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 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.

In Summer 2018, a significant number of students needed to revise the KPIA for COUN 601 Multicultural Counseling. This KPIA requires students to apply the recent Multicultural and Social Justice Counseling Competencies (MSJCC) to a client case study. The MSJCC document has been confusing for students and had been revised by the instructor based on the difficulty in the course in 2017. The KPIA was further refined after this semester’s difficulties. No other KPIA concerns were identified in Summer 2018.

In Fall 2018, in COUN 505 Theories of Counseling, some students needed to revise the KPIA, a Counseling Theory Case Conceptualization Project and Presentation, based on writing issues. Students were referred to the Writing Center for support. No other classes showed significant need for KPIA revisions.

In Spring 2019, in COUN 510 Research Methods and Designs, a significant number of students needed remediation to meet the KPIA standard for the Research Proposal and Presentation. Students were given additional instruction to help them successfully revise the methods sections of their proposals. In COUN 601 Multicultural Counseling, students more readily understood the directions for the applied MSJCC assignment; however, a number of students were required to do revisions to add material that they had not included in their first drafts. No other classes needed significant KPIA revisions.

KPIA changes and refinements:

- The KPIA has been changed for COUN 612 Case Conceptualization and Treatment Planning. The current KPIA of 10 treatment plans became challenging when students did not turn them in on time but then might be present when the plans were reviewed. The KPIA has been changed to a case conceptualization and treatment plan based on a case study developed by the instructor.
• The KPIA for COUN 510 has been changed. The previous KPIA was a group proposal and has been challenging to grade on an individual basis to ensure the benchmark is met. A different standard will now be used for the KPIA, “2.5.8.g designs used in research and program evaluation” and faculty will create a new KPIA assignment to assess that standard.

• The KPIAs for the practicum-level classes (COUN 592, COUN 593, COUN 594) have been clarified to include one case presentation plus one recorded skills presentation with the same client. The second recorded skills presentation is not counted as part of the KPIA but may be used for the KPIA if the first skills presentation does not meet the benchmark.

• In COUN 601 Multicultural Counseling, the KPIA assignment of applying the MSJCCs has become clearer to students but there is still too much revision needed to meet the benchmark, primarily due to students not fully following the instructions for each section of the assignment. For the next course, the assignment will be broken up into sections due at different points in the semester, and the instructions for the assignment will be revised to a series of questions for students to answer.

Faculty have continued to assess student writing issues. In June 2018, Longwood University Professor Dr. Chene Heady was hired to be the graduate student tutor for the Writing Center. Students in COUN 505 Theories of Counseling in Summer 2018 and in Fall of 2018 were required to meet with Dr. Heady as part of their KPIA paper and his tutelage helped raise the number of students meeting the standard without needing remediation. By using this plan, all incoming students in the three tracks (College Counseling and Student Affairs, Mental Health Counseling, and School Counseling) met with Dr. Heady at least once. This not only let an experienced tutor go over one paper draft with each of them but it also assisted students in knowing how to access Writing Center support.

2. Program faculty determined that it would be beneficial to create a table of field placement site supervisor evaluations of internship students from the end of semesters. Scores from site supervisors were collected and charted for trends in areas of supervisor ratings. Initial findings show no areas of concern in terms of counseling professional behaviors or dispositions.

3. The Comprehensive Examination scores were used as a second measure of mastery of core material, allowing for comparison with KPIA information. Trends in scores of students taking the CPCE (Counselor Preparation Comprehensive Examination) as the Comprehensive Exam also give program faculty potential insight into areas needing pedagogical development. The CPCE includes eight content areas.

In Fall 2018 and Spring 2019, 18 students took COUN 699 Comprehensive Examination in Counselor Education which required the CPCE. Eleven students passed the exam and seven students were required to retake content areas. Of these, two students were required to retake one area, one student was required to retake two areas, two students were required to retake three areas, and one student was required to retake six areas. After retesting, all students passed the Comprehensive Examination. The initial pass rate for 2018-2019 was 61% and the pass rate after retesting was 100%.
The content area that was most challenging for 2018-2019 was Group Work followed by Human Growth and Development. As we have not had students have difficulty with these content areas before now, program faculty will continue to track results for these areas to look for trends.

4. For students who began the program in 2016 and 2017, the CPCE was given in COUN 503 Introduction to the Counseling Profession to be used as a pre-test measure of knowledge acquired over the program. Those scores have been compared to the CPCE scores from the Comprehensive Examination for Spring 2017 – Spring 2019. Overall scores were statistically significantly higher for the Comprehensive Examination (p < .01) as were scores on each content area except for content area 6 (Appraisal, Research and Program Evaluation, p < .09). In the intervening years, we have already changed the COUN 510 Research Methods and Design instructor from an adjunct professor to a full-time program faculty member and in Fall 2019, we are doing the same with COUN 555 Testing and Assessment in Counseling, both decisions based on Comprehensive Examination scores and student feedback. In addition, we have recently revised the KPIA in the COUN 510 Research Methods and Design class.

