



**NORTH PARK
UNIVERSITY**

School of
Professional Studies

CLINICAL
MENTAL
HEALTH
COUNSELING

ANNUAL
REPORT

2023-2024

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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.

EMBRACING *TRANSITIONS* & LEARNING *ALONG THE WAY*

This year has been all about embracing change in the Clinical Mental Health Counseling Program at North Park University. In the fall of 2023 two new faculty members started in the CMHC program, Dr. Ashley Roberts as Director of Clinical Training and myself as Program Director. Then we bid farewell to longtime CMHC Program Director, Dr. Micheal DeVries, who retired in December of 2023. Dr. DeVries was instrumental in building the CMHC program at North Park and his daily presence is greatly missed. If you know Mike, you know that working with him always involved his great sense of humor.

As we move forward, our focus as a faculty has been on continuously improving and refining the program we offer to counselors in training. To that end, we've spent much of the 2023-2024 academic year aligning all aspects of the program with the 2024 CACREP standards. CACREP, the Council for the Accreditation of Counseling and Related Educational Programs, is the leading accreditor for counseling programs. The North Park CMHC program has been producing capable counseling graduates for many years, and in pursuing CACREP accreditation we hope to see that effort recognized by the larger counselor education community. Accreditation is a long and pretty tedious process, which the faculty have been engaging throughout the development of a revised mission statement, new program learning outcomes, and a brand-new assessment process. We've made a tremendous amount of progress this year and hope to submit our self-study for accreditation to CACREP in the 2024-2025 academic year.

Transition has been the theme of this year, and as a faculty we also decided to shift the way that courses are offered in the CMHC program. Recognizing that the traditional model of holding classes in-person two nights a week has become increasingly cumbersome for students given their varied work, life, and family responsibilities, we are moving to offering the CMHC program in a fully online format. In the spring of 2024, we began implementing some online courses, and starting in the fall of 2024, students who join the program will be in a fully online program. Online programs can mean a lot of different things; I like to describe ours as engaged and hospitable. We appreciate that online learning allows us to engage students who might not be able to join a traditional face-to-face class session, and we want the experience of online learning to be personal and relational. We're pleased with some of the initial feedback from students and look forward to continuing to refine our online program.

This year has been a whirlwind in many ways, and sometimes transition feels that way. As Program Director, I'm grateful to have joined a strong team in the School of Professional Studies and for the warm welcome from the CMHC community. Enjoy this report of our work in the 2023-2024 academic year.

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 in 2023-2024 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.*

ARTI PERSAUD

PhD, LCPC, LMHC



My name is Arti Persaud, and I have a MA in Clinical Psychology and PhD in Community Psychology, and am licensed as a Clinical Professional/Mental Health Counselor (LCPC) and (LMHC) in both Illinois and Florida for the past 16 years. I am part of a small private group practice in Schaumburg and am an adjunct faculty member at a few local institutions in Chicagoland.

My specialties are primarily trauma-based work and include a range of areas from domestic violence, the child welfare system, PTSD, dissociation, sexual assault, and human trafficking. I also am certified to work with the LGBTQIA population, specifically providing letters for treatment for transgender teens and adults, and am in partnership with a few local organizations including Lurie's Children Hospital in Chicago.

The other aspects of my life include my children, who have always been priority. Both are in college currently and more independent now. I am a pet mom, as well, to two Shitzu-poodles, Leo and Oliver, who are of course the center of the home.

Counseling is a unique type of career, and with that being said, it is necessary to be your authentic self. One cannot at times separate this profession from oneself, and that is why it is critical to have good boundaries and a willingness to look at the self. This openness and transparency will serve for lifelong growth and success in the counseling field.

childhood aspiration

I knew I was supposed to be in the helping professions since I was a young child. I made my mom constantly buy me toys that promoted this. I had so many stethoscopes, even a white coat, and a range of stuffed toys. I have pictures with me putting band aids on my toys. My mom told me I was always saying that I had to take care of the bears and dolls. It is of no surprise I ended up being a therapist.

favorite CMHC course to teach

Given I have only taught two classes at NPU, as it is my first quarter here, I have to say Human Sexuality. I enjoyed providing the students with engaging discussions whilst normalizing this sometimes-challenging topic within the counseling field.

BORI KIM

graduated

December 2022

current occupation

Outreach & Wellness Coordinator at Moody Bible Institute,
and Trauma-Specialist at Chicago Healing Connection

describe NPU's Counseling program

healing, life-breathing, inspiring

best CMHC course

Spiritual & Religious Issues in Counseling



As a coordinator, I oversee mental health issues on campus and prepare events. As a therapist at both places, I see students and private clients who've experienced intense trauma, and I integrate creative avenues such as colors, songs, and poetry. Most of my work embraces a little inner child.

Most of us carry an inner child who has been hurt, hiding deep inside us. I offer a space for this inner child to find a voice again. It is a lot to take in, but it is a delight walking alongside them on their healing journey.



JILL LICKTEIG

graduated

August 2023

current occupation

Child & Adolescent Therapist at an
outpatient practice in the western suburbs of Chicago

describe NPU's Counseling program

flexible, supportive, inclusive

best CMHC course

Trauma and Healing

My name is Jill. I'm a 27-year-old, queer therapist from the Chicagoland area. I decided to pursue a degree in counseling after working in foster care and witnessing the impact that trauma and under-resourced systems have on the mental health of children. I searched for a counseling program that was comprehensive, affordable, and accommodating to my needs as a full-time worker.

BORI

Here's my piece of advice: bring yourself fully into each session. This doesn't mean that you may disclose yourself. Not your stories, but your character. Your personal touch matters more than anything else. Becoming a therapist is a never-ending process of being who I am. This is an endless journey to wholeness. This requires a lot more work on self than clients. In the midst of emotional storms, my character is being fully shaped with kindness, compassion, and a sound mind. By showing these qualities, you are offering a space for your clients to shape their own character. If healing is soil or ground, those characteristics are flowers, trees, and fruits coming from that soil. A talent is formed in quiet, alone; character is sharpened in the torrent of the world.

