

2025-2026 Annual Program Evaluation Summary - School Counseling

During this annual review cycle, the School Counseling program continued implementation of a student-centered, CACREP-accredited curriculum designed to prepare competent and ethically grounded school counselors for professional practice.

Program faculty and leadership engaged in ongoing evaluation of curriculum, assessment processes, student outcomes, and program operations using data collected from key performance indicators (KPIs), comprehensive examinations, professional disposition assessments, student feedback, graduate outcomes, and stakeholder input. Evaluation findings were used to inform curricular refinements, strengthen assessment processes, support student success, and ensure continued alignment with CACREP standards and program objectives.

This Annual Program Evaluation Report summarizes program evaluation findings, data-informed program modifications, and other significant program developments implemented during the reporting period.

The School Counseling program continues to support the missions of Butler University (BU) and the College of Education and Human (CEHD) Development through accessible, high-quality professional preparation. The online program has expanded access to counselor education for students who may not otherwise have access to graduate training while supporting workforce preparation in a high-need professional area.

Enrollment

During the reporting period, the School Counseling program continued implementation of its online program while the on-campus pathway completed a planned teach-out process as of May 2026. The final cohort of on-campus students graduated in Spring 2026, and the program now plans to operate exclusively through the online program.

Enrollment in the digitally delivered School Counseling program has remained stable and robust across the reporting period, with enrollment patterns generally aligning with projections and expected term-to-term variation. The digitally delivered format has expanded access to counselor education for students balancing professional, geographic, and personal responsibilities while supporting continued program growth and sustainability.

Figure 1.1 New Start Enrollment Data

Term	On-Campus Enrollment (New Starts)	Online Program Enrollment (New Starts)
Summer 2025	0	14
Fall 2025	0	22
Spring 2026	0	11
TOTAL	0 * No new enrollees given the teach-out/sunsetting of the on-campus program	57

Figure 2.2 Total Enrollment

Term	On-Campus Enrollment (Total Enrollment)	Online Program Enrollment (Total Enrollment)
Summer 2025	6/6 (100% Retention)	57 (82.4% Retention Rate)
Fall 2025	6/6 (100% Retention)	78 (89.5% Retention Rate)
Spring 2026	6/6 (100% Retention)	84 (93.4% Retention Rate)

Field Placement Rates

Field experience placement data further support the program’s ability to maintain sufficient clinical training opportunities and community partnerships across both the teach-out of the on-campus pathway and online program. Students consistently secured practicum and internship placements in a timely manner across diverse school settings, reflecting continued collaboration between the program, site supervisors, and partnering school systems. Figure 2 presents aggregate field placement rates during the reporting period.

Figure 2. Field Placement Rates

Term	On-Campus <i>Practicum</i> Field Placement Rates	On-Campus <i>Internship</i> Field Placement Rates	Online Program <i>Practicum</i> Field Placement Rates	Online <i>Internship</i> Field Placement Rates
Summer 2025	NA (No Field Experiences in Summer terms)	NA (No Field Experiences in Summer terms)	No Practicum Sections	15/15 (100%)
Fall 2025	NA (Internship only)	6/6 (100% Retention)	23/23 (100%)	9/9 (100%)
Spring 2026	NA (Internship only)	6/6 (100% Retention)	39/39 (100%)	25/25 (100%)
Summer 2026	NA (No Field Experiences in Summer terms)	NA (No Field Experiences in Summer terms)	19/23 (83%)	21/21 (100%)
Average Placement Rate	NA	100%	94.3%	100%

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

Academic Quality Indicators

Aggregate program evaluation data collected during the reporting period indicate consistently strong student performance across key academic quality indicators, including key performance indicators (KPIs), comprehensive examinations, and professional disposition assessments. Across the majority of assessment points, students met or exceeded established program thresholds, with particularly strong performance in counseling skills, ethics, appraisal and assessment, and multicultural competence.

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

Figure 3 below presents aggregate student success data across KPI assessments, comprehensive examinations, and professional disposition evaluations collected during the reporting period.

