

## **2025 Human Development Counseling (HDC) Program Outcomes Report**

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

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

### **Program Statistics**

#### **Completion Rate**

In the academic year ending in May 2025, by track, of the 20 students admitted to the Human Development Counseling (HDC) program in 2022 with a specialization in clinical mental health counseling (CMHC), 15 students (75%) completed the M.Ed. degree in human development counseling (CMHC specialization). Of the 11 dual track students (combined CMHC and School Counseling tracks), 8 (73%) completed the M.Ed. degree in human development counseling. We did not admit students to the school counseling program in 2022; thus, none graduated in May of 2025. Overall, of the students matriculating into all HDC tracks (31), 23 (74%) completed the M.Ed. in their designated track. Of those who did not complete the degree, 4 withdrew from the program and 4 decided to pursue another, non-licensure degree program offered by the department.

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

School counseling students, including Dual track students intending to seek licensure in school counseling, are required to take the Praxis School Counseling Examination (herein referred to as Praxis Exam) as part of the requirements for Tennessee licensure as a school counselor. Thus, most school counseling and some dual track graduates sit for the Praxis exam. The HDC pass rate for this exam was 97% for students who sat for the exam between 2023-2025<sup>1</sup>. See Table 3 below for more information.

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

Given that Vanderbilt University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), HDC students are eligible to take the National Counselor Examination (NCE) during the semester in which they will graduate. The NCE is not a program requirement, but most CMHC students sit for this exam before graduation because it is a Tennessee licensure requirement. Of the 18 students who

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<sup>1</sup> Three Dual track students took the Praxis Exam in 2025; the others sought placements in clinical settings. Given the small sample size for 2025, we have reported the Praxis Exam pass rate over 3 years.

took the NCE exam in 2025, 100% passed. Further, our students consistently performed above national averages across domains. See Table 6 below for more information.

### **Job Placement Rate**

Of students pursuing full time employment after graduation between August 2022 and May 2024, 100% (34/34) of school counseling graduates and 100% (76/76) of CMHC graduates obtained full-time employment as a counselor or began graduate studies in a doctoral program within six months of graduation<sup>2</sup>.

### **Demographic Characteristics of the 2025 HDC Graduating Class**

During academic year 2024-2025 HDC had 78 CMHC students, 35 dual track students and 11 school counseling students. Students have diverse and intersecting social identities. 27% of students identified as Black/Indigenous/People of Color (BIPOC) and 7% are international. Demographic characteristics of all HDC program students during the 2024-2025 academic year are presented in Tables 1 and 2.

**Table I: Race/Ethnicity for Students Across Tracks in the 2024/2025 Academic Year**

Race/Ethnicity	%
Asian/Pacific Islander	13%
Black/African American	7%
Indigenous	0%
Latine/Hispanic	2%
Middle Eastern	1%
Multiracial	4%
White	73%

**Table 2: Gender Identity for Students Across Tracks in the 2024/2025 Academic Year**

Gender	%
Women	83%
Men	15%
Nonbinary	2%

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<sup>2</sup> Peabody Career Center tracks career outcomes for HDC students. For students graduating between May 2022 – August 2024 (three years), 34/34 School Counseling students were seeking employment, 34/34 responded to the Career Center Survey, and 34/34 had gained employment in their intended field; 80/82 CMHC students were seeking employment, 76/80 responded to the Career Center survey, and 76/76 had gained employment in their intended field.

## Applicant Admission Data

The HDC program is competitive. Of 431 completed applications reviewed in Spring 2025 for Fall 2026 admission, HDC denied 352 applications (82%) and admitted 79 applicants (18%). Of the applicants admitted, 39 accepted the offer (49%) matriculated and 30 applicants (51%) declined admission.

## Annual Program Evaluation Data

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

One hundred percent of our students who sat for the NCE and CPCE exams passed. Ninety-seven percent of students who sat for the Praxis exam passed. Detailed results are provided in Tables 3 through 6 below.

**Table 3. 2023-2025 HDC Praxis School Counseling Examination Results<sup>3</sup>**

Program	n	1	2	3	4	Avg. Total Score
Vanderbilt HDC	41	86.0%	83%	82%	80%	176.74

Notes: Areas were: 1 = Foundations; 2 = Delivery of Services; 3 = Program Management; 4 = Accountability; Total = Total Praxis School Counseling exam.

