

Ana G. Méndez University
Division of Liberal Arts
Academic Affairs

Comprehensive Program Evaluation Plan and Annual Report

Master of Science in Counseling
Specialization in Clinical Mental Health

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Final Report

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CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

The Master of Science in Counseling with a specialization in Clinical Mental Health at Ana G. Méndez University-Metro Orlando Campus adheres to a comprehensive evaluation plan that systematically assesses, monitors, and reports on the achievement of academic quality indicators (AQIs) each academic year. This plan, aligned with the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, ensures ongoing and systematic program improvement.

The annual report is intended to update students, administrators, field site supervisors, and other key stakeholders on key statistics, and evaluation results. The evaluation plan includes the following academic quality indicators (AQIs):

1. Aggregate Assessment of Student Success
 - a. Key performance indicators (KPI) and professional dispositions of students.
2. Graduate Outcomes
 - a. Pass rate on credentialing examinations
 - b. Degree completion rate
 - c. Employment rate.
3. Diversity Learning Community
 - a. Demographic data
 1. Students: applications and enrolled students
 2. Full-Time Faculty: applicants for open faculty positions, employed faculty, and retention rate.
4. Fieldwork
 - a. Student placement rate at practicum and internship sites and students' performance.

The report includes a dedicated section on Community Partner Engagement and Accountability. It emphasizes collaboration with community partners, focusing on gathering and integrating feedback from those familiar with the counseling field and the communities served by the program. The program collects and analyzes data from community partners, including alumni, field site supervisors, employers, and the designated advisory committee. This feedback is essential for ensuring the program remains aligned with external perspectives and upholds high standards of accountability in its community interactions. Based on these findings, faculty identify areas for improvement and develop an action plan to be implemented during the current and following academic years to enhance program quality.

COMPREHENSIVE EVALUATION PLAN

The comprehensive evaluation plan provides a structured process for systematically evaluating, monitoring, and reporting student achievement of the program's objectives on an annual basis.

Table 1
Comprehensive Evaluation Plan

Academic Quality Indicator	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
1. Aggregate Assessment of Student Success	For each KPI aligned with the program objectives, multiple assessment techniques are used, including discussion forums, assignments, a comprehensive exam, case analyses, clinical placement student evaluations, video creation, and applied exercises. These assessments are embedded in course requirements and administered across the academic year according to the program's curricular sequence. All data and assessment activities are documented through Canvas LMS, ensuring centralized access and record-keeping.	80% or more of the students will obtain 80% or higher	Data from KPI assessments are aggregated annually. The data collected throughout the academic year (August to July) is compiled and analyzed using Excel by the Program Assessment Leader in collaboration with the Program Director. Results are then consolidated into the "Academic Quality Indicators – KPI and Professional Disposition" table. These results are reviewed at the beginning of the academic year during the Annual Advisory Committee meeting. During this meeting, the committee members analyze results, compare them against established benchmarks, and identify areas for improvement. A follow-up meeting is held with the full-time faculty members to establish the specific actions that will be prioritized during the academic year.
	The Professional Dispositions Assessment is administered by the faculty advisor during academic advising sessions when students	60% or more of students will earn a rating of "3- Meets Expectations" or higher	Data from Professional Disposition assessments are aggregated annually. The data collected throughout the academic year

Academic Quality Indicator	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
	complete 18, 36, and 57 credits of the master's program. All data is recorded and stored in the program's Faculty Advising SharePoint.	upon completion of 18 credits. 70% or more of students will earn a rating of "3- Meets Expectations" or higher upon completion of 36 credits. 80% or more of students will earn a rating of "3- Meets Expectations" or higher upon completion of 57 credits.	(August to July) is compiled and analyzed using Excel by the Program Assessment Leader in collaboration with the Program Director. Results are then consolidated into the "Academic Quality Indicators – KPI and Professional Disposition" table. These results are reviewed at the beginning of the academic year during the Annual Advisory Committee meeting. During this meeting, the committee members analyze results, compare them against established benchmarks, and identify areas for improvement. A follow-up meeting is held with the full-time faculty members to establish the specific actions that will be prioritized during the academic year.
2. Graduate Outcomes	Data regarding pass rates on credentialing examinations is collected primarily through the program's Alumni Survey. In addition, the program's Alumni Liaison conducts follow-up via email and phone calls to ensure accurate and updated reporting. Through these methods, graduates are asked to indicate whether they have taken the exam, specify the type of exam (NCE or NCMHCE), and report the outcome of their performance. The Alumni Survey is administered through Microsoft Forms, and all data are securely stored and maintained by the Program Director for institutional record-keeping and reporting.	75% or more of students are expected to pass their credentialing exams on their first attempt.	Data from licensure examination pass rates are aggregated by cohort, compiled, and analyzed in Excel by the Alumni Liaison in collaboration with the Program Director. Preliminary results are reviewed during a faculty meeting to determine immediate actions needed. Later, the results are reviewed at the beginning of the academic year during the Annual Advisory Committee meeting. During this meeting, the committee members analyze the results of multiple years, compare them against established benchmark, and identify areas for improvement. A follow-up meeting is held with the full-time faculty

Academic Quality Indicator	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
			members to establish the specific actions that will be prioritized during the academic year.
	To calculate the program completion rate, cohorts are defined based on the academic semester in which students are admitted: Spring (January–May) and Fall (June–December). The 100% completion time corresponds to the standard three-year duration required to complete the program, while the 150% completion time extends this period to 4.5 years, allowing additional time for degree completion. The Planning and Institutional Statistics Office at Ana G. Méndez University is responsible for calculating and reporting completion rates. Data are recorded, stored, and retrieved through the university's Anthology system, ensuring consistency and accuracy in institutional reporting.	50% or more of students should complete their degree within three years of enrollment.	Data from completion rates are aggregated by cohort, and preliminary data are reviewed during a faculty meeting to determine immediate actions needed. Later, the results are reviewed at the beginning of the academic year during the Annual Advisory Committee meeting. During this meeting, the committee members analyze the results of multiple years, compare them against established benchmarks, and identify areas for improvement. A follow-up meeting is held with the full-time faculty members to establish the specific actions that will be prioritized during the academic year.
	The program collects data on employment and doctoral admission rates with the Alumni Survey. The survey is administered through Microsoft Forms, and all data are securely stored and maintained by the Program Director for institutional record-keeping and reporting.	70% or more of graduates secure employment in counseling or related fields within six months of graduation. 5% or more of graduates continue doctoral studies within six months of graduation.	Data from employment and doctoral admission rates are aggregated by cohort, compiled, and analyzed using Excel by the Alumni Liaison in collaboration with the Program Director. The results are reviewed during the Annual Advisory Committee meeting at the beginning of the academic year. During this meeting, the committee members analyze the results of multiple years, compare them against established benchmarks, and identify areas for improvement. A follow-up meeting is held

Academic Quality Indicator	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
			with the full-time faculty members to establish the specific actions that will be prioritized during the academic year.
3. Diverse Learning Community	No longer applicable	No longer applicable	No longer applicable
4. Fieldwork	The student placement rate is calculated by identifying the total number of students seeking practicum or internship placements and the number of students who successfully secured them. The placement rate is determined using the formula: $\text{Placement Rate} = (\text{Number of Students Placed} \div \text{Total Number of Students Seeking Placement}) \times 100\%$ Data are collected by the Practicum and Internship Coordinator for all field experiences, including Practicum, Internship I, and Internship II, and are organized by academic semester (Fall and Spring). All records are documented and securely maintained for program evaluation and reporting purposes. The students are evaluated by the Site Supervisor using the Clinical Placement Student Evaluation Form.	85% or more of students seeking placement are successfully placed. 80% or more of students will earn 80% or higher on the Clinical Placement Student Evaluation An average score of 2.00 or higher in each core area on the Clinical Placement Student Evaluation indicates that students are meeting expectations.	Data from placement rates are aggregated by academic semester, compiled, and analyzed using Excel by the Practicum and Internship Coordinator in collaboration with the Program Director. Preliminary data are reviewed during a faculty meeting to determine immediate actions. Later, the results are reviewed at the beginning of the academic year during the Annual Advisory Committee meeting. During this meeting, the committee members analyze the results of multiple years, compare them against established benchmarks, and identify areas for improvement. A follow-up meeting is held with the full-time faculty members to establish the specific actions that will be prioritized during the academic year.

December 17, 2024

Update: September 16, 2025

PROGRAM EVALUATION ACTIVITIES TIMELINE

The following timeline presents the schedule for the program evaluation activities.

Table 2

Program Evaluation Activities Timeline

Quality Indicator	Data Collection Period	Evaluation Activity	Responsible person or group
1	August - July	Assessment of KPI and Disposition	Program Assessment Leader
2	June	Alumni Data (Licensure Examination and Employment Rate)	Program Alumni Liaison
2	December & June	Completion Rate	Planning and Institutional Statistics Office
3	December & June	Student Demographics Information	Planning and Institutional Statistics Office
3	August	Faculty Demographics Information	Human Resources Department
4	December & May	Fieldwork	Program Practicum and Internship Coordinator

RESULTS AND ANALYSIS OF ACADEMIC QUALITY INDICATORS (AQIs)

The following section provides a detailed summary and analysis of the findings for each academic quality indicator: (1) Aggregate Assessment of Student Success, (2) Graduate Outcomes, (3) Diverse Learning Community, and (4) Fieldwork. The 2025–2026 Action Plan for Program Improvement, presented in a later section of this report, describes how the data will be used to guide program and curriculum enhancements, including strategies to address areas where minimum thresholds were not met, thereby supporting the continuous improvement of program quality.

Quality Indicator 1: Aggregate Assessment of Student Success

1. Overview

Quality Indicator 1: Aggregate Assessment of Student Success presents the key performance indicators (KPIs) and professional dispositions of entry-level students for which data were collected during the academic year. It also describes the procedures for data collection, specifies the student success indicators, the established minimum thresholds, the times when data were collected, and the aggregated achievement levels at each collection point. This section explains how and when the data were reviewed and analyzed and presents the results in tables and graphs.

2. Key performance indicators (KPIs)

Key Performance Indicators (KPIs) were assessed using data collected during the academic year, as outlined in the program's comprehensive evaluation plan. Data collection procedures included designated assessment methods embedded in specific courses, clearly identifying how and when each KPI was measured. Each indicator was evaluated against a minimum threshold (benchmark) established by the program faculty, indicating that 80% or more of the students are expected to achieve a score of 80% or higher. Data were collected at specific points in time (Fall, Spring, or Summer) and subsequently reviewed and analyzed by faculty and stakeholders during meetings. The aggregated results presented in Table 3 show the student success indicators, minimum thresholds, times when data were collected, and aggregate achievement levels at each collection point.

3. Professional Disposition

Professional Dispositions were assessed using data collected during the academic year, as outlined in the program's comprehensive evaluation plan. Data were collected through the Professional Disposition Assessment form, which includes 20 items, administered by faculty advisors at three points in the master's program, upon completion of 18, 36, and 57 credits. The minimum benchmarks established by program faculty are 60%, 70%, and 80% of students earning a rating of "3 – Meets Expectations" or higher at each respective milestone. Results were reviewed by faculty and stakeholders who compared the results against these benchmarks and identified areas for improvement. Table 4 shows aggregated results for the academic year, highlighting student performance across the three credit milestones. Figures 1 and 2 display the results for each item based on the defined milestones.