-Johann Wolfgang von Goethe

JILL

Don't put too much pressure on yourself! Becoming a skilled therapist takes time, experience, and guidance. Let go of perfectionism, allow yourself to make mistakes, and be open to receiving feedback- this is how we learn! Always be kind and compassionate towards yourself, and make sure you are taking care of yourself physically, emotionally, and spiritually. I know we talk a lot about self-care in this field, and it can feel a little buzzwordy, but the importance of self-care and self-compassion is so true; we can't properly support others if we are not taking care of ourselves and nourishing our own lives. Give yourself grace and recognize that you are doing amazing work just by showing up for yourself and others, as this is not an easy thing to do, but it truly makes an impact.

COUNSELING PROGRAMS ADVISORY BOARD

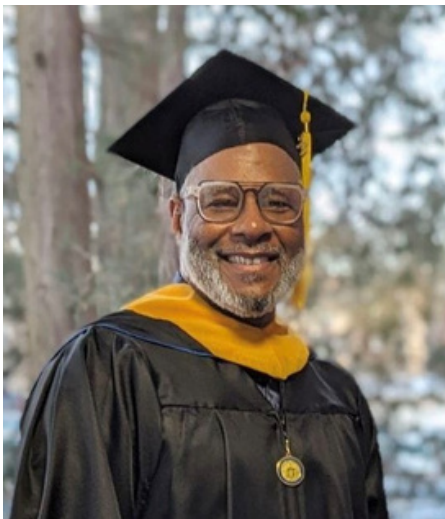
The Advisory Board for Counseling Programs serves to support the mission and goals of the graduate programs in counseling at North Park University. The board focuses on reviewing the program curriculum, overall development, clinical sites, accreditation, and administrative efforts.

2023-2025 COUNSELING ADVISORY BOARD MEMBERS:

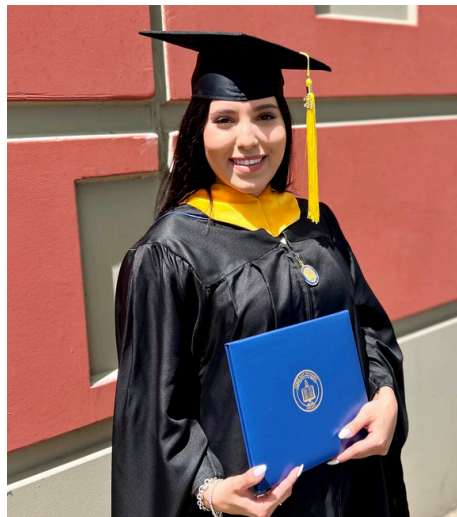
Noelani Cortina	<i>MA LPC Counselor at Evergreen Counseling</i>
Letricia Dixon	<i>CMHC student serving on board for 2023-2024</i>
Derek Harris	<i>MA, LCPC Thresholds</i>
Eva Ledoux	<i>The Kedzie Center</i>
Abby Pfieffer	<i>MA, LPC Counselor at Lakeview Therapy Group</i>
Leannette Pokuwaah	<i>MDiv, MA, Counselor at Grace Therapy & Wellness</i>
Elizabeth Schuttler	<i>MA, LPC, Counselor at Symmetry Counseling</i>
Shamia Williams	<i>MA, Early Childhood Mental Health Consultant</i>
Judi Zink	<i>MA, LCPC Counselor at Harris Clinical Group</i>

2023-2024 *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.



Craig Coleman
December 2023



Celeste de la Fuente
August 2024



Kahleen Riojas
December 2023

congratulations!

2023-2024 CLINICAL TRAINING SITES

- Vita Optimum Counseling and Consulting
- Chicago Psychotherapy PLLC
- Lakeshore Behavioral Health
- Bridgeview Clinical Services
- Kenneth Young Center
- OMNI Youth Services
- Lily Counseling
- One Patient Global
- AFG Guidance Center
- Chicago Behavioral Health
- Cultivate Counseling Group
- Road Home Program at Rush
- Wellness Home Behavioral Health
- Chicago Healing Connection PLLC
- Advocate Behavioral Health Services

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

MARCH 2, 2024

USING THE TREE OF LIFE TO INCREASE RESILIENCY

DR. MARTHA MASON

The Tree of Life (TOL) is a narrative tool that promotes identity and connectedness and allows people to re-author their stories. Originally developed to support vulnerable children in East and Southern Africa, TOL draws on the metaphor of a tree taken from Zimbabwean folklore and collective narrative practice to support groups and communities in overcoming difficult life experiences. Counselors can use TOL to help families reclaim hope and build a solid foundation to thrive during adversity.

APRIL 6, 2024

COUNSELING AGING BABY BOOMERS: STORIES & STRATEGIES

DR. MICHAEL DEVRIES

The “baby boomer” generation is aging and seeking counseling more readily than previous generations, who were often reluctant to enter counseling relationships. This workshop will explore multiple mental health issues this cohort brings to counseling, including stressors related to caretaking, retirement, couple conflicts, coping with loss, alienation from adult children, and existential loss of meaning. We will discuss the importance of stories and strategies for promoting positive coping skills through case studies drawn from counseling “boomer” clients.

*Each year the Counselor Education programs undergo 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. **In 2023-2024 the CMHC program underwent a comprehensive review of the assessment process and procedures.***

Overall Program Updates

- During the 2023-2024 year all curriculum and assessment processes were reviewed to clearly align with the 2024 CACREP Standards.
- A new course was added, COUN 5025 Foundations in Clinical Mental Health Counseling, to further develop students' identity as professional counselors. This course replaced COUN 5680 Human Sexuality, which will now be offered as an elective.
- The program mission statement and learning outcomes were revised. During the revision process feedback was sought from current students, alumni, faculty, and community stakeholders.
- The CMHC program assessment process was completely redesigned to follow the new program learning outcomes.
- The program published a revised CMHC Program Handbook and a new Clinical Training Handbook.
- Faculty have begun organizing a new student group, with the goal of becoming an Illinois Counseling Association Student Chapter.
- The program began the move to a completely online delivery modality. Online courses are in development and will go through the Quality Matters online rubric evaluation process. Current students are taking both in-person and online courses. Students who begin in Fall 2024 will start in a fully online program.

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.**



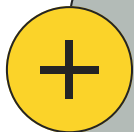
47%

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.



