



2021-2022 Annual Report
Department of Counseling and Educational Studies
School of Education
Johns Hopkins University, Baltimore, Maryland

Academic Program Assessment

I. Programmatic Changes

a. The Institution

The Program regained CACREP accreditation on July 30, 2021 and has an eight year accreditation until October 31, 2029.

b. Faculty and Staff

1. One lecturer, Dr. Catie Greene resigned from the counseling program following the Spring 2022.

2. The following faculty committees have been established for the improvement of administration in the program: Curriculum, Student Relations and Dispositions, Policy, Admissions, Field Experience, and Resources.

3. Faculty held to two cohort meetings in February and March to increase community cohesion among faculty and students.

4. For faculty enhancement and administration of the program, a Gatekeeping workshop was provided on April 6, 2022.

c. Curriculum Changes

1. Faculty decided to offer a summer session in 2023 as a Continuity Plan for students to have a summer Practicum option.

2. Faculty decided to offer Addictions as an online course in Spring 2023 and Summer 2023.

The program evaluation report contains the Johns Hopkins University (JHU) Counseling Program's evaluation of the program for the 2021-2022 academic school year listing the unit mission, programmatic goals, and eight program objectives (CACREP Section 4). Program objectives (POs) are measured according to key performance indicators, 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 and Blackboard Educational Platform where key performance indicators for professional identity and practice were uploaded. The JHU School of Education (SOE) Admissions Office collected demographic data from the 2021-2022 admissions cycle. The Accreditation, Assessment, and Technology Department of SOE collected alumni, employer, and site supervisor data. Additionally, the Accreditation, Assessment, and Technology Department of SOE 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.

POs

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)

Results

- One hundred percent (38/38) of students scored at 84% or above on the Mosaic Project in Human Development (ED.861.605).
- One hundred percent (8/8) of students scored at 84% or above on the Capstone Presentation in the Human Development category in Internship (ED.863.876).
- One hundred percent (1/1) of students scored at 84% or above on the Capstone Presentation Theory Mapping Assignment- Human Development category in School Counseling Practicum (ED.863.876).
- Ninety nine percent (105/106) of students scored at 84% or above on the Career Interview Project in the Career/Life Development and Planning course (ED. 861.511).
- One hundred percent (8/8) of students scored at 84% or above on the Capstone Presentation in the Career Development category in Internship (ED.863.876).
- One hundred percent (1/1) of students scored at 84% or above on the Capstone Presentation Theory Mapping Assignment in the Career Development category in School Counseling Practicum (ED.863.876).

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. Meetings with Assessment Team are necessary for broader statistical accuracy.

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)

Results

- Eighty percent (41/51) of students scored at 84% or above in the Mock Counseling Sessions in the Diversity and Social Justice in Counseling course (ED. 863.607).

- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Multicultural Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above on the Final Site Supervisor evaluation in the Multicultural Subscore category in Internship (ED.863.828).

Program Improvement (PO2) - Recommendations

Performance in Diversity and Social Justice in Counseling, reviews of site supervisor evaluations was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Meetings with Assessment Team are necessary for broader accuracy in statistics.

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)

Results

- Eighty percent (4/5) of students scored at 84% or above on the Theoretical Model Paper (ED 861.502).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Theories Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Theories Subscore category in Internship (ED.863.828).
- One hundred percent (4/4) of student scored 84% or above in Video Recordings, Transcripts, and Analysis in the Counseling Techniques course (ED.861.507).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Skills Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Skills Subscore category in Internship (ED.863.828).
- One hundred percent (46/46) of students scored at 84% or above on the Individual Referral Report in the Appraisal course (ED.861.612).

- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Skills Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Skills category in Internship (ED.863.820).

Program Improvement (PO3) - Recommendations

Performance in Counseling Theories, Counseling Techniques, reviews of site supervisor evaluations was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Meetings with Assessment Team are necessary for broader accuracy in statistics.

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)

Results

- Ninety seven percent (61/63) of students scored at 84% or above on Case Vignette in the Psychopathology course (ED.863.709).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Case Formulation Subscore category in Internship (ED.863.876).
- Ninety seven percent (61/63) of students scored at 84% or above on Diagnostic Interview Role Play in the Psychopathology course (ED.863.709).
- One hundred percent (10/10) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614)
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.828).

Program Improvement (PO4) - Recommendations

Performance in Counseling Techniques, Psychopathology, Foundations of School Counseling, and supervisor final evaluations was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated. Meetings with Assessment Team are necessary for broader accuracy in statistics.

