

# 2021 Human Development Counseling (HDC) Program Outcomes Report Peabody College at Vanderbilt University

## Program Statistics

### Completion Rate

In the academic year ending in May 2021, of the 24 students admitted to the Human Development Counseling (HDC) Program Clinical Mental Health Counseling (CMHC) specialty track, 22 students completed the M.Ed. degree in human development counseling with a specialization in clinical mental health counseling (CMHC). We are saddened by the tragic death of one of these original 24 students. The other original CMHC student (4.3%) completed the M.Ed. degree in human development studies. Of the 11 students admitted to the school counseling on-campus track, ten (10) students completed the degree in human development counseling with a specialization in school counseling (SC). We are saddened by the tragic death of the other original school counseling (SC) track student. Excepting these two deaths, both on-campus programs had a 100% completion rate and 97% graduated from their original licensure preparation track. The school counseling digital learning (SCDL) program was in its fourth year of development with the second group of graduates completing the program in May 2021. Of the 17 original SCDL students due to graduate in 2021, ten (10) graduated and three (3) SCDL students (17.6%) completed the master's degree in human development studies. Four (4) withdrew or were academically dismissed, a withdrawal rate of 23.5%. Thus, the completion rate for SCDL was 76.5% with 58.8% graduating from their original SCDL track.

### National Counselor Examination (NCE)

Because the HDC program tracks are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), students are eligible to take the National Counselor Examination (NCE) the semester before graduation. The NCE is not a program requirement but the majority of students in both tracks usually sit for this exam before graduation. Of the 18 CMHC students and five (5) school counseling track students who took the NCE exam in 2021, all (100%) passed the national licensure exam.

### Praxis Exam for School Counselors

School counseling students are required to take the Praxis exam as part of the requirements for Tennessee licensure as a school counselor, so most school counseling and dual track graduates do. The HDC pass rate for this exam was 100% (18 of 18) in 2021.

### Job Placement Rate

Of students pursuing full time employment after graduation, 100% (10/10) of school counseling on campus students, 100% (10/10) of SCDL and 95% (21/22) of CMHC 2021 graduates continued or obtained full-time employment as a counselor or continued in graduate studies in a doctoral program within five months of graduation. One CMHC graduate is taking some personal time prior to beginning the job search.

### Demographic Characteristics of the 2021 HDC Graduating Class

The demographic characteristics of HDC graduates in 2021 by specialty track are provided in Table 1.

**Table 1. 2021 Graduates Demographic Characteristics**

N Program	Gender		Descent				
	Men	Women	White	Black	Asian	Hispanic	International
22 CMHCoc	3(13.6%)	18(86.4%)	19(86.4%)	1(4.5%)	1(4.5%)	1(4.5%)	0(0.0%)
10 SCoc	1(10.0%)	9(90.0%)	6(60.0%)	1(10.0%)	2(20.0%)	1(10.0%)	1(10.0%)
10 SCDL	1(10.0%)	9(90.0%)	8(80.0%)	2(20.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Totals (42)	5(12.2)	37(88.0%)	33(78.6)	4(9.5%)	3(7.1%)	2(4.8%)	1(2.4%)

### Total Enrollment and Demographics by Track

During AY2020-2021 HDC had 83 CMHC on-campus students, 9 on-campus dual track students, 27 on-campus school counseling students, and 29 school counseling digital learning program (SCDL). Table 2 disaggregates gender and race by on-campus and digital learning (SCDL) programs.

**Table 2. Demographic characteristics of all HDC program students during the 2020-2021 academic year.**

Program	Total	Gender		Descent				
		Men	Women	White	Black	Asian	Hispanic	International
CMHC on-campus	89	13(14.6%)	76(85.4%)	75(84.3%)	2(2.2%)	12(13.5%)	0(0.0%)	8(9.0%)
Dual Program on	9	1(11.1%)	8(88.9%)	6(66.7%)	0(0.0%)	2(22.2%)	1(11.1%)	1(11.1%)
School Counsel on	23	4(17.4%)	19(82.6%)	18(78.3%)	1(0.0%)	3(13.0%)	1(4.3%)	1(4.3%)
SCDL	29	3(10.3%)	26(89.7%)	23(79.3%)	5(17.2%)	0(0.0%)	0(0.0%)	0(0.0%)
Totals	150	21(14.0%)	129(86.0%)	112(74.7%)	8(5.3%)	17(11.3%)	2(1.3%)	10(6.7%)

### Average Class Size

On-campus class sizes ranged from 5-35 students with an average of 15.0 students per class.

## Applicant Admission Data

Table 3 summarizes the applicant pool diversity and decisions for the on-campus and SCDL programs for the 2021 admission cycle.

**Table 3: 2021 On-campus Admissions Data**

Total Applicants = 355	Total Offers = 96	Total Yield = 44
<b>Gender:</b>	<b>Gender:</b>	<b>Gender:</b>
Male: 44(12.4%)	Male: 9(9.4%)	Male: 9
Female: 311(87.6%)	Female: 87(90.6%)	Female: 35
<b>Race:</b>	<b>Race:</b>	<b>Race:</b>
White: 141(51.2%)*	White: 60(62.5%)	White: 34(77.3%)
Asian: 75(27.3%)*	Asian: 14(14.6%)	Asian: 6(13.6%)
Black: 25(9.1%)*	Black: 15(15.6%)	Black: 2(4.5%)
Indigenous: 5(1.8%)*	Indigenous: 1(1.0%)	Indigenous: 1(2.3%)
Latinx: 29(10.5%)	Latinx: 6(6.3%)	Latinx: 1(2.3%)
Not reported: 80		
<b>Domicile:</b>	<b>Domicile:</b>	<b>Domicile:</b>
United States: 268(75.5%)	United States: 84(87.5%)	United States: 39(88.6%)
International: 87(24.5%)	International: 12(12.5%)	International: 5(11.4%)

Missing data (\*) is not reported because applicants did not self-identify with these demographic details in their applications. Of the 355 completed applications reviewed, HDC denied 259 applications (73.0%) and offered admission to 96 applicants (27.0%). Of the 96 applicants offered admission, 44 (45.8%) matriculated (16 CMHC, 15 dual, and 13 school counseling), 50

applicants (52.1%) declined the admission, and two (2) applicants (2.1%) deferred admission until the following year. The School Counseling Digital Learning (SCDL) track was sunset during the summer of 2020, so no SCDL applications were received or considered in 2020 or 2021.

### Annual Program Evaluation Data

The following information is collected annually by HDC program faculty and includes CPCE exit exam (see Table 4), comprehensive oral exam results (see Table 4), NCE scores (see Table 5), and a 3-year rolling survey of employers (see Table 6), site supervisors (see Table 7), and alumni (see Table 8).

