



**Northwest**  
**UNIVERSITY**

**CMHC Annual  
Report 2022-2023**

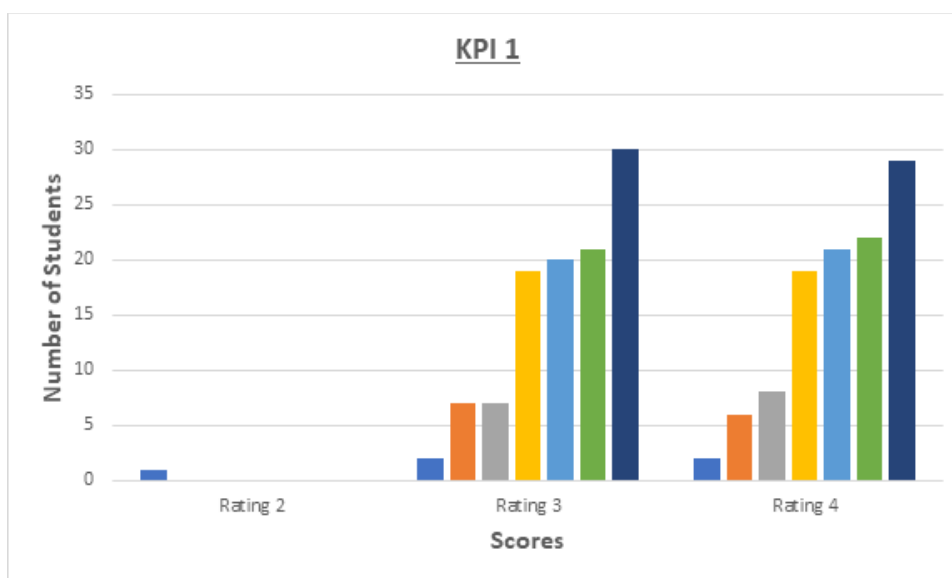
## Enrolled Students in Fall 2022

<b>Total Enrolled Fall 2022</b>	<b>58</b>	
<b>Ethnicity</b>	<b>N</b>	<b>Percent</b>
White	36	<b>62%</b>
Asian	11	<b>19.0%</b>
Black or African American	6	<b>10.3%</b>
American Indian or Alaska Native	0	<b>0.0%</b>
Native Hawaiian/Other Pacific Islander	0	<b>0.0%</b>
Two or more	2	<b>3.4%</b>
Prefer not to respond	3	<b>5.2%</b>
<b>Hispanic</b>	<b>N</b>	<b>Percent</b>
	8	<b>13.8%</b>
<b>Gender</b>	<b>N</b>	<b>Percent</b>
Female	40	<b>69%</b>
Male	18	<b>31%</b>
<b>Age</b>	<b>N</b>	<b>Percent</b>
21-29	34	<b>59%</b>
30-39	16	<b>28%</b>
40-49	7	<b>12%</b>
50-59	1	<b>2%</b>
60 +	0	<b>0%</b>
<b>First Generation College</b>	<b>N</b>	<b>Percent</b>
TRUE	25	<b>43%</b>
FALSE	20	<b>34%</b>
Did not respond	13	<b>22%</b>

## Academic Performance

The CMHC program utilizes course grades and Key Performance Indicators (KPI) to measure our program outcomes. KPI are assessed through Key Assessments that are assigned in specified courses. In the 2022-2023 Academic year, the CMHC faculty voted to change KPI assessments from a 4-point scale to a 5-point scale to align with our measure for Professional dispositions. Students who do not have a minimum score of a 3 in meeting KPI were placed on a remediation plan. **In the 2022-2023 Academic year, the majority of CMHC students met the program's KPI competencies.** 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



