

2024 - 2025 Annual Report - Clinical Mental Health Counseling Program

Since the launch of the program in **Fall 2023**, program faculty and leadership have engaged in a process of **continuous evaluation, improvement, and transparency in acknowledging where changes could be made**. As a developing program, assessment systems, curricular structures, and data-management processes have been intentionally refined over time in response to evaluation findings, student and stakeholder feedback, the best interests of students, and accreditation standards. The program views evaluation as an ongoing and iterative process and has established a culture of continuous improvement grounded in systematic data review, professional accountability, and responsiveness to student and community needs.

The following Annual Report summarizes program evaluation results, data-informed curriculum modifications and program improvements, and other significant changes implemented during the reporting period. Collectively, these efforts reflect the program's commitment to high-quality counselor preparation and alignment with CACREP standards.

A. Summary of Program Evaluation Results (CACREP 2.F.3.a)

Academic Quality Indicators

Annual program evaluation results indicate consistently strong student achievement across academic quality indicators, including **key performance indicators (KPIs), comprehensive examinations, and professional disposition measures (Figure 1)**. Aggregate data demonstrate that students met or exceeded established minimum thresholds across the vast majority of assessment points, with particularly strong performance in applied clinical skills, ethics, appraisal and assessment, and multicultural competence.

Comprehensive examination data reflect some variability in first-attempt pass rates across select content areas; however, **eventual pass rates exceeded established thresholds across all examinations**, indicating attainment of required competencies prior to program completion. Professional disposition data similarly demonstrate high rates of students meeting program-defined expectations during practicum and internship, providing confirmatory evidence of readiness for professional practice.

Figure 1. Aggregate Assessment of Student Success - KPI Assessments, Comprehensive Exams, and Dispositions

Standard 2.E.1 | Aggregate Assessment of Student Success - KPI Assessments, Comprehensive Exams, and Dispositions - Butler University

Across knowledge, skills, and professional dispositions, achievement rates exceeded 95% for most KPI measures. These findings support sustained attainment of required competencies and provide evidence of effective curricular alignment and instructional consistency across the program.

KPI Assignment | Aggregate Data

KPI Assignment	Points Possible	N Completed	Met Minimum Threshold
ED 547 Appraisal/Assessment Project	45	154	98.10%
ED 553 Ethics Case Study Project	40	92	96.70%
ED 565 Case Study #5 Theresa	20	259	92.70%
ED 567 Screening and Assessment Application in Addiction Counseling	100	68	100.00%
ED 571 Career Final Project	100	150	98.00%
ED 575 Developmental Field Experiences Paper Submission	100	299	96.30%
ED 577 Course Project	50	141	95.00%
ED 630 My Personal Commitment: Culturally Responsive & Anti-Racist Action in My Life	50	210	96.20%
ED 671 My Future with CSCP Paper/Project	100	22	90.90%
ED 672 Theory Synthesis Paper	50	146	96.60%
ED 677 Assessment of Counselor Dispositions	44	157	97.50%
ED 677 Journal Entry Ethical Decision-Making Model	10	259	98.80%
ED 678 Ann Culminating Summary (Holistic Case Presentation)	50	120	98.30%
ED 679 Cumulative Score for Community Needs Assessment	160	28	100.00%
ED 685 Cultural Perspectives on Trauma (Discussion Board)	15	16	100.00%
ED 722 Accurate Assessment or Differential Diagnosis	20	21	95.20%

Note: Aggregate KPI results indicate consistently strong student performance across program learning outcomes, with the vast majority of students meeting or exceeding the established minimum performance threshold (≥70%) on course-based assessments.

Dispositions

Disposition Assessment	N Completed	Minimum Threshold	% Meeting Threshold
ED 572 Assessment of Counseling Competencies (Year 1)	0	70%	0.00%
ED 677 Assessment of Counselor Dispositions (Year 1)	259	70%	98.50%
ED 712 Mid-Term Site Supervisor Skills & Disposition Evaluation (Year 2)	0	115	0.00%
ED 712 Faculty Supervisor Final Disposition Evaluation (Year 2)	43	33	95.30%
ED 722 Mid-Term Site Supervisor Skills & Disposition Evaluation (Year 3)	29	115	96.60%
ED 722 Faculty Supervisor Final Disposition Evaluation (Year 3)	24	33	100.00%

Note: An N of 0 for select dispositional measures reflects recent assignment revisions implemented to improve alignment and clarity. Due to this, there is no reportable data for those measures during this reporting period. Despite this, professional dispositions continue to be assessed at least once during each field experience, ensuring ongoing monitoring of professional readiness.

