

2019 HDC Program Outcome Report

Vital Statistics

Completion Rate

In the academic year ending in May 2019, 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 2019. The other two original CMHC students (10%) completed the M.Ed. degree in human development studies. Of the eight (8) students admitted to the school counseling program, all eight students (100%) completed the degree in human development counseling with a specialization in school counseling (SC). The SCDL program is in its second year of development with first graduates expected in May 2020. The withdrawal rate for AY2017-2019 SCDL students was 10% and one SCDL student is completing a degree in human development studies.

National Counselor Exam (NCE) and Praxis

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% ($P = 87$) 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 d s 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. The pass rate for this exam was 100% (6 of 6).
Praxis School Counseling Scores: Average Total Score = 178.2; $d = +0.55$; Percentile = 70
Area Percentage Scores: Foundations = 88%; Delivery of Services = 85%; Management = 75%; and Accountability = 82.2%.

Job Placement Rate

Of students pursuing full time employment after graduation, 100% (8/8) of SC 2019 graduates obtained full time employment in counseling within three months of graduation and 100% (18/18) of CMHC 2019 graduates obtained full time employment in clinical mental health counseling within three months of graduation.

Faculty Demographics (Full-time University Appointment)

During the 2018-2019 academic year, the HDC full-time university appointment faculty demographic composition was: one woman of Asian descent, five White women; 1 man of African descent; and two White men.

Graduate Demographic Characteristics

Grad Yr	Program	Gender		Descent					International
		Men	Women	White	African	Asian	Hispanic	Multiracial	
2019	CMHC-oc	5	13	17	0	0	0	1	0
	SC-oc	0	7	6	1	0	0	0	0
	SCDL	0	0	0	0	0	0	0	0

Total Enrollment and Demographics by Track

The total number of CMHC on-campus students was 77, with 26 on-campus school counseling students, and 57 school counseling digital learning program students. The following table disaggregates gender and race by on-campus and digital learning (SCDL) programs.

Program	Gender		Descent					Multiracial
	Men	Women	White	African	Asian	Hispanic	Native	
On-Campus	13	90	82	4	12	4	0	0
SCDL	7	50	38	8	3	3	1	4
Totals	20	140	120	12	15	7	1	4

Average Class Size

On-campus class sizes ranged from 3-24 students with an average of 12.7. SCDL class sizes ranged from 5-14 students with an average of 8.8.

Applicant Admissions Data

The following statistics summarize the applicant pools and decisions for the on-campus and SCDL programs for the 2019 admission cycles.

On-campus Admissions: Completed Applications Considered: 209

Race:	Gender:	Decisions:
White: 149(71.3%)	Male: 29(13.9%)	Applicants Denied: 125(59.8%)
Asian: 48(23.0%)	Female: 180(86.1%)	Accepted Applicants: 84(40.2%)
Black: 10(4.8%)		Those who Declined: 32(38.1%)
A Indian: 2(1.0%)	Domicile:	Intent to Matriculate: 51(60.7%)
Ethnicity	United States: 167(79.9%)	Chose to Defer: 1(1.2%)
Hispanic: 19(9.1%)	International: 42(20.1%)	

SCDL Admissions Cycles: Completed Applications Considered: 181

Race:	Gender:	Decisions:
White: 123(68%)	Male: 22(12%)	Applicants Denied: 65(35.9%)
Asian: 9(5%)	Female: 159(88%)	Accepted Applicants: 116(64.1%)
Black: 25(14%)		Those Who Declined: 76(65.5%)
A Indian: 2(1%)		Intent to Matriculate: 40(34.5%)
Hispanic: 9(5%)		
Multi-racial: 13(7%)		

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, supervisor, and employer ratings.

To measure comprehensive knowledge, a faculty developed and administered **multiple-choice comprehensive exam** yielded scores for each of the eight CACREP core area. These scores were obtained from program completers prior to Spring 2019 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 at least 50% of the graduates from each program demonstrated mastery. It is important to note that no school counseling distance learning (SCDL) program students are due to graduate until May 2020, so none participated in these comprehensive exams.

