

## **2024 Human Development Counseling (HDC) Program Outcomes Report**

### **Peabody College at Vanderbilt University**

The Human Development Counseling (HDC) program prepares students to work with diverse populations across various settings. Our program equips students to translate theoretical and empirical knowledge into effective counseling practices in the Clinical Mental Health Counseling (CMHC), School Counseling (SC), and Dual (combined CMHC and SC) specializations.

#### **Program Statistics**

##### **Completion Rate**

In the academic year ending in May 2024, by track, of the 16 students admitted to the Human Development Counseling (HDC) program with a specialization in clinical mental health counseling (CMHC), 14 students (88%) completed the M.Ed. degree in human development counseling (CMHC specialization). Of the 14 dual track students (combined CMHC and School Counseling tracks), 13 (93%) completed the M.Ed. degree in human development counseling. Of the 14 students admitted to the school counseling on-campus track, 12 students (86%) completed the degree in human development counseling with a specialization in school counseling (SC). Overall, of the students matriculating into all HDC tracks (44), 39 (89%) completed the M.Ed. in their designated track. Of those who did not complete the degree, some withdrew from the program and some are on leave with the intention of completing the program.

##### **Praxis Exam for School Counselors**

School counseling students are required to take the Praxis School Counseling Examination (herein referred to as Praxis Exam) as part of the requirements for Tennessee licensure as a school counselor. Thus, most school counseling and dual track graduates sit for the Praxis exam. The HDC pass rate for this exam was 100% in 2024 with an overall effect size of 1.42 in comparison to the average national score, indicating that students in our program performed better than the national average. See Table 3 below for more information.

##### **National Counselor Examination (NCE)**

Given that 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) during the semester in which they will graduate. The NCE is not a program requirement, but the majority of students sit for this exam before graduation because it is a Tennessee licensure requirement. Of the 24 students who took the NCE exam in 2024, 100% passed. Further, our students consistently performed above national averages across domains. See Table 6 below for more information.

## Job Placement Rate

Of students pursuing full time employment after graduation between August 2021 and May 2024, 98% (54/55) of school counseling graduates and 100% (91/91) of CMHC obtained full-time employment as a counselor or began graduate studies in a doctoral program within five months of graduation.

## Demographic Characteristics of the 2024 HDC Graduating Class

During AY 2023-2024 HDC had 57 CMHC students, 30 dual track students and 21 school counseling students. Students have diverse and intersecting social identities. 27% of students identified as Black/Indigenous/People of Color (BIPOC) and 10% are international. Demographic characteristics of all HDC program students during the 2023-2024 academic year are presented in Tables 1 and 2.

**Table 1: Race/Ethnicity for Students Across Tracks in the 2023/2024 Academic Year**

<u>Race/Ethnicity</u>	<u>%</u>
Asian/Pacific Islander	15%
Black/African American	6%
Indigenous	1%
Latine/Hispanic	4%
Middle Eastern	1%
Multiracial	1%
White	73%

**Table 2: Gender Identity for Students Across Tracks in the 2023/2024 Academic Year**

<u>Gender</u>	<u>%</u>
Women	83%
Men	14%
Nonbinary	3%

## Applicant Admission Data

The HDC program is competitive. Of 461 completed applications reviewed, HDC denied 358 applications (78%) and admitted 103 applicants (22%). Of the applicants admitted, 63 accepted the offer (61%) matriculated and 40 applicants (39%) declined admission.

## Annual Program Evaluation Data

The following information is collected annually by HDC program faculty and includes the Praxis exam for school counseling (Table 3), CPCE exit exam (see Tables 4 and 5) and NCE scores (see Table 6), internship supervisor ratings, foundation course knowledge ratings, and core course key performance indicators (KPIs).

One hundred percent of our students who sat for the exams passed, including the Praxis, NCE and CPCE. Detailed results are provided in Table 3 through 6 below. Our students consistently performed above national averages as illustrated by the effect sizes in the righthand column of each table (effect sizes > 0).

**Table 3. 2024 HDC Praxis School Counseling Examination Results**

Program	n	1	2	3	4	Total	Effect Size (ES)
Vanderbilt HDC	13	86.0%	81.9%	81.4%	78.6%	176.38	1.42

Notes: Areas were: 1 = Foundations; 2 = Delivery of Services; 3 = Program Management; 4 = Accountability; Total = Total Praxis School Counseling exam. The Praxis total score average is about 162.81 (SD = 12.04); Effect size (ES) was calculated using Cohen’s d.