Table 3*2024-2025 Aggregate Assessment of Student Success*

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
3.A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	80% or more of the students will obtain 80% or higher	Spring (PT81) COUN 500 The Counseling Profession	Spring 81: 75% (n=8) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Spring (PT82) COUN 501 Ethical, Legal, and Professional Issues in Counseling	Spring 82: 71% (n=7) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 610 Comprehensive Exam	Fall 16: 28.57% (n=21) of the students obtained 80% or higher Spring 16: 61.54% (n=13) of the students obtained 80% or higher Fall 16 and Spring 16: 45.06%
3.B.3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 608 Internship I in Clinical Mental Health Counseling	Fall 16: 100% (n=7) of the students obtained 80% or higher Spring 16: 100% (n=8) of the students obtained 80% or higher Fall 16 and Spring 16: 100%
	80% or more of the students will obtain 80% or higher	Summer (PT81) COUN 505 Counseling and Advocacy with Diverse Populations	Summer 81: 83% (n=6) of the students obtained 80% or higher.
3.C.7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	80% or more of the students will obtain 80% or higher	Summer (PT81) COUN 510 Crisis Intervention	Summer 81: 100% (n=11) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT 16) CMHC 609 Internship II in Clinical Mental Health Counseling	Fall 16: 63.64% (n=11) of the students obtained 80% or higher

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
			Spring 16: 100% (n=8) of the students obtained 80% or higher Fall 16 and Spring 16: 81.82%
3.D.8. strategies for advocating for employment support for individuals facing barriers in the workplace	80% or more of the students will obtain 80% or higher	Summer (PT81) COUN 506 Theories and Counseling in Career Development	Summer 81: 83% (n=6) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Summer (PT81) COUN 505 Counseling and Advocacy with Diverse Populations	Summer 81: 83% (n=6) of the students obtained 80% or higher.
3.E.3. case conceptualization skills using a variety of models and approaches	80% or more of the students will obtain 80% or higher	Spring (PT82) COUN 502 Theories of Counseling and Psychotherapy	Spring 82: 83% (n=6) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 610 Comprehensive Exam	Fall 16: 52.38% (n=21) of the students obtained 80% or higher. Spring 16: 76.92% (n=13) of the students obtained 80% or higher. Fall 16 and Spring 16: 64.65%
3.F.5. approaches to group formation, including recruiting, screening, and selecting members	80% or more of the students will obtain 80% or higher	Fall (PT82) and Spring (PT81) COUN 509 Group Counseling: Dynamics and Practice	Fall 82: 78% (n=9) of the students obtained 80% or higher. Spring 81: 86% (n=7) of the students obtained 80% or higher. Fall 82 and Spring: 82%
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 609 Internship II in Clinical Mental Health Counseling	Fall 16: 57.14% (n=7) of the students obtained 80% or higher. Spring 16: 87.5% (n=8) of the students obtained 80% or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
			Fall 16 and Spring 16: 72.32%
3.G.10. use of structured interviewing, symptom checklists, and personality and psychological testing	80% or more of the students will obtain 80% or higher	Fall (PT81 and PT82) COUN 507 Comprehensive Assessment in Counseling	Fall 81: 60% (n=10) of the students obtained 80% or higher. Fall 82: 67% (n=6) of the students obtained 80% or higher. Fall 81 and Fall 82: 63.50%
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 608 Internship I in Clinical Mental Health Counseling	Fall 16: 71.43% (n=7) of the students obtained 80% or higher. Spring 16: 57.14% (n=7) of the students obtained 80% or higher. Fall 16 and Spring 16: 64.29%
3.H.9. culturally sustaining and developmentally relevant outcome measures for counseling services	80% or more of the students will obtain 80% or higher	Summer (PT81) COUN 503 Research Methods and Statistics	Summer 81: 89% (n=9) of the students obtained 80% or higher.
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 609 Internship II in Clinical Mental Health Counseling	Fall 16: 89% (n=11) of the students obtained 80% or higher. Spring 16: 100% (n=8) of the students obtained 80% or higher. Fall 16 and Spring 16: 94.5%
5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues	80% or more of the students will obtain 80% or higher	Spring and Summer (PT81) CMHC 605 Couples and Family Counseling	Spring 81: 72% (n=18) of the students obtained 80% or higher. Summer 81: 100% (n=3) of the students obtained 80% or higher. Spring 81 and Summer 81: 86%
	80% or more of the students will obtain 80% or higher	Fall (PT81 and PT82) and Spring (PT81 and PT82)	Fall 81: 83% (n=5) of the students obtained 80% or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
		CMHC 602 Advanced Mental Health Counseling Approaches and Interventions	Fall 82: 75% (n=4) of the students obtained 80% or higher. Spring 81: 100% (n=3) of the students obtained 80% or higher. Spring 82: 100% (n=3) of the students obtained 80% or higher. Fall 81, Fall 82, Spring 81, and Spring 82 = 89.5%
	80% or more of the students will obtain 80% or higher	Fall and Spring (PT16) CMHC 607 Practicum in Clinical Mental Health Counseling	Fall 16: 88% (n=8) of the students obtained 80% or higher. Spring 16: 100% (n=5) of the students obtained 80% or higher. Fall 16 and Spring 16: 94%

Table 4
2024-2025 Aggregate Professional Dispositions

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
1. Knows and acts in accordance with each of the following aspects: the current version of the code of ethics of their profession; relevant laws, regulations, rules and policies at the organizational, local, state and federal levels; and relevant professional standards and guidelines. Maintains membership in professional counseling organizations.	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	16.67% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	82.35% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
2. Behaves in ways that reflect professional: values and attitudes, integrity, comportment, respect, honesty, confidentiality, identity, accountability, lifelong learning, and concern for the welfare of others.	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	83.33% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
3. Accepts personal responsibility for decisions, actions, and mistakes. Has developed a strong sense of professional judgment.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	83.33% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
4. Demonstrates flexibility in response to changing and/or challenging environmental and interpersonal demands. Demonstrates tolerance for ambiguity.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	66.67% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
5. Participates in extracurricular activities, as well as volunteerism within	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	83.33% (n=6) of students earned a rating of “3-Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
the institution, and the community	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	52.94% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	90.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
6. Recognizes the importance of research and integrates assessment data to adjust counseling approaches, consultation practices, or program implementation, based on the client's diverse needs.	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	0.00% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	94.12% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	80.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
7. Demonstrates independence by applying ethical standards to ensure client safety and well-being.	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	33.33% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	94.12% (n=17) of students earned a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
8. Engages in activities and learning practices that enhance counseling skills with individuals or groups demonstrating a commitment to continuous professional and personal growth.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	50.00% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	76.47% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
9. Consistently meets expectations regarding attendance, timeliness, preparation, and submission deadlines for assignments.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	83.33% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	80.00% or more of students will earn a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
10. Demonstrates a positive attitude toward learning (e.g., curiosity, time management, planning, willingness to learn from others, perseverance, active participation, proactive, constant improvement).	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	100.00% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
11. Complies with authorship of works; does not copy or plagiarize.	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	83.33% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
12. Diagnoses clients’ needs by interpreting data from diverse sources (e.g., formal/informal assessments,	60% or more of students will earn a rating of “3- Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	0.00% (n=6) of students earned a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
student/client behavior and feedback, and collateral responses).	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100% (n=10) of students earned a rating of “3-Meets Expectations” or higher.
13. Develops intervention plans compatible with diverse needs of clients.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	0.00% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100% (n=10) of students earned a rating of “3-Meets Expectations” or higher.
14. Applies, assesses, reflects upon, and adjusts counseling strategies to clients' different backgrounds and needs, demonstrating awareness and knowledge of individual and cultural differences.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	16.67% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
15. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	66.67% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
16. Demonstrate openness on various counseling models of intervention and the strategies consistent with those theoretical approaches.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	33.33% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
17. Develops and maintains effective relationships with a wide range of individuals, including professors, students, colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	50.00% (n=6) of students earned a rating of “3-Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
18. Shows oral, nonverbal, and written professional communication that is informative and well-integrated.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	100.00% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
19. Regularly examine their personal and professional roles in conflict and consider others’ points of view.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	16.67% (n=6) of students earned a rating of “3-Meets Expectations” or higher.

Student Success Indicator	Established Minimum Threshold(s)	Times When Data Was Collected	Aggregate Achievement Level at Each Point in Time Data Was Collected
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	88.24% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	90.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.
20. Is able and willing to receive and integrate feedback from faculty, supervisors, and peers.	60% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 18 credits.	66.67% (n=6) of students earned a rating of “3- Meets Expectations” or higher.
	70% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 36 credits.	100.00% (n=17) of students earned a rating of “3- Meets Expectations” or higher.
	80% or more of students will earn a rating of “3-Meets Expectations” or higher.	Conducted individually with faculty during academic advising sessions upon completion of 57 credits.	100.00% (n=10) of students earned a rating of “3- Meets Expectations” or higher.

Figure 1

2024-2025 Aggregate Assessment of Student Success, Professional Dispositions, items 1 to 10

