



Northwest
UNIVERSITY

**CMHC Annual
Report 2024-2025**

Enrolled Students in Fall 2024

Total Enrolled Fall 2024	63	
Ethnicity	N	Percent
White	39	61.9%
Asian	12	19.0%
Black or African American	4	6.3%
American Indian or Alaska Native	1	1.6%
Native Hawaiian/Other Pacific Islander	0	0%
Two or more	7	11.1%
Prefer not to respond	8	12.7%
<hr/>		
Hispanic	N	Percent
	4	6.3%
<hr/>		
Gender	N	Percent
Female	51	80.9%
Male	12	19%
<hr/>		
Age	N	Percent
20-29	22	34.9%
30-39	21	33.3%
40-49	11	17.5%
50-59	7	11.1%
60 +	2	3.2%
<hr/>		
First Generation College	N	Percent
TRUE	25	39.7%
FALSE	28	44.4%
Did not respond	10	15.9%

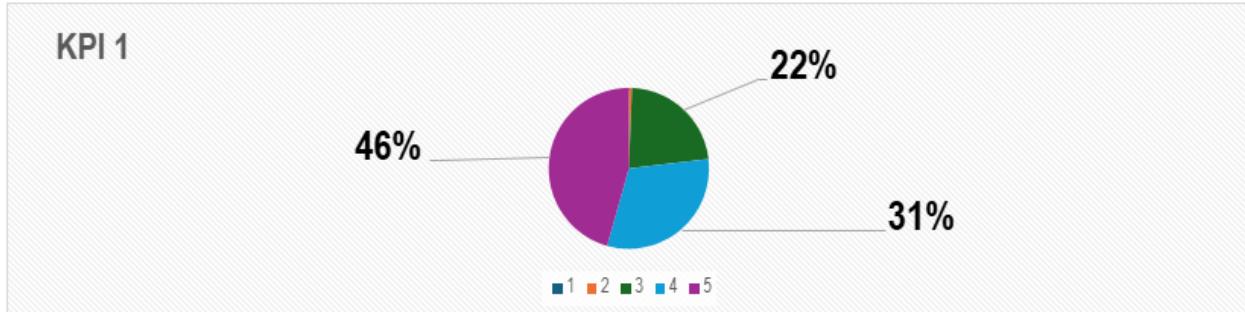
Performance meeting Key Performance Indicators

The CMHC program utilizes Key Performance Indicators (KPI) to measure our program outcomes. KPI are assessed through Key Assessments that are assigned in specified courses. **In the 2024-2025 Academic year, the majority of CMHC students met the program's KPI competencies.** Any student who received a grade below a 3 would be remediated in the CMHC program. OG represents On-ground students, and OL represents Online students. The following 5-point scale was utilized for measuring KPI competencies:

- 1- Harmful
- 2- Below Expectations/Insufficient/Unacceptable
- 3- Near Expectations
- 4- Meeting Expectations
- 5- Exceeding Expectations

KPI 1 Professional Counseling Orientation and Ethics

Develop comprehensive understanding of the identity of the professional counselor including history, roles, advocacy, credentialing, and ethical practice in a variety of private, inter-organizational, and interdisciplinary settings.

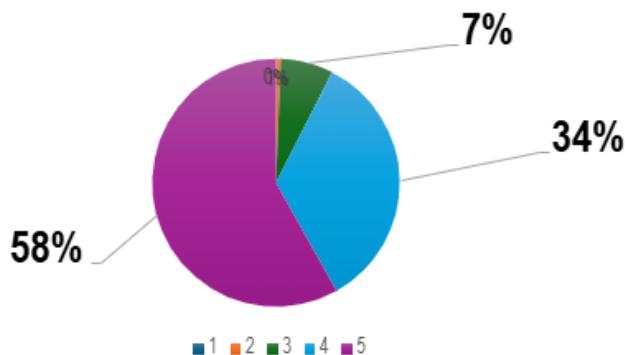


KPI 1 Results: For Online and On-Ground Cohorts, all students who completed the key assessment met the criteria for KPI 1. Twenty-two percent were nearing expectations, thirty-one percent were meeting expectations, forty-six percent were exceeding expectations.

KPI 2 Socio-Cultural Diversity and Social Justice

Demonstrate culturally competent socially aware counseling skills through the integration of scholarly research, application of multicultural counseling theories, and the examination of the concepts of social justice and privilege.

KPI 2

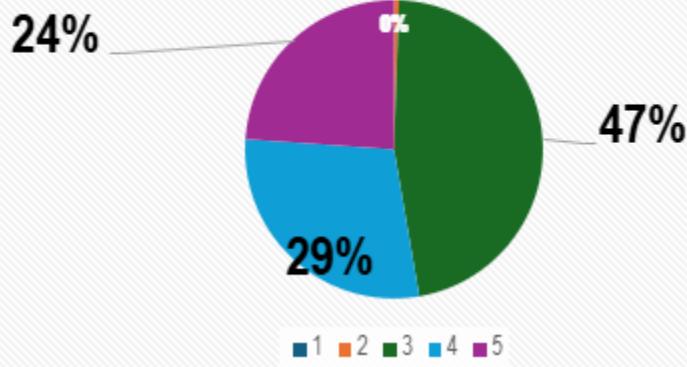


KPI 2 Results: For Online and On-Ground Cohorts, all students who completed the key assessment met the criteria for KPI 2. Seven percent were nearing expectations, thirty-four percent were meeting expectations, and fifty-eight percent were exceeding expectations. One student was below expectations and was placed on a remediation plan.

KPI 3 Scientific Foundations

Integrate knowledge of biological, cognitive, emotional, personality, and social development across the lifespan into the diagnosis, assessment, and treatment of mental health issues.

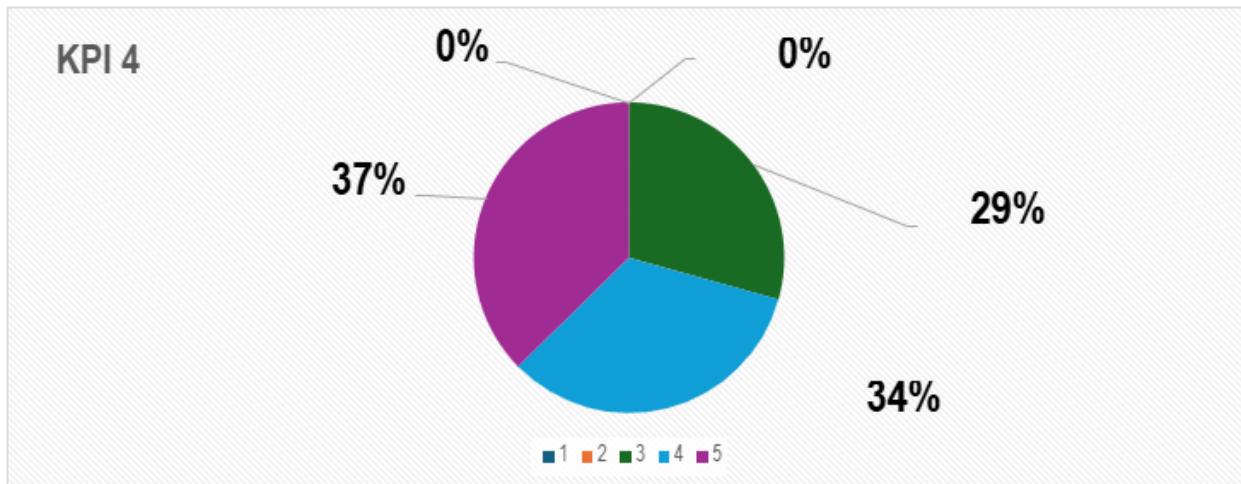
KPI 3



KPI 3 Results: For Online and On-Ground Cohorts, all students who completed the key assessment met the criteria for KPI 3. Forty-seven were nearing expectations, twenty-nine percent were meeting expectations, twenty-four percent were exceeding expectations.