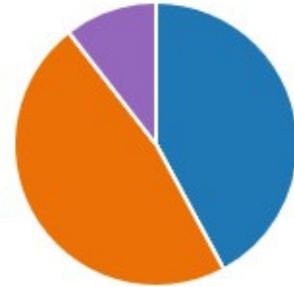
37%

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



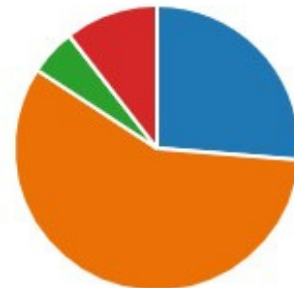
Competence with developing a case competency for a client that results in a treatment plan that integrates a specific theoretical perspective.

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

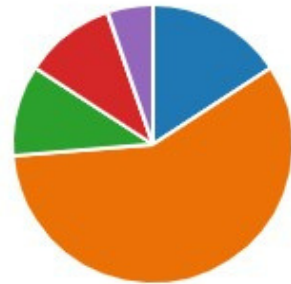
Able to work effectively in group counseling settings.

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

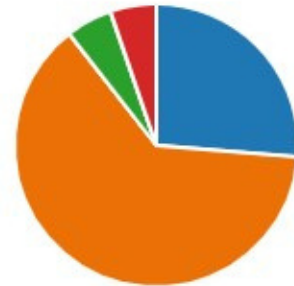
Able to integrate career counseling strategies with clients.

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



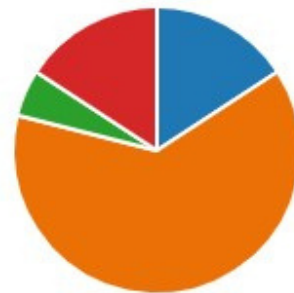
Able to assess clients appropriately for crisis situations, including suicide, domestic violence, etc., and take appropriate steps to ensure client safety.

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 2024 the survey was completed by 24 current students.**