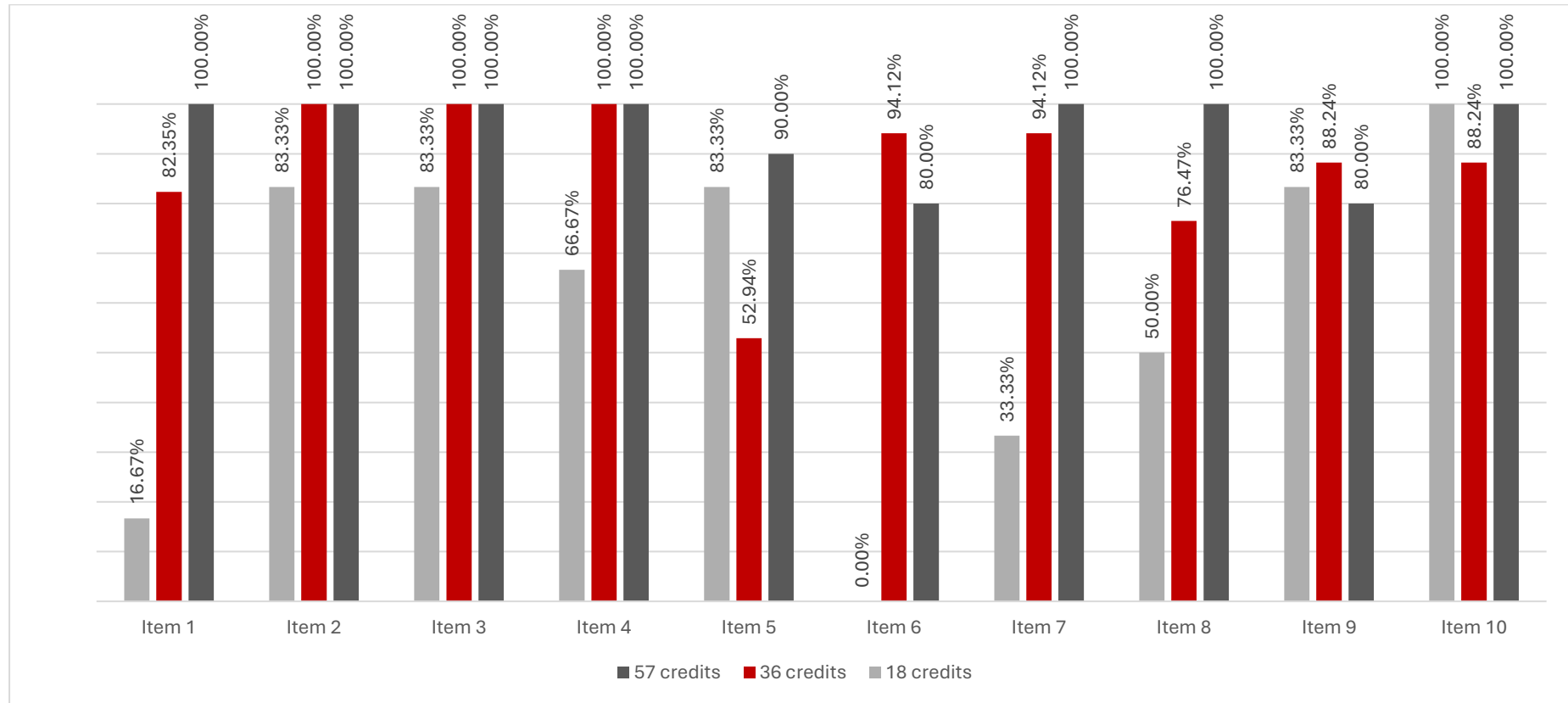
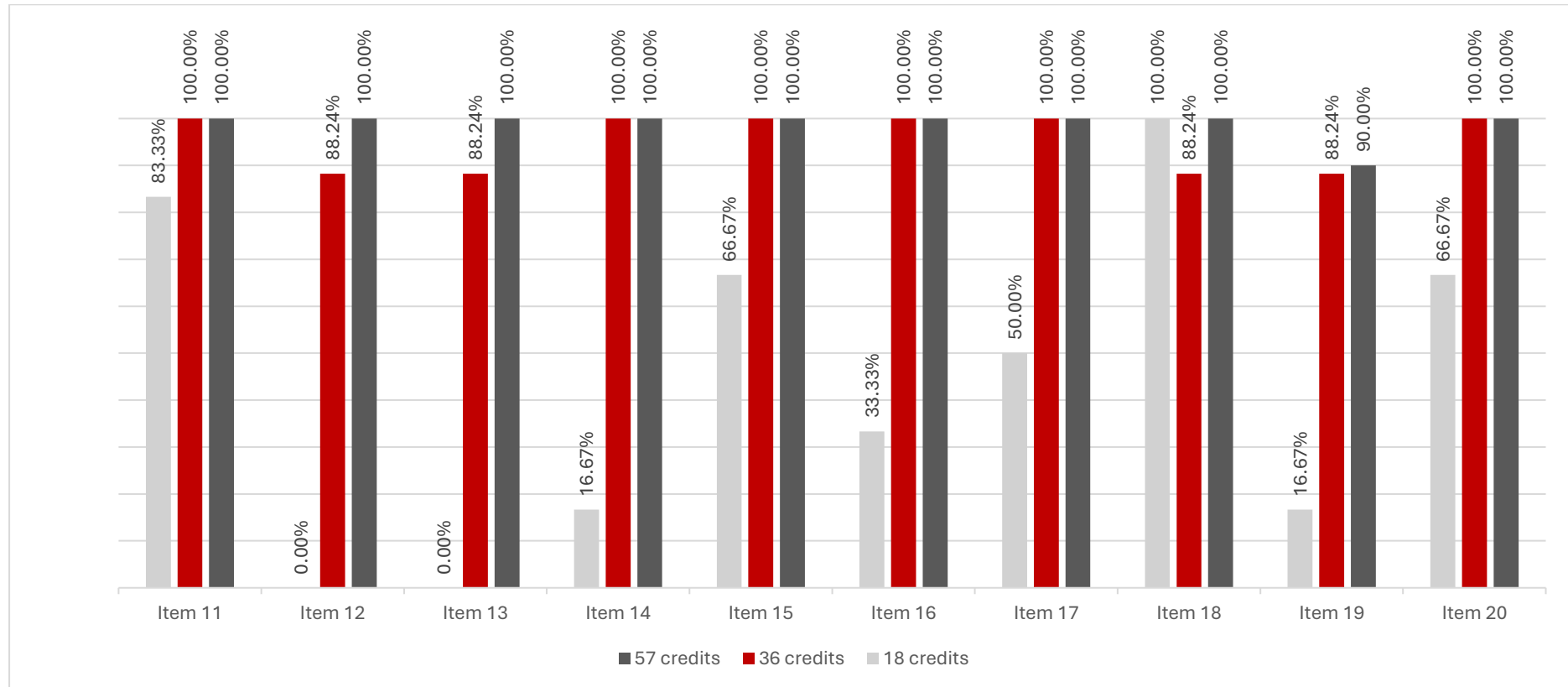


Figure 2

2024-2025 Aggregate Assessment of Student Success, Professional Dispositions, items 11 to 20



Quality Indicator 2. Graduate Outcomes

1. Overview

Quality Indicator 2: Graduate Outcomes presents an analysis of graduate results related to licensure or certification, program completion rates, employment rates, and doctoral admission rates. The results are evaluated against established minimum thresholds to identify areas of success and opportunities for improvement. This section describes how and when the data were collected, reviewed, and analyzed, with the results presented in tables.

2. Credentialing Examination and Data Collection

Graduates of the Master of Science in Counseling with a specialization in Clinical Mental Health at Ana G. Méndez University take the credentialing examinations required for professional counselor licensure in the Clinical Mental Health Counseling specialized practice area. These examinations include either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), depending on jurisdictional requirements. Information regarding credentialing exam pass rates is primarily gathered through the program's Alumni Survey. In addition, the program's Alumni Liaison conducts follow-up via email and phone to ensure accurate and up-to-date reporting. Through these methods, graduates self-report whether they have taken the exam, specified the type of exam (NCE or NCMHCE), and provided the outcome of their performance. This combined process allows the program to systematically collect comprehensive data on credentialing exam results.

3. Pass Rate on Credentialing Examination, Threshold and Achievement

Pass rates for the program are determined using a 75% benchmark, meaning that 75% or more of students are expected to pass their credential examination on the first attempt. As presented in Table 5, there were no applicants in the Spring 2021–2022 cohort, and the Fall 2022–2023 cohort achieved a 100% pass rate (4/4), which met the program's established threshold.

Table 5

Pass Rates on Credentialing Examinations by Cohort

Cohort	Number of NCE or NCMHCE applicants	Number of Passes (First attempt)	Pass Rate	Met or Not Met (%)
Spring 2021-2022	0	-	-	-
Fall 2022-2023	4	4	100%	Met

Notes: Spring (January to May) and Fall (June to December)

4. Program Completion Rate Data Collection, Threshold and Achievement

To calculate program completion rates, cohorts are defined based on the academic semester of admission: Spring (January to May) or Fall (June to December). Completion is measured at two points: 100% of the standard program duration, which is 3 years, and 150% of the

standard time, which extends to 4.5 years to allow additional time for completion. The Planning and Institutional Statistics Office at Ana G. Méndez University is responsible for calculating these rates, using Anthology as the primary system for recording and retrieving the necessary data.

The minimum threshold (benchmark) is that 50% or more of students should complete their degree within three years (100% of the standard program duration). The results of program completion rates, including the 100% and 150% timeframes, are presented in Table 6. For the Spring 2021–2022 cohort, 17 students started the program, with 2 completing within 100% of the standard program duration (11.76%) and none completing within 150% of the time (0%). For the Fall 2022–2023 cohort, 84 students started the program, with 19 completing within 100% of the standard duration (22.62%) and none completing within 150% of the time (0%). Table 7 presents the ultimate completion rates by cohort, showing the overall completion rate of students who completed the program regardless of timeframe. This data indicates that the benchmark was not met, indicating the need for actions to improve program completion rates.

Table 6

Degree completion rate by cohort

Cohort	Number of Students Started	Number of Graduates	Number of Graduates (100%)	Number of Graduates (150%)	Degree Completion Rate (100%)	Degree Completion Rate (150%)
Spring 2021-2022	17	2	2	0	$2/17 = 11.76\%$	$0/17 = 0\%$
Fall 2022-2023	84	19	19	0	$18/84 = 22.62\%$	$0/84 = 0\%$

Notes: Spring (January to May) and Fall (June to December).

Table 7

Degree ultimate completion rate by cohort

Cohort	Number of Students Started	Ultimate Completion	Ultimate Completion Rate
Spring 2021-2022	17	2	11.76%
Fall 2022-2023	84	19	22.62%

Notes: Spring (January to May) and Fall (June to December).

5. Employment and Doctoral Admission Rates Data Collection, Threshold and Achievement

The program administered the Alumni Survey between June and August 2025. Employment data and doctoral admission rate data were collected from Section 2 of the survey, *Employment Status and Doctoral Studies*. The benchmarks are as follows: 70% or more of graduates should secure employment in counseling or related fields within six months of graduation, and 5% or more should continue doctoral studies within six months of

graduation. Table 8 presents the employment rates by cohort. For the Spring 2021–2022 cohort, two students graduated, one responded to the survey, and none reported employment in counseling or related fields, resulting in a 0% employment rate. For the Fall 2022–2023 cohort, 19 students graduated, 10 responded to the survey, and five reported employment in counseling or related fields, resulting in a 50% employment rate. Table 9 presents the doctoral admission rates by cohort. For both the Spring 2021–2022 and Fall 2022–2023 cohorts, no graduates reported continuing to doctoral studies within six months of graduation, resulting in a 0% doctoral admission rate. These data indicate that neither benchmark was met, suggesting the need for follow-up strategies to support graduates in securing employment in counseling-related positions and pursuing advanced studies.

Table 8

Employment rates by cohort

Cohort	Number of Graduates	Survey Respondents	Employed	Employed in Counseling or Related Field	Employment Rate (%)
Spring 2021-2022	2	1	1	0	0
Fall 2022-2023	19	10	8	5	50%

Notes: Spring (January to May) and Fall (June to December).

Table 9

Doctoral admission rates by cohort

Cohort	Number of Graduates	Survey Respondents	Continue Doctoral Studies	Employment Rate (%)
Spring 2021-2022	2	1	0	0
Fall 2022-2023	19	10	0	0

Notes: Spring (January to May) and Fall (June to December).

6. Method and Timeline for Data Review and Analysis

Program faculty and stakeholders systematically review and analyze data related to credentialing examination pass rates, degree completion rates, and employment and doctoral admission rates. A preliminary data collection report was prepared and discussed in a dedicated faculty meeting on March 4, 2025, to examine results and identify areas for improvement. On September 4, 2025, the Advisory Committee conducted a comprehensive review of the data, evaluating it against established benchmarks. This process facilitated the identification of meaningful patterns and the formulation of recommendations for data-informed actions to enhance program quality.

Quality Indicator 3. Diverse Learning Community

1. Overview

Quality Indicator 3: Diverse Learning Community presents an analysis of student demographics, detailing key data about applicants and enrolled students. It includes information such as the full-time or part-time enrollment status, average age of students, gender distribution, ethnicity breakdown, and state of residence, organized by cohort. Additionally, it offers insights into the demographics of full-time faculty, focusing on faculty recruitment and retention, race/ethnicity and gender representation. This data helps to provide a clear understanding of the diversity within the student's program and a faculty profile, allowing for better-informed decisions regarding recruitment strategies and diversity initiatives. By examining these factors, the program can better address the needs of its students and plan for future growth.

2. Method for Collecting Student Demographic Data

Student demographic data is stored within the Anthology platform. The AGMU Planning and Institutional Statistics Office provides data on applicants, enrolled students, and their demographic characteristics. To support the missions of the program and AGMU, the demographic data collected includes age, gender, race/ethnicity, and state of residence for students. This approach supports ongoing efforts to evaluate and promote diversity and inclusion across the program. By systematically collecting these demographics, the program can identify opportunities to strengthen recruitment, retention, and support strategies, fostering an equitable and inclusive learning environment.

