



**NORTH PARK
UNIVERSITY**

School of
Professional Studies

CLINICAL MENTAL HEALTH COUNSELING

ANNUAL REPORT

2024-2025

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PROGRAM MISSION STATEMENT

North Park University's Clinical Mental Health Counseling Program provides comprehensive academic and clinical training in professional counseling, equipping students to be ethically skilled counselors serving culturally and spiritually diverse communities. The CMHC program prepares counselors for lives of significance and service throughout their professional careers.

CMHC PROGRAM LEARNING OUTCOMES

1. Differentiate the professional identity of Clinical Mental Health Counselors from other mental health practitioners.
2. Analyze the principles of ethical decision making in the practice of professional counseling.
3. Demonstrate multicultural theory, social justice principles, and advocacy in the practice of counseling.
4. Apply models of multicultural human development to clinical practice across the lifespan.
5. Relate career development models to clinical practice with diverse populations.
6. Compare and contrast relevant theories of counseling practice in appropriate counseling and consultation skills with diverse populations.
7. Apply group work theories, methods, and skills to clinical practice.
8. Describe appropriate assessment and appraisal tools within counseling practice.
9. Implement research in clinical practice and program evaluation to inform their counseling practice.
10. Deliver clinical mental health services which attend to the developmental, multicultural, relational, and spiritual concerns of clients.

This year the CMHC program has been focused on solidifying our transition to online learning, applying for CACREP accreditation, and continuing to solidify our commitment to equity and social justice as a program.

Online Learning

During the 2024-2025 academic year the North Park CMHC program transitioned to an online counselor education program. Students who joined us in the fall of 2024 have engaged in a fully online experience. As we navigate this new modality, we are pleased to report that it seems to be going well! Students and faculty appreciate the flexibility and creative opportunities that online courses provide. Additionally, our faculty are committed to creating spaces for relational connection that promote a sense of belonging. We like to refer to our program as engaging and hospitable. While it is still an evolving process, we are grateful that our fully developed online courses have been approved by Quality Matters, which reviews online courses for excellence.

Applying for CACREP Accreditation

We are actively in the process of applying for CACREP accreditation. CACREP, the Council for the Accreditation of Counseling and Related Educational Programs, is the leading accreditor for counseling programs. Earlier this year we submitted our 1500-page self-study, which is the first step in moving through the process. We've been approved for our site visit which we hope will take place this fall. The accreditation process can take several years, and we are looking forward to receiving feedback soon.

Equity and Social Justice

The North Park CMHC program aligns with the values of the counseling profession in promoting equity and social justice, particularly for groups that have been historically marginalized. The faculty developed a Diversity, Equity, Inclusion, and Accessibility policy and related plan. This was implemented beginning in 2023-2024.

CMHC Diversity, Equity, Inclusion, and Accessibility Policies

The American Counseling Association's Code of Ethics notes the following core professional values of the counseling profession:

1. Enhancing human development throughout the lifespan;
2. Honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people with their social and cultural contexts;
3. Promoting social justice;
4. Safeguarding the integrity of the counselor-client relationship; and
5. Practicing in a competent and ethical manner

ACA Code of Ethics, Preamble (2014). American Counseling Association Values Statements

This year the CMHC program has been focused on solidifying our transition to online learning, applying for CACREP accreditation, and continuing to solidify our commitment to equity and social justice as a program.

The Counselor Education Program at North Park University is committed to the development of counselors-in-training that reflect these core values. To accomplish this goal, the faculty of the Counselor Education Program:

- Trains students who value diversity, social justice, and inclusion in counseling practice by integrating these topics into learning experiences throughout the curriculum.
- Evaluates the curriculum, training processes, and procedures in order to identify and eliminate any barriers that exist for students from marginalized and underserved communities.
- Explores and interrogates our biases and beliefs both inside and outside of the classroom, resulting in engagement with self-reflection and consciousness-raising aimed at improving our cultural knowledge, skills, and awareness.
- Works to develop a counseling training program that reflects the core institutional values of the North Park University community: Christian, City-Centered, and Intercultural. Recognizing that these core values can “shape a cohesive learning community based on the Christian faith, our social setting, and respect for one another.”

Each year the faculty set aside intentional time to discuss the evidence of our social justice and advocacy commitments within the CMHC curriculum. We hope to model a posture of cultural humility and lifelong learning with regards to equity work. This past year has included a lot of good work across the CMHC program. Enjoy this report of the 2024-2025 academic year.

--Kara E Wolff, PhD, CMHC
Program Director



KARA WOLFF

PhD, LCPC



I've been a counselor educator and licensed therapist for over a decade. I have worked in a range of settings, most recently opening my own practice to complement my work in teaching. Being a practicing therapist helps me to keep my teaching relevant. Over the years my clinical interests have shifted and changed with my life. Right now, I find myself focused on anti-oppressive approaches to counseling and how we can think systemically in the clinical space. I also really enjoy working with clients who are in mid-life transitions or grappling with the challenges of aging during older adulthood. I started teaching in graduate school and have never really left the classroom. I love the process that unfolds with students throughout our classes together. When I'm not working, I'm usually trying to travel somewhere new with my family or reading something interesting. I love book recommendations! My favorite books I read last year were *All My Rage* by Sabaa Tahir, *The Covenant of Water* by Abraham Verghese, and *You Could Make This Place Beautiful* by Maggie Smith. I'm also a life-long west side Chicago resident and am raising my family there with my partner. I love North Park's focus on being present in the city of Chicago and enjoy bringing that into the CMHC program.

childhood aspiration

The very first thing I wanted to be when I grew up was a librarian. I love reading! When I was a kid I read everything and I figured the best job in the world would be one where I was around books all day.

favorite CMHC course to teach

This is a hard question because I like so many of the courses that I teach. I'd say my very favorite are the multiculturally focused courses. I appreciate the willingness of students to challenge themselves in those courses as we talk about issues of systemic oppression.

Be curious! The best mental health professionals are genuinely curious about the lives of those around them. Try to maintain that curiosity throughout graduate school. It will sustain you in the clinical work.

ASHLEY ROBERTS

PhD, LPC



Dr. Ashley Roberts is an Assistant Professor of Counseling and the Director of Clinical Training in the Clinical Mental Health Program. Her teaching philosophy is deeply influenced by her training as a mental health clinical counselor. As a counselor, she believes that people heal and grow in the context of relationships. She states, “In all my teaching aims, I attempt to foster a classroom that invites people to share their lived experiences and to disrupt oppressive power dynamics that may show up in the classroom.” As an educator, she aims to find the balance of sharing her clinical expertise and student’s unique perspective of the world, so they can co-create what it means for them to become professional counselors. As the Director of Clinical Training, she works to empower students to identify vocational goals to work towards during their clinical training. Dr. Roberts facilitates relationships with various sites to work out the best fit, both for students and the clients being served by that site. In her research agenda, she has focused on processes related topics in counseling like practicum counselor relational behaviors with their clients. This focus was intentional, to increase her own clinical conceptualizations and skills, which in turn makes her a more effective counselor educator. On a more personal note, she was born and raised on the West Coast but made Illinois her home over 10 years ago. When not working, she likes to be outside as much as the weather allows with her highly anxious rescue pup.

childhood aspiration

I’ve always loved animals and people- so when I was young I wanted to be a veterinarian. As a highschooler, I quickly learned of the more painful parts of that work and became interested in counseling. I feel grateful to be doing such meaningful work.

favorite CMHC course to teach

I enjoy teaching the clinical training courses at NPU. I feel invigorated when talking through client cases with students and believe it’s a privilege to watch them grow into effective clinicians.

Figure out how to make receiving feedback your superpower. In this work you’ll be given information about yourself and the world by your faculty and your future clients. Learn to embrace it.

MARTHA MASON

Ed.D, LCPC



I am Dr. Martha Mason! I have been in the mental health field for over 25 years working my way from being a case manager to clinical administrator in community mental health, and then from director to faculty member in higher education. Besides my primary role as faculty in the CMHC program, I am also in private practice where I supervise LPCs working towards getting their LCPCs. I also provide pro-bono counseling to children who have lost a loved one due to gun violence in Chicago. I am active in presenting at professional conferences both at home and abroad on a range of topics from experiential techniques like using sand-tray and mindfulness to the training of new counselors. I am also active in research and writing book chapters and articles. My most recent research is on the lived experience of drag performers of Color. I can often be found hanging out in the barn with my mini-Highland cow, Mayhem.

childhood aspiration

When I was growing up, I had my sights set on being a medical doctor and had multiple toy stethoscopes and white coats. I went to work at a hospital as soon as I could, first as a dietary aide and then as a CNA. But, in college I took a psychology course and realized that the human mind was even more interesting than the human body!

favorite CMHC course to teach

I developed and also teach the Child and Adolescent Counseling Course which I LOVE! I have a passion for working with children and appreciate how flexible and full of wonder they are. Some students are quite wary about working with children and adolescents, so I enjoy reminding them that they were all children once and still have that wonder inside of them that they can use to connect with the children they work with. During the course, students work with children using strength-based experiential activities and it is a lot of fun!