- +

Gender Identity

 - Woman: 20
 - Man: 3
 - Blank: 1

- +

Disability Status

 - No: 19
 - Yes: 4
 - N/A: 1

- +

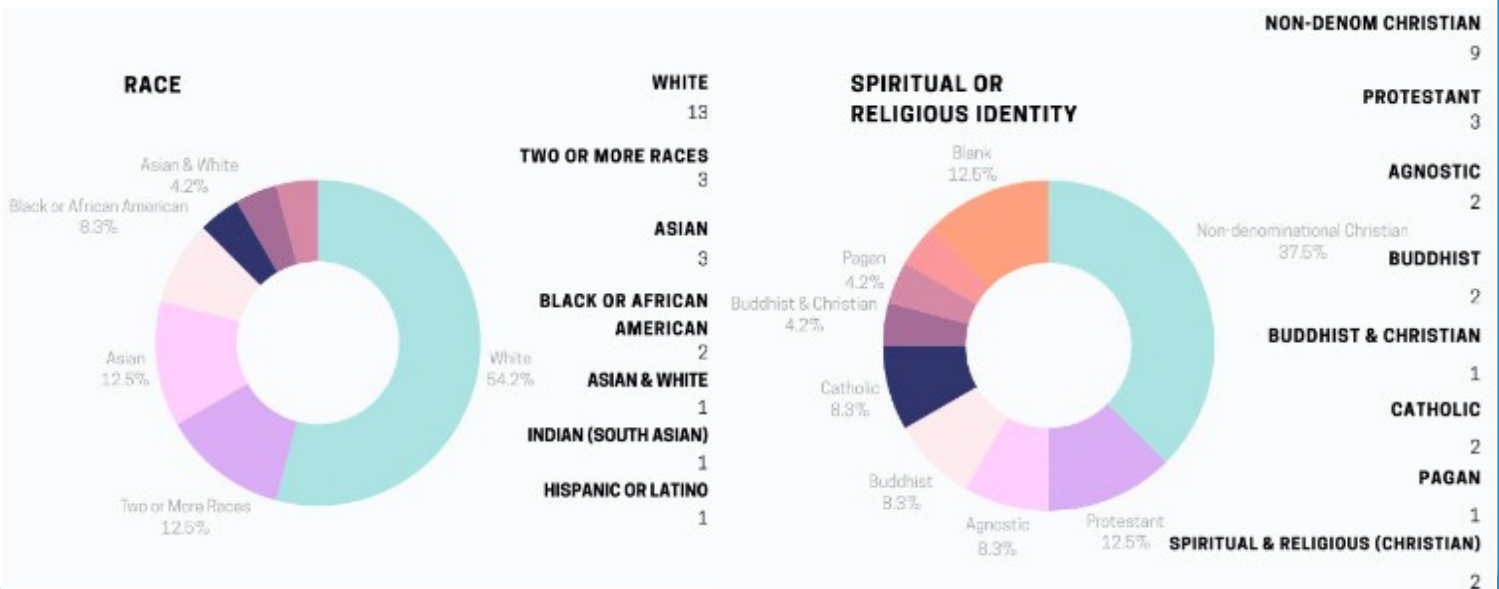
Sexuality

 - Heterosexual: 20
 - Bisexual: 3
 - Gay/Lesbian: 1

- +

First Generation Student

 - Yes: 12
 - No: 12

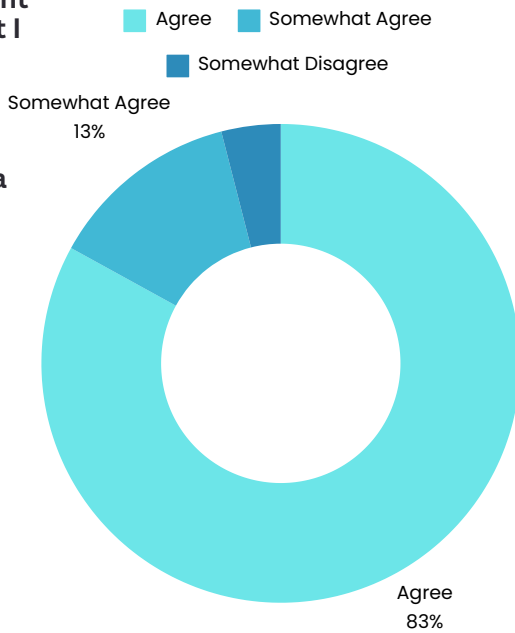


ACADEMIC Advising Analysis Report

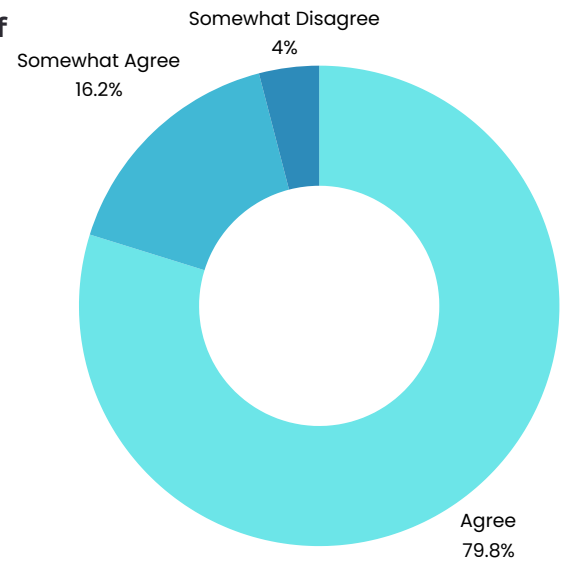
DATE RANGE: Spring 2018 - Spring 2024

Summary of Evaluation Results: Current Students

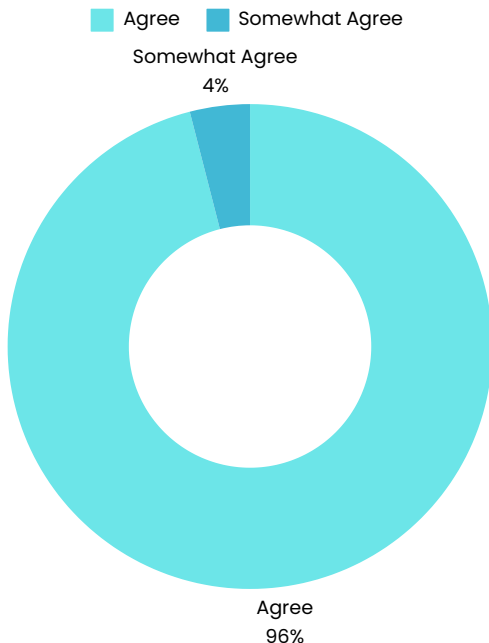
The amount of contact I have with my advisor meets my needs as a student.



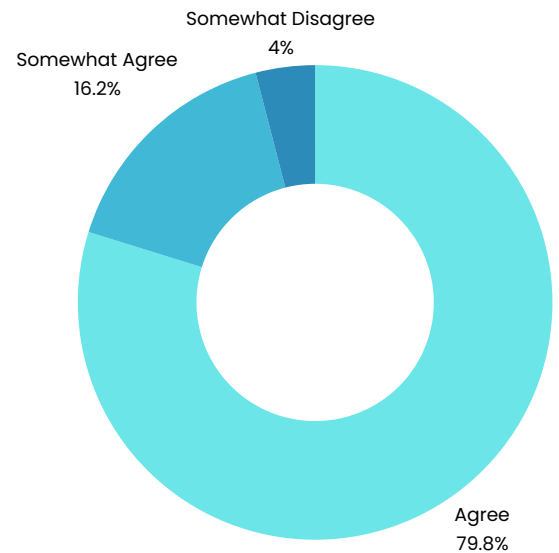
My advisor is knowledgeable about the requirements of the CMHC program.



My advisor listens and respects me as an individual.



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



PRACTICUM

Placement

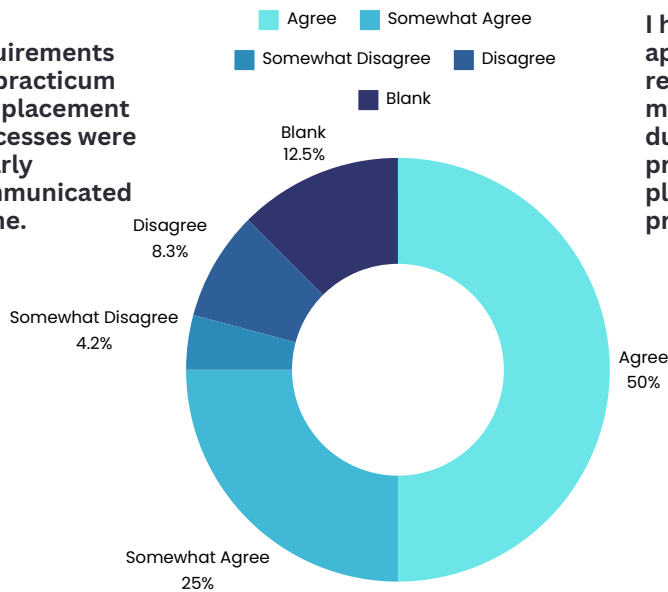
Analysis Report

DATE RANGE:

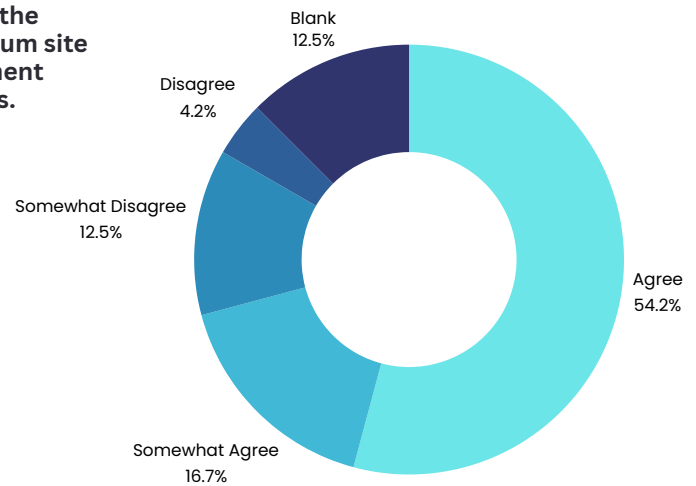
Spring 2018 - Spring 2024

Summary of Evaluation Results: Current Students

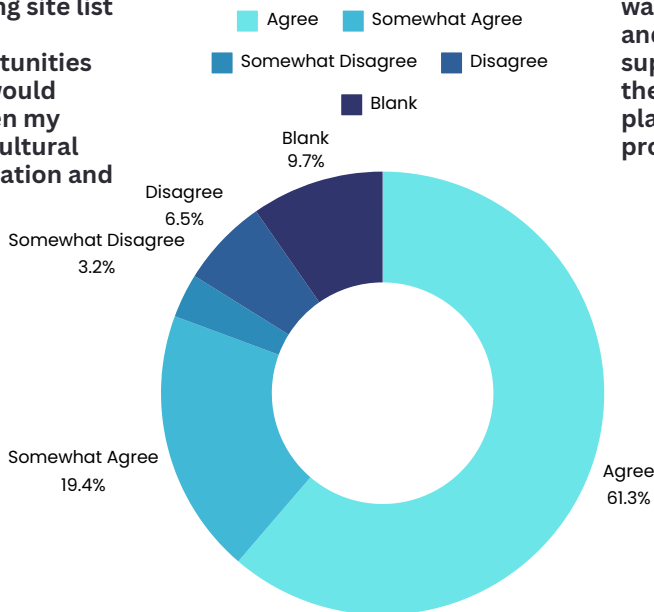
The requirements for practicum site placement processes were clearly communicated to me.



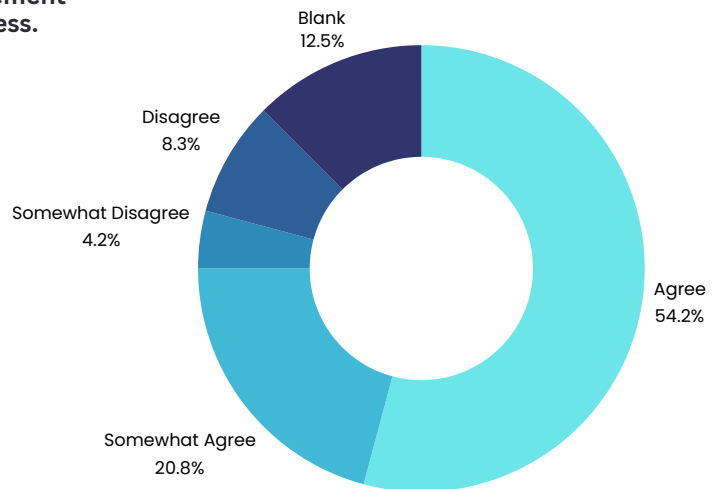
I had access to appropriate resources to help me secure a site during the practicum site placement process.



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.



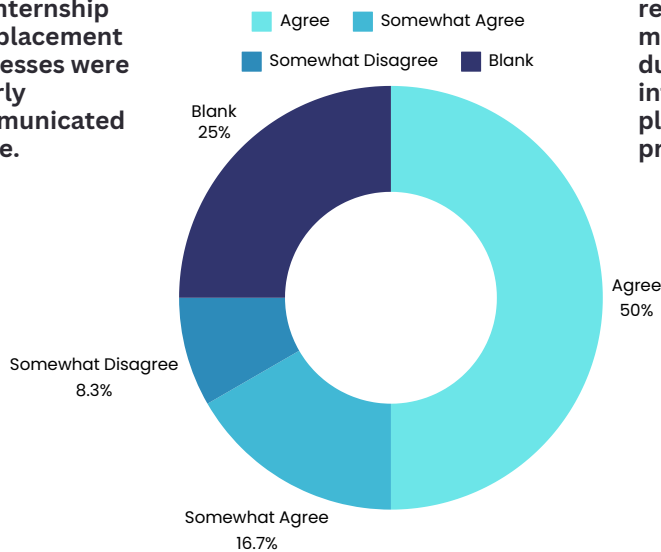
INTERNSHIP Placement

DATE RANGE:
Spring 2018 - Spring 2024

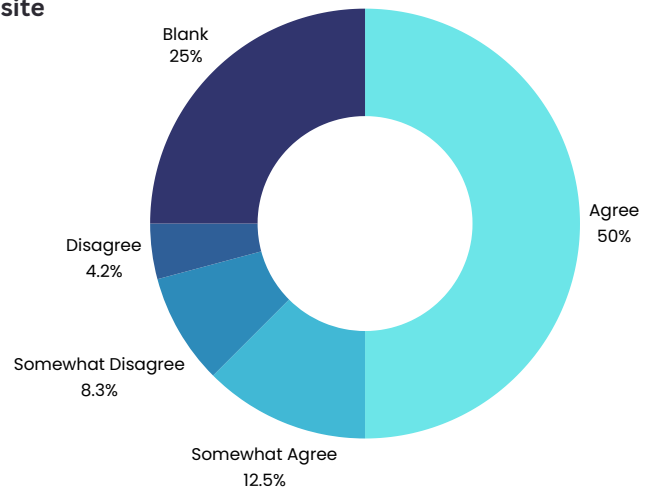
Analysis Report

Summary of Evaluation Results: Current Students

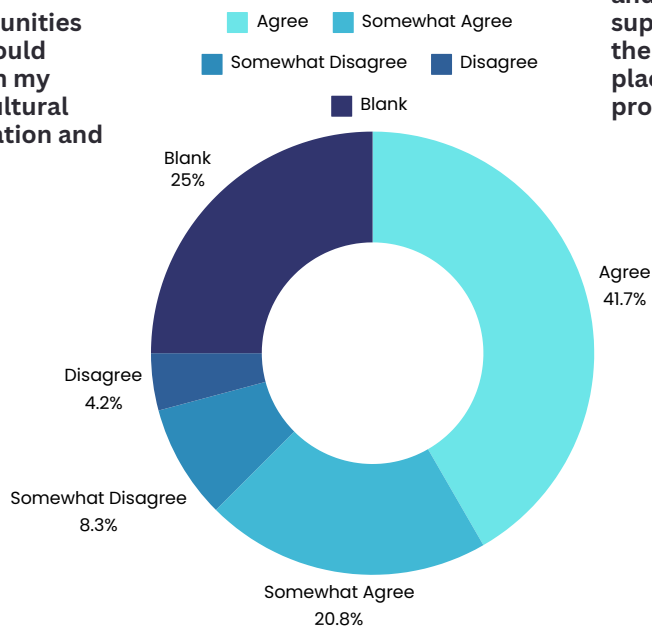
The requirements for internship site placement processes were clearly communicated to me.