KPI 4 Counseling Theories, Skills, and Helping Relationships

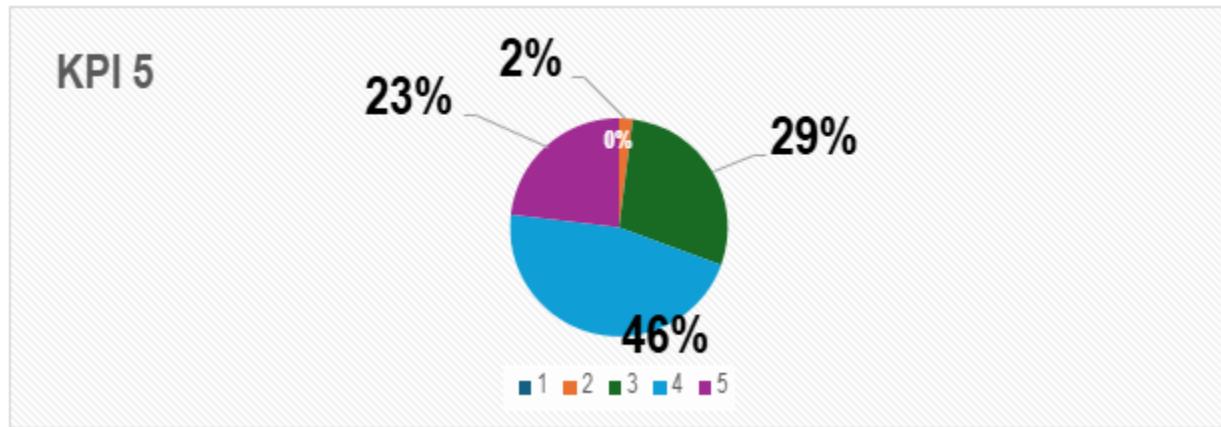
Incorporate knowledge of counseling skills, case conceptualization, suicide prevention, and treatment planning into counseling practice in both in-person and technology assisted settings for general populations and those in crisis.



KPI 4 Results: For Online and On-Ground Cohorts, the majority of students who completed the key assessment met the criteria for KPI 4. Twenty-nine percent were nearing expectations, thirty-four percent were meeting expectations, thirty-seven percent were exceeding expectations.

KPI 5 Career Development

Integrate theories and research of career development, assessment, and planning into the practice of career guidance for diverse people groups in wide range of vocational fields.

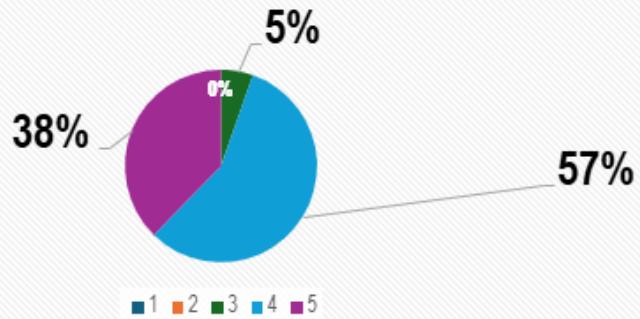


KPI 5 Results: For Online and On-Ground Cohorts, the majority of students who completed the key assessment met the criteria for KPI 5. Twenty-nine percent were nearing expectations, forty-six percent were meeting expectations, twenty-three percent were exceeding expectations. Two percent ($n = 3$) of students did not meet program expectations and were addressed through established remediation and/or disciplinary procedures, consistent with institutional and programmatic policies.

KPI 6 Group Counseling and Group Work

Apply group counseling theory in the creation, recruitment, and facilitation of culturally relevant groups.

KPI 6

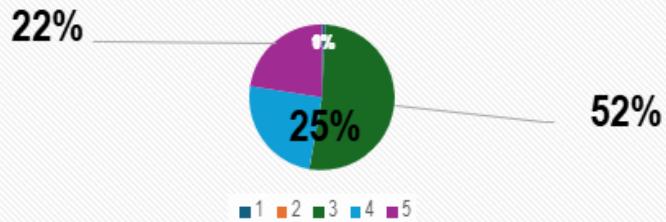


KPI 6 Results: For Online and On-Ground Cohorts, all students who completed the key assessment met the criteria for KPI 6. Five percent were nearing expectations, fifty-seven percent were meeting expectations, thirty-eight percent were exceeding expectations.

KPI 7 Diagnostic Systems

Utilize differential diagnostic processes and systems.

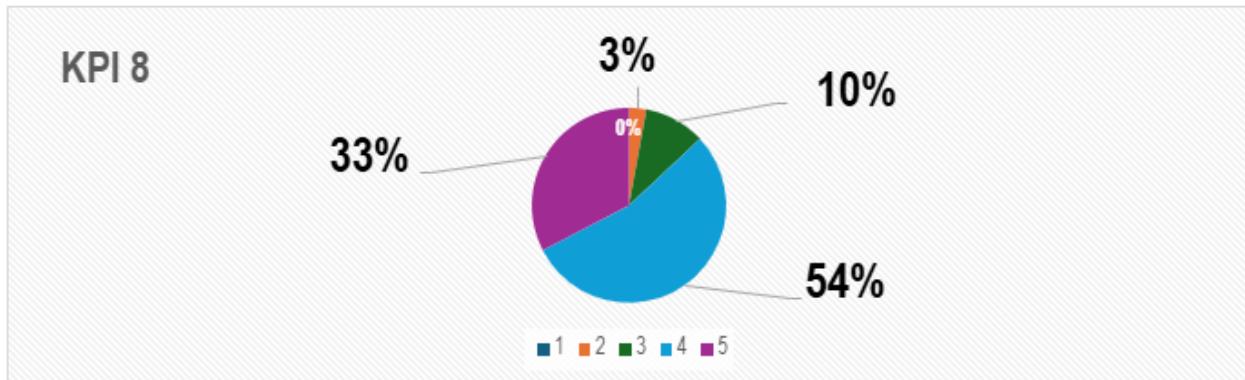
KPI 7



KPI 7 Results: For Online and On-Ground Cohorts, all students who completed the key assessment met the criteria for KPI 7. Fifty-two percent were nearing expectations, twenty-five percent were meeting expectations, twenty-two percent were exceeding expectations.

