



**NORTH PARK
UNIVERSITY**

CLINICAL MENTAL HEALTH COUNSELING

ANNUAL REPORT

2025-2026

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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.

During the 2025-2026 year the CMHC program officially earned accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This achievement has been many years in the making!

Starting about three years ago, the CMHC program revised its curriculum, learning outcomes, and assessment processes to align with the hundreds of CACREP standards. This involved significant efforts from our faculty team as we implemented new structures and expectations for courses and clinical training. After submitting a self-study report to CACREP which detailed our efforts to meet each standard, the program was approved for a site visit. In November 2025, three faculty members from other counseling programs across the country conducted a site visit of North Park's CMHC program. These site visitors spent several days meeting with students, alumni, faculty, administrators, and site supervisors. At the end of this visit, the site visitors offered glowing reports on how well our faculty team works together, the robust nature of our program, and the strong sense of belonging within the North Park student community. A few months later the CACREP board affirmed these findings and officially granted the CMHC program full accreditation. This milestone is one we are very proud of as it recognizes the fantastic CMHC program here at North Park. We look forward to our next steps as a CACREP accredited program!

Early in the summer of 2026, the North Park administration began some institutional reorganization of several academic areas. The CMHC program and our faculty team are being moved from the School of Professional Studies to the School of Education with Dean Jerri Haynes. While transitions can always be a bit challenging, we are rolling with it and packing up our offices to move to Carlson Tower.

Counselor education has a natural home in the School of Education, and we look forward to some of the collaborations that will be possible with our education colleagues.

This past year has included a lot of good work across the CMHC program. Enjoy this report of the 2025-2026 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, LCPC



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.

BERNICE JOSEPH

graduated

December 2025

describe yourself

I work in the mental health field providing therapeutic support to individuals navigating anxiety, depression, life transitions, relational challenges, self-esteem concerns, and trauma-related experiences. My work is rooted in helping clients feel seen, heard, and empowered as they move toward healing and self-discovery. I believe healing happens when people are given space to process their stories without judgment while also being challenged to grow. I am passionate about reducing stigma surrounding mental health within underserved communities and encouraging conversations that normalize emotional wellness and seeking support.



describe NPU's Counseling program

transformative,
supportive,
empowering



CINDY WILLIAMS

graduated

August 2025

describe yourself

Throughout my graduate training and early career, I have had the opportunity to work with children, adolescents, families, and adults experiencing a variety of mental health challenges. Much of my clinical experience has been in a residential treatment setting, where I have worked with youth navigating trauma, anxiety, depression, behavioral challenges, family conflict, and significant life transitions. My work focuses on helping clients recognize their strengths, build healthy coping skills, and develop hope for their future.

describe NPU's Counseling program

challenging,
supportive,
empowering

Don't be afraid to lean into the process.

Growth in counseling programs happens both inside and outside the classroom. The programs are academically rigorous, but also require personal reflection and emotional growth. Be open to feedback, ask questions, build relationships with your professors and peers, and give yourself permission to be uncomfortable, to ask for support, and to learn. The connections you build throughout the program may become some of your greatest sources of support both during graduate school and throughout your professional career.

You do not have to have all the answers to become an effective counselor. Becoming an effective counselor is not about perfection—it is about authenticity, compassion, and a willingness to continue learning.

Best CMHC Courses

Social Justice Counseling. *The course challenged me to think critically about systemic barriers, cultural awareness, advocacy, and the role counselors play in promoting equity and empowerment within diverse communities. It deepened my understanding of how social, cultural, and environmental factors impact mental health and the therapeutic process. The course also reinforced the importance of advocating for underserved populations and approaching counseling with cultural humility, compassion, and awareness.*

Counseling Techniques. *While many courses expanded my knowledge and understanding of the profession, this course helped me begin developing my identity as a counselor. It provided opportunities to practice foundational counseling skills, receive feedback, and learn how to build genuine therapeutic relationships. The course helped bridge the gap between theory and practice and gave me confidence in my ability to connect with and support clients. It was one of the first times I truly began to see myself as a counselor.*

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.

2025-2026 COUNSELING ADVISORY BOARD MEMBERS:

Lizzy Sullivan	<i>CMHC student serving on board for 2025-2026</i>
Melody Van Der Werff	<i>MA, Spring Tree Counseling</i>
Eva Ledoux	<i>The Kedzie Center</i>
Bori Kim	<i>MA, Chicago Healing Connection</i>
Leanette Pokuwaah	<i>MDiv, MA, Best Therapies</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 & Mental Health Consultant</i>
Freddy Tung	<i>Psy.D, Cultivate Counseling Group</i>
Michael DeVries	<i>PhD, Olive Branch Counseling Associates</i>

2025-2026 CLINICAL TRAINING SITES

- Holistic Couple and Family Therapy
- Counseling Center of Illinois
- Healing Center Therapy
- Innovation in Learning
- Pure Health Center
- The Centered Life
- Grace Integrated
- Family Services
- KLEO Center
- Mercy Home
- Kedzie Center
- Marvelous Minds
- Hanover Township
- Soul Mind Counseling
- Chicago Therapy and Wellness

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 21, 2026

ADOPTION COMPETENCY IN CLINICAL PRACTICE

NICOLE WIESMAN, LCPC

This training will walk through the 7 Core Issues of Adoption; how adoption intersects with grief, trauma, and attachment; identity formation--especially for transracial adoptees; and therapist self-awareness. Real-world case examples will ground the discussion and participants will gain practical tools they can implement right away.

APRIL 18, 2026

HEALING TRAUMA WITH POLYVAGAL THEORY WISDOM

MERUYET AKIMBAYEVA, LPC

PVT offers a transformative lens for trauma treatment, emphasizing that healing is not solely a cognitive process--it is physiological. By understanding the body's response to danger and safety, clinicians can support clients in restoring nervous system flexibility, building resilience, and reclaiming connection and well-being.

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.

ICA chapter members enjoyed a busy and meaningful year, creating opportunities for connection and service.

In the fall, members hosted a brunch that brought together current students and alumni to reconnect and share experiences. The gathering sparked thoughtful conversations about current issues in the counseling field, as well as the ways members cultivate hope and resilience while supporting others through suffering.



