2024-2025 Program Assessment
Annual Results Report

Outcomes of Systematic Program Evaluations

Key: A-achieved, PA-partially achieved, NA-not achieved, NM-Not measured

Program Goals	Assessment Source & Criteria (how goals are measured)	Results of Assessment (Numerical Value where Applicable)	Key
Program Objectives			
1. MAC will employ licensed, academically qualified faculty to provide a curriculum that is pedagogically rigorous, current, evidence-based, and professionally relevant.	All Core faculty must meet minimum requirements (e.g. doctorate degree, license, practicing, etc.) Average 8 or higher on "curriculum question" (15) on exit survey. Average 4 or higher on "curriculum question" (11) on alumni survey.	10 core faculty members. 10 have doctorate degree, 8 were licensed and practicing as professional counselors. 8.48 4.0	PA A A
2. MAC will engage students in the instruction, process, and practice of ethical decision-making.	Average 4 or higher on "ethics question"(15) on Exit Survey. Average 4 or higher on "ethics question" on Employer Survey. Average 4 or higher on "ethics question" on Alumni Survey. Average 4 or higher on CCS-R (2.a) on final site supervisor evaluation in COU 6262. Average 4 or higher on KPI in COU 5210.	4.1 4.0 4.13 4.62 4.41	A A A A A
3. MAC will enable students to understand and appropriately apply faith integration in counseling through the Christian worldview.	Average 3 or higher on Institutional Goal 3 "Integrate a field of study with a Christian perspective" measured in Motivations and Worldview Paper in COU 5008 (Formerly 5012). Average 7 or higher on "integration question" (8.c) on Exit Survey. Average 4 or higher on "faith integration" (MAC 2.2) on COUZ 5212 rubric.	3.75 8.74 4.41	A A A

4. MAC will encourage professional identity and competent leadership in professional counseling through emphasizing			
a. graduate level critical thinking and writing skills,	A. Ave 4 or higher on Critical Thinking assignment in COU 5010	4.84	A
	Average 4 or higher on "Professional Identity and Leadership" question (12.a) on Alumni Survey	4.38	A
b. Justice and advocacy, especially regarding diverse, multicultural, and global clients and people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked.	B. Average 4 or higher on Client Strengths section in Case Presentations in COU 6262; (MAC 4.1)	4.53	A
	Average 4 or higher on referral section in 6216 Case Study 3 (MAC Goal 4)	4.75	A
	Average 4 or higher on "Professional Identity and Leadership" question (2) on Employer Survey;	No Data	NM
	Average 4 or higher on "Professional Identity and Leadership" question (12.B) on Alumni Survey	4.0	A
	90% or more achieving 80% or higher on final case presentation in COU 6262.	98%	A
c. Professional development - The MAC will orient students toward Professional Development by exposing students, in multiple ways, to professional development	C. 4 or higher on rubric in COU 6010 (KPI 2) for Final Project (narrated power point).	4.36	A
	Average 4 or higher on "Professional Identity and	4.0	A

activities and encouraging students to take part in such things as professional presentations, post graduate education/doctoral studies, certifications, trainings, CEs, conferences, mentorships, newsletters, podcasts, webinars, workshops, organizational membership, journal submissions, and clinical supervisory status.	Leadership" question (12.C) on Alumni Survey		
Critical Competencies			
5. Content Knowledge	90% passing grade in each course of the core content areas. (COU 5008, 5016, 5210, 5212, 5214, 5220, 6010, 6012, 6014). KPI score of 4 or higher in core courses.	97, 95, 98, 98, 96, 96, 97, 100, 100, respectively KPIs in all core courses ranged from 4.2-4.66	A A
6. Counseling Skills	Average of 4 or higher on Skills KPI 5 Rubric in COU 5212 (Video and Reflection Guide of Third Session) and Average of 4 or higher in all Skills areas -Basic Cg Skills Rubric (Tevera/Typhon) in COU 6262 by faculty (Case Presentation 2) Average of 4 or higher in all Skills areas -Basic Cg Skills Rubric (Tevera/Typon) in COU 6262 by site supervisor 90 or higher passing COUZ 5212 (Residency) without requiring remediation	4.4 4.5 Skills ratings from 4.24 to 4.74 97%	A A A A
7. Case Presentation	90% achieve 80% or higher on final case presentation 2 in COU 6262.	98%	A
8. Counseling Ethics	Average of 3 or higher on Institutional Goal 5 score in COU 5210,	3.98	A

