

2023 Human Development Counseling (HDC) Program Outcomes Report Peabody College at Vanderbilt University

Program Statistics

Completion Rate

In the academic year ending in May 2023, by track, of the 37 students admitted to the Human Development Counseling (HDC) program with a specialization in clinical mental health counseling (CMHC), 35 students (94.6%) completed the M.Ed. degree in human development counseling (CMHC specialization). Of the six dual track students (combined CMHC and School Counseling tracks), all (100%) completed the M.Ed. degree in human development counseling. Of the 14 students admitted to the school counseling on-campus track, 12 students (85.6%) completed the degree in human development counseling with a specialization in school counseling (SC). Both remaining students were dismissed from the program. The final year of the school counseling online program was 2023. Of the five remaining students admitted to the online school counseling track, 4 students (80%) completed the degree in human development counseling with a specialization in school counseling. The remaining student withdrew (20%) from the university. Overall, of the 62 students matriculating into all HDC tracks, 57 (91.9%) completed the M.Ed. in their designated track; one (1.6%) transferred to and completed the M.Ed. in a non-licensure track; two students (3.2%) withdrew; and two students (3.2%) were academically dismissed.

National Counselor Examination (NCE)

Because Vanderbilt University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), HDC students are eligible to take the National Counselor Examination (NCE) around the graduation semester. The NCE is not a program requirement, but the majority of students usually sit for this exam before graduation because it is a Tennessee licensure requirement. Of the 30 CMHC, 5 school counseling track students, and 5 dual track students who took the NCE exam in 2022, all (100%) passed the national licensure exam, with an overall effect size of $d = 1.03$ compared the average national score (average performance at the 85th percentile).

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 sit for the Praxis exam. The HDC pass rate for this exam was 100% (22 of 22) in 2023 with an overall effect size of $d = 1.03$ compared the average national score (average performance at the 85th percentile).

Job Placement Rate

Of students pursuing full time employment after graduation, 100% (16/16) of school counseling graduates, 100% (6/6) of dual track graduates, and 100% (35/35) of CMHC 2023 graduates continued or obtained full-time employment as a counselor or began graduate studies in a doctoral program within five months of graduation.

Demographic Characteristics of the 2023 HDC Graduating Class

The demographic characteristics of HDC graduates in 2023 by specialty track are provided in Table 1.

Table 1. 2023 Graduates Demographic Characteristics

N Program	Sex			Descent					
	Male	Female	Nonbinary	White	Black	Asian	Hispanic	Multiracial	Internat
35 CMHCoc	4(11.4%)	29(82.9%)	2(5.7%)	28(80.0%)	1(2.9%)	5(14.3%)	1(2.9%)	0(0%)	3(8.6%)
6 Dual	0(0%)	6(100%)	0(0%)	5(83.3%)	0(0%)	1(16.7%)	0(0%)	0(0%)	0(0%)
12 SCoc	1(8.3%)	11(91.7%)	0(0%)	10(83.3%)	0(0%)	1(8.3%)	1(8.3%)	0(0%)	1(8.3%)
4 SCDL	2(50%)	2(50%)	0(0%)	4(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
57 Total	7(12.3%)	48(84.2%)	2(3.5%)	47(82.4%)	1(1.8%)	7(12.3%)	2(3.5%)	0(0%)	4(7.0%)

Total Enrollment and Demographics by Track

During AY2022-2023 HDC had 67 CMHC students, 25 dual track students, and 32 school counseling students. Table 2 disaggregates sex and race by on-campus and digital learning (SCDL) programs.

Table 2. Demographic characteristics of all HDC program students during the 2022-2023 academic year.

N Program	Sex			Descent					
	Male	Female	Nonbinary	White	Black	Asian	Hispanic	Multiracial	Internat
67 CMHC	12(17.9%)	51(76.1%)	4(6.0%)	47(70.1%)	5(7.5%)	12(17.9%)	1(1.5%)	2(3.0%)	7(10.4%)
25 Dual	1(4.0%)	23(92.0%)	1(4.0%)	21(84.0%)	0(0%)	4(16.0%)	0(0%)	0(0%)	1(4.0%)
32 School Coun	6(18.8%)	26(81.2%)	0(0%)	26(81.2%)	0(0%)	3(9.4%)	2(6.2%)	1(3.1%)	2(6.2%)
124 Total	19(15.3%)	100(80.6%)	5(4.0%)	94(75.8%)	5(4.0%)	19(15.3%)	3(2.4%)	3(2.4%)	10(8.1%)

Average Class Size

On-campus class sizes ranged from 6-36 students with a 2023 average of 18.7 students per class (median = 16).

