

2020 HDC Program Outcome Report

Program Statistics

Completion Rate

In the academic year ending in May 2020, of the 20 students admitted to the CMHC Program, 18 students (90%) completed the M.Ed. degree in human development counseling with a specialization in clinical mental health counseling (CMHC) in 2020. The other two original CMHC students (10%) completed the M.Ed. degree in human development studies. Of the 13 students admitted to the school counseling program, all 13 students (100%) completed the degree in human development counseling with a specialization in school counseling (SC). Thus, both on-campus programs had a 100% completion rate. The school counseling digital learning (SCDL) program is in its third year of development with the first graduates completing the program in May 2020. Of the 28 original SCDL students in the year 1 cohort, 21 graduated, five (5) withdrew, and two (2) SCDL students completed a master's degree in human development studies. The withdrawal rate for AY2017-2019 SCDL students was 17.9%.

National Counselor Exam (NCE)

Because the HDC on-campus programs are accredited by CACREP, students are eligible to take the National Counselor Exam (NCE) the semester before graduation. The NCE is not a program requirement but the majority of students in both tracks sit for this exam before graduation. Of the 17 CMHC students and six SC students who took the NCE exam in 2019, 22 (96%) passed the exam. The total score d was 1.13 for CMHC and .59 for school counselors, meaning that the average CMHC graduate completing the three year program exceeded the performance of 87% (Percentile [P] = 87) of all counselors taking the NCE and the average school counselor completing the two year program exceeded the performance of 73% (P = 73). Core area ds ranged from .48-1.31 (median = .81; P = 79) for CMHC and .15-.88 (median = .46; P = 68) for SC students.

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 program graduates do. The HDC pass rate for this exam was 100% (30 of 30) in 2020. Total and area scores are presented in the table below. The total score d was 0.72 for on-campus and .35 for SCDL graduates, meaning that the average on-campus program graduate exceeded the performance of 77% (P = 77), and the average SCDL graduate completing the two year program exceeded the performance of 64% (P = 64) of school counselors in the United States who took the Praxis exam.

Job Placement Rate

Of students pursuing full time employment after graduation, 100% (13/13) of school counseling on campus students, 100% (21/21) of SCDL and 100% (18/18) of CMHC 2020 graduates obtained full time employment (or continued in graduate studies) within four months of graduation.

Graduates Demographic Characteristics

Grad Yr	Program	Gender		Descent					
		Men	Women	White	African	Asian	Hispanic	Multiracial	International
2020	CMHC-oc	3(16.7%)	15(83.3%)	13(72.2%)	3(16.7%)	1(5.6%)	0(0%)	1(5.6%)	0(0%)
	SC-oc	0(0%)	13(100%)	11(84.6%)	0(0%)	2(11.1%)	0(0%)	0(0%)	0(0%)
	SCDL	2(9.5%)	19(90.5%)	15(75.0%)	4(20.0%)	0(0%)	0(0)	2(9.5%)	0(0%)
Totals	(52)	5(9.6)	47(90.4%)	39(75.0)	7(13.5%)	3(5.8%)	0(0%)	3(5.8%)	0(0%)

Total Enrollment and Demographics by Track

The total number of CMHC on-campus students was 83, with 27 on-campus school counseling students, and 70 school counseling digital learning program students for the 2019-2020 academic year. The following table disaggregates gender and race by on-campus and digital learning (SCDL) programs.

Program	Total	Gender		Descent					
		Men	Women	White	African	Asian	Hispanic	Multiracial	International
CMHC Campus	83	12(14.5%)	71(85.5%)	65(78.3%)	6(7.2%)	9(10.8%)	3(3.6%)	0(0.0%)	6(7.2%)
School Coun Camp	27	1(3.7%)	26(96.3%)	20(74.1%)	0(0.0%)	6(22.2%)	1(3.7%)	0(0.0%)	4(14.8%)
SCDL	70	9(12.9%)	61(87.1%)	53(75.7%)	11(15.7%)	3(4.2%)	2(2.9%)	1(1.4%)	1(1.4%)
Totals	180	22(12.2%)	158(87.8%)	138(76.7%)	17(9.4%)	18(10.0%)	6(3.3%)	1(0.6%)	11(6.1%)

Average Class Size

On-campus class sizes ranged from 5-30 students with an average of 14.7. SCDL class sizes ranged from 5-21 students with an average of 10.5.