Comprehensive Exams | Consolidated Pass-Rate Summary

Exam	# Took	# Failed	Initial Pass Rate (1st Attempt)	Eventual Pass Rate
ED 677 – Professional Orientation & Ethical Practice	140	0	100.00%	100.00%
ED 547 – Appraisal: Theory & Technique	66	6	82.80%	90.90%
ED 571 – Career Development	63	2	75.40%	96.80%
ED 575 – Human Development Across the Lifespan	105	1	63.60%	99.00%
ED 577 – Group Counseling & Group Work	66	2	95.30%	97.00%
ED 630 – Social & Cultural Diversity	181	2	98.30%	98.90%
ED 672 & ED 681 – Advanced Counseling Theories & Techniques I & II	5	0	100.00%	100.00%
ED 673 – Research	5	0	100.00%	100.00%
ED 678 / ED 565 / ED 567 – Clinical Specialty	5	0	100.00%	100.00%

Note: First-attempt pass rates are monitored to inform instructional improvement. Eventual pass rates are used as the primary indicator of demonstrated mastery prior to program completion.

First-attempt pass rates on comprehensive examinations are reviewed **diagnostically** to identify potential opportunities for instructional improvement and to ensure appropriate alignment between curricular learning experiences and comprehensive exam expectations. Examinations with comparatively lower first-attempt pass rates are evaluated to assess (a) alignment with course learning outcomes, (b) clarity and appropriateness of exam content, and (c) consistency with instructional emphasis across the curriculum.

Eventual pass rates are used as the primary indicator of demonstrated mastery, and students who do not pass following a second retake are placed on a formal remediation plan and required to retake the corresponding course.

Graduate Data

Graduate outcome data further support program effectiveness and student readiness for professional practice. Aggregate data for the first program graduates in December 2025 indicate strong post-graduation outcomes. **100% of CMHC graduates (3 of 3)** reported current employment, **100%** reported passing the National Counselor Examination to date (self-report), and **100%** met program-defined minimum thresholds across key performance indicators, comprehensive examinations, and professional disposition evaluations.

No graduates reported admission to doctoral programs during the reporting period. These outcomes provide confirmatory evidence that graduates are achieving intended program competencies and are prepared for entry-level professional practice at the time of program completion.

Figure 2. Aggregate Graduate Outcomes - Fall 2025 Graduates

2.E.2 - Aggregate Graduate Outcomes - Fall 2025 Graduates				
Outcome Area	Total Graduates	CMHC Grad	Outcome Rate	Notes
Program Delivery Type	5	3	100% Full-Time	All graduates were enrolled full-time; 2 of 5 graduates were School Counseling Students (omitted from the aggregated data)
CMHC Graduate Data				
Employment	3	3	100%	Employment status self-reported
Credentialing Examination (National Counselor Exam)	3	3	100%	Self-reported student data for NCE
Doctoral Admission	3	0	0%	No graduates pursued doctoral study
KPI Achievement	3	3	100%	Met ≥70% threshold across required KPIs
Comprehensive Examinations (Eventual Pass)	3	3	100%	All graduates passed required exams
Professional Dispositions	3	3	100%	Met program-defined disposition standards
<p><i>Note.</i> The graduating cohort includes three Clinical Mental Health Counseling (CMHC) graduates and two School Counseling graduates, all of whom were enrolled full-time. For the intent and purpose of this report, only CMHC students are included in this aggregate data. Credentialing examination pass rates are reported for graduates who have completed the examination to date (3 of 3 CMHC graduates; self-report) Academic readiness indicators (KPIs, comprehensive examinations, and professional dispositions) are included to contextualize graduate outcomes and confirm attainment of program competencies at graduation, consistent with CACREP Standard 2.E.2.</p>				

Student Feedback: Class Climate Surveys

Composite class climate survey data collected across multiple academic years further support program evaluation findings. Students consistently report a supportive and inclusive learning environment, strong faculty engagement, and clear alignment between coursework and professional counseling preparation. Survey data also identify targeted opportunities for instructional refinement, particularly related to assignment load and administrative demands in select courses. These findings were reviewed in conjunction with KPI, comprehensive examination, and student progression data to inform instructional design revisions and reinforce the program's culture of continuous improvement.

Course Structure, Organization, and Instructional Design

Students consistently report that course organization, clarity of expectations, and alignment between assignments and learning outcomes contribute positively to their learning experience. Coursework is described as relevant to professional counseling practice, particularly in applied areas such as ethics, assessment, multicultural competence, and clinical skill development. Class climate data also identify opportunities to refine instructional design in select courses to reduce administrative burden and improve coherence without diminishing academic rigor.

Application of feedback: Instructional design decisions are reviewed to ensure assignments are purposeful, clearly scaffolded, and aligned with competency development, with targeted course revisions implemented in courses such as ED 572 and 630 to streamline workload and support sustained student engagement.

Faculty Engagement and Instructional Presence

Students report strong perceptions of faculty engagement, including availability, responsiveness, and instructional presence. Faculty approachability and communication are frequently cited as contributing to a supportive and inclusive learning environment, even within an online asynchronous format. Students indicate that meaningful faculty involvement enhances clarity, motivation, and professional development.

Application of feedback: The program intentionally maintains consistent faculty instructional presence and high-touch engagement practices, including timely communication, personalized feedback, and active facilitation, to foster connectedness, support, and professional identity development.

