

2025-2026 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.)	100%	A
	Average 8 or higher on “curriculum question” (15) on exit survey.	8.76	A
	Average 4 or higher on “curriculum question” (11) on alumni survey.	4.44	A
	Average 4 or Higher on Curriculum question (1) Site Supervisor Survey	4.0	A
2. MAC will engage students in the instruction, process, and practice of ethical decision-making.	Average 8 or higher on “ethics question”(12) on Exit Survey.	9.21	A
	Average 4 or higher on “ethics question” on Employer Survey.	4.2	A
	Average 4 or higher on “ethics question” (12) on Alumni Survey.	4.44	A
	Average 4 or higher on 2.a on final site supervisor evaluation in COU 6262.		
	Average 4 or higher on KPI in COU 5210.	4.26	A
3. MAC will enable students to understand and appropriately apply faith integration in counseling through the Christian worldview.	Average 4 or Higher on Ethics question (2) Site Supervisor Survey		A
		4.22	
	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).	3.28	A
		9.05	A

	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. Average 4 or Higher on faith integration question (3) Site Supervisor Survey	4.37 4.25	A A
4. MAC will encourage professional identity and competent leadership in professional counseling through emphasizing A. graduate level critical thinking and writing skills, B. Justice and advocacy, especially regarding diverse, multicultural, and global clients and people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked. C. Professional development - The MAC will orient students toward Professional	A. Ave 4 or higher on Critical Thinking assignment in COU 5010 Ave 4 or higher on Critical Thinking assignment in COU 6260 B. Average 4 or higher on Client Strengths section in Case Presentations in COU 6262; (MAC 4.1) Average 4 or higher on referral section in 6216 Case Study 3 (MAC Goal 4) Average 4 or higher on “Professional Identity and Leadership” question (6) on Employer Survey; Average 4 or higher on “Professional Identity and Leadership” question (12.B) on Alumni Survey C. 4 or higher on rubric in COU 6010 (KPI 2) for Final Project (narrated power point).	4.57 3.85 4.86 4.4 4.4 4.44 4.33	A NA A A A A

Development by exposing students, in multiple ways, to professional development 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.	Average 4 or higher on “Professional Identity and Leadership” question (12.C) on Alumni Survey	4.17	A
	Average 4 or Higher on Professional Identity and Leadership questions (4-9) Site Supervisor Survey	3.39	NA
Critical Competencies			
5. Content Knowledge	90% passing grade in each section of the core content areas. (COU 5008, 5016, 5210, 5212 , 5214 , 5220 , 6010 , 6012, 6014).	92%-100%	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	4.79	A
	Average of 4 or higher in all Skills areas -Basic Cg Skills Rubric (Typhon) in COU 6262 by site supervisor	4.35	A
	90% or higher passing COUZ 5212 (Residency) without requiring remediation	97%	A
7. Case Presentation	90% achieve 80% or higher on final case presentation 2 in COU 6262.	100%	A
8. Counseling Ethics	Average of 3 or higher on Institutional Goal 5 score in COU 5210,	3.8	A
	Average of 4 or higher on 2.a by faculty (COU 6262)	5.0	A
	Average of 4 or higher on 2.a by site supervisor on second evaluation (COU 6262).	4.58	A

	90% or higher achieve passing grade in COU 5210.	98%	A
	4 or higher on KPI in COU 5210.	4.26	A
9. Multiculturalism	Score of 3 or higher on Institutional Goal 6 in COU 6010 and	3.53	A
	2.f score of 4 or higher in COU 6262 by faculty and	4.94	A
	2.f score of 4 or higher in COU 6262 by site supervisor on final 2.i evaluation.	4.45	A
	90% or higher achieve passing grade in COU 6010.	100%	A
	Average of 4 or higher on KPI in COU 6010.	4.33	A
	90% achieve passing grade (74% or higher) on COU 6010 immersion project.	89%	PA
Key Performance Indicators			
10. Professional Orientation and Ethical Practice: KPI 1	4 or higher on KPI in COU 5210.	4.26	A
	Average of 4 or higher on 2.a in COU 6262 (final evaluation) by site supervisor and	4.49	A
	Average of 4 or higher on 2.a in COU 6262 (final evaluation) by faculty.	5.0	A
11. Social and Cultural Diversity: KPI 2	4 or higher on KPI in COU 6010.	4.33	A
	Average of 4 or higher on 2.f in COU 6262 (final evaluation) by site supervisor	4.2	A
	Average of 4 or higher on 2.f in COU 6262 (final evaluation) by faculty.	4.94	A
12. Human Growth and Development: KPI 3	4 or higher on KPI in COU 5016	4.37	A