KPI 8 Assessment and Testing

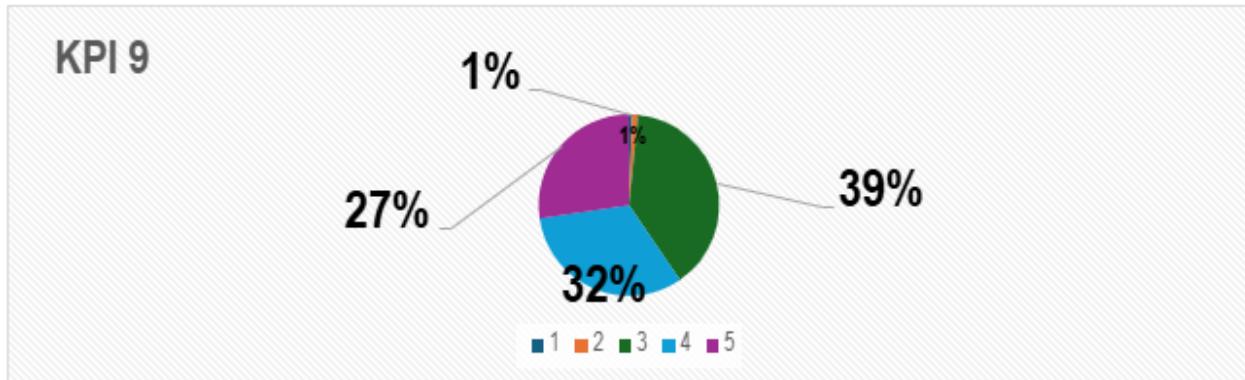
Apply basic statistical concepts, principles of test design and selection, interpretation of psychological reports, and demonstrate ability to select appropriate assessments relevant to education, employment, and personal situations.



KPI 8 Results: For Online and On-Ground Cohorts, the majority of students who completed the key assessment met the criteria for KPI 8. Ten percent were nearing expectations, fifty-four percent were meeting expectations, thirty-three percent were exceeding expectations. Three percent (n=4) of students did not meet expectations and were remediated by the instructor.

KPI 9 Research and Program Evaluation

Evaluate counseling interventions and counselor education programs and develop outcome measures by utilizing knowledge of the principles of statistics, research methods and design, and current models of evidence-based practices.



KPI 9 Results: For Online and On-Ground Cohorts, the majority of students who completed the key assessment met the criteria for KPI 9. Thirty-nine percent were nearing expectations, thirty-two percent were meeting expectations, and twenty-seven percent were exceeding expectations. One percent (n=1) did not meet expectations and was offered a remediation plan.

Qualifying Exam

In addition to completing key assessments, students take a Qualifying Exam that measures the eight CACREP core competencies. On-ground students are assessed in the fall of their second year, and online students are assessed in the fall of their third year. In September 2024, Cohorts 23 (on-ground) and 7 (online) completed the Qualifying Exam where the CMHC faculty evaluated students on their clinical skills and competencies in ethical considerations.

Students who failed the Qualifying Exam were notified in their Annual Evaluation and were assigned to work with a faculty member to be remediated in noted areas of concern.

	On-Ground-Cohort 23	Online-Cohort 7
# of Students	22	22
# of students remediated	0	9
Pass rate	100%	59.1%
Pass rate after remediation	N/A	95.4%

Graduation Rates

On-Ground

Entry Year	Cohort #	Degrees Conferred	Rate	Students Still Enrolled
Fall 2023	27	22	81.5%	4
Fall 2022	34	31	91.2%	
Fall 2021	36	28	78%	

Note: Some students enrolled in cohorts have opted into three-year track. Those students will be counted in their cohorts graduations rates.

Online

Entry Year	Cohort #	Degrees Conferred	Rate	Students Still Enrolled
Fall 2023	23	Still enrolled	N/A	
Fall 2022	22	19	86.3%	2
Fall 2021	3	20	90.9%	

Total Graduated in 2025	39	
Ethnicity	N	Percent
White	27	69%
Asian	3	8%
Black or African American	3	8%
American Indian or Alaskan Native	0	0%
Native Hawaiian/Other pacific Islander	0	0%
Two or more	1	3%
Prefer not to respond	2	5%
Hispanic	N	Percent
	3	8%
Gender	N	Percent
Female	30	77%
Male	9	23%
Age	N	Percent
21-29	17	44%

30-39	6	15%
40-49	13	33%
50-59	3	8%
60+	0	0%
First Generation College	N	Percent
TRUE	28	72%
FALSE	5	13%
Did not respond	6	15%

Alumni Employment and Licensure

In June of 2025, the CMHC program contacted alumni from on-ground cohorts 21, 22, and 23; and online cohorts 6 and 7 about their current status in the Counseling Field. Alumni were asked to give feedback on current job position, licensure status, and current salary range. This information allows the CMHC faculty to assess how well our graduates do in the field after graduation. The alumni survey collected 22 responses.

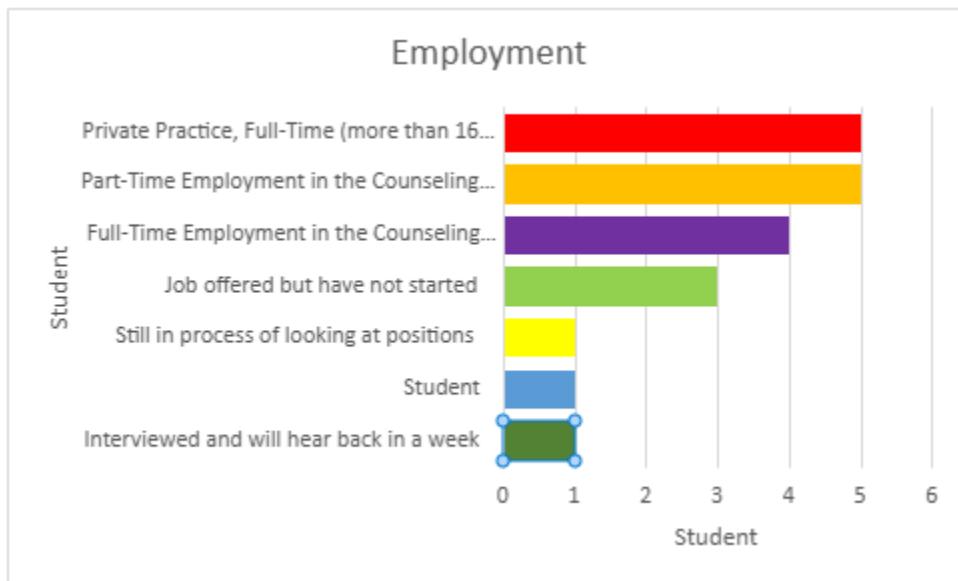
Washington LMHC Licensure Status

Licensure in WA (if known)	LMHCA	LMHC
Graduation Year		
2025 (Cohort 23, Cohort 7)	28, 3 pending	0
2024 (Cohort 22, Cohort 6)	30	1 pending
2023 (Cohort 21, Cohort 5)	25	7, 4 pending
2022 (Cohort 20, Cohort 4)	18	17, 1 pending
2021 (Cohort 19, Cohort 3)	9	22

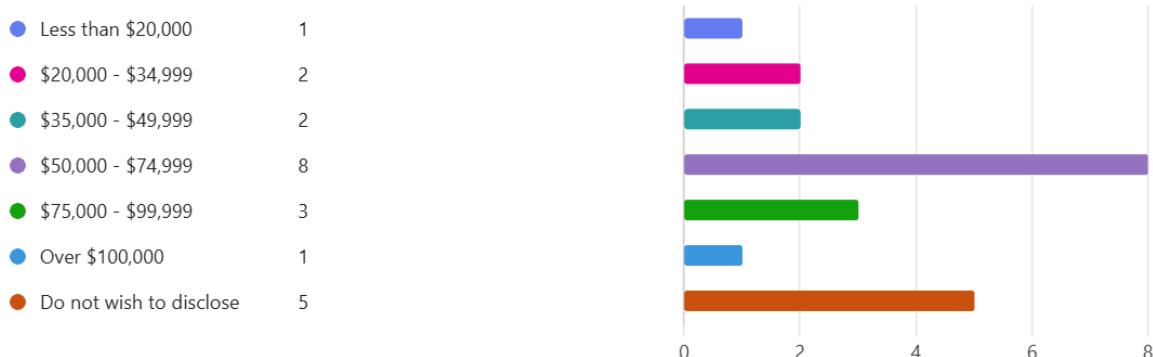
Note: These rates were provided by the State of Washington Licensing Board. The CMHC program has alumni who practice in various states, but we do not collect that data.

