Ana G. Méndez University
School 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. Employment rate
    c. Degree completion rate
    d. 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.

The Academic Quality Indicators (AQIs) included in this Comprehensive Evaluation Plan are aligned with the Program Learning Objectives (PLOs) and provide both direct and indirect evidence of achievement of PLOs. Aggregate Assessment of Student Success provides direct evidence through the program's Key Performance Indicators (KPIs) and Professional Dispositions Assessment. Graduate Outcomes provide indirect evidence through credentialing examination pass rates, program completion, employment, and doctoral admission outcomes. Fieldwork provides direct evidence of students' application of the Program Learning Objectives during supervised clinical practice through placement outcomes and Clinical Placement Student Evaluations.

Program Learning Objectives (PLOs)

PLO 1. Explain professional practices, ethical and legal standards, historical foundations, and professional roles.

PLO 2. Employ cultural, social justice, advocacy, theoretical approaches, and strategies to counseling relationships with diverse populations.

PLO 3. Apply human growth and development theories and principles to counseling practices, promoting development and wellness across the lifespan.

PLO 4. Apply theories, strategies, and models of career development, counseling, and decision-making with culturally diverse populations.

PLO 5. Apply theories, skills, and approaches to counseling practice integrating ethics, consultation, and crisis intervention.

PLO 6. Apply theoretical, ethical, cultural, and social justice skills, methods, and principles to group counseling practice.

PLO 7. Administer testing and measurement instruments using ethical standards, cultural sensitivity, and appropriate statistical concepts for individual and group assessment.

PLO 8. Analyze research and statistical methods and strategies in evidence-based practice, supervision, and program evaluation, considering ethical and cultural implications.

PLO 9. Apply skills and practices to address issues in clinical mental health counseling practice, integrating ethical, cultural, diversity, and advocacy perspectives.

Table 1
Comprehensive Evaluation Plan

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
1. Aggregate Assessment of Student Success	PLOs 1-9	For each **KPI** aligned with the Program Learning Objectives (PLOs), 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

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
				specific actions that will be prioritized during the academic year**.**
	PLOs 1-9	The **Professional Dispositions** Assessment is administered by the faculty advisor during academic advising sessions when students complete 18, 36, and 57 credits of the master's program. All data is recorded and stored in the program's Faculty Advising SharePoint.	60% or more of students will earn a rating of "3- Meets Expectations" or higher 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.	Data from Professional Disposition 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**.**

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
2. Graduate Outcomes	PLOs 1-9	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 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%	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

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
		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.		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

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
				follow-up meeting is held 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	No longer applicable
4. Fieldwork	PLOs 1-9	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: Placement Rate = (Number of Students Placed ÷ Total Number of Students Seeking Placement) × 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

Academic Quality Indicator	Program Learning Objectives	Process for Data Collection	Minimum Thresholds (Benchmark)	Method and Timeline for Data Review or Analysis
				will be prioritized during the academic year.

Multi-Year Trend Analysis

Evaluation data for all Academic Quality Indicators (AQIs) are retained annually and maintained by the Program Director. At the beginning of each academic year, the Program Assessment Leader, in collaboration with the Program Director, aggregates and analyses current-year results and compares them with data from previous academic years to identify longitudinal trends, evaluate progress toward established thresholds, assess the effectiveness of prior improvement initiatives, and identify areas requiring curriculum and program improvement. Multi-year trend analyses will be reviewed by the Annual Advisory Committee and M.S. Counseling with specialization in Clinical Mental Health faculty to identify strengths, determine areas requiring improvement, develop action plans when thresholds are not met, and implement curriculum and program modifications. Subsequent analyses will evaluate the effectiveness of implemented changes as part of the program's continuous improvement process.

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	December & 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	January & 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 2026–2027 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 results of the program's systematic assessment of student achievement across the 2024–2025 and 2025–2026 academic years. The assessment includes nine Key Performance Indicators (KPIs) and 20 Professional Dispositions, as established in the program's Comprehensive Program Evaluation Plan. This section describes the assessment procedures, established performance thresholds, data collection points, and aggregated student achievement levels. Results from both academic years are compared to identify changes in student performance, determine whether established benchmarks were met, and identify areas requiring continued attention. The findings are presented through comparative tables and narrative analyses that examine student performance across the two assessment cycles. These results support faculty and stakeholder review of student achievement and inform the program's continuous improvement process.

2. Key performance indicators (KPIs)

Key Performance Indicators (KPIs) were assessed using data collected during the 2024–2025 and 2025–2026 academic years, in accordance with the program's Comprehensive Program Evaluation Plan. The nine KPIs were evaluated through 20 assessment measures embedded in designated courses throughout the curriculum. Each assessment measure was evaluated against the minimum performance threshold established by program faculty, requiring at least 80% of students to achieve an individual score of 80% or higher. Data were collected during designated academic terms, aggregated by academic year, and compared to examine student achievement and performance trends. The comparative analysis indicates that 17 of the 20 assessment measures improved between the two academic years, one remained stable, and two declined. The number of measures meeting the established threshold increased from 11 in 2024–2025 to 16 in 2025–2026. Although the results demonstrate overall improvement, four measures remained below the established threshold in 2025–2026. These measures were associated with KPI 1, KPI 5, KPI 6, and KPI 7. All four demonstrated improvement compared with the previous academic year but continued to fall below the program's minimum performance expectation. Table 3 presents the aggregated results for both academic years, including the established performance thresholds, student achievement levels, benchmark attainment, and performance trends.

3. Professional Dispositions

Professional Dispositions were assessed during the 2024–2025 and 2025–2026 academic years using the program's Professional Disposition Assessment form, which includes 20 indicators addressing students' professional behaviors, attitudes, ethical responsibilities,

interpersonal relationships, and counseling-related competencies. During both academic years, faculty advisors administered the assessment at three designated points in the master's program: upon completion of 18, 36, and 57 credits. The minimum performance thresholds established by program faculty required at least 60% of students to earn a rating of "3 – Meets Expectations" or higher at 18 credits, 70% at 36 credits, and 80% at 57 credits. Assessment results were aggregated by academic year and credit milestone to determine benchmark attainment and examine changes in student performance across the two assessment cycles. Table 4 presents the comparative results for all 20 Professional Dispositions at each assessment point.

