

Rowan University Counseling in Educational Setting (CES) 2025-2026 Annual Report

As required for CACREP accreditation, information on demographics of students, enrollment numbers, retention/completion rates, number of graduates, pass rates on the National Counselor Exam (NCE), and a summary of program evaluation results and subsequent program modifications is presented in this Annual Report. Following is the Counseling in Educational Setting program data for AY 2025-2026:

CACREP Numbers

	2025 Fall	2026 Fall
# of applicants	51	49
# accepted into program	27	31
# enrolled	15	20
% of applicants accepted	% 53	% 63
% accepted students enrolled	% 29	% 41

Program Outcome Data

Outcome Measure	2024-2025	2025-2026
Average GPA at Graduation	3.93	3.99
Program Enrollment (Fall)	35 students	39 Students
Program Graduates	15	6

Note: 2025-2026 data do not include summer 2026 graduates

The following two tables display demographic information on current students and graduates of the program, respectively.

Program Enrollment by Sex and Ethnicity

Gender	Ethnicity	2024-2025	2025-2026
Female	Asian		
	Black or African American	4	6
	Hispanic/Latino	3	5
	White	25	22
	Two or more races		2
Female Total		32	35
Male	Black or African American		1
	Hispanic/Latino		
	White	3	3
Male Total		3	4
Grand Total		35	39

Program Graduates by Sex and Ethnicity

Gender	Ethnicity	2024-2025	2025-2026
Female	Asian		
	Black or African American	1	1
	Hispanic/Latino	1	1

	Two or more races		
	White	9	5
Female Total		11	7
Male	Black or African American		
	Hispanic/Latino		
	White		
Male Total			
Grand Total		11	7

Overall, in the 2024-2025 academic year, students demonstrated strong academic performance, with an average graduating GPA of 3.93. Enrollment remained stable compared to the previous year, and 15 students completed the program during the reporting period.

In the academic year of 2025-2026, students

Full-Time Faculty

During the 2025-2026 academic year, the program had four faculty members, including three female and one male faculty. In the past year, one assistant faculty member departed in the summer of 2025. An associate professor was hired for the academic year of 2025-2026 to ensure continuity after the faculty member's departure.

Retention and Graduation Rates

Retention and graduation rates were calculated by Rowan University's Institutional Data and Analytics Office, housed within the Division of Academic Affairs. Graduation rates were reviewed by cohort to examine student completion over time. From fall 2021 through fall 2025, the program enrolled students across multiple cohorts. Among the fall 2021 cohort, 87.5% of students completed the program within three years, increasing to 91.7% within four years. The fall 2022 cohort had an 83.3% completion rate by the third year and 83.3% by the fourth year. For the fall 2023 cohort, 64.7% of students had completed the program by the third year and fourth year. More recent cohorts have not yet reached the three- or four-year completion points. These data reflect the expected progression of students through the program and provide evidence of continued student completion over time.

Term	Students Entered	Graduated by Year 2	Graduated by Year 3	Graduated by Year 4
Fall 2021	24	21 (87.5%)	21 (87.5%)	22 (91.7%)
Fall 2022	18	14 (77.8%)	15 (83.3%)	15 (83.3%)
Fall 2023	17	9 (52.9%)	11 (64.7%)	11 (64.7%)
Fall 2024	15	4 (26.7%)	4 (26.7%)	—
Fall 2025	15	—	—	—

National Counselor Examination (NCE)

During the Spring 2026 NCE examination cycle, 15 Rowan University School Counseling students took the National Counselor Examination, with 12 students passing, resulting in an 80% program pass rate compared with the 89% national pass rate. Program performance was comparable to or exceeded national mean scores in several CACREP content areas, including Professional Practice and Ethics, Areas of

Clinical Focus, Social and Cultural Diversity, and Research and Program Evaluation. The largest areas of difference below national performance were Counseling and Helping Relationships and Counseling Skills and Interventions. These results will be used to monitor student outcomes and inform ongoing curriculum review and program improvement, particularly in content areas where program performance was below national averages.

Student Learning Outcomes

Student Learning Outcomes (SLOs) results were evaluated using assessment data compiled through TK20. In the summer of 2026, Student Learning & Licensure (SLL) replaced TK20 as Rowan University College of Education's comprehensive data management and learning outcomes assessment system. The Counseling in Educational Settings Program has four core faculty members who contribute to the assessment and evaluation of student learning outcomes. Program assessment data indicate that students consistently demonstrated competency across CACREP student learning outcomes.