Alumni Employment and Salary Range

The majority of the respondents reported that they are currently employed full-time in the Counseling field.



Salary Range:



Alumni Feedback on Curriculum

In June of 2025, the CMHC program contacted alumni from on-ground cohorts 21, 22, and 23; and online cohorts 6 and 7 to evaluate the program. Alumni were asked to give anonymous feedback on program objectives, key performance indicators, strengths of the CMHC program, and areas of Improvement. The alumni survey collected 30 responses (22 on-ground students and 8 online students), and the majority of respondents answered that they were either prepared or exceptionally prepared to enter the field.

Preparedness based on CMHC Objectives

When asked “Based on your experience in Northwest University's CMHC program, how prepared were you in meeting the core standards of the CMHC program?” alumni responded with the following:

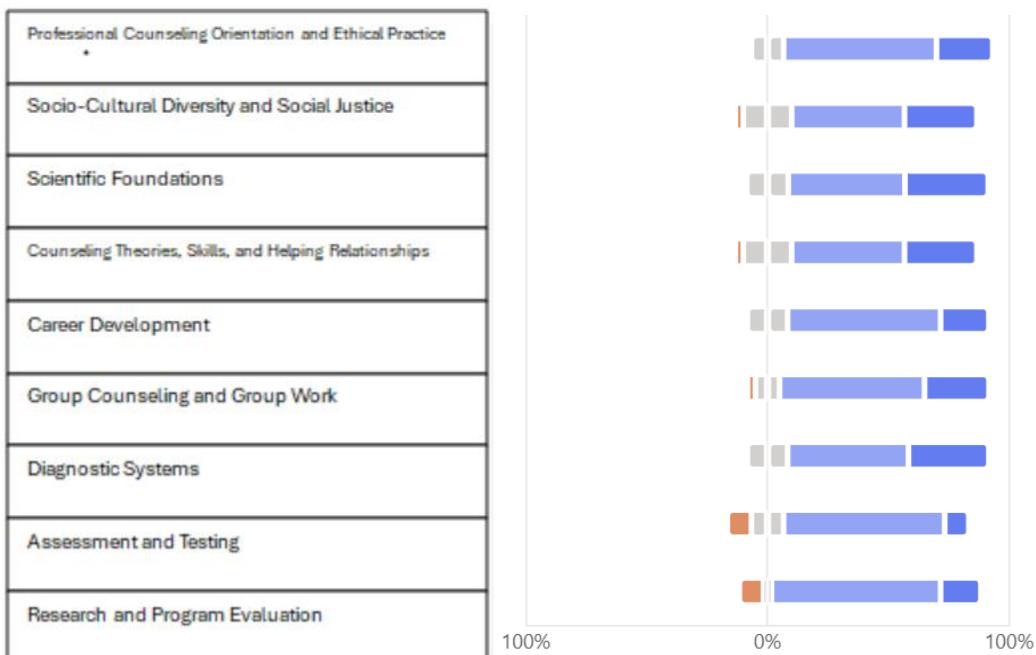
● Not Prepared ● Poorly Prepared ● Sufficiently Prepared ● Prepared ● Exceptionally Prepared



Preparedness based on CMHC KPI (Key Performance Indicators)

In addition to overall preparedness, alumni were asked to rate their preparedness in meeting the key performance indicators throughout the program. The majority of alumni answered that they felt “Prepared” or “Exceptionally Prepared” in meeting the CMHC program’s KPI. A small number of alumni noted being poorly prepared or not prepared. Qualitative data from these respondents focused on wanting additional training in specific modalities and populations. These concerns are addressed below in Program Improvements.

● Not Prepared ● Poorly Prepared ● Sufficiently Prepared ● Prepared ● Exceptionally Prepared

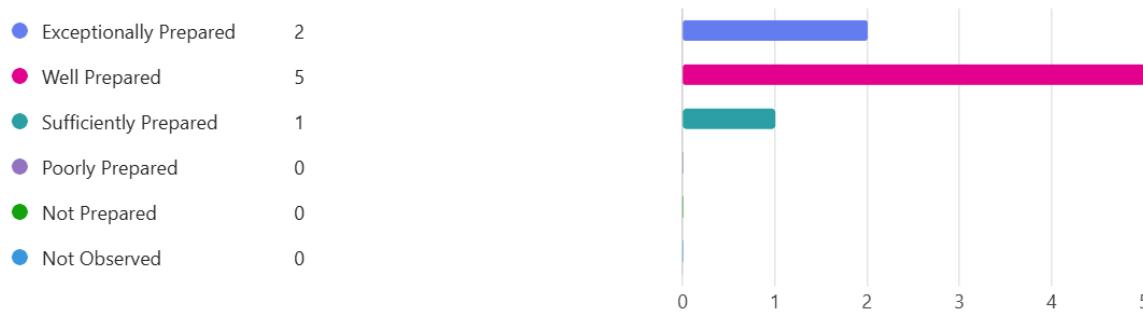


Site Supervisor Feedback Regarding CMHC Interns

In June of 2025, the CMHC program contacted site supervisors who provided clinical supervision for CMHC students in the 2024-2025 academic year. The CMHC program received feedback from eight supervisors who supervised 13 students in this academic year. The supervisors were asked to give feedback on the eight CACREP Core Competencies, students have an identify as a clinical mental health counselor, and comparing NU interns to interns from other programs.

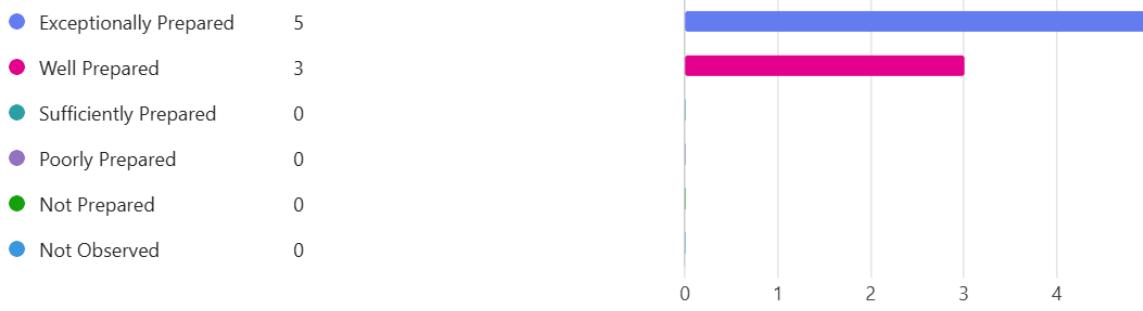
For the majority of the areas, supervisors evaluated that students were well-prepared or exceptionally prepared.