I have loved being a counselor and all of my different roles within this fabulous field! We plant seeds of change and hope in the lives of our clients. There are so many paths to take in this profession, so remember to keep learning and evolving! As my mentor once told me- Stay Curious!

ELIZABETH PIERRE

PhD, LPC



Dr. Elizabeth O. Pierre is Associate Professor of Pastoral Care and Counseling Psychology at North Park University (Seminary and School of Professional Studies). She is also a licensed professional counselor (LPC) currently practicing in Chicago. Her research interests are in trauma, especially care for sexual violence survivors, and how contextual factors such as race, culture, and gender impact the experience of trauma and recovery.

Be yourself and do your own emotional work.

childhood aspiration

I wanted to be a pediatrician! Although I did not become a medical doctor, I now see that God created me to care for others in a unique way. The desire to see others thrive and become healthy has always been a part of my story.

favorite CMHC course to teach

I can't choose! I absolutely love teaching the trauma and spirituality courses because they create space for self-reflection for students. It is critical students know and work through their own wounds and understand the impact that their belief system plays in how they show up and journey with clients.

BILL SMITH

MA, CSAC, CIP



I began teaching at North Park in 2014. Before, I had over 30 years of professional experience in healthcare service delivery and business administration, working with at-risk populations within third-party/federal and state payor structures and oversight. I am licensed as a Clinical Substance Abuse Counselor and am a Certified Intervention Professional.

My life as a professional counselor has included inpatient and outpatient SUD programs, drug courts/diversion programs, corrections environments, sober high schools, and sober living communities.

After observing how greatly client experiences and the quality of their individual recoveries varied, I explored the relationship between the spiritual program of action of Alcoholics Anonymous and the work of Anthony DeMello, a Jesuit priest, author, and psychotherapist. Eventually, I produced a program called “Spiritual Remedy”, a workshop series I have been delivering over the past 15 years, with over 1000 attendees. Attendees include sponsors and sponsees, SUD professionals, and families and loved ones of those attempting to initiate or maintain their own recovery.

I am also a musician and vocalist. I record backing tracks in my home-based studio for my one-man band known as “Gee! William” (a creation of COVID).

I live in Milwaukee, WI with my wife Angela – a retired public educator. We enjoy the company of our four adult children and four grandchildren.

childhood aspiration

- Choreographer (Loved those old Gene Kelly movies)
- Lead Guitarist for The Beatles (Never got the audition, but I do enjoy playing Beatles songs in Gee! William)
- Teacher (Guess that one stuck)
- Lawyer (Sounded good until I realized I’d have to hang out with a lot of lawyers - SNARK)

favorite CMHC course to teach

Over the years, I have enjoyed teaching COUN 5520 Substance Use Disorders.

Remain teachable – lifetime learners always succeed.

Use theory to right-size yourself in your relationships with clients.

Theoretical model/technique accounts for 15% of positive outcomes – What the client walks in the door with (resilience, positive expectation), and therapeutic alliance account for 70% of positive outcomes.

LETRICIA DIXON

graduated

August 2024

describe yourself

I am a late bloomer, returning to school for a master's degree in counseling 35 years after my last degree. While waiting for licensure, I am employed as a therapist with Thresholds' Mothers' Project affecting the lives of mothers aged 17.5 to 24 years old. I absolutely love working with this population.



describe NPU's Counseling program

healing, life-breathing,
inspiring



EDYTA KANIA

graduated

December 2024

describe yourself

At 49 years old I left my old career, choosing to focus on what's possible, rather than what might go wrong, and I enrolled in NPU's accelerated counseling program.

Currently, I lead group therapy for individuals in substance use treatment, and I conduct psychosocial evaluations for immigration purposes. I work predominantly with Polish-speaking clients. I'm happy to announce that I passed the NCE in early May and am awaiting my license. I'm also exploring the possibility of pursuing a PhD in counselor education and supervision.

describe NPU's Counseling program

flexible, supportive,
inclusive

COUNSELING PROGRAMS ADVISORY BOARD

The Advisory Board for Counseling Programs serves to support the mission and goals of the graduate programs in counseling at North Park University. The board focuses on reviewing the program curriculum, overall development, clinical sites, accreditation, and administrative efforts.

2024-2025 COUNSELING ADVISORY BOARD MEMBERS:

| | |
|---------------------|--|
| Noelani Cortina | <i>MA, LPC Counselor at Evergreen Counseling</i> |
| Bernice Joseph | <i>CMHC student serving on board for 2024-2025</i> |
| Derek Harris | <i>MA, LCPC Thresholds</i> |
| Eva Ledoux | <i>The Kedzie Center</i> |
| Abby Pfieffer | <i>MA, LPC Counselor at Lakeview Therapy Group</i> |
| Leanette Pokuwaah | <i>MDiv, MA, Counselor at Grace Therapy & Wellness</i> |
| Elizabeth Schuttler | <i>MA, LPC, Counselor at Symmetry Counseling</i> |
| Maya Williams | <i>MA, Early Childhood Mental Health Consultant</i> |
| Judi Zink | <i>MA, LCPC Counselor at Harris Clinical Group</i> |
| Freddy Tung | <i>Psy.D, Cultivate Counseling Group</i> |
| Michael DeVries | <i>PhD, Retired Faculty North Park University</i> |

2024-2025 *OUTSTANDING* STUDENTS

Peer-nominated and faculty-elected Outstanding Students demonstrate high academic achievement, respect of peers and faculty, leadership, responsibility, resourcefulness, professional development, and integration of faith, learning, and service. In alignment with North Park University's mission, these students embody a commitment to lifelong learning and to lives of significance and service.



Juana Regina Camacho
December 2024



Eunmi Kim
December 2024

congratulations!

2024-2025 CLINICAL TRAINING SITES

- Crisis Center for South Suburbia
- Living Well Psychotherapy
- Compass Health Center
- Main Street Counseling
- Spring Tree Counseling
- Siv Counseling Services
- Millenium Counseling
- Grace Integrated
- Mindful Behavior
- Lydia Home
- Leile Ortez Inc.
- Lily Counseling
- Allendale Association
- Cherry Hill Counseling
- Kenneth Young Center
- Illinois Counseling Center
- The Branch Family Institute
- Lighthouse Counseling Services
- Leyden Family Service and Mental Health Center

Clinical Training in the MA in CMHC program has **three basic goals:**

1. **Apply** clinical skills, behaviors, and attitudes
2. **Teach** ethical and professional standards
3. **Evaluate** clinical outcomes

FEBRUARY 1, 2025

INTIMACY THROUGH PLAY CREATIVE INTERVENTIONS

HAYLEY CADDELL, ALMFT

In this workshop, couple and family therapist Hayley Caddell introduced mental health professionals to benefits of creative interventions that can be integrated into couples therapy to foster deeper emotional connections, enhance communication, and resolve conflicts more effectively. Participants explored the use of creativity in the context of techniques such as play therapy, role-playing, and narrative therapy, which offer couples new ways to express their feelings, experience their relationship, and increase intimacy.

MARCH 1, 2025

EMOTION-FOCUSED THERAPY FOR TRAUMA: A COMPASSIONATE APPROACH

LAWRENCE JENNINGS, MA

Emotion-Focused Therapy for Trauma (EFTT) is a specialized, evidence-based therapeutic approach designed to address the emotional impact of trauma. This course provides mental health professionals with a comprehensive exploration of EFTT, offering insights into the principles and practices that make this approach particularly effective in treating trauma-related emotional challenges. Key elements of EFTT covered in the course include techniques such as imaginal exposure, two-chair dialogues, and the resolution of unresolved emotional injuries.

ILLINOIS COUNSELING ASSOCIATION NPU STUDENT & ALUMNI CHAPTER

The mission of the ICA chapter is to unite current students and alumni to develop a robust supportive community of counselors and counselors in training and for them to impact the greater community through acts of service.

This year commenced the first North Park University chapter of the Illinois Counseling Association under the student leadership of Cindy Williams (president), Lizzy Sullivan (vice president), Robbie Klinger (treasurer), and Jami Newell (secretary). The chapter will prioritize attending to issues of service, equity, inclusion, and anti-racism.

This year's sponsored events:

- A alumni and student meet up during NPU Homecoming Weekend



ILLINOIS COUNSELING ASSOCIATION NPU STUDENT & ALUMNI CHAPTER

This year's sponsored events (cont.):

- Virtual study halls hosted by Robbie Klinger

- A service event that supported Kenwood Oakland Community Organization (KOCO) youth council and their 8th Annual GirlsLead #WeWalkForHer pre-march art-building party



Faculty sponsors, Dr. Elizabeth Pierre and Dr. Ashley Roberts, commend the student leaders for their hard work in leading the chapter. Each student has been diligent in ensuring that CHMC students and alumni had a place of community during the transition to fully online learning. Next year, the chapter will continue to host gatherings to connect over professional counseling development and another service event. The chapter is still accepting new members. Current students and alumni can inquire about membership via email to Asroberts2@northpark.edu.