Alignment with Professional Counseling Preparation

Students consistently identify coursework as relevant to real-world counseling practice, particularly in areas such as ethics, assessment, multicultural competence, trauma-informed care, and clinical skill development. Practicum- and internship-linked coursework is frequently cited as especially impactful.

Application of feedback: Coursework and applied learning experiences are regularly reviewed to ensure continued alignment with real-world counseling practice, including ethics, assessment, multicultural competence, and clinical skill development.

Academic Rigor and Opportunities for Refinement

While academic rigor is generally viewed as appropriate, survey data highlight opportunities to reduce administrative burden and assignment overload in select courses. These findings align with other program evaluation data and informed targeted instructional revisions.

Application of feedback: Instructional design revisions have been implemented selectively (ED 572 and 630) to **reduce administrative burden while preserving rigor**, ensuring assignments remain purposeful, coherent, and tied to CACREP standards and competency development.

Responsiveness and Continuous Improvement

Students note that faculty are responsive to feedback and willing to make adjustments when concerns are raised, reinforcing the program's commitment to transparency and continuous improvement.

Application of feedback: Faculty and program leadership intentionally **monitor and respond to student feedback in real time**, making adjustments as appropriate and reinforcing a culture of transparency and continuous improvement.

B. Data-Driven Curriculum Modifications and Program Improvements (CACREP 2.F.3.b)

The following curriculum modifications and program improvements were implemented in direct response to program evaluation data, including KPI outcomes, comprehensive examination results, disposition data, student progression indicators, and class climate survey findings.

Comprehensive Examination Review and Refinement

- Reviewed first-attempt comprehensive examination pass rates by content area to identify variability, particularly in **Career Development** and **Appraisal**.
- Revised examination structure, clarity, and alignment with course learning outcomes based on student performance data, with particular attention to areas demonstrating lower first-attempt pass rates.
- Formalized a **two-retake, remediation plan, and course retake policy** to ensure minimum professional competence and support gatekeeping responsibilities.

Strengthening Dispositional Assessment in Practicum and Internship

- Evaluation findings indicated a need for more consistent and measurable assessment of professional dispositions at key developmental transition points.

- In response, the program **added formal, quantitative dispositional assessments within ED 712 (Practicum) and ED 722 (Internship)** to complement existing qualitative and narrative feedback.
- Field-based dispositional evaluations were maintained to ensure uninterrupted gatekeeping during assessment refinement.

Refinement of Course Design to Support Learning and Retention

- Program evaluation data and student feedback informed **revisions to ED 572**, in which instructional design was modified to reduce administrative burden and assignment overload while maintaining core learning outcomes.
- Weekly assignment structures were streamlined to improve coherence, reduce student overwhelm, and support sustained engagement without compromising competency development.

Expansion and Standardization of Key Performance Indicators

- The KPI framework was expanded and refined to ensure balanced coverage of **knowledge, skills, and professional behaviors** across CACREP domains.
- KPIs were aligned with a **developmental model of skill and knowledge acquisition**, incorporating multiple points of assessment across the curriculum.
- KPI scoring distributions were reviewed annually to confirm the appropriateness of the minimum performance threshold ($\geq 70\%$), aligned with nationally accepted counseling credentialing standards.
- KPI tracking was standardized across courses to support aggregate analysis and trend reporting.

Student Support, Retention, and Early Intervention

- Formalized **student development plan, remediation, and coaching processes** for students demonstrating academic or dispositional concerns.
- Enhanced student retention and support services informed by coursework performance, faculty feedback, site supervisor evaluations, and data-monitoring systems.
- Strengthened early identification processes to facilitate timely intervention and coordinated support.

Data Management and Quality Assurance

- Cleaned and standardized assessment data structures to improve accuracy, transparency, and longitudinal analysis.
 - Improved aggregation and tracking of KPI, comprehensive examination, and disposition data to support accreditation reporting and annual evaluation.
 - Refined documentation practices to strengthen continuous improvement processes.
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C. Other Significant Program Changes (Not Directly Data-Driven) (2.F.3.c)

The following program changes were implemented in response to accreditation requirements, operational needs, or institutional context rather than evaluation data alone.

Accreditation and Compliance

- Conducted a comprehensive self-assessment of the program through an **accreditor lens** and initiated formal preparation for **CACREP accreditation**, with application planned for early Spring 2026.

Program Operations and Staffing

- Increased involvement of engaged alumni as **contributing faculty, site supervisors, and advisory committee members**, strengthening practitioner input and professional relevance.
- Continued refinement of program policies and procedures, including updates to the **student handbook**, to support consistency, clarity, and accountability. Changes are noted with dates of new updates so students are aware of when the policy/practice was implemented.

Aligned with New Legal Standards

- Several new legal standards were implemented in the state of Indiana specifically surrounding gathering demographic data. The program discontinued gathering demographic data for legal purposes.

Annual Report Update and Public Access

The Annual Program Evaluation Report is updated **annually in the Spring semester (March)**, after program evaluation data have been finalized and reviewed by program leadership. The report is made publicly available on the program website and may be accessed via the program homepage through a clearly labeled link (e.g., *Annual Program Evaluation Report*).