	Average of 4 or higher on Family Scenario question (MAC 2.1) in COUZ 5212. 4 or higher on Kinetic Family Drawings discussion forum (KPI 3) in COU 5214.	4.37 4.54	A A
13. Career Development: KPI 4	4 or higher on KPI in COU 6014 4 or higher on Career KPI Assignment in COU 6260	4.6 5	A A
14. Helping Relationships: KPI 5	4 or higher on KPI 5 Rubric in COU 5212 4 or higher on KPI 5 Rubric in COUZ 5212 Average 4 or higher on all skills in Basic Cg Skills Rubric by supervisor – Tevera or Typhon) in COU 6262 final evaluation.	4.79 4.69 4.17-4.52	A A A
15. Group Work: KPI 6	4 or higher on KPI in COU 6012 4 or higher on Group KPI assignment in COU 6262	4.53 4.76	A A
16. Assessment: KPI 7	4 or higher on KPI in COU 5214 90% achieve 80% or higher on final Case Presentation 2 in COU 6262 KPI 7 in COU 6262	4.53 100% NM	A A NM
17. Research and Program Evaluation: KPI 8	4 or higher on KPI in COU 5220 90% achieve 80% or higher on final Case Presentation 2 in COU 6262. KPI 8 in COU 6262	4.65 100% NM	A A NM
18. Clinical Mental Health Counseling: KPI 9	4 or higher on KPI 9 in COU 6214 4 or higher on KPI 10 for final paper in COU 6216 90% achieve 80% or higher on Case Presentation 2 in COU 6262. KPI 9 in COU 6262	4.43 4.32 100% NM	A A A NM
19. Clinical Mental Health Counseling: KPI 10	4 or higher on KPI 10 in COU 6216 4 or higher on KPI 10 on Psychoeducation component in COU 6012 (Create a Group 3) 4 or higher on KPI 10 in COU 6214 90% achieve 80% or higher on Case Presentation 2 in COU 6262.	4.32 4.3 4.41 100%	A A A A
Core Faculty Professional Identity and Engagement			

20. Organization Membership	All core faculty will maintain at least one (continuous) professional organization membership.	4/4	A
21. Certificate/Licensure	All core faculty will maintain state licensure, based on their education.	4/4	A
22. Service/Advocacy	At least ½ of core faculty will demonstrate “service/advocacy” activities in the profession of counseling each year.	100%	A
23. Counseling Practice	All core faculty will practice the profession of counseling or related profession.	4/4	A
24. Research	At least ½ of core faculty will demonstrate research/scholarly activities in the profession of counseling each year.	3/4	A
Graduate Outcomes/ Academic Quality			
25. Number of graduates	Remain consistent (within 5 students) with previous year.	29 (48 in previous year)	NA
26. Degree completion rate	60% within 6 years of start date	59%	PA
27. Credentialing exam pass rate	85% on first attempt, 95% by second attempt (alumni survey)	92% first attempt, 100% by second attempt	A
28. Job placement rate	90% of previous year’s graduates will be employed in a mental health profession (alumni survey)	95%	A
Diverse Learning Community	Goals		
29. # % Applicants	Maintain or increase percentage: Previous year 25%	12 applicants 23% of total applicants	PA
30. # % Enrolled students	Maintain or grow #/% of diverse enrolled students (within 5%)	18% (Previous year 18%)	A
31. # % Degree completion	70% within 6 years of start date	54.5%	NA
32. # % Diverse Faculty Applicants	No new faculty hires were made this year.	N/A	N/A
33. # % Diverse Faculty Employed	Maintain diverse faculty rate	6/18 = 33% (Same as previous year)	A
34. Diverse Faculty Retention rate	Maintain diverse faculty retention rate	100%	A
Practicum/Internship			

