



## **M.S. Counseling (Online) Program**

Dr. Ariel Hernandez, Director

### **2024-2025 Annual Report**

#### *AQI Evaluation and Continuous Improvement Report*

### **Our Mission**

The mission of the M.S. Counseling (Online) program is to prepare professional counselors and behavioral health specialists with a global perspective and vision to effectively facilitate wellness and improved quality of life in partnership with all individuals, families, and communities.

### **About the Program**

The M.S. Counseling (Online) program was established at Albizu Global in spring 2024 and offers one specialized practice area: Clinical Mental Health Counseling. New students are admitted each fall and spring. The program is supported by three full-time core faculty members who collaboratively oversee curriculum delivery, AQI assessment processes, student support initiatives, and continuous program evaluation activities. The program is not accredited; faculty are presently in the process of preparing a self-study to apply for accreditation with CACREP.

### **Quality Assurance and Systematic Program Evaluation**

The faculty team continuously evaluates achievement of the program's mission and objectives through the systematic collection, analysis, and review of Academic Quality Indicators (AQIs). Consistent with CACREP (2024) standards, AQIs provide aggregate evidence related to student learning, counseling competency development, professional dispositions, retention and completion outcomes, field experience performance, licensure readiness, stakeholder satisfaction, and post-graduate success.

The program's mission, objectives, and AQIs are intentionally aligned to evaluate student progress toward the knowledge, skills, and professional behaviors required for entry-level counseling practice. AQIs include both direct measures of student learning and performance, such as Key Performance Indicators (KPIs), comprehensive examinations, field experience evaluations, and dispositional assessments, as well as indirect measures including retention, completion, stakeholder satisfaction, employment outcomes, and licensure examination performance.

Faculty review AQI data annually to evaluate program effectiveness, identify strengths and areas requiring improvement, and inform curriculum modifications, student support initiatives, and ongoing program development. Assessment procedures are implemented through standardized faculty reporting forms, dispositional assessment instruments,

# Alignment of Mission, Program Objectives, and Academic Quality Indicators (AQIs)

*Our evaluation system connects our mission to student learning and program effectiveness.*



## HOW IT ALL CONNECTS

Our mission drives the program objectives that define what students should know, be able to do, and value as professional counselors. AQIs provide the evidence we use to determine how well we are achieving those objectives and, ultimately, fulfilling our mission. Faculty review AQI data annually to inform program improvements, strengthen student learning, and enhance outcomes.

stakeholder surveys, and an AQI Action Log designed to ensure consistency in data collection, interpretation, and program evaluation practices across academic terms (see Appendix F).

During the 2024-2025 academic year, faculty implemented a systematic AQI review process involving data collection, aggregate review, action planning, follow-up monitoring, and documentation of program improvement activities. AQI findings were reviewed during scheduled faculty meetings and documented using meeting minutes and the AQI Action Log. Each entry in the AQI log included the assessment activity completed, responsible personnel, data source, summary of findings, action steps implemented, and follow-up timelines when additional monitoring or remediation was required.

This systematic review process allows faculty to monitor minimum threshold and target attainment, identify trends in student learning and professional development, evaluate program effectiveness, and implement targeted curricular or programmatic improvements consistent with CACREP standards and the program mission.

### **AQIs Assessed During the 2024–2025 Academic Year**

During the 2024–2025 academic year, M.S. Counseling (Online) program faculty systematically collected and reviewed aggregate data related to three Academic Quality Indicators (AQIs) to evaluate program effectiveness and student achievement. AQIs 1, 2, and 9 were assessed through multiple direct and indirect measures including student learning outcomes, Key Performance Indicator (KPI) assessments, final course grades, professional counseling dispositional ratings, student ACA membership, student self-reports and supporting artifacts demonstrating engagement in professional counseling activities outside of coursework, and a stakeholder survey and Academic Advisory Committee meeting.