**Table 4. HDC CPCE 2021 Results.**

Area	<i>P</i>	Total ( <i>n</i> = 40) <i>d</i> [ <i>PR</i> ]	CMHC ( <i>n</i> = 21) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )	SC-OC ( <i>n</i> = 9) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )	SCDL ( <i>n</i> = 10) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )
PC Orientation & Ethical Practice	.62	1.87[97]	2.11[98](2.00)	1.74[96](1.90)	1.32[91](1.67)
Social & Cultural Diversity	.54	0.75[77]	0.95[82](1.57)	0.40[66](1.30)	0.62[74](1.44)
Human Growth & Devel	.61	-0.06[47]	0.03[51](1.24)	-0.12[45](1.10)	-0.20[42](1.00)
Career Development	.59	1.40[92]	1.42[92](1.81)	1.60[95](2.00)	1.18[88](1.67)
Counseling & Helping Relations	.61	0.59[73]	0.95[82](1.48)	0.24[60](1.00)	0.11[55](1.11)
Group Counseling & Group Work	.71	0.45[68]	0.62[73](1.81)	0.42[66](1.60)	0.12[55](1.44)
Assessment & Testing	.56	0.83[80]	1.08[86](1.76)	0.48[68](1.20)	0.61[73](1.33)
Research & Program Eval	.60	0.90[82]	0.99[84](1.71)	1.15[87](1.70)	0.49[69](1.56)
CPCE Total Score	.61	1.09[86]	1.35[91]	0.94[82]	0.68[75]
Comprehensive Oral Examination			(2.00)	(2.00)	(2.00)

Notes: *P* = National average item percentage passing; *d* = effect size reported as Cohen's *d*; *PR* = percentile rank of Vanderbilt students compared to the national average of all counseling students taking the CPCE as an exit exam in brackets []; *Mast* = Mastery proportion (2 = Mastery; 1 = Proficient; 0 = Nonmastery) in parentheses (); Total = all students combined; CMHC = clinical mental health counseling specialty students; SC-OC = school counseling specialty on-campus students; SCDL = school counseling specialty online students.

**Table 5. National Counselor Exam (NCE) Results for 2021**

	<i>P</i>	CMHC <i>d</i> [ <i>PR</i> ]( <i>n</i> = 18)	School Counsel <i>d</i> [ <i>PR</i> ]( <i>n</i> = 5)	Total Sample <i>d</i> [ <i>PR</i> ]( <i>n</i> = 23)
Profess Coun Orientation & Ethical Practice	.74	+0.41(66)	+0.15(56)	+0.35(64)
Social & Cultural Diversity	.68	+0.23(59)	+0.22(59)	+0.23(59)
Human Growth & Development	.69	+0.52(70)	+0.40(66)	+0.49(69)
Career Development	.64	+0.73(77)	+0.61(73)	+0.70(76)
Counseling & Helping Relationships	.69	+0.91(82)	+0.27(61)	+0.77(78)
Group Counseling & Group Work	.69	+0.99(84)	+0.86(81)	+0.96(83)
Assessment & Testing	.67	+1.05(86)	+0.93(82)	+1.02(85)
Research & Program Evaluation	.70	+0.80(79)	+0.56(71)	+0.75(78)
Professional Practice & Ethics	.64	+0.96(83)	+0.92(82)	+0.95(82)
Intake, Assessment, & Diagnosis	.69	+0.55(71)	+0.88(81)	+0.62(74)
Areas of Clinical Focus	.69	+0.90(81)	+0.61(73)	+0.84(80)
Treatment Planning	.68	+0.69(76)	+0.46(68)	+0.64(74)
Counseling Skills & Interventions	.70	+0.85(80)	+0.63(74)	+0.80(79)
Core Counseling Attributes	.71	+0.68(75)	+0.82(79)	+0.71(76)
Total NCE Score	.69	+1.00(84)	+0.71(76)	+0.94(82)

Note: NCE results are presented as effect sizes (*d*) which are similar to a z-score interpretation, and in percentile ranks (*PR*) within parentheses. *P* = Percent passing each item.

**Table 6. 2021 Employers Survey Results**

Objective	Total sample	CMHC On-campus	School On-Campus	School Online
Sample Size	23	11	6	6
A	4.78(0.42)[78%]	4.64(0.50)[64%]	4.83(0.41)[83%]	5.00(0.00)[100%]
B	4.74(0.45)[74%]	4.64(0.50)[64%]	4.83(0.41)[83%]	4.83(0.41)[83%]
C	4.52(0.73)[61%]	4.18(0.87)[36%]	5.00(0.00)[100%]	4.67(0.52)[67%]
D	4.61(0.66)[70%]	4.36(0.81)[55%]	4.83(0.41)[83%]	4.83(0.41)[83%]
E	4.52(0.85)[70%]	4.09(1.04)[46%]	5.00(0.00)[100%]	4.83(0.41)[83%]

Notes: M(SD)[Proportion of Strongly Agree]. Employers of graduates from the past three years were surveyed.

**Table 7. 2021 Site Supervisor Survey Results**

Objective	Total sample	CMHC On-campus	School On-Campus	School Online
Sample Size	75	33	31	11
A	4.60(0.59)[64%]	4.76(0.44)[76%]	4.61(0.56)[65%]	4.09(0.83)[28%]
B	4.56(0.70)[64%]	4.67(0.48)[67%]	4.68(0.48)[68%]	3.91(1.30)[46%]
C	4.45(0.72)[56%]	4.58(0.61)[64%]	4.52(0.57)[55%]	3.91(1.14)[36%]
D	4.41(0.64)[48%]	4.48(0.57)[52%]	4.55(0.51)[55%]	3.82(0.87)[18%]
E	4.56(0.64)[48%]	4.73(0.45)[73%]	4.58(0.62)[65%]	4.00(0.89)[27%]

Notes: M(SD)[Proportion of Strongly Agree]. Supervisors of graduates from the past three years were surveyed.

**Table 8. 2021 Alumni Survey Results**

Objective	Total sample	CMHC On-campus	School On-Campus	School Online
Sample Size	70	31	19	20
A	4.77(0.42)[77%]	4.87(0.34)[87%]	4.58(0.51)[58%]	4.80(0.41)[80%]
B	4.57(0.60)[61%]	4.68(0.48)[68%]	4.32(0.82)[47%]	4.65(0.49)[65%]
C	4.37(0.80)[51%]	4.26(0.96)[52%]	4.37(0.76)[47%]	4.55(0.51)[55%]
D	4.29(0.71)[41%]	4.19(0.75)[36%]	4.11(0.74)[32%]	4.60(0.50)[60%]
E	4.29(0.98)[54%]	4.10(1.11)[45%]	4.26(0.99)[53%]	4.60(0.68)[70%]

Notes: M(SD)[Proportion of Strongly Agree]. Alumni from the past three years were surveyed.

## **Program Evaluation by Program Objectives**

**Objective A. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.**

Assessment of HDC Program Objective A was accomplished by collecting outcome data using the CPCE, NCE, Praxis, comprehensive oral examination, internship supervisor ratings, foundation course knowledge ratings, and annual employer, supervisor, and alumni ratings.

**CPCE results** for knowledge areas assessed are presented in Table 9. All areas were above the national average except for Human Growth and Development. Percentile ranks (in brackets []) ranged from 51-98 for CMHC graduates, 45-96 for school counseling on-campus graduates, and 42-91 for SCDL graduates. Total scores across all areas, which serve as the score upon which the pass/fail decision is made, indicate that after three years of study in HDC, the average CMHC graduate performs at the 91st percentile, after two years of study in HDC the average school counseling on-campus graduate performs at the 82nd percentile, and the average school counseling on-line graduate performs at the 75th percentile of all counselors in the United States taking the CPCE as an exit exam. The scores for each area were subsequently transformed to

conform to the rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. These results are also contained in Table 9 in parentheses (). In addition, the **comprehensive oral examination** comprised of a final case conceptualization conducted during the final internship semester was scored according to the same (2-1-0) rubric. All graduates from each program demonstrated mastery (2.00) during this culminating activity.

