

Academic Year 2016-2017

Program Data Type 5 – Key Professional Disposition Assessments

Annual data regarding student performance on measures of key professional dispositions (KPD's) includes aggregate KPD Assessments scores for each of following:

1. Professional Identity in Relation to Self (self-awareness, openness, personal and spiritual wellness)
2. Professional Identity in Relation to Others (character, cultural empathy, professionalism)

Student KPD Assessments are completed by Advisers at Admission, Candidacy, and as needed for Remediation. KPD's are also assessed by counseling program instructors after designated course completion, on each individual student, and instructors of practicum/internship courses base their KLO assessments on each practicum/internship student's final clinical supervisor evaluation.

KPD's represent expanded definitions of the counseling program's "Being" objectives for student learning. The program has gathered data for the past 3 years on student performance on measures of "Being". However, updated KPD Assessment scores began to be collected starting in academic year 2016-2017. Depending on how a student performs on a particular KLO (benchmark = 2.0 – Meets Standards), the student may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program. Aggregate KLO data is reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisers, and administrators.

Previous 3-Yr "Being" Objectives Data Report (Prior to Fall 2016)

Learning Outcomes	Assessment Criteria	Assessment Results		
		2012-2013	2013-2014	2014-2015
Being – Character Objectives				
Form and commit to personal spiritual practices capable of sustaining the vocation of a counselor	Graduating Student Questionnaire (GSQ) Table 12 & 14 Measure of personal growth after program. The range for this measure was: 1 – Not at all effective 2 – Not very effective 3 – Somewhat effective 4 – Effective (Benchmark) 5 – Very Effective	4.2	4.4	3.8
Prepare to exercise the vocation of counseling with the highest	We aim for students to have the highest standard of professional ethics, students will - <ul style="list-style-type: none"> • attend six sessions of their own personal therapy 	N/A	87.5%	75%

standards of professional ethics and expertise	<ul style="list-style-type: none"> will engage in a process of meaningful reflection <p>to enhance personal goals, and increased coherence of personal narrative.</p> <p>Students are graded using a Therapy Essay Rubric:</p> <p>4=fully/almost always 3=mostly/usually 2=somewhat/sometimes 1=not at all/rarely 100% is all 4's</p> <p>Benchmark is 90% or higher</p>			
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Collection of KPD data began to be implemented in Academic Year 2016-2017. As demonstrated below, the program met the benchmark for Key Professional Dispositions which was set at 2.0 (Meeting Standard).

Current MHC Program Key Professional Dispositions Annual Data Report

Program Level Key Professional Disposition Items	FALL 2016	SPR 2017	FALL 2017	SPR 2018	FALL 2018	SPR 2019	FALL 2019
PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO SELF <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates professional counselor identity in relation to self, including:</i>							
a) SELF-AWARENESS - self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics	2.65	2.33					
b) OPENNESS - ability to learn from and with peers, faculty, staff, supervisors, and/or clients	2.67	2.43					
c) PERSONAL & SPIRITUAL WELLNESS - commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health)	2.15	2.55					

PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO OTHERS <i>Benchmark is set at 2.0 (Meeting Standard)</i> <i>Student demonstrates professional counselor identity in relation to others, including:</i>							
a) CHARACTER - honesty, integrity, and commitment to the ethical principles of the profession	2.42	2.72					
b) CULTURAL EMPATHY –an interpersonal posture of appreciation and respect for the diverse cultural identities, histories & experiences of others	2.32	2.33					
c) PROFESSIONALISM - attention to the impact of one’s behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through)	2.53	2.83					

NOTE: Data represents aggregate student ratings by instructors in courses designated and advisers in routine KPD Assessments. Benchmark is set at 2.0 (Meeting Standard); Recommendations for program or curriculum modifications/changes will be considered following any academic year with a semester that falls below this standard.

The recommendation from the previous report was implemented to conduct End-of-Semester reviews twice a year where instructors and advisors report to the MHC Program Assessment team details regarding student KPC data for the previous semester. In these reviews, it was noted that the most meaningful data we can collect for program assessment in is form of the final Supervisor Evaluation from Internship II wherein the site supervisor rates student on key professional dispositions.

Although 100% of students met benchmark set at 2.0 – Meets Standard, MHC faculty noted the lowest scores for two semesters were found in the area of Cultural Empathy. Faculty discussed how to address this domain in curriculum, advising relationships, and in practicum/internship courses, particularly drawing upon LHCC and Creative Spiritual Integration research and literature to guide program interventions.

Improvements/Modifications Recommended:

The recommendation was made going forward to track KLO data only in designated core counseling courses where those domains are being assessed according to the MHC Program Curriculum Matrix, along with Internship II courses as a measure of scores from students preparing to graduate. This change was proposed to the MHC Assessment Team and approved. The new MHC Assessment Plan and Curriculum Matrix for the coming academic year will be updated to reflect this change.

MHC Faculty will make efforts to attend to Cultural Empathy explicitly in curriculum and advising conversations, and track data to see if these scores improve in the following academic year.