Figure 3. Aggregate Data of Student Success: KPI Assignments, Disposition Assessment, and Comprehensive Exams

2.E Aggregate Data of Student Success - School Counseling					
KPI Assignments, Disposition Assessment, and Comprehensive Exams					
Student learning is assessed through multiple key performance indicators (KPIs) embedded across the curriculum. These assignments serve as direct measures of student learning aligned with CACREP curricular standards and program learning outcomes. Student performance on KPI assignments is evaluated using a minimum competency threshold of 70% , reflecting attainment of expected knowledge and skill outcomes.					
Course	KPI Assignment	N Completed	% ≥70% Met		
ED 547	Appraisal / Assessment Project	47	100%		
ED 571	Career Final Project	43	93.00%		
ED 575	Developmental Field Experiences Paper	81	100%		
ED 577	Course Project	37	100%		
ED 630	Personal Commitment: Culturally Responsive & Anti-Racist Action	57	91.20%		
ED 671	My Future with CSCP Paper/Project	21	95.20%		
ED 672	Theory Synthesis Paper	38	97.40%		
ED 673	Final Research Paper	1	100%		
ED 553	Ethics Case Study Project	90	100%		
Across these assignments, student performance consistently exceeded the program's minimum competency benchmark, demonstrating effective attainment of required knowledge and skill outcomes.					
Course	Disposition Assessment	N Completed	% Meeting Threshold		
ED 712	Faculty Supervisor Final Disposition Evaluation	15	100%		
ED 722	Faculty Supervisor Final Disposition Evaluation	9	100%		
Course	Clinical Readiness / Field Evaluation Measures	N Completed	% Meeting Threshold		
ED 712	Clinical Readiness Assessment & Reflection	15	100%		
ED 722	Accurate Assessment / Differential Diagnosis	3	100%		
ED 722	Final Video Assessment & Reflection	9	100%		
Course	Comprehensive Exam	N Completed	N Failed (Initial)	Initial Pass Rate	Eventual Pass Rate
ED 553	Professional Orientation & Ethical Practice	51	3	94.10%	100%
ED 547	Appraisal: Theory & Technique	52	4	92.30%	100%
ED 571	Career Development	49	8	83.70%	100%
ED 575	Human Development Across the Lifespan	63	0	100%	100%
ED 577	Group Counseling & Group Work	51	2	96.10%	100%
ED 630	Social & Cultural Diversity	66	1	98.50%	100%
ED 672 & 681	Advanced Counseling Theories & Techniques I & II	5	0	100%	100%
ED 673	Research & Program Evaluation	5	0	100%	100%

Graduate Data and Outcomes

Graduate outcome data are collected through multiple mechanisms, including graduate exit surveys, direct graduate communication, credentialing examination reporting, and ongoing faculty engagement with alumni. While formal graduate survey response rates remain variable, program leadership continues refining graduate outcome collection processes to strengthen longitudinal reporting and increase response rates over time.

Aggregate graduate outcomes further support program effectiveness and student readiness for professional practice. Reporting graduates demonstrated strong rates of program completion, competency attainment, employment, and credentialing examination success. To date, all graduates met program-defined minimum thresholds across required KPIs, comprehensive examinations, and professional disposition evaluations prior to graduation.

Because the online program remains relatively new, some outcome data currently reflect aggregate findings collected across early graduating cohorts rather than fully annualized longitudinal reporting periods. No graduates reported applying to doctoral programs during the reporting period.

Figure 4. Aggregate Graduate Outcomes

2.E.2 - Aggregate Graduate Outcomes - Summer 2025, Fall 2025 and Spring 2026				
Graduates				
Program Delivery Type	On Campus Graduates (Grad Rate)	Notes	Online (Grad Rate)	Notes
Summer 2025	0	The on-campus program offered one start per year and typical plan of study resulted in May graduation unless someone accelerated or got off track	NA	There were no eligible SC graduates in the online program in Summer 2025

Fall 2025	0	See above	2/2 (100%)	The 2 online graduates were early graduates
Spring 2026	6/7 (86%)	One on-campus student chose to discontinue the program during year 1 (2024) due to personal issues.	3/3 (100%)	<p>Although ~20 students entered the initial cohort in 2023 (Figure 1) and were projected to graduate in Spring 2026, actual graduation timing varied due to the flexible nature of the digitally delivered program. A number of students elected to slow their progression, temporarily reduce course loads, or shift cohorts in order to accommodate professional, family, financial, or personal responsibilities while remaining actively enrolled in the program.</p> <p>While the program has experienced some expected attrition, a substantial portion of the variance between projected and actual graduation timing reflects students utilizing the program's flexible pacing structure rather than discontinuing enrollment altogether. The digitally delivered format has allowed students increased opportunity to persist and continue progression toward degree completion in a manner responsive to their individual circumstances and professional obligations.</p>
SC Graduate Data				