- 100% of students met the following (“met” indicates that students achieved a rating of at least 3 (Proficient) out of 4 across the rubric criteria):

- **SLO 1.** Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (Ethical Dilemma Case Study)
- **SLO 4.** theories and models of career development, counseling, and decision-making (Career Plan Assessment Assignment)
- **SLO 7.** use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (Assessment Final Case Study and Diagnosis Final Case Study)
- **SLO 9.** school counselor roles as leaders, advocates, and systems change agents in PK-12 schools (Comprehensive School Counseling Curriculum and Professional Counseling Engagement Assignment)

- 80% of students met the following (“met” indicates that students achieved a rating of at least 3 (Proficient) out of 4 across the rubric criteria):

- **SLO 2.** theories and models of multicultural counseling, social justice, and advocacy (Final Multicultural Project)
 - 12 of 15 students (80.0%) achieved Proficient or Distinguished performance across all individual assessment criteria.
 - 3 of 15 students (20.0%) received at least one specific rubric item score below the Proficient level.

- 76.9% of students met the following (“met” indicates that students achieved a rating of at least 3 (Proficient) out of 4 across the rubric criteria):

- **SLO 5.** Counseling Practice and Relationships: Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (Final Theory Assignment)
 - 10 of 13 students (76.9%) achieved Proficient or Distinguished performance across all individual assessment criteria.
 - 3 of 13 students (23.1%) received at least one specific rubric item score below the Proficient level.

- **SLO 5.** Counseling Practice and Relationships: Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (Professional Counseling Performance Evaluation - PCPE)
 - 8 of 17 students (47.1%) achieved Meets Expectations or Exceeded Expectations across all individual sub-criteria without receiving a single "Developing" rating.
 - 9 of 17 students (52.9%) received at least one specific rubric item score at the Developing level (primarily concentrated in specific sub-criteria like assessment tools, research application, or data-driven decision-making).
- 75% of students met the following ("met" indicates that students achieved a rating of at least 3 (Proficient) out of 4 across the rubric criteria):
 - **SLO 6.** Theoretical foundations of group counseling and group work (Group Curriculum Final Assignment)
 - 9 of 12 students (75.0%) achieved Proficient or Distinguished performance across all individual assessment criteria.
 - 3 of 12 students (25.0%) received at least one specific rubric item score below the Proficient level.
- 92.9% of students met the following ("met" indicates that students achieved a rating of at least 3 (Proficient) out of 4 across the rubric criteria):
 - **SLO 8.** The importance of research in advancing the counseling profession, including the use of research to inform counseling practice (Action Research Final Assignment)
 - 13 of 14 students (92.9%) achieved Proficient or Distinguished performance across **all** individual assessment criteria.
 - 1 of 14 students (7.1%) received at least one specific rubric item score below the Proficient level.
- **SLO 3.** systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (Lifespan Wellness TED Talk Project): *Beginning in the 2025–2026 academic year, the program adopted the Lifespan Wellness TED Talk Project as the assessment measure for this SLO. The change was made because the Human Development course is offered through another academic department, making consistent collection of assessment data each semester challenging. The Lifespan Wellness TED Talk Project provides the program with a more consistent and sustainable mechanism for assessing student learning.*

Candidate Exit Survey Summary (Spring 2026)

Total Respondents: 7 Candidates

Overall Preparation Rate: 100.0% (7 of 7 candidates) reported feeling Sufficiently Prepared (3) or Well-Prepared (4) across core program competencies, CACREP/ASCA standards, and clinical skills. Zero candidates rated their overall preparation as insufficient.

Professional Dispositions: 100.0% (7 of 7 candidates) scored at the Competent (3) or Strong (4) level, with 85.7% (6 of 7 candidates) receiving 100% Strong (4.0) ratings across every disposition category.

Core Preparation Distinction: 28.6% (2 of 7 candidates) rated 100% of individual preparation items at the highest level of Well-Prepared (4.0).

Targeted Growth Area: 14.3% (1 of 7 candidates) identified a single specific skill area as Not Sufficiently Prepared (2.0).

Post-Graduation Intent: 42.9% (3 of 7 candidates) expressed high endorsement and likelihood ("Absolutely" / "Likely") regarding future program engagement and advanced study, while 57.1% (4 of 7 candidates) selected "Unlikely" or "Not at this Time" regarding immediate post-graduate study or alumni participation.

Diversity & Equity Site Supervisor Survey Summary

Total Respondents: 8 Site Supervisors

87.5% of evaluations (7 of 8) demonstrated consistent Proficient to Exemplary (3 to 5) performance across multicultural counseling, equity, social justice, and inclusive practices. 25.0% of candidates (2 of 8) received perfect 5.0 scores across every single survey item. 12.5% of evaluations (1 of 8) yielded 2.0 ratings due to a lack of direct observation opportunities at the site placement rather than a candidate skill deficit (as explicitly noted in mentor feedback). Site mentors praised candidates for actively supporting underrepresented and vulnerable students, demonstrating strong empathy, displaying openness to self-reflection regarding inherited biases, and consistently maintaining safe, inclusive environments within P-12 school settings.