ILLINOIS COUNSELING ASSOCIATION NPU STUDENT & ALUMNI CHAPTER

In the spring, the ICA chapter partnered with The Friendship Center (TFC) for a community service event. TFC serves Chicago's northwest side neighborhoods, including Albany Park, Lincoln Square, and North Park, by providing budget relief through free, nutritious groceries. Through this partnership, ICA members put North Park University's city-centered mission into action.



The chapter is still accepting new members. Current students and alumni can inquire about membership via email to Dr. Ashley Roberts, asroberts2@northpark.edu.

Fall 2025 *CMHC HOODING* CEREMONY



Spring 2026 *CMHC HOODING* CEREMONY



2025-2026 *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.



Cindy Williams
Stephanie Le
August 2025



Gillie Abdiraxman-Issa
Rebecca Burwell
Jami Newell
August 2026



Bernice Joseph
December 2025

congrats!

2025–2026 Students Graduating with *DISTINCTION*

Graduate students with a North Park GPA of at least 3.90 graduate with honors and receive special cords to be worn at graduation.



Fall 2025

Ellie Parker

Saralina Kamholtz

Spring 2026

Jami Newell

Charlotte Isles

Rebecca Burwell

Isha Amir

Madelyn Pascale

Elizabeth Schweitzer

Eisha Sharjeel



Congratulations!



Dr. Ashley Roberts was awarded the
2026 North Park University
School of Professional Studies
Kathryn Cook Award for
Teaching Excellence and Leadership

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. The first fully online cohort graduated in August 2026.
 - The 25-26 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. Students reported ongoing desires to have points of connection and engagement.
- Data collection has proceeded for the Program Learning Outcomes and the CMHC assessment plan. All measures are in place.
 - Professional dispositions data: Saw improvement in the ratings of clinical supervisors after DCT included more training for them. Will continue to monitor.
 - Some CACREP standards have been shifted from the Human Development course into the Child and Adolescent Counseling course to reduce duplication of materials. Human Development course has more content focused on midlife and older adulthood now.
 - SLO data from the Program Assessment Plan indicated that generally the program is meeting it's minimum thresholds. All continued to be monitored.
 - Faculty engaged in curricular review of all courses. Made adjustments to workload based on student feedback and worked to eliminate points of duplication within the program.
- The initial CACREP accreditation process has been completed. The program has been awarded CACREP accreditation through 2034.
 - Site visit in Fall 2025 was very positive. Site visitors commended the faculty team for their work.
 - Strongly recommended an online platform for student data tracking. Faculty have identified FieldX, a free platform recommended by ACES, and will implement this in Fall 2026.
- Current Student survey data and the Alumni Survey indicated that students have concerns about the clinical training process, due to it's competitive nature in the Chicagoland area.
 - Faculty arranged a career workshop through the Career Center. The recording is posted online.
 - DCT added information to the practicum orientation regarding the need to apply to more sites and assume the process will take some time.
- The Site Supervisor survey was conducted in Spring 2026. Responses were positive and site supervisors report ongoing satisfaction with North Park trainees. DCT will continue to engage in ongoing communication with site supervisors.
- Exit surveys from graduating students noted that finding connection was key to their success in the program.
 - Faculty added emphasis in orientation about connecting with fellow students.
 - Faculty will hold a welcome session this fall for all students online to allow for more dialogue and connection.
 - The ICA student chapter will host a gathering this fall for increased connection.

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.



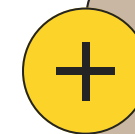
95%

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



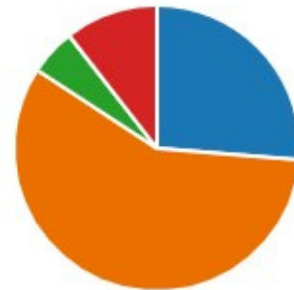
Competence with developing a case competency for a client that results in a treatment plan that integrates a specific theoretical perspective.

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



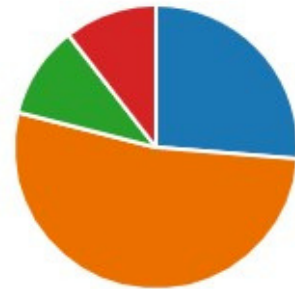
Able to consider the developmental level of clients during assessment.

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**

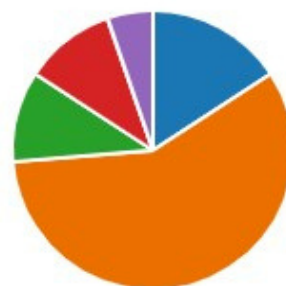
Able to work effectively in group counseling settings.

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



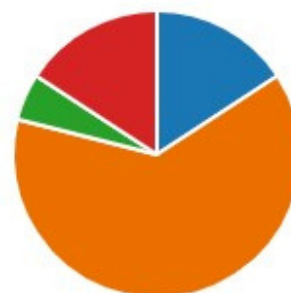
Able to assess clients appropriately for crisis situations, including suicide, domestic violence, etc., and take appropriate steps to ensure client safety.

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 2026 the survey was completed by 13 current students.**

+

Gender Identity

- Woman: 10
- Man: 2
- Genderqueer 1

+

Disability Status

- No: 9
- Yes: 3
- Blank: 1

+

Sexuality

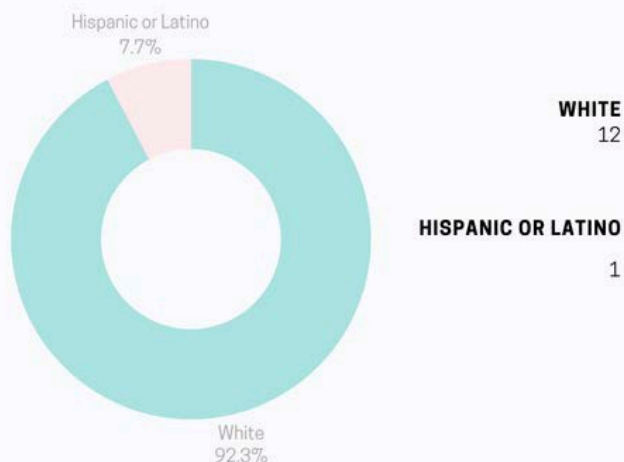
- Heterosexual: 10
- Bisexual: 2
- Gay/Lesbian: 1