Applicant Admission Data

Table 3 summarizes the applicant pool diversity and decisions for the HDC programs for the 2023 admission cycle.

Table 3: 2023 HDC Admissions Data

Total Applicants = 331	Total Admits = 100	Enrolled = 47
Sex:	Sex:	Sex:
Male: 60 (18.1%)	Male: 9 (9.0%)	Male: 5 (10.6%)
Female: 271 (81.9%)	Female: 91 (91.0%)	Female: 42 (89.4%)
Race:	Race:	Race:
White: 119 (71.3%)	White: 61 (71.8%)	White: 29 (70.7%)
Latino: 19 (11.4%)	Latino: 10 (11.8%)	Latino: 5 (12.2%)
Black: 13 (7.8%)	Black: 7 (8.2%)	Black: 2 (4.9%)
Asian: 8 (4.8%)	Asian: 2 (2.4%)	Asian: 2 (4.9%)
Multiracial: 4 (2.4%)	Multiracial: 3 (3.5%)	Multiracial: 1 (2.4%)
Not Reported: 2 (1.2%)	Not Reported: 1 (1.2%)	Not Reported: 1 (2.4%)

American Indian: 2 (1.2%)	American Indian: 1 (1.2%)	American Indian: 1 (2.4%)
Domicile:	Domicile:	Domicile:
United States: 167 (50.5%)	United States: 85 (85.0%)	United States: 41 (87.2%)
International: 164 (49.5%)	International: 15 (15%)	International: 6 (12.8%)

Missing applicant data is not reported because not all applicants self-identify with these demographic categories in their applications. Of the 331 completed applications reviewed, HDC denied 231 applications (69.8%) and admitted 100 applicants (30.2%). Of the 100 applicants admitted, 47 (47%) matriculated and 53 applicants (53%) declined the admission.

Annual Program Evaluation Data

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

Table 4. 2023 HDC Praxis School Counseling Examination Results – (n = 22)

Program	n	Areas				Total	d(PR)
		1	2	3	4		
School	22	85.8%	86.2%	82.5%	81.5%	179.2	+1.07(86)

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 168.12 (*SD* = 10.27)

Table 5. HDC CPCE 2023 Results.

Area	<i>P</i>	Total (n = 55) d[PR]	CMHC (n = 36) d[PR]	SC (n = 11) d[PR]	Dual (n = 9) d[PR]
PC Orientation & Ethical Practice	.66	0.54[70]	0.62[73](1.5)	0.32[63](1.2)	0.56[71](1.5)
Social & Cultural Diversity	.59	0.72[77]	0.84[80](1.6)	0.11[54](1.1)	0.93[82](1.7)
Human Growth & Development	.62	0.71[76]	0.91[82](1.7)	0.47[68](1.3)	0.40[66](1.4)
Career Development	.61	0.79[79]	0.87[81](1.7)	0.56[71](1.4)	0.75[77](1.6)
Counseling & Helping Relations	.58	0.88[81]	0.97[83](1.7)	0.45[67](1.3)	0.89[81](1.7)
Group Counseling & Group Work	.69	0.46[68]	0.54[70](1.4)	0.15[56](1.1)	0.42[66](1.4)
Assessment & Testing	.59	1.24[89]	1.17[88](1.9)	1.05[85](1.8)	1.60[95](2.0)
Research & Program Evaluation	.69	0.93[82]	0.98[84](1.7)	0.76[78](1.6)	1.10[87](1.9)
CPCE Total Score	.63	1.06[86]	1.16[88]	0.68[75]	1.12[87]
Comprehensive Oral Examination		(2.0)	(2.0)	(2.0)	(.)

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 = school counseling specialty on-campus students.

Disposition Assessment

Student dispositions were assessed in 2022-2023 using the HDC program Professional Performance Review (PPR) process. During Fall 2022, all students received a satisfactory rating, except for three student who received a 0. All three responded positively to action plans and continued in the program. In Spring 2023, all students received a satisfactory rating, except for one student. After consultation with faculty, this student transferred to a non-licensure track.