Program	n	Areas								Oral	Total
		1	2	3	4	5	6	7	8		
Comprehensive Multiple-Choice Exam Results											
CMHC	18	1.59	1.59	1.82	1.82	1.88	1.47	1.47	1.24	1.61	
School	7	1.00	1.33	1.67	1.5	1.84	1.33	1.50	1.50	1.57	
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.

NCE results for knowledge areas assessed also are presented in the preceding 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.

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 1.17 (*n* = 18); for school counseling on-campus students was 1.50 (*n* = 14); and for school counseling digital learning (SCDL)

program students was 1.40 ($n = 20$). All students received a score of at least proficient except for one SCDL student. In Internship II, the average supervisor rating for CMHC on-campus students was 1.33 ($n = 18$); school counseling on-campus students was 1.29 ($n = 7$); and no school counseling digital learning (SCDL) program students attempted this culminating experience. The first SCDL students are expected to graduate in May 2020.

Six on-campus school counseling graduates sat for the **Praxis School Counseling Examination**. The average total score for the VU students was 178.2, which transforms into an estimated effect size (d) of +0.55. This is a percentile rank of 70. This means that the average HDC school counseling graduate did better than 70% of school counseling graduates across the nation who took the Praxis. Area percentage scores included: 88% in Foundations; 85% in Delivery of Services; 75% in Program Management; and 82.2% in Accountability.

Evidence of **knowledge in specialty areas** 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 1.94, where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. School counselors complete these quizzes during HDC6200 Foundations of School Counseling. The on-campus school counseling students achieved an average rubric rating of 1.84, and the SCDL students 1.80.

Annual graduate, supervisor, and employer 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). Graduates of the program rated this item at 5.00; employers 5.00; site supervisors of school counseling interns 4.25; and site supervisors of CMHC interns 4.12. A 4-item (i.e., 8, 10, 11, & 19) amalgamated average of the surveys asking more specific questions about certain knowledge areas (i.e., ethics, laws, career, & human develop) yielded highly similar conclusions, as graduates of the program rated this item at 5.00; employers 5.00; and site supervisors of all interns 4.12.

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, supervisor, and employer ratings.

The **comprehensive oral case study** results, reported on the 2-1-0 rubric scoring system, were 1.61 for CMHC on-campus students ($n = 18$) and 1.57 for school counseling on-campus students ($n = 7$), indicating that at least half of the graduates in each group achieved a mastery skill level on this culminating task. No SCDL student performed this task because the first SCDL students will not graduate until May 2020.

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); 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.

As stated under the Objective A summary, **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 skill 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 1.17 (*n* = 18); for school counseling on-campus students was 1.50 (*n* = 14); and for school counseling digital learning (SCDL) program students was 1.40 (*n* = 20). All students received a score of at least proficient except for one SCDL student. In Internship II, the average supervisor rating for CMHC on-campus students was 1.33 (*n* = 18); school counseling on-campus students was 1.29 (*n* = 7); and no school counseling digital learning (SCDL) program students attempted this culminating experience. The first SCDL students are expected to graduate in May 2020.

Evidence of **skill in specialty areas** was provided through classroom-based skill application. All first semester students complete dyadic skill activities in HDC6330 Prepracticum and achieved an average rubric rating of 1.90 (on the 2-1-0 scale). 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 1.74 for CMHC on-campus students, 1.71 for school counseling on-campus students, and 1.70 for the SCDL students. Thus, overall, about 90% of first year students display mastery of basic individual counseling skills, and 70% display mastery of basic group counseling skills.

Annual graduate, supervisor, and employer 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). Graduates of the program rated this item at 4.33; employers 5.00; site supervisors of school counseling interns 4.25; and site supervisors of CMHC interns 4.00. A 2-item (i.e., 12 & 13) amalgamated average of the surveys asking more specific questions about certain skill areas (i.e., group counseling skills, selecting appropriate interventions) yielded highly

similar conclusions, as graduates of the program rated this item at 5.00; employers 5.00; and site supervisors of all interns 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, supervisor, and employer ratings.

