



2024-2025 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

### Programmatic Changes

#### The Institution

#### Faculty and Staff

Dr. Shauna Moore-Reynolds was hired as lecturer in January 2025.

#### Curriculum Changes

Faculty Name	Position Title and Rank	Date Hired
Matthew Bonner, PhD	Assistant Professor, Program Director, and CACREP Liaison	01/2018
Nathaniel Brown, PhD	Assistant Professor and Clinical Director	08/2022
Isaac Burt, PhD	Associate Professor	08/2023
Brenda Dorsch, PhD	Lecturer	08/2023
Justin Lauka, PhD	Assistant Professor	08/2019
Shauna Moore-Reynolds	Lecturer	01/2025
Michelle Muratori, PhD	Lecturer	08/2023
Sean Newhart, PhD	Assistant Professor	08/2019
Hsin-Ya Tang, PhD	Assistant Professor	08/2022
Sterling Travis, PhD	Assistant Professor	08/2018
Yiyi Xiong, PhD	Associate Professor	08/2018
Anita Young, PhD	Associate Professor	01/2010

## **Purpose of Annual Report**

The Annual Report provides the Johns Hopkins University (JHU) Counseling Program's evaluation for the 2024-2025 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.). The report provides a summary of results, subsequent program modifications, and other changes (CACREP Section 4.D.)

Data were collected through CANVAS and Qualtrics platforms where KPIs for professional identity and professional practice were uploaded. For professional dispositions, the Counselor Characteristics Form (CCF) 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 2023-2024 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)

## Program Evaluation Results

The program keeps track of KPIs and the following table shows a summary of those key outcomes according to the program objectives. As shown in the table the majority of students met or exceeded expectations with KPI thresholds at 84% or above for KPIs.

Objectives	Results - Student Achievement
PO1	95.9%
PO2	96.2%
PO3	96.5%
PO4	97.9%
PO5	96.4%
PO6	97.1%
PO7	97.8%
PO8	97.2%

### *Professional Dispositions*

The Counselor Characteristics form was employed to evaluate student dispositions. There are five areas of the form which are: Awareness of Own Issues and Strengths, Communication Skills, Level of Empathy, Openness to Feedback, and Sensitivity to Diversity. The Likert scale is from one to five (1=Novice, 2=Emergent, 3=Proficient, 4=Expert, 5=Exemplary).

Areas	Average Scores (N=272 Students)
Awareness of Own Issues and Strengths	4.43
Communication Skills	4.34
Level of Empathy	4.52
Openness to Feedback	4.59
Sensitivity to Diversity	4.63

### Site Supervisors, Employers, and Graduate Surveys

In follow up studies, site supervisors, employers, and graduates have evaluated the program the program as meeting or exceeding expectations in relationship to the program objectives.

<b>2024-2025 JHU School of Education Total Students Enrolled</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
EDU MS Clinical Mental Health Counseling	161	56	217
*Fall 2024 2nd Week Census			

<b>2024-2025 Graduates</b>	
<b>MS Counseling</b>	<b>Total</b>
Clinical Mental Health Counseling	76
*Graduates for the terms summer 2024, fall 2024, and spring 2025	

### School Counseling

<b>2024-2025 JHU School of Education Total Students Enrolled</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>
EDU MS School Counseling	36	4	40
*Fall 2024 2nd Week Census			

<b>2024-2025 Graduates</b>	
<b>MS Counseling</b>	<b>Headcount</b>
School Counseling	15
*Graduates for the summer 2024, fall 2024, and spring 2025 terms	

### Admissions

<b>MS Counseling Total Applications Submitted</b>	<b>2024-2025</b>
Clinical Mental Health Counseling	557
School Counseling	68
<b>Total Applications Submitted</b>	<b>625</b>

### Total Admission Offered

<b>MS Counseling Total Admits Offered</b>	<b>2024-2025</b>
Clinical Mental Health Counseling	207
School Counseling	30
<b>Total Applications Submitted</b>	<b>237</b>

### Program Modifications

Program modifications encompassed five areas which included: 1) adjunct faculty 2)

student dispositions 3) surveys 4) assessment and diagnosis and 5) multicultural competence.

### **Adjunct Faculty**

In the context of advancing our educational programs, we must address several key areas concerning the support and evaluation of adjunct faculty. One of the primary challenges is ensuring that adjuncts receive comprehensive support from course leads. Evaluations for adjunct instructors are vital not only for fostering their development but also for maintaining the quality of our programs. A regular and structured process of feedback can facilitate adjuncts' growth and enhance their teaching effectiveness, which is critical to our students' success.

### **Dispositions**

Furthermore, there is a pressing need to develop a new set of dispositions and calibrate the disposition forms used within our program. This development is essential as dispositions will now be integrated into grading under the Comprehensive and Collaborative Student Review (CCS-R) framework. Effective communication around these dispositions will be key in ensuring that all faculty, including adjuncts, understand their importance and integration into the larger curriculum.

### **Surveys**

This will also tie into our graduate surveys, wherein we can incorporate employment data collection to better understand our graduates' paths, especially in private practice and community mental health settings. Previous alumni surveys have shown limited engagement, with only ten responses; therefore, promoting these assessments will be crucial for our program's improvement.

### **Assessment and Diagnosis**

Additionally, the assessment and diagnosis course has highlighted some challenges, particularly with the biopsychosocial assessment. Addressing these issues necessitates the development of a two-day retreat aimed at familiarizing our faculty with training protocols, as well as providing an online narrative orientation. Celebrating the contributions of site supervisors can also play an integral role in enhancing training experiences. By integrating discussions on treatment planning into orientation sessions led by site supervisors, we will ensure that adjunct instructors are adequately prepared for real-world application in their courses.

### **Multicultural Competence**

Moreover, as we aim to enhance our multicultural training, it is critical to address cultural dimensions comprehensively. A proposed 45-minute session focusing on exploring and broaching concepts across various dimensions—interpersonal and intrapersonal—will help deepen our understanding of the nuances of multicultural interactions in therapeutic settings. Furthermore, to strengthen our addictions course, regular check-ins with adjunct instructors will be implemented to ensure they are proficient in using evaluation rubrics effectively. This includes formative conversations about calibrating these rubrics, which is paramount for consistent assessments of student performance in this area. Collectively, these modifications not only emphasize the significance of faculty support and development but also ensure that our program maintains high standards for student learning and professional preparation.