Table 6. National Counselor Exam (NCE) Results for 2023

	p	CMHC/Dual <i>d</i> (<i>PR</i>)[<i>n</i> = 35]	School <i>d</i> (<i>PR</i>)[<i>n</i> = 5]	Total Sample <i>d</i> (<i>PR</i>)[<i>n</i> = 40]
Profess Coun Orient & Ethic Pract	.72	0.85(81)	0.30(62)	0.78(78)
Social & Cultural Diversity	.70	0.12(55)	-0.06(47)	0.10(54)
Human Growth & Development	.68	0.65(74)	0.13(55)	0.58(71)
Career Development	.66	0.47(68)	0.47(68)	0.47(68)
Counseling & Helping Relation	.70	0.74(77)	-0.31(38)	0.61(73)
Group Counseling & Group Work	.70	0.69(76)	0.42(66)	0.66(75)
Assessment & Testing	.62	0.83(80)	0.41(66)	0.78(78)
Research & Program Evaluation	.68	0.85(81)	-0.23(41)	0.72(77)
Professional Practice & Ethics	.60	1.06(86)	0.34(63)	0.97(83)
Intake, Assessment, & Diagnosis	.66	0.78(78)	0.04(51)	0.69(76)
Areas of Clinical Focus	.70	0.79(79)	0.15(56)	0.71(76)
Treatment Planning	.72	0.67(75)	0.29(62)	0.62(74)
Counseling Skills & Interventions	.69	0.82(79)	0.28(62)	0.75(78)
Core Counseling Attributes	.71	0.78(78)	-0.39(34)	0.63(74)
Total NCE Score	.68	1.02(85)	0.21(58)	0.92(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* = National proportion passing each item.

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, core course key performance indicators (KPIs), and employer, supervisor, and graduate survey ratings.

CPCE results for knowledge areas assessed are presented in Table 7. All areas were above the national average. Percentile ranks (in brackets []) ranged from 70-88 for CMHC graduates, 54-85 for school counseling graduates, and 66-95 for dual 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 88th percentile, after two years of study in HDC the average school counseling graduate performs at the 75th percentile, and after three years of study the average dual program graduate performs at the 87th percentile of all counselors in the United States taking the CPCE as an exit exam. All 55 HDC graduates passed the CPCE in 2023. The scores for course KPI areas were transformed to conform to the rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. These results are also contained in Table 7 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.

NCE results for knowledge areas assessed are presented in Table 8. All but four school counseling areas were above the national average and average percentile ranks ranged from 55-86 for CMHC/dual graduates after three years of study in HDC and from 34-68 for school

counseling graduates after two years of study in HDC.

Table 7. HDC 2023 CPCE and Comprehensive Oral Exam Results to Support Program Objective A.

Area	<i>P</i>	Total (<i>n</i> = 55) <i>d</i> [<i>PR</i>]	CMHC (<i>n</i> = 35) <i>d</i> [<i>PR</i>]	SC (<i>n</i> = 14) <i>d</i> [<i>PR</i>]	Dual (<i>n</i> = 6) <i>d</i> [<i>PR</i>]
PC Orientation & Ethical Practice	.66	0.54[70]	0.62[73](1.5)	0.32[63](1.2)	0.56[71](1.5)
Social & Cultural Diversity	.59	0.72[77]	0.84[80](1.6)	0.11[54](1.1)	0.93[82](1.7)
Human Growth & Development	.62	0.71[76]	0.91[82](1.7)	0.47[68](1.3)	0.40[66](1.4)
Career Development	.61	0.79[79]	0.87[81](1.7)	0.56[71](1.4)	0.75[77](1.6)
Counseling & Helping Relations	.58	0.88[81]	0.97[83](1.7)	0.45[67](1.3)	0.89[81](1.7)
Group Counseling & Group Work	.69	0.46[68]	0.54[70](1.4)	0.15[56](1.1)	0.42[66](1.4)
Assessment & Testing	.59	1.24[89]	1.17[88](1.9)	1.05[85](1.8)	1.60[95](2.0)
Research & Program Evaluation	.69	0.93[82]	0.98[84](1.7)	0.76[78](1.6)	1.10[87](1.9)
CPCE Total Score	.63	1.06[86]	1.16[88]	0.68[75]	1.12[87]
Comprehensive Oral Examination		(2.0)	(2.0)	(2.0)	(2.0)

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 = school counseling specialty on-campus students.