Because the program was newly implemented in spring 2024, several AQIs related to fieldwork, graduation, licensure, and employment outcomes have not yet reached active assessment stages during the 2024–2025 academic year. This is due to cohort progression and student eligibility timelines. Faculty have reviewed the status of all AQIs, established implementation timelines, monitored available program data, and continued development of systematic assessment processes consistent with CACREP standards and the program’s written comprehensive evaluation plan.

Assessment instrument content, stakeholder surveys, reporting forms, and program evaluation materials referenced throughout this report are included in the appendices.

### **AQI 1. Student Learning Outcomes**

Student learning outcomes were evaluated through aggregate review of KPI-aligned course assessments and final course grades collected across a total of nine courses taught during the 2024–2025 academic year. Assessment measures included discussion







questions, term papers, research projects, examinations and quizzes, presentations, and other course-based assignments aligned with program objectives and CACREP curricular standards.

Aggregate AQI 1 findings indicated that 93.58% of KPI assessment outcomes met or exceeded the established benchmark of 80%, while 94.12% of final course grade outcomes met the minimum threshold of a grade of B or higher. These findings indicate that students consistently demonstrated achievement of foundational counseling knowledge, professional competencies, and applied clinical skills across assessed courses and academic terms.

## AQI 1: Student Learning Outcomes (KPIs)

2024–2025 Academic Year

*This indicator evaluates student achievement of key program learning through KPI assessments and final course performance.*

AQI	ASSESSMENT MEASURES	AGGREGATE FINDINGS (2024–2025 AY)	BENCHMARK / THRESHOLD	MET BENCHMARK?	INTERPRETATION / PROGRAM RESPONSE
<b>1</b>  <b>Student Learning Outcomes (KPIs)</b>	 KPI-aligned course assessments   Final course grades	KPI Benchmark Attainment: <h3 style="text-align: center;">93.58%</h3> <hr/> Course Grade Benchmark Attainment: <h3 style="text-align: center;">94.12%</h3>	  <h3 style="text-align: center;">≥80%</h3> benchmark attainment on KPI assessments and final course grades	  <b>Yes</b> Benchmark Met	  Aggregate student learning outcomes exceeded benchmarks across assessed courses and terms. Faculty reviewed results each term to inform remediation planning, curriculum review, and workload expectations.

**Note:** Aggregate outcomes reflect KPI assessment and final course grades for 9 courses taught during the 2024–2025 academic year.

Faculty completed standardized KPI reporting forms each term (see Appendix A), for each course, to document alignment between assignments, program learning objectives, institutional competencies, aggregate student outcomes, and minimum threshold attainment. Faculty also documented trends in student learning, areas requiring remediation or additional support, and instructional or curricular changes implemented in response to assessment findings.

Program evaluation findings identified several areas for continued monitoring and improvement, including academic readiness, professional writing skills, student workload management, and appropriate use of Artificial Intelligence (AI) in coursework. In response to these findings, faculty implemented additional student supports, clarified expectations related to academic integrity and technology use, and reviewed course pacing and advising practices to strengthen student success and professional competency development.








## AQI 2. Professional Counseling Dispositions

Students’ professional counseling dispositions, professional counseling identity development, and engagement in the counseling profession were assessed during the 2024–2025 academic year through multiple direct and indirect measures collected systematically across three 15-week academic terms.

Faculty evaluated students’ professional counseling dispositions using Section 4 of the Assessment of Clinical Mental Health Counseling Competencies (ACMHCC), a structured dispositional assessment instrument administered annually to all pre-fieldwork students (see Appendix B). The ACMHCC was used with permission from Dr. Glenn W. Lambie & Associates. The instrument evaluates 11 dispositional domains including ethical behavior, professionalism, boundaries, multicultural competence, emotional stability, openness to feedback, adaptability, motivation to learn, and genuineness in professional interactions. Consistent with program policy, all pre-fieldwork students in Cohorts 1 & 2 were evaluated a minimum of one time during AY 2024-2025 using the ACMHCC Section 4 instrument.