Evidence of **knowledge in specialty areas** was provided through classroom-based foundational knowledge multiple choice quizzes/exams. CMHC students complete these quizzes/exams in HDC6400 Foundations of Clinical Mental Health Counseling and achieved an average rubric rating of 1.94, where Mastery (M) = 2, Proficient/Pass (P) = 1, and Fail (F) = 0. School counselors complete these quizzes during HDC6200 Foundations of School Counseling. The on-campus school counseling students achieved an average rubric rating of 1.84, and the SCDL students 1.80.

Six on-campus school counseling graduates sat for the **Praxis school counseling examination**. The average total score for the VU students was 178.2, which transforms into an estimated effect size (*d*) of +0.55. This is a percentile rank of 70. This means that the average HDC school counseling graduate did better than 70% of school counseling graduates across the nation who took the Praxis. Area percentage scores included: 88% in Foundations; 85% in Delivery of Services; 75% in Program Management; and 82.2% in Accountability.

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 1.17 (*n* = 18); for school counseling on-campus students was 1.50 (*n* = 14); and for school counseling digital learning (SCDL) program students was 1.40 (*n* = 20). All students received a score of at least proficient except for one SCDL student. In Internship II, the average supervisor rating for CMHC on-campus students was 1.33 (*n* = 18); school counseling on-campus students was 1.29 (*n* = 7); and no school counseling digital learning (SCDL) program students attempted this culminating experience. The first SCDL students are expected to graduate in May 2020.

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). Graduates of the program rated this item at 4.33; employers 5.00; site supervisors of school counseling interns 4.50; and site supervisors of CMHC interns 3.75. Item 7 specifically asked if interns understood “professional roles, functions, and relationships with other human

services providers.” Graduates of the program rated this item at 5.00; employers 5.00; and site supervisors of all interns 4.08 (3.83 for SC interns and 4.16 for CMHC interns).

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, supervisor, and employer 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, were obtained from program completers prior to Spring 2019 graduation. **NCE results** for knowledge and skill areas assessed related to assessment/research also are presented in the following table. Total 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	n	Areas			
		3	5	6	7
<u>Comprehensive MCQ Exam</u>					
CMHC	18		1.88	1.47	1.47
School	7		1.84	1.33	1.50
<u>National Counselor Exam (NCE) Results</u>					
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 and skills related to research and assessment 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 1.17 (*n* = 18); for school counseling on-campus students was 1.50 (*n* = 14); and for school counseling digital learning (SCDL) program students was 1.40 (*n* = 20). All students received a score of at least proficient except for one SCDL student. In Internship II, the average supervisor rating for CMHC on-campus students was 1.33 (*n* = 18); school counseling on-campus students was 1.29 (*n* = 7); and no school counseling

digital learning (SCDL) program students attempted this culminating experience. The first SCDL students are expected to graduate in May 2020.

Annual graduate, supervisor, and employer surveys asked respondents to rate to what 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). Graduates of the program rated this item at 4.33; employers 5.00; site supervisors of school counseling interns 3.75; and site supervisors of CMHC interns 3.63. A 2-item (i.e., 14 & 15) amalgamated average of the surveys asking more specific questions about assessment and research skills (i.e., selecting, administering, and interpreting instruments; use of research to improve counseling) yielded highly similar conclusions, as graduates of the program rated this item at 4.33; employers 5.00; and site supervisors of all interns 3.79.

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, supervisor, and employer 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 2019 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.

Program	<i>n</i>	2	Oral
<u>Comprehensive MCQ Exam</u>			
CMHC	18	1.59	1.59
School	7	1.33	1.50
<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 social and cultural diversity knowledge and skill 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 1.17 ($n = 18$); for school counseling on-campus students was 1.50 ($n = 14$); and for school counseling digital learning (SCDL) program students was 1.40 ($n = 20$). All students received a score of at least proficient except for one SCDL student. In Internship II, the average supervisor rating for CMHC on-campus students was 1.33 ($n = 18$); school counseling on-campus students was 1.29 ($n = 7$); and no school counseling digital learning (SCDL) program students attempted this culminating experience. The first SCDL students are expected to graduate in May 2020.

