. Jeremy Zhang was hired as Director of the newly named Office of Innovative Learning, Design and Assessment (OILDA) to consult, analyze, and collect data to aid counseling and other programs in the School of Education.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Position Title and Rank</th>
<th>Date Hired</th>
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<tbody>
<tr>
<td>Matthew Bonner, PhD</td>
<td>Assistant Professor &amp; Faculty Lead</td>
<td>01/2018</td>
</tr>
<tr>
<td>Raven Cokely, PhD</td>
<td>Lecturer</td>
<td>08/2020</td>
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<tr>
<td>Ileana Gonzalez, PhD</td>
<td>Assistant Professor</td>
<td>08/2012</td>
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<tr>
<td>Catie Greene, PhD</td>
<td>Lecturer</td>
<td>08/2020</td>
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<tr>
<td>Justin Lauka, PhD</td>
<td>Assistant Professor &amp; Clinical Director</td>
<td>08/2019</td>
</tr>
<tr>
<td>Sean Newhart, PhD</td>
<td>Assistant Professor</td>
<td>08/2019</td>
</tr>
<tr>
<td>LaNail Plummer, PhD</td>
<td>Lecturer</td>
<td>01/2018</td>
</tr>
<tr>
<td>Aparna Ramaswamy, PhD</td>
<td>Sr. Lecturer</td>
<td>08/2015</td>
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<tr>
<td>Rosanna Sanchez John, PhD</td>
<td>Lecturer</td>
<td>08/2019</td>
</tr>
<tr>
<td>Sterling Travis, PhD</td>
<td>Assistant Professor</td>
<td>08/2017</td>
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<tr>
<td>Yiyeng Xiong, PhD</td>
<td>Assistant Professor</td>
<td>08/2017</td>
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<tr>
<td>Anita Young, PhD</td>
<td>Assistant Professor</td>
<td>01/2010</td>
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</table>
d. Curriculum Changes
   i. The faculty made the decision to change the modality of courses to face to face and not have online courses even though the COVID-19 pandemic has complicated this process and every course is presently online.
   ii. Summer courses will be discontinued for the Fall 2020 cohort.
   iii. School Counseling will be a 60-credit program discontinuing the 48-credit program for the Fall 2020 cohort.

The Annual Report provides the Johns Hopkins University (JHU) Counseling Program’s evaluation for the 2019-2020 academic school year listing the unit mission, programmatic goals, and eight program objectives (CACREP Section 4). Program objectives are measured according to Key Performance Indicators (KPIs), professional dispositions, demographic data, and follow up studies with alumni, employers, and site supervisors (CACREP Section 4.B.).

Data were collected through the TK20 database where KPIs for professional identity and professional practice were uploaded. For professional dispositions, the Counselor Characteristics Form assessed students across the following dimensions: 1) level of empathy, 2) communication skills, 3) sensitivity to racial, gender, sexual orientation, and other aspects of diversity, 4) openness to feedback, and 5) awareness of own issues and strengths. At the end of each semester, instructors rate students on a scale from 1 through 5: Novice (1), Emergent (2), Proficient (3), Approaching Exemplary (4), Exemplary (5). Students must achieve a rating of 2 or higher to demonstrate the minimum level of competence in the following lab courses: 861.503 Group Counseling and Group Experience, 861.507 Counseling Techniques, 863.603 Couple and Family Therapy, and 863.607 Diversity and Social Justice in Counseling. The JHU School of Education (SOE) Admissions Office collected demographic data from the 2019-
2020 admissions cycle. OILDA collected alumni, employer, and site supervisor data. Additionally, OILDA analyzed the data so that the Counseling program faculty could review it. The Counseling program explained how the data would be employed for the improvement of the program.

**Unit Mission**

The mission of the Johns Hopkins School of Education Counseling Program is to prepare graduate students to serve as socially just School Counselors and Clinical Mental Health Counselors who implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective awareness, and well-being in a global society.

**Programmatic Goals**

The program will:

1. Facilitate students’ mastery of requisite knowledge, skills, and dispositions aligned with CACREP Standards to deliver counseling services that embody social justice principles, advocacy, multiculturalism, and upholds the worth and human dignity of all clients from culturally diverse backgrounds.

2. Support and encourage students to incorporate a developmental approach to promote client wellness across the life span.