35. Student Evaluation of Placement Process	Practicum/Internship students will rate the process at “4” or higher.	4.75	A
36. Student Evaluation of Sites	P/I students will rate “overall evaluation” of site at “4” or higher.	4.64	A
37. Student Evaluation of Supervisors	P/I students will rate “overall evaluation” of supervisor at “4” or higher.	4.78	A
38. Student Evaluation of Faculty Supervisors	P/I students will rate “overall evaluation” of faculty supervisor at “4” or higher.	4.86	A
39. 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.	95%	A
Student Professional Dispositions			
40. 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	4.78	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.1)	4.49	A
	4 or higher on 2.B (Supervisor on student) in COU 6262	4.64	A
41. Professional and Personal Boundaries: 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	4.74	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.2)	4.4	A
	4 or higher on 2.c (Supervisor on student) in COU 6262	4.44	A
42. 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	4.8	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.3)	4.39	A
	4 or higher on 2.G (Supervisor on student) in COU 6262	4.47	A

43. 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	4.74	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.4)	4.54	A
	4 or higher on 2.I (Supervisor on Student) in COU 6262	4.62	A
44. Congruence and Genuineness: Student is authentic/genuine in how they relate to others.	4 or higher on MAC Goal 1.5 in COU 5212	4.8	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.5)	4.57	A
	4 or higher on 2K (Supervisor on Student) in COU 6262	4.64	A

Yearly Trend Analysis Charts

Academic Quality Indicators

Degree Awarded and Completion Rate

Year	# of MAC Graduates	% of Graduates who completed within 6 years of study
2022-2023	43	UM
2023-2024	40	49%
2024-2025	48	51%
2025-2026	29	59%

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%
2025-2026	28	95%

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%
2025-2026	12	12 100%

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 and following data based on students taking NCE or NCMHCE while in final semesters 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%
2025-2026	18	100%

KPIs and Professional Dispositions

KPI and Professional Dispositions Trend Analysis	Yearly Average	Yearly Average	Yearly Average	Yearly Average
	2022-2023	2023-2024	2024-2025	2025-2026
KPI 1	4.25	4.46	4.48	4.58
KPI 2	4.4	4.66	4.47	4.49
KPI 3	4.65	4.18	4.31	4.43
KPI 4	4.5	4.09	4.69	4.8
KPI 5	4.0	4.55	4.55	4.74
KPI 6	Not measured	4.29	4.18	4.65
KPI 7	4.1	4.3	4.29	4.53
KPI 8	4.7	4.55	4.24	4.65
KPI 9	3.95	4.48	4.49	4.38
KPI 10	Not measured	4.5	4.39	4.34
Pro Dis 1	4.35	4.61	4.5	4.64
Pro Dis 2	4.37	4.58	4.55	4.53
Pro Dis 3	4.5	4.57	4.48	4.55

Pro Dis 4	4.34	4.64	4.57	4.63
Pro Dis 5	4.35	4.61	4.5	4.67

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	5
2025-2026	10/10	5

Narrative on Yearly Trends

Graduate Outcomes

Degree Awarded and Completion Rate – Graduate outcomes remained generally strong during the current assessment cycle. The program graduated 29 students, compared to 48 graduates in the previous year. Although this represents a decrease from the prior year and did not meet the program's goal of remaining within five graduates of the previous year's total, fluctuations in cohort size and enrollment patterns can influence the number of annual graduates. The faculty will continue to monitor graduation trends over time to determine whether this reflects a temporary variation or a longer-term pattern.

The program's six-year degree completion rate was 59%, just one percentage point below the established benchmark of 60%. Given the minimal difference from the target, the faculty considers the completion rate to be stable and will continue to monitor this measure as part of its ongoing assessment process. Efforts to support student persistence and timely degree completion remain a priority for the program.

Job Placement Rate – As anticipated based on the U.S. Bureau of Labor Statistics' projection of 17% job growth for professional counselors—a rate classified as *much faster than average*—MAC graduates continue to report strong employment outcomes. In 2026, 95% of graduates reported obtaining employment within 180 days of graduation, and the program has maintained employment rates in the 90% range for the past three years. These results reflect the strong demand for counseling professionals and suggest that graduates are well prepared to secure positions in the field upon completion of the program.

Exam Pass Rate – With students now eligible to take a licensure examination during the final three semesters of their program, the MAC program has seen an increase in the number of students reporting that they have taken and passed either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). Data provided by the National Board for Certified Counselors (NBCC) confirms that Crown students are performing exceptionally well on these examinations, scoring above the national average in most categories reported by NBCC. This represents a significant strength of the program.