Table 8. National Counselor Exam (NCE) Results for 2023 to Support Program Objective A.

	<i>p</i>	CMHC/Dual <i>d</i> (<i>PR</i>)[<i>n</i> = 35]	School <i>d</i> (<i>PR</i>)[<i>n</i> = 5]	Total Sample <i>d</i> (<i>PR</i>)[<i>n</i> = 40]
Profess Coun Orient & Ethic Pract	.72	0.85(81)	0.30(62)	0.78(78)
Social & Cultural Diversity	.70	0.12(55)	-0.06(47)	0.10(54)
Human Growth & Development	.68	0.65(74)	0.13(55)	0.58(71)
Career Development	.66	0.47(68)	0.47(68)	0.47(68)
Counseling & Helping Relation	.70	0.74(77)	-0.31(38)	0.61(73)
Group Counseling & Group Work	.70	0.69(76)	0.42(66)	0.66(75)
Assessment & Testing	.62	0.83(80)	0.41(66)	0.78(78)
Research & Program Evaluation	.68	0.85(81)	-0.23(41)	0.72(77)
Professional Practice & Ethics	.60	1.06(86)	0.34(63)	0.97(83)
Intake, Assessment, & Diagnosis	.66	0.78(78)	0.04(51)	0.69(76)
Areas of Clinical Focus	.70	0.79(79)	0.15(56)	0.71(76)
Treatment Planning	.72	0.67(75)	0.29(62)	0.62(74)
Counseling Skills & Interventions	.69	0.82(79)	0.28(62)	0.75(78)
Core Counseling Attributes	.71	0.78(78)	-0.39(34)	0.63(74)
Total NCE Score	.68	1.02(85)	0.21(58)	0.92(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* = National proportion passing each item.

Total scores across all areas, which serve as the score upon which NBCC's pass/fail decision is made, indicate that after three years of study in HDC, the average CMHC/Dual graduate performs at the 85th 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 58th percentile of all counselors in the United States taking the NCE. All 40 graduates passed the NCE in 2023.

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 students was 1.0. ($n = 15$); for dual program student ratings it was 1.11 ($n = 9$); and for school counseling students it was 1.07 ($n = 16$). All but one student received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC on-campus students was 1.47 ($n = 41$) and for school counseling on-campus students was 1.75 ($n = 16$)

Knowledge in the school counseling specialty area was assessed when 22 school counseling graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 9 below. The average total score for the school counseling graduates was 179.2, which transforms into an estimated effect size (d) of +1.07. This is a percentile rank of 86. This means that the average HDC school counseling graduate did better than 86% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

Table 9. Praxis School Counseling Examination Results for 2023 to Support Program Objective A.

Program	n	Areas				Total	$d(PR)$
		1	2	3	4		
School	22	85.8%	86.2%	82.5%	81.5%	179.2	+1.07(86)

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 168.12 ($SD = 10.27$)

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 students achieved an average rubric rating of 1.75 ($n = 16$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. Dual program students achieved an average rubric rating of 1.80 ($n = 10$).

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 1.88 ($n = 17$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

Employer, graduate, and supervisor surveys asked respondents to rate how well HDC graduates 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 10.

Table 10. Survey Results to Support Program Objective A (3-year rolling average)

Objective	Total sample	CMHC	School Counseling
Employers	4.78[78%]	4.64[64%]	4.83[83%]
Supervisors	4.67[68%]	4.56[68%]	4.39[51%]
Graduates	4.77[77%]	4.79[84%]	4.78[80%]

Notes: M[Proportion of Strongly Agree].

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, core course KPI averages, and employer, graduate, and supervisor ratings.

CPCE results for skill/knowledge areas assessed are presented in Table 11 for helping skills, groupwork, and assessment. All areas were at or above the national average ($d \geq 0$) with percentile ranks (in brackets []). The core course grades 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 11. HDC 2023 CPCE and Oral Exam Results to Support Program Objective B.