**Table 9. HDC 2021 CPCE and Comprehensive Oral Exam Results to Support Program Objective A.**

Area	Total (n = 40) <i>d</i> [ <i>PR</i> ]	CMHC (n = 21) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )	SC-OC (n = 9) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )	SC-OL (n = 10) <i>d</i> [ <i>PR</i> ]( <i>Mast</i> )
PC Orientation & Ethical Practice	1.87[97]	2.11[98](2.00)	1.74[96](1.90)	1.32[91](1.67)
Social & Cultural Diversity	0.75[77]	0.95[82](1.57)	0.40[66](1.30)	0.62[74](1.44)
Human Growth & Devel	-0.06[47]	0.03[51](1.24)	-0.12[45](1.10)	-0.20[42](1.00)
Career Development	1.40[92]	1.42[92](1.81)	1.60[95](2.00)	1.18[88](1.67)
Counseling & Helping Rel	0.59[73]	0.95[82](1.48)	0.24[60](1.00)	0.11[55](1.11)
Group Counseling/Work	0.45[68]	0.62[73](1.81)	0.42[66](1.60)	0.12[55](1.44)
Assessment & Testing	0.83[80]	1.08[86](1.76)	0.48[68](1.20)	0.61[73](1.33)
Research & Program Eval	0.90[82]	0.99[84](1.71)	1.15[87](1.70)	0.49[69](1.56)
CPCE Total	1.09[86]	1.35[91]	0.94[82]	0.68[75]
Oral Examination		(2.00)	(2.00)	(2.00)

Notes: *P* = average item percentage passing; *d* = effect size reported as Cohen's *d*; *PR* = percentile rank of Vanderbilt students compared to the national average of all counseling students taking the CPCE as an exit exam; (*Mast*) = Mastery proportion (2 = Mastery; 1 = Proficiency; 0 = Nonmastery) in parentheses (); Total = all students combined; CMHC = clinical mental health counseling specialty students; SC-OC = school counseling specialty on-campus students; SC-OL = school counseling specialty online students.

**NCE results** for knowledge areas assessed are presented in Table 10. All areas were above the national average and average percentile ranks ranged from 59-86 for CMHC graduates after three years of study in HDC and from 56-82 for school counseling graduates after two years of study in HDC.

**Table 10. National Counselor Exam (NCE) Results for 2021 to Support Program Objective A.**

	CMHC <i>d</i> ( <i>PR</i> )( <i>n</i> = 18)	School Counseling <i>d</i> ( <i>PR</i> )( <i>n</i> = 5)	Total Sample <i>d</i> ( <i>PR</i> )( <i>n</i> = 23)
Professional Counsel Orientation & Ethical Practice	+0.41(66)	+0.15(56)	+0.35(64)
Social & Cultural Diversity	+0.23(59)	+0.22(59)	+0.23(59)
Human Growth & Development	+0.52(70)	+0.40(66)	+0.49(69)
Career Development	+0.73(77)	+0.61(73)	+0.70(76)
Counseling & Helping Relationships	+0.91(82)	+0.27(61)	+0.77(78)
Group Counseling & Group Work	+0.99(84)	+0.86(81)	+0.96(83)
Assessment & Testing	+1.05(86)	+0.93(82)	+1.02(85)
Research & Program Evaluation	+0.80(79)	+0.56(71)	+0.75(78)
Professional Practice & Ethics	+0.96(83)	+0.92(82)	+0.95(82)
Intake, Assessment, & Diagnosis	+0.55(71)	+0.88(81)	+0.62(74)
Areas of Clinical Focus	+0.90(81)	+0.61(73)	+0.84(80)
Treatment Planning	+0.69(76)	+0.46(68)	+0.64(74)
Counseling Skills & Interventions	+0.85(80)	+0.63(74)	+0.80(79)
Core Counseling Attributes	+0.68(75)	+0.82(79)	+0.71(76)
Total NCE Score	+1.00(84)	+0.71(76)	+0.94(82)

Notes: NCE results are presented as effect sizes (*d*) which are similar to a z-score interpretation, and in percentile ranks (*PR*) within parentheses.

Total scores across all areas, which serve as the score upon which the pass/fail decision is made, indicate that after three years of study in HDC, the average CMHC graduate performs at the 84th percentile of all counselors in the United States taking the NCE, and after two years of study in HDC the average school counseling graduate performs at the 76th percentile of all counselors in the United States taking the NCE.

**Internship supervisor ratings** were collected at end of Internship I (formerly known as Practicum) and again at the end of the 600-hour concluding internship course (Internship II/III) to offer evidence of the application of knowledge in clinical practice. This score was assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations were applied: M = 2; P = 1; F = 0. In Internship I, the average supervisor rating for CMHC on-campus students was 1.00 ( $n = 32$ ); dual program on-campus students was 1.29 ( $n = 7$ ); school counseling on-campus students was 1.25 ( $n = 12$ ); and school counseling digital learning (SCDL) program students was 1.00 ( $n = 7$ ). All students received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC on-campus students was 1.59 ( $n = 22$ ); school counseling on-campus students was 1.80 ( $n = 10$ ); and school counseling digital learning (SCDL) program students was 1.89 ( $n = 9$ ).

Knowledge in the school counseling specialty area was assessed when 11 on-campus school counseling and 7 SCDL graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 11 below. The average total score for the school counseling on-campus graduates was 178.5, which transforms into an estimated effect size ( $d$ ) of +0.57. This is a percentile rank of 72. This means that the average HDC school counseling on-campus graduate did better than 72% of school counseling graduates across the nation who took the Praxis. The average total score for the SCDL graduates was 177.3, which transforms into an estimated effect size ( $d$ ) of +0.49. This is a percentile rank of 69. This means that the average HDC SCDL graduate did better than 64% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

**Table 11. Praxis School Counseling Examination Results for 2021 to Support Program Objective A.**

Program	n	Areas				Total	T <sub>Range</sub>	d(PR)
		1	2	3	4			
School campus	11	88.1%	82.7%	78.9%	85.8%	178.5	170-189	+0.57(72)
School (SCDL)	7	86.8%	83.8%	80.4%	83.9%	177.3	168-186	+0.49(69)

Notes: Areas were: 1 = Foundations; 2 = Delivery of Services; 3 = Program Management; 4 = Accountability; Total = Total Praxis School Counseling exam. The total score may be presented as an effect size ( $d$ ) which is similar to a z-score interpretation, which can be converted into percentile ranks (PR) within parentheses. The Praxis total score average is about 170 ( $SD = 15$ ).

Additional evidence of **knowledge in the SC specialty area** was provided through classroom-based foundational knowledge grades in HDC6200 Foundations of Professional School Counseling. School counseling on-campus students achieved an average rubric rating of 1.13 ( $n = 15$ ), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. Dual program students achieved an average rubric rating of 1.67 ( $n = 9$ ), while the SCDL students achieved an average rubric rating of 1.30 ( $n = 19$ ),

Evidence of **knowledge in the CMHC specialty area** was provided through the foundational knowledge course grade in HDC6400 Foundations of Clinical Mental Health Counseling, achieving an average rubric rating of 1.92 ( $n = 36$ ), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

**Annual graduate and supervisor surveys** asked respondents to rate how well HDC met objective A on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 12 below.