**Table 4. HDC CPCE 2025 Results<sup>4</sup>**

Section	Vanderbilt University			National Scores		
	Total			Total		
	N*	Mean	SD	N	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	24	13.17	1.86	3308	11.81	2.10
C2: Social and Cultural Diversity	24	11.50	2.06	3308	10.27	2.36
C3: Human Growth and Development	24	13.13	1.70	3308	11.57	2.50
C4: Career Development	24	13.17	1.71	3308	11.01	2.25
C5: Counseling and Helping Relationships	24	12.21	2.08	3308	10.78	2.45
C6: Group Counseling and Group Work	24	13.17	2.24	3308	12.57	2.34
C7: Assessment and Testing	24	12.67	2.33	3308	10.12	2.60

<sup>3</sup> Three dual track students took the Praxis Exam in 2025 because the others sought placements in clinical settings. Given the small sample size for 2025, we have reported Praxis data over 3 years (2023-2025).

<sup>4</sup> In addition to the 23 students who graduated in 2025, one additional HDC student who graduated in 2024 sat for the CPCE in Spring 2025

C8: Research and Program Evaluation	24	12.5	2.87	3308	9.74	2.90
<b>Totals Across Sections</b>	<b>24</b>	<b>101.50</b>	<b>10.94</b>	<b>3308</b>	<b>87.87</b>	<b>14.3</b>

**Table 5. HDC CPCE 2025 Results by Program Track**

*Clinical Mental Health*

Section	n	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	16	13.44	1.46
C2: Social and Cultural Diversity	16	11.44	2.03
C3: Human Growth and Development	16	13.25	1.53
C4: Career Development	16	13.50	1.59
C5: Counseling and Helping Relationships	16	12.75	2.02
C6: Group Counseling and Group Work	16	13.19	2.40
C7: Assessment and Testing	16	13.25	2.46
C8: Research and Program Evaluation	16	13.06	2.74
Total Across Sections	16	103.88	9.92

*Dual*

Section	n	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	8	12.63	2.5
C2: Social and Cultural Diversity	8	11.63	2.26
C3: Human Growth and Development	8	12.88	2.1
C4: Career Development	8	12.50	1.85
C5: Counseling and Helping Relationships	8	11.13	1.89
C6: Group Counseling and Group Work	8	13.13	1.50
C7: Assessment and Testing	8	11.50	1.6
C8: Research and Program Evaluation	8	11.38	2.97
Total Across Sections	8	96.75	12.00

**Table 6. National Counselor Exam (NCE) Results for 2025**

*For Clinical Mental Health Students (n = 18)*

**Work Behaviors and Domains**

	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	14.4	3.3	11.8	3.0
Intake, Assessment and Diagnosis	15.2	2.1	13.6	2.8

Areas of Clinical Focus	38.2	2.8	34.0	5.4
Treatment Planning	12.2	1.1	10.2	2
Counseling Skills and Interventions	34.9	4.6	31.4	5.8
Core Counseling Attributes	10.4	1.7	9.7	2
Overall Score	125.3	11.9	110.8	16.9

#### **CACREP Content Areas**

CACREP Content Areas	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.9	1.8	7.2	1.7
Social and Cultural Diversity	6.88	2.1	6.7	1.9
Human Growth and Development	11.7	2.4	10.5	2.6
Career Development	8.4	2.3	7.4	2.9
Counseling and Helping Relationships	47.7	3.8	41.4	7.6
Group Counseling and Group Work	12.9	1.9	12.6	2.9
Assessment and Testing	27.1	3.7	22.4	4.4
Research and Program Evaluation	2.8	1.3	2.5	1.2
Overall Score	125.3	11.9	110.8	16.9

#### ***Disposition Assessment***

Student dispositions were assessed every semester using the HDC program Professional Performance Review (PPR) process. During the 2024-2025 academic year, all students received a satisfactory rating, except for one student for whom a remediation plan was created.

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

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

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

Internship supervisor ratings are collected at end of Internship I and again at the end of the 600-hour concluding internship course (Internship II/III) to offer evidence of the application of knowledge in clinical practice. This score is assigned by the Vanderbilt University faculty supervisor in consultation with the site supervisor. The same rubric designations are applied: M = 2; P = 1; F = 0.

To monitor and examine these outcomes annually, we examine the KPI scores and internship supervisor ratings for all students enrolled during the reporting year who have been assessed on that dimension (students can complete coursework in slightly different timing). KPIs are reported for each area below as relevant to each objective. 124 students enrolled during the 2024/2025 reporting year.