	Average of 4 or higher on CCS-R (2.a) by faculty (COU 6262)	4.41	A
	Average of 4 or higher on CCS-R (2.a) by site supervisor on second evaluation (COU 6262).	4.62	A
	90% or higher achieve passing grade in COU 5210.	98%	A
	4 or higher on KPI in COU 5210.	4.41	A
9. Multiculturalism	Score of 3 or higher on MAC Goal 6 in COU 6010 and	3.3	A
	CCS-R (2.f) score of 4 or higher in COU 6262 by faculty and	4.58	A
	CCS-R (2.f) score of 4 or higher in COU 6262 by site supervisor on final 2.i evaluation.	4.74	A
	90% or higher achieve passing grade in COU 6010.	97%	A
	Average of 4 or higher on KPI in COU 6010.	4.36	A
	90% achieve passing grade on COU 6010 immersion project. CC	94%	A
Key Performance Indicators			
10. **Professional Orientation and Ethical Practice**: KPI 1	4 or higher on KPI in COU 5210.	4.41	A
	Average of 4 or higher on CCS-R (2.a) in COU 6262 (final evaluation) by site supervisor and	4.62	A
	Average of 4 or higher on CCS-R (2.a) in COU 6262 (final evaluation) by faculty.	4.41	A
11. **Social and Cultural Diversity**: KPI 2	4 or higher on KPI in COU 6010.	4.36	A

	Average of 4 or higher on CCS-R (2.f) in COU 6262 (final evaluation) by site supervisor	4.47	A
	Average of 4 or higher on CCS-R (2.f) in COU 6262 (final evaluation) by faculty.	4.58	A
12. **Human Growth and Development**: KPI 3	4 or higher on KPI in COU 5016	4.66	A
	Average of 4 or higher on Family Scenario question (MAC 2.1) in COUZ 5212.	4.13	A
	4 or higher on Kinetic Family Drawings discussion forum (KPI 3) in COU 5214.	4.57	A
	4 or higher on Human Growth question (11.d) on Alumni Survey	3.88	NA
13. **Career Development**: KPI 4	4 or higher on KPI in COU 6014	5	A
	4 or higher on Career Development question (11.e) on Alumni Survey	4.38	A
14. **Helping Relationships**: KPI 5	4 or higher on KPI 5 Rubric in COU 5212	4.4	A
	4 or higher on KPI 5 Rubric in COUZ 5212	4.69	A
	Average 4 or higher on all skills in Basic Cg Skills Rubric by supervisor – Tevera or Typhon) in COU 6262 final evaluation.	Skills scores ranged from 4.24 to 4.74	A
15. **Group Work**: KPI 6	4 or higher on KPI in COU 6012	4.23	A
	4 or higher on Group Work question (3.b) on Employer Survey	No Data	NM
	4 or higher on Group Work Question (11.f) on Alumni Survey	4.13	A
16. **Assessment**: KPI 7	4 or higher on KPI in COU 5214	4.58	A
	90% achieve 80% or higher on final Case Presentation in COU 6262	98%	A
	4 or higher on Assessment Question (11.g) in Alumni Survey	4.0	A
17. **Research and Program Evaluation**: KPI 8	4 or higher on KPI in COU 5220	4.47	A
	90% achieve 80% or higher on final Case Presentation 2 in COU 6262.	98%	A
	4 or higher on Evidence-based Practice question (3.a) in Employer Survey	4	A
18. **Clinical Mental Health Counseling**: KPI 9	4 or higher on KPI 9 in COU 6214	4.39	A
		4.58	A