Not all students choose to take a licensure examination while enrolled in the program. Some students, particularly those residing outside the United States, do not require licensure for their professional goals and therefore opt not to take the exam. As more students pursue licensure examinations during their program of study, the number of students completing the program's comprehensive examination continues to decline, reflecting a shift toward the use of national licensure examinations as a demonstration of student competency and readiness for professional practice.

KPIs and Professional Dispositions

The data indicate a generally positive trend across both Key Performance Indicators (KPIs) and Professional Dispositions over the four-year period. Most measures either improved steadily or showed improvement after temporary fluctuations, with 2025–2026 representing the strongest overall year.

KPI Trends

Areas of Strong Improvement

Several KPIs demonstrated notable growth over time:

- KPI 5 increased from 4.00 in 2022–2023 to 4.74 in 2025–2026 (+0.74), representing one of the largest gains.
- KPI 4 improved from 4.50 to 4.80 (+0.30), achieving the highest score among all KPIs in 2025–2026.
- KPI 7 increased from 4.10 to 4.53 (+0.43).
- KPI 1 rose consistently from 4.25 to 4.58 (+0.33).
- KPI 6, first measured in 2023–2024, increased from 4.29 to 4.65 (+0.36).

Stable or Recovering KPIs

- KPI 2 remained consistently high, ranging between 4.40 and 4.66 across all years.
- KPI 3 declined in 2023–2024 but recovered from 4.18 to 4.43 by 2025–2026.
- KPI 8 experienced a temporary decline in 2024–2025 before rebounding to 4.65 in 2025–2026.

KPIs to Monitor

- KPI 9 increased substantially from 3.95 to 4.49, but declined slightly to 4.38 in 2025–2026.
- KPI 10 showed a gradual decrease from 4.50 in 2023–2024 to 4.34 in 2025–2026.

Professional Disposition Trends

Professional Disposition scores remained consistently strong throughout the assessment period, with all measures maintaining averages above 4.3.

Strengths

- Professional Disposition 5 showed the largest increase, rising from 4.35 to 4.67.
- Professional Disposition 4 improved from 4.34 to 4.63.
- Professional Disposition 1 increased from 4.35 to 4.64.

Stability

- Professional Dispositions 2 and 3 remained highly stable across all four years, consistently scoring between 4.48 and 4.58.
- The relatively narrow range of scores suggests strong and consistent development of professional behaviors and dispositions among students.

Aggregate Results

Using only measures available in each year:

Year Average Score

2022–2023 ~4.34

2023–2024 ~4.47

2024–2025 ~4.45

2025–2026 ~4.57

These results indicate:

- An overall increase of approximately **0.23 points** from 2022–2023 to 2025–2026.
- A slight dip in 2024–2025 followed by substantial improvement in 2025–2026.
- Strong evidence of sustained student achievement and professional development across both curricular and dispositional measures.

Conclusion

The trend data demonstrate consistently high student performance and continued improvement across the majority of KPIs and Professional Dispositions. While a small number of indicators (particularly KPI 9 and KPI 10) warrant continued monitoring, the overall pattern suggests that students are increasingly meeting program expectations at high levels. The strongest results occurring in 2025–2026 may indicate that recent curricular, instructional, or assessment improvements are positively influencing student learning and professional development outcomes.

ANNUAL SUMMARY NARRATIVE REPORT

Year	Narrative
Program Objectives	There are six MAC program goals comprising a total of 22 assessment data points. Of these 22 data points, 20 met or exceeded the established benchmark. The two data points that did not meet the benchmark were: (1) a critical thinking assignment assessed during Practicum, and (2) a leadership-related item evaluated by site supervisors during Internship II. It is noteworthy that both goals were successfully achieved through other measures assessing the same outcome during the current academic year, and both benchmarks were met in the previous assessment cycle. Based on these findings, the faculty do not view the results as indicative of a current program deficiency. However, these measures will continue to be monitored closely in future assessment cycles to determine whether a trend emerges that would warrant further investigation or programmatic action. Faculty will review the critical thinking rubric and consolidate it for the 2026 school year.
Critical Competencies	The MAC faculty assesses student achievement across five critical competencies using 16 distinct assessment measures. During the current assessment cycle, 15 of the 16 measures met or exceeded the established benchmark. The remaining assessment fell just 1% below the benchmark for achievement. Given the minimal variance and the strong overall performance across the other measures, the faculty will continue to monitor this assessment in future cycles to