3. Student Demographic Data Collection, Threshold and Achievement

The program faculty established specific thresholds to monitor student demographics and ensure alignment with the program's mission and institutional priorities related to diversity and inclusion. The established thresholds are: a minimum of 25 applications per semester and 10 new student enrollments; 55% or more of students enrolled full-time (six or more credit hours per semester) and no more than 45% enrolled part-time (fewer than five credit hours); an average student age of 34 years; a gender distribution of approximately 50% female and 50% male; at least 3% of students representing underrepresented ethnic groups; and enrollment from at least 10 different states.

Data presented in Tables 10 through 15 show the following results. The number of applications ranged from 19 in Spring 2021–2022 to 86 in Fall 2022–2023, with enrolled students ranging from 9 to 84 across cohorts. Full-time enrollment ranged from 35.29% in Spring 2021–2022 to 100% in Spring 2024–2025. The average age of students at enrollment ranged from 36 to 41 years. Gender distribution data indicate male percentages between 11.11% and 47.06% and female percentages between 52.94% and 88.89% across cohorts. Regarding ethnicity, Hispanic students represented the majority in all cohorts, ranging from 77.38% to 95.24%, while students from underrepresented groups (including Black or African American, Asian, and others) ranged between 3% and 6%. Enrollment by state included

students primarily from Puerto Rico, Florida, Massachusetts, and Texas, as well as other states, totaling representation from 10 or more states in multiple cohorts. The gender distribution and representation of students from underrepresented ethnic groups did not consistently meet the established thresholds across all cohorts, indicating the need for a targeted recruitment strategy to achieve these demographic goals in future enrollment cycles.

Table 10

Number of applicants and enrolled students by cohort

Cohort	Applicants	Enrolled
Spring 2021-2022	19	17
Fall 2022-2023	86	84
Spring 2022-2023	54	49
Fall 2023-2024	22	21
Spring 2023-2024	21	18
Fall 2024-2025	-	-
Spring 2024-2025	10	9

Notes: Spring (January to May) and Fall (June to December). During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

Table 11

Enrollment status by cohort (Full-Time / Part-Time)

Cohort	Full-Time	Part-Time
Spring 2021-2022	6 / 17 = 35.29%	11 / 17 = 64.71%
Fall 2022-2023	47 / 84 = 55.95%	37 / 84 = 44.05%
Spring 2022-2023	26 / 49 = 53.06%	23 / 49 = 46.94%
Fall 2023-2024	13 / 21 = 61.91%	8 / 21 = 38.09%
Spring 2023-2024	13 / 18 = 72.22%	5 / 18 = 27.78%
Fall 2024-2025	-	-
Spring 2024-2025	9/9= 100%	0/9= 0%

Notes: Spring (January to May) and Fall (June to December). During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

Table 12*Average age of students at enrollment by cohort*

Cohort	Average Age
Spring 2021-2022	40
Fall 2022-2023	38
Spring 2022-2023	38
Fall 2023-2024	36
Spring 2023-2024	41
Fall 2024-2025	-
Spring 2024-2025	38

Notes: Spring (January to May) and Fall (June to December). During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

Table 13*Gender distribution of enrollments by cohort*

Cohort	Male	Female	Not specified
Spring 2021-2022	8 / 17 = 47.06%	9 / 17 = 52.94%	0
Fall 2022-2023	10 / 84 = 11.90%	74 / 84 = 88.10%	0
Spring 2022-2023	9 / 49 = 18.37%	40 / 49 = 81.63%	0
Fall 2023-2024	3 / 21 = 14.29%	18 / 21 = 85.71%	0
Spring 2023-2024	2 / 18 = 11.11%	16 / 18 = 88.89%	0
Fall 2024-2025	-	-	-
Spring 2024-2025	3/9=33.33%	6/9=66.67%	0

Note: Spring (January to May) and Fall (June to December). During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

Table 14*Ethnicity distribution of enrollments by cohort*

Cohort	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Non resident alien	Not specified	Race and ethnicity unknown	Two or more races	White
Spring 2021-2022	0	0	0	16 94.12%	0	0	1 5.88%	0	0	0
Fall 2022-2023	0	0	0	65 77.38%	0	3 3.57%	16 19.05%	0	0	0
Spring 2022-2023	0	0	0	40 81.63%	0	0	9 18.37%	0	0	0
Fall 2023-2024	0	0	0	20 95.24%	0	0	0	0	0	1 4.76%
Spring 2023-2024	0	0	1 5.56%	16 88.88%	0	0	0	0	1 5.56%	0
Fall 2024-2025	-	-	-	-	-	-	-	-	-	-
Spring 2024-2025	0	0	0	7 77.78%	0	0	0	0	1 11.11%	1 11.11%

Note: Spring (January to May) and Fall (June to December). During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

Table 15*Number of students enrolled by state and cohort*

Cohort	Puerto Rico	Florida	Massachusetts	Texas	Other States	Total
Spring 2021-2022	10	4	1	0	2	17
Fall 2022-2023	45	22	1	3	13	84
Spring 2022-2023	30	13	1	4	1	49
Fall 2023-2024	11	5	3	1	1	21
Spring 2023-2024	16	1	0	1	0	18
Fall 2024-2025	-	-	-	-	-	-
Spring 2024-2025	6	0	1	0	2	9

Notes: Spring (January to May) and Fall (June to December). "Other States" includes all states not listed as Puerto Rico, Florida, Massachusetts, or Texas. The states that fall under "Other States" are AZ, WA, MD, OH, IN, PA, GA, VA, CT, SC, NH. During the Fall 2024–2025 admission cycle, no applications were accepted for the Clinical Mental Health Counseling program. This was an administrative decision made to ensure compliance with CACREP faculty-to-student ratio requirements.

4. Method for Collecting Faculty Demographic Data

The Department of Human Resources provides demographic data on full-time faculty upon request, including information on applicants for open faculty positions as well as currently employed faculty, with details on race/ethnicity and gender.

5. Faculty Demographic Data Collection, Threshold and Achievement

The counselor education program established specific thresholds for faculty demographics to support program stability and promote diversity and inclusion. The benchmarks, as determined by the program faculty, are as follows: “At least 85% of the employed faculty will remain in their positions, contributing to the program’s stability.”; “3% or more of faculty are from underrepresented ethnic groups to ensure balance to promote an inclusive and diverse academic environment.”; and “At least 30% of the faculty will be either male or female members to ensure gender diversity and balance within the academic environment.”

Data presented in Tables 16 through 18 show faculty recruitment, retention, and demographic characteristics across academic years 2021–2022 to 2024–2025. The number of applicants for open faculty positions totaled 344, resulting in the employment of 7 full-time faculty, including the Program Director. The retention rate for all employed faculty during this period was 100%, meeting the stability benchmark. Regarding race/ethnicity, all employed faculty were Hispanic/Latino, indicating that the benchmark for ethnic diversity has not been achieved. Gender data indicate that across the four academic years, 3 male and 4 female faculty members were employed, satisfying the benchmark of at least 30% representation for each gender category.

Table 16*Full-Time faculty recruitment and retention by academic year*

Year	Applicants for Open Faculty Positions	Employed Faculty	Retention Rate
2021-2022	134	2	100%
2022-2023	5	1	100%
2023-2024	188	2	100%
2024-2025	17	2	100%
Total	344	7	100%

Note: The data includes the Program Director.

Table 17*Full-Time Faculty Data on Race / Ethnicity*

Year	Race / Ethnicity
2021-2022	2 Hispanic / Latino
2022-2023	1 Hispanic / Latino
2023-2024	2 Hispanic / Latino
2024-2025	2 Hispanic / Latino

Note: The data includes the Program Director.

Table 18*Full-Time Faculty Data on Gender*

Year	Male	Female
2021-2022	0	2
2022-2023	0	1
2023-2024	2	0
2024-2025	1	1
Total	3	4

Note: The data includes the Program Director

6. Method and Timeline for Data Review and Analysis

Program faculty and stakeholders systematically review and analyze data related to students and faculty demographics. A preliminary data collection report was prepared and discussed in a dedicated faculty meeting on March 4, 2025, to examine results and identify areas for improvement. On September 4, 2025, the Advisory Committee conducted a comprehensive review of the data, evaluating it against established benchmarks. This process facilitated the identification of meaningful patterns and the formulation of recommendations for data-informed actions to enhance program quality.

Quality Indicator 4. Fieldwork

1. Overview

Quality Indicator 4: Fieldwork presents an analysis of student fieldwork experiences in the program. It begins with a clear definition of placement and specifies the relevant time frame in which students complete their fieldwork. The section presents the placement rate by semester (Fall and Spring) and describes the procedure used by supervisors to evaluate student performance. The results are evaluated against established minimum thresholds set by program faculty for student placement and performance, identifying areas of success and opportunities for improvement. Additionally, the section explains how and when the data were collected, reviewed, and analyzed, with findings summarized in tables.

2. Definition of Placement and Relevant Time Frame

A placement is defined as when a student is accepted to complete their practicum or internship at an approved clinical site and has an active affiliation agreement with Ana G. Méndez University in place by the start date of their field experience. The relevant time frame for the placement corresponds to the academic term during which the student is scheduled to complete their practicum or internship.

The student placement rate is calculated by counting the total number of students seeking placements and the number of students who successfully secured them. The placement rate is determined using the following formula:

$$\text{Placement Rate \%} = \left(\frac{\text{Number of Students Placed}}{\text{Total of Students Seeking Placement}} \right) \times 100$$

3. Placement Rate Data Collection, Threshold and Achievement

The Program Practicum and Internship (P/I) Coordinator is responsible for collecting data on placement rates. The minimum threshold (benchmark) established by the counselor education program faculty is that 85% or more of students seeking placement are successfully placed.

As shown in Tables 19 and 20, placement rates for Fall 2024–2025 and Spring 2024–2025 indicate that most field experiences met or exceeded the benchmark. In Fall 2024–2025, Practicum placement achieved 87.5%, Internship I 100%, and Internship II 100%, all meeting the 85% benchmark. In Spring 2024–2025, Internship I and II placements reached 100%, while Practicum placement was slightly below the benchmark at 83.3%. A factor affecting placement rates in Fall 2024–2025 was that one student began the Practicum course without an assigned placement site. To prevent this issue from recurring and to enhance future placement rates, the program requires from January 2025 that all students secure a placement site prior to the start of the Practicum course. In Spring 2024–2025, one student postponed the practicum and did not begin the placement.