**Table 4. HDC CPCE 2024 Results**

Section	Vanderbilt University			National Samples (March and April)			ES**
	Total N*	Mean	SD	Total N	Mean	SD	
C1: Professional Counseling Orientation and Ethical Practice	27	13.67	1.64	3292	11.60	2.40	0.86
C2: Social and Cultural Diversity	27	10.70	1.65	3292	9.97	2.40	0.31
C3: Human Growth and Development	27	12.63	0.93	3292	10.87	2.53	0.70
C4: Career Development	27	12.70	1.63	3292	10.77	2.80	0.69
C5: Counseling and Helping Relationships	27	11.93	1.91	3292	10.83	2.77	0.40
C6: Group Counseling and Group Work	27	11.87	1.75	3292	10.63	2.77	0.45
C7: Assessment and Testing	27	13.60	1.45	3292	10.20	2.77	1.23
C8: Research and Program Evaluation	27	13.60	1.68	3292	10.97	2.71	0.97
<b>Totals Across Sections</b>	<b>27</b>	<b>100.73</b>	<b>6.35</b>	<b>3292</b>	<b>85.95</b>	<b>15.70</b>	<b>0.94</b>

\*There was a delay in receiving our scores from CPCE. To date, we have received scores for only 27 of our test takers. As we receive our complete data we will update this information.

\*\*Effect size (ES) calculated with Hedge’s g in Table 4 and 5 for comparisons with CPCE national sample.

**Table 5. HDC CPCE 2024 Results by Program Track***Clinical Mental Health*

Section	n	Mean	SD	ES
C1: Professional Counseling Orientation and Ethical Practice	8	14.13	1.64	1.05
C2: Social and Cultural Diversity	8	10.63	1.77	0.27
C3: Human Growth and Development	8	13.25	0.89	0.94
C4: Career Development	8	13.63	1.51	1.02
C5: Counseling and Helping Relationships	8	12.13	1.89	0.47
C6: Group Counseling and Group Work	8	13.00	2.14	0.86
C7: Assessment and Testing	8	13.50	1.93	1.19
C8: Research and Program Evaluation	8	14.75	1.16	1.39
Total Across Sections	8	105.00	3.89	1.21

*School Counseling*

Section	n	Mean	SD	ES
C1: Professional Counseling Orientation and Ethical Practice	11	13.82	1.33	0.93
C2: Social and Cultural Diversity	11	10.91	1.70	0.39
C3: Human Growth and Development	11	11.27	1.01	0.16
C4: Career Development	11	12.27	0.90	0.54
C5: Counseling and Helping Relationships	11	11.27	1.68	0.16
C6: Group Counseling and Group Work	11	11.45	1.63	0.30
C7: Assessment and Testing	11	11.82	1.89	0.59
C8: Research and Program Evaluation	11	12.45	2.21	0.55
Total Across Sections	11	95.27	5.78	0.59

*Dual*

Section	n	Mean	SD	ES
C1: Professional Counseling Orientation and Ethical Practice	8	13.625	1.30	0.84
C2: Social and Cultural Diversity	8	11.375	1.60	0.59
C3: Human Growth and Development	8	12.125	1.13	0.50
C4: Career Development	8	12.375	1.19	0.57
C5: Counseling and Helping Relationships	8	13.25	1.28	0.87
C6: Group Counseling and Group Work	8	12.5	1.49	0.68
C7: Assessment and Testing	8	13.25	1.49	1.10
C8: Research and Program Evaluation	8	13.75	1.28	1.03
Total Across Sections	8	102.25	3.62	1.04

**Table 6. National Counselor Exam (NCE) Results for 2024**

*For Clinical Mental Health Students (n = 22)*

**Work Behaviors and Domains**

	University Results		National Results		
	Mean	Std Dev	Mean	Std Dev	ES*
Professional Practice and Ethics	14.9	2.2	12	3.2	0.91
Intake, Assessment and Diagnosis	15.8	1.8	13.8	2.7	0.74
Areas of Clinical Focus	38.2	2.8	33.9	5.4	0.80
Treatment Planning	12	0.8	10.2	2	0.90
Counseling Skills and Interventions	35.1	3.7	32.5	5.9	0.44
Core Counseling Attributes	10.6	1.5	9.7	2	0.45
Overall Score	115.1	38.2	112.5	17.1	0.15

**CACREP Content Areas**

	University Results		National Results		
	Mean	Std Dev	Mean	Std Dev	ES*
Professional Counseling Orientation and Ethical Practice	8.7	1.6	8.5	2.1	0.10
Social and Cultural Diversity	7.8	2	6.7	1.9	0.58
Human Growth and Development	11.9	2.3	10.6	2.6	0.50
Career Development	9.2	2.7	8	2.7	0.44
Counseling and Helping Relationships	44	5.3	40.4	7.5	0.48
Group Counseling and Group Work	14.6	2.1	13.2	3.1	0.45
Assessment and Testing	27.4	3	22.3	4.4	1.16
Research and Program Evaluation	3	1.1	2.5	1.2	0.42
Overall Score	115.1	38.2	112.5	17.1	0.15

Note: \*Effect sizes were calculated using Hedge's g.