Table 3

2025-2026 Aggregate Assessment of Student Success Trend Analysis

Student Success Indicator	Established Minimum Threshold(s)	Specific Measures Used to Assess KPI	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
KPI 1: Students will accurately explain and apply ethical standards, legal requirements, professional roles, and historical development in counseling.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Spring (PT81) COUN 500 The Counseling Profession	75.00%	No	85.71%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Spring (PT82) COUN 501 Ethical, Legal, and Professional Issues in Counseling	71.00%	No	100.00%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 610 Comprehensive Exam	45.06%	Yes	61.54	No	Improved
KPI 2: Students will demonstrate the ability to integrate cultural responsiveness, social justice, and advocacy strategies into counseling relationships.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 608 Internship I in Clinical Mental Health Counseling	100.00%	Yes	100.00%	Yes	Stable
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Summer (PT81) COUN 505 Counseling and Advocacy with Diverse Populations	83.00%	Yes	100.00%	Yes	Improved

Student Success Indicator	Established Minimum Threshold(s)	Specific Measures Used to Assess KPI	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
KPI 3: Students will apply human development theories to counseling practices that promote wellness and growth across the lifespan.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Summer (PT81) COUN 510 Crisis Intervention	100.00%	Yes	95.45%	Yes	Declined
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT 16) CMHC 609 Internship II in Clinical Mental Health Counseling	81.82%	Yes	89.47%	Yes	Improved
KPI 4: Students will apply career counseling theories, strategies, and decision-making models with culturally diverse populations.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Summer (PT81) COUN 506 Theories and Counseling in Career Development	83.00%	Yes	95.35%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Summer (PT81) COUN 505 Counseling and Advocacy with Diverse Populations	83.00%	Yes	95.24%	Yes	Improved
KPI 5: Students will apply counseling theories and core helping skills, integrating ethics, consultation, and crisis intervention.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Spring (PT82) COUN 502 Theories of Counseling and Psychotherapy	83.00%	Yes	100.00%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 610 Comprehensive Exam	64.65%	No	69.23%	No	Improved

Student Success Indicator	Established Minimum Threshold(s)	Specific Measures Used to Assess KPI	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
KPI 6: Students will apply theoretical, ethical, cultural, and social justice principles in the planning and facilitation of group counseling.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall (PT82) and Spring (PT81) COUN 509 Group Counseling: Dynamics and Practice	82.00%	Yes	100.00%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 609 Internship II in Clinical Mental Health Counseling	72.32%	No	75.00%	No	Improved
KPI 7: Students will ethically administer, interpret, and report assessment instruments using culturally responsive and statistically appropriate practices.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall (PT81 and PT82) COUN 507 Comprehensive Assessment in Counseling	63.50%	No	100.00%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 608 Internship I in Clinical Mental Health Counseling	64.29%	No	66.67%	No	Improved
KPI 8: Students will analyze and apply research and evaluation methods in counseling practice, supervision, and program evaluation.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Summer (PT81) COUN 503 Research Methods and Statistics	89.00%	Yes	81.81%	Yes	Declined
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 609 Internship II in Clinical Mental Health Counseling	94.50%	Yes	94.74%	Yes	Improved

Student Success Indicator	Established Minimum Threshold(s)	Specific Measures Used to Assess KPI	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
KPI 9: Students will apply clinical mental health counseling skills to address diverse client issues, integrating ethical, cultural, and advocacy perspectives.	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Spring and Summer (PT81) CMHC 605 Couples and Family Counseling	86.00%	Yes	100.00%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall (PT81 and PT82) and Spring (PT81 and PT82) CMHC 602 Advanced Mental Health Counseling Approaches and Interventions	89.50%	Yes	94.44%	Yes	Improved
	80% or more of students will meet the individual minimum performance expectation of 80% on the KPI	Fall and Spring (PT16) CMHC 607 Practicum in Clinical Mental Health Counseling	94.00%	Yes	100.00%	Yes	Improved

Table 4

2025-2026 Aggregate Professional Dispositions

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
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.	16.67%	No	23.53%	No	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	82.35%	Yes	87.50%	Yes	Improved
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	95.65%	Yes	Declined
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.	83.33%	Yes	76.47%	Yes	Declined
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
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.	83.33%	Yes	94.12%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	96.88%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
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.	66.67%	Yes	88.24%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	84.28%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	95.65%	Yes	Declined
5. Participates in extracurricular activities, as well as volunteerism within the institution, and the community	60% or more of students will earn a rating of "3-Meets Expectations" or higher.	83.33%	Yes	23.53%	No	Declined
	70% or more of students will earn a rating of "3-	52.94%	No	59.38%	No	Improved

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
	Meets Expectations" or higher.					
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	90.00%	Yes	86.96%	Yes	Declined
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.	0.00%	No	40.00%	No	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	94.12%	Yes	65.63%	No	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	80.00%	Yes	91.30%	Yes	Improved
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.	33.33%	No	80.00%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	94.12%	Yes	84.38%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
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.	50.00%	No	47.06%	No	Declined
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	76.47%	Yes	74.19%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	95.65%	Yes	Declined
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.	83.33%	Yes	70.59%	Yes	Declined
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	88.24%	Yes	90.63%	Yes	Improved
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	80.00%	Yes	96.65%	Yes	Improved
10. Demonstrates a positive attitude toward learning (e.g., curiosity, time management, planning, willingness to learn from others, perseverance, active participation,	60% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	64.71%	Yes	Declined
	70% or more of students will earn a rating of "3-	88.24%	Yes	96.88%	Yes	Improved

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
proactive, constant improvement).	Meets Expectations" or higher.					
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
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.	83.33%	Yes	83.35%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
12. Diagnoses clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student/client behavior and feedback, and collateral responses).	60% or more of students will earn a rating of "3-Meets Expectations" or higher.	0.00%	No	20.00%	No	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	88.24%	Yes	48.39%	No	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	86.96%	Yes	Declined

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
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.	0.00%	No	40.00%	No	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	88.24%	Yes	38.71%	No	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	91.30%	Yes	Declined
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.	16.67%	No	40.00%	No	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	43.75%	No	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	83.33%	Yes	83.35%	Yes	Improved
15. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with	60% or more of students will earn a rating of "3-Meets Expectations" or higher.	66.67%	Yes	70.59%	Yes	Improved
	70% or more of students will earn a rating of "3-	100.00%	Yes	80.65%	Yes	Declined

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
people different from themselves.	Meets Expectations" or higher.					
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable
16. Demonstrate openness on various counseling models of intervention and the strategies consistent with those theorical approaches.	60% or more of students will earn a rating of "3-Meets Expectations" or higher.	33.33%	No	23.53%	No	Declined
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	59.38%	No	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	91.30%	Yes	Declined
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.	50.00%	No	60.00%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	87.50%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	95.65%	Yes	Declined

