



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 84 applicants to the UST CMHC program for the fall 2020 semester (Cohort G), current cohorts enrolled in coursework (Cohort F and G), and May 2021 graduates (Cohort F) of the program. Of the fall 2020 applicants, 38 (45%) were accepted and enrolled into the program, 29 (34.5%) were accepted but declined for COVID-19, financial, or other concerns, 8 (9.5%) were denied acceptance to the program, 1 (1.5%) deferred acceptance to the fall 2021 cohort, and 8 (9.5%) 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.

	Applicants Cohort G	Enrolled Students		Graduates Cohort F*
		Cohort G	Cohort F	
Total Count	84	38	26	23
Gender				
Male	11	5	7	7
Female	73	33	19	16
Race/Ethnicity				
Asian	8	3	1	0
Black or African American	11	4	2	1
White	29	13	12	12
Other or Multiracial	9	2	1	1
Hispanic	27	16	10	9

*Graduating students include Cohort F and part-time Cohort E students

Student Learning Outcomes

The CMHC program has identified 16 specific coursework assessments utilized to assess the progression of individual students and the overall performance of the program. In the 2020-2021 academic year, 80% or more of students met or exceeded the expectations of the program on all 16 of these coursework standards. The lowest scoring areas were CMHC 5300 Introduction to CMHC, CMHC 5305 Helping Relationships, CMHC 5335 Appraisal and Assessment, and CMHC 6340 Internship II (96% pass rate on the key assessments in each of these courses).

	Course Number	Course Name	# of Students	# Passed Assignment (80% or higher)	Total Pass Rate
Fall 2020					
	5300	Intro to CMHC	29	28	96%
	5305	Helping Relationships	30	29	96%
	5310	Counseling Theories	29	29	100%
	5315	Ethical & Legal Issues	31	31	100%
	5335	Appraisal and Assessment	26	25	96%
	6300	Human Diversity	28	28	100%
	6310	Couples and Families	26	25	97%
	6345	Internship III	23	23	100%
Spring 2021					
	5320	Human Development	27	27	100%
	5325	Psychopathology	25	25	100%
	5330	Research Foundations	26	26	100%
	6315	Group Counseling	24	24	100%
	6320	Addictions and Recovery	24	24	100%
	6325	Career Counseling	26	26	100%
Summer 2021					
	6305	Religious & Spiritual Issues	21	21	100%
	6340	Internship I	30	29	96%
	6355	Counseling & Social Justice	24	24	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, Practicum I, and Internship I-III semesters. Student clinical competency and interpersonal fitness scores decreased slightly during this time frame. The CMHC department attribute the overall change in PPFE scores to the increased pressure and demands placed on students due to the COVID 19 pandemic.

In fall 2020, 51 student PPFEs across the Helping Relationships and Internship 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 65% (n = 33) scored a 3 and 35% (n = 18) scored a 2 on their PPFE ratings. During the spring of 2021, 23 PPFE forms were collected. Of those collected, 100% of students scored a 2 (meets criteria for program level). During the summer of 2021, 23 PPFE forms were collected. Of those collected, 100% of students scored a 2 (meets criteria for program level) on their PPFE ratings. After reviewing all PPFE evaluations for clinical competence ratings, 34% of the ratings for competency (n = 64) exceeded the program level and 66% meet the criteria for program level.

Counselor Preparation Comprehensive Exam Outcomes

Students must take the Counselor Preparation Comprehensive Exam (CPCE) in order to graduate from the CMHC program. Of the 23 students who sat for the January 2021 CPCE administration, all passed the exam within 1 SD of the national average. No CPCE exam retakes were required.

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
2020-2021	23	84.7	84.73

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%
Spring 2021	18	17	94%

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.

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%
F	Fall 2019	August 2021	32/21	66%

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 F alumni. Sixteen graduates responded to the survey request. Below is some of the feedback provided by CMHC alumni. Overall, graduates highly rated and valued their program experience and satisfaction. The CMHC department has noted an upward trend of alumni satisfaction of the program and preparation for professional counseling upon graduation.

- 94% reported feeling very well prepared to perform the necessary duties of a counselor.
- 73% reported feeling very well prepared to provide competent conceptualization of clients
- 100% reported well prepared to effectively integrate knowledge and theory into practice.
- 100% reported feeling moderately to extremely satisfied with their knowledge and skill in

- counseling upon graduation.
- 93% reported feeling very well prepared to provide sound ethical counseling upon graduation.

Currently, there are 12 Cohort F graduates who have obtained an LPC Associate license and two more are in the process of taking the NCE or awaiting official scores to proceed with their Associate license application. Alumni reported counseling position titles included LPC-Associate, LCDC-Intern, bilingual counselor, crisis counselor, master's level clinician, campus counselor, group therapy coordinator, and program coordinator. 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 integration, use of assessment in treatment). The employers noted the graduates were hired for an LPC-Associate positions (60%). 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. Four out of the five employers stated they were extremely likely to hire another University of St Thomas CMHC graduate in the future and the remaining employer was very likely to employ a CMHC graduate.

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.

During this academic year the CMHC department moved to an online system, Taskstream, to assess student learning and skill development. This will allow the program to begin a granular assessment of the data and modify student learning and curriculum changes to meet student needs. Another significant change was a course name change for our clinical sequence. Historically, all of our clinical courses consisted of Practicum I-IV. Due to the recent Texas LPC

Board change from LPC-Intern to LPC-Associate, the CMHC department sought to revise the names of the clinical sequence courses to better illustrate the developmental progression of student skill development and learning. These courses are now titled Practicum I, Internship I, Internship II, and Internship III. This name change also allows students to better articulate where they are in their program progression to site supervisors and the community.

Candidacy Modifications

No candidacy modifications were made this academic year.