Each year the Counselor Education program undergoes a multi-layered assessment process. The goals of this process are to evaluate the program's implementation of the program learning outcomes and to track individualized student progress.

Program Updates informed by Assessment Data

- The fully online CMHC program began in fall 2024. Students enrolled prior to this date are taking a combination of online and in-person coursework. After summer 2025, all courses are in the online modality.
 - The 24-25 current student survey data supported the inclusion of live discussion sessions and increased points of contact between students. Based on this data faculty will include two live discussions per course and increase collaborative requirements for students through discussion groups.
- Data collection has proceeded for the Program Learning Outcomes and the CMHC assessment plan. All measures are in place.
 - Professional dispositions data: The DCT will add some information to the supervisor training on how to score the PDCA-R, as the faculty noted the higher scores on average by clinical site supervisors
 - After reviewing the KPI for the Group Dynamics course the faculty identified the need for the instructor to examine the assessment tool and the communication of expectations with students. Faculty member who leads this course will review in 2025-2026.
 - SLO data from the Program Assessment Plan indicated that generally the program is meeting it's minimum thresholds. All continued to be monitored.
- The CACREP accreditation process has been engaged with the submission of our self-study in Fall 2024. NPU has been approved for a site visit for 25-26.
 - The 2024 Alumni survey highlighted the need for CACREP accreditation and the opportunity to complete the licensing exam while still enrolled in the CMHC program. As a result the program as prioritized the CACREP accreditation process and worked to align all program components with the 2024 standards.
- Current Student survey data and the Alumni Survey indicated that a sense of belonging and opportunities for connection with other students is important for student success. As a result the faculty support a CMHC Graduate Student Group to increase student engagement with peers and professional activities.
 - The new CMHC student group hosted two events, one in the fall to kick off the group, and a service event in the spring. Both were well attended, and officers have been elected for the group. The next step is pursuing official recognition as an ICA Student Chapter.
- The Employer survey was administered in Spring 2025. Only one employer responded and that data was not considered usable.
 - The CMHC program faculty will review this data collection process. Currently graduating students are asked to supply employer contact information and employers are offered small incentives (a gift card drawing) for completing the survey. Moving forward faculty will consider how to link this information with alumni contact requests to increase the pool of employers being polled.

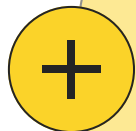
Summary of Evaluation Results: **Alumni**

As a part of the multi-year evaluation process an alumni survey is conducted once every three years. **In spring 2024 the survey was completed by 19 alumni.**



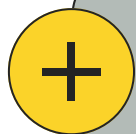
47%

Licensure Exam: Of the 19 alumni who completed the survey 9 reported having taken the licensure exam.



100%

Licensure Rates: All 9 reported passing the exam on the first attempt. Based on these reports there is a 100% pass rate.



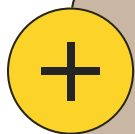
95%

Job Placement: In the survey 18 of the 19 respondents reported being employed in the counseling field.



79%

Career Preparedness: 15 of 19 respondents indicated the type of work they are doing is relevant to their education at North Park.



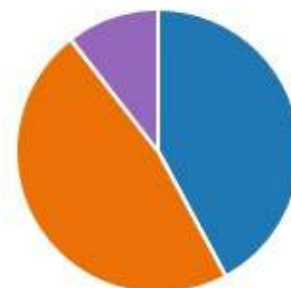
37%

Advanced Degrees: 7 respondents are attempting to obtain advanced degrees.

Summary of Evaluation Results: Alumni

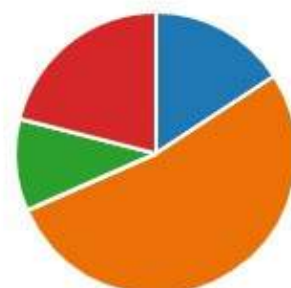
Ability to work in a culturally diverse setting.

| | |
|-------------------|---|
| Strongly Agree | 8 |
| Agree | 9 |
| Not Applicable | 0 |
| Disagree | 0 |
| Strongly disagree | 2 |



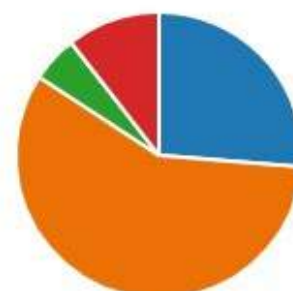
Competence with developing a case competency for a client that results in a treatment plan that integrates a specific theoretical perspective.

| | |
|-------------------|----|
| Strongly Agree | 3 |
| Agree | 10 |
| Not Applicable | 2 |
| Disagree | 4 |
| Strongly disagree | 0 |



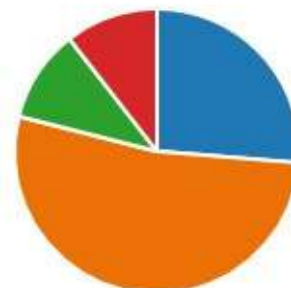
Able to consider the developmental level of clients during assessment.

| | |
|-------------------|----|
| Strongly Agree | 5 |
| Agree | 11 |
| Not Applicable | 1 |
| Disagree | 2 |
| Strongly disagree | 0 |



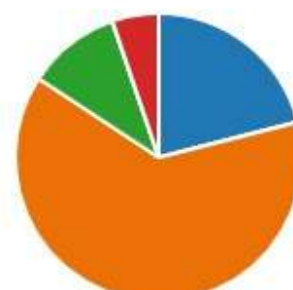
Able to help clients set achievable, measurable goals, and regularly assess client progress.

| | |
|-------------------|----|
| Strongly Agree | 5 |
| Agree | 10 |
| Not Applicable | 2 |
| Disagree | 2 |
| Strongly disagree | 0 |



Able to design appropriate interventions based on goals that utilize client strengths.

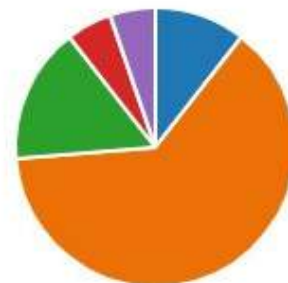
| | |
|-------------------|----|
| Strongly Agree | 4 |
| Agree | 12 |
| Not Applicable | 2 |
| Disagree | 1 |
| Strongly disagree | 0 |



Summary of Evaluation Results: **Alumni**

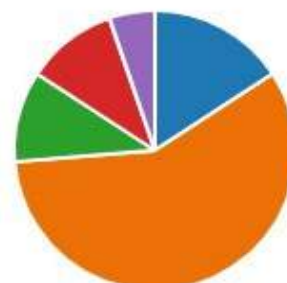
Able to work effectively in group counseling settings.

| | |
|-------------------|----|
| Strongly Agree | 2 |
| Agree | 12 |
| Not Applicable | 3 |
| Disagree | 1 |
| Strongly disagree | 1 |



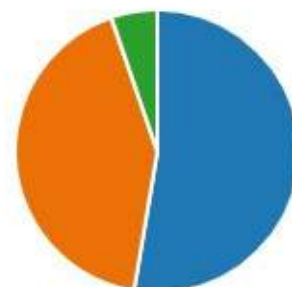
Able to advocate within larger systems that impact individuals and families, when appropriate.

| | |
|-------------------|----|
| Strongly Agree | 3 |
| Agree | 11 |
| Not Applicable | 2 |
| Disagree | 2 |
| Strongly disagree | 1 |



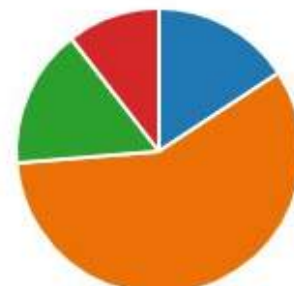
Able to consider the spiritual and worldview concerns of clients.

| | |
|-------------------|----|
| Strongly Agree | 10 |
| Agree | 8 |
| Not Applicable | 1 |
| Disagree | 0 |
| Strongly disagree | 0 |



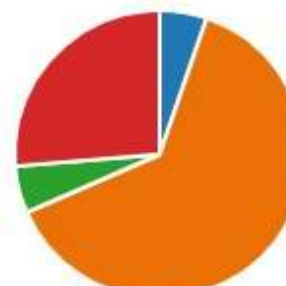
Able to use research-based clinical ideas appropriately.

| | |
|-------------------|----|
| Strongly Agree | 3 |
| Agree | 11 |
| Not Applicable | 3 |
| Disagree | 2 |
| Strongly disagree | 0 |



Able to use assessment tools effectively.