Clinical Mental Health Counselor Identity:



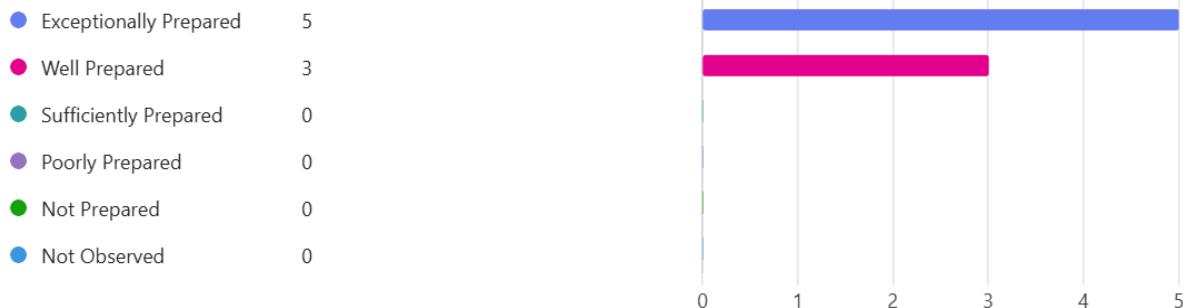
KPI Standards:

1. Professional Orientation and Ethical Practice: Develop comprehensive understanding of the identity of the professional counselor including history, roles, advocacy, credentialing, and ethical practice in a variety of private, inter-organizational, and interdisciplinary settings.

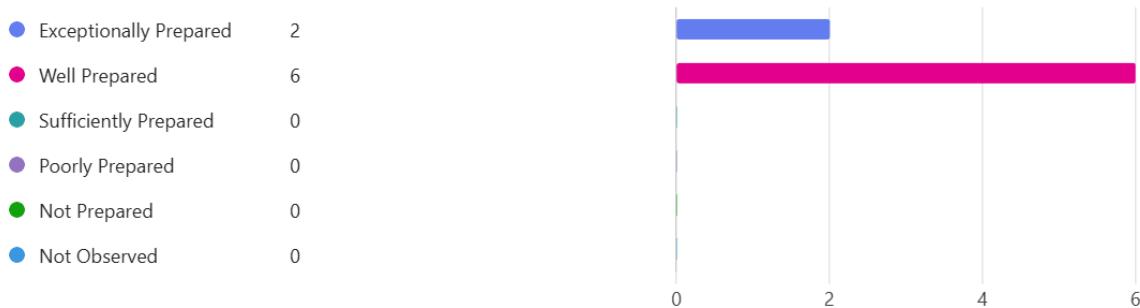


2, Social and Cultural Diversity: Demonstrate culturally competent socially aware counseling skills through

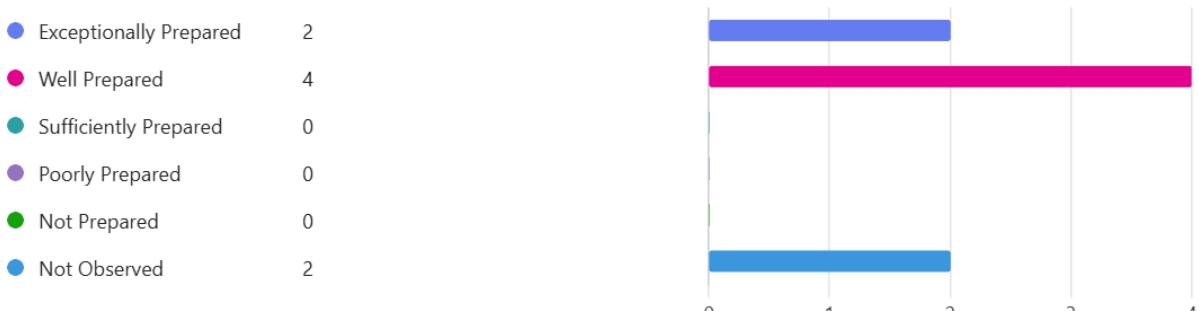
the integration of scholarly research, application of multicultural counseling theories, and the examination of the concepts of social justice and privilege.



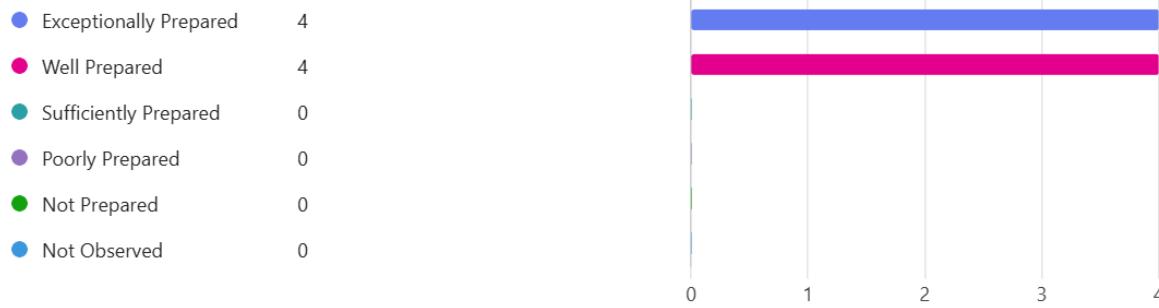
3. Human Growth and Development: Integrate knowledge of biological, cognitive, emotional, personality, and social development across the lifespan into the diagnosis, assessment, and treatment of mental health issues



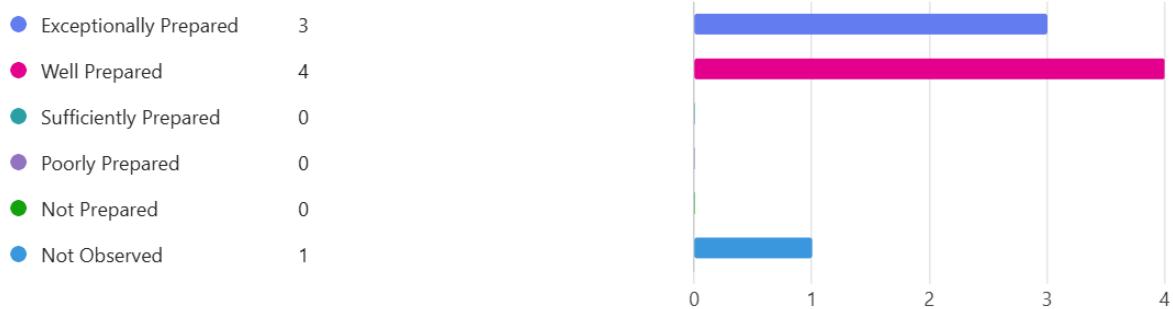
4. Career Development: Integrate theories and research of career development, assessment, and planning into the practice of career guidance for diverse people groups in wide range of vocational fields.



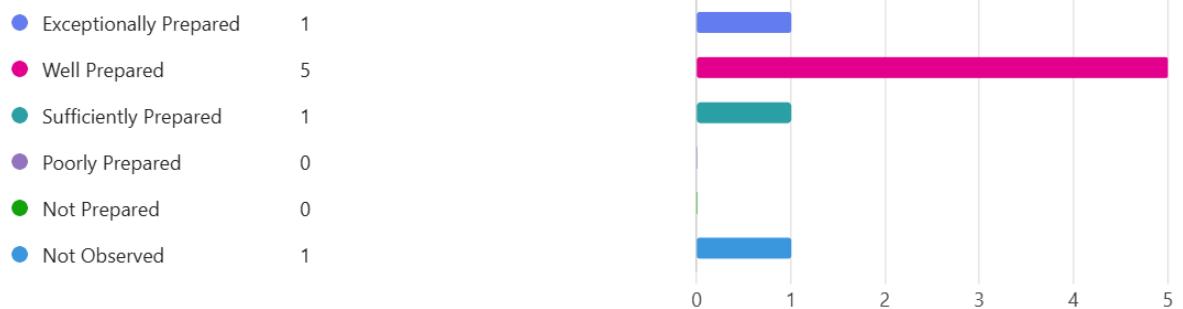
5. Individual Counseling: Incorporate knowledge of counseling skills, case conceptualization, suicide prevention, and treatment planning into counseling practice in both in-person and technology assisted settings for general populations and those in crisis.