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
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.	100.00%	Yes	58.82%	No	Declined
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	88.24%	Yes	90.63%	Yes	Improved
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	95.65%	Yes	Declined
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.	16.67%	No	70.59%	Yes	Improved
	70% or more of students will earn a rating of "3-Meets Expectations" or higher.	88.24%	Yes	87.10%	Yes	Declined
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	90.00%	Yes	100.00%	Yes	Improved
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.	66.67%	Yes	88.24%	Yes	Improved
	70% or more of students will earn a rating of "3-	100.00%	Yes	81.25%	Yes	Declined

Student Success Indicator	Established Minimum Threshold(s)	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
	Meets Expectations" or higher.					
	80% or more of students will earn a rating of "3-Meets Expectations" or higher.	100.00%	Yes	100.00%	Yes	Stable

Quality Indicator 2. Graduate Outcomes

1. Overview

Quality Indicator 2: Graduate Outcomes presents an analysis of graduate achievement across multiple cohorts in four areas: credentialing examination pass rates, degree completion rates, employment rates, and doctoral admission rates. The analysis includes the Spring 2021–2022, Fall 2022–2023, Spring 2022–2023, and Fall 2023–2024 cohorts. Graduate outcomes are evaluated against the minimum performance thresholds established by program faculty. Results are compared across cohorts to identify patterns of improvement, stability, and variability, as well as areas requiring continued attention. This section describes the procedures used to collect, review, and analyze graduate outcome data. The results are presented in tables, accompanied by an analysis of performance trends and implications for the program's continuous improvement process.

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, depending on the requirements of their respective jurisdictions. These examinations include the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). Information regarding credentialing examination results is primarily collected through the program's Alumni Survey. The Alumni Liaison also conducts follow-up communication by email and telephone to obtain updated information regarding graduates' examination participation and outcomes. Graduates report whether they have taken a credentialing examination, identify the examination administered, and indicate whether they passed on their first attempt. The information is aggregated by cohort and reviewed to determine achievement of the established performance threshold. The analysis includes examination results available for the Spring 2021–2022, Fall 2022–2023, Spring 2022–2023, and Fall 2023–2024 cohorts.

3. Pass Rate on Credentialing Examination, Threshold and Achievement

The program's established minimum performance threshold requires that 75% or more of graduates who take a credentialing examination pass on their first attempt. Credentialing examination results were available for two of the four cohorts included in the analysis. The Fall 2022–2023 cohort achieved a first-attempt pass rate of 66.67%, which did not meet the established threshold. In comparison, the Spring 2022–2023 cohort achieved a 100% first-attempt pass rate, exceeding the program's minimum performance expectation. No examination results were available for the Spring 2021–2022 and Fall 2023–2024 cohorts. The results demonstrate improvement in first-attempt examination performance among the cohorts for which data were available. However, continued data collection is necessary to determine whether this improvement is sustained across subsequent cohorts.

Table 5

Pass Rates on Credentialing Examinations by Cohort

Cohort	Pass Rate (First Attempt)	Established Threshold	Threshold Met
Spring 2021–2022	-	≥75%	-
Fall 2022–2023	66.67%	≥75%	No
Spring 2022–2023	100.00%	≥75%	Yes
Fall 2023–2024	-	≥75%	-

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. Table 7 presents the ultimate completion rates by cohort, showing the overall completion rate of students who completed the program regardless of timeframe.

The analysis includes four cohorts: Spring 2021–2022, Fall 2022–2023, Spring 2022–2023, and Fall 2023–2024. The reported completion rates were 20.00%, 22.35%, 10.20%, and 15.63%, respectively. None of the four cohorts met the established minimum threshold of 50%. The comparison of completion rates across cohorts demonstrates variability, without a consistent pattern of improvement or decline. These findings indicate that degree completion remains an area requiring continued attention and evaluation.

Table 6

Degree completion rate by cohort trend analysis

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	10	2	2	0	2/10 = 20.00%	0/10 = 0%
Fall 2022-2023	85	25	19	6	19/85 = 22.35%	6/85 = 7.06%
Spring 2022-2023	49	11	5	6	5/49 = 10.20%	6/49 = 12.24%
Fall 2023-2024	32	5	5	0	5/32= 15.63%	0/32= 0%

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

Table 7

Degree ultimate completion rate by cohort trend analysis

Graduation Cohort	Rate	Threshold Met	Multi-Cohort Trend
Spring 2021-2022	20.00%	No	Variable
Fall 2022-2023	22.35%	No	
Spring 2022-2023	10.20%	No	
Fall 2023-2024	15.63%	No	

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 to graduates from the Spring 2021–2022, Fall 2022–2023, Spring 2022–2023, and Fall 2023–2024 cohorts. 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, the employment rate in counseling or related fields was 0.00%, followed by 56.25% for the Fall 2022–2023 cohort, 80.00% for the Spring 2022–2023 cohort, and 100.00% for the Fall 2023–2024 cohort. The results demonstrate an improvement in employment rates across the four cohorts, with the two most recent cohorts meeting the established 70% benchmark. Table 9 presents the doctoral admission rates by cohort. For the Spring 2021–2022 cohort, no graduates reported continuing doctoral studies within six months of graduation (0.00%). The Fall 2022–2023 cohort achieved a doctoral admission rate of 12.50%, meeting the established 5% benchmark. However, the Spring 2022–2023 and Fall 2023–2024 cohorts reported doctoral admission rates of 0.00%. These results indicate variability across cohorts, with only one of the four cohorts meeting the established benchmark. The findings suggest the need for continued monitoring of employment and doctoral admission outcomes.

Table 8

Employment rates by cohort trend analysis

Cohort	Number of Graduates	Survey Respondents	Employed	Employed in Counseling or Related Field	Employment Rate (%)	Threshold Met	Multi-Cohort Trend
Spring 2021–2022	2	1	1	0	0.00%	No	Improved
Fall 2022–2023	25	16	10	9	56.25%	No	
Spring 2022–2023	11	5	5	4	80.00%	Yes	
Fall 2023–2024	5	1	1	1	100.00%	Yes	

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	Doctoral Admission Rate (%)	Threshold Met	Multi-Cohort Trend
Spring 2021–2022	2	1	0	0.00%	No	Variable
Fall 2022–2023	25	16	2	12.50%	Yes	
Spring 2022–2023	11	5	0	0.00%	No	
Fall 2023–2024	5	1	0	0.00%	No	

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 24, 2026, to examine results and identify areas for improvement. On September 1, 2026, 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.