Applicant Admission Data

The following statistics summarize the applicant pools and decisions for the on-campus and SCDL programs for the 2020 admission cycle.

On-campus Admissions:

Completed Applications Considered: 239

Race:

White: 168(70.4%)
 Asian: 12(5.2%)
 Black: 6(2.6%)
 A Indian: 2(0.9%)
 Multiracial: 4(1.7%)
 Not reported: 5(2.2%)

Gender:

Male: 27(11.3%)
 Female: 212(88.7%)

Decisions:

Applicants Denied: 119(.%)
 Accepted Applicants: 120(.%)
 Those who Declined: 55(.%)
 Intent to Matriculate: 62(.%)
 Chose to Defer: 3(.%)

Domicile:

United States: 206(86.1%)
 International: 33(13.9%)

Ethnicity: Hispanic: 10(4.3%)

SCDL Admissions Cycles: Completed Applications Considered:

Race:

White: 50(68%)
 Asian: 2(3%)
 Black: 10(14%)
 A Indian: 0(0%)
 Hispanic: 0(0%)
 Multi-racial: 6(9%)

Gender:

Male: 9(12%)
 Female: 64(88%)

Decisions:

Total Applicants: 73
 Applicants Denied: 24(32.9%)
 Accepted Applicants: 49(67.1%)
 Those Who Declined: 24(49.0%)
 Intent to Matriculate: 25(51.0%)

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 objective A was accomplished by collecting outcome data using a comprehensive multiple-choice exam, comprehensive oral case conceptualization, NCE results, internship supervisor ratings, foundation course knowledge ratings, and annual graduate and supervisor ratings.

To measure comprehensive knowledge, a faculty developed and administered **multiple-choice comprehensive exam** yielded scores for each of the eight CACREP core areas. These scores were obtained from program completers prior to the May 2020 graduation. The percentage scores for each area were transformed to conform to the rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. The **comprehensive oral case conceptualization** was also administered and scored according to the same rubric and all graduates from each program demonstrated mastery. All scores were averaged and reported in the next table.

NCE results for knowledge areas assessed also are presented in the next table. All areas were above the national average and percentile ranks ranged from 68-87 for CMHC graduates and from 56-81 for school counseling graduates. The highest overall score was in the area of diagnostic and assessment services. Total scores across all areas, which serves 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 87th 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 73rd percentile of all counselors in the United States taking the NCE.

Program	n	Areas								Oral	Total
		1	2	3	4	5	6	7	8		
Comprehensive Multiple-Choice Exam Results											
CMHC campus	18	1.83	1.89	1.94	2.00	1.94	1.89	2.00	2.00	1.89	
School campus	13	1.62	1.92	1.77	1.92	1.92	1.46	1.77	1.89	2.00	
School (SCDL)	21	1.00	1.47	1.14	1.43	1.43	1.38	1.43	1.57	2.00	
National Counselor Exam (NCE) Results											
CMHC	17	.92(82)	.48(68)	.92(82)	.63(74)	1.16(87)	1.02(84)	.88(81)	.75(77)		1.13(87)
School Counseling	6	.32(63)	.15(56)	.37(65)	.44(67)	.64(74)	.46(68)	.88(81)	.35(64)		0.59(73)

Notes: Areas were: 1 = Human Growth & Development; 2 = Social & Cultural Diversity; 3 = Helping Relationships; 4 = Group Work; 5 = Career Development; 6 = Assessment; 7 = Research and Program Evaluation; 8 = Professional Orientation/Ethics; Oral = Oral comp result. In the rubric, Mastery = 2; Pass/Proficient = 1; Failure = 0. NCE results are presented as effect sizes (*d*) which are similar to a z-score interpretation, and in percentile ranks (P) within parentheses.

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 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 1.38 ($n = 23$); for school counseling on-campus students was 1.17 ($n = 14$); and for school counseling digital learning (SCDL) program students was 1.18 ($n = 11$). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.72 ($n = 18$); school counseling on-campus students was 2.00 ($n = 14$); and school counseling digital learning (SCDL) program students was 2.00 ($n = 20$).

