

**Human Development Counseling Program
Program Evaluation Summary
October, 2018
Evaluation Cycle (2015-2018)**

This report includes stakeholder survey data from the most recent HDC program evaluation of alumni (2013-2017) and supervisors, and feedback from two town hall meetings and two advisory board meetings. Survey information is currently being collected on employers. This report is part of the HDC Program's systematic performance review. The report is available at the program's website <https://peabody.vanderbilt.edu/programs/human-development-counseling-med/index.php>.

Student learning outcomes are assessed each year through national certifying exams, the capstone experience and key assignments for each program area. Results of the most recent national certifying exams (NCE and Praxis) are included as well as results of student learning outcomes for the comprehensive exam.

Job placement rates for the last three years are also included. For each area, a summary of findings is reported with actions taken and progress toward implementation.

Results are used to guide new initiatives, address challenges and identify program strengths. A summary of findings below will be translated into actionable goals and included in planned improvements over the next two years.

Evaluation Results

National Counseling Certifying Exams and Job Placement Rates

In 2018, all School Counseling students (14/14) passed the PRAXIS exam, the national certifying exam for school counselor licensure. For each of three years of the evaluation cycle, all SC students passed the exam on their first attempt.

2016-2018 NCE Results The NCE exam is the national certifying exam for counselors and the first licensure exam for licensed professional counselors in many states including Tennessee. It is recommended that students take the exam while still in school. In 2018, all graduating students who chose to sit for the NCE exam (29/29) passed. Data for the most current year has not yet been sent from NBCC. In 2016 and 2017, HDC student mean scores in all 8 areas of coursework met or exceeded the national mean when compared to other CACREP schools. During the three years of the evaluation cycle, all students passed the exam on their first attempt.

2018 Degree Completion Of the 24 students admitted to the CMHC Program, 21 students (87.5%) completed the degree in Human Development Counseling. Three students (12.5%) completed the degree in Human Development Studies. Of the 14 students admitted to the SC Program, 14 students (100%) completed the degree in Human Development Counseling.

2017 Degree Completion Of the 19 students admitted to the CMHC Program, 16 students (84.2%) completed the degree in Human Development Counseling. Three students (15.8%) completed the degree in Human Development Studies. Of the 16 students admitted to the SC Program, 15 students (93.7%) completed the degree in Human Development Counseling and 1 student (6.3%) completed the degree in Human Development Studies.

2017 Employment Data Of students pursuing full time employment after graduation, 100% (15/15) of SC 2017 graduates obtained full time employment in counseling within 6 months of graduation and 100% (16/16) of CMHC 2017 graduates obtained full time employment in Clinical Mental Health Counseling within 6 months of graduation. Data for 2018 graduates is currently being collected.

2016 Employment Data Of students pursuing full time employment after graduation, 100% (12/12) School Counseling Program 2016 graduates obtained jobs in counseling within 6 months of graduation. Of the 21 CMHC students who graduated in 2016, 17 obtained full time employment in Clinical Mental Health Counseling (81%), 2 are pursuing advanced graduate training (9.5%) and 2 (9.5%) are not currently pursuing employment in the field.

Stakeholder Reports

Alumni Survey (Cohorts 2013-2017 n=87; 63% response rate)

Alumni were asked to rate their perceptions of the program on a range of topics including relevance of coursework to career goals, preparation for career, instruction and mentoring, training compared to other counseling professionals, and overall satisfaction. They were also asked to rate how well coursework prepared them for their current position based on the CACREP core areas. Of the 87 students reporting, 96.55% agreed or strongly agreed that coursework was relevant to their career goals. 91.96% agreed or strongly agreed that they were satisfied with instruction that they received. 93.11% of students agreed or strongly agreed that they were as well trained as other grads from other programs. With regard to field training, 94.25% agreed or strongly agreed that internship training helped prepare them for their first professional position. 95.40% agreed or strongly agreed that they were satisfied with their experience overall and 93.11% agreed or strongly agreed that they were as well trained as graduates from other universities.

In areas of faculty support, 93.11% of alumni agreed or strongly agreed that faculty treated students with respect and 94.25% of alumni agreed or strongly agreed that faculty demonstrated a genuine interest in helping students. 90.80% of students agreed or strongly agreed that faculty provided effective academic advising.

In areas emphasizing particular types of preparation, alumni indicated some areas of improvement related to multicultural training as well as career advisement and job placement. 74.72% of alumni agreed or strongly agreed that the program prepared them to work with clients from diverse cultural backgrounds. 80.46% of alumni agreed or strongly agreed that

faculty were helpful in career planning and decision making. 75.86% of alumni agreed or strongly agreed that they knew where to look for jobs and 66.67% agreed or strongly agreed that the licensure and certification processes were clearly explained. Weighted averages for all items are reported in Appendix A.