+

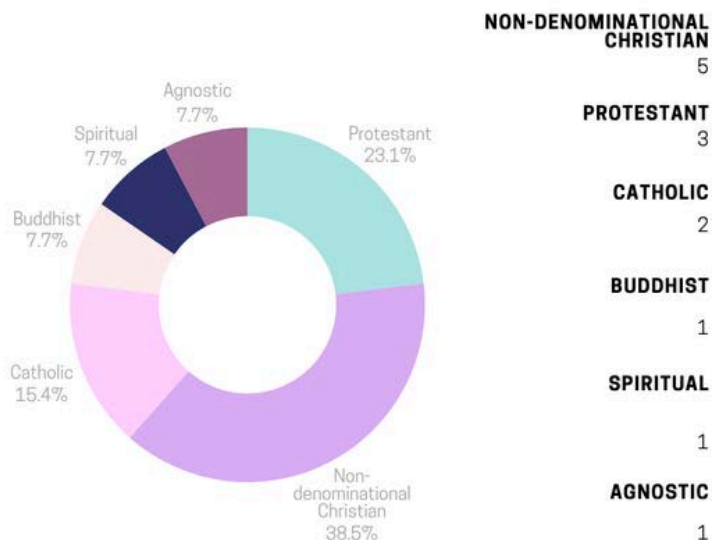
First Generation Student

- Yes: 5
- No: 8

RACE



SPIRITUAL OR RELIGIOUS IDENTITY

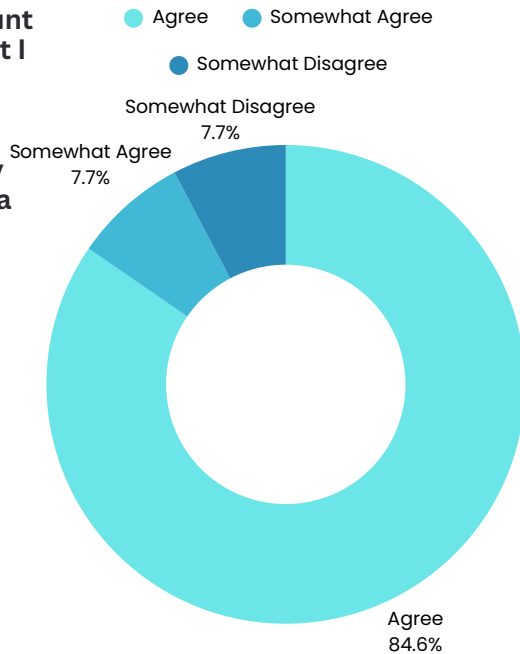


ACADEMIC Advising Analysis Report

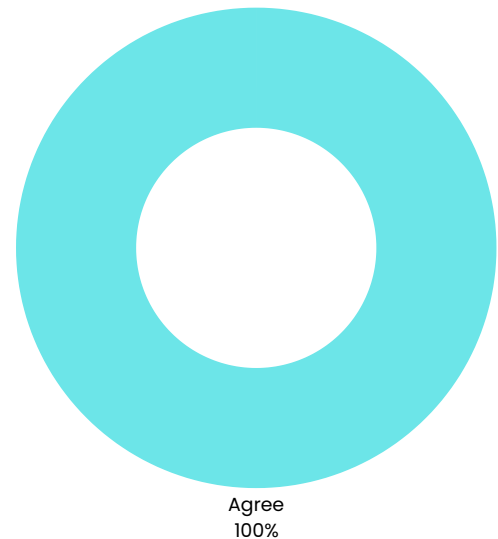
DATE RANGE:
Spring 2026

Summary of Evaluation Results: **Current Students**

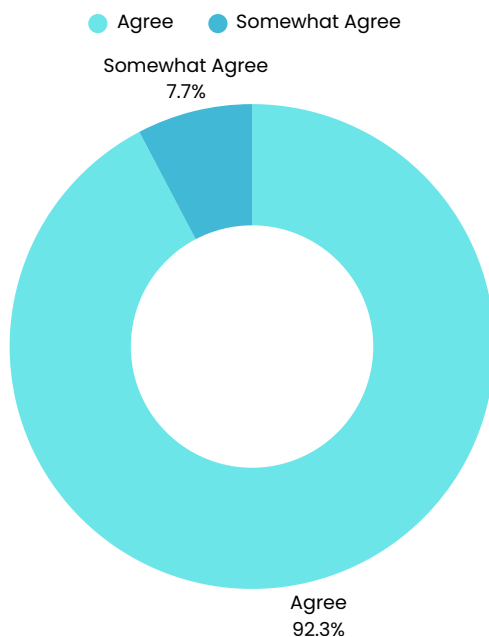
The amount of contact I have with my advisor meets my needs as a student.



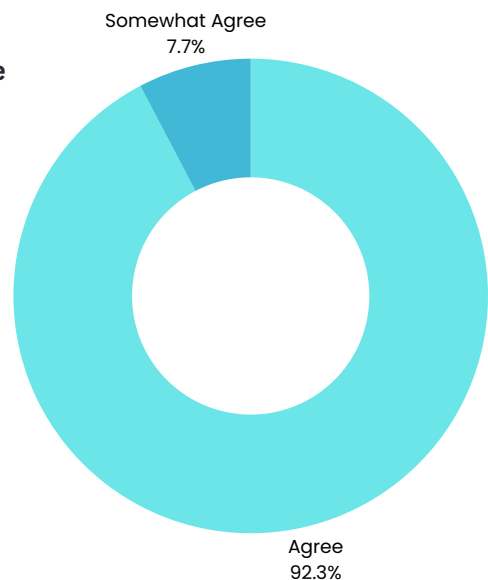
My advisor is knowledgeable about the requirements of the CMHC program.



My advisor listens and respects me as an individual.



