



UNIVERSITY OF ST. THOMAS

CMHC Annual Assessment Report

The Clinical Mental Health Counseling (CMHC) program at the University of St Thomas - Houston utilizes data from many sources in order to evaluate the effectiveness and quality of the program. This report is a summary of the findings of this review process, and the modifications and substantial changes planned for the CMHC program in response to the data.

Summary of Program Analysis Data Collected

Applicants and Accepted Students

The CMHC program recognizes that diversity in a student body and faculty is beneficial to the program. The program faculty seek to attract, admit, retain, and graduate a diverse student body. The data below analyzes the 66 applicants to the UST CMHC program for the fall 2020 semester, current cohorts enrolled in coursework (Cohort F and G), and recent graduates. Of the fall 2020 applicants, 28 (42%) were accepted and enrolled into the program, 21 (32%) were accepted but declined for COVID-19 and/or finance-related concerns, 6 (9%) were denied acceptance to the program, 4 (6%) deferred acceptance to the fall 2021 cohort, and 7 (11%) did not complete the application process. Based upon demographic characteristics identified by applicants when applying to the program, the CMHC program boasts a high level of diversity in the areas of gender and race for both applicants and admitted students.

	Fall 2020 Applicants	Fall 2019 Applicants	2020-2021 Cohort G	2019-2020 Cohort F	2019-2020 Graduates	2018-2019 Graduates
Total Count	66	63	28	33	25	22
Gender						
Male	12	13	3	9	4	4
Female	54	50	25	24	21	18
Race/Ethnicity						
Asian	8	4	1	0	3	4
Black or African American	5	2	3	2	1	1
White	20	28	13	16	7	8
Other or Multiracial	15	8	4	4	3	2
Hispanic	18	18	7	10	11	7

Student Learning Outcomes

The CMHC program has identified 17 specific coursework assessments utilized to assess the progression of individual students and the overall performance of the program. This is down from 18 coursework assessments from the 2018-2019 academic year as the program combined CMHC 5330 and CMHC 6330 into one course. Data was not collected on the student learning outcomes for CMHC 5330 Research Foundations for the spring 2020 semester. In the 2019-2020 academic year, 80% or more of students met or exceeded the expectations of the program on all 17 of these coursework standards. The two lowest scoring areas were CMHC 5310 Counseling Theories and CMHC 5325 Psychopathology (93% pass rate on both of the course assessments).

	Course Number	Course Name	# of Students	# Passed Assignment (80% or higher)	Total Pass Rate
Fall 2019					
	5300	Intro to CMHC	31	31	100%
	5305	Helping Relationships	34	33	97%
	5310	Counseling Theories	29	27	93%
	5315	Ethical and Legal Issues	30	30	100%
	5335	Appraisal and Assessment	27	27	100%
	6300	Human Diversity	23	23	100%
	6310	Couples and Families	24	24	100%
	6345	Practicum III	25	25	100%
Spring 2020					
	5320	Human Development	31	31	100%
	5325	Psychopathology	30	28	93%
	6315	Group Counseling	33	32	96%
	6320	Addictions and Recovery	21	21	100%
	6325	Career Counseling	27	27	100%
Summer 2020					
	6305	Religious & Spiritual Issues	27	27	100%
	6340	Practicum II	24	23	95%
<small>*incomplete course data</small>	6355	Counseling & Social Justice	12	12	100%

Student Professional Dispositions Assessment

The faculty of the CMHC program assess students in the areas of professional competence, interpersonal fitness, integrity, maturity, and professional responsibility through the use of the Professional Performance Fitness Evaluation (PPFE) several times throughout the training program. Each student is rated by their instructor in each of the five areas of professional dispositions on a scale of 1-3 with 3 exceeding criteria for program level. Students are assessed

using the PPFE during their Helping Relationships and Practicum I-IV semesters. Student clinical competency and interpersonal fitness scores remained consistent from the 2018-2019 to the 2019-2020 academic year.

In fall 2019, 41 student PPFEs across the Helping Relationships and Practicum I and III courses were collected and 100% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level), specifically 78% (n = 32) scored a 3 and 22% (n = 9) scored a 2 on their PPFE ratings. During the spring of 2020, 27 PPFE forms were collected. Of those collected, 100% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level), specifically 81% (n = 22) scored a 3 and 19% (n = 5) scored a 2 on their PPFE ratings. During the summer of 2020, 22 PPFE forms were collected. Of those collected, 100% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level), specifically 73% (n = 16) scored a 3 and 27% (n = 6) scored a 2 on their PPFE ratings. After reviewing all PPFE evaluations for clinical competence ratings, 65.5% of the ratings for competency (n = 59) exceeded the program level and 30% meet the criteria for program level. One student (.01%) scored a 1 (meets criteria marginally or inconsistently at the program level) and four student PPFE's (.04%) contained missing scores in this area. Additionally, 71% of the ratings (n = 64) for interpersonal fitness exceeded the requirement for the program and 25.5% (n = 23) met the criteria for the program. Four student PPFE's (.04%) contained missing scores in this area.