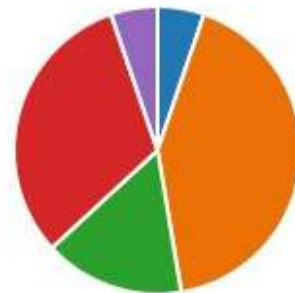
| | |
|-------------------|----|
| Strongly Agree | 1 |
| Agree | 12 |
| Not Applicable | 1 |
| Disagree | 5 |
| Strongly disagree | 0 |



Summary of Evaluation Results: **Alumni**

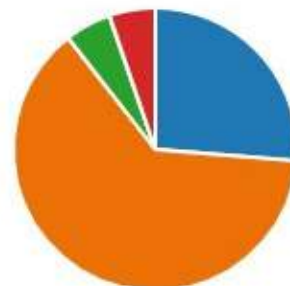
Able to integrate career counseling strategies with clients.

| | |
|-------------------|---|
| Strongly Agree | 1 |
| Agree | 8 |
| Not Applicable | 3 |
| Disagree | 6 |
| Strongly disagree | 1 |



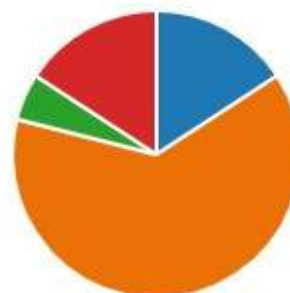
Able to assess clients appropriately for crisis situations, including suicide, domestic violence, etc., and take appropriate steps to ensure client safety.

| | |
|-------------------|----|
| Strongly Agree | 5 |
| Agree | 12 |
| Not Applicable | 1 |
| Disagree | 1 |
| Strongly disagree | 0 |



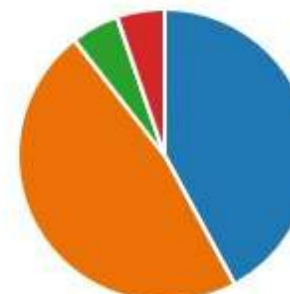
Able to evaluate clients from a wellness perspective focused on prevention.

| | |
|-------------------|----|
| Strongly Agree | 3 |
| Agree | 12 |
| Not Applicable | 1 |
| Disagree | 3 |
| Strongly disagree | 0 |



Able to understand the ethical and professional standards of the profession.

| | |
|-------------------|---|
| Strongly Agree | 8 |
| Agree | 9 |
| Not Applicable | 1 |
| Disagree | 1 |
| Strongly disagree | 0 |



Summary of Evaluation Results: **Current Students**

Each year students are surveyed on their experiences in the CMHC program. **In spring 2025 the survey was completed by 14 current students.**

+

Gender Identity

- Woman: 11
- Man: 3

+

Disability Status

- No: 13
- Yes: 1

+

Sexuality

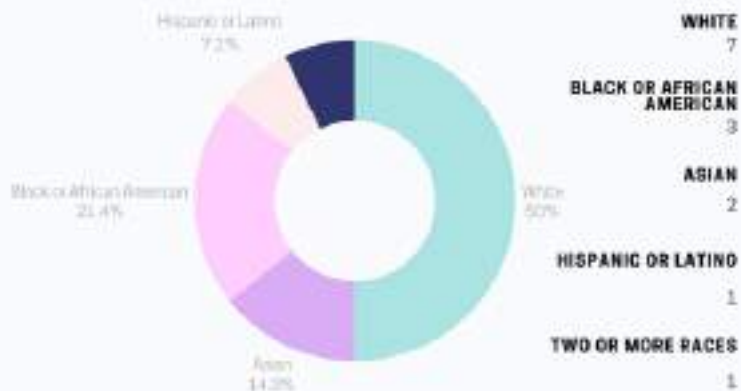
- Heterosexual: 10
- Bisexual: 2
- Blank: 2

+

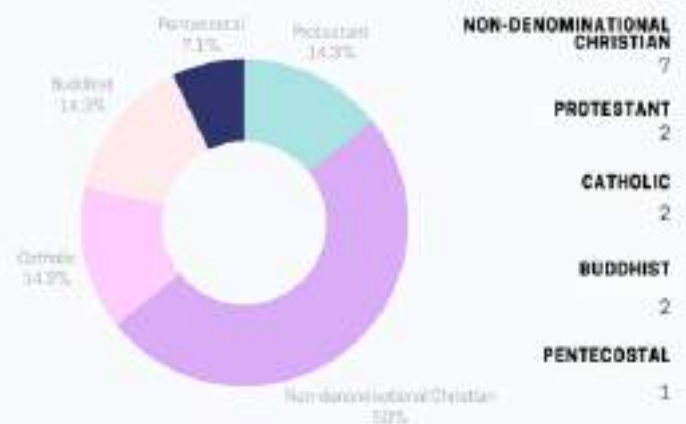
First Generation Student

- Yes: 4
- No: 10

RACE



SPIRITUAL OR RELIGIOUS IDENTITY

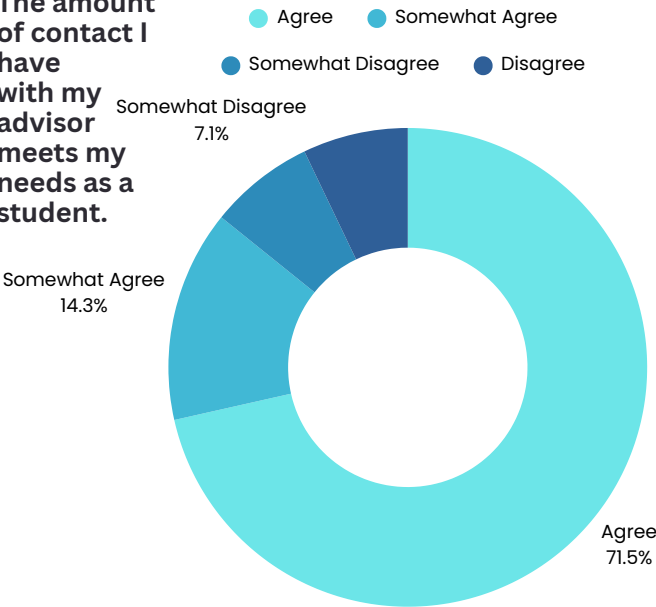


ACADEMIC Advising Analysis Report

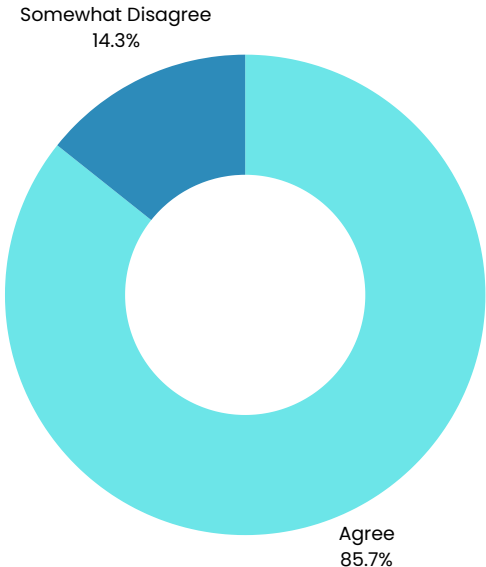
DATE RANGE:
Spring 2018 -
Spring 2025

Summary of Evaluation Results: **Current Students**

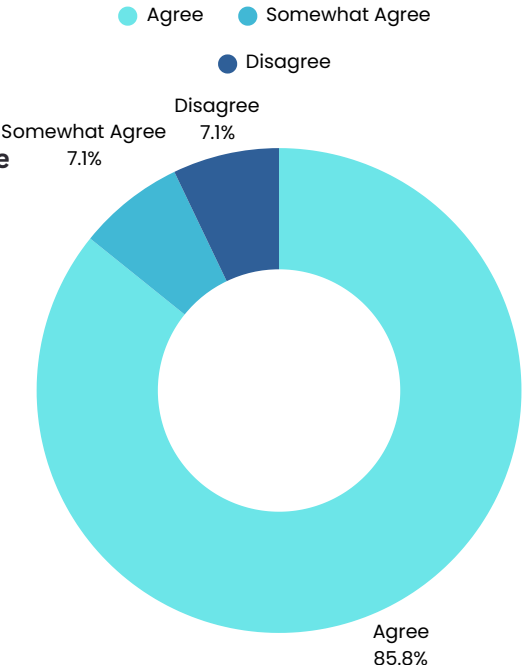
The amount of contact I have with my advisor meets my needs as a student.



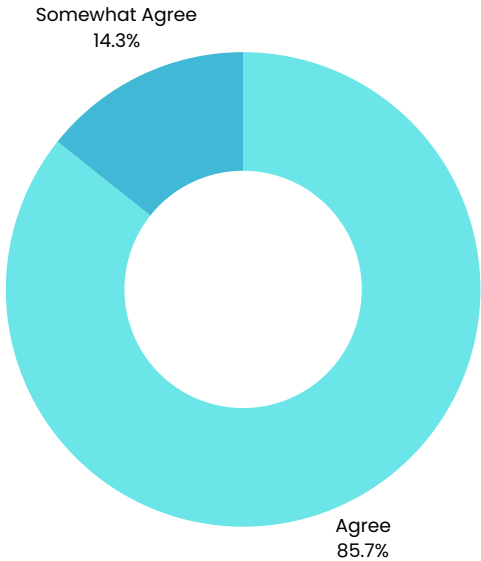
My advisor is knowledgeable about the requirements of the CMHC program.