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



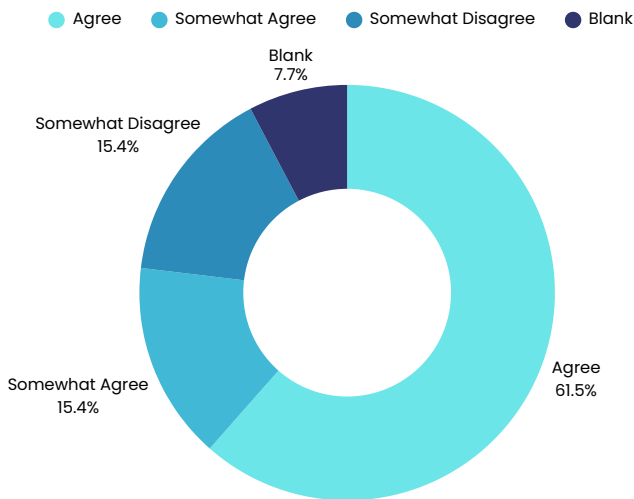
PRACTICUM Placement

Analysis Report

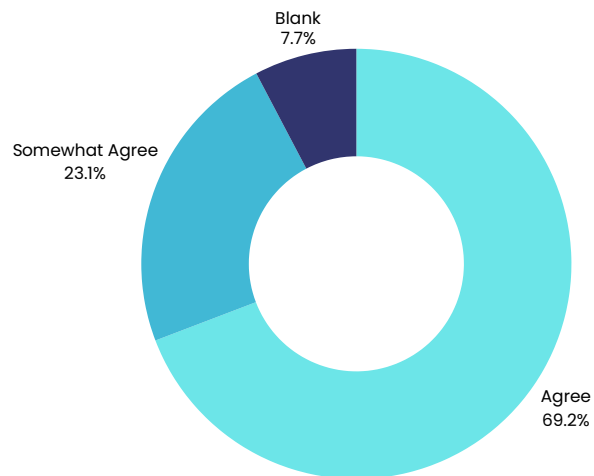
DATE RANGE:
Spring 2026

Summary of Evaluation Results: **Current Students**

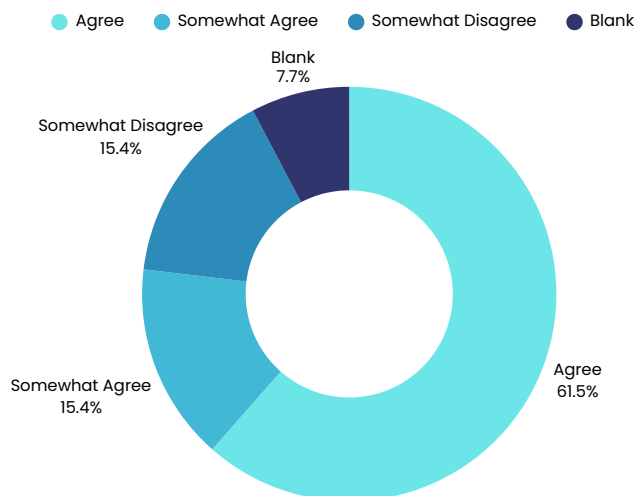
The requirements for practicum site placement processes were clearly communicated to me.



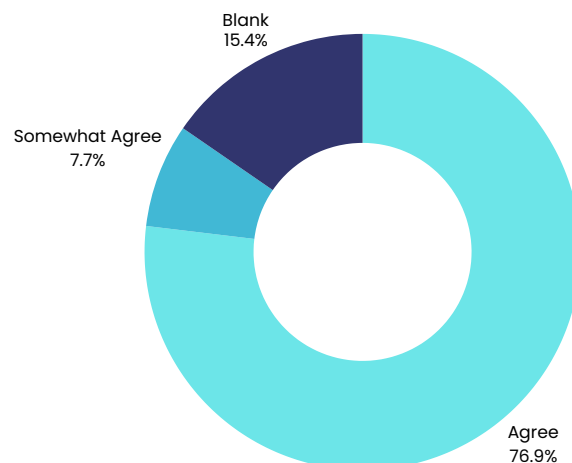
I had access to appropriate resources to help me secure a site during the practicum site placement process.



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.