Supervisor Survey (n=48 43% response rate)

Supervisors were asked to rate their perceptions of students they supervised while working at their field placements. Supervisors assessed intern capabilities on core areas of practice including knowledge of professional roles, ethics, cultural competence, life span development, groups, assessment and research. Supervisors were also asked to compare HDC students to Masters level students from other universities.

Summary: Of the 48 supervisors reporting, 97.9% agreed or strongly agreed that students had an understanding of professional roles and relationships with other human service providers; 95.8% agreed that students had an understanding of ethical and legal considerations; 83.3% agreed or strongly agreed that students had an understanding of the cultural context of relationships and strategies for working with diverse populations; 85.4% agreed or strongly agreed that students had an understanding of the nature of development across the life span; 68.8% agreed or strongly agreed that students had an understanding of career development theories and career counseling processes; 93.8% agreed or strongly agreed that students are able to conceptualize client presentation and select appropriate counseling interventions; 81.3% agreed or strongly agreed that students had an understanding of group dynamics and group counseling; 60.4% agreed or strongly agreed students were familiar with strategies for selecting, administering and interpreting assessment and evaluation instruments, and 83.3% agreed or strongly agreed students were familiar with the use of research to improve counseling effectiveness. In comparing graduates with other Master's level graduates, 60% of graduates were assessed as much stronger or stronger and 40% were comparable to other graduates.

Weighted averages for all 10 items are reported in Appendix B and C.

Program Strengths

Program Quality. Based on quantitative data in the most recent evaluation of alumni, over 95% of students agreed or strongly agreed that they were satisfied with the program overall and 93% of alumni agreed or strongly agreed that they were as well trained as other graduates from other programs. All supervisors responding reported that students compared favorably with other Master's level graduates rating 60% of graduates as much stronger or stronger and 40% as comparable to other graduates. Employment data and surveys show that graduates are gainfully employed and once licensed, career advancement is possible.

Instruction and Field Experiences. Alumni (96.55%) agreed or strongly agreed that coursework was relevant to their career goals and 91.96% agreed or strongly agreed that they were satisfied with instruction that they received. 94.25% of alumni agreed or strongly agreed that internship training helped prepare them for their first professional positions. Alumni noted

that sites that offered good supervision and direct hours to see clients provided great training opportunities. Additionally, sites that included a variety of experiences and encouraged interns to take on appropriate levels of responsibility under supervision were helpful in building confidence and competencies.

Faculty Support. In areas of faculty support, 93.11% of alumni agreed or strongly agreed that faculty treated students with respect and 94.25% of alumni agreed or strongly agreed that faculty demonstrated a genuine interest in helping students. 90.80% of students agreed or strongly agreed that faculty provided effective academic advising. Comments suggest that in general students are able to meet with advisors and students felt faculty provided appropriate levels of support. Some comments suggest additional time each semester would be helpful in planning course of study and discussing career goals.

Areas for Further Development

Multicultural Training. Alumni agreed or strongly agreed (74%) that the program prepared them to work with clients from diverse cultural backgrounds. Alumni and supervisors noted the importance of having experiences that are diverse including counseling with marginalized populations. Comments indicated that students could benefit from more exposure to diverse populations and settings and more discussion of diverse cases and contexts in classes.

Career Development and Licensure. 75.86% of alumni agreed or strongly agreed that they knew where to look for jobs and 66.67% agreed or strongly agreed that the licensure and certification processes were clearly explained. Students requested more information about state licensure requirements, and additional seminars on where to look for jobs.

Current Students: Town Hall

Town Hall meetings are held annually to allow students an opportunity to discuss their recommendations for strengthening program processes. Feedback from students is helpful in gathering information about ongoing processes and can include curriculum, field experiences, instruction, advising, financial aid, program culture or other topics of interest.

Summary: The most recent town hall (4/11/18) included a focus on culture and context and ways to create a diverse, inclusive and engaging learning environment. Questions were organized to address training and instruction, curriculum and field experiences, and recruitment and admission. With regard to training and instruction, students suggested more time in classes to discuss culturally relevant experiences; more training for faculty including adjuncts and core faculty with a focus on creating a climate of safety to explore hot topic issues; modeling of how to address different perspectives in class and more time for discussion of these issues; integration of multicultural competencies into curriculum as a whole; and, more focused recruitment of students of color.