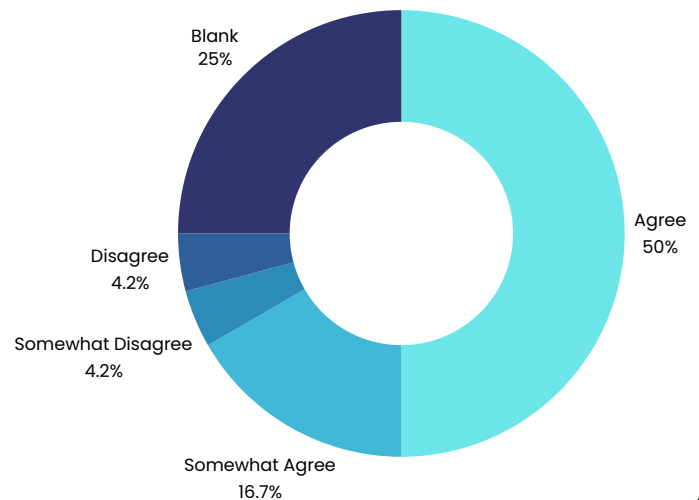
I had access to appropriate resources to help me secure a site during the internship site placement process.



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

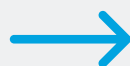


The director of clinical training was accessible and able to support me during the internship site placement process.



CMHC PROGRAM CLIMATE & CULTURE

Analysis Report

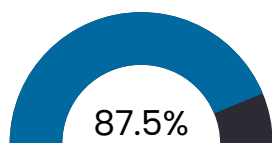


Period Analyzed:
Spring 2018 - Spring 2024

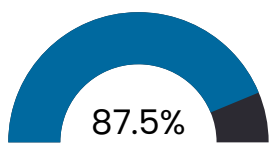
	Agree	Somewhat Agree	Somewhat Disagree	Disagree
The CMHC Program has emphasized the importance of addressing the diverse identities of clients as a part of competent counseling practice.	87.5%	12.5%	0%	0%
The CMHC Program helped me develop a social justice perspective on counseling.	79.2%	16.7%	4.2%	0%
I feel a sense of belonging in the North Park CMHC Program community.	58.3%	33.3%	4.2%	0%
I think the CMHC Program supports a culture of inclusion with respect to marginalized groups.	66.7%	33.3%	0%	0%
In the CMHC Program I have been encouraged to examine any biases I may hold related to marginalized groups.	87.5%	12.5%	0%	0%
The CMHC Program encouraged me to explore my own intersectional identities and how this relates to clinical work.	79.2%	20.8%	0%	0%
In the CMHC Program I have grown in my knowledge of the clinical needs of individuals from marginalized groups.	75%	25%	0%	0%
In the CMHC Program I have been challenged to develop an anti-oppressive approach to counseling practice.	75%	20.8%	0%	4.2%

CMHC PROGRAM CLIMATE & CULTURE

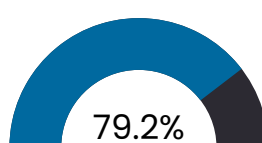
Strongest ratings for Climate & Culture



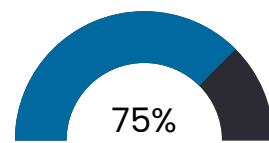
Importance of
addressing
diverse
identities



Encouraged
to examine
biases



Encouraged
to explore
intersectional
identities



Knowledge of
clinical needs
for
marginalized
groups

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

Implement more opportunities for practicum orientation. Offer asynchronous sessions and synchronous sessions a few times each semester.

Internship

Post new internship site list. Revision in progress.

Climate & Culture

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

PROGRAM LEARNING OUTCOMES

All 10 program learning outcomes are being assessed annually and data reported. As this process is new to the 2023-2024 academic year, data collection is still ongoing. Initial indicators show that PLO outcomes are meeting expected benchmarks overall. Faculty reviewed this initial data at the annual retreat in June 2024. **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 2024-2025 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.

PROGRAM LEARNING OUTCOMES

*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

2023-2024 Student Data	Average Score
PLO 1	
1 (COUN 5025): Personal Model of Counseling Assignment	2.375
2 (COUN 5971): Capstone Project - Professional Identity	2.81
PLO 2	
1 (COUN 5220): Ethics Quiz	no data
2 (COUN 5220): Ethics Group Project	no data
3 (CECE): Ethics	8.84
4 (COUN 5971): Capstone Project - Ethical Decision-Making	3
PLO 3	
1 (COUN 5210): Social/Cultural Foundations Quiz	12.05
2 (COUN 5210): Conceptualization and Treatment Plan	2.75
3 (CECE): Social/Cultural Foundations	11.72
4 (COUN 5971): Capstone Project - Cultural Formulation	3

PROGRAM LEARNING OUTCOMES

*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

2023-2024 Student Data	Average Score
PLO 4	
1 (COUN 5220): Lifespan Development Quiz	no data
2 (COUN 5320): Elder Life Story Interview	no data
3 (CECE): Lifespan Development	11.35
4 (COUN 5971): Capstone Project - Lifespan Development	3
PLO 5	
1 (COUN 5610): Career Development Quiz	14.68
2 (COUN 5610): Group Demonstration	3
3 (CECE): Career Development	11.71
4 (COUN 5971): Capstone Project - Career Development	2.81

PROGRAM LEARNING OUTCOMES

*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

2023-2024 Student Data	Average Score
PLO 6	
<i>1 (COUN 5010): Counseling Theories Quiz</i>	no data
<i>2 (COUN 5010): Case Conceptualization</i>	no data
<i>3 (CECE): Helping Skills Theories</i>	10.71
<i>4 (COUN 5971): Capstone Project - Counseling Theory</i>	2.9
PLO 7	
<i>1 (COUN 5120): Group Skills Quiz</i>	no data
<i>2 (COUN 5120): Group Demonstration</i>	2.85
<i>3 (CECE): Group Skills</i>	10.36
<i>4 (COUN 5971): Group Skills, Supervisor Evaluation</i>	3