**Objective A. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.**

CPCE results for knowledge areas assessed are presented in Table 4 and by program track in Table 5. HDC students scored above the national average in all areas. In addition, all HDC graduates passed the CPCE in 2025. While not all students elect to take it, student competency was further evidenced in the NCE; across all areas assessed, students performed consistently above the national average. Similarly, 97% of students who took the Praxis Exam passed. These data are summarized in Table 6.

In Internship I, the average supervisor rating for students across program tracks was 1.89 (SD = .35; n = 67). 91% of students were rated as achieving mastery, 7% were rated proficient. One student required remediation. In Internship II/III, the average supervisor rating across students was 2.00 (SD = 0; n = 23). All students were rated as achieving mastery (100%).

Additional evidence of knowledge in the school counseling specialty area was provided through classroom-based foundational knowledge grades in HDC 6200 Foundations of Professional School Counseling. School counseling students (including Dual students) achieved an average rubric rating of 1.98 (n = 46; SD = .15); 98% achieved a rating of mastery and 2% received a proficient rating.

Evidence of knowledge in the CMHC specialty area was provided through the Foundational Knowledge course grade in HDC 6400 Foundations of Clinical Mental Health Counseling, achieving an average rubric rating of 2 (n = 97). 100% of students were rated as achieving mastery.

Employer and graduate surveys asked respondents to rate how well HDC graduates met objective A on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 7.

**Table 7. Employer and Graduate Survey Results to Support Program Objective A (2-year Rolling Average).**

Respondents	Mean	SD	% of respondents indicating “agree” or “strongly agree”
Graduates	4.6	0.9	88%
Employers	4.67	0.58	100%

This assessment was completed Spring 2025. Survey was sent to students who graduated in 2023 and 2024 and their employers.

**Objective B. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.**

Assessment of HDC Program Objective B was accomplished by collecting outcome data from the CPCE and NCE results, internship supervisor ratings, skills courses rubric ratings, core course KPI averages, and employer and graduate surveys.

CPCE results for skill/knowledge areas assessed are presented in Table 5 (and in Table 6 by program track) including helping skills, groupwork, and assessment.

Core course grades for each area were subsequently transformed to conform to the rubric: Mastery (M) = 2; Proficient/Pass (P) = 1; and Fail (F) = 0. Evidence of skill in specialty areas was provided through classroom-based skill application. Across the board, students achieved mastery in coursework. Courses in research and assessment had slightly more variability with a small number of students failing and requiring remediation. See Table 8 for a summary of outcomes regarding course grades.

**Table 8. Outcomes for Course Grades**

Course	# of Students Who Have Completed	Mean	SD	%Fail	%Proficient	%Mastery
Developmental	124	1.96	.30	0	10	90
Theories	123	1.84	.37	0	16	87
Group Counseling	41	1.93	.26	0	7	93
Research	123	1.66	.56	4	26	70
Assessment	65	1.55	.50	0	45	55
Diagnosis	49	1.98	.14	0	2	98

Cultural Diversity	65	1.97	.17	0	3	97
Counseling Skills	41	1.93	.26	0	7	93

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

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

Two-year rolling employer and graduate surveys asked respondents to rate the degree HDC met objective B on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 9 below.

**Table 9. Employer and Graduate Survey Results to Support Program Objective B (2-year Rolling Average).**

Respondents	Mean	SD	% of respondents indicating “agree” or “strongly agree”
Graduates	4.3	1.0	88%
Employers	4.67	0.58	100%

This assessment was completed Spring 2025. Survey was sent to students who graduated in 2023 and 2024 and their employers.

**Objective C. To provide students with a knowledge of the organization and administration of human service agencies or schools, as well as clarity regarding the personal/social, career, and academic role of the professional counselor in each of these settings.**

Assessment of HDC Program Objective C was accomplished by collecting outcome data using foundation course knowledge ratings, Praxis scores for school counselors, internship supervisor ratings, and employer and graduate surveys.

Knowledge in the school counseling specialty is assessed in the Praxis School Counseling Examination. The results are presented in Table 3 above. 97% of HDC students who sat for the Praxis exam between 2023-2025 passed the exam. The average total score for those students was 176.74, a score well above Tennessee’s threshold for licensure (score of 159 or above).

See Objective A for a summary of internship supervisor ratings as these are also relevant for Objective C. Also see course performance reported for Objective A and B. Likewise, NCE results for acquisition of knowledge and skill areas assessed are presented in Table 7 and CPCE data are summarized in Tables 5 and 6. All areas were well above the national average.

Rolling employer and graduate surveys asked respondents to rate to what degree HDC met objective C on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). Table 10 presents these results.