At the beginning of each academic year, the Program Assessment Leader, in collaboration with the Program Director, coordinates the collection, aggregation, and analysis of assessment data. The Program Evaluation Leader, in collaboration with the Program Director, uses these results to conduct multi-year trend analyses, evaluate progress toward established thresholds, assess the effectiveness of previous improvement initiatives, and identify areas requiring program improvement. These analyses are reviewed by program faculty and the Annual Advisory Committee to inform decisions regarding program improvement. Subsequent analyses will evaluate the effectiveness of implemented changes as part of the program’s continuous improvement process.

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 10 in Spring 2024–2025 to 86 in Fall 2022–2023, with enrolled students ranging from 9 to 85 across cohorts. No applications were accepted during Fall 2024–2025 due to an administrative decision to ensure compliance with CACREP faculty-to-student ratio requirements. Full-time enrollment ranged from 75.51% in Spring 2022–2023 to 100% in Spring 2024–2025 and Spring 2025–2026, meeting the established threshold across all cohorts with enrollment. The average age of students at enrollment ranged from 36 to 41 years. Gender distribution data indicate male percentages between 6.67% and 40.00% and female percentages between 60.00% and 93.33% across cohorts. Regarding ethnicity, Hispanic students represented the majority in all cohorts, ranging from 77.78% to 100.00%, while representation from underrepresented ethnic groups varied across cohorts, with several reporting no students in these categories. Enrollment by state included students primarily from Puerto Rico, Florida, Massachusetts, and Texas, as well as other states. Although students from multiple states were represented across cohorts, the available data do not establish that the threshold of enrollment from at least 10 different states was consistently met. The application and enrollment thresholds were met in some cohorts but not others, while full-time enrollment consistently exceeded the established minimum. Gender distribution and representation of students from underrepresented ethnic groups did not consistently meet the established thresholds, indicating the need for targeted recruitment strategies 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	10
Fall 2022-2023	86	85
Spring 2022-2023	54	49
Fall 2023-2024	32	32
Spring 2023-2024	21	17

Fall 2024-2025	-	-
Spring 2024-2025	10	9
Fall 2024-2025	27	15
Spring 2025-2026	22	14

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	90.00%	10.00%
Fall 2022-2023	85.88%	14.12%
Spring 2022-2023	75.51%	24.49%
Fall 2023-2024	90.63%	9.37%
Spring 2023-2024	94.12%	5.88%
Fall 2024-2025	-	-
Spring 2024-2025	100.00%	0.00%
Fall 2024-2025	93.33%	6.67%
Spring 2025-2026	100.00%	0.00%

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	36
Fall 2022-2023	38
Spring 2022-2023	37
Fall 2023-2024	38
Spring 2023-2024	40
Fall 2024-2025	-
Spring 2024-2025	38
Fall 2025-2026	37
Spring 2025-2026	41

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	40.00%	60.00%	0
Fall 2022-2023	12.94%	87.06%	0
Spring 2022-2023	16.33%	83.67%	0
Fall 2023-2024	9.37%	90.63%	0
Spring 2023-2024	17.65%	82.35%	0
Fall 2024-2025	-	-	-
Spring 2024-2025	33.33%	66.67%	0
Fall 2025-2026	6.67%	93.33%	0
Spring 2025-2026	21.43%	78.57%	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	90.00%	0	0	0	0	0	10.00%
Fall 2022-2023	0	0	0	82.35%	0	2.35%	15.30%	0	0	0
Spring 2022-2023	0	0	0	83.67%	0	0	16.33%	0	0	0
Fall 2023-2024	0	0	0	81.25%	0	3.13%	12.50%	0	0	3.12%
Spring 2023-2024	0	0	0	100.00%	0	0	0	0	0	0
Fall 2024-2025	-	-	-	0	-	0	0	-	0	0
Spring 2024-2025	0	0	0	77.78%	0	0	0	0	11.11%	11.11%
Fall 2025-2026	0	0	0	100.00%	0	0	0	0	0	0
Spring 2025-2026	0	0	0	100.00%	0	0	0	0	0	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 15

Number of students enrolled by state and cohort

Cohort	Puerto Rico	Florida	Massachusetts	Texas	Other States	Total
Spring 2021-2022	6	3	1	0	0	10
Fall 2022-2023	45	21	2	3	14	85
Spring 2022-2023	31	10	1	4	3	49
Fall 2023-2024	15	9	3	1	4	32
Spring 2023-2024	15	1	0	1	0	17
Fall 2024-2025	-	-	-	-	-	-
Spring 2024-2025	6	0	1	0	2	9
Fall 2025-2026	9	0	0	2	4	15
Spring 2025-2026	10	0	0	0	4	14

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, CT, DE, GA, IA, IL, IN, MD, NJ, NY, NH, OH, PA, NC, SC, UT, VA, WA. 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 2025–2026. The number of applicants for open faculty positions totaled 356, resulting in the employment of 8 full-time faculty, including the Program Director. Faculty retention rates ranged from 50% to 100% across the five academic years, with four of the five years meeting the established 85% 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 five academic years, 4 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	50%
2024-2025	17	2	100%
2025-2026	12	1	100%
Total	356	8	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
2025-2026	1 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
2025-2026	1	0
Total	4	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 24, 2026, to examine results and identify areas for improvement. On September 1, 2026, 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:

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

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 academic years 2024–2025 and 2025–2026 met or exceeded the established benchmark across all field experiences. In 2024–2025, Practicum placement achieved 87.5%, while Internship I and Internship II both reached 100%. In 2025–2026, Practicum placement increased to 96.15%, while Internship I and Internship II maintained placement rates of 100%. Table 21 presents the multi-year trend analysis, indicating an improvement in Practicum placement rates and consistently high placement rates for both internship experiences. A factor affecting placement rates in 2024–2025 was that one student began the Practicum course without an assigned placement site. To prevent this issue from recurring and enhance future placement rates, beginning in January 2025, the program required all students to secure a placement site prior to the start of the Practicum course. These results indicate that the established benchmark was consistently met across both academic years.