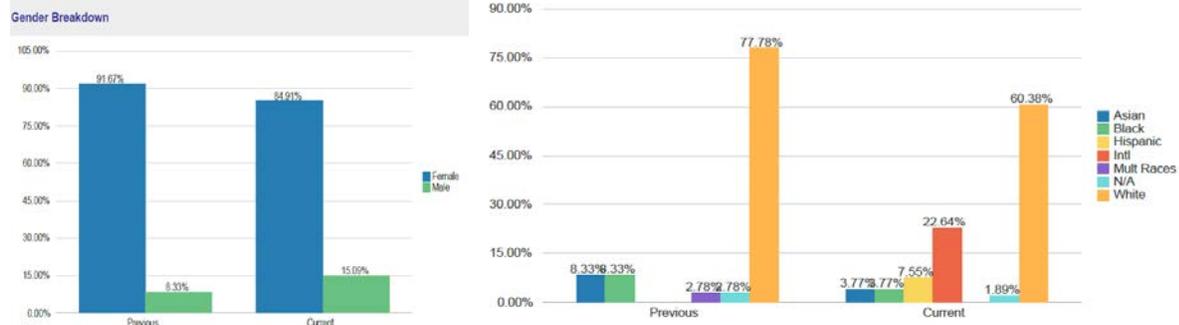
Annual graduate, supervisor, and employer surveys asked respondents to rate to what degree HDC met objective E on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). Graduates of the program rated this item at 4.33; employers 5.00; site supervisors of school counseling interns 4.25; and site supervisors of CMHC interns 4.25. A 6-item (i.e., 9, 21, & 30-33) amalgamated average of the surveys asking more specific questions about social and cultural diversity performance yielded highly similar conclusions, as graduates of the program rated this item at 5.00; employers 5.00; and site supervisors of all interns 4.44. These were the highest ratings across any of the five HDC objectives.

2019 PROGRAM MODIFICATIONS AND SUBSTANTIAL CHANGES

In the 2019 U.S. News and World, Peabody was ranked #6 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>). We are pleased to report that the HDC program was in a three-way tie for 10th place in the national rankings for counseling programs (<https://www.usnews.com/best-graduate-schools/top-education-schools/student-counseling-rankings>). Importantly, HDC is the only program ranked in the top 20 without a counseling doctoral program, so this national ranking is due solely to the strength of the master's programs. As a pleasant surprise, after its first year of operation, SCDL debuted as #1 in the national rankings for online school counseling programs by BestColleges.com (<https://www.bestcolleges.com/features/best-online-masters-school-counseling-programs/>) and #4 in the 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 for Fall 2019 and simultaneously increase the diversity of our students. HDC responded during the 2019 admission cycle and new admissions for Fall 2019 include 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 will number 81 students enrolled in the CMHC program, 28 students enrolled in the on-campus SC program, and 54 students

enrolled in the SCDL program. The following two graphs show the on campus gender proportion of the Fall 2018 incoming students compared to the new Fall 2019 incoming students. HDC's recruiting initiatives led to a substantial increase in the proportion of men, Latinx, and Asian descent students. The average age of the 2019 (current) class increased to 25.0 years of age from 23.7 years for the 2018 (previous) class.



Demographics for the school counseling digital learning (SCDL) program are more diverse than the on campus programs. The ages of SCDL students range from 22-49 with a median age of 29 and an average of 31 years of age. Student gender held steady at 87% female, similar to the on campus percentage. The SCDL students demonstrate greater racial diversity than the on campus students. Only one international student has been enrolled in the digital learning program at this point and he completed a previous degree at Vanderbilt. HDC faculty will monitor the outcome data and continue to improve efforts to increase diversity of our incoming students.

The CACREP mid-cycle report and addendum asked for additional information related to potential shortfalls in core faculty coverage. HDC realized and addressed low core faculty course coverage by hiring two highly qualified full-time core faculty instructors to remotely support the school counseling digital learning program. Fall 2019 represents the beginning of the third year of the SCDL program and we anticipate about 15 graduating students in May 2020. Hiring remote full-time faculty in Peabody and Vanderbilt has created a cascade of issues around faculty participation and voting rights. While VU deliberates these issues at the institutional level, HDC decided to fully integrate the remote faculty members into aspects of the HDC program pertaining to the SCDL program.