My advisor listens and respects me as an individual.



My advisor offers helpful feedback in line with my professional goals.



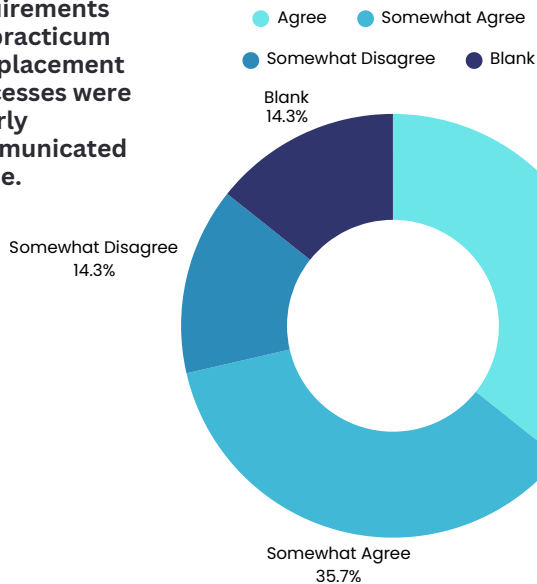
PRACTICUM Placement

Analysis Report

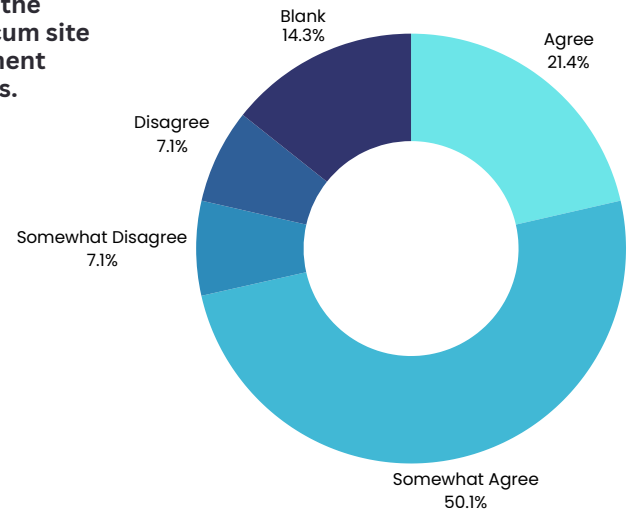
DATE RANGE:
Spring 2018 -
Spring 2025

Summary of Evaluation Results: **Current Students**

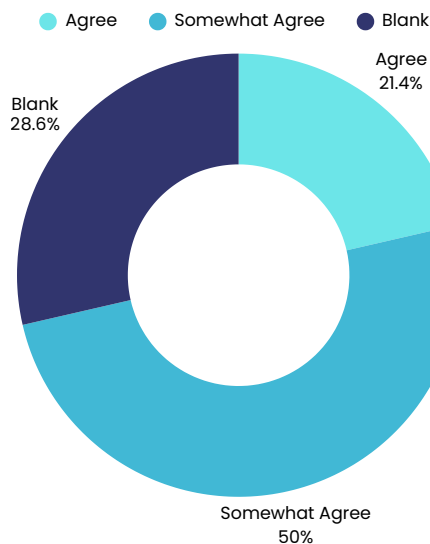
The requirements for practicum site placement processes were clearly communicated to me.



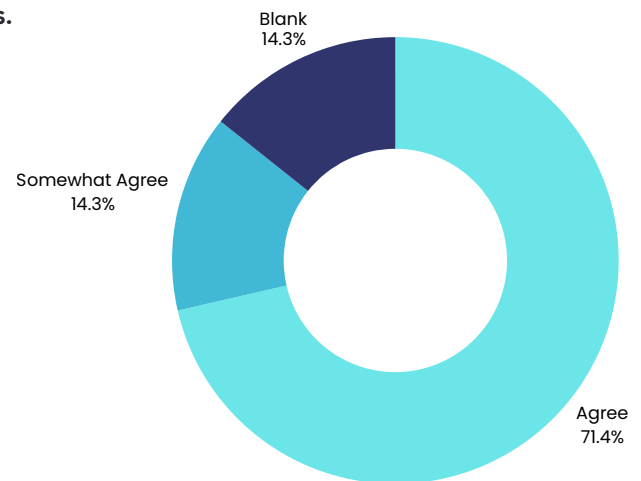
I had access to appropriate resources to help me secure a site during the practicum site placement process.



The sites on the clinical training site list had opportunities that would deepen my intercultural orientation and skills.



The director of clinical training was accessible and able to support me during the practicum site placement process.



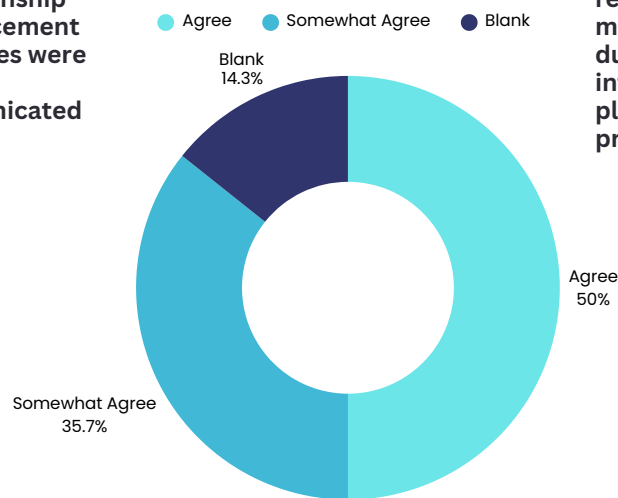
INTERNSHIP Placement

Analysis Report

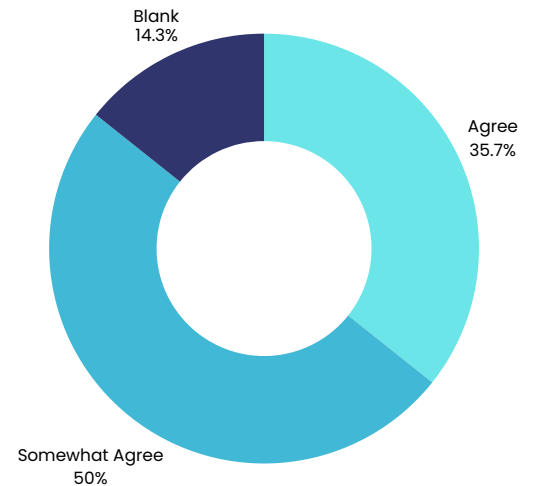
DATE RANGE:
Spring 2018 -
Spring 2025

Summary of Evaluation Results: **Current Students**

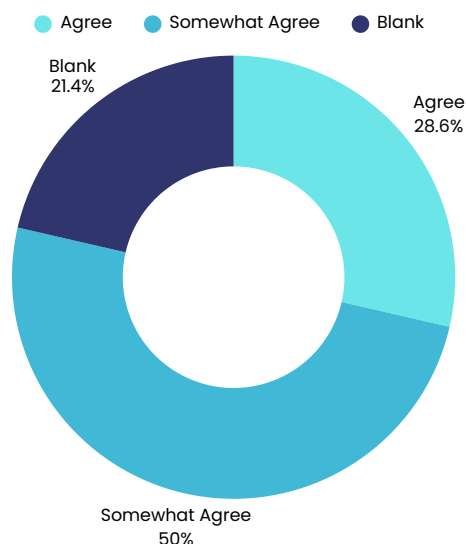
The requirements for internship site placement processes were clearly communicated to me.



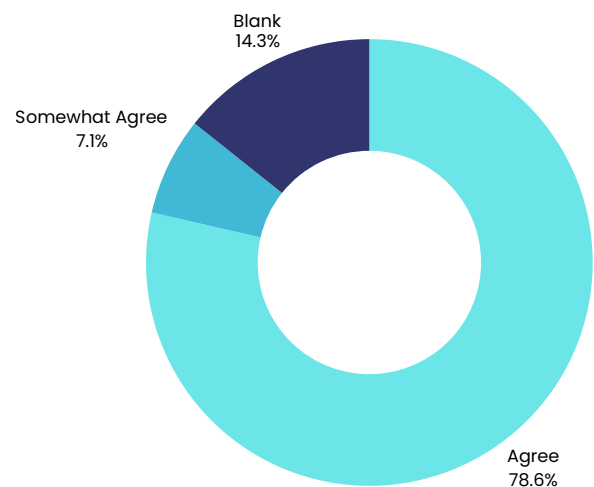
I had access to appropriate resources to help me secure a site during the internship site placement process.



The sites on the clinical training site list had opportunities that would deepen my intercultural orientation and skills.



The director of clinical training was accessible and able to support me during the internship site placement process.