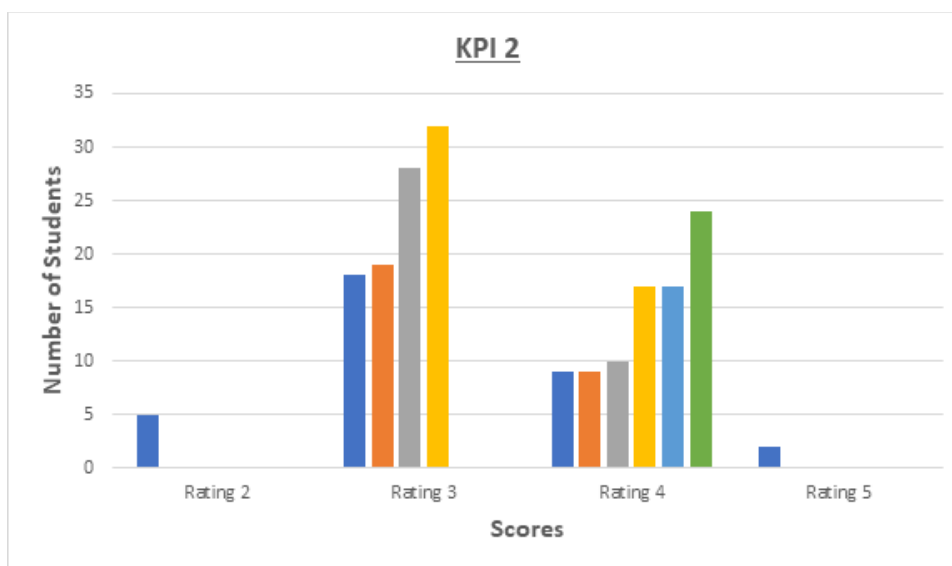
**KPI 1:** Develop comprehensive understanding of the identity of the professional counselor including history, roles, advocacy, credentialing, and ethical practice in a variety of private, inter-organizational, and interdisciplinary settings.