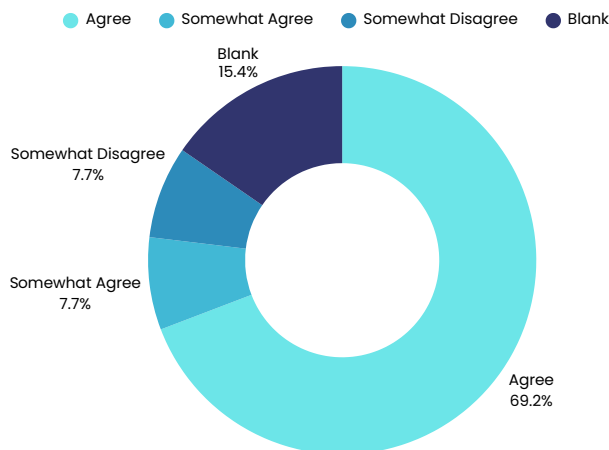
INTERNSHIP Placement

Analysis Report

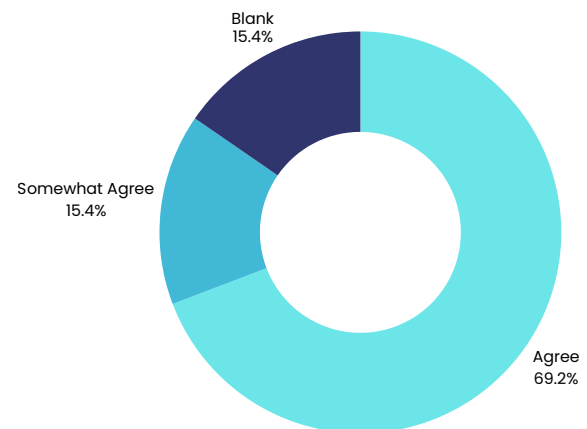
DATE RANGE:
Spring 2026

Summary of Evaluation Results: **Current Students**

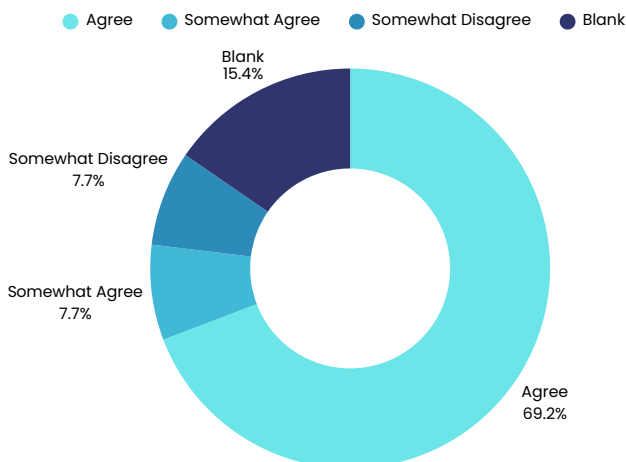
The requirements for internship site placement processes were clearly communicated to me.



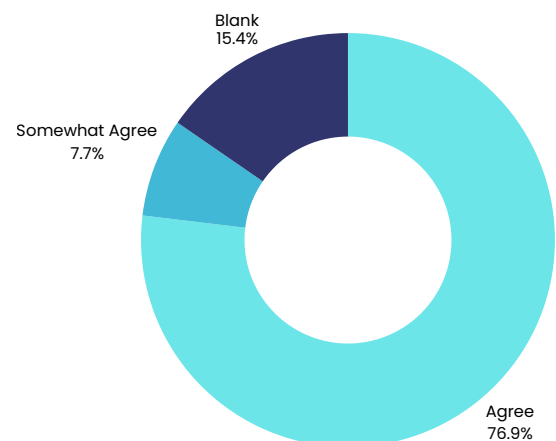
I had access to appropriate resources to help me secure a site during the internship site placement process.



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

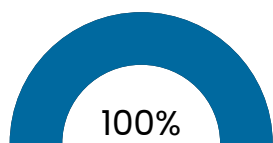


Period Analyzed:
Spring 2026

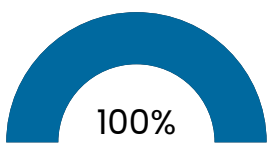
	Agree	Somewhat Agree	Somewhat Disagree	Disagree
The CMHC Program has emphasized the importance of addressing the diverse identities of clients as a part of competent counseling practice.	100%	0%	0%	0%
The CMHC Program helped me develop a social justice perspective on counseling.	69.2%	30.8%	0%	0%
I feel a sense of belonging in the North Park CMHC Program community.	53.8%	23.1%	15.4%	7.7%
I think the CMHC Program supports a culture of inclusion with respect to marginalized groups.	76.9%	7.7%	7.7%	0%
In the CMHC Program I have been encouraged to examine any biases I may hold related to marginalized groups.	100%	0%	0%	0%
The CMHC Program encouraged me to explore my own intersectional identities and how this relates to clinical work.	100%	0%	0%	0%
In the CMHC Program I have grown in my knowledge of the clinical needs of individuals from marginalized groups.	92.3%	7.7%	0%	0%
In the CMHC Program I have been challenged to develop an anti-oppressive approach to counseling practice.	92.3%	0%	7.7%	0%

CMHC PROGRAM CLIMATE & CULTURE

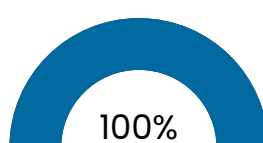
Strongest ratings for Climate & Culture



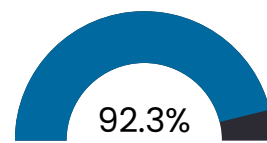
**Importance of
addressing
diverse
identities**



**Encouraged
to examine
biases**



**Encouraged
to explore
intersectional
identities**



**Developed
anti-oppressive
approach to
counseling**

CURRENT STUDENT REPORT SUMMARY

Action Steps

Advising

Students report that advising is meeting their needs. Continue with active advising schedule.

Practicum

Continue to link students with Career Center. Faculty will also review application materials as needed due to competitive training environment.

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: **Clinical Supervisor Survey**

Every three years clinical site supervisors are surveyed on their experiences working with student interns in the CMHC program. **In spring 2026 the survey was completed by 7 supervisors.**

Program Learning Outcomes	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
Differentiate the professional identity of Clinical Mental Health Counselors from other mental health practitioners.	42.9%	57.1%	0%	0%	0%
Analyze the principles of ethical decision making in the practice of professional counseling.	100%	0%	0%	0%	0%
Demonstrate multicultural theory, social justice principles, and advocacy in the practice of counseling.	85.7%	14.3%	0%	0%	0%
Apply models of multicultural human development to clinical practice across the lifespan.	71.4%	28.6%	0%	0%	0%
Relate career development models to clinical practice with diverse populations.	71.4%	14.3%	14.3%	0%	0%
Compare and contrast relevant theories of counseling practice in appropriate counseling and consultation skills with diverse populations.	85.7%	14.3%	0%	0%	0%

Summary of Evaluation Results: **Clinical Supervisor Survey**

Every three years clinical site supervisors are surveyed on their experiences working with student interns in the CMHC program. **In spring 2026 the survey was completed by 7 supervisors.**

Program Learning Outcomes	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
Apply group work theories, methods, and skills to clinical practice.	57.1%	28.6%	14.3%	0%	0%
Describe appropriate assessment and appraisal tools within counseling practice.	57.1%	28.6%	0%	14.3%	0%
Implement research in clinical practice and program evaluation to inform their counseling practice.	42.9%	42.9%	14.3%	0%	0%
Deliver clinical mental health services which attend to the developmental, multicultural, relational, and spiritual concerns of clients.	71.4%	28.6%	0%	0%	0%

All seven respondents indicated they would be **“very likely”** to consider hiring a North Park University graduate in the future.