	4 or higher on KPI 10 for final paper in COU 6216	98%	A
	90% achieve 80% or higher on Case Presentation 2 in COU 6262.		
19. **Clinical Mental Health Counseling**: KPI 10	4 or higher on KPI 10 in COU 6216	4.58	A
	4 or higher on KPI 10 on Psychoeducation component in COU 6012 (Create a Group 3)	4.2	A
	90% achieve 80% or higher on Case Presentation 2 in COU 6262.	98%	A
20. Previous Addictions Specialty Data	Students may take addictions courses for an Emphasis, rather than a Specialty	Not Applicable	
Core Faculty Professional Identity and Engagement			
21. **Organization Membership**	All core faculty will maintain at least one (continuous) professional organization membership.	10/10	A
22. **Certificate/Licensure**	All core faculty will maintain state licensure, based on their education.	9/10	NA
23. **Service/Advocacy**	At least ½ of core faculty will demonstrate "service/advocacy" activities in the profession of counseling each year.	5/10	A
24. **Counseling Practice**	All core faculty will practice the profession of counseling or related profession.	9/10	PA
25. **Research**	At least ½ of core faculty will demonstrate research/scholarly activities in the profession of counseling each year.	4/10	NA
Graduate Outcomes/ Academic Quality			
26. **Number of graduates**	Remain consistent (within 5 students) with previous year.	48 (40 in previous year)	A
27. **Degree completion rate**	70% within 4.5 years of start date	51%	NA
28. **Credentialing exam pass rate**	85% on first attempt, 95% by second attempt (alumni survey)	100% (on first attempt)	A
29. **Job placement rate**	90% of previous year's graduates will be employed in a mental health profession	100%	A

Diverse Learning Community	Goals		
30. # % Applicants	Maintain or increase percentage: Previous year 40%	25%	NA
31. # % Enrolled students	Maintain or grow #/% of diverse enrolled students (within 5%)	33/183= 18% (Previous year 19%)	A
32. # % Degree completion	70% within 4.5 years of start date	50%	NA
33. # % Diverse Faculty Applicants	No new diverse faculty hires were made this year.	0	NM
34. # % Diverse Faculty Employed	Maintain diverse faculty rate	6 (32%) Diverse Faculty - No change from previous year	A
35. Diverse Faculty Retention rate	Maintain diverse faculty retention rate	100%	A
Practicum/Internship			
36. Student Evaluation of Placement Process	Practicum/Internship students will rate the process at "4" or higher.	4.4	A
37. Student Evaluation of Sites	P/I students will rate "overall evaluation" of site at "4" or higher.	4.5	A
38. Student Evaluation of Supervisors	P/I students will rate "overall evaluation" of supervisor at "4" or higher.	4.5	A
39. Student Evaluation of Faculty Supervisors	P/I students will rate "overall evaluation" of faculty supervisor at "4" or higher.	4.6	A
40. Student Placement Rate	85% of students who are eligible and want to enroll, and are actively seeking a site, will be placed in the semester of their choice.	98%	A
Student Professional Dispositions			
41. **Professional Behavior:** Student behaves professionally in all academic-related contexts. Student is respectful of individual differences and can work well with other professionals and with clients.	4 or higher on MAC 1.1 in COU 5212 4 or higher on related rubric in COUZ 6214 (MAC 1.1) 4 or higher on CCS-R (2B) (Supervisor on student) in COU 6262	4.33 4.51 4.66	A A A
42. **Professional and Personal Boundaries:**		4.5	A