### **KPI 1:**

On-ground	Online
	2s: 1
3s: 7, 20, 30	3s: 19, 21, 7, 2

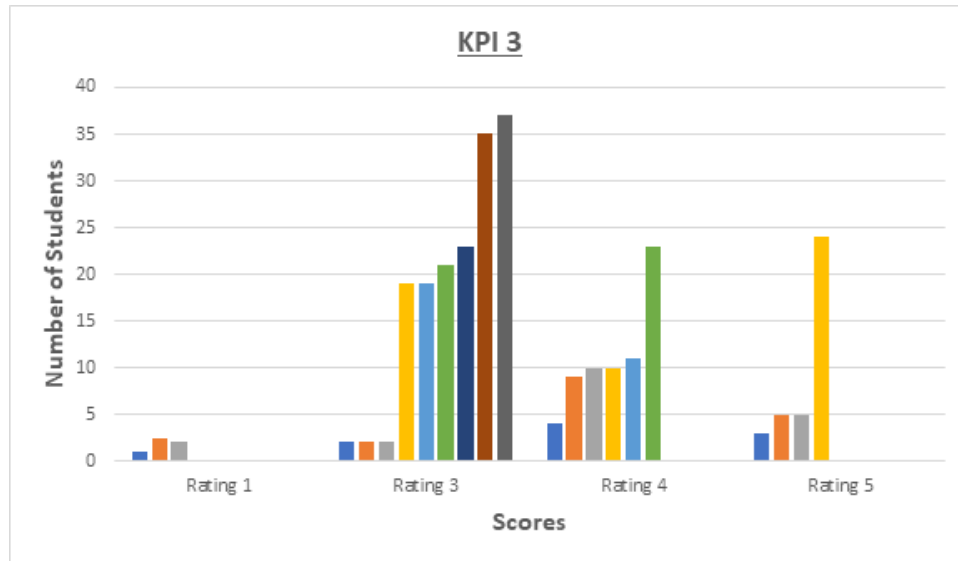
4s: 22, 8, 2, 29

4s: 6, 21, 19



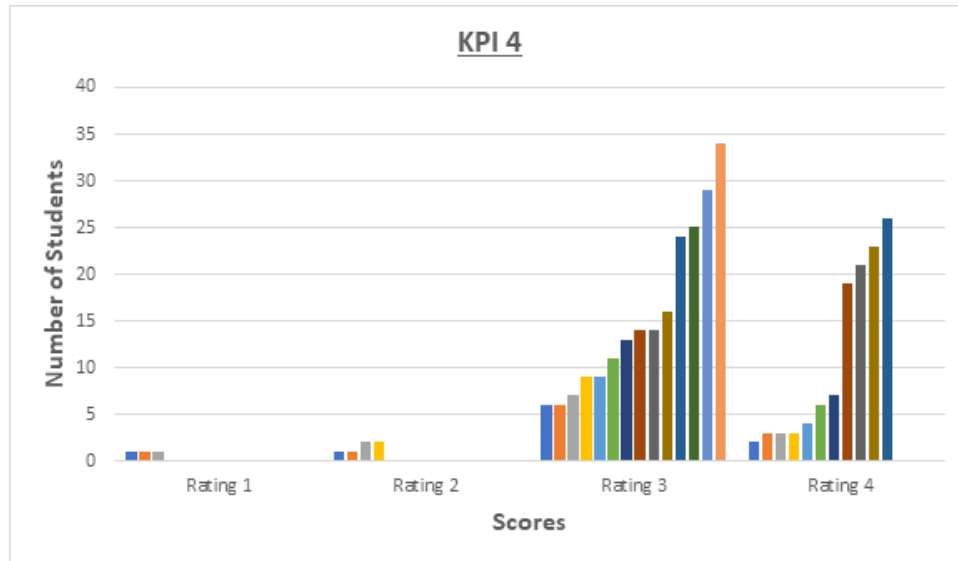
**KPI 2:** Demonstrate culturally competent socially aware counseling skills through the integration of scholarly research, application of multicultural counseling theories, and the examination of the concepts of social justice and privilege.

On-ground	Online
2s: 5	
3s: 28, 18, 32	3s: 19
4s: 24, 9, 9, 10	4s: 17, 17
5s: 2	



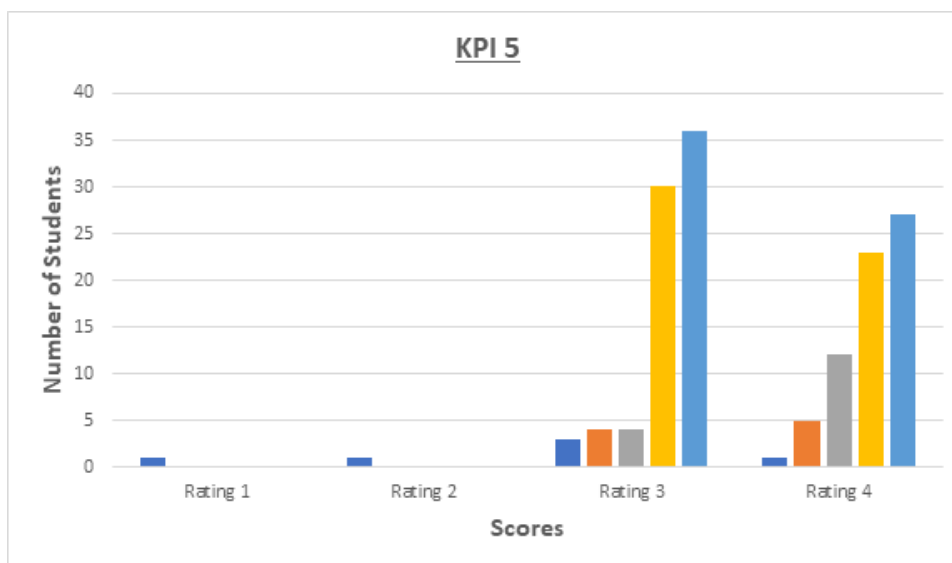
**KPI 3:** Integrate knowledge of biological, cognitive, emotional, personality, and social development across the lifespan into the diagnosis, assessment, and treatment of mental health issues.