3. Facilitate students’ development of dispositions to serve as social justice advocates and leaders in the profession.

4. Cultivate a collaborative learning atmosphere that incorporates cutting edge research and excellent didactic and experiential instruction.

**Program Objectives (PO)**

PO1 - Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span, inclusive of mental health, academic, social/emotional, cultural, and career goals. (CACREP 2.F.3.a Human Growth & Development, 2.F.4.a. Career Development)

PO2 - Graduates will demonstrate the skills and competencies to serve as advocates and leaders in educational and/or mental health settings that value social justice principles, multiculturalism, human dignity and the worth of all
clients from culturally diverse backgrounds (CACREP 2.F.2 Social & Cultural Diversity; 5.G. School Counseling)

PO3 - Graduates will demonstrate the skills and competencies to assess needs, develop goals, and counsel students/clients in educational and/or mental health settings from culturally diverse backgrounds. (CACREP 2.F.5 Counseling & Helping Relationships; 2.F.7 Assessment & Testing)

PO4 - Graduates will demonstrate the skills and competencies that reflect the knowledge, roles, and functions of the school and/or mental health counselor. (CACREP 5.C. Clinical Mental Health Counseling; 5.G. School Counseling)

PO5 - Graduates will demonstrate the skills and competencies to effectively facilitate group work with students/clients from diverse backgrounds in educational and mental health settings (CACREP 2.F.6 Group Counseling & 2.F.6. Group Work)

PO6 - Graduates will demonstrate the skills and competencies to develop equitable data-driven school counseling programs that meet the unique needs of student populations in educational settings. (CACREP 2.F.8 Research & Program Evaluation; 5.G. School Counseling)

PO7 - Graduates will demonstrate the skills and competencies to develop, apply, and evaluate evidence-based practices that meet the developmental needs of students/clients from diverse backgrounds in educational and mental health settings. (CACREP 2.F.8 Research and Program Evaluation; 5.G School Counseling; 5.C. Clinical Mental Health Counseling)

PO8 - Graduates will demonstrate the skills and competencies to work ethically, legally, and professionally in educational and/or mental health settings (CACREP 2.F.1. Professional Counseling Orientation & Ethical Practice)

1. PO1 - Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span, inclusive of mental health, academic, social/emotional, cultural, and career goals. (CACREP 2.F.3.a Human Growth & Development, 2.F.4.a. Career Development)

KPI Results

- One hundred percent (58/58) of students scored 84% or above on the Lifespan Developmental Autobiography in Human Development (ED.861.605).
Sixty percent (6/10) of students scored 84% or above on the Case Presentation Assignment in Practicum in Clinical Mental Health Counseling (ED.863.870).

Ninety four percent (33/35) of students scored 84% or above on the Career Interview Project in the Career/Life Development and Planning course (ED. 861.511).

Students scored higher than the national average in Career Development in Fall 2019 ($M = 10.92; M = 9.92$) (See Appendix A) and Spring 2020 ($M = 11.23; M = 10.46$) (See Appendix B).

**Professional Dispositions**

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 ($N = 59$) (See Appendix C) and Spring 2020 ($N = 150$) (See Appendix D).

**Follow Up Studies**

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO1. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO1 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO1 (See Appendix H).

**Program Improvement (PO1) - Recommendations**

Performance in Human Development, Career Development, Practicum presentation, and Career Development scores was acceptable for the counseling faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. CPCE scores were above national means and the program will continue to promote preparation for the exam. OILDA will emphasize more data collection with faculty for higher numbers in practicum. Since fall was missed in this year’s data collection for alumni and
employee studies, there will be an effort to collect data in the fall for alumni and employees.

2. PO2 - Graduates will demonstrate the skills and competencies to serve as advocates and leaders in educational and/or mental health settings that value social justice principles, multiculturalism, human dignity and the worth of all clients from culturally diverse backgrounds (CACREP 2.F.2 Social & Cultural Diversity; 5.G. School Counseling)

KPI Results

- Eighty percent (51/63) of students scored above 84% or above in the Mock Counseling Sessions in the Diversity and Social Justice in Counseling course (ED. 863.607).
- In Final Site Supervisor Evaluation ratings for Fall, 95-97% of 113 students were proficient or above in their overall ratings (See Appendix I). In Spring 2020, 97-99% of 89 students were proficient or above in their overall ratings (See Appendix J).
- Ninety four percent (17/18) of school counseling students scored at 84% or above on the Comprehensive School Counseling Program Project and Presentation Binder in the Internship in School Counseling course (ED.863.820).
- One hundred percent (17/17) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

Professional Dispositions

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 \( (N = 59) \) (See Appendix C) and Spring 2020 \( (N = 150) \) (See Appendix D).