**Table 12. 2021 Survey Results to Support Program Objective A (3-year rolling average)**

Objective	Total sample	CMHC On-campus	School Coun On-Campus	SCDL
Employers	4.78(0.42)[78%]{23}	4.64(0.50)[64%]{11}	4.83(0.41)[83%]{6}	5.00(0.00)[100%]{6}
Supervisors	4.60(0.59)[64%]{75}	4.76(0.44)[76%]{33}	4.61(0.56)[65%]{31}	4.09(0.83)[28%]{11}
Alumni	4.77(0.42)[77%]{70}	4.87(0.34)[87%]{31}	4.58(0.51)[58%]{19}	4.80(0.41)[80%]{20}

Notes: M(SD)[Proportion of Strongly Agree]{sample size}.

**Objective B. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.**

Assessment of HDC Program Objective B was accomplished by collecting outcome data from the comprehensive oral case conceptualization, CPCE and NCE results, internship supervisor ratings, skills courses rubric ratings, and annual employer, alumni, and supervisor ratings.

**CPCE results** for skill/knowledge areas assessed are presented in Table 11 for helping skills, groupwork, and assessment. All areas were above the national average ( $d > 0$ ) with percentile ranks (in brackets []). The scores for each area were subsequently transformed to conform to the rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. In addition, the **comprehensive oral examination**, comprised of a final case conceptualization conducted during the final internship semester, was also scored according to the same (2-1-0) rubric. All graduates from each program demonstrated mastery (2.00) during this culminating activity.

**Table 13. HDC 2021 CPCE and Oral Exam Results to Support Program Objective B.**

Area	Total ( $n = 40$ ) $d$ [PR]	CMHC ( $n = 21$ ) $d$ [PR](Mast)	SC-OC ( $n = 9$ ) $d$ [PR](Mast)	SCDL ( $n = 10$ ) $d$ [PR](Mast)
Counseling & Helping Relations	0.59[73]	0.95[82](1.48)	0.24[60](1.00)	0.11[55](1.11)
Group Counseling Group Work	0.45[68]	0.62[73](1.81)	0.42[66](1.60)	0.12[55](1.44)
Assessment & Testing	0.83[80]	1.08[86](1.76)	0.48[68](1.20)	0.61[73](1.33)
Comprehensive Oral Examination		(2.00)	(2.00)	(2.00)

Notes:  $d$  = effect size reported as Cohen's  $d$ ; PR = percentile rank of Vanderbilt students compared to the national average of all counseling students taking the CPCE as an exit exam; (Mast) = Mastery proportion (2 = Mastery; 1 = Proficiency; 0 = Nonmastery) in parentheses (); Total = all students combined; OC = on-campus students.

**NCE results** for acquisition of knowledge and skill areas assessed are presented in Table 14. All areas were well above the national average. Percentile ranks across the nine skill areas indicate

that after three years of study in HDC, the average CMHC graduate performs within a percentile rank range of 75-86 of all counselors in the United States taking the NCE, and after two years of study in HDC the average school counseling graduate performs within a percentile rank range of 61-82 of all counselors in the United States taking the NCE.

**Table 14. National Counselor Exam (NCE) Results for 2021 to Support Program Objective B.**

	CMHC ( <i>n</i> = 18)	School Couns ( <i>n</i> = 5)	Total Sample ( <i>n</i> = 23)
Counseling & Helping Relationships	+0.91(82)	+0.27(61)	+0.77(78)
Group Counseling & Group Work	+0.99(84)	+0.86(81)	+0.96(83)
Assessment & Testing	+1.05(86)	+0.93(82)	+1.02(85)
Professional Practice & Ethics	+0.96(83)	+0.92(82)	+0.95(82)
Intake, Assessment, & Diagnosis	+0.55(71)	+0.88(81)	+0.62(74)
Areas of Clinical Focus	+0.90(81)	+0.61(73)	+0.84(80)
Treatment Planning	+0.69(76)	+0.46(68)	+0.64(74)
Counseling Skills & Interventions	+0.85(80)	+0.63(74)	+0.80(79)
Core Counseling Attributes	+0.68(75)	+0.82(79)	+0.71(76)

Note: NCE results are presented as effect sizes (*d*) which are similar to a *z*-score interpretation, and in percentile ranks (*PR*) within parentheses.

**Internship supervisor ratings** were collected at end of Internship I (formerly known as Practicum) and the 600-hour concluding internship course (Internship II/III) to offer evidence of the application of knowledge to skills in clinical practice. This score was assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations were applied: M = 2; P = 1; F = 0. In Internship I, the average supervisor rating for CMHC on-campus students was 1.00 (*n* = 32); dual program on-campus students was 1.29 (*n* = 7); school counseling on-campus students was 1.25 (*n* = 12); and school counseling digital learning (SCDL) program students was 1.00 (*n* = 7). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.59 (*n* = 22); school counseling on-campus students was 1.80 (*n* = 10); and school counseling digital learning (SCDL) program students was 1.89 (*n* = 9).

Evidence of **skill in specialty areas** was provided through classroom-based skill application. All first semester students complete dyadic skill activities in HDC6330 Counseling Skills and Techniques and achieved an average rubric rating (on the 2-1-0 scale) of 1.18 for CMHC on-campus students, 1.11 for dual program on-campus students, 1.14 for school counseling on-campus students, and 1.30 for the SCDL students. Likewise, in the second semester of the curriculum (or over the summer session), counselors complete a group work skill application activity in HDC6160 Group Counseling and achieved an average rubric rating of 1.55 for CMHC on-campus students, 1.38 for dual program on-campus students, 1.69 for school counseling on-campus students, and 1.26 for the SCDL students.

**Annual employer, alumni, and supervisor surveys** asked respondents to rate the degree HDC met objective B on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 15 below.



**Table 15. 2021 Survey results to Support Program Objective B (three year rolling average).**

Sample	Total sample	CMHC On-campus	School On-Campus	SCDL
Employers	4.74(0.45)[74%]{23}	4.64(0.50)[64%]{11}	4.83(0.41)[83%]{6}	4.83(0.41)[83%]{6}
Supervisors	4.56(0.70)[64%]{75}	4.67(0.48)[67%]{33}	4.68(0.48)[68%]{31}	3.91(1.30)[46%]{11}
Alumni	4.57(0.60)[61%]{70}	4.68(0.48)[68%]{31}	4.32(0.82)[47%]{19}	4.65(0.49)[65%]{20}

Notes:  $M(SD)$ [Proportion of Strongly Agree]{sample size}.

**Objective C. To provide students with a knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the personal/social, career, and academic role of the professional counselor in each of these settings.**

Assessment of HDC Program Objective C was accomplished by collecting outcome data using foundation course knowledge ratings, Praxis scores for school counselors, internship supervisor ratings, and annual employer, supervisor, and graduate ratings.

