



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 seeks to attract, admit, retain, and graduate a diverse student body. The data below analyzes the applicants to the UST CMHC program for the fall 2024 semester (Cohort K), current cohorts enrolled in coursework (Cohort J and K), and August 2025 graduates (Cohort J) of the program. Of the 168 fall 2024 applicants, 31 (18%) were accepted and enrolled into the program, 27 (47%) of the 58 accepted declined for financial, or other concerns, 110 (66%) of the 168 were denied acceptance to the program, due to incomplete applications or not meeting the minimum admissions requirements

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 K	Enrolled Students		Graduates Cohort J*
		Cohort K	Cohort J	
Total Count	168	31	28	30
Gender				
Male	40	6	5	2
Female	127	24	23	28
Nonbinary	1	1	0	0
Race/Ethnicity				
Asian	10	2	2	2
Black or African American	25	3	4	2
White	59	16	13	14
Other or Multiracial	30	1	2	1
Hispanic	44	9	7	11

*Graduating students include part-time Cohorts H, I, and J students

Student Learning Outcomes

The CMHC program has identified 19 specific coursework assessments utilized to assess the progression of individual students and the overall performance of the program. In the 2024-2025 academic year, 80% or more of students met or exceeded the expectations of the program on all 16 of these coursework standards. In nearly all the courses there was an increase in the percentage of students meeting or exceeding expectations. The lowest scoring areas were CMHC 5335 Appraisal and Assessment (87%), and CMHC 6300 Human Diversity (96%).

Course Number	Course Name	# of Students	# Passed Assignment (80% or higher)	Total Pass Rate
Fall 2024				
5300	Intro to CMHC	31	31	100%
5310	Counseling Theories	29	29	100%
5315	Ethical & Legal Issues	32	30	94%
5335	Appraisal and Assessment	30	29	93%
6300	Human Diversity	60	57	95%
6310	Couples and Families	28	28	100%
6345	Internship II	27	27	100%
Spring 2025				
5320	Human Development	30	30	100%
5335	Appraisal and Assessment	31	27	87%
5325	Psychopathology			
5305	Helping Relationships	27	27	100%
5330	Research Foundations	33	33	100%
6315	Group Counseling	28	28	100%
6320	Addictions and Recovery	27	27	100%
6325	Career Counseling	23	23	100%
6350	Internship III	28	28	100%
Summer 2025				
6305	Religious & Spiritual Issues Counseling & Social Justice	28	28	100%
6355	Justice	32	31	96%
6325	Career Counseling	33	33	100%
6335	Practicum	27	26	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.

In fall 2024, 27 student PPFEs Internship II courses were collected and 100% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level). During the spring of 2025, 55 PPFE forms were collected from Helping Relationships and Internship III. Of those collected, 100% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level). During the summer of 2025, 27 PPFE forms were collected from Practicum. Of those collected, 96% of students scored a 2 (meets criteria for program level) or a 3 (exceeds criteria for program level) on their PPFE ratings. After reviewing all PPFE evaluations for clinical competence ratings, 99% of the ratings for competency (n = 108) exceeded the program level and met 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 27 students who sat for the spring 2025 CPCE administration, all students passed the exam within 1 SD of the national average. Two students needed to retake the CPCE exam. Two students passed on the second attempt without a need for any additional attempt.

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
2022-2023	30	94.65	84.42
2023-2024	33	84.22	70.92
2024-2025	27	90.49	77.8

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%
Spring 2023	28	22	79%
Spring 2024	19	17	89%
Spring 2025	16	16	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). Most 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%
H	Fall 2021	August 2023	41/29	71%
I	Fall 2022	August 2024	43/29	67%
J	Fall 2023	August 2025	31/26	84%

Recent Graduate Survey

For the 2024-202 academic a CMHC Student Exit Interview was conducted via survey. Out of the 26 students who graduated 6 students completed the exit interview survey. On a 5-point Likert scale the 11-question survey evaluated students perspective on their preparedness for 1) counseling duties, 2) ability to conceptualize client issue, 3) integration of knowledge and theory with practice, 4) ability to provide sound ethical counseling, 5) ability to provide culturally competent counseling, and 6) ability to provide age-appropriate counseling. The survey also considered the students' level of satisfaction with counseling knowledge and counseling skills.

It was found that less than half of the students completed the survey indicating half would move on to mental health agency or private practice upon graduation with have moving on to mental health agencies and the other half will move into private practice. On a 5-point Likert scale the average rating of preparedness resulted in the following: 1) counseling duties, 4, 2) ability to conceptualize client issues, 4, 3) integration of knowledge and theory with practice, 4, 4) ability

to provide sound ethical counseling, 4.1, 5) and ability to provide culturally competent counseling 3.8. Regarding students' level of satisfaction in knowledge and skills, students feel more satisfied with their skills, 3.8 than their knowledge, 3.8. The last question of the survey allowed students to outline any recommendations for the future of the program, which resulted in a common theme of more role-play practice, therapeutic toolkit ideas, and more hands-on practice.

Employer Survey

For the 2024-2025 academic a CMHC Program Employability Survey was not sent out to the 75 site students have access to in the program, due to the loss of program personnel. On a 5-point Likert scale this 10-question survey focused on the employability of our students by inquiring about their 1) ability to apply theoretical knowledge, 2) rapport-building skills, 3) apply ethical behavior 4) apply clinical skills, and 4) overall preparedness.

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 result in program modifications for the next academic year. Based on the data no substantial changes are necessary.

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 the 2024-2025 academic year the CMHC department adjusted the course sequence to ensure that students have a significant understanding of foundational concepts like ethics, diversity, and human develop before students matriculate to skills courses. This will assist students in being able to incorporate these concepts in their practicum and internship courses to provide relevant treatment to any population.

Candidacy Modifications

There was no candidacy modification for the 2024-2025 academic school year. We continue to use the group interview process that requires candidates to participate in group activities that allow them to demonstrate their abilities in the following areas: 1) communication, 2) problem solving, 3) distress tolerance, 4) emotional regulation, and 5) listening. Candidates are rated on a 5-point Likert scale from very poor to excellent. After the group sessions, core faculty discuss and compare their rubric results to identify viable candidates. The program's student mentors and ambassadors participate in the discussion.