Student sets proper boundaries between their professional and personal life and with their clients, faculty, other students, and/or site supervisors.	4 or higher on MAC Goal 1.2 in COU 5212	4.5	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.2)	4.66	A
	4 or higher on CCS-R (2c) (Supervisor on student) in COU 6262		
43. **Emotional Stability & Self-Control:** Student demonstrates emotional maturity by not acting impulsively or erratically when faced with an emotionally difficult situation.	4 or higher on MAC Goal 1.3 in COU 5212	4.46	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.3)	4.44	A
	4 or higher on CCS-R (2G) (Supervisor on student) in COU 6262	4.54	A
44. **Openness to Feedback:** Student accepts and learns from constructive criticism from faculty or supervisor without defensive behaviors.	4 or higher on MAC Goal 1.4 in COU 5212	4.47	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.4)	4.51	A
	4 or higher on CCS-R (2I) (Supervisor on Student) in COU 6262	4.74	A
45. **Congruence and Genuineness:** Student is authentic/genuine in how they relate to others.	4 or higher on MAC Goal 1.5 in COU 5212	4.45	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.5)	4.5	A
	4 or higher on CCS-R (2K) (Supervisor on Student) in COU 6262	4.55	A

Yearly Trend Analysis Charts

Academic Quality Indicators

Degree Awarded and Completion Rate

Year	# of MAC Graduates	% of Graduates who completed within 4.5 years of study
2022-2023	43	UM
2023-2024	40	49%
2024-2025	48	51%

Job Placement Rate

Year (Data comes from previous year)	# of MAC Graduates	# and % of Graduates who were Employed within 180 Days of Graduation
2022-2023	43	83%
2023-2024	40	94%
2024-2025	48	100%

MAC Program Comprehensive Exam Pass Rate (The program requires a web-based NCE practice exam for all students prior to graduation)

Year	# of MAC Students who Took Comprehensive Exam	# and % of Students who Passed Comprehensive Exam
2022-2023	43	43, 100%
2023-2024	40	40, 100%
2024-2025	35	35, 100%

NCE/NCMHCE Examination Pass Rate

2022-2024 data based on student report in annual alumni survey conducted in October. Graduates complete degree requirements in May, August, or December. 2024-2025 data based on students taking NCE or NCMHCE while in final semester of program.

Year	# of Reporting MAC Graduates who Took NCE/NCMHCE Exam	% of Graduates who Passed NCE/NCMHCE
2022-2023	2	100%
2023-2024	9	100%
2024-2025	13	100%

KPIs and Professional Dispositions

Year	# of KPIs Achieved or Partially Achieved	# of Pro Dis Achieved (out of 5)
2022-2023	10/11 (1 was unmeasured)	5
2023-2024	10/11 (1 was unmeasured)	5

2024-2025	10/10 (1 KPI Achieved in three measures and not achieved in one measure) (Reduced KPIs to 10, see narrative)	5

Narrative on Yearly Trends

Completion Rate – Over the past three academic years, the number of graduates from the Master of Arts in Counseling (MAC) program has remained relatively consistent, ranging from 40 to 48 graduates annually. While the percentage of graduates completing the program within 4.5 years was unable to be measured for 2022–2023, subsequent years show a gradual upward trend in timely completion. Specifically, 49% of 2023–2024 graduates completed within 4.5 years, followed by a slight increase to 51% in 2024–2025. This improvement suggests that more students are progressing through the program at a steady and efficient pace. Continued monitoring and support efforts may further enhance on-time completion rates in future cohorts.

Job Placement Rate - Employment outcomes for graduates of the Master of Arts in Counseling (MAC) program have shown a steady and positive upward trend over the past three years. In 2022–2023, 83% of graduates secured employment within 180 days of graduation. This rate increased to 94% in 2023–2024, followed by a further rise to 100% in 2024–2025. The consistent year-over-year improvement suggests strong alignment between the program's training and workforce needs, as well as increased support for graduate career readiness. The 100% placement rate in the most recent year highlights the program's growing effectiveness in preparing students for successful entry into the counseling profession.

Exam Pass Rate – The Master of Arts in Counseling (MAC) program has maintained a consistent record of excellence in both its internal comprehensive exam and national licensure exam outcomes. Over the past three academic years, 100% of students have passed the program's required web-based NCE practice exam, with 43 students passing in 2022–2023, 40 in 2023–2024, and 35 in 2024–2025. This sustained success reflects strong academic preparation and alignment with licensure standards. Similarly, self-reported data from the alumni survey and current students show a 100% pass rate on the NCE or NCMHCE across all reporting graduates or students: 2 in 2022–2023, 9 in 2023–2024, and 13 in 2024–2025. Although the number of reporting graduates has increased each year, the perfect pass rate underscores the program's effectiveness in equipping students for professional credentialing and entry into the counseling field.