Counselor Preparation Comprehensive Exam Outcomes

Students must take the Counselor Preparation Comprehensive Exam (CPCE) in order to graduate from the CMHC program. Reviewing administrations from summer 2019 through January 2020 revealed that a total of 25 students have taken the CPCE exam. Overall, three students scored below one standard deviation of the national average with an overall pass rate of 88%. Beginning with the January 2021 CPCE administration, all CMHC students must pass the exam within one standard deviation of the national average in order to graduate from the program. Students have an opportunity to take the exam up to three times before additional coursework will be required to graduate.

Academic Year	Students Taking the CPCE	Average Score	National Average
2017-2018	18	97.05	87.87
2018-2019	24	84.1	85.5
2019-2020	25	79.3	83.3

National Counselor Exam Outcomes

Students take the National Counselor Exam (NCE) during their final spring semester before graduation. The NCE is one of two allowable exams required to apply for professional counselor licensure in Texas.

Academic Term/Year	Students Taking the NCE	Passed NCE	Total Pass Rate
Fall 2017	18	18	100%
Spring 2018	17	15	88%
Spring 2019	22	21	95.5%
Spring 2020	15	15	100%

Degree Completion Analysis

Students enrolled full-time in the M.S. program complete their coursework in two calendar years (six consecutive semesters); students enrolled half-time complete their coursework in four calendar years (twelve consecutive semesters). A majority of students complete the program full-time. The full-time completion rate has been trending upward over the past three years.

Cohort	Degree Program Began	Degree Completion Deadline	Began and Completed Degree	Two-year Completion Rate
C	Fall 2016	August 2018	29/17	59%
D	Fall 2017	August 2019	34/24	71%
E	Fall 2018	August 2020	25/19	76%
Total				69%

Recent Graduate Survey

Each graduate from the CMHC program is sent an alumni survey once they have completed the program. Using this survey, we request feedback about the program, training provided, and current employment within the counseling field. Surveys were sent out to our Cohort E alumni. Eighteen graduates responded to the survey request. Below is some of the feedback provided by CMHC alumni.

78% reported feeling very well prepared to perform the necessary duties of a counselor.
72% reported feeling very well prepared to provide competent conceptualization of clients
72% reported well prepared to effectively integrate knowledge and theory into practice.
94.5% reported feeling moderately to extremely satisfied with their knowledge and skill in counseling upon graduation.

Currently, there are 14 Cohort E graduates who have obtained an LPC Associate license and several more are in the process of applying. Alumni reported counseling position titles included LPC-Intern, LCDC-Intern, bilingual counselor, and crisis counselor. Employment settings of our graduates included clinical mental health counseling agencies and organizations, psychiatric hospitals, school districts, counseling clinics, and private practice.

Employer Survey

Employers of recent graduates as a group traditionally have the smallest return rate of all groups. This academic year was no exception with five employers providing feedback to the program.

The employers were asked to rate the CMHC graduates on a scale of 0 (disagree completely) to 4 (agree completely). Eighty percent of employers rated CMHC graduates highly competent in all core content areas and twenty percent rated graduates as competent (theory, ethical behavior, diversity, clinical skill, ability to conceptualize and use appropriate interventions, and build therapeutic rapport). The employers noted the graduates were hired for an LPC-Intern positions (80%). Other certificates and licenses desired by the employers included national certified counselor, registered play therapy, and licensed chemical dependency counselor. Eighty percent of the employers reported they were extremely satisfied with the level of training and preparation provided by the program and the graduate's knowledge and skills related to counseling. The employer stated they were very likely to hire another University of St Thomas CMHC graduate in the future.

Modification and Substantial Changes to the CMHC Program

Program evaluation is a continual process for the University of St Thomas CMHC program. A review of student assessment data along with feedback from key CMHC stakeholders resulted in program modifications for the next academic year.

Individual Course Modifications to Improve Student Performance

Faculty strive to offer the best training and learning experience for all students in the CMHC program. In each course, faculty make ongoing modifications to improve student learning and skill development.

Several new textbooks were adopted by faculty to enhance student learning. In order to continually improve student's ability to document clinical sessions and conceptualize client needs, faculty adopted a documentation primer that will be used in Practicum II. This documentation primer will aid students in learning to conceptualize and document all therapeutic interactions succinctly and appropriately. Additionally, a new research and program evaluation text was adopted. This was in response to the CMHC 5330 and 6330 courses being combined during the last academic year. The new text will cover all content related to research foundations and program evaluation. Last, a new career counseling text was adopted to provide more up-to-date information about career counseling methods and assessments.

Candidacy Modifications

No candidacy modifications were made this academic year as faculty are evaluating the new CPCE score requirements for Cohort F that were put in place during the previous academic year.