	On Campus Graduates (Rate)	Online Graduates (Rate)	Notes
Employment	5/6 (83%)	4/5 (80%)	Employment status self-reported; One online graduate without employment is currently deciding on ideal setting and not yet actively pursuing positions
Credentialing Examination (National Counselor Exam)	9/9 (100%)	4/4 (100%)	Official scores from NCE indicate that 2/2 online students passed the NCE via an official score report sent from NBCC in March 2025. Two other students reported taking and passing the NCE (unofficial scores) still resulting in a 100% pass rate for online students.
Doctoral Admission	0/0 (0%)	0/0 (0%)	No graduates pursued doctoral study
KPI Achievement	7/7 (100%)	5/5 (100%)	Met $\geq 70\%$ threshold across required KPIs
Comprehensive Examinations (Eventual Pass)	7/7 (100%)	5/5 (100%)	All graduates passed required exams
Professional Dispositions	7/7 (100%)	5/5 (100%)	Met program-defined disposition standards
<p><i>Note. 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.</i></p>			

Aggregate graduate outcome findings indicate strong levels of competency attainment and professional readiness among reporting graduates. Findings also suggest that the flexible structure of the online program has supported student persistence by allowing students to adjust pacing and progression while remaining actively enrolled in the program. Although the program has experienced some expected attrition, a substantial portion of variation between projected and actual graduation timing reflects students utilizing the program’s flexible pacing structure rather than discontinuing enrollment altogether.

Graduate Exit Survey Findings

Graduate exit survey findings indicate that graduates generally perceived the program as effective in preparing them for professional school counseling practice and aligned with stated program objectives. Graduates reported strong perceptions of preparedness in areas including ethical practice, counseling skills, multicultural competence, professional identity development, and application of counseling knowledge within school settings. Feedback also reflected positive perceptions of faculty support, accessibility, and the overall learning environment within the online program.

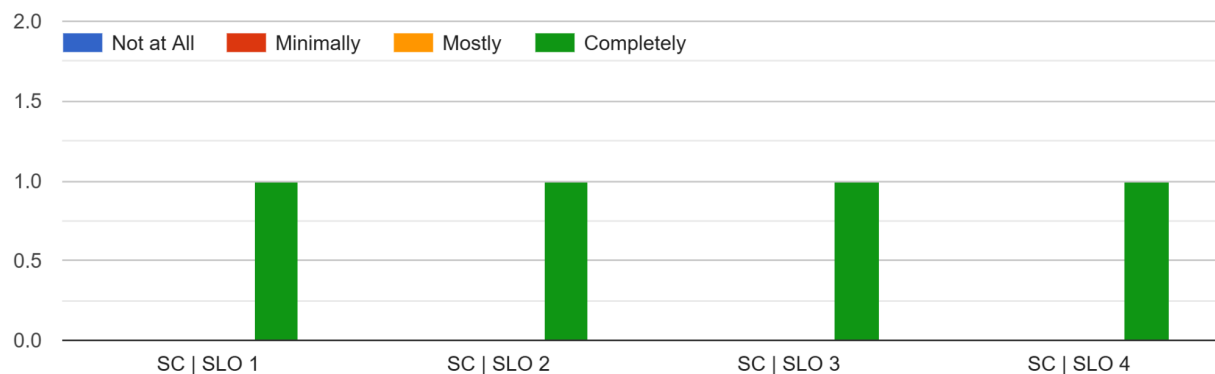
Figure 5. Graduate Exit Survey Summary Findings (School Counseling Respondent)

Evaluation Area	Summary of Findings
Program Mission Alignment	Graduate indicated the program “completely” met its mission.
Achievement of Program Objectives	Graduate reported “completely” meeting all School Counseling program objectives related to data-informed practice, ethical and culturally responsive counseling, academic/career/social-emotional counseling, and leadership/advocacy/systemic change.
Overall Preparedness	Graduate reported feeling highly prepared for professional practice and identified internship experiences as particularly impactful in preparation for the field.
Alignment of Coursework to Practice	Graduate rated coursework and assessments as strongly aligned with real-world counseling skills and competencies.
Most Impactful Learning Experience	Internship experiences were identified as the most beneficial component of preparation due to opportunities for direct professional practice.