Table 19

Placement Rate, Academic Year 2024-2025

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, Academic Year 2025-2026

Field Experience	Total Students Seeking Placement	Number of Students Placed	Placement Rate (%)
Practicum	26	25	96.15%
Internship I	21	21	100%
Internship II	19	19	100%

Table 21

Placement Rate Trend Analysis

Field Experience	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
Practicum	87.15%	Yes	96.15%	Yes	Improved
Internship I	100.00%	Yes	100.00%	Yes	Stable
Internship II	100.00%	Yes	100.00%	Yes	Stable

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 22 and 23, supervisor evaluations of student performance for academic years 2024–2025 and 2025–2026 indicate that students met or exceeded the established benchmarks across all field experiences. In 2024–2025, Practicum achieved 91.67%, Internship I 93.33%, and Internship II 94.74% of students scoring 80% or higher. In 2025–2026, these percentages decreased to 88.00% for Practicum, 85.71% for Internship I, and 89.47% for Internship II. Although the results declined across all three field experiences, they remained above the established 80% benchmark.

Average scores across the ten core areas (Table 23) also demonstrate that students met expectations in both academic years. In 2024–2025, average scores ranged from 2.39 to 2.84, while in 2025–2026, they ranged from 2.52 to 2.96. The multi-year trend analysis indicates improvements in most core areas for Practicum and Internship II, while Internship I showed declines in several areas. Despite these variations, all average scores remained above the 2.00 threshold, indicating that students consistently demonstrated the expected competencies in 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. These findings support continued monitoring of student performance, particularly in areas showing declining trends, to identify opportunities for improvement.

Table 22

Aggregated Results of Clinical Placement Student Summative Evaluation Trend Analysis, Academic Year 2024-2025 and 2025-2026

Field Experience	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
Practicum	91.67%	Yes	88.00%	Yes	Declined
Internship I	93.33%	Yes	85.71%	Yes	Declined
Internship II	94.74%	Yes	89.47%	Yes	Declined

Table 23

Average Results of Core Areas in the Clinical Placement Student Summative Evaluation Trend Analysis, Domain Criteria 1 to 5

Domain Criteria	Field Experience	2024-2025	Threshold Met	2025-2026	Threshold Met	Trend
1. Human Growth and Development	Practicum	2.59	Yes	2.86	Yes	Improved
	Internship I	2.73	Yes	2.68	Yes	Declined
	Internship II	2.75	Yes	2.93	Yes	Improved
2. Helping Relationships	Practicum	2.59	Yes	2.84	Yes	Improved
	Internship I	2.74	Yes	2.69	Yes	Declined
	Internship II	2.70	Yes	2.93	Yes	Improved
3. Counseling Treatment and Techniques	Practicum	2.60	Yes	2.78	Yes	Improved
	Internship I	2.63	Yes	2.55	Yes	Declined
	Internship II	2.64	Yes	2.71	Yes	Improved
4. Assessment	Practicum	2.60	Yes	2.59	Yes	Declined
	Internship I	2.63	Yes	2.63	Yes	Stable
	Internship II	2.64	Yes	2.89	Yes	Improved
5. Group Work	Practicum	2.44	Yes	2.74	Yes	Improved
	Internship I	2.77	Yes	2.52	Yes	Declined
	Internship II	2.56	Yes	2.81	Yes	Improved
6. Social and Cultural Diversity	Practicum	2.72	Yes	2.85	Yes	Improved
	Internship I	2.71	Yes	2.71	Yes	Stable
	Internship II	2.76	Yes	2.84	Yes	Improved
7. Counselor Identity and Supervision	Practicum	2.70	Yes	2.89	Yes	Improved
	Internship I	2.83	Yes	2.72	Yes	Declined

	Internship II	2.84	Yes	2.96	Yes	Improved
8. Professional Orientation and Ethical Practice	Practicum	2.69	Yes	2.86	Yes	Improved
	Internship I	2.71	Yes	2.79	Yes	Improved
	Internship II	2.72	Yes	2.87	Yes	Improved
9. Clinical Mental Health Counseling	Practicum	2.49	Yes	2.72	Yes	Improved
	Internship I	2.61	Yes	2.66	Yes	Improved
	Internship II	2.64	Yes	2.55	Yes	Declined
10. Career Counseling	Practicum	2.39	Yes	2.67	Yes	Improved
	Internship I	2.55	Yes	2.80	Yes	Improved
	Internship II	2.84	Yes	2.85	Yes	Improved

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 24, 2026, to examine results and identify areas for improvement. On September 1, 2026, the Advisory Committee conducted a comprehensive review of the data, including multi-year trend analyses, evaluating results against established benchmarks and identifying improvements, declines, and areas requiring further attention. This process facilitated the identification of meaningful patterns and the formulation of recommendations based on observed trends to inform data-driven actions and 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 2026–2027 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 24
Community Partners Engagement Activities Timeline

Community Partner	Data Collection Period	Method for Data Collection	Responsible person or group
Alumni	December and July -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	August-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 2025–2026 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 25, 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 26) 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 27), 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 25

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.	83.30	16.70	0	0	0
3. The program prepared me to apply human growth and	75.00	25.00	0	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
development theories and principles to counseling practices, promoting development and wellness across the lifespan.					
4. The program prepared me to apply theories, strategies, and models of career development, counseling, and decision-making with culturally diverse populations.	75.00	25.00	0	0	0
5. The program prepared me to apply theories, skills, and approaches to counseling practice integrating ethics, consultation, and crisis intervention.	75.00	25.00	0	0	0
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.	58.40	33.30	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,	83.30	16.70	0	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
diversity, and advocacy perspectives.					

Note. N = 12

Table 26

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.	75.00	25.00	0	0	0
b. The faculty was accessible to provide feedback when I needed it during the courses.	66.70	33.30	0	0	0
c. The professional development activities (such as the pre-practicum workshops) contributed to my preparation for clinical practice.	75.00	25.00	0	0	0
d. The learning resources (materials, platforms) used in the program were effective.	58.40	33.30	8.30	0	0
e. I received sufficient guidance for the comprehensive exam.	75.00	16.70	8.30	0	0
f. I received support during my preparation for the comprehensive exam.	83.30	16.70	0	0	0
g. The comprehensive exam adequately assessed my competencies in clinical mental health counseling.	66.70	33.30	0	0	0
h. The program supported me in my search for a site to complete my practicum and internship.	50.00	25.00	16.70	8.30	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
i. The clinical practicum hours were sufficient to prepare me for the internship.	75.00	25.00	0	0	0
j. The internship experience prepared me for the demands of the professional field.	75.00	16.70	0	8.30	0
k. I received adequate feedback from my practicum and internship site supervisor(s).	66.70	25.00	8.30	0	0
l. I received adequate feedback from my faculty supervisor(s) during group supervision sessions.	75.00	16.70	8.30	0	0