Table 19*Placement Rate, Fall 2024-2025 (August- December 2024)*

Field Experience	Total Students Seeking Placement	Number of Students Placed	Placement Rate (%)
Practicum	8	7	87.5%
Internship I	7	7	100%
Internship II	11	11	100%

Table 20*Placement Rate, Spring 2024-2025 (January-May 2025)*

Field Experience	Total Students Seeking Placement	Number of Students Placed	Placement Rate (%)
Practicum	6	5	83.3%
Internship I	8	8	100%
Internship II	8	8	100%

4. Supervisor Evaluation of Student Performance

Students are evaluated by the Site Supervisor using the Clinical Placement Student Evaluation Form, which measures student performance across ten (10) core areas: Human Growth and Development, Helping Relationships, Counseling Treatment and Techniques, Assessment, Group Work, Social and Cultural Diversity, Counselor Identity and Supervision, Professional Orientation and Ethical Practice, Clinical Mental Health Counseling, and Career Counseling. The form uses a 3-point performance rating scale (1 = below expectations, 2 = meets expectations, 3 = exceeds expectations, NA = not applicable or insufficient information) to assess student performance. The Site Supervisor completes the form and discusses the results with the student, identifying strengths and areas for improvement. The Practicum experience lasts sixteen (16) weeks, during which the Site Supervisor completes two evaluations: a formative evaluation in week 7 and a summative evaluation in week 13. Each Internship experience (Internship I and Internship II) also lasts sixteen (16) weeks, with the evaluation completed in week 13. All evaluation forms are signed by the student and the Site Supervisor. The student then uploads the final evaluation to Canvas, where the Faculty Supervisor verifies it, assigns the corresponding grade, and downloads it to be included in the student's clinical record.

5. Supervisor Evaluation of Student Performance Data Collection, Threshold and Achievement

At the end of the semester, the P/I Coordinator tabulates the data using Excel and creates aggregated tables. The minimum threshold (benchmark) established by the counselor education program faculty is that 80% or more of students will earn 80% or higher, and that an average score of 2.00 or higher in each core area indicates that students are meeting expectations.

As shown in Tables 21 and 22, placement evaluations for Fall 2024–2025 and Spring 2024–2025 indicate that most students met or exceeded the benchmark. In Fall 2024–2025, Practicum achieved 85.71%, Internship I 100%, and Internship II 90.91% of students scoring 80% or higher. In Spring 2024–2025, Practicum reached 100%, Internship I 87.5%, and Internship II 100%. Average scores across core areas (Tables 23 and 24) also demonstrate that students met expectations. For Fall 2024–2025, total average scores were 2.54 for Practicum, 2.72 for Internship I, and 2.49 for Internship II. In Spring 2024–2025, averages improved, with 2.64 for Practicum, 2.67 for Internship I, and 2.93 for Internship II. Across all core areas, students consistently scored above the 2.00 threshold, indicating competency in human growth and development, counseling techniques, assessment, group work, social and cultural diversity, counselor identity, professional ethics, clinical mental health counseling, and career counseling.

Table 21

Aggregated Results of Clinical Placement Student Summative Evaluation, Fall 2024-2025 (August- December 2024)

Field Experience	Total Students Evaluated	Number of Students with 80% or more	Result (%)
Practicum	7	6	85.71
Internship I	7	7	100
Internship II	11	10	90.91

Table 22

Aggregated Results of Clinical Placement Student Summative Evaluation, Spring 2025 (January- May 2025)

Field Experience	Total Students Evaluated	Number of Students with 80% or more	Result (%)
Practicum	5	5	100
Internship I	8	7	87.5
Internship II	8	8	100

Table 23

Average Results of Core Areas in the Clinical Placement Student Summative Evaluation, Fall 2024-2025 (August- December 2024)

Core Area		Average Score		
		Practicum	Internship I	Internship II
I.	Human Growth and Development	2.57	2.71	2.57
II.	Helping Relationships	2.54	2.71	2.51
III.	Counseling Treatment and Techniques	2.55	2.73	2.44
IV.	Assessment	2.59	2.64	2.41
V.	Group Work	2.42	2.87	2.23

Core Area		Average Score		
		Practicum	Internship I	Internship II
VI.	Social and Cultural Diversity	2.63	2.75	2.54
VII.	Counselor Identify and Supervision	2.60	2.81	2.71
VIII.	Professional Orientation and Ethical Practice	2.57	2.71	2.45
IX.	Clinical Mental Health Counseling	2.52	2.61	2.33
X.	Career Counseling	2.40	2.67	2.67
Total		2.54	2.72	2.49

Note. Total number of students: Practicum = 7, Internship I = 7, Internship II = 11.

Table 24

Average Results of Core Areas in the Clinical Placement Student Summative Evaluation, Spring 2024-2025 (January- May 2025)

Core Area		Average Score		
		Practicum	Internship I	Internship II
I.	Human Growth and Development	2.60	2.75	2.93
II.	Helping Relationships	2.64	2.77	2.89
III.	Counseling Treatment and Techniques	2.65	2.64	2.86
IV.	Assessment	2.60	2.61	2.86
V.	Group Work	2.67	2.67	2.89
VI.	Social and Cultural Diversity	2.80	2.66	2.97
VII.	Counselor Identify and Supervision	2.80	2.84	2.97
VIII.	Professional Orientation and Ethical Practice	2.80	2.71	2.98
IX.	Clinical Mental Health Counseling	2.46	2.60	2.94
X.	Career Counseling	2.38	2.42	3.00
Total		2.64	2.67	2.93

Note. Total number of students: Practicum = 5, Internship I = 8, Internship II = 8.

6. Method and Timeline for Data Review and Analysis

Program faculty and stakeholders systematically review and analyze data related to placement rates and student performance in fieldwork. A preliminary data collection report was prepared and discussed during a dedicated faculty meeting on March 4, 2025, to examine results and identify areas for improvement. On September 4, 2025, the Advisory Committee conducted a comprehensive review of the data, evaluating it against established benchmarks.

This process facilitated the identification of meaningful patterns and the formulation of recommendations for data-informed actions to enhance program quality.

COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

The following section Community Partner Engagement and Accountability emphasizes the collaboration between the program and community partners including alumni, field site supervisors, employers, and the designated advisory committee. The 2025–2026 Action Plan for Program Improvement, presented in a later section of this report, describes how the data will be used to guide program and curriculum enhancements, including strategies to supporting the continuous improvement of program quality.

COMMUNITY PARTNERS ACTIVITIES TIMELINE

The following timeline presents the schedule for the community partners' engagement activities.

Table 25
Community Partners Engagement Activities Timeline

Community Partner	Data Collection Period	Method for Data Collection	Responsible person or group
Alumni	June -August	Alumni Survey	Program Alumni Liaison
Fieldwork Site Supervisors	December and May	Clinical Placement Student Evaluation – Section Feedback from Supervisor	Practicum and Internship Coordinator
Employers	September	Employer Survey	Program Director
Advisory Committee	September	Annual Meeting Survey for Evaluate the Program Mission and Program Outcomes	Program Director

RESULTS AND ANALYSIS OF COMMUNITY PARTNER ENGAGEMENT

The following section provides a detailed summary and analysis of feedback from community partners. The program gathers and integrates feedback from those familiar with the counseling field and the communities served, including: 1) alumni, 2) field site supervisors, 3) employers, and 4) the Advisory Committee. This feedback is essential for ensuring the program remains aligned with external perspectives and maintains high standards of accountability in its community interactions. Based on these findings, faculty

identify areas for improvement and develop an action plan to be implemented during the current and following academic years to enhance program quality.

Community Partner 1. Alumni

1. Overview

Community Partner 1: Alumni present an analysis of alumni feedback. This section describes the procedure for collecting alumni feedback, the alignment of survey questions with program objectives, the results by survey questions, the achievement of program objectives, and the method and timeline for data review and analysis.

2. Alumni Feedback Data Collection

Feedback from alumni is systematically collected twice per academic year as part of the Comprehensive Evaluation Plan. The process is coordinated by the Program Director and the Alumni Liaison. The data collection instrument is the Alumni Survey developed in Microsoft Forms. The survey includes quantitative and qualitative items organized under the following sections:

- Employment Status and Doctoral Studies
- Licensure Examination
- Program Outcomes
- Academic and Learning Experience
- Academic Support
- General Satisfaction and Recommendations

Alumni who had graduated from the program approximately six months earlier received an invitation via institutional email to complete the survey. All data are securely stored and maintained by the Program Director for institutional record-keeping and reporting.

3. Alignment of Survey Questions and Program Objectives

The Alumni Survey was designed to generate direct evidence of the achievement of the Program Learning Outcomes (PLOs) and, separately, to capture evidence of Graduate Outcomes, including employment in counseling-related fields, licensure examination success, and continuation into doctoral studies. The Program Outcomes section (items 1–9) is directly aligned, on a one-to-one basis, with PLOs 1–9 and serves as the primary measure of graduates perceived attainment of each learning outcome. In addition, the Academic and Learning Experience and Academic Support sections provide complementary evidence regarding curriculum relevance, faculty accessibility, clinical experiences, supervision quality, and institutional resources. The General Satisfaction and Recommendations section captures alumni perspectives on the overall quality of the program and suggestions for continuous improvement.

4. Alumni Feedback Results

Alumni feedback for the 2024–2025 academic year indicates a consistently high level of satisfaction with the Master of Science in Counseling program, specializing in Clinical Mental Health. As shown in Table 26, when asked about the program’s effectiveness in preparing them for professional practice, 100% of alumni responded “Strongly Agree” or “Agree” for items 1 and 2, while aggregated agreement levels for other items ranged from 91.7% to 100%. Feedback on the academic and learning experience (Table 27) similarly reflected strong support, with combined “Strongly Agree” and “Agree” responses ranging from 83.3% to 100% across items, highlighting the relevance of course content, faculty accessibility, professional development activities, and practicum and internship experiences. Regarding academic support and resources (Table 28), alumni reported overall agreement levels between 83.3% and 100% for most items, emphasizing the helpfulness of faculty, academic staff, advising, library resources, and institutional workshops. The item “The relevant academic information (important dates, course requirements, administrative procedures) was clear and accessible during my time at the institution” had the lowest combined agreement at 75%.

Table 26

2024–2025 Percentage Results of Alumni Feedback on Program’s Expected Student Learning Outcomes

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The program prepared me to explain professional practices, ethical and legal standards, historical foundations, and professional roles.	66.70	33.30	0	0	0
2. The program prepared me to employ cultural, social justice, advocacy, theoretical approaches, and strategies to counseling relationships with diverse populations.	66.70	33.30	0	0	0
3. The program prepared me to apply human growth and development theories and principles to counseling practices, promoting development and wellness across the lifespan.	66.70	25.00	8.30	0	0
4. The program prepared me to apply theories, strategies, and models of career development, counseling, and decision-making with culturally diverse populations.	66.70	25.00	8.30	0	0
5. The program prepared me to apply theories, skills, and approaches to counseling practice	66.70	25.00	8.30	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
integrating ethics, consultation, and crisis intervention.					
6. The program prepared me to apply theoretical, ethical, cultural, and social justice skills, methods, and principles to group counseling practice.	66.70	33.30	0	0	0
7. The program prepared me to administer testing and measurement instruments using ethical standards, cultural sensitivity, and appropriate statistical concepts for individual and group assessment.	66.70	25.00	0	8.30	0
8. The program prepared me to analyze research and statistical methods and strategies in evidence-based practice, supervision, and program evaluation, considering the ethical and cultural implications in the counseling profession.	66.70	25.00	0	8.30	0
9. The program prepared me to apply skills and practices to address a variety of issues in clinical mental health counseling practice, integrating ethical, cultural, diversity, and advocacy perspectives.	66.70	25.00	8.30	0	0

Note. N = 12

Table 27

2024-2025 Percentage Results of Alumni Feedback on Academic and Learning Experience