Areas for Additional Emphasis	Graduate suggested additional preparation in lesson planning and classroom management for students entering school counseling without prior teaching experience.
Suggested Future Content	Graduate recommended consideration of additional content related to educational neuroscience.
Faculty Support and Advising	Graduate described faculty as supportive, accessible, knowledgeable, and responsive throughout the program experience.
Program Strengths	Graduate identified faculty expertise, support, and shared professional knowledge/resources as major strengths of the program.
Opportunities for Growth	Graduate noted opportunities for continued refinement of communication and operational processes within the online program, particularly for dual-licensure students navigating credentialing pathways.
Learning Environment	Graduate rated the program as highly inclusive and supportive.
Recommendation Likelihood	Graduate reported a high likelihood of recommending the program to future students.
Employment and Credentialing	Graduate reported passing the NCE and indicated feeling well prepared for professional counseling practice.

Figure 6. Exit Survey Results re: Program Objectives

To what extent did you meet each program objective?



Graduate exit survey findings generally aligned with other program evaluation data, including KPI performance, comprehensive examination outcomes, and class climate findings. Feedback reflected strong perceptions of faculty support, professional preparation, and alignment between coursework and counseling practice, while also identifying opportunities for continued refinement of communication processes and targeted preparation for students pursuing dual-licensure pathways.

Application of Feedback

Graduate exit survey findings informed continued refinement of communication processes, particularly related to dual-licensure advising, credentialing guidance, and operational clarity within the online program. Feedback also reinforced the importance of maintaining strong faculty engagement, applied learning experiences, and internship-based preparation throughout the curriculum.

Student Feedback: Class Climate Surveys

Composite class climate survey data collected across multiple academic years further supported program evaluation findings related to instructional quality, faculty engagement, student support, and professional preparation. Students consistently reported positive perceptions of course organization, faculty accessibility, inclusiveness, and alignment between coursework and real-world counseling practice. Survey findings also identified targeted opportunities for continued refinement of instructional design, workload balance, and communication processes within the online program.

Figure 7. Summary of Class Climate Survey Findings

Evaluation Area	Summary of Findings
Course Structure and Organization	Students consistently reported that course organization, clarity of expectations, and alignment between assignments and learning outcomes supported their learning experience.
Alignment with Professional Practice	Coursework was frequently described as relevant to professional counseling practice, particularly in areas such as ethics, assessment, multicultural competence, trauma-informed care, and counseling skill development. Practicum and internship experiences were consistently identified as especially impactful.
Faculty Engagement and Instructional Presence	Students reported strong perceptions of faculty engagement, responsiveness, accessibility, and instructional presence within the digitally delivered environment.
Learning Environment	Students consistently described the program as supportive, inclusive, and conducive to professional growth and identity development.
Academic Rigor	Students generally viewed academic rigor as appropriate while also identifying opportunities to reduce administrative burden and assignment overload in select courses.
Communication and Program Processes	Students identified opportunities for improved communication and operational clarity in select areas of the online program.

Application of Feedback

Class climate survey findings informed ongoing instructional and operational refinement efforts across the program. Targeted revisions were implemented in courses such as ED 572 and ED 630 to streamline assignment structures, reduce unnecessary administrative burden, and improve coherence while maintaining academic rigor and alignment with CACREP standards. Findings also reinforced the importance of maintaining strong faculty engagement, clear communication practices, and applied learning experiences throughout the curriculum.

Student Feedback: Additional Student Satisfaction Survey

Additional student satisfaction data collected through Butler University's online programs further supported positive perceptions of the online learning environment, faculty engagement, and overall student experience. Students generally reported strong satisfaction with instructional support, faculty responsiveness, course availability, and the overall quality of their digitally delivered educational experience. Findings aligned with other program evaluation data indicating that students value the program's supportive learning environment, faculty accessibility, and alignment between coursework and professional preparation.

Application of Feedback

Student feedback also identified opportunities for continued improvement related to advising processes and student support services. In response, the program implemented several initiatives to strengthen student support and retention efforts, including enhancement of advising structures, implementation of an advising course, increased collaboration with retention specialists, and advocacy for access to Navigate360 as a centralized advising and student support tool. These efforts were intended to improve communication, strengthen coordination of support services, and promote student persistence within the digitally delivered pathway.