Additional feedback from the 2018 and 2017 Town Hall included specific suggestions for courses such as increasing skill-based classes, including more diverse speakers and panels, scheduling classes to avoid holidays, increasing number of core faculty teaching core classes, increasing options for field placements, updating site contacts and providing additional support for the search process, providing financial assistance for conferences, and providing financial aid that is competitive with other universities. Students expressed concern about the new online SC program and how that might lead to very distinct groups.

Advisory Board

The Advisory Board is made up of current students, alums and stakeholders in community agencies and schools who can provide updates on trends in the field, recommend ways to address challenges and changes in program culture, and suggest future initiatives that fit with program goals.

Summary: The CMHC Advisory Board met (9/8/17) and particular areas of discussion focused on enhancing skills and competencies at field sites and through coursework. Internship placements were discussed as one way to expand training opportunities that are diverse and offer opportunities for refining skills learned in class. Members also suggested reviewing practicum experiences with a goal of increasing hours either through training that extends over both semesters or through increased hours at site. In discussion of alignment of trends in the field with current practices, collaboration with other mental health professionals was discussed as a way to bring other key competencies into practice including work with psychiatry, social work and behavioral health. Increasing exposure to working with diverse populations could be one way to increase cultural competencies through carefully paced experiences throughout the curriculum.

The SC Advisory Board met (9/8/17) and faculty outlined learning outcomes to date and program improvements made since last review. Discussions centered on the new SC online program and ways to maintain quality of the curriculum and program culture as online enrollment grows. Faculty will continue to build courses and procedures to integrate the online track into the SC program. The curriculum committee will submit application for substantive program change to CACREP in spring, 2019. Other areas addressed included how to continue to build relationships with administrators and advocate for roles and responsibilities most in line with SC counselor competencies. Specific suggestions were made to increase hours at Practicum sites since Practicum is only 100 hours and rotates every semester. It may be possible to increase hours to 200 which encourages a more comprehensive experience.

Actions and Planned Improvements

Based on qualitative feedback from surveys, town halls and advisory board meetings, faculty focused on the following areas for improvement.

Program Culture

Program faculty remain committed to training that encourages personal and professional development of students and continuing education for faculty. Areas of concern expressed by students included discussion of the new online School Counseling program and how this addition might lead to less time with core faculty and a decrease in quality of the campus-based program.

- **Action:** The program has hired new faculty who will take on additional responsibilities in the on-line program. Roles are currently being evaluated so that the chain of command is clear and the program can have more control in how content is being delivered. Faculty are investigating how online modules might be used in campus-based learning. It remains an important goal of program faculty that the personalized approach to learning and ability to continue to provide support and scaffolding for students not be lost as enrollments increases.

Organization

Student learning outcomes remain a part of assessment and the system for managing data (REDCap) <https://www.project-redcap.org> is being updated to provide a more effective way of monitoring assignments and giving feedback. Students and faculty noted inconsistency in using key assignments for assessing Student Learning Outcomes (SLOs) and inconsistency in getting feedback on performance. Core and adjunct faculty noted the need for better management of paperwork related to assessment, site documentation and program related files. It was also clear that additional time was needed to address changes in the program, increasing enrollment and integration of new faculty hires.

- **Action:** Key assignments for assessing SLOs are currently being evaluated and some assignments will be modified. Faculty workshops on scoring assignments to increase inter-rater reliability will be added in the spring of 2019. Roles and responsibilities for scoring, input of data and feedback to students will be reviewed and a system for addressing online student SLOs will need to be added.
- **Action:** Electronic storage of documents now covers all CMHC files related to practicum and internship. Students can access materials in Brightspace www.vanderbilt.edu/brightspace/. Actions are underway to move all student documents to electronic storage. Program forms (e.g., practicum and internship planning forms, hour logs, site agreements, proof of liability insurance, proof of 6 counseling sessions) have been converted from hard copy paper storage to secure online cloud storage (VU Box) <https://vanderbilt.account.box.com/login> for CMHC student files. This transition will allow instructors to more easily determine outstanding student document requirements, archive student documents, access archived student documents, and give current students immediate viewing and access to their own required documents.
- Conversion of files from hard copy to electronic storage is also being created for School Counseling key assignments and program documents as well. Handbooks, program events and announcements are already updated on the HDC homepage in Brightspace. Roles and

responsibilities are being assessed to streamline management of advising and admissions review for the online program.

- **Action:** Because of the new roles and responsibilities that emerged with the online program, each track now has separate meetings to address concerns specific to SC and CMHC objectives. Faculty need more time for planning, coordination and administrative oversight. Each coordinator will make a report of progress to date in the monthly HDC faculty meetings.