On-ground	Online
1:1	
2s:	
3s: 2, 37, 35, 19, 21,	3s:2, 19, 23, 2
4s: 23, 10, 11, 4	4s:9, 10
5s: 24, 3	5s:5, 5



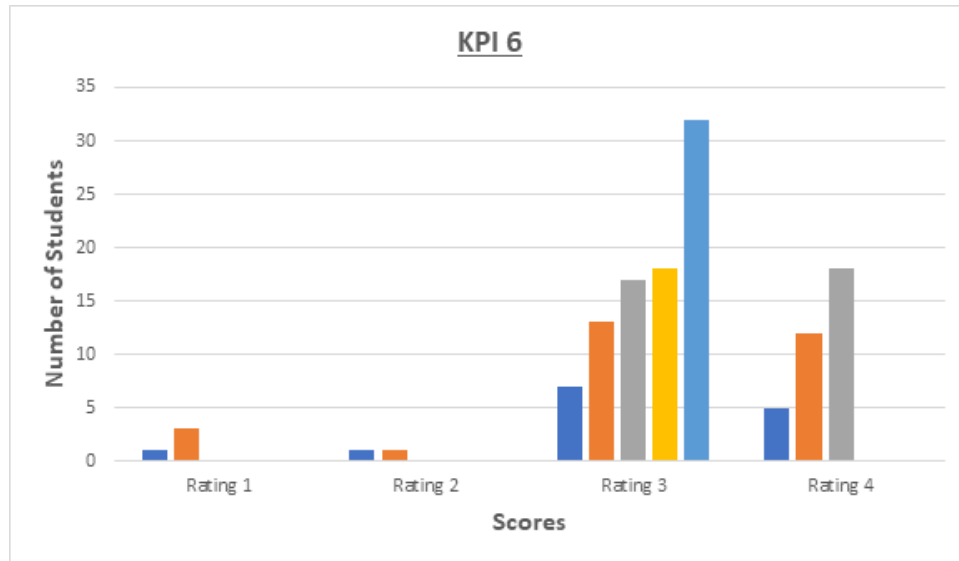
**KPI 4:** Incorporate knowledge of counseling skills, case conceptualization, suicide prevention, and treatment planning into counseling practice in both in-person and technology assisted settings for general populations and those in crisis.

On-ground	Online
	1s: 1, 1, 1
2s: 1, 2, 2	2s: 1
3s: 25, 24, 16, 34, 7, 9, 6, 9, 29, 6	3s: 11, 14, 13, 14
4s: 7, 6, 3, 23, 26, 21, 4, 19	4s: 2, 3, 3



**KPI 5:** 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.

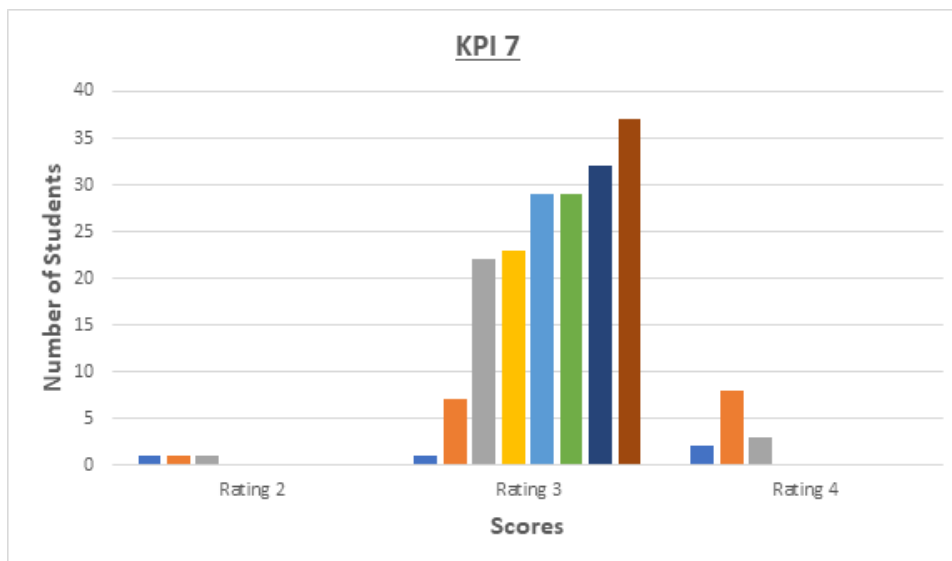
On-ground	Online
	1s: 1
2s: 1	
3s: 36, 4, 30, 4	3s:3
4s: 1, 27, 23,	4s: 12, 5