PROGRAM LEARNING OUTCOMES

*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

2023-2024 Student Data	Average Score
PLO 8	
1 (COUN 5420): Assessment Quiz	15
2 (COUN 5420): Full Assessment Report	3
3 (CECE): Assessment	8.71
4 (COUN 5971): Capstone Project - Case Conceptualization	2.94
PLO 9	
1 (COUN 5310): Research Quiz	11.56
2 (COUN 5310): Philosophy in Research Counseling Statement	2.89
3 (CECE): Research	7.27
4 (COUN 5971): Capstone Project - Research	2.63
PLO 10	
1 (COUN 5960): Practicum Supervisor Final Evaluation	3
2 (COUN 5971): Internship Supervisor Final Evaluation	2.93

KEY PERFORMANCE INDICATORS (KPI)

Key performance indicators have been established and were collected in the 2023-2024 academic year. Since this is the first academic year where this process has been implemented, data collection is still ongoing. 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
3.B.1	theories and models of multicultural counseling, social justice, and advocacy
3.C.1	theories of individual and family development across the lifespan
3.D.7	developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
3.E.9	interviewing, attending, and listening skills in the counseling process
3.F.3	therapeutic factors to group work and how they contribute to group effectiveness
3.G.11	diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
3.H.1	the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
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

KEY PERFORMANCE INDICATORS (KPI)

Student work is evaluated on a 3-point scale:

1 - Unacceptable, 2 - Below Expectations, 3 - Meets Expectations

2023-2024 Student Data	Average Score
KPI 3.A.10	
1 (COUN 5220): Live Group Discussion	<i>no data</i>
2 (COUN 5971): Supervisor Evaluation Ethical Disposition Score	2.93
KPI 3.B.1	
1 (COUN 5210): Conceptualization and Treatment Plan	2.75
2 (COUN 5971): Capstone Project - Cultural Formulation	3
KPI 3.C.1	
1 (COUN 5320): Elder Life Story Interview	2.79
2 (COUN 5620): Case Conceptualization and Treatment Plan	<i>no data</i>
KPI 3.D.7	
1 (COUN 5420): Assessment Report Career	2.92
2 (COUN 5610): Article Response Paper	3

KEY PERFORMANCE INDICATORS

2023-2024 Student Data		Average Score
KPI 3.E.9		
1 (COUN 5020): Role Play Counseling Session		<i>no data</i>
2 (COUN 5971): Supervisor Evaluation of Clinical Skills		2.96
KPI 3.F.3		
1 (COUN 5120): Group Curriculum		2.7
2 (COUN 5971): Group Hours Supervisor Evaluation		3
KPI 3.G.11		
1 (COUN 5110): Public Health Campaign		<i>no data</i>
2 (COUN 5971): Capstone Project - Case Conceptualization		2.94
KPI 3.H.1		
1 (COUN 5310): Philosophy of Research in Counseling Statement		2.89
2 (COUN 5971): Capstone Project - Research		2.63
KPI 5.C.5		
1 (COUN 5010): Case Conceptualization		<i>no data</i>
2 (COUN 5971): Capstone Project - Treatment and Intervention		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. 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.

2023-2024 Student Data		Average Score
Conscientiousness		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.25
3 (COUN 5510): Advanced Multicultural Counseling		3.3
4 (COUN 5960): Practicum		4.75
5 (COUN 5970): Internship I		4.09
6 (COUN 5971): Internship II		4.51
Coping & Self-Care		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.3
3 (COUN 5510): Advanced Multicultural Counseling		3.34
4 (COUN 5960): Practicum		4.5
5 (COUN 5970): Internship I		3.55
6 (COUN 5971): Internship II		4.37

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.

2023-2024 Student Data		Average Score
Openness		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.19
3 (COUN 5510): Advanced Multicultural Counseling		3.18
4 (COUN 5960): Practicum		4.25
5 (COUN 5970): Internship I		4.32
6 (COUN 5971): Internship II		4.83
Cooperativeness		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.33
3 (COUN 5510): Advanced Multicultural Counseling		3.41
4 (COUN 5960): Practicum		4.75
5 (COUN 5970): Internship I		4.01
6 (COUN 5971): Internship II		4.74

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.

2023-2024 Student Data		Average Score
Moral Reasoning		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.56
3 (COUN 5510): Advanced Multicultural Counseling		3.18
4 (COUN 5960): Practicum		4.88
5 (COUN 5970): Internship I		4.41
6 (COUN 5971): Internship II		4.91
Interpersonal Skills		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.35
3 (COUN 5510): Advanced Multicultural Counseling		3.16
4 (COUN 5960): Practicum		4.63
5 (COUN 5970): Internship I		4.19
6 (COUN 5971): Internship II		4.59

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.

2023-2024 Student Data		Average Score
Cultural Sensitivity		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.37
3 (COUN 5510): Advanced Multicultural Counseling		3.2
4 (COUN 5960): Practicum		4.88
5 (COUN 5970): Internship I		4.38
6 (COUN 5971): Internship II		4.74
Self-Awareness		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.18
3 (COUN 5510): Advanced Multicultural Counseling		3.19
4 (COUN 5960): Practicum		4.5
5 (COUN 5970): Internship I		4.46
6 (COUN 5971): Internship II		4.57

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.