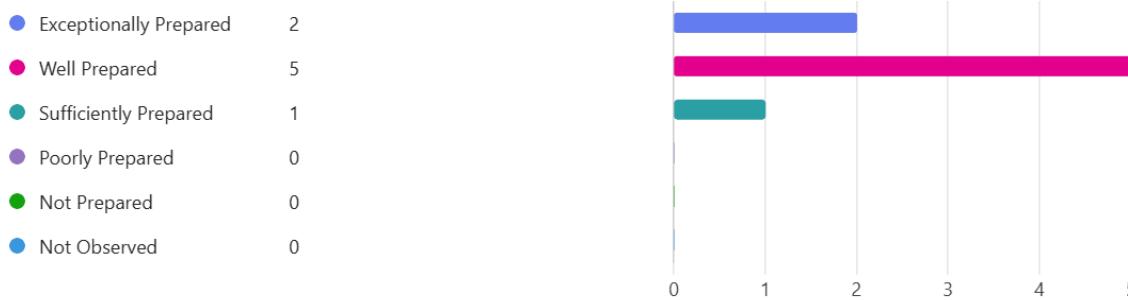
6. Group Counseling: Apply group counseling theory in the creation, recruitment, and facilitation of culturally relevant groups.



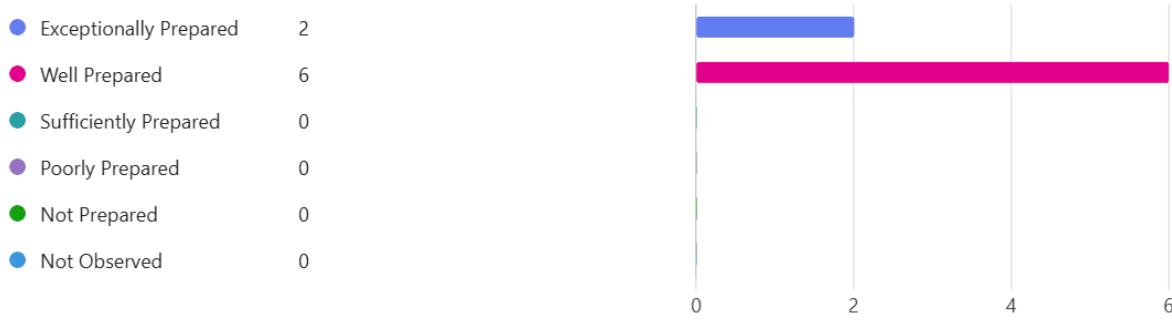
7. Assessment and Testing: Apply basic statistical concepts, principles of test design and selection, interpretation of psychological reports, and demonstrate ability to select appropriate assessments relevant to education, employment, and personal situations.



8. Basic Research and Evaluation: Evaluate counseling interventions and counselor education programs and develop outcome measures by utilizing knowledge of the principles of statistics, research methods and design, and current models of evidence-based practices.



When asked “Compared to other employees/interns, how well do you feel the training at Northwest University has provided your employee/intern with the knowledge and skills needed for practice as a professional mental health counselor?” Supervisors responded with:



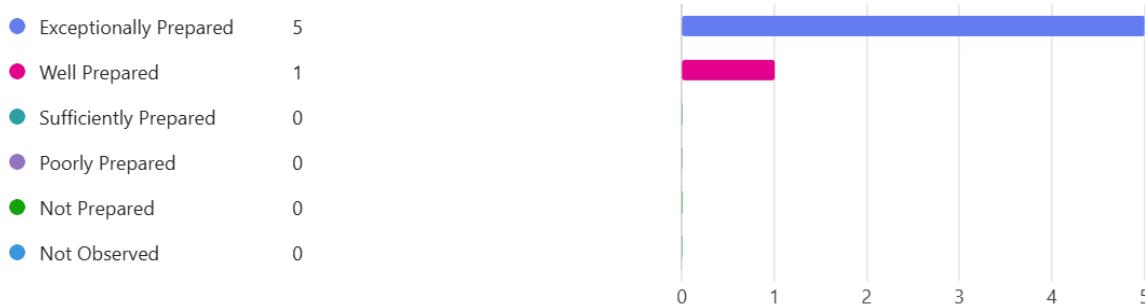
Qualitative Feedback on CMHC Students

- “It is a pleasure to have your students as part of our team. They have all been incredible additions to our organization.”
- “Our intern came with a lot of work experience in similar careers, so she was more prepared than most. She also brought a great deal of lived cultural and counseling experience, which is incredibly valuable. She was a delight to work with, and your team was wonderful to collaborate with as well.”
- “The intern that I am currently working with appears to have been well prepared for the role and is actively exploring and developing their counselor identity.”
- “Overall, I felt the NU students we had were highly prepared and well trained. I am very grateful for the training you provided, as they were such an asset to our Behavioral Health Department.”

Supervisor Feedback Regarding Alumni

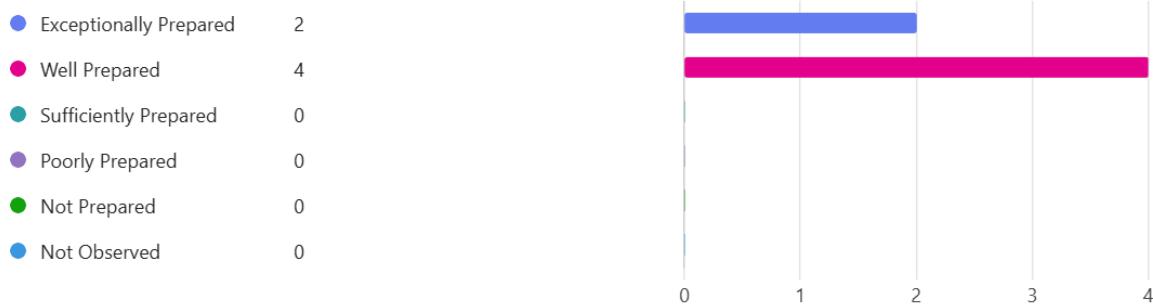
In June 2025, the CMHC program contacted site supervisors who provided clinical supervision to CMHC students during the 2024–2025 academic year. The program received feedback from six supervisors who were supervising a total of 11 alumni in the roles of employer and/or licensure supervisor. Supervisors were asked to provide feedback on the eight CACREP Core Competencies and Key Performance Indicators of the CMHC program, students' professional identity as clinical mental health counselors, and to compare NU alumni with supervisees from other counseling programs. Overall, supervisors indicated that CMHC students were well prepared or exceptionally well prepared across the majority of assessed areas.