**KPI 6** Apply group counseling theory in the creation, recruitment, and facilitation of culturally relevant groups.

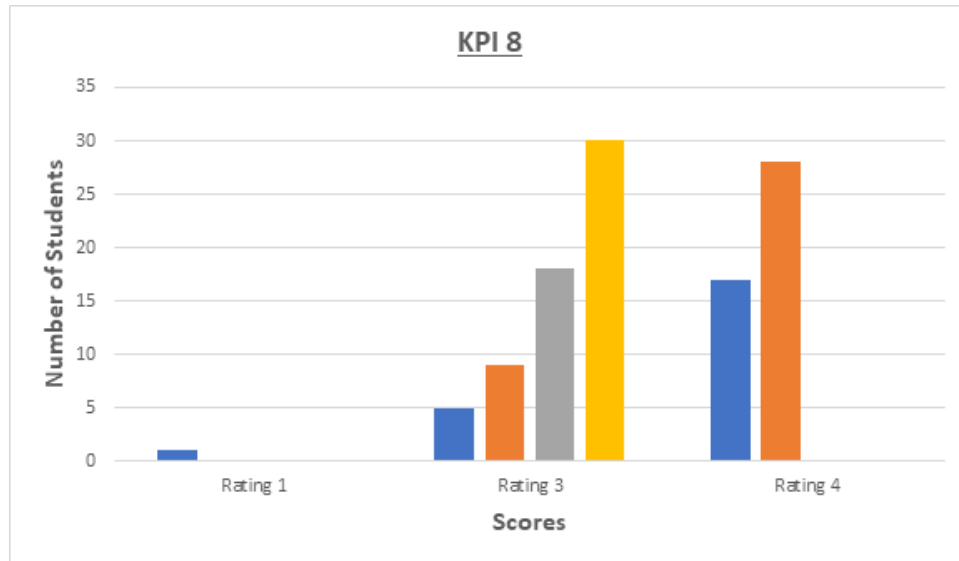
On-ground	Online
1: 1, 3	
2s: 1, 1	
3s: 7, 17, 32	3s: 18, 13
4s: 18, 12	4s: 5





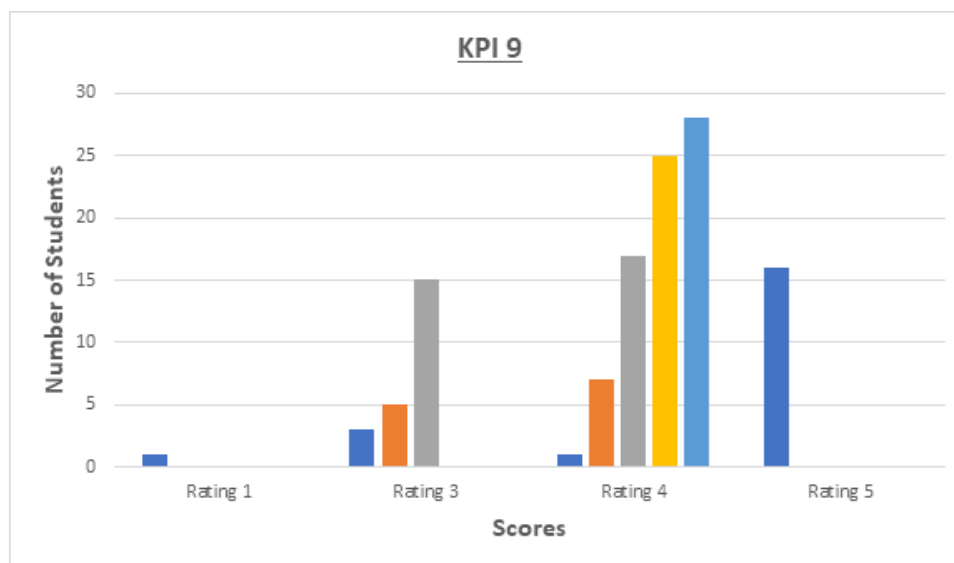
**KPI 7** Utilize differential diagnostic processes and systems.