Evidence of **knowledge in the CMHC specialty track** was provided through the foundational knowledge course grade in HDC6400 Foundations of Clinical Mental Health Counseling, achieving an average rubric rating of 1.92 ( $n = 36$ ), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

**Knowledge in the school counseling specialty track** was provided through classroom-based foundational knowledge grades in HDC6200 Foundations of Professional School Counseling. School counseling on-campus students achieved an average rubric rating of 1.13 ( $n = 15$ ), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. Dual program students achieved an average rubric rating of 1.67 ( $n = 9$ ), while the SCDL students achieved an average rubric rating of 1.30 ( $n = 19$ ). **Knowledge in the school counseling specialty area** was also assessed when 11 on-campus school counseling and 7 SCDL graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 16 below. The average total score for the school counseling on-campus graduates was 178.5, which transforms into an estimated effect size ( $d$ ) of +0.57. This is a percentile rank of 72. This means that the average HDC school counseling on-campus graduate did better than 72% of school counseling graduates across the nation who took the Praxis. The average total score for the SCDL graduates was 177.3, which transforms into an estimated effect size ( $d$ ) of +0.49. This is a percentile rank of 69. This means that the average HDC SCDL graduate did better than 64% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

**Table 16. Praxis School Counseling Examination Results for 2021 to Support Program Objective C.**

Program	n	Areas				Total	T <sub>Range</sub>	d(P)
		1	2	3	4			
School campus	11	88.1%	82.7%	78.9%	85.8%	178.5	170-189	0.57(72)
School (SCDL)	7	86.8%	83.8%	80.4%	83.9%	177.3	168-186	0.49(69)

Notes: Areas were: 1 = Foundations; 2 = Delivery of Services; 3 = Program Management; 4 = Accountability; Total = Total Praxis School Counseling exam. The total score may be presented as an effect sizes ( $d$ ) which is similar to a z-score interpretation, which can be converted into percentile ranks (P) within parentheses. The Praxis total score average is about 170 ( $SD = 15$ ).

**Internship supervisor ratings** were collected at the end of the Internship I (formerly known as Practicum) and the 600-hour concluding internship course (Internship II/III) to offer evidence of the application of knowledge in clinical practice. This score was assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations were applied: M = 2; P = 1; F = 0. In Internship I, the average supervisor rating for CMHC on-campus students was 1.00 ( $n = 32$ ); dual program on-campus students was 1.29 ( $n = 7$ ); school counseling on-campus students was 1.25 ( $n = 12$ ); and school counseling digital learning (SCDL) program students was 1.00 ( $n = 7$ ). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.59 ( $n = 22$ ); school counseling on-campus students was 1.80 ( $n = 10$ ); and school counseling digital learning (SCDL) program students was 1.89 ( $n = 9$ ).

**Annual employer, supervisor, and alumni surveys** asked respondents to rate to what degree HDC met objective C on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). Table 17 presents these results.

**Table 17. 2021 Survey Results for Employers, Supervisors, and Alumni to Support Program Objective C (3-year rolling average).**

Objective	Total sample	CMHC On-campus	School On-Campus	SCDL
Employers	4.52(0.73)[61%]{23}	4.18(0.87)[36%]{11}	5.00(0.00)[100%]{6}	4.67(0.52)[67%]{6}
Supervisors	4.45(0.72)[56%]{75}	4.58(0.61)[64%]{33}	4.52(0.57)[55%]{31}	3.91(1.14)[36%]{11}
Alumni	4.37(0.80)[51%]{70}	4.26(0.96)[52%]{31}	4.37(0.76)[47%]{19}	4.55(0.51)[55%]{20}

Notes:  $M(SD)$ [Proportion of Strongly Agree]{sample size}.

**Objective D. To educate students in research/evaluation tools relevant to the delivery of helping services in either a community agency, school, or corporate setting.**

Assessment of HDC Program Objective D was accomplished by collecting outcome data using CPCE, NCE, and Praxis results, internship supervisor ratings, and annual employer, graduate, and supervisor ratings.

To measure understanding and use of research/evaluation tools, three core knowledge areas are operational: assessment, research, and career development. **CPCE results** for knowledge and skill areas assessed related to evaluation/research are presented in Table 18.

**Table 18. HDC 2021 CPCE and Oral Exam Results to Support Program Objective D.**

Area	Total ( $n = 40$ ) $d/PR$	CMHC ( $n = 21$ ) $d/PR$ (Mast)	SC-OC ( $n = 9$ ) $d/PR$ (Mast)	SCDL ( $n = 10$ ) $d/PR$ (Mast)
Career Development	1.40[92]	1.42[92](1.81)	1.60[95](2.00)	1.18[88](1.67)
Assessment & Testing	0.83[80]	1.08[86](1.76)	0.48[68](1.20)	0.61[73](1.33)
Research & Program Eval	0.90[82]	0.99[84](1.71)	1.15[87](1.70)	0.49[69](1.56)

Notes:  $P$  = average item percentage passing;  $d$  = effect size reported as Cohen's  $d$ ;  $PR$  = percentile rank of Vanderbilt students compared to the national average of all counseling students taking the CPCE as an exit exam; Mast = Mastery proportion (2 = Mastery; 1 = Proficiency; 0 = Nonmastery) in parentheses ().

Scores across the three knowledge and skill areas indicate that after three years of study in HDC, the average CMHC on-campus graduate exceeds the performance of 84-92 percent of all counselors in the United States taking the CPCE, and after two years of study in HDC the average school counseling graduate exceeds the performance of 68-95 percent of all counselors in the United States taking the CPCE in the on-campus program and 69-88 percent in the SCDL program.

**NCE results** for knowledge areas related to research and evaluation are presented in Table 19. All areas were above the national average and percentile ranks ranged from 77-86 CMHC graduates compared to all counselors in the United States taking the NCE. After two years of study in HDC the average school counseling graduate exceeded the performance of 71-82 percent of all counselors in the United States taking the NCE.

**Table 19. National Counselor Exam (NCE) Results for 2021 to Support Program Objective D.**

	CMHC ( <i>n</i> = 18)	School Counseling ( <i>n</i> = 5)	Total Sample ( <i>n</i> = 23)
Career Development	+0.73(77)	+0.61(73)	+0.70(76)
Assessment & Testing	+1.05(86)	+0.93(82)	+1.02(85)
Research & Program Evaluation	+0.80(79)	+0.56(71)	+0.75(78)

Notes: NCE results are presented as effect sizes (*d*) which are similar to a *z*-score interpretation, and in percentile ranks (P) within parentheses.

**Knowledge of research/evaluation in the school counseling specialty area** was assessed when 11 on-campus school counseling and 7 SCDL graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 20 below. The average proportion of correct answers to the accountability MCQs was 85.5% and 83.9% for the on-campus and SCDL tracks, respectively. The average total score for the school counseling on-campus graduates was 178.5, which transforms into an estimated effect size (*d*) of +0.57. This is a percentile rank of 72. This means that the average HDC school counseling on-campus graduate did better than 72% of school counseling graduates across the nation who took the Praxis. The average total score for the SCDL graduates was 177.3, which transforms into an estimated effect size (*d*) of +0.49. This is a percentile rank of 69. This means that the average HDC SCDL graduate did better than 64% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

**Table 20. Praxis School Counseling Accountability Area Examination Results for 2021 to Support Program Objective D.**

Program	<i>n</i>	Accountability	Total Score Average	T <sub>Range</sub>	<i>d</i> (P)
School on-campus	11	85.8%	178.5	170-189	+0.57(72)
SCDL	7	83.9%	177.3	168-186	+0.49(69)

Notes: Total = Total Praxis School Counseling exam. The total score may be presented as an effect sizes (*d*) which is similar to a *z*-score interpretation, which can be converted into percentile ranks (P) within parentheses. The Praxis total score average is about 170 (*SD* = 15).