Advising and Mentoring

Qualitative feedback included requests for more opportunity to meet with advisors on career planning and licensure requirements. Advising procedures were modified at the last review. Additional opportunities for faculty to meet with students during the semester is encouraged. Additionally, responsibilities have not yet been clarified about how advising procedures and the professional performance review (PPR) will be managed in the online program. The following areas are being addressed in track committees.

- **Action:** The faculty is working on ways to incorporate more coaching and professional development in meetings with advisees. CMHC students requested more information about licensure and career information. Advising handbooks are being updated to include information on licensure and application for licensure in Tennessee. Requirements in other states vary and a link to state boards will be added to the advising handbook as well as Brightspace.
- **Action:** Faculty teaching in the SC online program are working to develop advising guidelines that meet the needs of online advisees. Advisees are currently assigned to core faculty but this may change as the online program continues to grow. Procedures are currently being reviewed and the SC planning committee will make recommendations about how to proceed.
- **Action:** The Professional Performance Review (PPR) assesses students on a variety of dispositions related to professional development and academic performance. If concerns are raised about a student's performance, an action plan is created to work on the areas outlined for modification. The Professional Performance Review is discussed by HDC faculty at end of semester meetings. Procedures were updated at last review. Guidelines are being adapted to improve consistency in addressing performance as it relates to coaching and advising of online students.

Course Instruction/Curriculum

Requests for skill-based courses is an area that the program has been addressing over the past few years. Additional assignments added to applied classes and changes in course objectives have increased the focus on specific skills and core counseling competencies prior to beginning field experiences. In particular, finding ways to address multicultural themes in classes and

generalize learning from one class to the next is an area that is being discussed in curriculum committee.

- **Action:** In response to student feedback, a new elective *Human Sexuality Theory and Intervention*, was added to the POS for spring, 2017. This course serves as an elective in both the SC and CMHC Program of Study. It was offered again in spring, 2018. If the course continues to meet enrollment requirements, it will be moved from Special Topic to a permanent rotation in the elective offerings 2019. The SC elective *HDC 6220: Counseling for College Access, Admission and Completion* was moved from summer to spring and is now offered every other year.
- **Action: Key Assignments.** Faculty review of key assignments and student feedback suggests that emphasizing case conceptualization skills from initial classes to field experiences could help students sharpen their skills in diagnosis and assessment without compromising their developmental and strength-based focus. Since multiple approaches to conceptualization are included in clinical classes, the CMHC faculty is reviewing modifications to this assignment. The HDC Faculty are reviewing the developmental, theory of counseling and multicultural key assignments and coursework in experiential classes and ways to scaffold competencies so learning outcomes are intentional and build from one class to another. The HDC faculty are also reviewing potential revisions to the integrative portion of the comprehensive exam for 2019. While the core competencies will still be addressed in this written exam, faculty felt sub questions in each domain need to be reduced to allow students to delve more deeply into each discussion area.

Field Placements

As noted in qualitative comments from supervisors and Advisory Board, increasing HDC intern opportunities for counseling clients from diverse backgrounds, can be expanded to sites that emphasize working with vulnerable or marginalized populations. Expanding opportunities at sites especially during the Practicum year was also discussed.

- **Action:** The awarding of the Behavioral Workforce and Education Training grant through Health Resources and Services Administration (HRSA) will allow the program to build infrastructure which will add additional sites with a specific focus on working with vulnerable populations in agencies and schools. The goal of increasing counselor competencies with evidence-based practices and exposure to diverse populations and settings is aligned with grant objectives. The program will be able to add trainings which are funded by the grant and interns who work with sites that are part of the grant will receive a stipend.
- **Action:** In the CMHC track, opportunities for extending practicum hours are currently being discussed and one option may be allowing students to increase hours at sites or move toward combining their practicum and internship sites if they determine that the site offers enough

clinical hours and variety of experiences. In the SC track, the practicum experience has been changed to internship I and contact hours have been increased from 100 to 200 hours on site.

Career Advisement and Licensure

Feedback from the 2015 program evaluation led to additional content included in CMHC and SC Foundation classes and the CMHC Internship seminar. The addition of a module in CMHC internship class was added to discuss state licensure requirements and specific information about the application process and job search. Peabody Career Services also works with HDC students on writing resumes, expanding their network of contacts in the field and following up about potential employment opportunities. Qualitative feedback suggests these actions were very helpful.

- **Action:** The Vanderbilt chapter (Eta Delta Chi) of Chi Sigma Iota hosts a career development panel which includes SC and CMHC alums discussing different career paths and trajectories. Additional information about CMHC licensure in Tennessee and information on portability will be included in future internship sessions. An information relay for students interviewing for clinical field placements gives students an opportunity to practice informational interviews. Additional follow up with alums will be planned during the next meeting of the Advisory Board to see if there are specific recommendations for additional career-related events.