Clinical Mental Health Counselor Identity:

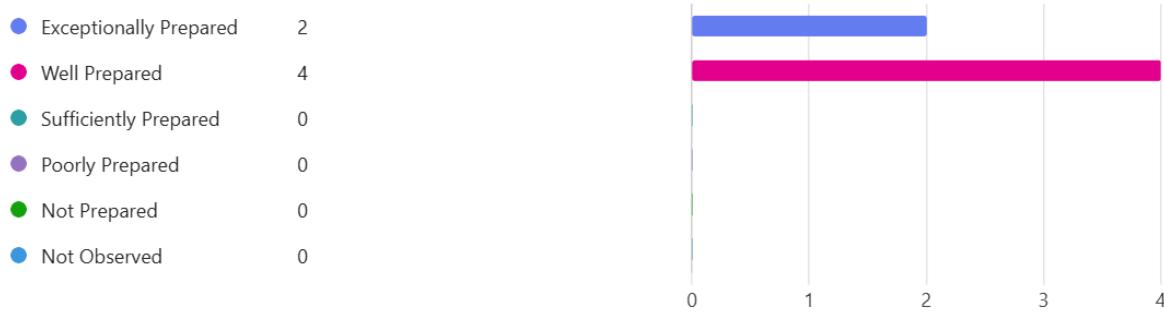


KPI Standards:

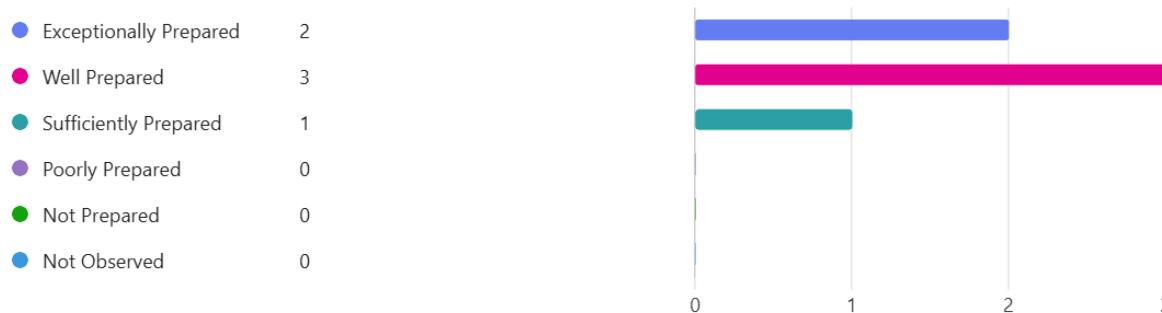
1. Professional Orientation and Ethical Practice: Develop comprehensive understanding of the identity of the professional counselor including history, roles, advocacy, credentialing, and ethical practice in a variety of private, inter-organizational, and interdisciplinary settings.



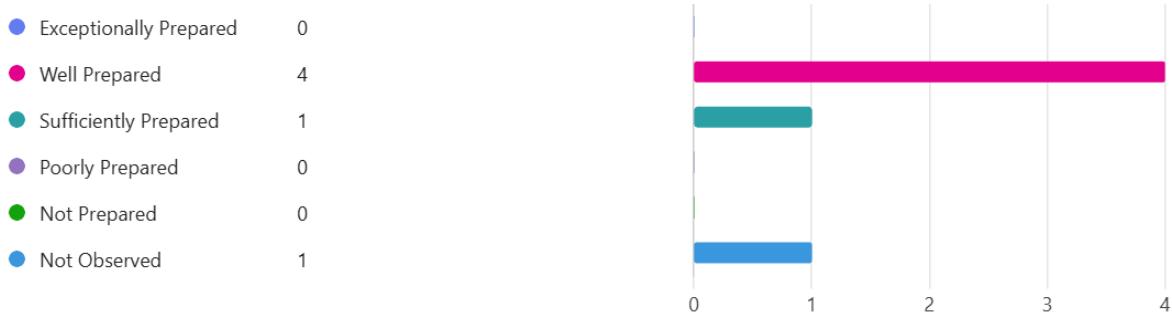
2, Social and Cultural Diversity: Demonstrate culturally competent socially aware counseling skills through the integration of scholarly research, application of multicultural counseling theories, and the examination of the concepts of social justice and privilege.



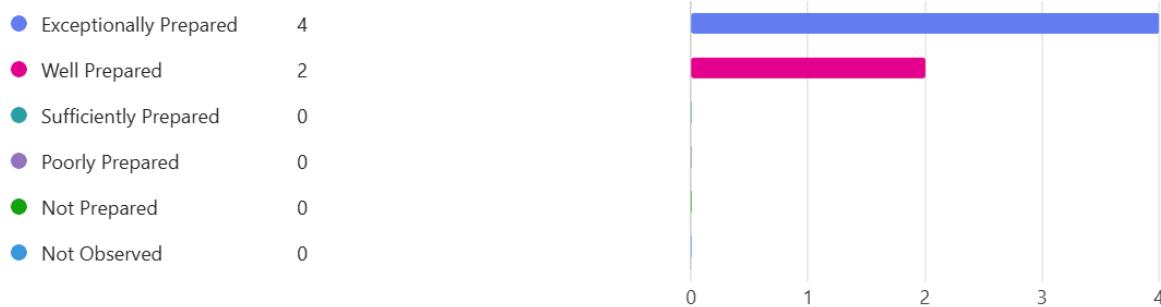
3. Human Growth and Development: Integrate knowledge of biological, cognitive, emotional, personality, and social development across the lifespan into the diagnosis, assessment, and treatment of mental health issues



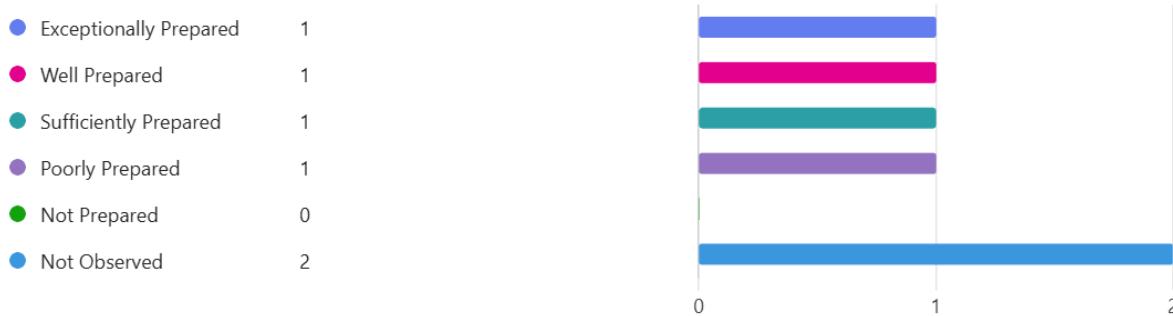
4. Career Development: Integrate theories and research of career development, assessment, and planning into the practice of career guidance for diverse people groups in wide range of vocational fields.



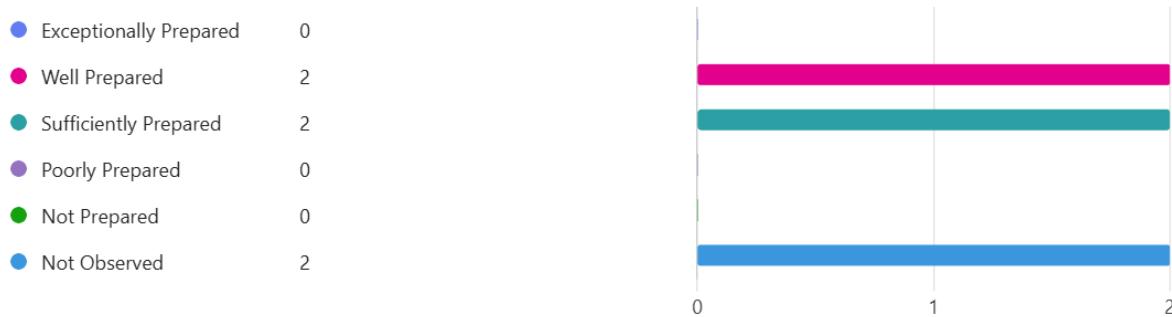
5. Individual Counseling: Incorporate knowledge of counseling skills, case conceptualization, suicide prevention, and treatment planning into counseling practice in both in-person and technology assisted settings for general populations and those in crisis.