## AQI 2: Professional Counseling Dispositions

*This indicator evaluates students’ professional dispositions, professional engagement, and alignment with the counseling profession.*

AQI	ASSESSMENT MEASURES	ASGREGATE FINDINGS (2024–2025 AY)	BENCHMARK / THRESHOLD	MET BENCHMARK?	INTERPRETATION / PROGRAM RESPONSE
<b>2</b>   <b>Professional Counseling Dispositions</b>	 ACMHCC Section 4 dispositional ratings	<b>Aggregate Dispositional Rating</b> <b>2.60</b> <i>(Rated on a 4-point scale)</i>	<b>Minimum Threshold:</b> 2 per item (“Developing”)	 <b>Yes,</b> minimum threshold met	 Most students met minimum dispositional expectations, with many approaching or achieving competence-level performance. Faculty reviewed results each term to inform remediation planning, orientation supports, and ongoing engagement interventions.
	 ACA memberships	<b>ACA Memberships</b> <b>87.20%</b>	<b>Target Benchmark:</b> 3 per item (“Competence Met”)	 <b>Yes,</b> with targeted remediation	
	 Engagement self-reports	<b>Professional Engagement Self-Reports</b> <b>77.20%</b>			

**Note:** Aggregate outcomes reflect data across FA24, SP25, and SU25 terms.

Faculty established a minimum threshold of 2 points per item (“Developing Competence”) for pre-fieldwork students and a target of 3 points per item (“Competence Met”) by students’ completion of fieldwork experiences. Aggregate findings indicated that students generally met or approached the established competency benchmark across assessed domains. Results suggested student strengths in professional boundaries, emotional stability, motivation to learn, and professional behaviors. Additional measures included student submissions of ACA membership documentation and student self-

reports and supporting artifacts demonstrating engagement in professional counseling activities outside of coursework (see Appendices C & D).

Faculty used AQI 2 findings to identify areas requiring additional student support and professional development. Review of dispositional assessment findings resulted in several program-level interventions including development of a formal Artificial Intelligence (AI) policy for coursework, increased communication regarding professional expectations, creation of an instructional video explaining dispositional assessment processes, integration of academic skills training supports, and increased faculty emphasis on student engagement and professional initiative.

### **AQIs 3–8: Implementation Status and Timeline**

AQIs 3–8 were reviewed as part of the program’s ongoing systematic assessment process during the 2024–2025 academic year. Because the M.S. Counseling (Online) program was implemented in spring 2024, several AQIs have not yet reached active assessment stages due to cohort progression and student eligibility timelines. Faculty reviewed the status of each AQI, established implementation timelines, monitored available program data, and developed procedures for future data collection and analysis consistent with CACREP standards and the program’s assessment plan.

AQI 3 (Field Experience) is pending assessment because students have not yet progressed to practicum or internship eligibility. Faculty established field placement procedures and prepared for implementation of the program’s first practicum placements scheduled for fall 2025.

AQI 4 (Comprehensive Examination) is pending implementation because students have not yet progressed to the comprehensive examination phase. Initial administration is anticipated in spring 2026.

AQI 5 (NCMHCE Pass Rate) is pending assessment because no graduates were eligible for licensure examination reporting during the reporting cycle.

AQI 6 (Program Completion Rate) remains pending because the first student cohort has not yet completed the program during the reporting period. Initial completion reporting is anticipated in fall 2026.

AQI 7 (Program Retention Rate) was monitored internally during the program’s first full academic year of implementation. Preliminary internal review suggested retention concerns during the program’s initial implementation phase, prompting faculty review of persistence patterns, workload concerns, time management, and technology readiness factors potentially influencing student attrition during the program’s early implementation phase. In response, faculty implemented additional advising supports, clarified program expectations during admissions and orientation processes, and continued monitoring student progression trends for subsequent cohorts.

AQI 8 (Employment or Doctoral Placement) is pending assessment because no graduates have completed the program and therefore are not eligible for employment or doctoral placement follow-up. Faculty initiated the development of follow-up survey instruments and procedures for future data collection.

Collectively, the review of AQIs 3–8 demonstrates the program’s ongoing commitment to systematic program evaluation, staged implementation of assessment processes, and continuous alignment of assessment activities with student progression, program objectives, and CACREP accreditation expectations. Although several AQIs remain in staged implementation, faculty established timelines and procedures to support systematic future assessment. For a graphic representation of KPI measurements status and anticipated timeline for assessment, please see the next page.