Area	<i>P</i>	Total (<i>n</i> = 55) <i>d</i> [<i>PR</i>]	CMHC (<i>n</i> = 36) <i>d</i> [<i>PR</i>]	SC (<i>n</i> = 11) <i>d</i> [<i>PR</i>]	Dual (<i>n</i> = 9) <i>d</i> [<i>PR</i>]
Counseling & Helping Relations	.58	0.88[81]	0.97[83](1.7)	0.45[67](1.3)	0.89[81](1.7)
Group Counseling & Group Work	.69	0.46[68]	0.54[70](1.4)	0.15[56](1.1)	0.42[66](1.4)
Assessment & Testing	.59	1.24[89]	1.17[88](1.9)	1.05[85](1.8)	1.60[95](2.0)
Comprehensive Oral Examination		(2.0)	(2.0)	(2.0)	(2.0)

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 = school counseling specialty on-campus students.

NCE results for acquisition of knowledge and skill areas assessed are presented in Table 12. 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 34-66 of all counselors in the United States taking the NCE.

Table 12. National Counselor Exam (NCE) Results for 2023 to Support Program Objective B.

	<i>P</i>	CMHC/Dual <i>d</i> (<i>PR</i>)[<i>n</i> = 35]	School <i>d</i> (<i>PR</i>)[<i>n</i> = 5]	Total Sample <i>d</i> (<i>PR</i>)[<i>n</i> = 40]
Counseling & Helping Relation	.70	0.74(77)	-0.31(38)	0.61(73)
Group Counseling & Group Work	.70	0.69(76)	0.42(66)	0.66(75)
Assessment & Testing	.62	0.83(80)	0.41(66)	0.78(78)
Professional Practice & Ethics	.60	1.06(86)	0.34(63)	0.97(83)
Intake, Assessment, & Diagnosis	.66	0.78(78)	0.04(51)	0.69(76)
Areas of Clinical Focus	.70	0.79(79)	0.15(56)	0.71(76)
Treatment Planning	.72	0.67(75)	0.29(62)	0.62(74)
Counseling Skills & Interventions	.69	0.82(79)	0.28(62)	0.75(78)
Core Counseling Attributes	.71	0.78(78)	-0.39(34)	0.63(74)

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 = National proportion passing each item.

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 students was 1.0 ($n = 15$); dual program students was 1.11 ($n = 9$); school counseling students was 1.07 ($n = 16$). All but two students received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC students was 1.47 ($n = 41$) and for school counseling students was 1.75 ($n = 16$).

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 1.7 for CMHC students, 1.70 for dual program students, and 1.3 for school counseling 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 1.4 for CMHC on-campus students, 1.40 for dual program students, and 1.1 for school counseling students.

Three-year rolling employer, graduate, 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 13 below.

Table 13. Three year rolling average survey results to support Program Objective B.

Sample	Total sample	CMHC	School Counseling
Employers	4.74[74%]	4.64[64%]	4.83[83%]
Supervisors	4.37[56%]	4.47[58%]	4.39[58%]
Graduates	4.52[60%]	4.47[54%]	4.49[55%]

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 employer, supervisor, and graduate ratings.

Knowledge in the school counseling specialty area was assessed when 22 school counseling graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 14 below. The average total score for the school counseling graduates was 179.2, which transforms into an estimated effect size (d) of +1.07. This is a percentile rank of 86. This means

that the average HDC school counseling graduate did better than 86% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

Table 14. Praxis School Counseling Examination Results for 2023 to Support Program Objective A.

Program	n	Areas				Total	d(PR)
		1	2	3	4		
School	22	85.8%	86.2%	82.5%	81.5%	179.2	+1.07(86)

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 168.12 ($SD = 10.27$)

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 students achieved an average rubric rating of 1.75 ($n = 16$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. Dual program students achieved an average rubric rating of 1.80 ($n = 10$).

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 1.88 ($n = 17$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

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 students was 1.0 ($n = 15$); dual program students was 1.11 ($n = 9$); school counseling students was 1.07 ($n = 16$). All but two students received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC students was 1.47 ($n = 41$) and for school counseling students was 1.75 ($n = 16$).

Rolling employer, supervisor, and graduate 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 15 presents these results.

Table 15. Three-year rolling average survey results for employers, supervisors, and graduates to support Program Objective C.

Objective	Total sample	CMHC	School
Employers	4.52[61%]	4.18[36%]	5.00[100%]
Supervisors	4.27[50%]	4.34[60%]	4.29[48%]
Alumni	4.44[62%]	4.29[56%]	4.51[55%]

Notes: M[Proportion of Strongly Agree].

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, core course KPI averages, and rolling 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 16.

Table 16. HDC 2023 CPCE and oral exam results to support Program Objective D.