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The course content was relevant to the counseling field.	58.30	33.30	0	8.30	0
b. The faculty was accessible to provide feedback when I needed it during the courses.	50.00	41.70	8.30	0	0
c. The professional development activities (such as the pre-practicum workshops) contributed to my preparation for clinical practice.	58.30	41.70	0	0	0
d. The learning resources (materials, platforms) used in the program were effective.	66.70	25.00	0	8.30	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
e. I received sufficient guidance for the comprehensive exam.	58.30	33.30	0	8.30	0
f. I received support during my preparation for the comprehensive exam.	58.30	25.00	0	8.30	8.30
g. The comprehensive exam adequately assessed my competencies in clinical mental health counseling.	58.30	33.30	8.30	0	0
h. The program supported me in my search for a site to complete my practicum and internship.	50.00	33.30	8.30	8.30	0
i. The clinical practicum hours were sufficient to prepare me for the internship.	66.70	33.30	0	0	0
j. The internship experience prepared me for the demands of the professional field.	75.00	16.70	8.30	0	0
k. I received adequate feedback from my practicum and internship site supervisor(s).	66.70	25.00	0	0	8.30
l. I received adequate feedback from my faculty supervisor(s) during group supervision sessions.	83.30	16.70	0	0	0

Note. N=12

Table 28

2024-2025 Percentage Results of Alumni Feedback on Academic Support

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The professors provided me with the necessary support during my time in the program.	75.00	25.00	0	0	0
b. The academic staff (e.g., program director, practicum and internship coordinator, and faculty advisor) provided the necessary support during my time in the program.	83.30	16.70	0	0	0
c. The library resources (Learning Resources Center) were useful for my academic preparation.	50.00	33.30	8.30	8.30	0
d. The technological support provided (e.g., assistance with using the LMS Canvas) was adequate for my learning.	41.70	50.00	8.30	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
e. The workshops or activities offered by the institution (e.g., APA Workshop, Effective Communication and Teamwork Workshop) were useful for my academic and professional development.	41.70	41.70	16.70	0	0
f. I received personalized academic advising to progress in my program of study.	58.30	25.00	16.70	0	0
g. The relevant academic information (important dates, course requirements, administrative procedures) was clear and accessible during my time at the institution.	58.30	16.70	8.30	8.30	8.30
h. The support services provided by the institution's various offices (e.g., retention, quality of life, student services) were useful and effective for my development.	58.30	25.00	8.30	8.30	0

Note. N=12

Alumni reported a high level of overall satisfaction with the Master of Science in Counseling program, specializing in Clinical Mental Health, with an average rating of 4.5 on a 5-point scale (1 = very dissatisfied, 5 = very satisfied). Based on their feedback, the following recommendations were identified to enhance the program:

- “The comprehensive exam should be better aligned with practical training and evaluated by a single panel to ensure greater fairness.”
- “I would recommend identifying more practicum and internship sites to provide additional learning opportunities.”
- “Including more role-play activities for interventions would strengthen students’ ability to interact with clients.”
- “Improve accessibility of communication with the institution.”
- “Enhance the selection and availability of practicum sites.”
- “Some organizational aspects can be improved as the program continues to gain experience.”

5. Program Objectives Achievement

The Master of Science in Counseling with specialization in Clinical Mental Health, is effectively achieving its objectives, as evidenced by the 2024–2025 Alumni Feedback Survey results. Alumni reported high levels of satisfaction (averaging 4.5 out of 5) and agreement ranging from 91.7% to 100% across all nine Program Learning Outcomes (PLOs). Alumni also expressed strong satisfaction with academic and institutional support, with most items scoring above 83%, demonstrating the program’s commitment to fostering an effective

learning environment. Overall, the data confirm that the program is fulfilling its mission of preparing competent, ethical, and culturally responsive clinical mental health counselors, while continuously refining its practices to maintain academic and professional excellence.

6. Method and Timeline for Data Review and Analysis

Program faculty reviewed and analyzed the alumni survey data during regular full-time faculty meetings on September 23 and September 30, 2025. During these meetings, faculty examined the results and identified areas for improvement. This process facilitated data-informed actions to enhance program quality for the 2025–2026 academic year.

Community Partner 2. Fieldwork Site Supervisors

1. Overview

Community Partner 2: Fieldwork Site Supervisors presents an analysis of supervisor feedback. This section describes the procedure for collecting feedback from fieldwork site supervisors, the alignment of feedback with program objectives, the feedback results, the achievement of program objectives, and the method and timeline for data review and analysis.

2. Fieldwork Site Supervisors Data Collection

At the beginning of each semester, site supervisors receive the Clinical Placement Student Evaluation Form electronically as a PDF via institutional email. They are informed that the evaluation must be completed and returned by the end of the student's clinical experience. Throughout the semester, the Program Practicum and Internship (P/I) Coordinator maintains regular contact with site supervisors to provide clarification, guidance, and reminders regarding submission deadlines. Additionally, each student's faculty supervisor maintains consistent communication with the site supervisor to monitor student progress and ensure evaluations accurately reflect performance and professional development. This collaborative process among the site supervisor, faculty supervisor, and P/I Coordinator ensures timely, reliable, and comprehensive feedback on students' clinical competence, professionalism, and readiness for counseling practice.

Feedback from fieldwork site supervisors is collected twice per academic year, at the end of each practicum and internship term, in December (Fall) and May (Spring). It includes a qualitative open-ended question at the end, inviting supervisors to comment on the students' strengths and weaknesses and, if possible, provide examples of clinical performance. The form is described in detail in the section *Supervisor Evaluation of Student Performance* (page 33 of this report). The supervisor faculty monitors submissions of each student's final evaluation and verifies completion, and the P/I Coordinator aggregates all site supervisor's feedback. All aggregated data are securely stored and maintained by the Program Director for institutional record-keeping and reporting.

3. Alignment of Fieldwork Site Supervisors Feedback and Program Objectives

The qualitative section of the Clinical Placement Student Evaluation Form, which invites supervisors to comment on the students' strengths and weaknesses and provide examples of clinical performance, is aligned with the program's objectives by offering direct, descriptive evidence of students' development in the professional competencies outlined in the program learning outcomes (PLOs). Although brief, this open-ended prompt allows supervisors to elaborate on specific behaviors that demonstrate or need improvement in areas such as knowledge in practice, ethical decision-making, counseling skills, communication, cultural responsiveness, professionalism, among others.

4. Fieldwork Site Supervisors Feedback Results

The following includes 2024-2025 feedback from the site supervisors.

- "Identify and become familiar with the center's processes, as well as maintain proper control and completion of official documentation."
- "Student X still needs to learn more about different therapeutic models and techniques."
- "Be open to feedback and promote ongoing self-evaluation."
- "They appeared overwhelmed by their workload, suggesting the need for stronger stress management strategies and self-care routines."

5. Program Objectives Achievement

The program is effectively achieving its objectives, as evidenced by the consistent feedback from fieldwork site supervisors indicating that students demonstrate professionalism, ethical awareness, and the ability to integrate theoretical knowledge into clinical practice. Site supervisors observed that students show openness to feedback, active engagement in supervision, and the capacity for self-evaluation, skills that align directly with the Program Learning Outcomes (PLOs). Observations indicated both strengths and areas for continued growth among students. Supervisors noted that students are developing competence in documentation, communication, and client interaction, while also needing to strengthen their understanding of therapeutic models and techniques, as well as their stress management and self-care strategies. Overall, the feedback reflects balanced progress, confirming that students are meeting practicum and internship expectations while continuing to build the professional competencies essential for becoming competent, ethical, and reflective clinical mental health counselors ready for professional practice.

6. Method and Timeline for Data Review and Analysis

Program faculty reviewed and analyzed site supervisors' feedback during a regular full-time faculty meeting on September 30, 2025. During the meeting, faculty examined the results and identified areas for improvement. This process facilitated data-informed actions to enhance program quality for the 2025–2026 academic year.

Community Partner 3. Employers

1. Overview

Community Partner 2: Employers present an analysis of employers' feedback. This section describes the procedure for collecting feedback from employers, the alignment of feedback

with program objectives, the feedback results, the achievement of program objectives, and the method and timeline for data review and analysis.

2. Employers Data Collection

Feedback from employers is collected through the Employer Survey. This survey is was administered in September 2025 after the Alumni Survey, once graduates employed in a counseling-related field authorize the program to contact their employer. Invitations to participate are distributed by the Program Director via institutional email. The Employer Survey is administered electronically through Microsoft Forms and includes both quantitative and qualitative components organized into three main sections: Graduate Information, Program Outcomes, and Recommendations.

The Graduate Information section collects contextual details, such as the graduate's name, current position, and organization. The Program Outcomes section consists of 5-point Likert-scale items ranging from "strongly agree" to "strongly disagree," directly aligned with the nine Program Learning Outcomes (PLOs). This allows employers to rate the extent to which graduates demonstrate the professional knowledge, skills, and attitudes expected of clinical mental health counselors. Finally, the Recommendations section includes an open-ended question where employers may provide qualitative feedback or suggestions to enhance the program. All data are securely stored and maintained by the Program Director for institutional record-keeping and reporting.

3. Alignment of Employers Feedback and Program Objectives

The Employer Survey is designed to gather employers' perceptions of how effectively the program prepares graduates for professional counseling practice. In the Program Outcomes section, employers rate, using a Likert scale, the extent to which graduates demonstrate the knowledge, skills, and attitudes expected for each of the nine Program Learning Outcomes (PLOs). This design ensures direct alignment between employer feedback and the program's objectives.

4. Employers' Feedback Results

Employer feedback for the 2024–2025 academic year indicates that the program fully prepares graduates for professional counseling practice. As shown in Table 29, all nine Program Learning Outcomes (PLOs) received 100% "Strongly Agree" ratings. These results demonstrate that graduates are perceived as highly competent. In the Recommendations section of the survey, the response was: "There are no specific areas that require improvement."

Table 29

2024–2025 Percentage Results of Employer Feedback on Program's Expected Student Learning Outcomes

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The program prepared the graduate to explain professional practices, ethical and legal standards, historical foundations, and professional roles.	100.00	0	0	0	0
2. The program prepared the graduate to employ cultural, social justice, advocacy, theoretical approaches, and strategies to counseling relationships with diverse populations.	100.00	0	0	0	0
3. The program prepared the graduate to apply human growth and development theories and principles to counseling practices, promoting development and wellness across the lifespan.	100.00	0	0	0	0
4. The program prepared the graduate to apply theories, strategies, and models of career development, counseling, and decision-making with culturally diverse populations.	100.00	0	0	0	0
5. The program prepared the graduate to apply theories, skills, and approaches to counseling practice integrating ethics, consultation, and crisis intervention.	100.00	0	0	0	0
6. The program prepared the graduate to apply theoretical, ethical, cultural, and social justice skills, methods, and principles to group counseling practice.	100.00	0	0	0	0
7. The program prepared the graduate to administer testing and measurement instruments using ethical standards, cultural sensitivity, and appropriate statistical concepts for individual and group assessment.	100.00	0	0	0	0
8. The program prepared the graduate to analyze research and statistical methods and strategies in	100.00	0	0	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
evidence-based practice, supervision, and program evaluation, considering the ethical and cultural implications in the counseling profession.					
9. The program prepared the graduate to apply skills and practices to address a variety of issues in clinical mental health counseling practice, integrating ethical, cultural, diversity, and advocacy perspectives.	100.00	0	0	0	0

N=1

5. Program Objectives Achievements

The program is successfully achieving its objectives. Employer feedback indicates that graduates are perceived as highly competent in demonstrating the knowledge, skills, and attitudes expected for professional counseling practice.

6. Method and Timeline for Data Review and Analysis

Program faculty reviewed and analyzed the employer survey data during regular full-time faculty meetings on September 23 and September 30, 2025. During these meetings, faculty examined the results and identified areas for improvement. This process facilitated data-informed actions to enhance program quality for the 2025–2026 academic year.