# AQIs 3–8: Implementation Status & Timeline

2024–2025 Academic Year

*These AQIs were not assessed during the 2024–2025 academic year due to cohort progression and staged program implementation.*

AQI		STATUS	CONTEXT (2024–2025 ACADEMIC YEAR)	TARGET TIMELINE
3	AQI 3: Field Experience	Pending Implementation	No students were eligible for practicum or internship placement during the 2024–2025 academic year because cohorts had not yet progressed to fieldwork.	First practicum placements scheduled for FA25
4	AQI 4: Comprehensive Examination	Pending Implementation	Students had not yet progressed to the comprehensive examination phase during the reporting cycle.	Initial administration anticipated SP26
5	AQI 5: NCMHCE Pass Rate	Pending Graduate Eligibility	No graduates were eligible for licensure examination reporting during the 2024–2025 academic year.	Initial reporting anticipated 2027
6	AQI 6: Program Completion Rate	Pending Cohort Completion	The first student cohort had not yet completed the program during the reporting cycle.	Initial completion data anticipated FA26
7	AQI 7: Program Retention Rate	Program-Level Monitoring	Retention was monitored internally during the program's first full academic year of implementation (FA24–SU25). Institutional retention data was not provided.	Institutional retention reporting and ongoing annual program review
8	AQI 8: Employment / Doctoral Placement	Pending Graduate Follow-Up	No graduates were available for employment or doctoral placement follow-up during the reporting cycle.	Initial follow-up anticipated 2027








**i Note:** Implementation of these AQIs aligns with cohort progression and program development milestones.

## AQI 9. Stakeholder Satisfaction and Community Partner Engagement

Stakeholder engagement and program feedback processes were implemented during the 2024–2025 academic year. Faculty initiated formal community partner engagement processes consistent with CACREP standards. Graduate, employer, and fieldwork site supervisor satisfaction surveys are pending, because students have not progressed to practicum, internship, graduation, or employment follow-up eligibility.

### AQI 9: Stakeholder Satisfaction & Community Partner Engagement 2024–2025 Academic Year Highlights

This indicator evaluates stakeholder feedback and community partner engagement to inform program improvement and ensure alignment with program mission, objectives, and CACREP Standards.

AQI	ASSESSMENT MEASURES	AGGREGATE FINDINGS (2024–2025 AY)	BENCHMARK / THRESHOLD	MET BENCHMARK?	INTERPRETATION / PROGRAM RESPONSE
<b>9</b>   <b>Stakeholder Satisfaction &amp; Community Partner Engagement</b>	 <b>Academic Advisory Committee (AAC) Engagement</b> <ul style="list-style-type: none"> <li>Established FA24; first AAC meeting held 3/6/25 (SP25)</li> </ul>	<ul style="list-style-type: none"> <li>AAC formed with diverse representation: 3 counseling practitioners, 1 graduate student, 1 campus administrator (Assessment, IR &amp; Licensing), and 3 core faculty.</li> </ul>	Systematic stakeholder engagement and annual program review processes implemented consistent with CACREP 2.F standards.	Yes	<ul style="list-style-type: none"> <li>The AAC provides community partner expertise and diverse perspectives.</li> <li>Committee charge: provide feedback on proposed curriculum modifications and ways to facilitate program improvement.</li> </ul>
	 <b>Stakeholder Survey – Mission &amp; Objectives</b> <ul style="list-style-type: none"> <li>Distributed to students and AAC members (Feb 2025)</li> </ul>	<p><b>30%</b> survey response rate (N = 7)</p> <p><b>86%</b> agreed/strongly agreed the mission and objectives were clear, relevant, and aligned with counseling practice.</p>	 Stakeholder feedback collected and reviewed annually to inform curriculum modifications and program improvement.	Yes	<ul style="list-style-type: none"> <li>86% agreement indicates strong alignment with stakeholder expectations.</li> <li>Qualitative feedback provided valuable suggestions for improvement.</li> </ul>
	 <b>AAC Review &amp; Feedback</b> <ul style="list-style-type: none"> <li>Reviewed survey results and provided recommendations at first AAC meeting</li> </ul>	<p><b>Top Themes from Feedback</b></p> <ul style="list-style-type: none"> <li>Clearer identification as a counseling program</li> <li>Increase specificity (e.g., reference multicultural responsiveness, global perspectives, marginalized populations, advocacy)</li> <li>Strengthen measurability of program objectives</li> </ul>		Yes	<ul style="list-style-type: none"> <li>AAC reviewed survey findings and contributed actionable recommendations during the first meeting.</li> </ul>
	 <b>Mission &amp; Objectives Revision</b> <ul style="list-style-type: none"> <li>AAC and faculty collaborated to revise mission and objectives based on stakeholder feedback</li> </ul>	<p>Process to develop program evaluation survey initiated. Implementation scheduled for <b>Summer 2026</b>.</p>		Yes	<ul style="list-style-type: none"> <li>Mission statement and objectives were revised to enhance clarity, specificity, multicultural responsiveness, and measurability.</li> <li>Revisions strengthen alignment with CACREP standards and program goals.</li> </ul>
	 <b>Program Evaluation Survey</b> <ul style="list-style-type: none"> <li>Development of annual program evaluation survey for graduates, site supervisors &amp; employers (Pending – implementation Summer 2026)</li> </ul>			<p><b>Pending</b> Survey implementation by Summer 2026.</p>	Pending