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

- Ninety eight percent (57/58) of students scored at 84% or above Group Proposal Development in the Group Counseling and Group Experience course (ED.861.503).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Group Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Group Subscore category in Internship (ED.863.828).

Program Improvement (PO5) - Recommendations

Performance in Group Counseling and Group Experience and reviews of supervisors was acceptable to faculty. Faculty will continue to review syllabi and ensure CACREP standards and assignments are consistent and evaluated.

Meetings with Assessment Team are necessary for broader accuracy in statistics.

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)

Results

- Seventy seven percent (7/9) of students scored at 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Assessment Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Assessment Subscore category in Internship (ED.863.828).
- One hundred percent (10/10) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614)
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.828).

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. Meetings with Assessment Team are necessary for broader accuracy in statistics.

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)

Results

- Seventy seven percent (7/9) of students scored at 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Assessment Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Assessment Subscore category in Internship (ED.863.820).
- One hundred percent (10/10) of students scored at 84% or above on Comprehensive SC Project in the Foundations of School Counseling course (ED.861.614)
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.828).
- Ninety seven percent (61/63) of students scored at 84% or above on Case Vignette in the Psychopathology course (ED.863.709).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Case Formulation Subscore category in Internship (ED.863.876).
- Ninety five percent (60/63) of students scored at 84% or above on Diagnostic Interview Role Play in the Psychopathology course (ED.863.709).

Program Improvement (PO7)-Recommendations

Performance in Foundations of School Counseling, Psychopathology, and site supervisor evaluations 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. Meetings with Assessment Team are necessary for broader accuracy in statistics.

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)

Results

- Ninety eight percent (57/58) 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).
- One hundred percent (10/10) of students scored at 84% or above on the School Counseling Ethical Decision Assignment in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (8/8) of students scored at proficient or above on the Final Site Supervisor evaluation in the Ethics Subscore category in Internship (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at proficient or above in the Ethics Subscore category in Internship (ED.863.828).

Program Improvement (PO8)-Recommendations

Performance in Ethics and Legal Issues of Mental Health, Internship, 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. Meetings with Assessment Team are necessary for broader accuracy in statistics.

Professional Dispositions

The Counselor Characteristics Form assesses 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. One

hundred percent of students (232/232) scored at Emergent or above in all categories.

Demographic Diversity Data

For the cycle of Fall 2021, 13% of applicants were from Underrepresented Minority (URM) groups (American Indian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander) (See Table 3). Enrollment comprised 29% of URM groups (See Table 4). Graduates for AY 2021-2022 included 35% of URM groups (See Table 5).

Follow Up Studies

Site Supervisor Survey

Over AY 2021-2022, 90% or above of site supervisors agreed or strongly agreed students met POs 1,2,3,4,7 and 8. For PO5, 84% of site supervisors agreed or strongly agreed that the program was meeting the objective about group counseling. For PO6, only 76% of supervisor agreed that the program objective of equitable outcomes for students was being met by the program.

Program Improvement -Recommendations

For PO5, there needs to be discussion and qualitative data concerning what competencies might be missing in the supervisor's interpretation of group leadership. PO6 involves school counseling and being evidence based, but the objective is also answered CMHC supervisors. The survey needs to be modified for only School Counseling supervisors.

Alumni Survey

Over AY 2021-2022, 83% or above of alumni agreed or strongly agreed students met Program Objectives 1,3,4,5,7 and 8. For Program Objectives 2 and

6, only 63% and 50% agreed or strongly agreed with these program objectives being met.

Program Improvement-Recommendations

For PO2, there needs to be more qualitative data concerning the meaning of alumni interpretation in the program not meeting requirements regarding cultural competence. PO6 has involves school counseling and evidence based is also answered CMHC alumni, so the survey needs to be modified for only School Counseling alumni.

Employer Survey

We were unable to get information from employers in our survey for AY 2021-2022. There will be discussions and actions in how to target employers and obtain data with the Data and Assessment team.