Summary of Evaluation Results: **Clinical Supervisor Survey**

Professional Development Rating	Excellent	Very Good	Good	Fair	Poor	N/A
Commitment to the counseling profession.	85.7%	14.3%	0%	0%	0%	0%
Acting in a professional and ethical manner.	100%	0%	0%	0%	0%	0%
Depth of self-reflection and self-awareness.	71.4%	14.3%	14.3%	0%	0%	0%
Interest and enthusiasm for work.	85.7%	14.3%	0%	0%	0%	0%
Seeking out professional growth opportunities.	85.7%	14.3%	0%	0%	0%	0%
Effectiveness in working with others.	71.4%	28.6%	0%	0%	0%	0%
Effectively seeking and using feedback to improve performance.	71.4%	28.6%	0%	0%	0%	0%
Willingness to learn and try new ideas.	85.7%	14.3%	0%	0%	0%	0%
Evaluates clients from a wellness perspective focused on prevention.	71.4%	28.6%	0%	0%	0%	0%
Ability to work within a multiculturally diverse setting.	85.7%	14.3%	0%	0%	0%	0%
Knowledge and application of career counseling strategies.	42.9%	57.1%	0%	0%	0%	0%

Summary of Evaluation Results: **Clinical Supervisor Survey**

Professional Development Rating	Excellent	Very Good	Good	Fair	Poor	N/A
Ability to appropriately develop treatment plans that integrate a theoretical perspective.	28.6%	71.4%	0%	0%	0%	0%
Helps clients set achievable, measurable goals and regularly assesses client progress.	71.4%	28.6%	0%	0%	0%	0%
Designs appropriate interventions based on goals that utilize client strengths.	57.1%	42.9%	0%	0%	0%	0%
Uses assessment tools effectively.	57.1%	14.3%	14.3%	14.3%	0%	0%
References research-based ideas appropriately in work with clients and systems.	14.3%	57.1%	14.3%	0%	0%	14.3%
Advocates with larger systems that impact families and individuals, when appropriate.	14.3%	85.7%	0%	0%	0%	0%
Works effectively in group counseling settings.	14.3%	28.6%	0%	0%	0%	57.1%
Assesses clients appropriately for crisis situations including suicide, domestic violence, etc. and takes appropriate steps to ensure client safety.	57.1%	42.9%	0%	0%	0%	0%

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 May 2026. **Faculty 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 2026-2027 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****Average
Score
25-26****PLO 1**

1 (COUN 5025): Personal Model of Counseling Assignment

2.375

3

3

2 (COUN 5971): Capstone Project - Professional Identity

2.81

3

3

PLO 2

1 (COUN 5220): Ethics Quiz

no data

13.39

13.38

2 (COUN 5220): Ethics Group Project

no data

2.125

3

3 (CECE): Ethics

8.84

9.67

10.15

4 (COUN 5971): Capstone Project - Ethical Decision-Making

3

3

3

PLO 3

1 (COUN 5210): Social/Cultural Foundations Quiz

12.05

13

13.5

2 (COUN 5210): Conceptualization and Treatment Plan

2.75

2.61

2.64

3 (CECE): Social/Cultural Foundations

11.72

12.17

13.16

4 (COUN 5971): Capstone Project - Cultural Formulation

3

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	Average Score 25-26
PLO 4			
1 (COUN 5320): Lifespan Development Quiz	<i>no data</i>	11.89	11.65
2 (COUN 5320): Elder Life Story Interview	<i>no data</i>	2.78	2.8
3 (CECE): Lifespan Development	11.35	10.72	11.52
4 (COUN 5971): Capstone Project - Lifespan Development	3	3	3
PLO 5			
1 (COUN 5610): Career Development Quiz	14.68	13.75	14.05
2 (COUN 5610): Group Demonstration	3	3	3
3 (CECE): Career Development	11.71	11.44	12
4 (COUN 5971): Capstone Project - Career Development	2.81	2.82	2.84

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	Average Score 25-26
PLO 6			
1 (COUN 5010): Counseling Theories Quiz	<i>no data</i>	12.87	14.13
2 (COUN 5010): Case Conceptualization	<i>no data</i>	2.61	2.67
3 (CECE): Helping Skills Theories	10.71	10.5	10.94
4 (COUN 5971): Capstone Project - Counseling Theory	2.9	2.96	3
PLO 7			
1 (COUN 5120): Group Skills Quiz	<i>no data</i>	14.4	13.77
2 (COUN 5120): Group Demonstration	2.85	3	3
3 (CECE): Group Skills	10.36	10.67	11.29
4 (COUN 5971): Group Skills, Supervisor Evaluation	3	3	3

PROGRAM LEARNING OUTCOMES

PROGRAM
ASSESSMENT
& EVAL

Student Data by Assignment

Average
Score
23-24

Average
Score
24-25

Average
Score
25-26

PLO 8

1 (COUN 5420): Assessment Quiz

15

13.29

13.48

2 (COUN 5420): Full Assessment Report

3

2.86

2.65

3 (CECE): Assessment

8.71

9.06

9.13

4 (COUN 5971): Capstone Project - Case
Conceptualization

2.94

3

3

PLO 9

1 (COUN 5310): Research Quiz

11.56

12.79

13.81

2 (COUN 5310): Philosophy in Research
Counseling Statement

2.89

3

3

3 (CECE): Research

7.27

7.89

9.81

4 (COUN 5971): Capstone Project -
Research

2.63

3

3

PLO 10

1 (COUN 5960): Practicum Supervisor
Final Evaluation

3

2.92

2.63

2 (COUN 5971): Internship Supervisor Final
Evaluation

2.93

3

2.95

KEY PERFORMANCE INDICATORS (KPI)