Area	<i>P</i>	Total (<i>n</i> = 55) <i>d</i> [<i>PR</i>]	CMHC (<i>n</i> = 36) <i>d</i> [<i>PR</i>]	SC (<i>n</i> = 11) <i>d</i> [<i>PR</i>]	Dual (<i>n</i> = 9) <i>d</i> [<i>PR</i>]
Career Development	.61	0.79[79]	0.87[81](1.7)	0.56[71](1.4)	0.75[77](1.6)
Assessment & Testing	.59	1.24[89]	1.17[88](1.9)	1.05[85](1.8)	1.60[95](2.0)
Research & Program Evaluation	.69	0.93[82]	0.98[84](1.7)	0.76[78](1.6)	1.10[87](1.9)

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 = school counseling specialty on-campus students.

Scores across the three knowledge and skill areas indicate that after three years of study in HDC, the average CMHC graduate exceeds the performance of 79-89 percent of all counselors in the United States taking the CPCE, and the average dual graduate exceeds the performance of 77-95 percent. After two years of study in HDC the average school counseling graduate exceeds the performance of 71-85 percent of all counselors in the United States taking the CPCE. The core course grade ratings are included in parentheses in Table 16.

NCE results for knowledge areas related to research and evaluation are presented in Table 17. All areas were above the national average and percentile ranks ranged from 68-81 CMHC/dual 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 41-68 percent of all counselors in the United States taking the NCE.

Table 17. National Counselor Exam (NCE) Results for 2023 to Support Program Objective D.

	<i>P</i>	CMHC/Dual <i>d</i> (<i>PR</i>)[<i>n</i> = 35]	School <i>d</i> (<i>PR</i>)[<i>n</i> = 5]	Total Sample <i>d</i> (<i>PR</i>)[<i>n</i> = 40]
Career Development	.66	0.47(68)	0.47(68)	0.47(68)
Assessment & Testing	.62	0.83(80)	0.41(66)	0.78(78)
Research & Program Evaluation	.68	0.85(81)	-0.23(41)	0.72(77)

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* = National proportion passing each item.

Knowledge in the school counseling specialty area was assessed when 22 school counseling graduates sat for the **Praxis School Counseling Examination**. The results are presented in Table 18 below. The average total score for the school counseling graduates was 179.2, which transforms into an estimated effect size (*d*) of +1.07. This is a percentile rank of 86. This means

that the average HDC school counseling graduate did better than 86% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

Table 18. Praxis School Counseling Examination Results for 2023 to Support Program Objective D.

Program	n	Areas				Total	d(PR)
		1	2	3	4		
School	22	85.8%	86.2%	82.5%	81.5%	179.2	+1.07(86)

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 168.12 (*SD* = 10.27)

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 students was 1.0 (*n* = 15); dual program students rating was 1.11 (*n* = 9); and school counseling students was 1.07 (*n* = 16). All but two students received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC students was 1.47 (*n* = 41) and for school counseling students was 1.75 (*n* = 16).

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 19.

Table 19. Rolling employer, supervisor, and graduate survey results to support Program Objective D.

Objective	Total sample	CMHC	School
Employer	4.61[70%]	4.36[55%]	4.83[83%]
Supervisor	4.23[45%]	4.24[48%]	4.26[47%]
Graduate	4.23[42%]	4.04[35%]	4.06[32%]

Notes: *M*[Proportion of Strongly Agree].

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, core course KPI averages, and rolling 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 20 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 80 percent, and average dual program graduates exceed 82 percent, of all counselors in the United States taking the CPCE. After two years of study in HDC the average school counseling graduate exceeds the performance of 54 percent of all counselors in the United States taking the CPCE. The core course grade ratings are included in parentheses in Table 20.

Table 20. HDC 2023 CPCE and Oral Exam Results to Support Program Objective E.

Area	<i>P</i>	Total (<i>n</i> = 55) <i>d</i> [<i>PR</i>]	CMHC (<i>n</i> = 36) <i>d</i> [<i>PR</i>]	SC (<i>n</i> = 11) <i>d</i> [<i>PR</i>]	Dual (<i>n</i> = 9) <i>d</i> [<i>PR</i>]
Social & Cultural Diversity	.59	0.72[77]	0.84[80](1.6)	0.11[54](1.1)	0.93[82](1.7)
Comprehensive Oral Examination		(2.0)	(2.0)	(2.0)	(2.0)

Notes: *P* = 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 ().