CMHC PROGRAM CLIMATE & CULTURE

Analysis Report

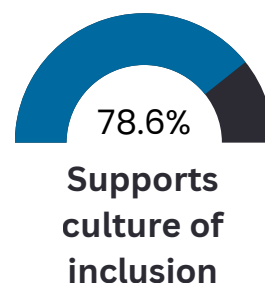
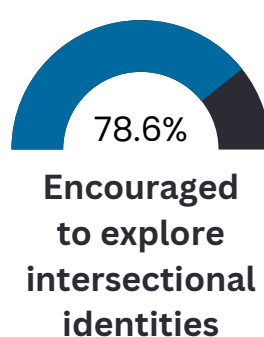
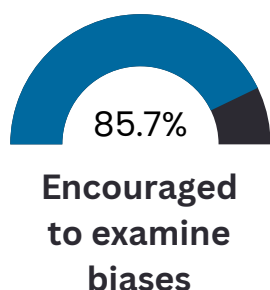
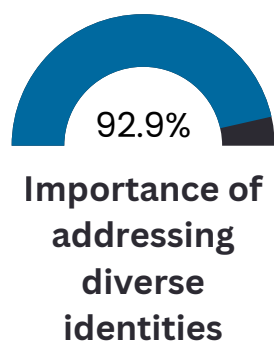


Period Analyzed:
Spring 2018 - Spring 2025

| | Agree | Somewhat Agree | Somewhat Disagree | Disagree |
|--|-------|----------------|-------------------|----------|
| The CMHC Program has emphasized the importance of addressing the diverse identities of clients as a part of competent counseling practice. | 92.9% | 7.1% | 0% | 0% |
| The CMHC Program helped me develop a social justice perspective on counseling. | 64.3% | 35.7% | 0% | 0% |
| I feel a sense of belonging in the North Park CMHC Program community. | 42.9% | 57.1% | 0% | 0% |
| I think the CMHC Program supports a culture of inclusion with respect to marginalized groups. | 78.6% | 21.4% | 0% | 0% |
| In the CMHC Program I have been encouraged to examine any biases I may hold related to marginalized groups. | 85.7% | 14.3% | 0% | 0% |
| The CMHC Program encouraged me to explore my own intersectional identities and how this relates to clinical work. | 78.6% | 14.3% | 0% | 0% |
| In the CMHC Program I have grown in my knowledge of the clinical needs of individuals from marginalized groups. | 71.4% | 28.6% | 0% | 0% |
| In the CMHC Program I have been challenged to develop an anti-oppressive approach to counseling practice. | 71.4% | 28.6% | 0% | 0% |

CMHC PROGRAM CLIMATE & CULTURE

Strongest ratings for Climate & Culture



CURRENT STUDENT REPORT SUMMARY

Action Steps

Advising

Continue with the newly revised advising process, which includes faculty meetings with each student at least twice a year.

Practicum

Link students with the Career Center for resume development. Support students in an increasingly competitive site application process.

Internship

Continue adding clinical sites to the list. Prioritize paid clinical internships.

Climate & Culture

Prioritize the hiring of a new full-time faculty member that will increase the team's racial diversity.

Summary of Evaluation Results: **Employer Survey**

As a part of the multi-year evaluation process, an employer survey was conducted in spring 2025 and will recur once every three years.

Due to a very low response rate of only 1 employer the data collected has limited viability and lacked utility.

The limited data received indicated that overall, North Park graduates perform very well in their counseling careers and possess the knowledge and applicable skills to evaluate, assess, and treat clients from diverse backgrounds with attention to client strengths and needs and research-based methods. The data presented also revealed areas for continued growth in professional development and theoretical perspective development.

Since this is an area of continued need the program will review the data collection process and make adjustments prior to the next survey collection.

PROGRAM LEARNING OUTCOMES

All 10 program learning outcomes are being assessed annually and data reported. Initial indicators show that PLO outcomes are meeting expected benchmarks overall. Faculty reviewed this data at the annual retreat in June 2025. **Initial action steps are to continue to review curriculum in each assigned course so that it aligns with the knowledge and skills necessary for student development.** Additional review will occur throughout the 2025-2026 academic year.

| | Program Learning Outcomes (PLO) |
|----|---|
| 1 | Differentiate the professional identity of Clinical Mental Health Counselors from other mental health practitioners. |
| 2 | Analyze the principles of ethical decision making in the practice of professional counseling. |
| 3 | Demonstrate multicultural theory, social justice principles, and advocacy in the practice of counseling. |
| 4 | Apply models of multicultural human development to clinical practice across the lifespan. |
| 5 | Relate career development models to clinical practice with diverse populations. |
| 6 | Compare and contrast relevant theories of counseling practice in appropriate counseling and consultation skills with diverse populations. |
| 7 | Apply group work theories, methods, and skills to clinical practice. |
| 8 | Describe appropriate assessment and appraisal tools within counseling practice. |
| 9 | Implement research in clinical practice and program evaluation to inform their counseling practice. |
| 10 | Deliver clinical mental health services which attend to the developmental, multicultural, relational, and spiritual concerns of clients. |

| Student Data by Assignment | Average Score 23-24 | Average Score 24-25 |
|---|------------------------|------------------------|
| PLO 1 | | |
| 1 (COUN 5025): Personal Model of Counseling Assignment | 2.375 | 3 |
| 2 (COUN 5971): Capstone Project - Professional Identity | 2.81 | 3 |
| PLO 2 | | |
| 1 (COUN 5220): Ethics Quiz | no data | 13.39 |
| 2 (COUN 5220): Ethics Group Project | no data | 2.125 |
| 3 (CECE): Ethics | 8.84 | 9.67 |
| 4 (COUN 5971): Capstone Project - Ethical Decision-Making | 3 | 3 |
| PLO 3 | | |
| 1 (COUN 5210): Social/Cultural Foundations Quiz | 12.05 | 13 |
| 2 (COUN 5210): Conceptualization and Treatment Plan | 2.75 | 2.61 |
| 3 (CECE): Social/Cultural Foundations | 11.72 | 12.17 |
| 4 (COUN 5971): Capstone Project - Cultural Formulation | 3 | 3 |

PROGRAM LEARNING OUTCOMES

PROGRAM ASSESSMENT & EVAL

*Student quizzes and CECE practice exams are rated on a **15-point scale**.*

Student work is evaluated on a **3-point scale**:

1 - unacceptable, 2 - below expectations, 3 - meets expectations

| Student Data by Assignment | Average Score 23-24 | Average Score 24-25 |
|--|---------------------------|---------------------------|
| PLO 4 | | |
| <i>1 (COUN 5320): Lifespan Development Quiz</i> | no data | 11.89 |
| 2 (COUN 5320): Elder Life Story Interview | no data | 2.78 |
| <i>3 (CECE): Lifespan Development</i> | 11.35 | 10.72 |
| 4 (COUN 5971): Capstone Project - Lifespan Development | 3 | 3 |
| PLO 5 | | |
| <i>1 (COUN 5610): Career Development Quiz</i> | 14.68 | 13.75 |
| 2 (COUN 5610): Group Demonstration | 3 | 3 |
| <i>3 (CECE): Career Development</i> | 11.71 | 11.44 |
| 4 (COUN 5971): Capstone Project - Career Development | 2.81 | 2.82 |

PROGRAM LEARNING OUTCOMES

PROGRAM ASSESSMENT & EVAL

*Student quizzes and CECE practice exams are rated on a **15-point scale**.*

Student work is evaluated on a **3-point scale**:

1 - unacceptable, 2 - below expectations, 3 - meets expectations

| Student Data by Assignment | Average Score 23-24 | Average Score 24-25 |
|---|------------------------|------------------------|
| PLO 6 | | |
| <i>1 (COUN 5010): Counseling Theories Quiz</i> | no data | 12.87 |
| 2 (COUN 5010): Case Conceptualization | no data | 2.61 |
| <i>3 (CECE): Helping Skills Theories</i> | 10.71 | 10.5 |
| 4 (COUN 5971): Capstone Project - Counseling Theory | 2.9 | 2.96 |
| PLO 7 | | |
| <i>1 (COUN 5120): Group Skills Quiz</i> | no data | 14.4 |
| 2 (COUN 5120): Group Demonstration | 2.85 | 3 |
| <i>3 (CECE): Group Skills</i> | 10.36 | 10.67 |
| 4 (COUN 5971): Group Skills, Supervisor Evaluation | 3 | 3 |

PROGRAM LEARNING OUTCOMES

PROGRAM
ASSESSMENT
& EVAL

| Student Data by Assignment | Average Score 23-24 | Average Score 24-25 |
|--|---------------------|---------------------|
| PLO 8 | | |
| 1 (COUN 5420): Assessment Quiz | 15 | 13.29 |
| 2 (COUN 5420): Full Assessment Report | 3 | 2.86 |
| 3 (CECE): Assessment | 8.71 | 9.06 |
| 4 (COUN 5971): Capstone Project - Case Conceptualization | 2.94 | 3 |
| PLO 9 | | |
| 1 (COUN 5310): Research Quiz | 11.56 | 12.79 |
| 2 (COUN 5310): Philosophy in Research Counseling Statement | 2.89 | 3 |
| 3 (CECE): Research | 7.27 | 7.89 |
| 4 (COUN 5971): Capstone Project - Research | 2.63 | 3 |
| PLO 10 | | |
| 1 (COUN 5960): Practicum Supervisor Final Evaluation | 3 | 2.92 |
| 2 (COUN 5971): Internship Supervisor Final Evaluation | 2.93 | 3 |