On-ground	Online
2s: 1	2s: 1, 1
3s: 37, 32, 29, 23, 29, 1	3s: 22, 7
4s: 8, 27	4s: 2



**KPI 8** 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.

On-ground	Online
	1s: 1
3s: 30, 9	3s:5, 18
4s: 28	4s:17



**KPI 9** 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.

On-ground	Online
	1s: 1
	3s: 15
3s: 3, 5	
4s: 25, 7, 28	4s: 1, 17
5s: 16	

## Qualifying Exam

In September 2022, Cohorts 21 (on-ground) and 5 (online) completed the Qualifying Exam where the CMHC faculty evaluated students on their clinical skills and competencies in ethical considerations. **All students passed the Qualifying Exam after remediation.**

	On-Ground-Cohort 21	Online-Cohort 5
# of Students	28	17
# of students remediated	3	0
Pass rate	89%	100%

## Professional Dispositions

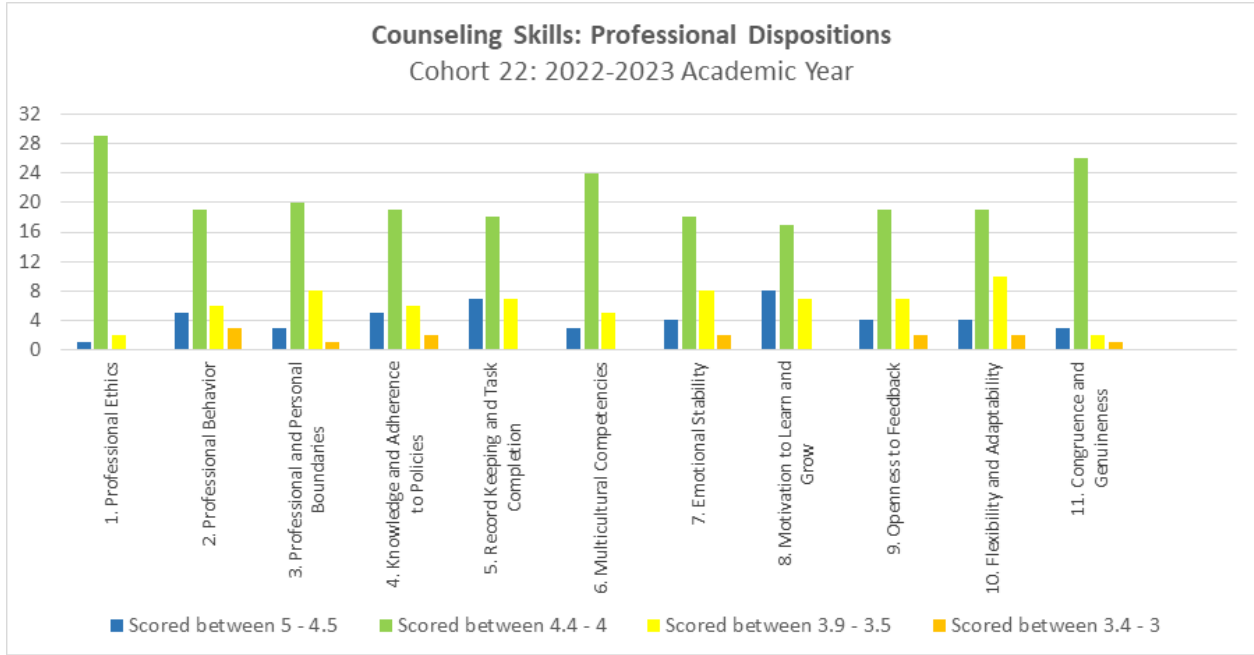
For the 2022-2023 academic year, the CMHC faculty began using Part 2 of the Counselor Competencies Scale-Revised (CCS-R) to measure professional dispositions in our annual evaluation process. The CCS-R utilizes a 5-point scale to measure 11 professional dispositions:

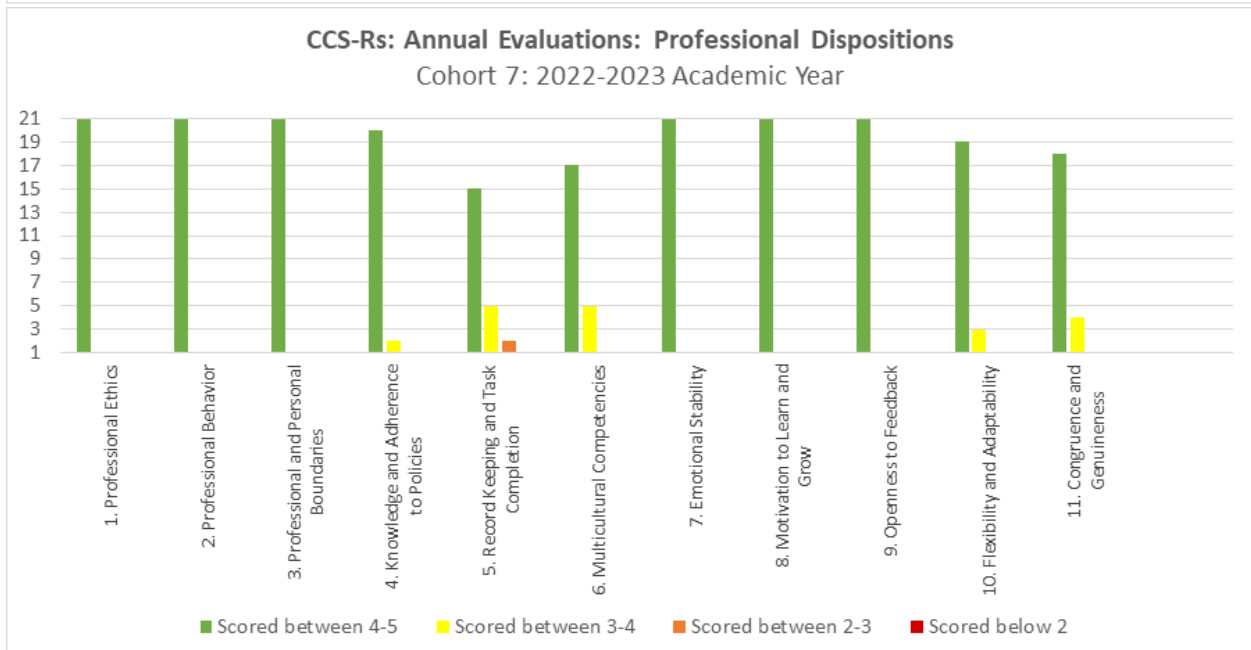
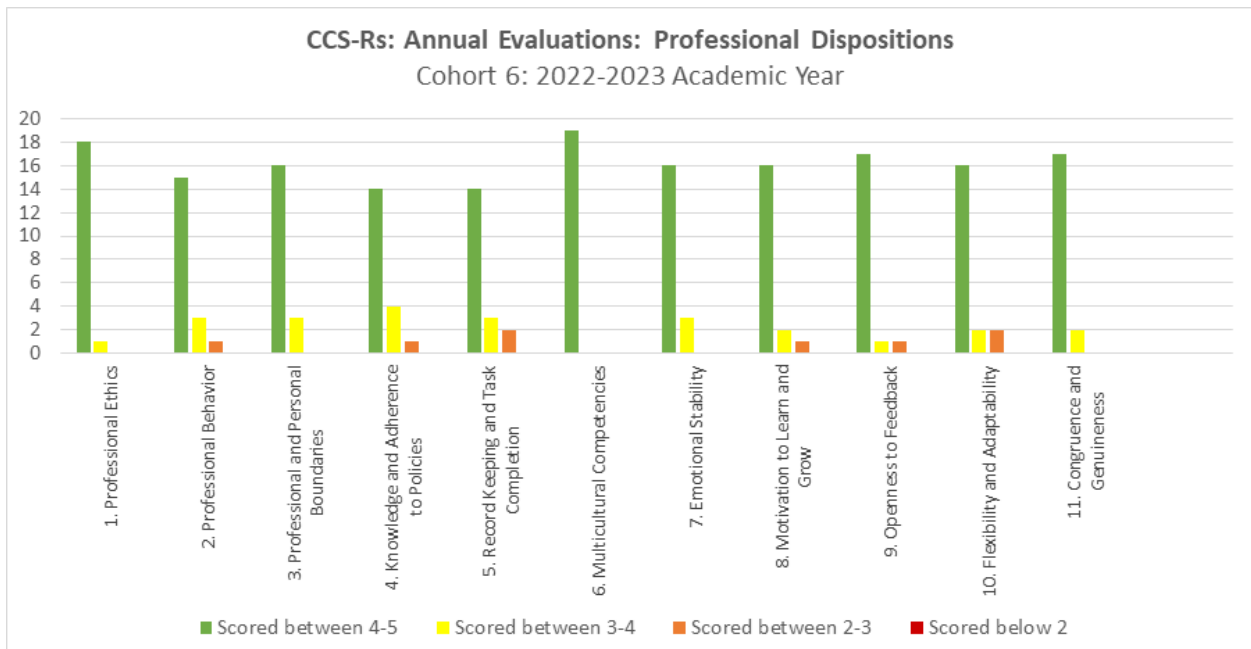
1. **Exceeds Expectations / Demonstrates Competencies (5)** = The counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
2. **Meets Expectations / Demonstrates Competencies (4)** = The counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
3. **Near Expectations / Developing towards Competencies (3)** = The counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
4. **Below Expectations / Insufficient / Unacceptable (2)** = The counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
5. **Harmful (1)** = The counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**The majority of CMHC students online met the professional dispositions measured on the CCS-R. Students who scored lower than a “3” were placed on a remediation plan.**