**Internship supervisor ratings** were collected at end of the Internship I (formerly known as Practicum) and the 600-hour concluding internship course (Internship II/III) and assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations were applied: M = 2; P = 1; F = 0. In Internship

I, the average supervisor rating for CMHC on-campus students was 1.00 ( $n = 32$ ); dual program on-campus students was 1.29 ( $n = 7$ ); school counseling on-campus students was 1.25 ( $n = 12$ ); and school counseling digital learning (SCDL) program students was 1.00 ( $n = 7$ ). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.59 ( $n = 22$ ); school counseling on-campus students was 1.80 ( $n = 10$ ); and school counseling digital learning (SCDL) program students was 1.89 ( $n = 9$ ).

**Annual employer, supervisor, and alumni surveys** asked respondents to rate the degree HDC met objective D on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 21.

**Table 21. 2021 Employer, Supervisor, and Alumni Survey Results to Support Program Objective D (3-year rolling Average).**

Objective	Total sample	CMHC On-campus	School On-Campus	SCDL
Employer	4.61(0.66)[70%]{23}	4.36(0.81)[55%]{11}	4.83(0.41)[83%]{6}	4.83(0.41)[83%]{6}
Supervisor	4.41(0.64)[48%]{75}	4.48(0.57)[52%]{33}	4.55(0.51)[55%]{31}	3.82(0.87)[18%]{11}
Alumni	4.29(0.71)[41%]{70}	4.19(0.75)[36%]{31}	4.11(0.74)[32%]{19}	4.60(0.50)[60%]{20}

Notes:  $M(SD)$ [Proportion of Strongly Agree]{sample size}.

**Objective E. To introduce students to the wide scope of diverse populations they will encounter in their work settings, examine their own biases, and provide students opportunities to work with diverse populations, building cultural competency to work ethically with all people they may encounter in their work settings.**

Assessment of HDC Program Objective E was accomplished by collecting outcome data using the CPCE, comprehensive oral case conceptualization, NCE results, internship supervisor ratings, and annual employer, supervisor, and alumni ratings.

To measure understanding and skill in counseling individuals from diverse cultures, the social and cultural diversity core knowledge area was assessed using the faculty developed course grade rubrics that yielded scores for this CACREP core area. These scores are presented in the Table 22 below. **CPCE results** for the diversity area are presented in the following table. Scores indicate that after three years of study in HDC, the average CMHC graduate exceeds the performance of 82 percent of all counselors in the United States taking the CPCE, and after two years of study in HDC the average school counseling graduate exceeds the performance of 66 percent of all counselors in the United States taking the CPCE in the on-campus program and 74 percent in the SCDL program.

**Table 22. HDC 2021 CPCE and Oral Exam Results to Support Program Objective E.**

Area	Total ( $n = 40$ ) $d[PR]$	CMHC ( $n = 21$ ) $d[PR](Mast)$	SC-OC ( $n = 9$ ) $d[PR](Mast)$	SCDL ( $n = 10$ ) $d[PR](Mast)$
Social & Cultural Diversity	0.75[77]	0.95[82](1.57)	0.40[66](1.30)	0.62[74](1.44)

Notes:  $d$  = effect size reported as Cohen's  $d$ ;  $PR$  = percentile rank of Vanderbilt students compared to the national average of all counseling students taking the CPCE as an exit exam; Mast = Mastery proportion (2 = Mastery; 1 = Proficiency; 0 = Nonmastery) in parentheses ().

**NCE results** for the knowledge area assessing Social and Cultural Diversity are presented in Table 23. All areas were above the national average. Scores indicate that after three years of study in HDC, the average CMHC graduate performs better than 59% of all counselors in the United States taking the NCE, and after two years of study in HDC the average school counseling graduate also performs better than 59 percent of all counselors in the United States taking the NCE.

**Table 23. National Counselor Exam (NCE) Results for 2021 to Support Program Objective E.**  
 CMHC ( $n = 18$ ) School Counseling ( $n = 5$ ) Total Sample ( $n = 23$ )

Social & Cultural Diversity	+0.23(59)	+0.22(59)	+0.23(59)
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Notes: NCE results are presented as effect sizes ( $d$ ) which are similar to a z-score interpretation, and in percentile ranks ( $PR$ ) within parentheses.

**Internship supervisor ratings** were collected at the end of the Internship I (formerly known as Practicum) and the 600-hour concluding internship course (Internship II/III) to offer evidence of the application of knowledge in clinical practice. This score was assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations were applied: M = 2; P = 1; F = 0. In Internship I, the average supervisor rating for CMHC on-campus students was 1.00 ( $n = 32$ ); dual program on-campus students was 1.29 ( $n = 7$ ); school counseling on-campus students was 1.25 ( $n = 12$ ); and school counseling digital learning (SCDL) program students was 1.00 ( $n = 7$ ). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.59 ( $n = 22$ ); school counseling on-campus students was 1.80 ( $n = 10$ ); and school counseling digital learning (SCDL) program students was 1.89 ( $n = 9$ ).

**Annual graduate and supervisor surveys** asked respondents to rate how well HDC met Program Objective E on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in the table below.

**Table 24. Employer, Supervisor, and Alumni Survey Results to Support Program Objective E (3-year Rolling Average).**

Objective	Total sample	CMHC On-campus	School On-Campus	SCDL
Employer	4.52(0.85)[70%]{23}	4.09(1.04)[46%]{11}	5.00(0.00)[100%]{6}	4.83(0.41)[83%]{6}
Supervisor	4.56(0.64)[48%]{75}	4.73(0.45)[73%]{33}	4.58(0.62)[65%]{31}	4.00(0.89)[27%]{11}
Alumni	4.29(0.98)[54%]{70}	4.10(1.11)[45%]{31}	4.26(0.99)[53%]{19}	4.60(0.68)[70%]{20}

Notes: M(SD)[Proportion of Strongly Agree]{sample size}.

## **2021 PROGRAM ANNOUNCEMENTS AND SUBSTANTIVE CHANGES**

In the 2020-2021 U.S. News and World, Peabody was ranked #4 in the nation as a college of education (<https://www.usnews.com/best-graduate-schools/top-education-schools/edu-rankings>), and Vanderbilt University was ranked #15 (<https://www.usnews.com/best-colleges/rankings/national-universities>) and #52 in the world university rankings (<https://cwur.org/2020-21.php>). The HDC program was ranked #12 in the national rankings for counseling and personnel services (CAPS) programs (<https://www.usnews.com/best-graduate-schools/top-education-schools/student-counseling-rankings>). Importantly, HDC is the only program ranked in the top 30 without a counseling doctoral program, so this national ranking is due solely to the strength of the master's programs. During its third year of operation, SCDL maintained its #1 position in the national rankings for online school counseling programs by BestColleges.com (<https://www.bestcolleges.com/features/best-online-masters-school-counseling-programs/>) and moved up one notch to #3 in TheBest.org rankings (<https://thebestschools.org/rankings/best-online-masters-school-counseling/>).

We are pleased to announce the 2021 HDC Awards decisions. Oscar Guzman won the Pathfinder Award for outstanding HDC advocate. Jones Zimmerman won the Aubrey "North Star" Award for outstanding HDC graduate.