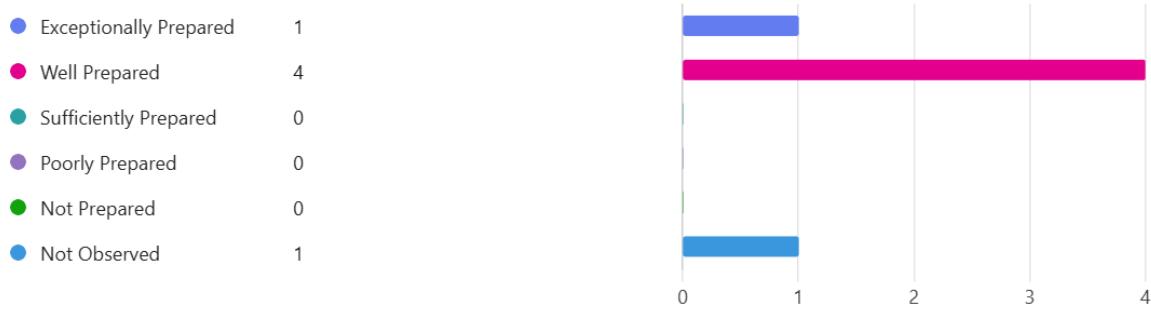
6. Group Counseling: Apply group counseling theory in the creation, recruitment, and facilitation of culturally relevant groups.



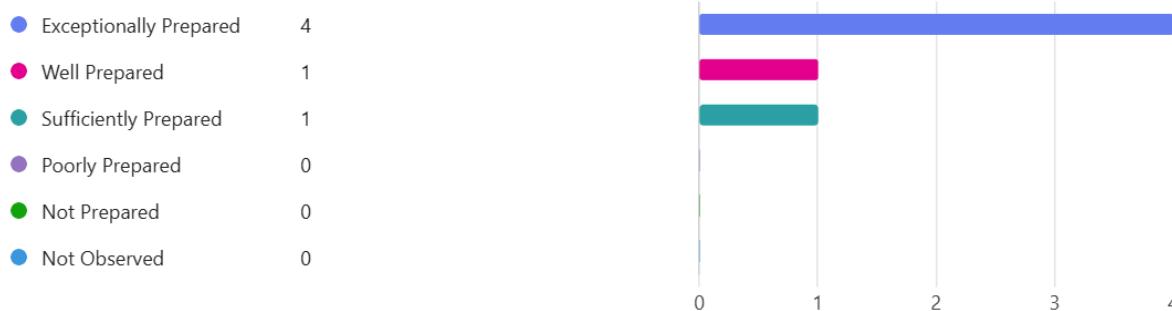
7. Assessment and Testing: Apply basic statistical concepts, principles of test design and selection, interpretation of psychological reports, and demonstrate ability to select appropriate assessments relevant to education, employment, and personal situations.



8. Basic Research and Evaluation: Evaluate counseling interventions and counselor education programs and develop outcome measures by utilizing knowledge of the principles of statistics, research methods and design, and current models of evidence-based practices.



When asked “Compared to other employees/supervisees, how well do you feel the training at Northwest University has provided your employee/supervisee with the knowledge and skills needed for practice as a professional mental health counselor?” Supervisors responded with:



Employer Qualitative Feedback on CMHC Graduates

- “Both are hardworking and dedicated and more self-sufficient than other new graduates.”
- “Really appreciative of the collaboration with the University faculty.”
- “[Online Alumni 1] and [Online Alumni 2] are doing amazing!”

Program Strengths

Cohort Model

Multiple alumni noted appreciating the cohort model of the program in having a built-in support system.

Flexibility of Schedule

Multiple alumni noted the flexibility of the schedule either to complete online or with nights and weekend classes.

Background of Professors and Relationships

Some alumni noted appreciated the different clinical backgrounds of the instructors in program to diversify the learning experience but also reporting that they appreciated that faculty and staff cared about student well-being.

Skills Training

Online and on-ground students reported that the experiential learning with skills practice in class and during residencies positively impacted their professional development in receiving immediate feedback.

Program Improvements

The CMHC program has worked to continuously modify and improve the program. Some of those changes are noted below:

Increased Skills-Based Learning in Suicide Risk-Assessments

Alumni identified a need for greater training in suicide risk assessments, as well as more opportunities to practice these skills in a supportive learning environment. With this feedback, a 10-hour suicide assessment and intervention training has been added to the on-ground and online Crisis Counseling and Abuse course. Students (online and on-ground) will complete the training and then be paired with two other students to practice suicide risk assessments in role plays.

Out-of-State Licensure Requirements

In one survey response, an alum noted that the CMHC curriculum emphasizes Washington State's licensure process rather than those of other states. As a Washington-based institution with most of our students residing in Washington, we do place particular emphasis on Washington laws and regulations. However, the CMHC program provides on our [website](#) if the program meets the licensure requirements of that state. Students are encouraged to consult their academic advisors with any questions or needs that are not fully addressed within the curriculum, such as how to navigate out-of-state licensure applications.

Training in Specific Modalities and Clinical Implementation

While alumni acknowledged exposure to a variety of theoretical approaches, many reported a desire for more direct instruction on how to implement evidence-based modalities in practice. Several respondents specifically mentioned interest in learning how to structure sessions and apply common modalities (e.g., CBT) rather than focusing primarily on theoretical foundations. Alumni also expressed interest in opportunities to pursue or focus on specific clinical interests or specialty areas during coursework. The Advanced Theories class Online and On-ground were recently revised for second year students to increase a focus on diving deeply into one primary theory. The theories sorter questionnaire was added to the Online counseling theories course to help students identify a theory of interest early on in 2026.

Events for Online Students

During the CACREP site visit in May 2025, site visitors met with program alumni from both on-ground and online modalities. On-ground alumni shared that workshops and guest speakers embedded within their coursework were particularly beneficial. Online alumni indicated that they would have valued greater access to these opportunities. The CMHC team is committed to promoting equity across delivery modalities. While some professional development opportunities already overlap—such as the Internship Fair—the CMHC program intentionally schedules workshops and guest speakers during residency periods to ensure online students have comparable access, while these experiences are more distributed throughout the course of the program for on-ground students.

Qualifying Exam Results

Some alumni expressed interest in receiving individual score reports for the Qualifying Exam and reported frustration with the use of a Pass/Fail outcome. The CMHC program utilizes the Counselor Education Competency Exam (CECE) as its Qualifying Exam. In accordance with CECE proctoring and security guidelines, individual exam scores are not permitted to be released to test takers.

Program Structure, Scheduling, and Delivery

Feedback also addressed program logistics and structure, including course sequencing, scheduling, and delivery format. Alumni suggested reconsidering the timing and format of certain courses (e.g., pharmacology scheduling), minimizing weekend classes when possible, and exploring hybrid or synchronous options for online students to increase engagement and support. In the 2025-2026 academic year, as the CMHC program adapts the curriculum to 2024 CACREP standards, the faculty is reviewing the curriculum course sequence. The online modality is designed to be an asynchronous program, but the faculty team has increased synchronous events that are available to online students who wish to engage in them. The CMHC program attempts to minimize weekend classes as much as possible for on-ground students, but they are sometimes unavoidable due to classroom or instructor availability.