Faculty decided to stop using the CPCE as a pre-test measure in Summer 2018 and implemented a program faculty-designed exam that is aligned with the CPCE content areas and is given in COUN 505 Theories of Counseling, an early class in our program progressions. While this measure cannot be compared to the CPCE comprehensive examination scores, students who have taken this test will be given the same test as they approach the end of their program. Scores on those two exams can then be compared and we will examine the content area scores to see if any trends develop, particularly with content area 6 scores.

5. Program Progressions – Full-time program progressions were used throughout the 2018-2019 academic year in advising students and in scheduling classes. Students who attended the program part-time or who began the program in a different semester than their track start were worked with individually to map out their individual program progression. In Spring 2019, program faculty made minimal adjustments to full-time progressions to move one School Counseling course and one College Counseling and Student Affairs specialty course to earlier semesters in those progressions. In addition, suggested part-time progressions were refined. These progressions can be found on the program website.

6. Program Objectives – Faculty revised the program objectives in Spring and Summer 2019. The new program objectives are:

   The Longwood University Counselor Education Program will:

   1. Prepare students to counsel in a variety of settings.
   2. Provide required coursework and field experience for professional licensure and/or certification (clinical, school, college/university).
   3. Expose students to a variety of experiences to facilitate personal and professional growth.
   4. Provide knowledge about and experience in culturally responsive counseling in various counseling settings.
   5. Produce graduates with identities as professional counselors.
6. Prepare students with the knowledge and experience to be ethical counseling practitioners.

7. Survey to current students, alumni, and applicants – In Fall 2018, a survey was sent by Letterpress Communications in conjunction with the College of Graduate and Professional Studies and the Counselor Education Program to a total of 226 individuals (63 current students, 62 alumni and 101 applicants who at least started an application but did not enroll in the Counselor Education program). Of these, there were 58 total responses (15 current students, 17 alumni and 26 applicants). An overview of the findings of current students and of alumni includes:

- 15 current students said they’d recommend the program to others, and six students would be open to providing a testimonial about the program.
- The 17 alumni graduated from 2015-2017. Of these, 94.7% are employed full-time.
  - 64.7% employed in same field as degree, 29.4% in a related field
  - 35.3% reported being very prepared for their jobs, 41.2% reported being more than adequately prepared for their jobs, and 23.5% reported being adequately prepared for their jobs

**Additional Program Information**

- Dr. Rutledge completed her doctoral degree in Spring 2019.
- In Spring 2019, program faculty submitted an addendum document to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We have scheduled a CACREP site visit for September 2019.
- Dr. Jennifer Apperson continues to serve as our Field Placement Coordinator for the Counselor Education Program. We currently have Memoranda of Understanding (MOUs) with 39 field placement sites which does not include school sites as those MOUs are covered under the broader CEHS MOUs for school placement.
- In Fall 2018, the program was declared a stand-alone major in Counselor Education by the State Council for Higher Education in Virginia (SCHEV).
- Student development and recognition in 2018-2019:
  - VCA/VSCA conferences
    - VCA - 8 current students attended the 2018 VCA conference. The Longwood University Counselor Education Reception at the VCA conference continues to draw current students and alumni together each year to celebrate and network. In Fall 2018, 15-20 students and alumni attended the reception.
    - VSCA – 6 current students and several recent graduates attended the 2018 VSCA conference.
  - Pete Warren Fellowship – one student was picked as a Pete Warren Fellow for 2019 and attended the VCA Leadership Academy in July 2019 as part of this award.
o Phi Chapter of CSI – In fall 2018, 16 students were inducted into the chapter, and in spring 2019, 6 students were inducted for a total of 22 new members.
o Graduation – 11 students graduated in 2018-19 – 2 College Counseling and Student Affairs track, 5 Mental Health track, and 4 School Counseling track.
o Completion rates
  ▪ For students who started the program in 2016, the Mental Health track completion rate was 75% and the School Counseling track completion rate was 100%, for an overall rate of 87.5%. The College Counseling and Student Affairs track had not yet admitted any students.
  ▪ For students who started the program in 2017, the completion rate for the College Counseling and Student Affairs track is 67% at this time. The completion rate for the School Counseling track is 92%. Data for the Mental Health Counseling track will not be available until December 2019.
o Credentialing – of alumni who have graduated since 2018, 10 Mental Health Counseling track graduates have become Residents in Counseling, the first step to becoming a Licensed Professional Counselor in Virginia. One graduate from the School Counseling track has become a Resident in Counseling. Of the 10 2017 and 2018 School Counseling track graduates, all have received provisional school counseling licenses which allow them to practice as school counselors.

**Plans for 2019-2020**

- The program will continue utilizing Dr. Heady as a writing support for all students in COUN 505. We will also investigate other ways to help students gain skills in mastering academic, professional, and clinical writing as appropriate.
- The program will implement the new KPIA structure with two KPIA classes/assignments per standard selected.
- Program faculty will continue to work with the College of Graduate and Professional Studies to survey graduates, current students, and applicants to the program.
- Program faculty will further stratify field placement site supervisor evaluations of students to examine them through a developmental lens by placement (practicum, first internship, second internship).