A related issue discussed throughout the year involved strategies for growing the SCDL program with the same level of quality outcomes experienced in the on-campus student community. HDC faculty are monitoring the program outcomes generated through this evaluation process in 2019 and 2020, as the first group of students graduate. Strategies are being considered and adopted as needed to insure that the quality of incoming students and outgoing graduates are commensurate with the on-campus programs. For example, faculty have discussed requiring standardized test scores for SCDL admission considerations and will make a decision about this in 2019.

Given student and supervisor survey input from the 2018 3-year report, the school counseling and CMHC programs agreed to change the names of the clinical experiences from a 100-hour

practicum to a 200-hour Internship I and also change the name of the two-semester 600-hour internship to Internships II & III (300 hours completed in each semester). These changes took effect immediately after being accurately reflected in the Peabody College Graduate Catalog. The 200-hour Internship I (formerly known as practicum) was enacted for two primary reasons: (a) to allow students more time to develop and practice basic counseling skills with real clients and students in field placements, and (b) to make students more competitive for site placements. This change was in response to increasing preference for our interns over practicum students when making placement decisions coupled with increasing comments by site supervisors that supervising a practicum student for only a 100-hour experience was a great deal of effort for little return to the school or agency. Program faculty also made the name change to allow for the possibility that monetary stipends might be available for site supervisors. Previously, monetary stipends were available only for internship supervision. We continue to review data and supervisor feedback to better incentivize our current site supervisors and recruit more excellent sites for our interns, especially in light of increased program enrollments.

Periodically, HDC engages in strategic planning initiatives, aligned with departmental, college, and university strategic planning initiatives. Based upon feedback and discussion at our town hall and advisory council meetings, as well as results from the 2018 survey of graduates, employers, and site supervisors, several initiatives will be implemented next year. First, multicultural objectives will be integrated across courses. Faculty will review syllabi to enhance opportunities for bringing in more multicultural case discussions and readings. Additionally, CMHC has expanded sites that offer more immersion with vulnerable populations through the HRSA behavioral health training grant. Additionally, the SCDL program is recruiting more diverse applicants creating more opportunities for exposure to new perspectives. These initiatives to recruit more diverse students represent a multi-year commitment by HDC faculty resulting from direct evaluative feedback from students and supervisors.

Survey responses suggest that more explanation of the licensure process would be helpful for applicants seeking CMHC licensure, along with more discussion of employment options in CMHC after graduation. Placement rates over the past three years are 100% and students use the career center and advisors in thinking about where to search. An internship module was added in behavioral health to show a new trend in employment offerings. Additionally, a module in foundations was added on licensure and portability. More specific licensure information will be added to the CMHC website and discussed in internship seminars.

HDC faculty will also focus on increasing opportunities for practicing skills and experience in professional roles through internship options. Students generally do well in placements but continue to report wanting added training and exposure to diverse clients and experiences. The addition of behavioral health placements in CMHC and the launch of the online program in school counseling offer more distinct possibilities for working with specific populations. The school counseling on-campus program also offers several sites that include diverse populations and neighborhoods. Behavioral health placements allow interns to work with vulnerable populations and train using inter-professional collaboration models.

After many years of outstanding service as HDC program director and CACREP liaison, Dr. Gina Frieden has earned a well-deserved respite from these administrative responsibilities. Dr. Brad Erford assumed these roles in August 2019. Dr. Andy Finch continues to coordinate the SCDL program. Dr. Nicole Cobb was assigned to a new position as Associate Chair of the Department of Human and Organizational Development. She will continue to teach courses in HDC as she fulfills these new administrative responsibilities and continues to act as the clinical placement coordinator for school counseling. Dr. Heather Smith will also continue to coordinate CMHC field placements and program initiatives. The CACREP self-study report for the school counseling digital learning program is due in October 2019. The full program CACREP re-accreditation self-study (CMHC, SC, and SCDL) is due in June 2020. The faculty continue to collect, analyze, and use program outcome data to make continual adjustments to all HDC programs, as needed.