

Academic Year 2017-2018

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 Advisors at Admission, Candidacy, Graduation, 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, advisors, and administrators.

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	2.0	2.35			
b) OPENNESS - ability to learn from and with peers, faculty, staff, supervisors, and/or clients	2.67	2.43	2.25	2.62			

c) PERSONAL & SPIRITUAL WELLNESS - commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health)	2.15	2.55	2.25	2.32			
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	2.0	2.79			
b) CULTURAL EMPATHY –an interpersonal posture of appreciation and respect for the diverse cultural identities, histories & experiences of others	2.32	2.33	2.0	2.41			
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	2.0	2.53			

NOTE: Data represents aggregate student ratings by instructors in courses designated and advisors 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.

100% of students met benchmark set at 2.0 – Meets Standard for Key Professional Dispositions in 2017-2018. Last year, the 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. This year, the average score in Cultural Empathy had increased 14%. However, this year, the MHC faculty noted another trend – consistently lower scores in Personal and Spiritual Wellness. The faculty discussed ways of promoting wellness this coming academic year, and tracking these scores to see if they improve.

Improvements/Modifications Recommended:

MHC Faculty will make efforts to promote commitment to Personal and Spiritual Wellness explicitly in curriculum and advising conversations, and track data to see if these scores improve in the following academic year.