Stakeholder Feedback

Stakeholder feedback collected from alumni, site supervisors, and employers generally aligned with other program evaluation findings and reflected strong perceptions of graduate preparedness, professional competency, faculty support, and alignment between coursework and real-world counseling practice. External stakeholders consistently identified strengths in counseling skills, ethical decision-making, collaboration, multicultural responsiveness, and professional dispositions. Feedback also identified opportunities for continued refinement related to operational clarity, school-specific applied skills, and administrative workload balance.

Figure 8. Summary of Stakeholder (Alumni, Site Supervisor, and Employer) Feedback

Evaluation Area	Summary of Findings
Counseling Skills and Professional Preparation	Alumni, supervisors, and employers consistently reported strong preparation in counseling skills, ethical practice, collaboration, and social-emotional support within school settings.
Applied and Experiential Learning	Practicum and internship experiences were frequently identified as highly impactful and valuable in preparing students for professional practice.
Faculty Support and Engagement	Alumni consistently identified faculty accessibility, responsiveness, mentorship, and instructional engagement as major strengths of the program.
Professionalism and Collaboration	Employers and site supervisors reported strong ratings related to professionalism, teamwork, flexibility, collaboration, and receptiveness to feedback.
Multicultural Responsiveness and Advocacy	Stakeholders generally reported strong preparation related to ethical practice, multicultural responsiveness, advocacy, and work with diverse student populations.
Areas for Additional Preparation	Stakeholders identified opportunities for additional preparation in areas such as classroom management, lesson planning, group counseling, special education processes, and school-based operational procedures.
Communication and Operational Processes	Alumni feedback identified opportunities for improved communication clarity, licensure guidance, and administrative consistency within the online program.
Academic Workload and Organization	Some stakeholders identified opportunities to streamline assignment load and improve consistency in course organization and instructional design.

Application of Feedback

Stakeholder feedback findings informed continued refinement of instructional design, student support processes, licensure guidance, and applied learning experiences throughout the program. Feedback also reinforced the importance of maintaining strong faculty engagement, experiential training opportunities, and alignment between coursework and real-world counseling practice within both field experiences and didactic coursework.

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

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

Assessment and Evaluation Refinement

Program evaluation findings informed continued refinement of the program's assessment and evaluation processes. Comprehensive examination data were reviewed by content area to identify variability in first-attempt pass rates, particularly within Career Development and Appraisal. In response, examination structure, clarity, and alignment with course learning outcomes were revised to strengthen consistency and support student competency development.

The program also expanded and standardized its KPI framework to support balanced assessment of knowledge, skills, and professional behaviors across CACREP domains. KPI assessment points were aligned with a developmental model of learning and competency acquisition, incorporating multiple opportunities for evaluation throughout the curriculum. KPI scoring distributions and minimum performance thresholds ($\geq 70\%$) continued to be reviewed annually to ensure alignment with program expectations and nationally recognized counseling credentialing standards.

In addition, assessment data structures and reporting processes were refined to improve aggregation, longitudinal analysis, transparency, and accreditation reporting accuracy.

Strengthening Dispositional Assessment and Student Support

Program evaluation findings identified a need for more consistent and measurable assessment of professional dispositions at key developmental transition points. In response, the program implemented formal quantitative dispositional assessments within ED 712 (Practicum) and ED 722 (Internship) to complement existing qualitative and narrative feedback processes. Existing field-based dispositional evaluations were maintained to ensure continuity of gatekeeping and professional readiness assessment practices.

Evaluation findings also informed continued strengthening of student support, remediation, and early intervention processes. The program formalized student development planning, coaching, and remediation procedures for students demonstrating academic or dispositional concerns. Additional retention and support practices were implemented using coursework performance data, faculty feedback, site supervisor evaluations, and ongoing student monitoring processes to facilitate earlier identification of concerns and coordinated intervention efforts.

Instructional Design and Curriculum Refinement

Student feedback, progression indicators, and course evaluation findings informed targeted instructional design revisions within select courses, particularly ED 572 and ED 630. Revisions focused on reducing unnecessary administrative burden, improving assignment coherence, streamlining weekly workload expectations, and supporting sustained student engagement while maintaining academic rigor and alignment with CACREP standards.