Knowledge in the school counseling specialty area was assessed when 13 on-campus school counseling and 17 SCDL graduates sat for the **Praxis School Counseling Examination**. The results are presented in the table below. The average total score for the school counseling on-campus graduates was 180.8, which transforms into an estimated effect size (d) of +0.72. This is a percentile rank of 77. This means that the average HDC school counseling on-campus graduate did better than 77% of school counseling graduates across the nation who took the Praxis. The average total score for the SCDL graduates was 175.3, which transforms into an estimated effect size (d) of +0.35. This is a percentile rank of 64. 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.

Program	n	Areas				Total	T_{Range}	$d(P)$
		1	2	3	4			
School campus	13	90.4%	86.6%	82.1%	87.2%	180.8	165-187	0.72(77)
School (SCDL)	17	85.0%	83.6%	81.3%	79.4%	175.3	161-189	0.35(64)

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 ($SD = 15$).

Evidence of **knowledge in the CMHC specialty area** was provided through classroom-based foundational knowledge multiple choice quizzes/exams. CMHC students complete these quizzes in HDC6400 Foundations of Clinical Mental Health Counseling and achieved an average rubric rating of 1.98 ($n = 40$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

Annual graduate and supervisor surveys asked respondents to rate to what degree 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 the table below. Overall, graduates of the program rated this item at 4.77 and site supervisors at 4.20.

	Graduates				Supervisors			
	CM-oc	SC-oc	SCDL	Total	CM-oc	SC-oc	SCDL	Total
Objective A Average	4.67	5.00	4.75	4.77	4.27	4.00	4.40	4.20

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 objective B was accomplished by collecting outcome data from the comprehensive oral case conceptualization, NCE results, internship supervisor ratings, skills courses rubric ratings, and annual graduate and supervisor ratings.

The **comprehensive oral case study** results, reported on the 2-1-0 rubric scoring system, were 1.89 for CMHC on-campus students ($n = 18$); 2.00 for school counseling on-campus students ($n = 13$); and 2.00 for SCDL students ($n = 21$), indicating that nearly all graduates in each group achieved a mastery skill level on this culminating task.

NCE results for skill areas assessed are presented in the following table. The highest overall score was in the area of diagnostic and assessment services. Total scores across the five job task/skill areas indicate that after three years of study in HDC, the average CMHC graduate performs at the 87th percentile of all counselors across the United States taking the NCE, and after two years of study in HDC the average school counseling graduate performs at the 73rd percentile of all counselors across the United States taking the NCE.

Program	Areas					Total	
	<i>n</i>	1	2	3	4		5
National Counselor Exam (NCE) Results							
CMHC	17	.88(81)	.98(84)	1.31(90)	.85(80)	.81(79)	1.13(87)
School Counseling	6	.22(59)	.49(68)	.63(74)	.68(75)	.50(69)	0.59(73)

Notes: Areas were: 1 = Fundamental Counseling Issues; 2 = Counseling Process; 3 = Diagnostic and Assessment Services; 4 = Professional Practice; 5 = Professional Development, Supervision, and Consultation; Total = NCE Total score effect size $d(P)$. NCE results are presented as effect sizes (d) which are similar to a z -score interpretation, and in percentile ranks (P) within parentheses.

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) 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 1.38 ($n = 23$); for school counseling on-campus students was 1.17 ($n = 14$); and for school counseling digital learning (SCDL) program students was 1.18 ($n = 11$). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.89 ($n = 18$); school counseling on-campus students was 2.00 ($n = 13$); and school counseling digital learning (SCDL) program students was 2.00 ($n = 21$).

Evidence of **skill in specialty areas** was provided through classroom-based skill application. All first semester students complete dyadic skill activities in HDC6330 Pre-practicum and achieved an average rubric rating (on the 2-1-0 scale) of 1.90 for CMHC on-campus students, 1.86 for school counseling on-campus students, and 1.25 for the SCDL students. Likewise, in the second semester of the curriculum (or over a summer session), counselors complete a group work skill

application activity in HDC6160 Group Counseling and achieved an average rubric rating of 1.85 for CMHC on-campus students, 1.86 for school counseling on-campus students, and 1.65 for the SCDL students.

Annual graduate and supervisor surveys asked respondents to rate to what 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 the table below. Overall, graduates of the program rated this item at 4.46 and site supervisors at 4.08.