Community Partner 4. Advisory Committee

1. Overview

Community Partner 4. Advisory Committee presents an analysis of feedback gathered from advisory committee members. This section describes the committee's composition and responsibilities, the procedure for collecting feedback, the alignment of feedback with program objectives, the results of the feedback, the achievement of program objectives, and the method and timeline for data review and analysis.

2. Constitution of the Advisory Committee

The Advisory Committee is composed of representatives from the program's key stakeholder groups, including faculty, administrators, current students, alumni, site supervisors, and employers. Membership is coordinated by the Program Director, ensuring balanced representation from academic, clinical, and community partners relevant to clinical mental health counseling.

3. Advisory Committee Responsibilities

The Advisory Committee provided consultative input and an external perspective to support program evaluation and continuous improvement. Specific responsibilities included:

- Participating in annual meetings to review quality indicator data.
- Providing recommendations to improve quality indicator results, including aspects of the curriculum, student support strategies, diversity efforts, recruitment, and other program components.
- Completing a survey to provide feedback on the program's mission statement and program objectives, ensuring alignment with institutional goals and professional standards.

4. Advisory Committee Data Collection

Feedback from Advisory Committee members is collected annually through two complementary methods. First, members participate in the Annual Advisory Committee Meeting, where they provide verbal and written feedback on the results of quality indicators. Their discussions and recommendations are documented in the official meeting minutes. Additionally, members complete the Stakeholder Feedback Form, a structured Microsoft Forms instrument distributed during and after the meeting. The form includes qualitative open-ended questions that allow members to provide detailed recommendations regarding academic quality indicators. The questions included are:

- What recommendations do you have for improving the assessment results of KPIs and Professional Dispositions?
- What recommendations do you have to improve the licensure examination results, program completion rate, and employment rate?
- What recommendations do you have for improving student and faculty demographics?
- What recommendations do you have to improve the fieldwork placement rate and student performance evaluation results?
- Are there any specific areas of improvement you would suggest for the courses?
- Do you have any suggestions for co-curricular or extracurricular activities to enhance the student experience?
- Are there any suggestions for improving support services provided within the program (e.g., admissions, registrar, bursar, financial aid, academic advising, career placement services)?

Additionally, the Mission Statement and Program Objectives Survey was distributed to Advisory Committee members in December 2024. The primary objective was to ensure that the mission and program objectives accurately reflect the needs and expectations of key stakeholders, including students, faculty, alumni, and community partners. The responses provided essential insights for identifying areas of improvement and ensuring the program's ongoing relevance and effectiveness. Participants rated each item on a scale from 1 ("Strongly Disagree") to 5 ("Strongly Agree") and responded to two open-ended questions

for more detailed feedback. A total of four responses were received, offering valuable guidance for continuous improvement. All data are securely stored and maintained by the Program Director for institutional recordkeeping and reporting.

5. Alignment of Advisory Committee Feedback and Program Objectives

The Stakeholder Feedback Form is intentionally designed to align with the program's objectives under Quality Indicator I: Aggregate Assessment of Student Success. Questions regarding recommendations for improving Key Performance Indicators (KPIs) and Professional Dispositions directly correspond to the program's objective of ensuring that students demonstrate the knowledge, skills, and ethical behaviors required for professional counseling practice. This alignment enables Advisory Committee feedback to inform data-driven decisions that enhance both academic quality and student learning outcomes. Similarly, the Mission and Program Objectives Survey align with these purposes by evaluating whether the program objectives accurately reflect the knowledge, skills, and ethical behaviors necessary for professional counseling practice.

6. Advisory Committee Feedback Results

The 2025 Advisory Committee feedback provided valuable recommendations to strengthen program quality and student outcomes. As summarized in Table 30, members emphasized maintaining rigorous assessment of KPIs and Professional Dispositions, enhancing communication with fieldwork sites, and continuing diversity and recruitment initiatives. Additional suggestions included expanding co-curricular learning opportunities, strengthening faculty mentoring, and reviewing course sequencing to optimize student readiness for practicum and internship.

In addition to these recommendations, the Mission Statement and Program Objectives Survey gathered committee members' perceptions of the program's alignment with its stated mission and objectives. 100% of respondents agreed or strongly agreed that the mission is easy to understand, promotes respect for human diversity, and emphasizes professional responsibility from a global social perspective. Similarly, all respondents agreed that the mission promotes comprehensive professional training and prepares students to become competent professionals. When asked whether the current mission statement needs any changes, responses were evenly divided, with 50% indicating "Yes" and 50% "No."

Qualitative comments suggested two key areas for improvement: one respondent recommended adding the phrase "*scientific and theoretical principles*" to reflect both empirical and conceptual foundations of the counseling discipline; another noted that *multicultural and ethical aspects* should be stated explicitly rather than implied.

Regarding program objectives, respondents agreed or strongly agreed that the objectives are easy to understand, promote ethical and professional responsibility, and prepare students to counsel individuals from diverse social and cultural backgrounds. They also confirmed that the objectives support the application of lifespan development theories, career planning and development, group counseling, and the use of research to enhance counseling practices.

Additionally, respondents agreed that the program prepares students to provide evidence-based clinical mental health counseling services. 25% of respondents neither agreed nor disagreed with the objective related to developing students' skills in conducting effective assessments and diagnoses. When asked whether the program objectives require revisions, 25% of respondents answered "Yes," while 75% indicated "No." Qualitative feedback suggested strengthening the curriculum related to measurement methods to ensure that students gain deeper knowledge and skills in mental health assessment practices.

Table 30*2025 Advisory Committee Feedback*

Question	Recommendations
What recommendations do you have for improving the assessment results of KPIs and Professional Dispositions?	• "Provide professional development opportunities and organize extracurricular activities that specifically address the codes of ethics through practical workshops where students can apply the ethical code to different cases." • "We could incorporate different types of assignments within the courses that better reflect students' development and, at times, include examinations."
What recommendations do you have to improve the licensure examination results, program completion rate, and employment rate?	• "Implement some types of pre-tests that can prepare students for what they will face when it is time to study for the licensure examination." • "An important factor is to monitor or establish an early alert system for students who are already showing signs that they are not prepared to take the exam, and then offer them different alternatives such as an elective course or another option that can strengthen their preparation so they do not enter the field with gaps or uncertainty about what to expect when taking the exam." • "We can work from within the courses to continue inspiring students and motivating them to see the value and benefits of taking the licensure exam upon graduation." • "Identify or establish a career placement office within the university to assist students who, once they have met all requirements—such as completing the licensure process, can receive support in finding employment opportunities." • "Referrals and support from the career placement office regarding various employment opportunities." • "A practical exam that is not a requirement but allows students to practice the types of items and assess their progress." • "Licensure review sessions or discussion panels based on the experiences of recent test-takers." • "A virtual job fair or an accessible database featuring available job opportunities."
What recommendations do you have for improving student and faculty demographics?	• "Review the percentage of male and female admissions, as there is a noticeable trend of a significantly higher number of female applicants pursuing university degrees; perhaps aiming for a 60%–40% distribution could help balance the gender representation." • "Establish communication channels with the institution's marketing department to explore how promotional materials or marketing campaigns can be developed to appeal to diverse ethnic populations." • "Targeted promotional efforts directed toward the specific populations we aim to reach."

Question	Recommendations
	• “Training sessions for interviewers on the candidate profiles the program seeks.” • “Open conversations with prospective students about our programs, held outside of formal interview or admissions processes.”
What recommendations do you have to improve the fieldwork placement rate and student performance evaluation results?	• "Increase the pool of collaboration agreements with other institutions and work with the institution's Director of Practicum and Internship to expand the network of available training sites." • "Some students living in certain states find it very difficult to locate a practicum site near their area of residence. Therefore, it would be helpful to evaluate, at least a year in advance, the location of students who will soon begin practicum or internship in order to assist in building partnerships in those specific areas. Identifying sites ahead of time could be very beneficial." • "Prepare students in the area of distance counseling by identifying practicum sites or establishing collaborations with professionals who can offer opportunities for online counseling or tele therapy experiences." • "To broaden students' experience in research, it would be beneficial to develop a research project in which students, along with their supervisor or a university representative, can actively participate in collaborative research tasks." • "Establish agreements with various institutions to ensure that our graduates or graduating students are referred for interviews when job openings become available."
Are there any specific areas of improvement you would suggest for the courses?	• “The focus of courses such as theories, development, family, and couples counseling should be more specific and less historical, allowing students to strengthen the practical skills needed for case application and to clearly identify the models they should use in practice.” • “The evaluation methods should vary, rather than relying solely on essays and discussion forums.” • “I believe that another area for improvement within the courses involves the discussion forums, as they do not fully reflect what a true discussion forum should be—they are often very similar to the essay assignments that are already required.” • “Assign an academic advisor or counselor who can provide continuous guidance and support throughout the entire program.” • “Incorporate group projects to encourage connection and collaboration among students.” • “Promote alternative assessment strategies beyond discussion forums, allowing students to experience a sense of belonging and apply course content in meaningful ways.”

Question	Recommendations
Do you have any suggestions for co-curricular or extracurricular activities to enhance the student experience?	• “Integrate simulations into courses, such as role-playing activities where students create and work through real-life counseling scenarios.” • “Invite experts into the classroom so that students can interact with practicing professionals and learn how their real-world experiences can be integrated into classroom discussions, offering students additional perspectives and applied learning opportunities.” • “Provide students with access to professional development workshops.” • “Promote association activities through the School of Liberal Arts to increase their reach, with the support of the campus director and the marketing department.” • “Invite guest speakers to participate in class sessions.” • “Organize connection-building activities among students.” • “Develop a three-day academy in Orlando to motivate students to travel and attend live workshops—designed as a mini convention for online students in the program.” • “Offer a small scholarship to encourage students to join a professional counseling organization.” • “Provide opportunities for students to participate as workshop presenters at professional conventions, sharing their perspectives as counselors-in-training.”
Are there any suggestions for improving support services provided within the program (e.g., admissions, registrar, bursar, financial aid, academic advising, career placement services)?	• “Actual follow-up from the Retention Office that goes beyond just a reminder message.”

7. Program Objectives Achievements

The program is successfully achieving its objectives, as evidenced by the 2025 Advisory Committee feedback and the Mission and Program Objectives Survey. Stakeholders expressed that the program prepares students with the knowledge, skills, and ethical foundations required for professional counseling practice. Results showed strong agreement that the mission promotes diversity, global responsibility, and comprehensive professional preparation, while qualitative feedback highlighted the program's strengths in multicultural competence and professional development. Additionally, the results confirmed that the program objectives are clearly stated and aligned with professional counseling standards.

8. Method and Timeline for Data Review and Analysis

Program faculty reviewed and analyzed the advisory committee feedback during a regular full-time faculty meeting on January 7, 2025, and September 30, 2025. During the meetings, faculty examined the results and recommendations and identified areas for improvement. This process facilitated data-informed actions to enhance program quality for the current and following academic years.

RESULTS AND ANALYSIS OF FACULTY FEEDBACK

1. Overview

The Results and Analysis of Faculty Feedback present an analysis of feedback gathered from full-time and part-time faculty through the End-of-Course Assessment Report. This section describes the data collection process, the results of the feedback, and the method and timeline for data review and analysis.