## **Table 6. National Counselor Exam (NCE) Results for 2024 (continued)**

*For School Counseling Students (n = 2)*

Given the small number of school counseling students who took this NCE in 2024, we are not reporting the full data here. However, school counseling students also performed consistently above the national average with effect sizes ranging from .07 to 1.05. In only one area, students averaged *very slightly* (-.2) below the national average in the area of group counseling and group work.

### ***Disposition Assessment***

Student dispositions were assessed every semester using the HDC program Professional Performance Review (PPR) process. During Fall 2023, all students received a satisfactory rating, except for one student for whom a remediation plan was created. In Spring 2024, all but two students received a satisfactory rating; the two remaining students had a remediation plan created for them.

### ***Program Evaluation by Program Objectives***

Assessment of HDC program objectives is accomplished by collecting outcome data from national exams (i.e., the CPCE, Praxis and NCE), internship supervisor ratings, skills courses rubric ratings, core course KPI averages, and employer, graduate, and supervisor ratings. Each of these is summarized below as germane to a given program objective. Some indicators speak to more than one objective.

Key performance indicators (KPI) are assessed for each student as they progress in the program. The scores for course KPI areas are transformed to conform to a consistent rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. The closer the mean is to 2, the greater the number of students rated as achieving mastery.

Internship supervisor ratings are collected at end of Internship I 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 is assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations are applied: M = 2; P = 1; F = 0.

To monitor and examine these outcomes annually, we examine the KPI scores and internship supervisor ratings for all students enrolled during the reporting year who have been assessed on that dimension (students can complete coursework in slightly different timing). KPI are reported for each area below as relevant to each objective. 108 students enrolled during the 2023/2024 reporting year.

**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.**

CPCE results for knowledge areas assessed are presented in Table 4 and by program track in Table 5. HDC students scored above the national average in all areas. In addition, all HDC graduates passed the CPCE in 2024. While not all students elect to take it, student competency was further evidenced in the NCE; across all areas assessed, students performed consistently above the national average (effect sizes > 0 in all but one area). Similarly, 100% of students who took the Praxis Exam passed. These data are summarized in Table 6.

In Internship I, the average supervisor rating for students across program tracks was 1.92 (SD = .27; n = 74). 92% of students were rated as achieving mastery and 8% proficiency. In Internship II/III, the average supervisor rating across students was 1.95 (SD = .23; n = 37). The vast majority were rated as achieving mastery (95%) with all rated as at least proficient.

Additional evidence of knowledge in the school counseling specialty area was provided through classroom-based foundational knowledge grades in HDC6200 Foundations of Professional School Counseling. School counseling students (including Dual students) achieved an average rubric rating of 1.94 (n = 51; SD = .24); 96% achieved a rating of mastery and 5% received a proficient rating.

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 2 (n = 63). 100% of students were rated as achieving mastery.

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 7.

**Table 7. Survey Results to Support Program Objective A (3-year rolling average) \***

Sample	Total sample	CMHC	School Counseling
Employers	4.78[78%]	4.64[64%]	4.83[83%]
Supervisors	4.67[68%]	4.56[68%] <sup>2</sup>	4.39[51%] <sup>2</sup>
Graduates	4.77[77%]	4.79[84%]	4.78[80%]

Notes: Mean [Proportion of Strongly Agree].

This assessment will be completed again this Spring 2025. This table represents the prior three-year period reported for the 2022/2023 academic year.

**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 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 5 (and in Table 6 by program track) including helping skills, groupwork, and assessment. All areas were at or above the national average ( $d > 0$ ).

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. Evidence of skill in specialty areas was provided through classroom-based skill application. Across the board, students achieved mastery in coursework. Courses in research and assessment had slightly more variability with a small number of students failing and requiring remediation. See Table 8 for a summary of outcomes regarding course grades.

**Table 8. Outcomes for Course Grades**

Course	# of Students Who Have Completed	Mean	SD	%Fail	%Proficient	%Mastery
Developmental Theories	100	1.96	.19	0	4	96
Group Counseling	88	1.98	.15	0	3	97
Research	88	1.99	.10	0	1	99
Assessment	107	1.83	.42	2	13	85
Diagnosis	87	1.75	.48	2	18	67
Cultural Diversity	88	1.98	.15	0	2	98
Counseling Skills	84	2.00	0	0	0	100
	108	1.75	.46	1	23	76

Note: Courses include, respectively: Lifespan Development; Theories of Counseling; Group Counseling Research in Counseling; Appraisal and Assessment; Diagnosis and Treatment; Diverse Populations; and Counseling Skills and Techniques.

