Academic Year 2022–2023

Program Data Type 5 – Key Professional Disposition Assessments

Student data on measures of key professional dispositions (KPD's) includes KPD Assessments scores for each of the 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)

Benchmark for KPD Assessments is established as 2.0 "meets standard." Student KPD Assessments are completed by Advisors at Program Entry, Candidacy, and as needed for Remediation. KPD's are also assessed by MHC program instructors after designated course completion, on each individual student, and instructors of practicum/internship courses base their KPD assessments on each Internship II student's final clinical supervisor evaluation.

KPD Assessment scores are collected from Advisors by the Academic Unit Leader at the end of every semester. Depending on how a student performs on a particular KPD, 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 KPD data are reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary MHC Program Assessment Committee, and recommendations are then forwarded to MHC program faculty, advisors, and administrators.

MHC Program Key Professional Dispositions Annual Data Report

Program Level Key Professional Disposition Items	2018–2019	2019–2020	2020–2021	2021-2022	2022-2023
PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO SELF *Benchmark is set at 2.0 (Meeting Standard)* ***Student demonstrates professional counselor identity in relation to self, including:***					
a) SELF-AWARENESS - self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics	2.96	2.56	2.65	2.6	2.59
b) OPENNESS - ability to learn from and with peers, faculty, staff, supervisors, and/or clients	2.96	2.56	2.97	2.57	2.6

c) PERSONAL & SPIRITUAL WELLNESS - commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health)	2.48	2.63	2.8	2.33	2.8
PROFESSIONAL COUNSELOR IDENTITY IN RELATION TO OTHERS *Benchmark is set at 2.0 (Meeting Standard)* ***Student demonstrates professional counselor identity in relation to others, including:***					
a) CHARACTER - honesty, integrity, and commitment to the ethical principles of the profession	3	3	3.0	2.82	2.93
b) CULTURAL EMPATHY – an interpersonal posture of appreciation and respect for the diverse cultural identities, histories & experiences of others	2.89	2.46	2.58	2.64	2.78
c) PROFESSIONALISM - attention to the impact of one's behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through)	2.96	2.5	2.59	2.7	2.52

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

KPD data for 2022–2023 showed 100% of students met the benchmark set at 2.0 = Meets Standard for the Key Professional Dispositions conducted at graduation in Spring 2023. The scores in the area of Personal and Spiritual Wellness were increased from last AY (KLO average raised from 2.33 to 2.8, for an increase of 17%). This AY, the lowest scores were found in the area of Professionalism (KLO average 2.52 which was 7% lower than the aggregate score last year; Benchmark 2.0 = Meeting Standard).

Improvements/Modifications Recommended:

The low scores this past year in the KPD of Professionalism will be monitored in the coming year with an eye toward identifying any trends needing attention. The Gatekeeping Task Force will also convene this coming AY and will be assessing every aspect of student performance indicators and benchmarks for cultural and racial equity and responsiveness and will make recommendations back to the program for any improvements to the assessment loop for coming years.