	Graduates				Supervisors			
	CM-oc	SC-oc	SCDL	Total	CM-oc	SC-oc	SCDL	Total
Objective B Average	4.17	4.67	4.75	4.46	4.18	3.89	4.20	4.08

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 objective C was accomplished by collecting outcome data using foundation course knowledge ratings, Praxis scores for school counselors, internship supervisor ratings, and annual graduate and supervisor ratings.

Evidence of **knowledge in the CMHC specialty area** was provided through classroom-based foundational knowledge multiple choice quizzes/exams. CMHC students complete these quizzes in HDC6400 Foundations of Clinical Mental Health Counseling and achieved an average rubric rating of 1.98 ($n = 40$), where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0.

Knowledge in the school counseling specialty area was assessed when 13 on-campus school counseling and 17 SCDL graduates sat for the **Praxis School Counseling Examination**. The results are presented in the table below. The average total score for the school counseling on-campus graduates was 180.8, which transforms into an estimated effect size (d) of +0.72. This is a percentile rank of 77. This means that the average HDC school counseling on-campus graduate did better than 77% of school counseling graduates across the nation who took the Praxis. The average total score for the SCDL graduates was 175.3, which transforms into an estimated effect size (d) of +0.35. This is a percentile rank of 64. This means that the average HDC SCDL graduate did better than 64% of school counseling graduates across the nation who took the Praxis.

Program	n	Areas				Total	T_{Range}	$d(P)$
		1	2	3	4			
School campus	13	90.4%	86.6%	82.1%	87.2%	180.8	165-187	0.72(77)
School (SCDL)	17	85.0%	83.6%	81.3%	79.4%	175.3	161-189	0.35(64)

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 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 1.38 ($n = 23$); for school counseling on-campus students was 1.17 ($n = 14$); and for school counseling digital learning (SCDL) program students was 1.18 ($n = 11$). All students received a score of at least proficient. In Internship II, the average supervisor rating for CMHC on-campus students was 1.72 ($n = 18$); school counseling on-campus students was 2.00 ($n = 14$); and school counseling digital learning (SCDL) program students was 2.00 ($n = 20$).

Annual graduate, supervisor, and employer 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). These results are presented in the table below. Overall, graduates of the program rated this item at 4.54 and site supervisors at 4.00.

	Graduates				Supervisors			
	CM-oc	SC-oc	SCDL	Total	CM-oc	SC-oc	SCDL	Total
Objective A Average	4.33	4.67	4.75	4.54	4.00	3.89	4.20	4.00

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 objective D was accomplished by collecting outcome data using a comprehensive multiple-choice exam, NCE results, internship supervisor ratings, and annual graduate and supervisor ratings.

To measure understanding and use of research/evaluation tools, three core knowledge areas are operational: assessment, research, and career development. The faculty-developed and administered **multiple-choice comprehensive exam** yielded scores for these three CACREP core area. These scores, presented in the table below and adhering to the 2-1-0 scoring rubric. **NCE results** for knowledge and skill areas assessed related to assessment/research also are presented in the following table. Scores across the four knowledge and skill areas indicate that after three years of study in HDC, the average CMHC graduate exceeds the performance of 80-90 percent of all counselors in the United States taking the NCE, and after two years of study in HDC the average school counseling graduate exceeds the performance of 68-81 percent of all counselors in the United States taking the NCE.

Program	Areas				
	<i>n</i>	3	5	6	7
<u>Comprehensive MCQ Exam</u>					
CMHC on-campus	18		1.94	1.89	2.00
School counseling on-campus	14		1.92	1.46	1.89
SCDL	20		1.43	1.38	1.57

National Counselor Exam (NCE) Results

CMHC	17	1.31(90)	1.16(87)	1.02(84)	.88(81)
School Counseling	6	.63(74)	.64(74)	.46(68)	.88(81)

Notes: 3 = Diagnostic and Assessment Services; 5 = Career Development; 6 = Assessment; 7 = Research and Program Evaluation; In the rubric, Mastery = 2; Pass/Proficient = 1; Failure = 0. NCE results are presented as effect sizes (*d*) which are similar to a z-score interpretation, and in percentile ranks (*P*) within parentheses.