It is with great sadness that we bid farewell to two full-time HDC faculty members at the end of the 2020-2021 academic year. Dr. Heather Smith was a full-time core assistant professor of the practice faculty member in HDC and HOD for 15 years. She accepted an accelerated tenure-track position at New Mexico Highlands University in Las Vegas, NM and will teach on-line courses as well as on the university's three campuses in Las Vegas, Albuquerque, and Santa Fe, NM. We will miss Heather's calm, steady presence and passion for CMHC. After more than five years in HOD and one year in HDC Nancy Nolan retired and is consulting in the Nashville community. Nancy is an HDC alumni who served as a non-core full-time faculty member last year. We will miss both of these outstanding colleagues and wish them all the best in their transitions. HDC was approved for one faculty replacement position and the search committee of Drs. Frieden, Enyedy, and Erford (chair) are leading the search for a full-time core faculty of the practice colleague to join HOD and HDC.

With the departure of Heather and Nancy, faculty roles were shifted a bit. Dr. Gina Frieden is now the CMHC clinical coordinator and Dr. Nicole Cobb continues as the school counseling clinical coordinator. Dr. Andy Finch is now the CSI EDC Chapter Advisor and will continue to work closely with Dr. Karen Enyedy and student leadership. Dr. Andy Finch is the CPCE administration coordinator and Dr. Gina Frieden continues as the NCE administration coordinator. Dr. Erford will continue as HDC program director.

Faculty received outstanding program and faculty support from our two new HDC GAs during 2020-2021: LeAnn Wills ([Leann.n.wills@vanderbilt.edu](mailto:Leann.n.wills@vanderbilt.edu)) from school counseling and Emily Bradford ([emily.l.bradford@Vanderbilt.Edu](mailto:emily.l.bradford@Vanderbilt.Edu)) from CMHC. They will continue and conclude their service in 2021-2022 until they both graduate in May 2022. They may be contacted at the

above email addresses for any program related information. They were particularly instrumental in helping to prepare us for the summer CACREP site visit.

CACREP conducted a virtual site visit in early August 2021 and the University received the team report in mid-September. Along with a lengthy list of programmatic strengths, the report listed some suggestions for improvement, and a few potentially “unmet” standards. Faculty immediately addressed these potential shortfall areas and Dr. Erford prepared and submitted the institutional response that the CACREP Board will consider in its final reaccreditation decision, which we expect to receive on or around March 1, 2022. The faculty are also considering the suggestions for improvement offered by the CACREP site visit team. Vanderbilt University is accredited through October 2022 on the current accreditation cycle after CACREP extended accreditation to numerous universities due to delays caused by the pandemic.

Peabody College administration asked HDC to increase the number of HDC students admitted across programs in 2019 and 2020 and simultaneously contribute more to Peabody initiatives to increase the diversity of our professional students. HDC responded during the 2019 and 2020 admission cycles by overenrolling in all programs by about 50% to approximately 60 total students per class. Faculty viewed this increase as unsustainable due to restrictive availability of internship site placements and the pandemic. For the incoming Fall 2021, HDC received permission to decrease enrollments to a more sustainable level of 45 new admissions, evenly spread across the CMHC, school, and new dual track. We accomplished this new target by yielding 16, 13, and 15 new students in those three tracks, respectively. The SCDL track was sunset in August 2020, so no new enrollments were considered for the SCDL program. SCDL students are blended with the on-campus program unless on-line sections are sufficiently enrolled. SCDL currently has 19 students continuing and expect nearly all to graduate in May 2022. These programmatic changes offer exciting opportunities to re-focus attention on the on-campus CMHC, school, and dual tracks.

As noted in the first 13 pages of this annual report. HDC faculty continue to collect, analyze, and use program outcome data to make continual adjustments to all HDC programs, as needed. In response to student, alumni, and faculty suggestions, HDC updated the titles of several courses:

- HDC 6330 Prepracticum will henceforth be known as Counseling Skills and Techniques
- HDC 6410 Marriage and Family Counseling will henceforth be known as Couples and Family Counseling
- HDC 6440 Advanced Developmental Counseling will henceforth be known as Advanced Developmental Counseling and Psychopathology
- HDC 6100 Career Counseling will henceforth be known as Career Development

These changes were approved and made in the Peabody Catalogue.

To address continuing faculty concerns over CMHC students procrastinating in securing internship site interviews and placement, faculty added this language to Appraisal and Assessment, Diverse Pops, and DSM syllabi: “A student will not be allowed to enroll in Internship I if their contract is missing from their CMHC Box folder ("First Name Last Name\_CMHC") on Dec. 11th.” A similar message was included in 2<sup>nd</sup> year CMHC spring

syllabi for the required Trauma and Advanced Developmental Counseling courses. “A student will not be allowed to enroll in Internship II for summer if their contract is missing from their CMHC Box folder ("First Name Last Name\_CMHC") on April 30th.”

Faculty reviewed and discussed evaluation data and summaries of key performance indicators (KPIs), comprehensive exams, supervisor ratings, stakeholder surveys and the final reports for 2019 & 2020. In 2020, faculty decided to re-introduce the CPCE as the program exit exam, replacing the previous faculty-constructed multiple-choice exam and essay exam. Several faculty raised concern over transitioning to the CPCE and making sure we are teaching the content measured by the CPCE and NCE. This will necessitate some content re-alignment in some courses. The draft 2024 CACREP standards also were just released, also fore-shadowing coming curricular modifications.

Faculty also discussed the 2-1-0 rubric for KPIs and that faculty need to have greater consistency across sections and experiences. For example, more faculty conversations are needed when multiple sections occur across internship, Counseling Skills and Techniques, and Group Counseling. To help with this conversation, we tightened up the KPI standardized rubric language and agreed to:

- 2** = Strong mastery of skill(s), demonstration beyond expected professional developmental level
- 1** = Proficiency of skill(s), demonstration at expected professional developmental level
- 0** = Remediation would be/was needed for demonstration of proficiency

We also agreed to use the rolled up CPCE score for Pass/Fail. For use of the CPCE area scores as CACREP KPIs, faculty will also use the 2-1-0 rubric. Area scores above ½ SD above the mean for each area score will be designated a 2 (mastery). Dr. Erford calibrated the cut scores for each area to conform to the 2-1-0 rubric. Faculty will evaluate and discuss implementation of this system for optimal performance moving forward. The oral examination activity was moved to within the Internship II/III course and conducted by the Vanderbilt internship supervisor in the month prior to graduation. This change also took effect in spring 2020 and faculty and students appear satisfied with the implementation and results.

Faculty also discussed site supervisor orientation to be sure all site supervisors are qualified under CACREP standards (e.g., all site supervisors have counselor supervision training). Heather Smith reported that taping the orientation and allowing supervisors to view it at a convenient time led to 100% compliance, nearly double the historical on campus annual participation rate.

Evaluation of program data from course rubrics and social and cultural foundations knowledge areas raised concerns over the willingness of all program students to serve all clients regardless of background characteristics, as well as a commitment to social justice advocacy for all clients. Faculty viewed this issue as a problematic element of dispositional screening prior to offering admission. Thus, a new screening element on diversity/justice was introduced to the written statement for applications. Henceforth, all HDC applicants must address the following writing prompt when submitting an application to HDC:

The HDC program expects that students will engage in cultural humility, social justice, and growing awareness of systemic racism, religious oppression, heterosexism, classism, sexism, and other historical and organized patterns of mistreatment woven into the foundation of



American culture, society, and laws. 1) Why do you think these are expectations of the HDC program?; and 2) Above and beyond your engagement in the HDC curriculum, how do you intend to meet this challenge?

