

**Longwood University
Counselor Education
Program Evaluation Report
2024-2025**

Counselor education program faculty create an annual report for entry levels that includes: a) a summary of the program evaluation results including achievement of academic quality indicators, b) subsequent curriculum modifications and program improvement informed by program evaluation, and c) any other significant program changes.

Program Evaluation Method and Results

1. Rubrics for Key Performance Indicator Assignments filled out by instructors at the end of each semester. The semester's KPIA rubrics are reviewed by program faculty and discussed in regular program faculty meetings. KPIA assignments typically must receive a grade of 80% or better to pass the assignment and, in some cases, the course. If a trend is seen (2 semesters of student difficulty passing KPIAs), faculty review the course in terms of how many students needed remediation to pass a KPIA, who the instructor was (core faculty, program faculty, adjunct faculty), what the assignment was, and what the pedagogical method was. Revision to the course may include changing from an adjunct instructor to a program faculty instructor, revising the KPIA, and/or revising the instructional methods.
 - a. In Fall 2024, there were no significant KPIA issues. Remediation for written assignments typically included either writing revisions, adding more detail, or both. No patterns were seen to prompt revisions.
 - b. In Spring 2025, there were no significant KPIA issues. Remediation for written assignments typically included either writing revisions, adding more detail, or both. No patterns were seen to prompt assignment revisions.
 - c. In Summer 2025, there were no significant KPIA issues. Remediation for written assignments typically included either writing revisions, adding more detail, or both. No patterns were seen to prompt assignment revisions.
2. KPIA changes and refinements:
 - a. One COUN 505 Theories of Counseling KPIA was edited to focus case conceptualization more on theory use and less on other factors that are taught in later classes.
 - b. The Field Placement Rubric for the skills presentation was refined, and language was added about when an additional skills demonstration tape is needed.
 - c. The three KPIAs in all field placements were re-organized to be graded as separate assignments (one case conceptualization presentation and two counseling skills demonstrations).
 - d. One KPIA was removed from COUN 635 Clinical Supervision and Administration in Mental Health because that class has shifted from a required class for the mental health concentration to an elective class.

3. We integrated our dispositions assessments into Qualtrics and continue to do student disposition assessments in the following classes: COUN 503 Introduction to the Counseling Profession, COUN 545 Techniques of Counseling, COUN 605 Group Counseling, and all field placement classes.
4. Due to the compressed nature of most summer courses, we limited the total number of classes that students can take over the summer to 4, including a field placement.
5. We updated our interview questions for student applicant interviews.
6. We updated course sequences to add an elective course to the spring semester, and made some other sequence adjustments to try to maximize flexibility for students.

Vital Statistics

Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four datapoints regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

1. Graduates in 2024-2025:
 - a. Clinical Mental Health – 22
 - b. School Counseling – 3
2. Degree completion rate for students entering 2020-2021:
 - a. Clinical Mental Health – 50% - this low rate is due to attrition during COVID, including students in a Charlottesville Clinical Mental Health Counseling cohort.
 - b. School Counseling – 100%
3. Licensure examination pass rate:
 - a. Clinical Mental Health – 81%-90%
4. Employment/Doctoral admissions rate:
 - a. Clinical Mental Health – 91%-100%
 - b. School Counseling – 100%

Additional Program Information

- Dr. Marsha Rutledge continued as Program Director and CACREP Unit Leader.
- Dr. Jen Gerlach continued as Field Placement Coordinator.
- As part of the Mental Health Awareness Training grant, an Out of the Dark Walk was held in Spring 2025. Several students volunteered to help Dr. Gerlach with the event, and 10 students attended and helped raise money for the American Foundation for Suicide Prevention.
- Our student body diversity for 2024-2025 - in this admission cycle, 25.79% of incoming students identified as racial or ethnic minorities. In terms of gender, 79% of entering students identified as female and 21% identified as male. We also have other diversity in terms of age, SES, and first-generation status.

- Faculty will decide on how to measure a diverse student population to include wider criteria that more accurately describes diversity in our applicants and students.
- Student development and recognition in 2024-2025:
 - Conferences – 5 students presented at the 2024 VCA Convention. Two students received Michele Dowdy Emerging Leader awards, and 2 students received Pete Warren Fellowships. 5 students put in conference proposals with faculty for a Fall 2025 conference.
 - In annual Longwood University awards, one current student received the Graduate Student Citizen Leader Award and one student received the Graduate Student Innovation Award.
 - Phi Chapter of Chi Sigma Iota Counseling Academic & Professional Honor Society International – We held one initiation in Spring 2025 with a total of 17 students initiated into the Phi Chapter.
 - Two current students and one alumna attended VCA Legislative Day along with Dr. McCleskey.

Plans for 2025-2026

- As we ready for our CACREP Self-Study, 2025-2026 will focus on making sure all curricula meet the 2024 CACREP standards, and writing the self-study.
- Drs. Gerlach and McCleskey will continue to work on the MHAT grant activities.
- We plan to explore ways to broaden diversity definitions to better conceptualize our student body.