**Note:** Direct satisfaction surveys for graduates, fieldwork site supervisors, and employers were not administered in 2024–2025 due to student cohort progression and eligibility timelines.

During fall 2024, program faculty recruited an Academic Advisory Committee (AAC) composed of representatives from the counseling profession, institutional assessment, students, and core faculty (see Appendix G). Membership included three professional counseling practitioners representing diverse counseling settings and populations served, one graduate counseling student representative, the Albizu University Director of Assessment & Accreditation, and all three core program faculty members.

Prior to the inaugural AAC meeting, faculty distributed a stakeholder survey to enrolled students and AAC members to evaluate the program mission statement and program objectives (see Appendix E). Survey items specifically evaluated whether the mission statement reflected multicultural competence, measurable student learning expectations, clinical counseling preparation, and responsiveness to diverse populations and settings. Respondents also evaluated the extent to which the program objectives were measurable, professionally relevant, and aligned with culturally responsive counseling practice.

Stakeholder recommendations emphasized strengthening language related to multicultural responsiveness, advocacy, marginalized populations, measurable learning

outcomes, and preparation for counseling practice in diverse and global contexts. These recommendations informed subsequent revisions to the program mission and objectives.

The AAC's inaugural meeting was March 6, 2025. Attendees included program director Dr. Ariel Hernandez, AAC point-of-contact Dr. Katrina Miller, field experience coordinator Dr. Ashley Cooper-Leonhart, administrative assistant Ms. Mariam Gonzalez, campus director of assessment and accreditation Dr. Joselyn Lopez Villefane, clinical director Ms. Vivian Mosier of Renewed Vision Counseling & Developmental Disability Center, private practitioner Ms. Priscilla Valadares of The Caring Couch, private practitioner Dr. Miriam Moreno-Duany of Maximum Achievers LLC, and student representative Ms. Karen Minor. The committee includes practitioners located in Florida and Nebraska. During the meeting, committee members reviewed the aggregate stakeholder feedback on mission and objectives, discussed committee responsibilities, reviewed baseline program data and initial AQI assessment findings, and collaborated with faculty to revise the program mission statement and objectives to strengthen alignment with multicultural counseling practice, measurable learning outcomes, and CACREP expectations.