Follow Up Studies

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO2. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO2 (See Appendix G). Additionally, 100% of employers in Spring 2020 agreed or strongly agreed graduates met PO2 (See Appendix H).
Program Improvement (PO2) - Recommendations

Performance in Diversity and Social Justice in Counseling, reviews of supervisors, and school counseling students’ internship projects was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees.

3. PO3 - Graduates will demonstrate the skills and competencies to assess needs, develop goals, and counsel students/clients in educational and/or mental health settings from culturally diverse backgrounds. (CACREP 2.F.5 Counseling & Helping Relationships; 2.F.7 Assessment & Testing)

KPI Results

- One hundred percent (76/76) of students scored 84% or above on the Video Recordings and Transcripts in the Counseling Techniques course (ED.861.507).
- In Final Site Supervisor Evaluation ratings for Fall, 95-97% of 113 students were proficient or above in their overall ratings (See Appendix I). In Spring 2020, 97-99% of 89 students were proficient or above in their overall ratings (See Appendix J).
- Eighty eight percent (16/18) of students scored at 84% or above on the Individual Referral Report in the Appraisal course (ED.861.612).

Professional Dispositions

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (See Appendix C) and Spring 2020 (N = 150) (See Appendix D).

Follow Up Studies

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO3. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed
graduates met PO3 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO3 (See Appendix H).

**Program Improvement (PO3) - Recommendations**

Performance in Counseling Techniques, reviews of supervisors, and Appraisal was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Data collection needs to be increased in the Appraisal course and OILDA will aid in the data collection. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees.

4. PO4 - Graduates will demonstrate the skills and competencies that reflect the knowledge, roles, and functions of the school and/or mental health counselor. (CACREP 5.C. Clinical Mental Health Counseling; 5.G. School Counseling)

**KPI Results**

- Ninety four percent (66/70) of students scored at 84% or above on Case Vignette in the Psychopathology course (ED.863.709).
- Ninety three percent (53/57) of students scored at 84% or above on the Capstone Presentation in the Internship in Clinical Mental Health Counseling II course (ED.863.876).
- Ninety three percent (13/14) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614)
- One hundred percent (17/17) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

**Professional Dispositions**
One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (See Appendix C) and Spring 2020 (N = 150) (See Appendix D).

Follow Up Studies

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO4. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO4 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO4 (See Appendix H).

Program Improvement (PO4) - Recommendations

Performance in Counseling Techniques, reviews of supervisors, and Appraisal was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees.

5. PO5 - Graduates will demonstrate the skills and competencies to effectively facilitate group work with students/ clients from diverse backgrounds in educational and mental health settings (CACREP 2.F.6 Group Counseling & 2.F.6. Group Work)

Results

- Seventy two percent (16/22) of students scored at 84% or above Group Proposal Development in the Group Counseling and Group Experience course (ED.861.503).
- In Final Site Supervisor Evaluation ratings for Fall, 95-97% of 113 students were proficient or above in their overall ratings (See Appendix I). In Spring 2020, 97-99% of 89 students were proficient or above in their overall ratings (See Appendix J).
**Professional Dispositions**

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (See Appendix C) and Spring 2020 (N = 150) (See Appendix D).

**Follow Up Studies**

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO5. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO5 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO5 (See Appendix H).

**Program Improvement (PO5) - Recommendations**

Performance in Group Counseling and Group Experience and reviews of supervisors was acceptable to faculty, however, more data collection is necessary. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees.

6. PO6 - Graduates will demonstrate the skills and competencies to develop equitable data-driven school counseling programs that meet the unique needs of student populations in educational settings. (CACREP 2.F.8 Research & Program Evaluation; 5.G. School Counseling)

**KPI Results**

- Seventy five percent (21/28) of students scored at 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
• Ninety three percent (13/14) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614).
• One hundred percent (17/17) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

Professional Dispositions

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (See Appendix C) and Spring 2020 (N = 150) (See Appendix D).