NCE results for the knowledge area assessing Social and Cultural Diversity are presented in Table 21. Scores indicate that after three years of study in HDC, the average CMHC/dual graduate performs better than 55% 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 47 percent of all counselors in the United States taking the NCE.

Table 21. National Counselor Exam (NCE) Results for 2023 to Support Program Objective E.

	<i>P</i>	CMHC/Dual <i>d</i> (<i>PR</i>)[<i>n</i> = 35]	School <i>d</i> (<i>PR</i>)[<i>n</i> = 5]	Total Sample <i>d</i> (<i>PR</i>)[<i>n</i> = 40]
Social & Cultural Diversity	.70	0.12(55)	-0.06(47)	0.10(54)

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 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 students was 1.0 (*n* = 15); dual program students was 1.11 (*n* = 9); school counseling students was 1.07 (*n* = 16). All but two students received a score of at least proficient. In Internship II/III, the average supervisor rating for CMHC students was 1.47 (*n* = 41) and for school counseling students was 1.75 (*n* = 16).

Employer, 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 Table 22 below.

Table 22. 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[70%]	4.09[46%]	5.00[100%]	4.83[83%]
Supervisor	4.45[45%]	4.58[65%]	4.45[55%]	4.08[32%]
Alumni	4.36[60%]	4.08[45%]	4.29[58%]	4.80[80%]

Notes: M[Proportion of Strongly Agree].

2023 HDC PROGRAM ANNOUNCEMENTS AND SUBSTANTIVE CURRICULUM AND PROGRAM CHANGES

Program Announcements and Changes

In the 2022-2023 U.S. News and World, Peabody was ranked #6 in the nation as a college of education, and Vanderbilt University was ranked #20 in the United States and #53 in the world university rankings. These rankings reflect controversial changes implemented for 2023. The HDC program was ranked #10 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. The online program in school counseling was sunset in 2021 and all students have now graduated from that program.

To maintain equity and expenses across all HOD professional programs. Chair Allen has arranged for typical gatherings (holiday, graduation) to be hosted and paid for by the HOD department and open to students from all professional and graduate programs.

Due to perpetual technology problems in university computer classrooms, CPCE, NCE, and NCMHCE exams will no longer be administered on campus. After registering to take the examination with the HDC program liaison (Dr. Finch), students may take these exams at an official testing center or at home using specialized administration/proctoring software provided by CCE. Students should respond to the confirmation email sent by CCE with their administration method choice, pay, complete the exam at the appropriate time, and submit the final test results to the VUBox file. Please contact Dr. Erford when the Box upload is complete and Dr. Erford will contact students shortly thereafter with the result and notify the university registrar that the capstone requirement has been successfully completed.

Students were reminded that HDC faculty may not provide accommodations to students without a university notification approving those accommodations. This includes accommodations for disabilities, religion, etc.

CACREP 2024 standards were released, and faculty are revising syllabi to conform to these curricular changes.

The HDC website was updated to reflect CMHC60 + SC60 + Dual66 credit-hour programs. Peabody also redesigned/reformatted all program websites. HDC leadership is auditing the new website for compliance with accreditor standards.

Regarding HDC course scheduling: HDC will strive to offer at least one section of a required class annually during a non-weekend time slot.

HDC students were afforded the opportunity to voluntarily participate in affinity and issues groups. HDC faculty insist that future messages through the HDC student listserv related to these groups must prominently display the message: “This activity is not supported nor endorsed by Vanderbilt University or HDC Faculty. Student participation is voluntary.”

The HDC faculty request to convert all HDC M.Ed. degree programs to M.Ed./Ed.S degrees was rejected by Peabody administration. Ed.S. degrees qualify school system employees for a significant pay increase.

Several HDC faculty and Chair Allen met with a group of HDC students to discuss pronouns usage during introductions and strategies for enhancing the inclusiveness of diverse identities and safety of self-identifications in the classroom. While free speech issues are always a prominent consideration in academia and instructional environments, HDC faculty agreed, in principle, to add pronoun designations to email signature lines, Zoom name IDs, and during introductions to classrooms and group meetings to model the use of diverse self-identifications. Faculty will also encourage use of pronouns and other self-identifications on classroom name tents and encourage feedback throughout the semester, formally or informally. It is an expectation that all HDC community members will foster open communication and acceptance of others, all while upholding the high standards of performance required at Vanderbilt University.