	determine whether it represents an emerging trend or an isolated result requiring programmatic action.
Key Performance Indicators	Aggregate KPIs were met in all 27 areas measured this year. There were 3 KPI measurements that were not completed this year due to an error in the Canvas LMS. Those 3 KPIs have been corrected for next year's measurements. A trend analysis of aggregate KPIs is given above in the narrative section.
Faculty Professional Identity and Engagement	The counseling program's core faculty demonstrated strong professional identity and engagement during the assessment period. All core faculty maintained active membership in at least one professional counseling organization and held appropriate state licensure. Additionally, all faculty remained engaged in counseling practice or a related professional role, ensuring ongoing connection to the profession and current practice trends. Faculty also demonstrated a strong commitment to service and advocacy, with 100% participating in activities that support the counseling profession. Finally, three of the four core faculty members engaged in research or other scholarly activities, exceeding the benchmark that at least half of faculty demonstrate scholarly engagement annually. Collectively, these results indicate that the program's core faculty maintain a high level of professional involvement and model the professional identity expected of counseling students and graduates.
Graduate Outcomes/ Academic Quality	See Narrative on Yearly Trends above.
Diverse Learning Community	The program remained committed to fostering a diverse learning community during the current assessment cycle. Diverse applicants represented 23% of the applicant pool, a slight decrease from 25% in the previous year. Enrollment of diverse students remained stable at 18%, meeting the program's goal of maintaining enrollment within 5% of the previous year's rate. While the six-year degree completion rate for diverse students was 54.5%, below the established benchmark of 70%, the relatively small number of diverse students in each cohort can result in greater year-to-year variability. The faculty will continue to monitor this measure and explore strategies to support the persistence and success of all students. No new faculty hires were made during the assessment period; therefore, the benchmark related to diverse faculty applicants was not applicable. The program maintained its diverse faculty representation at 33% (6 of 18 faculty), consistent with the previous year, and achieved a 100% retention rate among diverse

	faculty members. These results demonstrate the program's continued success in retaining a diverse faculty while maintaining a stable level of diversity among enrolled students.
Practicum/Internship	The Practicum and Internship assessment data indicate a high level of student satisfaction with the field placement process and supervision experiences. All five measures met or exceeded their established benchmarks. Students rated the placement process (4.75), internship sites (4.64), site supervisors (4.78), and faculty supervisors (4.86) above the target score of 4.0, suggesting that students view the field experience as highly supportive and beneficial to their professional development. Additionally, the program exceeded its placement benchmark, with 95% of eligible students who actively sought a site being placed in their desired semester, surpassing the target of 85%. Collectively, these results demonstrate the effectiveness of the program's practicum and internship processes, the quality of its field sites and supervisors, and the program's ability to successfully support students in securing appropriate clinical placements.
Professional Dispositions	All aggregate measurements of professional dispositions were met. See Narrative section for a trend analysis on professional dispositions.
Curriculum Modification, Program Improvement, and Other Substantial Program Changes	In April 2026, the MAC program hosted a CACREP site visit. The site visit team identified several standards that were either unmet or partially met, providing the program with valuable feedback to support continuous improvement. In response, the faculty has implemented a number of proactive initiatives to address each area of concern and further strengthen the program. Regarding counselor education program standards, the faculty separated the admissions interview process from new student orientation activities and hired a fourth full-time faculty member to fully satisfy CACREP core faculty-to-student ratio requirements. In the area of program effectiveness, the faculty enhanced its annual assessment and reporting processes by strengthening trend analyses and implementing a new system for tracking longitudinal trends in Key Performance Indicators (KPIs) and Professional Dispositions. The site visit team also identified six curricular standards as partially met; each has since been reviewed, revised, and documented to ensure full compliance with CACREP expectations.

	Additional improvements were made to the fieldwork component of the program. The faculty implemented a live virtual orientation for site supervisors and expanded both the number and variety of training opportunities available to site supervisors. To further promote students' professional identity development and engagement in the counseling profession, the program implemented Professional Development Logs and has increased communication with students regarding professional involvement opportunities. Finally, pre- and post-assessments have been implemented across all core counseling courses to provide an additional measure of student learning in the eight CACREP core curricular areas. Collectively, these enhancements demonstrate the program's ongoing commitment to continuous quality improvement, student success, and full alignment with CACREP standards.
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