Program feedback also reinforced the importance of maintaining strong alignment between coursework and real-world counseling practice. As a result, the program continued emphasizing applied learning experiences, developmental skill sequencing, and practice-oriented instructional approaches throughout the curriculum.

Curricular Revisions and Additions

As noted in the program's Substantive Change Report approved by the CACREP Board of Directors in 2023, the School Counseling program expanded from 48 to 60 credit hours to align with CACREP standards and strengthen student preparation. The revised curriculum added ED 681: Advanced Counseling Theories & Techniques II, ED 683: Topics & Issues in School Counseling, ED 512: Postsecondary Advising for School Counselors, and an increase in elective coursework to ensure students reach the 60-credit minimum.

In addition to meeting the CACREP threshold of 60 credit hours, these changes created a more intentional curricular sequence and provided students with greater depth and time for competency development. For example, ED 512 is now a 2-credit class that expanded upon the content previously required in a 1-credit class on postsecondary advising for school counselors (an area in which graduates frequently requested more preparation). Similarly, the addition of ED 681 allowed counseling theories and skills previously concentrated in ED 672 to be redistributed across a two-course sequence to decompress critical knowledge and allow for deeper learning and skill development across a more developmentally sequenced set of theoretical orientations. Collectively, these changes improved curricular scaffolding, strengthened alignment with CACREP standards, and enhanced student preparation for contemporary school counseling practice.

Additionally, two courses in the required curriculum were revised significantly as part of broader curricular redesign and program delivery updates. These revisions were made to strengthen curricular sequencing, improve accessibility across delivery modalities, and ensure continued alignment with program objectives and CACREP standards.

ED 672: Advanced Counseling Theories & Techniques (Revision)

Due to the addition of ED 681: Advanced Counseling Theories & Techniques II as part of the program's expansion to 60 credit hours, selected content previously housed in ED 672 was redistributed across the two-course sequence. This revision created a more intentional scaffolded learning progression, reduced content compression in a single course, and provided students additional time to build knowledge, deepen application, and demonstrate counseling skills across a more developmentally sequenced set of theoretical orientations.

ED 501/511: Supporting Grief and Loss in Schools: Strategies for School Counselors (Revision)

Students in the School Counseling program previously completed a 1-credit grief counseling course taught by the staff of a local community organization who also facilitated a required volunteer experience. With the addition of the online program, increased enrollment, and a national student population, this course was revised to ensure greater accessibility, consistency, and applicability across geographic locations. The revised course shifted from a site-specific experience to a broader school-based grief and loss framework, emphasizing strategies and interventions applicable across diverse PK–12 school settings rather than within a single community partner model.

C. Other Significant Program Changes (2.F.3.c)

The following program changes and operational developments occurred in response to accreditation requirements, institutional context, operational needs, and evolving regulatory expectations rather than program evaluation data alone.

Accreditation and Compliance Activities

During the reporting period, program leadership engaged in continued accreditation preparation and compliance review activities to support ongoing CACREP alignment, documentation practices, assessment refinement, and long-term program sustainability.

Program Operations and Professional Engagement

The program increased involvement of engaged alumni as contributing faculty, site supervisors, and advisory committee members, further strengthening practitioner input, professional relevance, and connections between the program and the field.

Program leadership also continued refinement of policies, procedures, and student-facing documentation, including updates to the student handbook, to support consistency, clarity, transparency, and operational accountability. Policy revisions and implementation dates are clearly identified within program materials to ensure students are aware of when updates become effective.

Alignment with Evolving Legal and Regulatory Standards

During the reporting period, the program modified select data collection and reporting practices in response to evolving legal standards within the state of Indiana related to demographic data collection and use. As part of these changes, the program discontinued collection of certain demographic data elements for institutional reporting purposes where appropriate.

Final Reflection

Overall, annual program evaluation findings indicate that the School Counseling program continues to effectively prepare students for professional practice through a rigorous, supportive, and CACREP-aligned curriculum. Program evaluation data, stakeholder feedback, graduate outcomes, and student performance indicators collectively reflect strong competency development, professional readiness, and alignment between coursework and applied school counseling practice. The program remains committed to ongoing assessment, transparency, and continuous improvement through the intentional use of evaluation data to inform curriculum refinement, student support practices, assessment processes, and operational decision-making as the online program continues to mature and evolve.