Key performance indicators have been established and were collected in the 2025-2026 academic year. This is third 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	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 <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>
3.B.1	theories and models of multicultural counseling, social justice, and advocacy <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>
3.C.1	theories of individual and family development across the lifespan <i>SLO: Students will analyze and apply theories of individual and family development across the lifespan to inform developmentally appropriate counseling interventions.</i>
3.D.7	developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities <i>SLO: Students will design developmentally responsive strategies that empower individuals to pursue culturally sustaining career, educational, and employment opportunities</i>
3.E.9	interviewing, attending, and listening skills in the counseling process <i>SLO: Students will demonstrate effective interviewing, attending, and listening skills to establish and maintain a therapeutic counseling relationship.</i>
3.F.3	therapeutic factors to group work and how they contribute to group effectiveness <i>SLO: Students will analyze key therapeutic factors in group counseling and evaluate how they contribute to group cohesion, development, and overall effectiveness.</i>
3.G.11	diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems <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>
3.H.1	the importance of research in advancing the counseling profession, including the use of research to inform counseling practice <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>
Specialty Area of Clinical Mental Health Counseling	
5.C.5	techniques and interventions for prevention and treatment of a broad range of mental health issues <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>

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	Average Score 25-26
KPI 3.A.10			
1 (COUN 5220): Live Group Discussion	<i>no data</i>	2.17	3
2 (COUN 5971): Supervisor Evaluation Ethical Disposition Score	2.93	3	3
KPI 3.B.1			
1 (COUN 5210): Conceptualization and Treatment Plan	2.75	2.61	2.64
2 (COUN 5971): Capstone Project - Cultural Formulation	3	3	3
KPI 3.C.1			
1 (COUN 5320): Elder Life Story Interview	2.79	2.78	2.33
2 (COUN 5620): Case Conceptualization and Treatment Plan	<i>no data</i>	2.9	2.8

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	Average Score 25-26
KPI 3.D.7			
1 (COUN 5420): Assessment Report Career	2.92	2.57	3
2 (COUN 5610): Article Response Paper	3	2.57	2.81
KPI 3.E.9			
1 (COUN 5020): Role Play Counseling Session	<i>no data</i>	3	3
2 (COUN 5971): Supervisor Evaluation of Clinical Skills	2.96	3	3
KPI 3.F.3			
1 (COUN 5120): Group Curriculum	2.7	1.95	2.89
2 (COUN 5971): Group Hours Supervisor Evaluation	3	3	3

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	Average Score 25-26
KPI 3.G.11			
1 (COUN 5110): Public Health Campaign	<i>no data</i>	3	3
2 (COUN 5971): Capstone Project - Case Conceptualization	2.94	3	3
KPI 3.H.1			
1 (COUN 5310): Philosophy of Research in Counseling Statement	2.89	3	3
2 (COUN 5971): Capstone Project - Research	2.63	3	3
KPI 5.C.5			
1 (COUN 5010): Case Conceptualization	<i>no data</i>	2.61	3
2 (COUN 5971): Capstone Project - Treatment and Intervention	3	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).

This is the third year of dispositional data collection. Scores from 2025-2026 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 - Average Scores	23-24	24-25	25-26
Conscientiousness			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.05	3.38
2 (COUN 5120): Group Dynamics	4.25	3.7	3.54
3 (COUN 5510): Advanced Multicultural Counseling	3.3	3.12	4.32
4 (COUN 5960): Practicum	4.75	3.75	3.51
5 (COUN 5970): Internship I	4.09	3.89	3.76
6 (COUN 5971): Internship II	4.51	3.63	4.17
Coping & Self-Care			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.11	3
2 (COUN 5120): Group Dynamics	4.3	3.47	3.68
3 (COUN 5510): Advanced Multicultural Counseling	3.34	3.13	3.18
4 (COUN 5960): Practicum	4.5	3.72	3.73
5 (COUN 5970): Internship I	3.55	3.77	3.42
6 (COUN 5971): Internship II	4.37	3.71	4

Student Data - Average Scores	23-24	24-25	25-26
Openness			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.13	3.19
2 (COUN 5120): Group Dynamics	4.19	3.7	3.36
3 (COUN 5510): Advanced Multicultural Counseling	3.18	3.28	4.27
4 (COUN 5960): Practicum	4.25	3.91	3.57
5 (COUN 5970): Internship I	4.32	3.92	3.6
6 (COUN 5971): Internship II	4.83	3.71	4.4
Cooperativeness			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.23	4.5
2 (COUN 5120): Group Dynamics	4.33	3.89	3.77
3 (COUN 5510): Advanced Multicultural Counseling	3.41	3.4	3.68
4 (COUN 5960): Practicum	4.75	3.96	3.57
5 (COUN 5970): Internship I	4.01	4.5	3.87
6 (COUN 5971): Internship II	4.74	4.68	4.36

Student Data - Average Scores	23-24	24-25	25-26
Moral Reasoning			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.13	4.06
2 (COUN 5120): Group Dynamics	4.56	3.74	3.77
3 (COUN 5510): Advanced Multicultural Counseling	3.18	3.15	3.36
4 (COUN 5960): Practicum	4.88	3.92	3.72
5 (COUN 5970): Internship I	4.41	4.49	3.93
6 (COUN 5971): Internship II	4.91	4.74	4.38
Interpersonal Skills			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.25	3.81
2 (COUN 5120): Group Dynamics	4.35	3.6	3.72
3 (COUN 5510): Advanced Multicultural Counseling	3.16	3.28	3.32
4 (COUN 5960): Practicum	4.63	3.79	3.56
5 (COUN 5970): Internship I	4.19	4.53	4.03
6 (COUN 5971): Internship II	4.59	4.65	4.36

Student Data - Average Scores	23-24	24-25	25-26
Cultural Sensitivity			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.06	3.19
2 (COUN 5120): Group Dynamics	4.37	3.58	3.69
3 (COUN 5510): Advanced Multicultural Counseling	3.2	3.22	3.95
4 (COUN 5960): Practicum	4.88	3.85	3.65
5 (COUN 5970): Internship I	4.38	4.46	3.81
6 (COUN 5971): Internship II	4.74	4.7	4.41
Self-Awareness			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.17	3.19
2 (COUN 5120): Group Dynamics	4.18	3.65	3.28
3 (COUN 5510): Advanced Multicultural Counseling	3.19	3.49	4.32
4 (COUN 5960): Practicum	4.5	3.91	3.63
5 (COUN 5970): Internship I	4.46	3.93	3.76
6 (COUN 5971): Internship II	4.57	3.86	4.35