Dr. Finch assumed responsibilities as the faculty advisor for the Vanderbilt University CSI chapter. Dr. Erford remains the alternate advisor.

The HDC faculty are pleased to announce that Declan Harris was selected as the 2023 Aubrey North Star Award recipient.

It is with great sadness that HDC announces Dr. Gina Frieden’s retirement commencing in December 2023. A celebration was held November 2023 at Peabody. A new position search to replace our irreplaceable colleague will commence in Spring 2024.

Evidence-based HDC Program and Curricular Changes

Program evaluation discussions among faculty are ongoing and use core course coverage data, CPCE, NCE, PRAXIS, and KPI data with a three-year rolling average. The HDC Advisory Committee and rolling alumni, supervisor, and employer surveys inform continuous data-driven program evaluation discussion which are integrated with CACREP, CAEP, TnDOE, and SACS accreditation requirements and feedback.

After collecting and analyzing data on techniques skill levels, HDC faculty pursued and received new course approval. Evidence-based Advanced Techniques of Counseling will be a required course for all SC and Dual track students who matriculate in Fall 2023. This course may be taken as an elective by CMHC students.

After collecting and analyzing data on number of students impacted and adverse effects upon those impacted, HDC faculty received approval from Peabody administration that taking Internship I, II, or III in any HDC track now qualifies as “full time status” for the purposes of financial aid, regardless of the number of additional credits of enrollment. International student must still fulfill any visa related credit requirement.

After collecting and analyzing data on number of students impacted and adverse effects upon those impacted, HDC faculty received approval from Peabody administration that all three tracks of HDC now carry a STEM designation. This will allow international students to remain in the United States for at least one additional year to gain post-graduate experience and supervision. We believe VU’s HDC program is the first counseling program and CACREP-accredited program in the nation to achieve this designation.

After collecting and analyzing data on number of students impacted by classroom attendance policy inconsistency and adverse effects, a new HDC Attendance Policy was constructed and implemented:

If you miss a class, it is your responsibility to obtain notes and materials discussed or disseminated in class. We follow the HDC attendance policy distributed by the chair of HOD: 1 absence is permitted (equivalent to a single class period or a three-hour segment of a longer class period on a weekend or summer session); 2 absences will result in a 5% reduction in your class grade. That is, if your final grade is 100%, you will receive a 95%; 3 absences will result in a 15% reduction in your class grade. To be clear, this means that even if you got 100% on every other assignment, you would receive an 85% course grade; 4 absences will result in a 25% reduction in your class grade. As above, this means that even if you got 100% on every other assignment, you would receive a 75% course grade; and 5 absences will result in a 35% reduction in your grade. 5 absences will result in you failing the course. **If you anticipate missing class, notify the instructor prior to class if you are going to be absent. Please send an email that has “absent” in the subject line.**

After collecting and analyzing data on cost and time effectiveness, HDC faculty decided to forgo individual interviews for HDC admissions in 2024 and implement a group interview process via Zoom. This new process will be implemented in January-February, 2024. In addition to the time efficiency of a group process, faculty expect that a group interview will allow observation of candidate interaction styles and better identification of troubling emotional or social circumstances.

Data collected on student engagement activities requested by students was disappointing. The HOD department hosted both a holiday reception in January and a graduation reception in May. Both were attended by fewer than 33% of all HDC students. Drs. Enyedy and Finch provided informal “meet the faculty” gatherings as requested by students in the town hall a year ago, Fewer than 10 HDC students attended each of those informal gatherings.

After surveying HDC students on interest, faculty designed and approved accelerated programs of study for all three tracks (CMHC, SC, dual). This may allow approved students to complete their program of study in 2.5 years instead of the current 3-year programs of study. To accelerate, students must discuss the new program of study with their advisors, and have the

approval of their advisor, clinical coordinator, and program director. As part of this acceleration, CMHC and dual track students may need to complete a portion of their internship during a summer semester. Summer internship seminars must have at least 10-12 3-credit interns register for the experience and site supervisors must guarantee required hours for the intern.

The advent of ChatGPT and other AI programs has created opportunities and challenges. Faculty should include language in syllabi clarifying use of or forbidding AI in the construction of class projects and products. Students should not use AI in the construction of class projects or products unless expressly allowed by their HDC instructor.