KPIs and Professional Dispositions – Over the past three academic years, the Master of Arts in Counseling program has demonstrated consistent success in meeting both academic and professional formation benchmarks. From 2022–2023 through 2023–2024, the program achieved or partially achieved 10 out of 11 KPIs, with one KPI unmeasured each year. In 2024–2025, the number of KPIs was intentionally reduced to 10 based on feedback from CACREP with regard to the Addictions Emphasis, and 10/10 KPIs were achieved, though one was not met in a single measure but was achieved in the

remaining three. Throughout all three years, students met all 5 Professional Dispositions, reflecting consistent performance in professionalism, boundaries, emotional stability, openness to feedback, and congruence/genuineness. These results highlight the program's sustained effectiveness in both academic assessment and the development of professional dispositions essential for clinical practice.

ANNUAL SUMMARY NARRATIVE REPORT

Year	Narrative
Program Objectives	Program objectives were met across all evaluated categories, with the exception of the licensure status of core faculty. In this area, one faculty member was unlicensed, and another held licensure as a psychologist rather than as a professional counselor. This is addressed below in "Other Substantial Program Changes." Additionally, one category could not be measured during the evaluation period.
Critical Competencies	Critical Competencies were met in all areas for the 2024-2025 school year.
Key Performance Indicators	All Key Performance Indicators (KPIs 1–10) were met across all measures, with the exception of the alumni survey measure for human growth and development, which was nearly met. Planned revisions to the measurement process are outlined in the "Other Substantial Program Changes" section below.
Faculty Professional Identity and Engagement	In the area of core faculty professional identity and engagement, the MAC program has successfully met its benchmarks in three out of five categories. The remaining two categories were closely approached but not fully achieved. This represents an area for ongoing improvement and is addressed in detail in the "Other Substantial Program Changes" section below.

Graduate Outcomes/ Academic Quality	Graduate outcomes for the most recent academic year demonstrate strong performance in several key areas. The number of program graduates increased to 48, remaining within an acceptable range compared to the 40 graduates in the previous year, thereby meeting the target for enrollment consistency. The credentialing exam pass rate exceeded expectations, with 100% of alumni passing on the first attempt, surpassing the benchmark of 85% on the first try and 95% by the second.
	Job placement outcomes were also strong, with 100% of graduates employed in the mental health field within 180 days, surpassing the 90% target. However, the degree completion rate fell below the desired threshold, with only 51% of students completing the program within 4.5 years, compared to the goal of 70%. This area has been identified for improvement.
Diverse Learning Community	The program continues to demonstrate a commitment to fostering a diverse learning community, with several key indicators meeting or maintaining desired benchmarks. The percentage of diverse enrolled students remained stable, with 18% of the student body identifying as diverse, just within 1% of the previous year (19%), thereby meeting the goal for diverse enrollment stability. Additionally, the retention and employment of diverse faculty remains strong. The program maintained a 32% rate of diverse faculty, consistent with the prior year, and achieved 100% retention of those faculty members, reflecting an inclusive and supportive environment.
	However, two areas did not meet their intended goals. The percentage of diverse applicants decreased to 25%, down from 40% the previous year, and the degree completion rate among diverse students was 50%, below the target of 70% within 4.5 years (but consistent with the overall degree completion rate of 51%. These figures highlight areas for focused improvement in both outreach and academic support strategies. No new faculty hires were made during this cycle, and as such, the percentage of diverse faculty applicants was not measured (NM) for this reporting year. Efforts to recruit and support diverse faculty and students will remain a strategic priority for the upcoming year.
Practicum/Internship	Practicum and internship outcomes for the most recent academic year indicate a high level of satisfaction and effectiveness across all