See Objective A for a summary of internship supervisor ratings as these are also relevant for Objective B. Likewise, NCE results for acquisition of knowledge and skill areas assessed are presented in Table 6 and CPCE data are summarized in Tables 4 and 5. All areas were well above the national average.

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 9 below.



**Table 9. 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: Mean [Proportion of Strongly Agree].

This assessment will be completed again this Spring 2025. This table represents the prior three-year period reported for the 2022/2023 academic year.

**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 is assessed in the Praxis School Counseling Examination. The results are presented in Table 3 above. The average total score for the school counseling graduates was 176.4, which transforms into an estimated effect size (d) of +1.42. This corresponds to a percentile rank in a normal distribution of 92%. This means that the average HDC school counseling graduate did better than 92% of school counseling graduates across the nation who took the Praxis School Counseling Examination.

See Objective A for a summary of internship supervisor ratings as these are also relevant for Objective C. Also see course performance reported for Objective A and B. Likewise, NCE results for acquisition of knowledge and skill areas assessed are presented in Table 7 and CPCE data are summarized in Tables 6 and 7. All areas were well above the national average.

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 10 presents these results.

**Table 10. Three-year rolling average survey results for employers, supervisors, and graduates to support Program Objective C.**

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

Notes: Mean [Proportion of Strongly Agree].

This assessment will be completed again this Spring 2025. This table represents the prior three-year period reported for the 2022/2023 academic year.

**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.

As above and in support of Objective D, students performed well in the areas of research and program evaluation on the CPCE and the NCE, scoring above the national average on both. In addition, as reported for Objective B, students performed well in their Assessment and Research courses. While there was slightly more variability in performance for these courses, only two students required remediation.

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 11.

**Table 11. Rolling employer, supervisor, and graduate survey results to support Program Objective D.**

Sample	Total sample	CMHC	School Counseling
Employers	4.61[70%]	4.36[55%]	4.83[83%]
Supervisors	4.23[45%]	4.24[48%] ?	4.26[47%] ?
Graduates	4.23[42%]	4.04[35%]	4.06[32%]

Notes: Mean [Proportion of Strongly Agree].

This assessment will be completed again this Spring 2025. This table represents the prior three-year period reported for the 2022/2023 academic year.

**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 Table 8 above. Notably, 100% of students achieved mastery in this area.

As reported above, student performance on the CPCE and NCE in the areas of social and cultural diversity were consistently above average (see Table 5 to 7).

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 12 below.

**Table 12. Employer, Supervisor, and Alumni Survey Results to Support Program Objective E (3-year Rolling Average).**

Sample	Total sample	CMHC	School Counseling
Employers	4.52[70%]	4.09[46%]	5.00[100%]
Supervisors	4.45[45%]	4.58[65%]	4.45[55%]
Graduates	4.36[60%]	4.08[45%]	4.29[58%]

Notes: Mean [Proportion of Strongly Agree].

This assessment will be completed again this Spring 2025. This table represents the prior three-year period reported for the 2022/2023 academic year.

## **Program Announcements and Changes**

### *Faculty*

HDC celebrated the retirement of long-time devoted faculty member, Professor Gina Frieden, in Fall 2023. In Fall 2024, the program welcomed new faculty member Professor Jay Tift. Professor Tift has taught in HDC for many years in an adjunct capacity and now joins as a full-time lecturer. The Human Development Counseling program is actively working to expand its faculty and has a search underway with the aim of hiring for Fall 2025.

### *General Updates*

Program faculty and department administration consistently revisit and examine program curriculum and processes with an improvement orientation.

### *Accreditation*

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

The HDC website was updated to reflect Clinical Mental Health Counseling (60 credit hour), School Counseling (60 credit hour) + Dual (66 credit hour) programs. Peabody also redesigned/reformatted all program websites. HDC leadership is auditing the new website for compliance with accreditor standards.

We are very excited about our offering of a Dual program. This affords students the opportunity for maximum flexibility following graduation and the ability to work in many different settings from schools to community mental health to private practice.

### *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 alumni, supervisor, and employer surveys inform continuous data-driven program evaluation discussion which are integrated with CACREP, CAEP, TN DOE, and SACS accreditation requirements and feedback.

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

Faculty also attend to policies that support student progress. For example, 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 students must still fulfill any visa related credit requirement.

### *Accelerated Program of Study*

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.

*For more information about this report or the Human Development Counseling Program please see our website (<https://peabody.vanderbilt.edu/academics/masters-programs/human-development-counseling-med/>) and provide your contact using the Request for Information form.*