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 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 1.38 (*n* = 23); for school counseling on-campus students was 1.17 (*n* = 14); and for school counseling digital learning (SCDL) program students was 1.18 (*n* = 11). All students received a score of at least proficient. In Internship III, the average supervisor rating for CMHC on-campus students was 1.72 (*n* = 18); school counseling on-campus students was 2.00 (*n* = 13); and school counseling digital learning (SCDL) program students was 2.00 (*n* = 21).

Annual graduate and supervisor surveys asked respondents to rate to what degree HDC met objective X 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. Overall, graduates of the program rated this item at 4.15 and site supervisors 3.96.

	Graduates				Supervisors			
	CM-oc	SC-oc	SCDL	Total	CM-oc	SC-oc	SCDL	Total
Objective D Average	3.83	4.00	4.75	4.15	3.91	3.78	4.40	3.96

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 objective E was accomplished by collecting outcome data using a comprehensive multiple-choice exam, comprehensive oral case conceptualization, NCE results, internship supervisor ratings, and annual graduate and supervisor 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 and administered **multiple-choice comprehensive exam**. This score, presented in the table below and adhering to the 2-1-0 scoring rubric, was obtained from program completers prior to Spring 2020 graduation. The **comprehensive oral exam** score is also presented since social and cultural diversity is embedded in the case conceptualization. The **NCE** result for the knowledge area related to social and cultural diversity also is presented in the following table. The NCE scores for social and cultural diversity indicate that after three years of study in HDC, the average CMHC graduate exceeds the performance of 68 percent of all counselors in the United States

taking the NCE, and after two years of study in HDC the average school counseling graduate exceeds the performance of 56 percent of all counselors in the United States taking the NCE.

<u>Program</u>	<u><i>n</i></u>	<u>2</u>	<u>Oral</u>
<u>Comprehensive MCQ Exam</u>			
CMHC on-campus	18	1.89	1.89
SC on-campus	13	1.92	2.00
SCDL	21	1.47	2.00
<u>National Counselor Exam (NCE) Results</u>			
CMHC	17	.48(68)	
School Counseling	6	.15(56)	

Notes: 2 = Social & Cultural Diversity; Oral = Comprehensive Oral Exam; In the rubric, Mastery = 2; Pass/Proficient = 1; Failure = 0. NCE results are presented as effect sizes (*d*) which are similar to a *z*-score interpretation, and in percentile ranks (*P*) within parentheses.

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) 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 1.38 (*n* = 23); for school counseling on-campus students was 1.17 (*n* = 14); and for school counseling digital learning (SCDL) program students was 1.18 (*n* = 11). All students received a score of at least proficient. In Internship II, the average supervisor rating for CMHC on-campus students was 1.72 (*n* = 18); school counseling on-campus students was 2.00 (*n* = 14); and school counseling digital learning (SCDL) program students was 2.00 (*n* = 20). By the end of internship, nearly all students received a score of mastery.

Annual graduate and supervisor surveys asked respondents to rate to what degree HDC met 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. Overall, graduates of the program rated this item at 4.46 and site supervisors at 4.28.

	Graduates				Supervisors			
	CM-oc	SC-oc	SCDL	Total	CM-oc	SC-oc	SCDL	Total
Objective E Average	4.06	4.33	5.00	4.46	4.36	4.22	4.20	4.28

2020 PROGRAM MODIFICATIONS AND SUBSTANTIAL 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/>).

Peabody College asked HDC to increase the number of HDC students admitted across programs in fall 2019 and simultaneously contribute more to Peabody initiatives to increase the diversity of our professional students. HDC responded during the 2019-2020 admission cycle and new admissions for fall 2019 included 36 CMHC on-campus students, 15 on-campus school counseling students, and 16 school counseling digital learning students. Total enrolled students across the three programs numbered 83 students enrolled in the CMHC program, 27 students enrolled in the on-campus SC program, and 70 students enrolled in the SCDL program.

In October 2019, HDC submitted an application for CACREP accreditation of the SCDL because there was more than two years remaining on the accreditation of the two on-campus programs. An addendum to that application was submitted in June and we expect the CACREP Board's decision sometime in early 2021. HDC also submitted a three-program re-accreditation application in June 2020 and expect to submit an addendum to that application by December 2020. HDC has been approved for a CACREP site team visit during the spring semester of 2021. Due to the COVID pandemic and travel and visitation restrictions, this CACREP site visit is likely to be conducted virtually, and in time for the July CACREP Board meeting to render a disposition. Vanderbilt University is accredited through October 2021 on the current accreditation cycle.