Appendix A
Human Development Counseling
2018 Program Perceptions Survey – Alumni

1=Strongly Disagree to 5=Strongly Agree

1. The courses in my program of study were relevant to my career goals.	4.49
2. I am satisfied with the instruction that I received in the Human Development Counseling program.	4.37
3. I received sufficient training to make the ethical decisions that I have encountered since graduation.	4.53
4. I was well prepared for my first job after graduating from the HDC program.	4.21
5. Equipment, facilities, and assessment resources were adequate.	4.33
6. The Vanderbilt library system contained the resources required for me to succeed in my program.	4.22
7. Opportunities existed for mentorship relationships with faculty.	4.17
8. The faculty was helpful in my transition to graduate study.	4.36
9. Faculty members cooperated with each other to ensure student learning, student success, and provision of consistent information.	4.13
10. The faculty was helpful in my career planning and decision-making.	4.08
11. The faculty provided effective academic advising to ensure my timely completion of the program.	4.48
12. Faculty members demonstrated a genuine interest in helping students.	4.54
13. I was comfortable expressing different points of view to faculty (e.g., politics, religion, lifestyle, theory).	4.02
14. The faculty was open to suggestions from students about program issues and possible improvements.	4.00
15. As an HDC graduate, I am as well trained as counseling professionals from other Master's level programs.	4.67
16. My peers were an effective support system.	4.17
17. I could count on the faculty for support with both academic and personal challenges.	4.16
18. Faculty members consistently treated students with respect.	4.39

19.	Students consistently treated faculty members with respect.	3.86
20.	The program prepared me to work with clients from different cultural backgrounds.	3.95
21.	My practicum training was helpful in preparing me for my first professional position.	4.21
22.	My internship training was helpful in preparing me for my first professional position.	4.57
23.	The licensure and/or certification process for my field was clearly explained by the faculty.	3.79
24.	I knew where and how to look for potential jobs after graduation.	4.03
25.	The faculty encouraged involvement in Chi Sigma Iota professional organizations and state/national conferences.	4.34
26.	Overall, I was satisfied with my experience in HDC.	4.45

Appendix B
Human Development Counseling
2018 Program Perceptions Survey – CMHC Supervisors

1=Strongly Disagree to 5=Strongly Agree

1. Understanding of professional roles, functions and relationships with other human service providers.	4.50
2. Understanding of the ethical and legal considerations in professional counseling.	4.25
3. Understanding of the cultural context of relationships, issues trends and strategies for working with diverse populations.	4.17
4. Understanding of the nature and needs of individuals at all developmental levels and transitions across the life span.	4.29
5. Understanding of career development theories and career counseling processes, techniques and resources.	4.58
6. Able to conceptualize client presentation and select appropriate counseling interventions.	4.17
7. Understanding of group dynamics and group counseling methods.	4.54
8. Familiar with strategies for selecting, administering and interpreting Assessment and evaluation instruments in counseling.	4.38
9. Familiar with the use of research to improve counseling effectiveness.	4.04
10. Compare the HDC graduate with Master's level graduates from other universities.	3.79

Appendix C
Human Development Counseling
2018 Program Perceptions Survey – SC Supervisors

1=Strongly Disagree to 5=Strongly Agree

1. Understanding of professional roles, functions and relationships with other human service providers.	4.79
2. Understanding of the ethical and legal considerations in professional counseling.	4.71
3. Understanding of the cultural context of relationships, issues trends and strategies for working with diverse populations.	4.33
4. Understanding of the nature and needs of individuals at all developmental levels and transitions across the life span.	4.50
5. Understanding of career development theories and career counseling processes, techniques and resources.	4.54
6. Able to conceptualize client presentation and select appropriate counseling interventions.	4.46
7. Understanding of group dynamics and group counseling methods.	4.58
8. Familiar with strategies for selecting, administering and interpreting Assessment and evaluation instruments in counseling.	4.71
9. Familiar with the use of research to improve counseling effectiveness.	4.54
10. Compare the HDC graduate with Master's level graduates from other universities.	3.96

Appendix D
Human Development Counseling
2018 Written Integrative Exam (Capstone)

Score 4=Mastery; 3=Proficient; 2=Emergent; 1=Non-Existent

1. Developmental	3.36
2. Theories of Counseling	3.54
3. Professional Orientation	3.36
4. Research	3.43
5. Multicultural	3.63
6. Group	3.5
7. Ethics	3.65

Scores are averaged between two faculty raters. Each of the seven domains includes a scoring rubric for rating degree of proficiency.