Note. N=12

Table 27

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.	66.70	33.30	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.	8.30	75.00	16.70	0	0
d. The technological support provided (e.g., assistance with using the LMS Canvas) was adequate for my learning.	50.00	50.00	0	0	0
e. The workshops or activities offered by the institution (e.g., APA	58.40	41.30	0	0	0

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Workshop, Effective Communication and Teamwork Workshop) were useful for my academic and professional development.					
f. I received personalized academic advising to progress in my program of study.	58.40	33.30	0	8.30	0
g. The relevant academic information (important dates, course requirements, administrative procedures) was clear and accessible during my time at the institution.	50.00	50.00	0	0	0
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.	41.70	41.70	8.30	0	8.30

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:

- "I recommend extending the Psychopathology course to a full semester or dividing it into two separate courses.
- "Some faculty members could demonstrate greater objectivity. Otherwise, I found it to be a positive academic experience. However, the university's administrative services were very deficient. Communication was extremely poor, and when I finally managed to speak with someone, I did not receive the assistance I needed."

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 2025–2026 Alumni Feedback Survey results. Alumni reported high levels of satisfaction (averaging 4.75 out of 5) and agreement ranging from 88.20% to 96.6% 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 16, 2026. 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 37 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 2025-2026 feedback from the site supervisors.

- "It is important to continue strengthening communication skills, time management, and availability to participants. We recommend establishing specific goals to improve in these areas, which will support more comprehensive development throughout the counseling process."
- "Areas for improvement include strengthening clinical diagnostic skills and improving the ability to formulate accurate diagnoses based on ICD-10 criteria. Additionally, further development of individual intervention skills would be beneficial, particularly in selecting and implementing appropriate therapeutic interventions tailored to each client's needs."
- "Areas for continued growth include increasing confidence in clinical decision-making, strengthening treatment planning skills, and further developing the ability to manage challenging clinical situations independently."
- "Improve knowledge and application of the DSM-5."
- "Additional work is needed in clinical diagnosis and treatment planning, particularly in developing client-centered, SMART, measurable goals."
- "It is recommended to strengthen personal organization and consistently review established communication channels to ensure punctuality and preparedness for scheduled activities."

5. Program Objectives Achievement

The program is effectively achieving its objectives, as evidenced by the results of fieldwork site supervisors' evaluations, which indicate that students consistently demonstrate the knowledge, skills, and professional competencies expected in clinical mental health counseling practice. Across the 2024–2025 and 2025–2026 academic years, students met the established performance benchmarks in all ten core competency areas during Practicum, Internship I, and Internship II. These results reflect students' ability to integrate theoretical knowledge into clinical practice, apply counseling techniques, demonstrate ethical and professional responsibility, and develop effective therapeutic relationships with diverse populations. The evaluations also demonstrate continued progress in clinical assessment, treatment approaches, professional identity, and other competencies aligned with the Program Learning Outcomes (PLOs). Although site supervisors identified opportunities for continued professional growth, their evaluations confirm that students are meeting the expected

competency standards throughout their clinical training. Overall, the findings support the achievement of program objectives and demonstrate that students are developing the competencies necessary for competent, ethical, and effective professional practice as clinical mental health counselors.

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 16, 2026. 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 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 2025–2026 academic year indicates that the program fully prepares graduates for professional counseling practice. As shown in Table 28, 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: "Excellent program."

Table 28

2025–2026 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

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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 evidence-based practice, supervision, and program evaluation, considering the ethical and cultural implications in the counseling profession.	100.00	0	0	0	0
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 16, 2026. During these meetings, faculty examined the results and identified areas for improvement. This process facilitated data-informed actions to enhance program quality for the 2026–2027 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 November 2025. 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 response provided essential insight 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 one response was 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 2026 Advisory Committee feedback provided valuable recommendations to strengthen program quality and student outcomes. As summarized in Table 30, members emphasized strengthening clinical competencies through workshops, simulations, and applied learning activities, as well as enhancing the assessment of KPIs. Additional suggestions included expanding fieldwork experiences, diversifying instructional and assessment strategies, monitoring student academic progress, and improving licensure examination preparation and career placement support. Members also recommended strengthening student support

services, increasing alumni engagement, and expanding co-curricular learning opportunities to enhance student readiness and professional development.

In addition to these recommendations, the Mission Statement and Program Objectives Survey gathered an Advisory Committee member's perceptions of the program's alignment with its stated mission and objectives. One response was received. The respondent strongly agreed that the mission is easy to understand, promotes respect for human diversity, considers multicultural perspectives, supports comprehensive professional training, and prepares students to become competent professionals. The respondent also agreed that the mission emphasizes professional responsibility from a global social perspective and promotes the development of theoretical knowledge in clinical contexts. However, the respondent neither agreed nor disagreed that the mission adequately addresses ethical considerations in clinical mental health counseling. When asked whether the current mission statement needs any changes, the respondent answered "Yes."

In the qualitative feedback, the respondent recommended: "Explicitly incorporate ethical commitment and professional responsibility." The respondent also identified several important elements for the mission, including national, international, and global perspectives; respect for human diversity; understanding of scientific principles; development of advanced counseling skills; promotion of mental and emotional well-being; and positive impact at the individual, family, and community levels.

Regarding program objectives, the respondent strongly agreed that all eleven objectives are easy to understand and adequately address the knowledge and competencies expected of clinical mental health counselors. These include ethical and professional responsibilities, counseling individuals from diverse social and cultural backgrounds, lifespan development, career counseling, therapeutic relationships, group counseling, assessment and diagnosis, research, and evidence-based clinical mental health counseling services. When asked whether the current program objectives require revisions, the respondent answered "No." The respondent also identified ethical standards, cultural sensitivity, social justice, counseling competencies, evidence-based assessment, research, professional advocacy, and career development as essential components of the program objectives.

Table 29

2026 Advisory Committee Feedback

Question	Recommendations
What recommendations do you have for improving the assessment results of KPIs and Professional Dispositions?	• "Workshops that help students reinforce clinical assessment and therapeutic application along with workshop that target personality disorders and other complex disorders more profoundly." • "I recommend launching a public masterclass series ("conversatorios") featuring guest presenters representing different counseling models and theoretical orientations. This would give students direct, enriching exposure to diverse intervention approaches and help them develop a living understanding of how these models continue to evolve." • "I suggest incorporating a synchronous session or a designated number of synchronous instructional hours into each course to provide more direct and effective instruction." • "Integrate into case studies specific aspects where the student must cite codes of ethics, laws, and other related matters." • "Assign students videos of various cases where different theories are applied in the psychological therapy process."
What recommendations do you have to improve the licensure examination results, program completion rate, and employment rate?	• "Provide students with opportunities to observe the different settings in which professional counselors work." • "Students could benefit from more individualized services provided by the Job Placement Office." • "Offer a doctoral program in Counseling to address students' interest in pursuing further graduate studies." • "Expand the Alumni Survey to explore in greater depth the reasons why graduates have not yet taken the licensure examination or are not working in a counseling-related field." • "Offer in-house workshops on topics such as job interviews and professional resume preparation."