HDC has been concerned since the start of the SCDL program about the lack of a test requirement for online program admission, and whether a lack of entrance examination testing may have unintended consequences for the quality of student admissions. The faculty analyzed all available program input and outcome evidence available at this time and determined that to insure equivalent quality in all HDC programs, GRE/MAT test scores will be required of all applicants as of fall 2020. At the same time, Peabody determined that GRE/MAT test scores could be waived for all Vanderbilt graduates. Also, given the current challenges prospective students are encountering to take GREs/MATs during the COVID-19 pandemic, Dean Benbow decided that the GRE/MAT requirement for the 2021 admission cycle will be optional, although are still preferred.

As an extension to the data collected and analyzed to make the GRE/MAT decision, enrollments for the SCDL program have consistently failed to yield the robust semester cohorts predicted in the original and subsequent marketing plans from the production and service company, 2U. For example, the past four semester recruiting cycles yielded an average of fewer than ten students per semester. As a result Dean Benbow made the very difficult decision to sunset the school counseling digital learning program and teach out the remaining classes to allow all current

SCDL students to graduate. We also will continue to obtain CACREP accreditation for the SCDL program. This decision was eased by the pandemic-enabled remote learning options for students. Therefore, SCDL students will be integrated into current remote and hybrid course offerings, as necessary and possible.

HDC faculty continue to collect, analyze, and use program outcome data to make continual adjustments to all HDC programs, as needed. One aspect of the program outcome data the faculty collects annually that will change involved spring comprehensive exams for graduating interns. Comprehensive examinations are administered in March each year to all students expecting to graduate in May. Historically, comprehensive exams included an essay examination, multiple-choice examination, and an oral examination focused on a case conceptualization. Effective this year (2020), the essay component of the comprehensive examinations was eliminated. Second, the oral examination case conceptualization was historically conducted on campus on the Tuesday or Wednesday after spring break with two faculty judges. The oral examination activity was moved to within the Internship II/III course and conducted by the Vanderbilt internship supervisor. This change also took effect in spring 2020. Finally, the faculty-created and administered comprehensive multiple-choice examination was administered in March 2019, but in March 2021 it will be replaced with the standardized Counseling Program Comprehensive Examination (CPCE) administered by the National Board of Certified Counselors (NBCC) in cooperation with Pearson Vue. The CPCE is a computer-based assessment and we hope to enact both on-campus and testing center availability.

Our evaluation and reflections over the past half year led to the decision to go back to the CPCE. The CPCE also has 160 multiple-choice questions, 20 in each of the eight CACREP core areas, although only 17 of the 20 items count in each area score (three new questions are piloted each administration within each of the eight areas and do not count in the score). The CPCE is used by more than 400 university counseling programs nationwide, will better prepare students for what to expect on the National Counselor Exam (NCE; which almost all students will take in April before graduation, and will serve as a standardized exam that will allow us to compare Vanderbilt student performance to counseling student performance nationwide.

As faculty evaluated data related to practicum and internship performance, supervisor evaluations of practicum students and supervisor and student ratings of the 100 hour practicum experience, CMHC faculty decided to raise the number of practicum hours from 100 to 200 and rename the practicum Internship I. This move parallels the same move made by school counseling on-campus and SCDL programs a year earlier. This resulted in consistency across all programs: Internship I (200 hours); Internship II & III (300 hours each).

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/ 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.

In the CMHC track, faculty decided to require HDC6420 Trauma: Impact and Interventions and HDC6340 Addictions & the Human Services Professional [which may eventually be replaced by HDC6350 Substance Misuse and Addictions]. HDC6410 Marriage and Family Counseling will be removed from the requirements but continued to be offered as an elective. Importantly, this change will not go into effect until after the next CACREP visit so as not to interfere with the current self-study.

A number of current students and prospective students have expressed an interest in obtaining specializations in both the school and CMHC tracks. CACREP allows this option, called dual program specialization. HDC faculty created and gained university approval for the dual track option and admitted 15 dual track program students into the 2020 cohort. This program is composed of 63 graduate credits and requires three academic years to complete. The program of study follows.