During summer 2026, the program will implement a systematic follow-up process for collecting program evaluation feedback from graduates, fieldwork site supervisors, and employers of graduates. Surveys will be distributed electronically on a planned schedule aligned with student progression and graduate follow-up timelines. Follow-up studies will be conducted on a systematic rotating schedule to ensure regular collection and review of feedback from graduates, employers, and fieldwork site supervisors. Faculty will review aggregate stakeholder data annually to evaluate achievement of program objectives, identify strengths and areas for improvement, and inform curriculum modifications, student support initiatives, and program development efforts consistent with CACREP standards.

## **Program Improvements and Significant Program Developments**

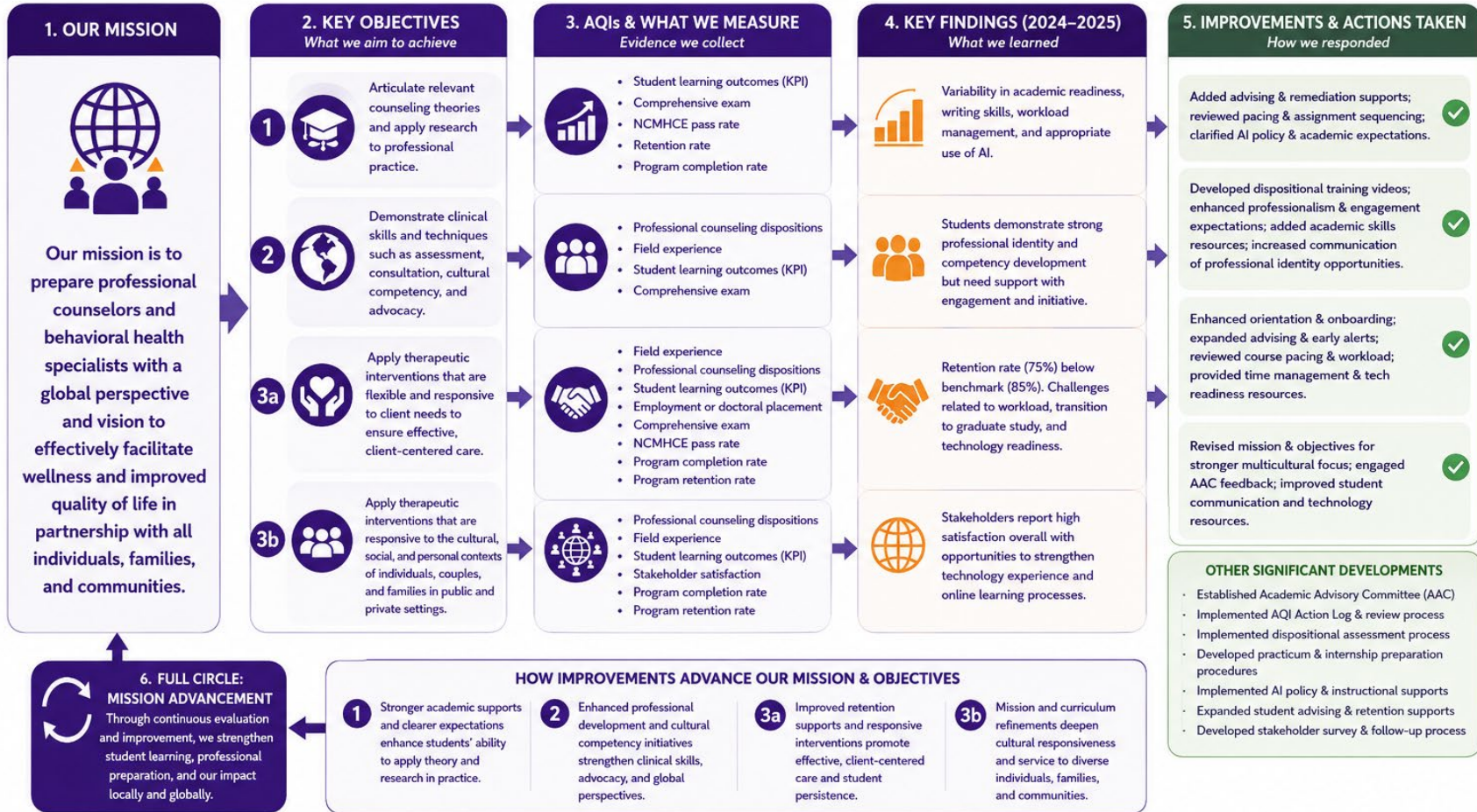
### **Program Improvements Informed by AQI Findings**

Program evaluation findings informed several curricular modifications, student support initiatives, and program improvement efforts during the 2024–2025 academic year. Faculty reviewed aggregate AQI findings systematically to evaluate student achievement, professional development, retention trends, and stakeholder feedback in relation to the program mission and objectives.