KEY PERFORMANCE INDICATORS (KPI)

Key performance indicators have been established and were collected in the 2024-2025 academic year. This is second year of data collection. It is expected, with ongoing assessment, that this data will provide greater perspective on the strengths and weaknesses within student progress. **Current data collected indicates that students are meeting the goal of scoring between 2.5 - 3 on KPI assessments.** Individual student scores are shared with CMHC students in their annual program memo.

| Key Performance Indicators of Student Learning (Eight Foundational Areas) | |
|---|--|
| 3.A.10 | <p>ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas</p> <p><i>SLO: Students will demonstrate knowledge of the ethical standards set by professional counseling organizations and apply these appropriately across various service delivery modalities and specialized practice areas in professional counseling.</i></p> |
| 3.B.1 | <p>theories and models of multicultural counseling, social justice, and advocacy</p> <p><i>SLO: Students will integrate the theories and models of multicultural counseling, social justice, and advocacy to develop a personal approach to culturally responsive counseling.</i></p> |
| 3.C.1 | <p>theories of individual and family development across the lifespan</p> <p><i>SLO: Students will analyze and apply theories of individual and family development across the lifespan to inform developmentally appropriate counseling interventions.</i></p> |
| 3.D.7 | <p>developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities</p> <p><i>SLO: Students will design developmentally responsive strategies that empower individuals to pursue culturally sustaining career, educational, and employment opportunities</i></p> |
| 3.E.9 | <p>interviewing, attending, and listening skills in the counseling process</p> <p><i>SLO: Students will demonstrate effective interviewing, attending, and listening skills to establish and maintain a therapeutic counseling relationship.</i></p> |
| 3.F.3 | <p>therapeutic factors to group work and how they contribute to group effectiveness</p> <p><i>SLO: Students will analyze key therapeutic factors in group counseling and evaluate how they contribute to group cohesion, development, and overall effectiveness.</i></p> |
| 3.G.11 | <p>diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems</p> <p><i>SLO: Students will apply diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (e.g., DSM-5-TR or ICD), to accurately assess and conceptualize client mental health concerns.</i></p> |
| 3.H.1 | <p>the importance of research in advancing the counseling profession, including the use of research to inform counseling practice</p> <p><i>SLO: Students will evaluate the role of research in advancing the counseling profession and utilize current research findings to inform and enhance evidence-based counseling practice.</i></p> |
| Specialty Area of Clinical Mental Health Counseling | |
| 5.C.5 | <p>techniques and interventions for prevention and treatment of a broad range of mental health issues</p> <p><i>SLO: Students will demonstrate competence when implementing evidence-based techniques and interventions for the prevention and treatment of a broad range of mental health issues.</i></p> |

KEY PERFORMANCE INDICATORS

Student work is evaluated on a 3-point scale:
1 - Unacceptable, 2 - Below Expectations, 3 - Meets Expectations

| Student Data by Assignment | Average Score 23-24 | Average Score 24-25 |
|--|------------------------|------------------------|
| KPI 3.A.10 | | |
| 1 (COUN 5220): Live Group Discussion | <i>no data</i> | 2.17 |
| 2 (COUN 5971): Supervisor Evaluation Ethical Disposition Score | 2.93 | 3 |
| KPI 3.B.1 | | |
| 1 (COUN 5210): Conceptualization and Treatment Plan | 2.75 | 2.61 |
| 2 (COUN 5971): Capstone Project - Cultural Formulation | 3 | 3 |
| KPI 3.C.1 | | |
| 1 (COUN 5320): Elder Life Story Interview | 2.79 | 2.78 |
| 2 (COUN 5620): Case Conceptualization and Treatment Plan | <i>no data</i> | 2.9 |
| KPI 3.D.7 | | |
| 1 (COUN 5420): Assessment Report Career | 2.92 | 2.57 |
| 2 (COUN 5610): Article Response Paper | 3 | 2.57 |

Student Data by Assignment

Average
Score
23-24Average
Score
24-25

KPI 3.E.9

1 (COUN 5020): Role Play Counseling Session

no data

3

2 (COUN 5971): Supervisor Evaluation of Clinical Skills

2.96

3

KPI 3.F.3

1 (COUN 5120): Group Curriculum

2.7

1.95

2 (COUN 5971): Group Hours Supervisor Evaluation

3

3

KPI 3.G.11

1 (COUN 5110): Public Health Campaign

no data

3

2 (COUN 5971): Capstone Project - Case
Conceptualization

2.94

3

KPI 3.H.1

1 (COUN 5310): Philosophy of Research in
Counseling Statement

2.89

3

2 (COUN 5971): Capstone Project - Research

2.63

3

KPI 5.C.5

1 (COUN 5010): Case Conceptualization

no data

2.61

2 (COUN 5971): Capstone Project - Treatment and
Intervention

3

3

PROFESSIONAL DISPOSITIONS COMPETENCY ASSESSMENT

Students are assessed in several courses regarding dispositional factors. The counseling program uses empirically validated dispositional measures, the Professional Dispositions Competency Assessment—Revised (PDCA-R) and the Professional Dispositions Competency Assessment—Revised Admissions (PDCA-RA) (Freeman & Gardner, 2020). Both versions of the measure assess a variety of personal characteristics (note the PDCA-RA which is used for admissions evaluations does not include the area of ethical behavior, as it requires prior exposure).

Dispositional data collection began in the 2023-2024 academic year. Scores from 2024-2025 indicate ongoing development. It is expected that with ongoing assessment, more opportunities for program development will emerge.

Professional Dispositions Competency Assessment - Revised

Conscientiousness

Coping and Self-Care

Openness

Cooperativeness

Moral Reasoning

Interpersonal Skills

Cultural Sensitivity

Self-Awareness

Emotional Stability

Ethical Behavior

Students are evaluated on a 5-point scale:

1 - Below Expectations, 3 - Meets Expectations, 5 - Above Expectations

Scores are given by the instructor and student,
and depending on the course, by a supervisor.

| Student Data by Course | Average Score 23-24 | Average Score 24-25 |
|--|---------------------------|---------------------------|
| Conscientiousness | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.05 |
| 2 (COUN 5120): Group Dynamics | 4.25 | 3.7 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.3 | 3.12 |
| 4 (COUN 5960): Practicum | 4.75 | 3.75 |
| 5 (COUN 5970): Internship I | 4.09 | 3.89 |
| 6 (COUN 5971): Internship II | 4.51 | 3.63 |
| Coping & Self-Care | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.11 |
| 2 (COUN 5120): Group Dynamics | 4.3 | 3.47 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.34 | 3.13 |
| 4 (COUN 5960): Practicum | 4.5 | 3.72 |
| 5 (COUN 5970): Internship I | 3.55 | 3.77 |
| 6 (COUN 5971): Internship II | 4.37 | 3.71 |

| Student Data by Course | Average Score 23-24 | Average Score 24-25 |
|--|---------------------|---------------------|
| Openness | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.13 |
| 2 (COUN 5120): Group Dynamics | 4.19 | 3.7 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.18 | 3.28 |
| 4 (COUN 5960): Practicum | 4.25 | 3.91 |
| 5 (COUN 5970): Internship I | 4.32 | 3.92 |
| 6 (COUN 5971): Internship II | 4.83 | 3.71 |
| Cooperativeness | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.23 |
| 2 (COUN 5120): Group Dynamics | 4.33 | 3.89 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.41 | 3.4 |
| 4 (COUN 5960): Practicum | 4.75 | 3.96 |
| 5 (COUN 5970): Internship I | 4.01 | 4.5 |
| 6 (COUN 5971): Internship II | 4.74 | 4.68 |

| Student Data by Course | Average Score 23-24 | Average Score 24-25 |
|--|---------------------|---------------------|
| Moral Reasoning | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.13 |
| 2 (COUN 5120): Group Dynamics | 4.56 | 3.74 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.18 | 3.15 |
| 4 (COUN 5960): Practicum | 4.88 | 3.92 |
| 5 (COUN 5970): Internship I | 4.41 | 4.49 |
| 6 (COUN 5971): Internship II | 4.91 | 4.74 |
| Interpersonal Skills | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.25 |
| 2 (COUN 5120): Group Dynamics | 4.35 | 3.6 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.16 | 3.28 |
| 4 (COUN 5960): Practicum | 4.63 | 3.79 |
| 5 (COUN 5970): Internship I | 4.19 | 4.53 |
| 6 (COUN 5971): Internship II | 4.59 | 4.65 |