Program of Study – Dual Degree Program

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

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HDC faculty also activated a bridge program that will allow Vanderbilt University seniors to take HDC courses for graduate credit to facilitate program admissions and shorten the amount of time required to graduate. Bridge program students can take no more than 24% of the total program credits as an undergraduate (9 credits for SC; 12 credits for CMHC; 15 credits for dual).

Through 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 2019-2020, skill indicators will include rubric ratings (2-1-0) issued for the average of the two dyad activities required in HDC 6330 Pre-practicum and the group facilitation/participation and project in HDC 6160 Group Counseling. Both skill rubric scores will be issued by the course instructor. Specialty area foundation knowledge will be assessed in the school counseling specialty area using scores on the Praxis School Counseling Examination. Specialty area foundation knowledge will continue to be assessed in the CMHC specialty area using scores on the HDC 6400 MCQ performance quizzes.

HDC faculty created and received approval for the human development studies (HDS) organizational and dietician/nutritionist tracks. These tracks are not licensure tracks or counselor training tracks. The HDS organizational track will begin fall 2020. The HDS dietician/nutritionist track will commence in June 2023 and is a Peabody Master's degree (M.Ed.) partnership with the VUMC dietician/nutritionist training program. A similar Peabody master's degree partnership (M.Ed.) is being discussed with the VUMC perfusionist program.

One element of HDC training and outreach under program evaluation and examination this year dealt with supervisor training and in-service educational workshops for our clinical supervisors. This program evaluation was particularly timely and prescient given the COVID pandemic, which forced nearly all educational components to be offered remotely in the spring. HDC faculty noticed that attendance was sporadic at on-campus training opportunities for site supervisors. Indeed, site supervisor attendance on-campus from spring 2016-2019 trainings averaged 50%, necessitating follow-ups by Vanderbilt faculty to provide individualized orientation. Furthermore, evaluation feedback was consistently high in content-related areas, but low ratings related to the physical spaces used for training and parking. Overall, feedback consistently suggested issues with on-campus training (extra time required, time and inconvenience walking to buildings even with signage, parking difficulties). Additionally, offering the training in January was timely for Internship I supervisors, but was not as timely for Internship II supervisors, who had already completed at least one semester of supervision with CMHC interns. In an effort to increase participation and address consistent feedback, the CMHC program piloted online supervisor training in January 2020 with Internship I supervisors, resulting in a participation rate of 100%, as the online supervision training video for CMHC allowed supervisors to watch at their leisure. The school counseling (campus and SCDL) programs have also developed online video trainings for site supervisors. Given the success of these initiatives, HDC faculty will continue these initiatives. The same training will be provided during August 2020 for Internship II supervisors who have not seen it. New supervision training will be created and posted online for Internship I in spring 2021 and used again for Internship II in fall 2021.

HDC faculty conducted a town hall meeting in fall 2019 and a focus group discussion with CSI leadership in spring 2020. Several interesting suggestions for improvements came from these discussions. Students thought it may be informative to produce "day in the life" segments to help students and prospective students understand what their weeks are likely to look like in years 1-3. Graduate admissions recently offered to film new segments for marketing purposes and faculty are working to schedule these under current health restrictions. Second, students also

raised concerns over the sheer volume of email communications from the University, College, and Department listservs. Faculty agreed to address this at orientation in Year 1 and send priority emails through Brightspace email. A third issue resulted in a call for faculty and students to improve contact and cohesion among cohorts. Cohorts and programs tend not to intermingle outside of classes. Faculty will communicate the importance of this initiative at orientation in year 1, and encourage first year students to take initiative to reach out to program students. Program faculty are considering course requirements that will help facilitate contact and bonding. Program faculty will also convert the fall first year retreat into a September social gathering for the entire program to facilitate contact across programs and years. This will be in addition to the traditional holiday gathering in December. Also, students across years will be encouraged to attend the May gathering, which has historically been attended by only graduating students. These strategies will be implemented as health restrictions on gatherings are eased. Finally, CSI leadership pointed out that low numbers of school track students contribute to CSI leadership or representation on committees and events in Eta Delta Chi. Historically, this was due to school counseling students in internship during year two and CMHC students in year three. We expect this situation to correct itself as the school counseling program moves to a three-year program model in a few years. In the meantime, faculty and CSI leadership will encourage school counseling students to be more active in leadership and EDC activities.

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.