Student Data - Average Scores	23-24	24-25	25-26
Emotional Stability			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.13	3.19
2 (COUN 5120): Group Dynamics	4.47	3.64	3.72
3 (COUN 5510): Advanced Multicultural Counseling	3.25	3.15	3.31
4 (COUN 5960): Practicum	4.38	3.78	3.46
5 (COUN 5970): Internship I	4.11	3.93	3.52
6 (COUN 5971): Internship II	4.45	3.86	4.29
Ethical Behavior			
1 (COUN 5020): Counseling Techniques	<i>no data</i>	3.16	3.93
2 (COUN 5120): Group Dynamics	4.89	3.67	3.72
3 (COUN 5510): Advanced Multicultural Counseling	3.23	3	3.27
4 (COUN 5960): Practicum	4.88	3.97	3.55
5 (COUN 5970): Internship I	4.38	4.43	3.8
6 (COUN 5971): Internship II	4.95	5	4.35

AGE

	Applicants September 2025 - August 2026 n = 32	Current Students 2025-2026 Academic Year n = 48	Graduates 2025-2026 Academic Year n = 24
21-30	56.3%	50%	54.2%
31-40	15.6%	22.92%	16.7%
41-50	21.9%	8.33%	8.3%
51-60	3.1%	14.58%	16.7%
61+	3.1%	4.17%	4.2%

GENDER IDENTITY

	Applicants September 2025 - August 2026 n = 32	Current Students 2025-2026 Academic Year n = 48	Graduates 2025-2026 Academic Year n = 24
Female	56.3%	72.92%	79.2%
Male	40.6%	22.92%	16.7%
(blank)	3.1%	4.17%	0%

RACE

	Applicants September 2025 - August 2026 n = 32	Current Students 2025-2026 Academic Year n = 48	Graduates 2025-2026 Academic Year n = 24
Asian	6.3%	14.58%	1.7%
Black or African American	12.5%	18.75%	20.8%
Hispanic	9.4%	6.25%	8.3%
Non-Resident Alien	0%	4.17%	8.3%
White	59.4%	54.17%	45%
2+ Races	6.3%	2.08%	0%
(blank)	6.3%	0%	0%

RELIGION

DEMOGRAPHIC INFORMATION

**Applicants
September 2025
- August 2026
n = 32**

**Current
Students
2025-2026
Academic Year
n = 48**

**Graduates
20225-2026
Academic Year
n = 24**

Anglican/Episcopal

3.1%

2.08%

4.2%

Baptist

6.3%

6.25%

0%

Buddhist

0%

2.08%

4.2%

Covenant

0%

12.5%

8.3%

**Lutheran, Presbyterian,
Methodist**

3.1%

6.25%

4.2%

Muslim

0%

0%

0%

**Non-
denominational
Christian**

28.1%

0%

0%

None Reported

25%

18.75%

16.7%

Orthodox

3.1%

2.08%

0%

Other

9.4%

14.58

16.7%

Other Christian

0%

22.92%

29.2%

Pentecostal

3.1%

2.08%

4.2%

Roman Catholic

18.8%

10.42%

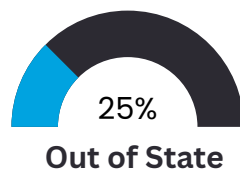
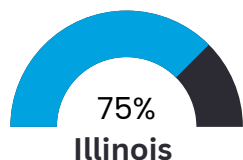
12.5%

CITY CENTERED

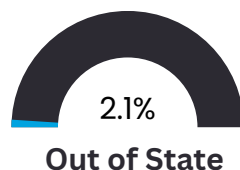
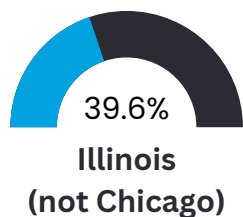
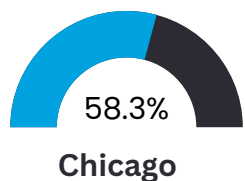
Where Do North Park
University's CMHC Students
Come From?



Applicants: September 2025 - August 2026

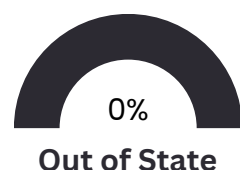
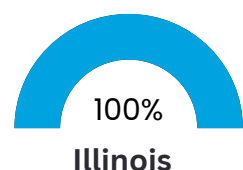


Current Students: 2025 - 2026 Academic Year



Graduates: 2022 - 2026 Academic Years

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

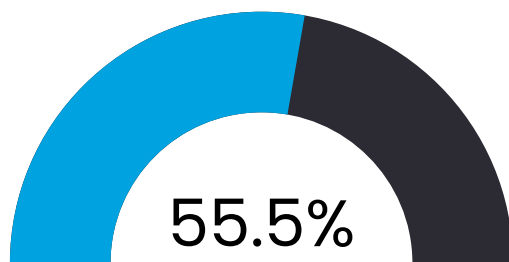


**graduated
international students
may have indicated IL
for their home state
since it was their
"current location"
while studying*

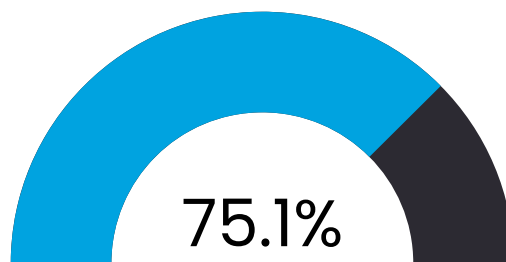
DEGREE COMPLETION



OVERALL



55.5%
2-years



75.1%
Within 3-years

Data was analyzed from the 2018 academic year through graduates of the current academic year.

BY RACE

	2-years	Within 3-years
Asian	83.3%	85%
Black or African American	47.7%	71.5%
Hispanic	47%	60.1%
Non-Resident Alien	66.7%	87.5%
White	64.1%	81%
2+ Races	100%	100%
Unknown	75%	93.75%

BY GENDER

	2-years	Within 3-years
Female	58.7%	75.7%
Male	53.7%	64.6%

	2-years	Within 3-years
20-29	55.8%	74.3%
30-39	76.1%	72%
40-49	63.5%	80%
50+	70%	75%



