

Longwood University Counselor Education Program Evaluation Report
2022-2023

1. Key Performance Indicator Assignments (KPIAs) are aligned with CACREP standards that faculty have chosen in each content area to show student competence in each area. Rubrics for KPIAs are 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 as well as in Fall and Spring program evaluation meetings. KPIA scores typically must be a grade of 80% or better to pass the assignment and sometimes the course. If a trend is seen (2 semesters of student difficulty passing KPIAs), faculty work to revise the course. Specifically, what is reviewed includes which course is identified as having student challenges, 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.
2. In Fall 2022, there were no significant KPIA issues. Themes were seen in terms of needing writing support, especially in the COUN 608 Clinical Psychopathology assignment. A few students needed to revise written assignments based on not including all required sections/prompts (in COUN 545 Techniques of Counseling sections or in COUN 610 Career Counseling) and passed the KPIA after resubmission. Two students in COUN 545 sections needed to redo portions of role play tapes after receiving feedback from instructors. None of these required changes to the KPIAs or to instruction.
3. In spring 2023, there were no significant KPIA issues. Some students required writing support and/or revisions to pass KPIAs (in COUN 507 Lifespan Development, in COUN 611 Current Issues and Trends in School Counseling, and in COUN 612 Diagnosis and Treatment Planning). The number of students needing support was similar to previous semesters. No changes were made in the KPIAs.
4. In Summer 2023, there were no KPIA trends to report.
5. In the Fall 2022 program evaluation meeting, decisions were made as follows:
 - a. For practica (100 hours) classes, the class meetings cannot be counted towards the 100 hours. For internship (typically 300 hours each semester), up to 30 hours of class meeting time can count towards the total hours.
 - b. For our forms used by field placement site supervisors to evaluate students, we changed the assessment scale to be a clearer representation of the numerical ratings. The new ratings are: 1 – Harmful, 2 – Below Expectations / Insufficient / Unacceptable, 3 –Near Expectations / Developing towards Competencies, 4 – Meets Expectations / Demonstrates Competencies, 5 – Exceeds Expectations / Demonstrates Competencies, and NA – Not Assessed. We also updated our log of field placement hours for students. All students in practica and internships will use the new log form.
 - c. No curriculum changes were made.

- d. In terms of assessment, we used Qualtrics to create our regular surveys to current students, alumni, site supervisors, and employers. We will try that platform to see how it works for our continued data collection.
 - e. For Spring and Summer 2022, student ratings of their site supervisors on a 9-question survey with a rating scale from 1 (poor) to 4 (excellent) scale, ratings were 3-4 for almost all site supervisors with many supervisors receiving all 4s. There were no 1-ratings for any supervisor. We will continue to monitor these ratings.
6. In the Spring 2023 program evaluation meeting, decisions were made as follows:
- a. In COUN 610, We will retain the KPIA, but dropped one component of the assignment as not all students had received instruction in that before taking the class. We also reduced the number of role play sessions to one for the KPIA.
 - b. We have taken steps to improve the interrater reliability of our rubric for the COUN 510 Research Methods KPIA assignment to meet CAEP accreditation standards for school counseling students.
 - c. We added clarifying language to field placement syllabi about rolling hours over from one internship to the next, as well as students needing to remain at the field placement site for the duration of the semester even if required hours are already obtained.
 - d. In regards to field placements assignments, we updated our case conceptualization rubric (tied to a case presentation KPIA) to align with the Multicultural and Social Justice Counseling Competencies endorsed by the American Counseling Association. We also made some other organizational edits. Overall, these refinements strengthen the presentation assignment.
 - e. We changed our overall KPIA grading policy for all classes so that students must still revise and resubmit KPIAs until they reach the 80% mark in order to pass the assignment, but now their first grade will be the grade of record in the course.
 - f. KPIA assignment changes – in COUN 605 Group Counseling and in COUN 612 Diagnosis and Treatment Planning, we removed presentations as part of the KPIAs but retained papers as the KPIAs. It had been challenging in these classes to use so much instructional time on individual presentations. The KPIA papers allow a focused examination of a chosen issue in each class. In COUN 608 Clinical Psychopathology, we decided to eliminate the paper on the etiology of a disorder and to instead have the etiology be a larger part of the KPIA case conceptualization paper.
 - g. In terms of assessments, faculty discussed using Watermark for our regular surveys to current students, alumni, site supervisors, and employers. We will compare Watermark's features as well as Qualtrics and decide which best meets our needs.
 - h. For Fall 2022, student ratings of their site supervisors on a 9-question survey with a rating scale from 1 (poor) to 4 (excellent) scale, ratings were 3-4 for almost all site supervisors with many supervisors receiving all 4s. One supervisor received all 1s but the student comment spoke more to the site and not the supervisor – this

was a higher education site which did not provide enough opportunities for mental health counseling. One other student comment indicated a school counseling supervisor who was not familiar with the ASCA model. Faculty will continue to monitor sites and supervisors for suitability for our students.

- i. We are working on the survey for current students which we will implement this year. We are also looking at other surveys coming up in our schedule – site supervisors, employers, and alumni of the program.
7. Diversity in applicants to the program in 2022-23:
 - a. Race: Asian – 0%, African American – 16.98% , White – 83.01%, Two or more races – 0.94%, Chose not to respond – 0.01%.
 - b. Ethnicity: Hispanic - .056%.
 - c. Gender: Female – 75.47%, Male – 24.5%, Prefer not to disclose – 0.01%
 8. Diversity in students entering the program in 2022:
 - a. Race: African American – 0.066%, White – 93.33%.
 - b. Ethnicity: Hispanic – 0.066%.
 - c. Gender: Female – 83.63%, Male - 13.33%, Nonbinary or Transgender – 0.033%