	Not Meeting Expectation (Scored Below a 3)-Remediation plan in place	Nearing Expectation (3-3.99)-Met with a faculty member to address	Meeting or Exceeding Expectation (Score 4-5)	Pass Rate
Cohort 22 (on-ground)	0	7	23	100%
Cohort 6 (online)	2	1	20	91.3%
Cohort 7 (online)	2	1	19	91%

\*Students can locate the CCS-R in the CMHC Student Handbook Appendix or contact the CMHC program coordinator for a copy.





## Graduation Rates

Graduates for the 2022-2023 Academic Year	
On-Ground	26
Online	15
<b>Total</b>	<b>41</b>

Entry Year	Cohort	Degrees Conferred	Rate	Students Still Enrolled
Fall 2021	36	25	69%	4
Fall 2020	36	32	89%	

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

## Washington LMHC Licensure Status

Licensure in WA (if known)	LMHCA	LMHC
Graduation Year		
2021	40 (pending LMHC=2)	1
2020	27 (pending LMHC=4)	6

*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.

## **Program Improvements**

In receiving feedback from students, the CMHC program has worked to continuously modify and improve the program. Some of those changes are noted below:

### **Online Residencies**

Online students have reported the usefulness of the on-campus residencies in impacting their development as counselors. The CMHC program increased the number of residencies from two to three, so that students have the opportunity to practice skill development for the Counseling Skills, Group Counseling, and Advanced Counseling Skills course.

### **Child and Adolescent Counseling**

Alumni reported a desire to have more specified training for working with children and adolescents. The CMHC faculty revised the course curriculum to create two new courses: Couples Counseling and Human Sexuality and Child & Adolescent Counseling & Family Systems. Both courses were modified for on-ground and online cohorts.

### **Networking**

Every year, the Provost Office distributes a graduate survey to all recent alumni. In the 2019 report, a student reported a desire for increased networking opportunities for alumni. The CMHC program has created a LinkedIn page and a Facebook Group to assist in facilitating those network opportunities.

### **Weekend Scheduling**

Students have reported that attending weekend classes presents personal challenges regarding work schedules, family commitments, and childcare issues. While the faculty recognize these struggles, our current program structure requires weekend classes. All students are notified of those weekend dates at the beginning of each semester so that they can plan and adjust their schedules accordingly. All students are also given one absence per course that they may utilize for one weekend class if needed.