Diversity & Equity Candidate Self-Assessment Survey Summary

Total Respondents: 6 Students

83.3% of candidates (5 of 6) self-assessed as performing consistently at the Strength (4) or Exceeds Expectations (5) level across all 27 multicultural, equity, social justice, and inclusive counseling items. 16.7% of candidates (1 of 6) rated themselves at 100% Exceeds Expectations (5.0) across every single evaluation criterion. 16.7% of candidates (1 of 6) rated themselves at 100% Strength (4.0) across all survey items. 16.7% of candidates (1 of 6) reported low self-efficacy across all survey items, scoring primarily at the Emerging (1) and Developing (2) levels.

Advanced Educator Disposition Assessment Summary

Site Supervisor Survey Results Summary: During the Spring 2026 semester, counseling interns received overwhelmingly positive evaluations from site supervisors, consistently earning overall scores between 2.85 and 3.00 out of 3.00 ("Proficient"). Site supervisors highlighted key individual strengths across the cohort, including ethical practice, crisis management, reflective capacity, strong rapport-building, initiative, technology integration (e.g., Canva), innovative approaches to family engagement, and marked growth in professional confidence. While site supervisors noted minor, actionable areas for continued development—such as taking greater independent initiative, building confidence with full-classroom lessons, and deepening active collaboration—the feedback consistently emphasized that these interns were collaborative team players, skilled communicators, and highly promising future school and mental health counseling professionals.

Students Survey Results Summary: Students demonstrated high self-efficacy and perceived confidence across the core counseling learning outcomes and competencies assessed. Overall self-reported mean scores ranged from 2.73 to 3.00 out of 3.00, resulting in a cohort self-assessment mean of 2.935 / 3.00. Across all 26 survey criteria, 93.6% of total self-ratings across the cohort were at the Proficient (3.00) level, indicating that candidates feel strongly prepared for entry into professional school and mental health counseling roles.

Program Evaluation Summary

Program Strengths

Annual assessment data indicate several program strengths:

- Students maintained excellent academic performance (mean GPA = ~~3.93~~).
- Exit survey results demonstrated that graduates felt well prepared in ethics, multicultural counseling, collaboration, advocacy, and professional practice.
- Diversity and Equity Survey results showed strong multicultural competence and commitment to equity and inclusion.
- Site Supervisors' feedback generally supported graduates' preparation in specialized counseling knowledge and professional practice.
- Strong professional dispositions and ethical decision-making
- Counseling skills demonstrated through practicum and internship

Areas for Improvement

Program evaluation also identified opportunities for improvement:

- Applied Clinical Skills (PCPE): On SLO 5, 52.9% of candidates received at least one "Developing" rating, primarily in diagnostic tool usage, research application, and data-driven decision-making. The program incorporated a Diagnosis Final Paper to provide targeted, hands-on practice in diagnostic tool application, case conceptualization, and data-driven treatment planning prior to PCPE evaluations.
- Low Survey Response Rates: Low sample sizes across exit surveys ($N = 7$), diversity self-assessments ($N = 6$), and supervisor evaluations ($N = 8$). Improve employer and alumni survey response rates to obtain more representative program evaluation data.
- Enhance graduate preparation related to using technology and research to improve school counseling outcomes.
- Continue strengthening preparation in school leadership, crisis response, and systems-level advocacy.

Program Improvements and Changes

During the 2025–2026 academic year, the program:

- Expanded technology-integrated learning activities across multiple courses.
- Increased student support through multiple admission interview opportunities and enhanced faculty advising.
- Expanded professional engagement opportunities through the Chi Sigma Iota Honor Society and community service initiatives.
- Faculty Continuity: Successfully addressed an Assistant Professor departure in Summer 2025 by recruiting and hiring an Associate Professor for the 2025–2026 academic year, ensuring stability across all core faculty lines.
- Completed the college-wide transition from TK20 to *Student Learning & Licensure (SLL)* during Summer 2026 to streamline SLO tracking, rubric evaluation, and accreditation reporting.
- Developed and launched the *Supporting Mental Health and Social-Emotional Development in Educational and Professional Settings Certificate of Advanced Graduate Study (CAGS)* to enhance post-master's specialization and interdisciplinary training. The CAGS program currently admits students in the summer term. Beginning with the next academic year, admissions will transition from Summer to Fall for consistency in admission practices and because certain required courses are not offered during the summer term.