	measured areas. Students rated the placement process at an average of 4.4, meeting the target benchmark of 4.0 or higher. Evaluations of clinical sites and site supervisors were also strong, each receiving an average rating of 4.5. Faculty supervisors received the highest average rating at 4.6, reflecting strong mentorship and support throughout the clinical training experience. In addition, the student placement rate significantly exceeded expectations, with 98% of eligible and actively seeking students placed at a site during the semester of their choice—well above the 85% benchmark. These results demonstrate the program's ongoing success in preparing and supporting students through the clinical training phase of their counseling education.
Professional Dispositions	All 5 professional dispositions were achieved in every measure for the 2024-2025 reporting year.
Curriculum Modifications and Program Improvement	**Diverse Applicants:** The percentage of diverse applicants declined significantly this year. This trend has been communicated to the Vice President for Enrollment and will be a strategic area of focus moving forward. Recruitment efforts will be reassessed and expanded to better engage and attract a more diverse applicant pool. **Human Growth and Development KPI (Alumni Survey):** Although this benchmark was nearly met, it will no longer be used as a formal Key Performance Indicator (KPI) due to its post-graduation timing, which does not allow for real-time remediation. However, the measure will continue to be monitored informally as a valuable indicator of program impact and alumni preparedness. **Employer Survey:** Data gathered from employer surveys has been limited and insufficient for meaningful analysis. Faculty will develop methodology to retrieve more information from employers of graduates. A college-wide committee has been developed to enhance graduate feedback response rates which is expected to have a positive impact on employer survey feedback. **Post-Graduation KPI Measures:** All KPI measures that occur after program completion will be removed from formal KPI tracking. Because post-graduation data cannot be used to guide student remediation, it is not aligned with the intent of outcome-based program assessment. However, these measures will continue to be monitored independently, as they

	provide helpful insights into the program's broader objectives and long-term effectiveness.
	Core Faculty Professional Identity and Engagement: Of the five assessed categories, two areas—licensure and research—were not fully achieved. For the 2025–2026 academic year, all core faculty members hold professional licensure; however, one is licensed as a psychologist rather than as a professional counselor. This faculty member has initiated the process for LPC licensure in the state of Michigan. The program continues to emphasize the value of faculty engagement in research, and financial support will be provided when possible to encourage scholarly work relevant to the counseling profession.
	Core Faculty Model: At the conclusion of the 2024–2025 academic year, two core faculty members accepted positions at other institutions, and one faculty member was unable to obtain the required licensure to continue serving in a core faculty role. As a result, the number of core faculty for the 2025–2026 academic year stands at seven. Considering feedback received from CACREP's review of our Self-Study, revisions to the current core faculty model are under active consideration to ensure compliance and program effectiveness.
	General and Diverse Degree Completion: Crown College's online Master of Arts in Counseling program reports a 6-year completion rate of 59% and a 4.5-year completion rate of 51%. These figures align with national trends for similar online graduate counseling programs, which typically see completion rates between 60% and 70%. The program's fully online delivery offers flexibility but also presents challenges in student retention—particularly relevant given that the student population tends to be older than traditional graduate students and may balance academics with significant personal and professional responsibilities. While the program is not yet CACREP-accredited, its current outcomes fall within expected ranges for non-accredited online counseling programs, where rates can trend slightly lower due to added licensure preparation hurdles. These insights will help inform future strategies for improving student engagement and support toward degree completion.
	Doctoral Program Acceptance: Beginning with the next Annual Report, information on acceptance into a doctoral program will be included in the report.
Other Substantial Program Changes	The program submitted its initial CACREP self-study for accreditation in 2024. In response to reviewer feedback, CACREP

	has requested an addendum, which must be submitted by November 2025. The program is proactively working toward an earlier submission target of August 31, 2025. Additionally, based on CACREP's guidance, the addictions emphasis will no longer be pursued as a formal specialty area, but will instead be accurately designated as an emphasis within the program.