Question	Recommendations
	• "Inviting graduates of the program, particularly those pursuing doctoral studies, would strengthen our connection with alumni, highlight future academic opportunities, including the potential development of a doctoral program, and help keep the University visible and relevant within an evolving discipline." • "To improve the program completion rate, I recommend continuously monitoring students' academic progress, identifying potential academic difficulties early, and providing guidance and support to help students successfully fulfill program requirements." • "Promote licensing exams and coordinate a discussion with those who have had the opportunity to take them and pass them." • "Identify through a questionnaire in Advisory Faculty processes the reasons and situations that students go through that motivate them to drop out or not graduate from the program."
What recommendations do you have for improving student and faculty demographics?	• Not applicable
What recommendations do you have to improve the fieldwork placement rate and student performance evaluation results?	• "Identify competencies that need strengthening or specific situations that should be considered and addressed during the practicum experience." • "It is important to follow up on the areas for improvement identified in the evaluations." • "Before beginning the formal Practicum, students should complete a brief preliminary experience of 10 to 12 hours to identify potential areas for improvement in advance. This would provide students with an opportunity for immersion, reflection, and confirmation of their readiness for the formal fieldwork experience, allowing them to engage with commitment and satisfaction in a setting aligned with their professional interests. This preparation is expected to contribute to improved performance during the formal Practicum."

Question	Recommendations
	• "Keep strengthening the work of the Advisory Faculty with students and teachers to be more effective in applying the project and to better address the needs of our students."
Are there any specific areas of improvement you would suggest for the courses?	• "Develop and implement program-level rubrics aligned with the competencies of the counseling profession and the specific requirements of each assignment." • "Include more application-based assignments, role-playing activities, and recorded counseling interviews." • "Provide more opportunities for practical application during class activities and homework assignments." • "I suggest incorporating a field experience related to the subject matter into each core course. For example, in career counseling or group counseling courses, students could complete at least one professional shadowing experience in a real-world setting. This approach would progressively strengthen students' ethical and professional competencies, from basic to more complex applications, as they advance through the degree program." • "Although many of the courses have been revised, I believe there are still topics that are repetitive or unnecessary. Furthermore, in some cases, the course title does not correspond to the actual content covered." • "Integrate scheduled programs and therapy section videos into CANVA so that students have references on how to do the work competently and applying the theories." • "Identify practicum sites that have previously collaborated with program graduates and offer opportunities for students to complete volunteer hours performing administrative duties."
Do you have any suggestions for co-curricular or extracurricular activities to enhance the student experience?	• "A survey should be administered to students to identify topics of interest and offer more activities relevant to their needs." • "Organize activities highlighting alumni success stories to inspire students to pursue a career in counseling."

Question	Recommendations
	• "Collaborate with Career Placement Services by identifying employment opportunities for our students through our professional connections in the field and referring these opportunities directly to Career Placement Services for publication on institutional platforms."
Are there any suggestions for improving support services provided within the program (e.g., admissions, registrar, bursar, financial aid, academic advising, career placement services)?	• "Strengthen Service Desk processes, as this is an online program and our students need more direct assistance." • "Specifically invite representatives from the Registrar's Office, Bursar's Office, and Financial Aid Office to participate in orientation sessions for new students." • "Provide a contact information sheet identifying the appropriate individuals to contact when referring students to different institutional services."

7. Program Objectives Achievements

The program is successfully achieving its objectives, as evidenced by the 2026 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 September 16, 2026. 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, 2026, a total of 65 reports were received. Table 30 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 16, 2026. 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 30

2024-2025 Faculty Feedback for Courses, Modules and Program

Courses	Modules	Program
• "It is recommended to continue strengthening case analysis activities and clinical simulations to promote the development of clinical reasoning and informed decision-making. Additionally, incorporating more opportunities for students to justify their interventions using scientific evidence and current academic literature would be beneficial." (COUN 502) • I recommend that the course incorporate the development of a research proposal so that students can apply their knowledge and promote research activities on topics of interest within the counseling field. (COUN 503) • "This is a very well-structured course. My only recommendation would be to use assessment strategies other than essays." (COUN 505) • "Continue incorporating applied learning activities such as case studies, discussion forums, presentations, and educational	• "It is recommended to include more case studies and practical examples within the course modules to help students connect theoretical content with real-world professional situations." (COUN 500) • "Sometimes, the rubrics do not align with what is being assessed in the assignments. Provide more specific assignment instructions, particularly for video assignments. The Module 2 discussion forum contains repeated information. The Module 2 assignment does not align with the module content or the questions students are asked to address. Some video links have expired. Discussion Forum 5 includes too many questions to answer." (COUN 501) • "It is recommended to strengthen the modules related to case conceptualization by incorporating more clinical examples, case studies, and practical application exercises that allow students to integrate	• "Strengthen the integration of theory and clinical practice throughout the program." • "Develop clinical simulation seminars focused on addiction cases." • "It is recommended that the program continue promoting faculty development opportunities focused on innovative teaching strategies and assessment methods." • "Enhancing integration among courses through shared case studies or cross-course projects could strengthen students' professional identity and consistency in applying counseling competencies across different areas of the curriculum." • "It would be beneficial to expand opportunities for practical application through clinical simulations, complex case analyses, and case conceptualization activities using multiple theoretical approaches to facilitate a more effective