Table 1

2022 CPCE with Comparative	JHU			National	
	High	Mean	Standard Deviation	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	10	6.8	1.72	7.35	1.57
Social and Cultural Diversity	4	3.4	0.49	2.61	0.92
Human Growth and Development	13	9.6	1.02	8.87	2.12
Career Development	18	12.6	2.87	12.05	2.27
Counseling and Helping Relationships	56	40	4.56	39.1	7.52
Group Counseling and Group Work	25	18.4	2.06	17.32	3.13

Assessment and Testing	27	17.4	4.22	16.23	4.5
Research and Program Evaluation	7	5.4	1.20	5.13	1.28
Score	160	113.60	14.18	108.65	18.60
Professional Practice and Ethics	19	12.8	3.06	11.51	3.32
Intake, Assessment and Diagnosis	19	13.2	2.99	12.2	3.1
Areas of Clinical Focus	47	34.20	5.46	32.99	5.43
Treatment Planning	15	10.6	1.96	11.11	2.14
Counseling Skills and Interventions	48	34.8	3.54	32.84	6.32
Core Counseling Attributes	12	8	1.67	8.01	1.94
Score	160	113.6	14.18	108.65	18.6

N=5 CMHC

Table 2

Content Area	High	Mean	Standard Deviation	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	10	8.5	1.5	7.35	1.57
Social and Cultural Diversity	4	2.5	1.5	2.61	0.92
Human Growth and Development	13	9	2	8.87	2.12
Career Development	18	14.5	0.5	12.05	2.27
Counseling and Helping Relationships	56	40.5	3.5	39.1	7.52

Group Counseling and Group Work	25	16	2	17.32	3.13
Assessment and Testing	27	16	7	16.23	4.5
Research and Program Evaluation	7	5.5	1.5	5.13	1.28
Score	160	112.50	18.5	108.65	18.60
Professional Practice and Ethics	19	13	5	11.51	3.32
Intake, Assessment and Diagnosis	19	10	3	12.2	3.1
Areas of Clinical Focus	47	36.5	2.5	32.99	5.43
Treatment Planning	15	11	0	11.11	2.14
Counseling Skills and Interventions	48	35	5	32.84	6.32
Core Counseling Attributes	12	7	3	8.01	1.94
Score	160	112.5	18.5	108.65	18.6

N=2 School Counseling

Table 3

COUNSELING MASTER'S AY 2021-22 APPLICANT DEMOGRAPHICS				
Fall 2021	Female	Male	Not Reported	Total
American Indian/Alaskan Native	0	0	0	0
Asian	34	9	0	43
Black or African American	29	7	0	36
Hispanic	10	4	0	14
Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Resident Alien/International	131	19	2	152
Pacific Islander	0	0	0	0

Race and ethnicity unknown	6	0	0	6
Multiracial -Two or More Races	10	3	0	13
White	99	20	2	121
Total	319	62	4	385

Table 4

COUNSELING MASTER'S ENROLLED 2021-22 DEMOGRAPHICS					
Enrolled 2021-22 Race, Gender, Enrollment Status	Female		Male		Headco unt
	Full- time	Part- time	Full- time	Part- time	
American Indian/Alaskan Native	2				2
Asian	14	6	3		23
Black or African American	19	8	3	1	31

Hawaiian /Pacific Islander		1			1
Hispanic	7	6	1	1	15
Non-resident alien/International	29	3	7		39
Race and ethnicity unknown	2	1			3
White	32	14	8	3	57
Grand Total	105	39	22	5	171

Table 5

COUNSELING MASTERS (All) - GRADUATES	Sum 2021		Fall 2021		Spring 2022		AY 2021-22
	Female	Male	Female	Male	Female	Male	Total
AY 2021-22 Race/Ethnicity/Gender							
American Indian/Alaskan Native					1		1
Asian	1		2		3		6
Black or African American	6	1	4		4		15

Hawaiian /Pacific Islander			1				1
Hispanic			2	1			3
Multiracial -Two or More Races			1		1		2
Non-resident alien/International	1		5				6
White	7	2	4	1	5	2	21
Total	15	3	19	2	14	2	55

Table 8

Alumni AY 2021-2022						
Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
PO1 - Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span,	0	2	1	16	5	24

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)	1	1	7	10	5	24
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)	0	2	2	12	8	24
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)	0	2	2	14	6	24

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)	0	1	2	15	6	24
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)	1	6	5	8	4	24
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)	0	0	2	13	7	24
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	1	2	13	7	24

Table 9

Site Supervisor Survey – AY 2021-2022						
Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
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	1	1	1	17	30	50

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)	1	2	1	15	31	50
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)	1	2	0	18	29	50
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)	0	3	2	14	31	50
PO5 - Graduates will demonstrate the skills and competencies to	1	3	9	15	27	50

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)	0	2	9	15	23	49
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)	0	3	2	16	29	50
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	3	0	16	30	50