| Student Data by Course | Average Score 23-24 | Average Score 24-25 |
|--|------------------------|------------------------|
| Cultural Sensitivity | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.06 |
| 2 (COUN 5120): Group Dynamics | 4.37 | 3.58 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.2 | 3.22 |
| 4 (COUN 5960): Practicum | 4.88 | 3.85 |
| 5 (COUN 5970): Internship I | 4.38 | 4.46 |
| 6 (COUN 5971): Internship II | 4.74 | 4.7 |
| Self-Awareness | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.17 |
| 2 (COUN 5120): Group Dynamics | 4.18 | 3.65 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.19 | 3.49 |
| 4 (COUN 5960): Practicum | 4.5 | 3.91 |
| 5 (COUN 5970): Internship I | 4.46 | 3.93 |
| 6 (COUN 5971): Internship II | 4.57 | 3.86 |

| Student Data by Course | Average Score 23-24 | Average Score 24-25 |
|--|---------------------------|---------------------------|
| Emotional Stability | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.13 |
| 2 (COUN 5120): Group Dynamics | 4.47 | 3.64 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.25 | 3.15 |
| 4 (COUN 5960): Practicum | 4.38 | 3.78 |
| 5 (COUN 5970): Internship I | 4.11 | 3.93 |
| 6 (COUN 5971): Internship II | 4.45 | 3.86 |
| Ethical Behavior | | |
| 1 (COUN 5020): Counseling Techniques | <i>no data</i> | 3.16 |
| 2 (COUN 5120): Group Dynamics | 4.89 | 3.67 |
| 3 (COUN 5510): Advanced Multicultural Counseling | 3.23 | 3 |
| 4 (COUN 5960): Practicum | 4.88 | 3.97 |
| 5 (COUN 5970): Internship I | 4.38 | 4.43 |
| 6 (COUN 5971): Internship II | 4.95 | 5 |

AGE

| | Applicants September 2024 - August 2025 n = 14 | Current Students 2024-2025 Academic Year n = 61 | Graduates 2022-2025 Calendar Years n = |
|--------------|---|--|---|
| 21-30 | 50% | 55.74% | 4.05% |
| 31-40 | 21% | 18.03% | 62.16% |
| 41-50 | 14% | 13.11% | 14.86% |
| 51-60 | 14% | 11.48% | 9.45% |
| 61+ | 0% | 1.64% | 9.45% |

GENDER IDENTITY

| | Applicants September 2024 - August 2025 n = 14 | Current Students 2024-2025 Academic Year n = 61 | Graduates 2022-2025 Calendar Years n = 75 |
|----------------|---|--|--|
| Female | 57% | 70.49% | 83.78% |
| Male | 43% | 24.59% | 16.22% |
| (blank) | 0% | 4.92% | 2.7% |

RACE

| | Applicants September 2024 - August 2025 n = 14 | Current Students 2024-2025 Academic Year n = 61 | Graduates 2022-2025 Calendar Years n = 75 |
|------------------------------|---|--|--|
| Asian | 0% | 22.95% | 5.41% |
| Black or African American | 14% | 14.75% | 18.92% |
| Hispanic | 0% | 8.2% | 16.22% |
| Non-Resident Alien | 0% | 0% | 6.76% |
| White | 86% | 45.9% | 44.59% |
| 2+ Races | 0% | 8.2% | 6.76% |
| (blank) | 0% | 0% | 1.35% |

RELIGION

DEMOGRAPHIC INFORMATION

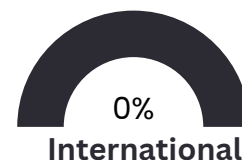
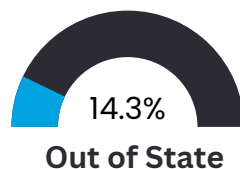
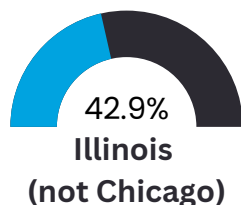
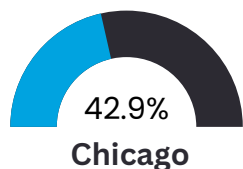
| | Applicants September 2024 - August 2025 n = 14 | Current Students 2024-2025 Academic Year n = 61 | Graduates 2022-2025 Calendar Years n = 75 |
|---|---|---|--|
| Anglican/Episcopal | 0% | 3.28% | 2.70% |
| Baptist | 7% | 3.28% | 2.70% |
| Buddhist | 0% | 3.28% | 2.70% |
| Covenant | 36% | 8.2% | 5.40% |
| Lutheran, Presbyterian, Pentecostal, Methodist | 7% | 9.84% | 10.81% |
| Muslim | 0% | 1.64% | 0% |
| Non- denominational Christian | 0% | 21.31% | 28.38% |
| None Reported | 14% | 18.03% | 17.57% |
| Orthodox | 7% | 0% | 2.70% |
| Other | 0% | 9.84% | 4.05% |
| Pentecostal | 0% | 3.28% | 4.05% |
| Roman Catholic | 21% | 18.03% | 21.62% |

CITY CENTERED

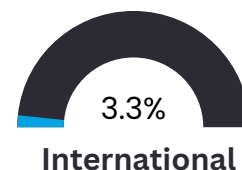
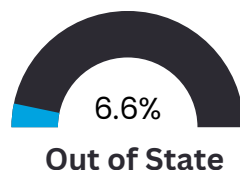
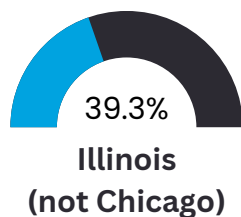
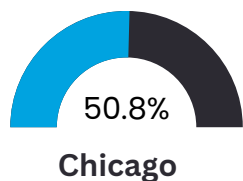
Where Do North Park
University's CMHC Students
Come From?



Applicants: September 2024 - August 2025

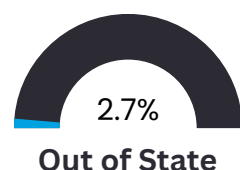
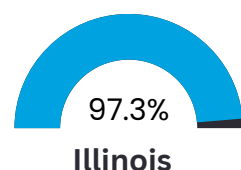


Current Students: 2024 - 2025 Academic Year



Graduates: 2022 - 2025 Calendar Years

**only have
state, not city,
for graduate
data*

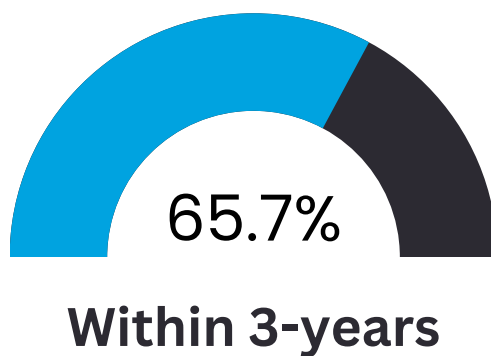
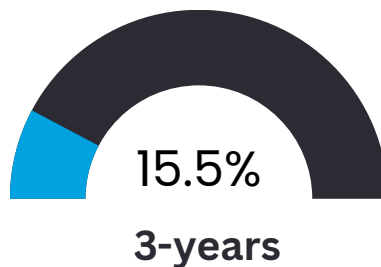
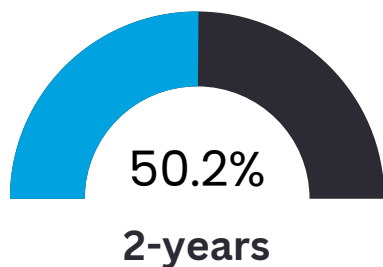


**graduated
international students
may have indicated IL
for their home state
since it was their
"current location"
while studying*

DEGREE COMPLETION



OVERALL



Data was analyzed over a 9-year period from the 2016-2017 academic year through graduates of the 2024-2025 academic year.

BY RACE

| | 2-years | 3-years | Within 3- years |
|--------------------------------------|---------|---------|--------------------|
| Asian | 9.09% | 18.2% | 27.3% |
| Black or African American | 46.2% | 20.5% | 66.7% |
| Hispanic | 51.2% | 17.1% | 68.3% |
| Non-Resident Alien | 50% | 7.14% | 57.1% |
| White | 59.1% | 13.6% | 72.7% |
| 2+ Races | 33.3% | 33.3% | 66.7% |
| Unknown | 42.9% | 7.14% | 50% |

BY GENDER

| | 2-years | 3-years | Within 3- years |
|---------------|---------|---------|--------------------|
| Female | 52.5% | 15.4% | 67.9% |
| Male | 46.8% | 12.8% | 59.6% |

| | 2-years | 3-years | Within 3- years |
|-------|---------|---------|--------------------|
| 21-25 | 50% | 12.8% | 52.8% |
| 26-30 | 57.5% | 17.5% | 75% |
| 31-35 | 57.7% | 7.7% | 65.4% |
| 36-40 | 33.3% | 25% | 58.3% |
| 41-45 | 56.3% | 18.8% | 75.1% |
| 46-50 | 35.3% | 23.5% | 58.8% |
| 50+ | 46.8% | 16.7% | 63.5% |