2. Faculty Feedback Data Collection

The End-of-Course Assessment Report form is designed to comply with the institutional policy on the Systematization of the Assessment Model for Institutional Effectiveness at Ana G. Méndez University (P94-014-24) and with the Standard Operating Procedure (SOP) for the End-of-Course Assessment Report (P94-014-24). Full-time and part-time faculty complete the form electronically. The report collects data and information on the assessment techniques used in the course, grade data, students' academic strengths, areas for improvement, actions taken to enhance student learning, and recommendations to improve the course, modules, and program. The Assessment Director provides the Program Director with the compiled findings and faculty recommendations upon request.

3. Faculty Feedback Results

As of July 31, 2025, a total of 39 reports were received. Table 31 summarizes the faculty feedback, which addressed areas such as curriculum and pedagogy improvement, implementation of professional development activities, enhancement of student support services, and other aspects related to program and institutional advancement.

4. Method and Timeline for Data Review and Analysis

Program faculty reviewed and analyzed the faculty feedback during a regular full-time faculty meeting held on September 30, 2025. During the meeting, faculty examined the recommendations and identified which of the collected recommendations should be prioritized for inclusion in the program improvement action plan, providing justification for their selections. This process supports data-informed decision-making and the implementation of actions to enhance program quality during the current and subsequent academic years.

Table 31

2024-2025 Faculty Feedback for Courses, Modules and Program

Courses	Modules	Program
• "It is recommended to continue strengthening synchronous or asynchronous discussion spaces for the collaborative analysis of complex ethical dilemmas. It would also be beneficial to include complementary sessions with guest experts addressing real clinical field experiences related to ethics, legality, and decision-making." (COUN 501) • "Use simulations in which students can assume the roles of counselors, advocates, and clients." (COUN 505) • "Some assignments are not adapted to the new versions of certain codes of ethics." (COUN 506) • "Update the course teaching materials. Review the order of course topics; it should be coherent and explicit." (COUN 507) • "Make the instructions posted in assignments more understandable and specific for students." (COUN 507) • "Reduce the number of assignments per module." (COUN 507) • "Improve the written explanation of the requested assignment instructions." (COUN 508)	• "Verify the course content to ensure concepts, document names, and professional references are updated." (COUN 500) • "It is suggested to incorporate more interactive elements in Canvas modules, such as brief explanatory videos, case studies with guiding questions, and self-assessment rubrics. It would also be useful to establish a folder of updated legal resources by jurisdiction, particularly for students interested in licensure across multiple states or territories." (COUN 501) • "Module PPT presentations could be more extensive." (COUN 503) • "Develop the full course content. Redesign the module assignments." (COUN 504) • "Verify that literature links are available." (COUN 506) • "Reduce the number of assignments per module." (COUN 507) • "Regarding the module sequence, modules 7 and 8 should be repositioned as 6 and 7. This would help with topic sequencing and content application. For example, the written assignment of Module 8 should be assigned earlier so students can address	• "Prepare students in the use of technology, including Canvas and Teams. Also, formally train students in the use of the APA Manual upon admission." • "Workshops on the responsible use of AI and APA." • "To improve student academic performance in future editions of COUN 506, it would be useful to offer brief modules or educational capsules on professional writing, psychometric interpretation, and ethical decision-making in assessment." • "Change the title of COUN 508 to 'Practical Skills in the Counseling Profession.'" • "At the program level, it is recommended to continue strengthening the integration between ethics, clinical practice, and supervision courses. It would be valuable to establish a cross-cutting assessment of ethical competencies at the beginning, middle, and end of the program, so that student progress can be monitored more

Courses	Modules	Program
• "Incorporate simulations as a requirement of this course, with full student participation." (COUN 510) • "I believe the rubric should include a score (as in forums) for late-submitted assignments." (CMHC 603B) • "Implement problem-based learning (PBL) so that students develop real-case problem-solving competencies, especially in areas such as mental health and sexuality." (CMHC 603B) • "Encourage greater use of simulated vignettes to exemplify the application of family and couples techniques." (CMHC 605) • "Add other therapy models, such as the Strategic Family Therapy model." (CMHC 605) • "Incorporate ASAM (American Society of Addiction Medicine) levels of care." (CMHC 606) • "It is recommended that course assignments involve working with real cases currently in therapy, using pseudonyms to safeguard patient confidentiality. Additionally, forum discussions that promote reflection and introspection on practice processes are recommended." (CMHC 607)	identified areas and demonstrate understanding of the material." (COUN 508) • "The Module 7 assignment should have two weeks for completion. The course should include content on collaborations." (COUN 508) • "Better organize the thematic content. Post content in narrative form, not only in PowerPoint." (COUN 508) • "Integrate or expand counseling skills information in COUN 508 and provide practical assignments, such as a recorded interview." • "For the Module 8 assignment related to case conceptualization, students should not be asked to diagnose, as this is a specialty skill that students may not yet know how to perform." (COUN 508) • "Check and correct grammar and spelling in the presented content. Keep content updated, including references. Some references are outdated." (COUN 509) • "For improvement, instructional modules should include diagrams and pre-recorded videos to reinforce learning in each module." (COUN 509) • "The content should be reviewed, and existing grammatical and spelling errors corrected in CMHC 602."	accurately and timely educational interventions can be implemented." • "Integrate a diversity of evaluation criteria, such as more video-type forums and midterm or final objective exams." • "Review the evaluation rubric for the capstone exam." • "Manage student numbers in a master's course. The number of students is too high for the course requirements." • "Provide more contemporary e-books in the field of counseling."

Courses	Modules	Program
	• "There should be a quality control process to verify modules in terms of grammar, spelling, syntax, and APA formatting." (CMHC 602) • "To improve instructional modules in Canvas, I recommend the following: formative assessments and continuous feedback – incorporate brief quizzes at the end of each module for self-assessment and immediate feedback, which will help identify areas for improvement in a timely manner." (CMHC 603B) • "The modules are well-prepared, although errors sometimes appear that should be reported, such as the first page of the course stating 200 hours instead of 100 hours." (CMHC 607) • "Update the course information, syllabus, and modules to reflect current practice and internship guidelines." (CMHC 607)" • "Align rubrics with the assigned work." (CMHC 608)	

ACTION PLAN TO IMPROVE THE PROGRAM

Based on a comprehensive review of feedback collected from alumni, site supervisors, employers, Advisory Committee members, and faculty, as well as unmet thresholds of quality indicators, program faculty met on September 30, 2025, to address the question: 'Of all the recommendations collected, which do you consider should be prioritized for inclusion in the program improvement action plan, and why?' Based on this discussion, the program developed the Action Plan for Continuous Improvement. The plan includes initiatives focused on curriculum and pedagogy, faculty development, student support services, and other areas to enhance overall program quality. Table 32 summarizes the actions completed during the 2024–2025 academic year, which focused on course and assignment design, rubric alignment, accessibility of learning resources, and the integration of ethical practice and real case applications across clinical and academic courses. Table 33 outlines the action plan for the 2025–2026 academic year, emphasizing the expansion of practicum sites, incorporation of clinical simulations, diversification of assessment methods, and strengthening student readiness through technology and APA training. The action plan will be implemented collaboratively by program faculty and relevant administrative units, ensuring coordinated efforts to achieve the intended improvements.

This ongoing cycle of review, feedback, and targeted action ensures that the program continues to meet its objectives and promotes continuous improvement in student learning and professional preparation. These initiatives reflect the program's unwavering commitment to excellence, innovation, and ongoing growth in preparing competent, ethical, and culturally responsive clinical mental health counselors.

Table 32*Action completed during 2024-2025 academic year*

Recommendation/Action	Responsible Person(s)	Completion Date	Success Indicator
A. Regarding the sequence of the Modules, Modules 7 and 8 should be moved to become Modules 6 and 7. This would help with the sequence of topics and content application. For example, the written assignment of Module 8 should be assigned earlier so that students can address identified areas and demonstrate comprehension of the material. (COUN 508)	Dr. Julio Cruz	March 2025	Modules reorder in COUN 508.
B. The Module 7 assignment should allow two weeks for completion. The course should include content on collaborations. (COUN 508)	Dr. Julio Cruz	March 2025	Module 7 assignment revised, and collaboration content added in COUN 508.
C. Improve the written explanation of assignment instructions. (COUN 508)	Dr. Julio Cruz	March 2025	Assignments instructions revised in COUN 508.
D. Verify that the literature links are available. (COUN 506)	Dr. Julio Cruz	May 2025	All links are accessible in the COUN 506 course.
E. Provide professional development and conduct extracurricular activities that specifically address the codes of ethics, designed as practical workshops where students can apply the code of ethics to different cases.	Dr. Carmen England	May 2025, September 2025	At least two ethics workshops are conducted.
F. Managing the number of students in a master's-level course. The number of students is too high for the course requirements.	Dr. Alma Vega & Dr. Julio Cruz	July 2025	Maximum student capacity is set at 12 per course.
G. Develop all course content. Redesign module assignments. (COUN 504)	Dr. Vicmarie Vargas	July 2025	COUN 504 course created in Canvas LMS with all content and module assignments developed.
H. Align the rubrics with the assigned coursework. (CMHC 608)	Dr. Vicmarie Vargas	August 2025	CMHC 608 assignments are aligned with their rubrics.

Recommendation/Action	Responsible Person(s)	Completion Date	Success Indicator
I. The modules are well prepared; however, sometimes errors appear that should be reported, such as in the first page of the course where the introduction indicates 200 hours when it should say 100 hours. Update course information, syllabus, and modules so that they reflect the current practicum and internship guidelines. (CMHC 607)	Dr. Vicmarie Vargas	August 2025	CMHC 607 syllabus, course content, and assignments reviewed.
J. It is recommended that course assignments involve working with real cases students are handling in therapy, using pseudonyms to safeguard patient confidentiality. Additionally, forum discussions that foster reflection and introspection on practice processes are recommended. (CMHC 607)	Dr. Vicmarie Vargas	August 2025	CMHC 607 student assignments reviewed.

Table 33

Action plan for 2025-2026 academic year

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
A. Incorporate simulations as a requirement for this course (COUN 510)	Dr. Vicmarie Vargas	October 2025	Implementation of the Clinical Skills Development and Simulation Lab.
B. I would recommend locating more sites for practicum/internships to provide greater learning opportunities.	Dr. Mary Ann Martínez	January 2026	At least 3–5 new practicum/internship sites are secured and available for student placement.
C. Prepare students in the use of technology, including Canvas and Teams. Likewise, formally train students in the use of the APA Manual upon admission. Workshops on the responsible use of AI and APA.	Dr. Julio Cruz & Dir. Dirza Alméstica	January 2026	All new students completed the required orientation covering Canvas, Teams, APA

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
			guidelines, and the AI policy.
D. To improve students' academic performance in future editions of the COUN 506 course, it would be useful to offer brief modules or educational capsules on professional writing, psychometric interpretation, and ethical decision-making in assessment.	Dr. Lucilo Salas	February 2026	Implementation of the Clinical Skills Development and Simulation Lab.
E. The way evaluation is done should not always be through essays or forums. We can use other types of assignments within the courses that better reflect student development and include exams at certain points.	Dr. Julio Cruz, Dr. Dorelys Rivera, Dr. Mary Ann Martínez, Dr. Carmen England, Dr. Billy Santiago, Dr. Vicmarie Vargas, Dr. Lucilo Salas	May 2026	Course assignments analyzed, with recommendations to modify or adjust assignment types as needed.
F. Provision of more contemporary e-books in the field of counseling.	Dr. Julio Cruz & Dir. Dirza Alméstica.	July 2026	E-books program list updated.