**Table 10. Employer and Graduate Survey Results to Support Program Objective C (2-year Rolling Average).**

Respondents	Mean	SD	% of respondents indicating “agree” or “strongly agree”
Graduates	4.3	1.0	81%
Employers	4.67	0.58	100%

This assessment was completed Spring 2025. Survey was sent to students who graduated in 2023 and 2024 and their employers.

**Objective D. To educate students in research/evaluation tools relevant to the delivery of helping services in either a community agency, school, or corporate setting.**

Assessment of HDC Program Objective D was accomplished by collecting outcome data using CPCE, NCE, and Praxis results, internship supervisor ratings, core course KPI averages, and rolling employer, graduate, and supervisor ratings.

As above and in support of Objective D, students performed well in the areas of research and program evaluation on the CPCE and the NCE, scoring above the national average on both. In addition, as reported for Objective B, students performed well in their Assessment and Research courses. While there was slightly more variability in performance for these courses, only 4% of students required remediation.

Annual employer and graduate surveys asked respondents to rate the degree HDC met objective D on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 11.

**Table 11. Employer and Graduate Survey Results to Support Program Objective D (2-year Rolling Average).**

Respondents	Mean	SD	% of respondents indicating “agree” or “strongly agree”
Graduates	4.4	0.9	88%
Employers	5	0	100%

This assessment was completed Spring 2025. Survey was sent to students who graduated in 2023 and 2024 and their employers.

**Objective E. To introduce students to the wide scope of diverse populations they will encounter in their work settings, examine their own biases, and provide students opportunities to work with diverse populations, building cultural competency to work ethically with all people they may encounter in their work settings.**

Assessment of HDC Program Objective E was accomplished by collecting outcome data using the CPCE, comprehensive oral case conceptualization, NCE results, internship supervisor ratings, core course KPI averages, and rolling employer and graduate surveys.

To measure understanding and skill in counseling individuals from diverse cultures, the social and cultural diversity core knowledge area was assessed using the faculty developed course grade rubrics that yielded scores for this CACREP core area. These scores are presented in Table 8 above. Notably, 97% of students achieved mastery in this area, and 100% of students were rated proficient or above.

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

Employer and graduate surveys asked respondents to rate how well HDC met Program Objective E on a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree, nor disagree; 4 = agree; and 5 = strongly agree). These results are presented in Table 12 below.

**Table 12. Employer and Graduate Survey Results to Support Program Objective E (2-year Rolling Average).**

Respondents	Mean	SD	% of respondents indicating “agree” or “strongly agree”
Graduates	4.4	0.9	88%
Employers	5	0	100%

This assessment was completed Spring 2025. Survey was sent to students who graduated in 2023 and 2024 and their employers.

## **Program Announcements and Changes**

### *Faculty*

HDC conducted a faculty search during the 2024-2025 academic year. The successful search yielded two new hires, Dr. Douglas Ribeiro and Dr. Tori Young, both of whom join the HDC faculty in Fall of 2025. Dr. Ribeiro's research and teaching focus on Behavioral Health Integration in primary care as a means of addressing mental health disparities. He emphasizes the central role mental health counselors play in advancing equitable healthcare through empirically grounded approaches to integrated care that are responsive to social and cultural contexts. Dr. Young has 11 years clinical experience and is a national certified counselor, a licensed professional counselor in Georgia, and is certified in trauma-focused cognitive behavioral therapy. Her research focuses on the experiences of non-offending caregivers in navigating child abuse systems.

### *General Updates*

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

### *Accreditation*

All HDC faculty successfully revised their course syllabi and assignments to align with the 2024 CACREP standards, ensuring curriculum compliance and enhancement of core competencies across tracks.

### *Admissions*

We have updated the admissions process by adding small-group interviews and interview prompts that evaluate disposition and preparation for the field. These updates further supported the selection of students demonstrating strong interpersonal readiness and alignment with program values.

### *Evidence-based HDC Program and Curricular Changes*

The modified Professional Performance Review (PPR) rubric and process was fully implemented, leading to clear communication about expectations, and structured opportunities for mentorship and coaching. This strengthened the culture of evaluation across the program and has improved faculty capacity to intervene with students who are not adequately prepared or who do not demonstrate the dispositions necessary for the counseling profession- academically, professionally, or interpersonally.

### *Community Building*

During the 2024-2025 academic year, the HDC program began convening small group gatherings for students. The goal of these gatherings was to provide small, informal settings in which to deepen connections with faculty and fellow students.

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