

Longwood University Counselor Education Assessment and Curriculum Program Evaluation  
2023-2024

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 2023, there were no significant KPIA issues. Themes were seen in terms of needing writing support, especially in the COUN 608 Clinical Psychopathology assignment. There were no required changes to the KPIAs or to instruction.
3. In spring 2024, there were no significant KPIA issues. Some students required writing support and/or revisions to pass KPIAs (in COUN 507 Lifespan Development and in COUN 612 Diagnosis and Treatment Planning). The number of students needing support was similar to previous semesters. This was the first semester when we began to get generative artificial intelligence (AI) reports from Turnitin and did find that some students had been using AI platforms including Grammarly in ways that indicated high generative AI use. No changes were made in the KPIAs.
4. In Summer 2024, there were no KPIA trends to report.
5. In the Fall 2023 program evaluation meeting, decisions were made as follows:
  - a. Faculty updated the rubric for Case Conceptualization rubric used in COUN 608 Clinical Psychopathology.
  - b. Faculty edited the Field Placement Handbook to clarify deadlines, prerequisites, the number of group leadership required in one placement, and the complaint process for students.
  - c. Faculty added Dispositional Assessment of students in the following classes: Introduction to the Counseling Profession, Techniques of Counseling, Group Counseling, and all field placement classes. These assessments will be in addition to the annual disposition meeting/assessment by faculty of all current students.
  - d. No curriculum changes were made.
6. In the Spring 2024 program evaluation meeting, decisions were made as follows:

- a. The Case Conceptualization rubric was further refined to add a self-reflection item after the application of the Multicultural and Social Justice Counseling Competencies (MSJCCs) item. Since we use this rubric in multiple classes, different parts of the rubric will be emphasized in different classes – for example, first semester students will not yet have studied the MSJCCs, but can be asked to reflect on themselves in relation to various clients.
  - b. Faculty decided to evolve the counseling skills assessment rubric used in field placement classes.
  - c. Faculty decided to eliminate the Daily Hassles assessment for entry into field placements and to instead outline in the Field Placement Manual expectations for readiness to work in real-world setting.
  - d. Additionally, current survey data was reviewed. Discussions of these results will be ongoing.
    - i. Employers of our graduates reported being satisfied or very satisfied with our graduates, noting their readiness to assume professional duties. Areas for us to continue to emphasize included school counselors' skillset for mental health challenges of students and high school graduation requirements.
    - ii. Recently graduated students reported all being employed in the field. All agreed or strongly agreed with being satisfied with the counselor education program. Areas of continued program growth were noted as potentially providing more information on attaining licensure and on providing continuing information on program evolution.
    - iii. Most alumni reporting feeling prepared in all core content areas and being satisfied with resources in and out of the program. The strongest ratings were for our full-time faculty and for our classrooms/learning environments.
    - iv. We also conducted a Climate Survey for current students in the program in Spring 2024. Students reported a range of reasons for choosing Longwood's program, including smaller class sizes, CACREP accreditation, program flexibility, and already liking Longwood University. Most students would recommend the program to others, and noted faculty, class size, and the supportive environment as being helpful. Most students like the in-person instruction. Results were mixed in terms of changing class times. When asked for general feedback about the cultural climate of the program, most students reported feeling that their identities are affirmed in classes and/or feeling safe to have open discussions in classes. Suggestions for continuing program work included examining source material/diversifying source material, not assuming the dominant culture, being more focused on visible and invisible disabilities, and being willing to engage or keep engaging in difficult dialogues.
7. In 2022-23, we had a robust number of students presenting at and attending professional conferences (8 presented, more attended). In 2023-24, we had 1 student present at the VCA conference - this was the only student presentation. In total, we had 10 students

attend professional conferences (VCA, VSCA, VCA Leadership Academy). Additionally, we had 1 student who attended a different professional event - VCA Legislative Day. And, one student who attended VCA was also chosen as a Michele Dowdy Emerging Leader. Our students were well represented in professional events in this academic year.

8. Diversity of current students in the program: 61.8% White students and 38.2% students of color including African American, Hispanic, Biracial, and Asian students. In terms of gender, 82% of students are female. Other genders include male, non-binary, and transgender.