2023-2024 Student Data		Average Score
Emotional Stability		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.47
3 (COUN 5510): Advanced Multicultural Counseling		3.25
4 (COUN 5960): Practicum		4.38
5 (COUN 5970): Internship I		4.11
6 (COUN 5971): Internship II		4.45
Ethical Behavior		
1 (COUN 5020): Counseling Techniques		<i>no data</i>
2 (COUN 5120): Group Dynamics		4.89
3 (COUN 5510): Advanced Multicultural Counseling		3.23
4 (COUN 5960): Practicum		4.88
5 (COUN 5970): Internship I		4.38
6 (COUN 5971): Internship II		4.95

AGE

	Applicants September 2023 - August 2024 n = 47	Current Students 2023-2024 Academic Year n = 53	Graduates 2021-2023 Calendar Years n = 75
21-30	57.45%	62.26%	41.33%
31-40	25.53%	16.98%	30.66%
41-50	12.77%	9.43%	14.66%
51-60	4.26%	11.32%	9.33%
61+	0%	0%	4%

GENDER IDENTITY

	Applicants September 2023 - August 2024 n = 47	Current Students 2023-2024 Academic Year n = 53	Graduates 2021-2023 Calendar Years n = 75
Female	65.96%	73.58%	77.33%
Male	29.79%	13.20%	22.66%
(blank)	4.26%	13.20%	0%

RACE

DEMOGRAPHIC INFORMATION

	Applicants September 2023 - August 2024 n = 47	Current Students 2023-2024 Academic Year n = 53	Graduates 2021-2023 Calendar Years n = 75
Asian	14.89%	7.54%	4%
Black or African American	12.77%	15.09%	17.33%
Hispanic	2.13%	16.98%	17.33%
Non-Resident Alien	0%	15.09%	4%
White	59.58%	35.84%	52%
2+ Races	6.38%	5.66%	5.33%
(blank)	4.26%	3.77%	0%

VETERAN AFFILIATION

	Applicants September 2023 - August 2024 n = 47	Current Students 2023-2024 Academic Year n = 53	Graduates 2021-2023 Calendar Years n = 75
Yes	10.64%	<i>no data</i>	<i>no data</i>
No	89.36%	<i>no data</i>	<i>no data</i>

RELIGION

DEMOGRAPHIC INFORMATION

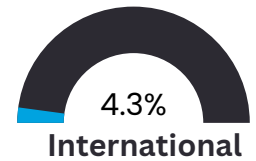
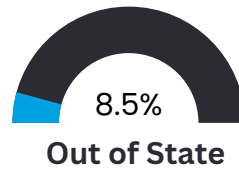
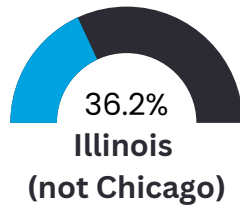
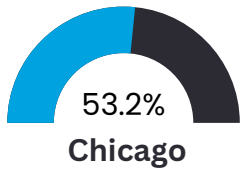
	Applicants September 2023 - August 2024 n = 47	Current Students 2023-2024 Academic Year n = 53	Graduates 2021-2023 Calendar Years n = 75
Anglican/Episcopal	0%	5.66%	1.33%
Baha'i	2.13%	0.00%	0.00%
Buddhist	0%	5.66%	1.33%
Covenant	12.77%	7.54%	4%
Evangelical Christian	29.79%	37.71%	38.66%
Jewish	0%	0%	1.33%
Muslim	2.13%	0%	1.33%
None Reported	17.02%	5.66%	16%
Orthodox	0%	0%	4%
Other	8.51%	5.66%	8%
Pentecostal	0%	1.88%	1.33%
Roman Catholic	19.15%	24.52%	12%
(blank)	8.51%	5.66%	10.66%

CITY CENTERED

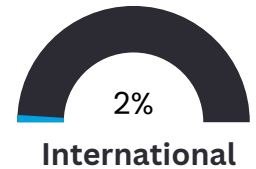
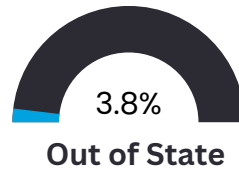
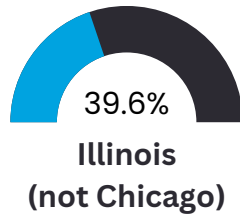
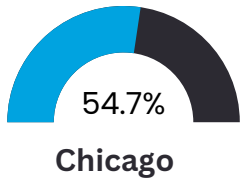


Where Do North Park
University's CMHC Students
Come From?

Applicants: September 2023 - August 2024

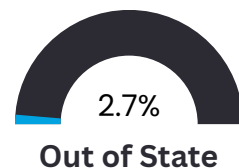
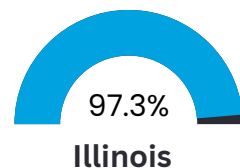


Current Students: 2023 - 2024 Academic Year



Graduates: 2021 - 2023 Calendar Years

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

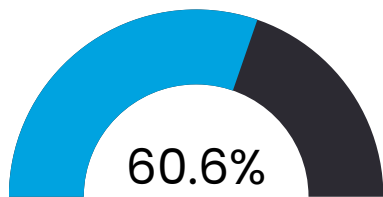


**graduated
international students
may have indicated IL
for their home state
since it was their
"current location"
while studying*

DEGREE COMPLETION

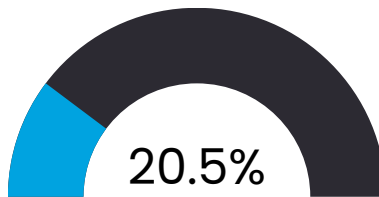


OVERALL



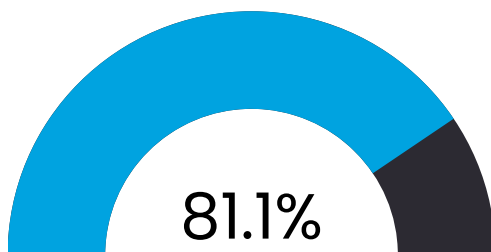
60.6%

2-years



20.5%

3-years



81.1%

Within 3-years

Data was analyzed over a 9-year period from the 2015-2016 academic year through the 2023-2024 academic year.

BY RACE

	2-years	3-years	Within 3- years
Asian	50%	16.7%	66.7%
Black or African American	44%	22.2%	66.2%
Hispanic	63%	15.8%	78.8%
Non-Resident Alien	71%	14.3%	85.3%
White	63.9%	15.7%	79.6%
2+ Races	50%	50%	100%
Unknown	50%	0%	50%

BY GENDER

	2-years	3-years	Within 3- years
Female	60.3%	13.5%	73.8%
Male	55.6%	18.2%	73.8%

	2-years	3-years	Within 3- years
21-25	75%	0%	75%
26-30	51%	17%	68%
31-35	67.6%	17.6%	85.2%
36-40	60.9%	8.7%	69.6%
41-45	52.9%	17.6%	70.5%
46-50	66.7%	0%	66.7%
51+	53.7%	0%	53.7%