Courses	Modules	Program
projects that promote active learning and professional skill development." (CMHC 600) • "I recommend including more objective assessment tools, such as exams and quizzes." (CMHC 600) • "Focus assignments on case studies, differential diagnosis, and simulations." (CMHC 601) • "I would recommend making synchronous attendance mandatory for this course, as it is a foundational course in the specialization. Additionally, students would benefit from a practical component within the course. Consideration could be given to integrating the simulation activities offered by the Program." (CMHC 602) • "It would be beneficial to encourage more reading and critical analysis of current scientific literature on human sexuality and counseling to strengthen evidence-based reasoning. This could be incorporated into some weekly discussion forums to promote evidence-based reasoning, critical thinking, and	theory with real-world counseling situations." (COUN 502) • "Update the required number of student responses in discussion forums. Additionally, ensure that links to rubrics and special instructions are accessible." (COUN 502) • "The Module 3 discussion forum asks students to select a career assessment instrument, but the module content does not address these instruments. Relevant information could be incorporated. The Module 5 assignment contains repeated information in its instructions. In Part 2, 'The Report Must Include,' sections A, B, C, D, and E repeat the same information presented in the outline. The assessment rubric for Discussion Forum 6 is not adapted to a video assignment. The assessment rubric for the Module 7 assignment needs to be provided in Spanish." (COUN 506) • "Instructional modules should continue to provide clear assignment guidelines, grading rubrics, and examples of high-quality work. The course would also	transition into Practicum and Internship experiences." • "It is recommended to expand access to library and technological resources, including greater availability of specialized professional journals and access to psychological assessment and counseling platforms. This would facilitate the development of competencies in research, critical analysis, and the appropriate use of standardized assessment instruments."

Courses	Modules	Program
the application of research to clinical practice." (CMHC 603B) • "The format of the discussion forums should be reviewed. Currently, the forums are primarily expository and become essays that merely describe information. Discussion forums should encourage discussion and conversation about topics relevant to the course, providing opportunities for reflection, debate, and critical thinking rather than serving as another expository essay assignment." (CMHC 604) • "One of the assignments could involve attending an open AA, NA, or other 12-step group meeting." (CMHC 606) • "The course should require attendance at mandatory meetings." (CMHC 610) • "In the CMHC 610 course, add the discussion forum 'Get to Know Your Classmates.'"	benefit from revising several assignments, as it currently relies heavily on infographic-based activities. Replacing some of these with more application-focused assignments, such as case analyses, reflective exercises, and practical counseling activities, would better promote critical thinking, professional skill development, and the application of course concepts. Adding brief instructional videos, APA resources, and supplemental learning materials within each module may further support student success and engagement." (CMHC 600) • "Instructional modules should continue to provide clear assignment guidelines, grading rubrics, and examples of high-quality work." (CMHC 600) • "Include a section on Z codes within the course modules." (CMHC 601) • "Module 2 – Replace the assessment rubric, as it does not correspond to the required assignment. Students are asked to submit an audio recording, but the	

Courses	Modules	Program
	rubric is designed for a PowerPoint presentation." (CMHC 602) • "It is recommended to enhance the Canvas modules with updated resources, such as recent scientific literature, case studies, and multimedia materials, while incorporating activities that promote critical analysis and the practical application of course content in clinical settings." (CMHC 603B) • "Modules 3, 5, 6, and 7 should be reviewed because the information presented is too general for the level of knowledge students need in the counseling profession." (CMHC 604) • "Integrate the Strategic Family Therapy Model into Module 8." (CMHC 605) • "The modules should be reviewed for spelling, grammar, and syntax." (CMHC 607) • "It is recommended to revise the instructional verbs to emphasize cognitive processes appropriate to the level of skills and knowledge addressed in the course." (CMHC 609)	

ACTION PLAN FOR 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 16, 2026, 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 student career preparation, improvements in clinical training, and the review and development of courses and assessment tools to enhance overall program quality. Table 31 summarizes the actions completed during the 2025–2026 academic year, which focused on expanding practicum sites, incorporating clinical simulations, diversifying assessment methods, and strengthening student readiness through technology and APA training to enhance overall program quality. Table 32 outlines the action plan for the 2026–2027 academic year, focusing on career development, professional readiness, clinical competencies, assessment rubrics, and curriculum enhancement. 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 31

Action completed during 2025-2026 academic year

Recommendation/Action	Responsible Person(s)	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	Fourteen 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 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 and June 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	Dr. Julio Cruz, Dr. Dorelys Rivera, Dr. Mary Ann Martínez, Dr. Carmen England, Dr. Billy Santiago,	June 2026	Course assignments analyzed, with recommendations to modify or adjust assignment types as needed.

Recommendation/Action	Responsible Person(s)	Completion Date	Success Indicator
student development and include exams at certain points.	Dr. Vicmarie Vargas, Dr. Lucilo Salas		
F. Provision of more contemporary e-books in the field of counseling.	Dr. Julio Cruz & Dir. Dirza Alméstica.	February 2026	E-books program list updated.

Table 32

Action plan for 2026-2027 academic year

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
A. Offer workshops on topics such as job interviews and professional resume preparation.	Edwin De Jesús & Dr. Carmen England	May 2027	Completion of at least one career development activity focused on job-search strategies, resume preparation, interviewing skills, and professional readiness, with student participation documented.
B. Improve students' communication and time-management skills during practicum and internship.	Dr. Mary Ann Martínez	January 2027	Implementation of at least one structured activity or resource addressing professional

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
			communication and time-management skills for practicum and internship students, with student participation documented.
C. Develop a plan for the creation of program-specific rubrics.	Dr. Julio Cruz, Dr. Lucilo Salas, Dr. Mary Ann Martínez, Dr. Dorelys Rivera, Dr. Carmen England, Dr. Billy Santiago, Dr. Vicmarie Vargas, Dr. Francisco Correa	June 2027	Development and faculty review of an initial plan identifying program-specific rubrics to be created or revised, including the competencies or learning outcomes to be assessed.
D. Redesign of the CMHC 601 Psychopathology and Diagnosis course.	Dr. Billy Santiago and Dr. Vicmarie Vargas	June 2027	Completion of the redesign of CMHC 601 Psychopathology and Diagnosis, including the revision of the course

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
			syllabus to reflect expanded content, learning activities, and assessment strategies.
E. Integration of DSM-5-TR Z codes into students' clinical assessment and diagnostic training throughout the program.	Dr. Vicmarie Vargas	May 2027	Completion of an educational session on the appropriate use and clinical integration of DSM-5-TR Z codes, with student participation documented.
F. Develop a structured plan for the systematic redesign of COUN and CMHC courses	Dr. Julio Cruz, Dr. Lucilo Salas, Dr. Mary Ann Martínez, Dr. Dorelys Rivera, Dr. Carmen England, Dr. Billy Santiago, Dr. Vicmarie Vargas, Dr.	June 2027	Development a structured course redesign plan that establishes priorities, criteria, and a phased timeline for course enhancement.

Recommendation/Action	Responsible Person(s)	Expected Completion Date	Success Indicator
	Francisco Correa		