A final concern stemmed from faculty review and discussion of dispositional program data. Concern was raised across all faculty regarding increasing unprofessional behavior among HDC students, often leading to feelings of disrespect by other students and faculty. We understand that the Covid-19 pandemic and restrictions have created an unusual amount of stress and dissatisfaction with often sub-optimal conditions. However, these observations of unprofessional behaviors and comments were already emerging and viewed as merely exacerbated by extraordinary societal conditions. Faculty decided to address this issue in three systematic ways and encouraged faculty colleagues to have future discussions with students as appropriate should future instances arise. The three levels included: (a) adding a message to the spring semester (May 2021) PPR letter to each student; (b) adding and discussing an orientation slide with incoming students about the professionalism and rigor expected of Vanderbilt HDC professional students; and (c) adding a Professionalism disposition to the PPR process to allow space for developmental or remedial discussions with students who display unprofessional behavior.

As a result, the following message was added to the May 2021 PPR letter to all students.

*Also, the HDC faculty discussed issues that students have raised this year about your experience in our program. Covid, acts of violence toward racial/ethnic minorities, racial justice protests, and the tragic loss of our friends in the HDC program are just a few of the challenges that have impacted both students and faculty. Further, many of us have found it difficult to have the types of academic experiences and emotional connections we are accustomed to in our virtual/hybrid classrooms. We would like to acknowledge that it has been challenging to attain/maintain the mental health and positive relationships that we all value in our work as counselors.*

*As we plan for the next year, we encourage you to join us in extending grace to ourselves and others, and in looking for ways in which we can support each other's' social, emotional, and academic wellbeing. Also, we encourage you to continue to be mindful and intentional of your professionalism at all times during your program of study, including during and related to class, while representing HDC at your field experience sites and with all your written and/or electronic communications and social media engagement. As mental health professionals, we are frequently called upon to create holding environments for people in distress. Thus, we have a special calling to display our professional standards during challenging times.*

A new slide and discussion was introduced into the New Student Orientation before classes began in August to underscore the importance of professionalism and collegiality.

## WHAT DOES IT MEAN TO OBTAIN AN M.ED. IN HDC FROM PEABODY @ VANDERBILT

- BECOMING A **PROFESSIONAL** COUNSELOR
- MATURATION – A HUMAN DEVELOPMENT IMPERATIVE
- RIGOR
- EVIDENCE-BASED (SCIENTIFIC, OUTCOME-BASED) APPROACH TO EFFECTIVE COUNSELING
- PROFESSIONAL WRITING AND APA STYLE

Finally, faculty discussed and created an 11th PPR disposition and committed to tightening up the remaining PPR disposition over the fall 2021 semester. The new 11th disposition follows.

**11. Professionalism** (rated from Unprofessional [1] to Professional [5] with *examples* of demonstrated behavior:

Rating (circle):	1	2	3	4	5
	Does not display professional behavior in classroom. Does not appear motivated to learn or engage respectfully with others (e.g., responds to non-emergency phone calls/texts during class; uses technology in class that is not related to the course content; arrives late/leaves early)		Demonstrates sub-adequate level of maturity and professionalism in classroom.	Demonstrates good level of maturity and professionalism in classroom and is dependable and responsive to others. Is generally prepared and ready to learn.	Demonstrates high level of maturity and professionalism in academic setting. Exhibits excellent rapport with peers, and instructors.
	Does not display professional behavior in class or at work, misses deadlines, or is disrespectful in communicating with others (e.g., frequently interrupts other; ignores others, walks away from conversations; makes demeaning comments to and/or about others; uses racist and/or stereotyped words).		Demonstrates sub-adequate level of maturity and professionalism at work and in performance of duties.	Demonstrates good level of maturity and professionalism in work and is dependable and responsive to colleagues, peers and supervisors. Is generally prepared and ready to learn.	Demonstrates high level of maturity and professionalism in work setting. Exhibits excellent rapport with colleagues, peers, and supervisors.
	Does not adhere to professional code of conduct, is disengaged in learning, or fails to carry out duties.		Minor incidents in behavior in work or academic setting with occasional lapse in judgement.		Identifies and manages ethical dilemmas and value conflicts independently and seeks supervision when appropriate.

As of July 2023, CACREP will require all accredited school counseling programs to move to a 60-credit hour degree. A great deal of thought, data collection, and analysis went into planning for this eventuality, including mapping current CACREP specialty standards to courses and exploring what other university counseling programs did as they transitioned their school counseling programs to the 60-credit level. HDC faculty then created and gained university approval for the 60-credit school counseling specialization to begin July 2023. Under the new

program guidelines, students beginning the school counseling program in fall 2023 will no longer take HDC6230: Special Education and the DSM for School Counselors. Five new courses will be required: (1) HDC 6360 Counseling for Loss, Trauma, and Crisis [3 credits]; (2) HDC 6350 Substance Misuse and Addictions [3 credits]; (3) HDC 6220 Counseling for College Access, Admissions, and Completion [3 credits]; (4) Applied Neuroscience for Counseling [3 credits]; and (5) Advanced Foundations of School Counseling [3 credits]; The first three courses are already developed for on campus and online implementation. Some of the current special education course content will be rolled into the advanced foundations course along with working with families, crisis, program evaluation, and other counseling approaches and techniques. A new course will be designed for implementation no later than 2024, Applied Neuroscience for Counseling, to help students integrate neuroscience research into various new and existing approaches to counseling.

Given feedback from the first group of dual track students, HDC faculty slightly modified the suggested program of study schedule for the dual track option:

**PROGRAM OF STUDY – DUAL DEGREE PROGRAM**

1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
FALL Developmental Counseling Psych Theories of Counseling Pre-Practicum Foundations of PSC	FALL Counseling Diverse Populations Diagnosis & Treatment Using DSM Internship in School Counseling II	FALL Addictions Appraisal & Assessment Internship in CMHC II
SPRING Social, Legal, & Ethical Issues SC Group Counseling (or Summer) Research in Counseling Internship I	SPRING Foundations of CMHC Career Counseling Soc/Leg&Eth Issues CMHC[audit] Internship in School Counseling III	SPRING Trauma Exceptional Education & DSM Internship in CMHC III Adv DevelopCoun Psych

Through program and site visit discussions about program data and efficiency of data collection, HDC faculty decided to change several sources of evidence for CACREP KPIs (key performance indicators). As of 2021-2022, final grades from courses that cover the eight CACREP academic categories will be transformed into our standard rubric ratings (2-1-0). Thus, an A will indicate mastery (2), B- to A- will indicate proficiency (1), and any grade below a B- indicates non-mastery/failure (0). Note that in graduate school a grade of C indicates “unsatisfactory” performance.

Finally, we are very pleased to announce that Mayborn Hall has reopened and contains newly renovated group and individual counseling training rooms. These rooms are currently available, although mask and distancing guidelines are fully in place. Classes are held in Mayborn Hall, new Connector building (shown in the picture below), and 6 Magnolia Place (formerly known as the Home-Ec Building), all of which have been completely renovated or built. While faculty are not necessarily back to typical office habitation, we hope over the next few years as pandemic restrictions decrease, that alumni and supervisors will feel welcome to visit the new buildings and renew old acquaintances!