Follow Up Studies

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 66% of site supervisors agreed or strongly agreed students met PO6. On the Spring 2020 survey, 65% of alumni agreed or strongly agreed graduates met PO6 (See Appendix G). On the Spring 2020 survey, 80% of employers agreed or strongly agreed graduates met PO6 (See Appendix H).

Program Improvement (PO6)-Recommendations

Performance in Foundations of School Counseling and Internship in School of School Counseling was acceptable to faculty. Faculty will monitor and evaluate the Research Plan and Proposal assignment to address the difficulties of students. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. PO6 needs to be modified for school counseling related site supervisor and school counseling alumni since clinical mental health counselors may not employ this objective in their work; a nonapplicable category needs to be added.
7. PO7 - Graduates will demonstrate the skills and competencies to develop, apply, and evaluate evidence-based practices that meet the developmental needs of students/clients from diverse backgrounds in educational and mental health settings. (CACREP 2.F.8 Research and Program Evaluation; 5.G School Counseling; 5.C. Clinical Mental Health Counseling)

**KPI Results**

- Seventy five percent (21/28) of students scored at 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
- Ninety three percent (13/14) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (17/17) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

**Professional Dispositions**

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (Appendix C) and Spring 2020 (N = 150) (See Appendix D).

**Follow Up Studies**

Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO7. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO7 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO7 (See Appendix H).

**Program Improvement (PO7)-Recommendations**

Performance in Research and Evaluation for Counselors, Foundations of School Counseling and Internship in School of School Counseling was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP
standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees. Higher data collection is necessary for Research and Evaluation for counselors and the assignment Research Plan and Proposal needs to be evaluated for student proficiency.

8. PO8 - Graduates will demonstrate the skills and competencies to work ethically, legally, and professionally in educational and/or mental health settings (CACREP 2.F.1. Professional Counseling Orientation & Ethical Practice)

KPI Results

- Ninety three percent (76/82) of students scored at 84% or above on the Clinical Mental Health Counseling Case Analysis in the Ethics and Legal Issues of Mental Health course (ED.863.795).
- Students scored higher than the national average on the Professional Counseling Orientation and Ethical section of the CPCE in Fall 2019 ($M = 11.65; M = 10.75$) (See Appendix A) and Spring 2020 ($M = 12.08; M = 11.76$) (See Appendix B).
- One hundred percent (18/18) of students scored at 84% or above on the School Counseling Ethical Decision Assignment in the Foundations of School Counseling course (ED.861.614).
- Students scored higher than the national average on the Professional Counseling Orientation and Ethical section of the CPCE in Fall 2019 ($M = 11.65; M = 10.75$) (See Appendix A) and Spring 2020 ($M = 12.08; M = 11.76$) (See Appendix B).

Professional Dispositions

One hundred percent of students scored at Emergent or above in all categories in Fall 2019 (N = 59) (See Appendix C) and Spring 2020 (N = 150) (See Appendix D).

Follow Up Studies
Over the Fall 2019 (See Appendix E) and Spring 2020 (See Appendix F) semesters, 90% or above of site supervisors agreed or strongly agreed students met PO8. On the Spring 2020 survey, 80% of alumni agreed or strongly agreed graduates met PO8 (See Appendix G). On the Spring 2020 survey, 100% of employers agreed or strongly agreed graduates met PO8 (See Appendix H).

Program Improvement (PO8)-Recommendations

Performance in Ethics and Legal Issues of Mental Health, CPCE results in Counseling Orientation and Ethics, and Foundations of School Counseling was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Professional dispositions will continue to be assessed for validity. Since fall was missed in this year’s data collection for alumni and employee studies, there will be an effort to collect data in the fall for alumni and employees.

Demographic Diversity Data

For the cycle of Fall 2019, 18% of applicants were from Underrepresented Minority (URM) groups (American Indian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander) (See Appendix K). Enrollment included 38% of URM groups (See Appendix L). Graduates for Fall 2019 and Spring 2020 included 30% of URM groups (See Appendix M).

Recommendations

Groups like Chi Sigma Iota (CSI) have addressed diversity issues and student concerns through surveys and meetings. Additionally, faculty have dedicated a component of orientation to mentorship in the program and committees have been formed to advocate for students. Regular meetings are
held with administration, Student Affairs, the faculty lead, CSI. Opportunities for faculty and student engagement are continually being assessed and revised.

Respectfully Submitted,

Matthew W. Bonner

Matthew W. Bonner, PhD
Faculty Lead