AQI 1 student learning outcome findings identified several areas requiring continued monitoring and support, including academic readiness, professional writing skills, workload management, and appropriate use of Artificial Intelligence (AI) in graduate coursework. In response to these findings, faculty implemented additional advising and remediation supports, clarified expectations related to academic integrity and technology use, reviewed assignment pacing across courses, and expanded communication regarding student success resources.

# Full Circle: AQI Findings Drive Program Improvements that Advance Our Mission and Objectives

Our evaluation system connects our mission to student learning and program effectiveness—and our improvements strengthen our impact.



Continuous evaluation. Intentional improvements. Meaningful impact.  
We remain committed to excellence in counselor education and to advancing wellness and quality of life in partnership with all.

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AQI 2 dispositional findings informed increased emphasis on professional counseling identity development, professionalism expectations, student engagement in counseling-related activities, and responsiveness to feedback. Faculty also developed instructional supports explaining dispositional assessment procedures, implemented additional guidance regarding professional conduct and participation expectations, and expanded communication regarding professional counseling identity and engagement opportunities.

Preliminary retention review findings also informed several program improvement initiatives related to student persistence and support during the program's early implementation phase. Faculty reviewed workload expectations, orientation procedures, and advising practices to identify strategies for improving student persistence and successful progression through the program.

AQI 9. Stakeholder feedback collected through the Academic Advisory Committee (AAC) and mission/objectives survey informed revisions to the program mission statement and objectives to strengthen alignment with multicultural counseling practice, advocacy, measurable student learning outcomes, cultural responsiveness, and preparation for counseling practice in diverse and global contexts.

### **Other Significant Program Developments**

Several significant program developments occurred during the 2024–2025 academic year as part of the program's initial implementation and continuous quality improvement processes. These developments included establishment of the Academic Advisory Committee (AAC), implementation of standardized AQI reporting procedures and the AQI Action Log, development of systematic faculty assessment review processes, and implementation of formal dispositional assessment procedures for pre-fieldwork students. Additional developments included preparation for practicum and internship placement procedures, development of stakeholder follow-up survey instruments and timelines, implementation of policies and instructional supports related to Artificial Intelligence (AI) use in coursework, and expansion of student advising and remediation supports designed to strengthen student success and retention.

Faculty also continued refinement of AQI assessment procedures, reporting practices, and stakeholder engagement processes to support ongoing program evaluation, continuous improvement, and alignment with CACREP standards.

### **Summary and Continuous Improvement**

Findings from the 2024–2025 annual evaluation process indicate that the M.S. Counseling (Online) program is progressing appropriately through its initial implementation phase while demonstrating strong student achievement and professional development outcomes in assessed areas. Aggregate AQI findings suggested that students consistently met established benchmarks related to student learning outcomes and professional counseling dispositions.

Program evaluation findings also informed several curriculum modifications, student support initiatives, and program development efforts related to professional identity development, academic readiness, dispositional expectations, advising supports, technology use, stakeholder engagement, and systematic assessment planning. Faculty remain committed to ongoing program evaluation, continuous quality improvement, and continued alignment of the program mission, objectives, and AQIs with CACREP standards and the evolving needs of the counseling profession and communities served.

The program will continue refining its systematic assessment processes through ongoing implementation of standardized assessment instruments, stakeholder follow-up procedures, AQI reporting practices, and faculty-driven program evaluation activities.

**Consistent with CACREP Standard 2.F.4, this annual report is published on the M.S. Counseling (Online) program website: <https://www.albizu.edu/online/master-science/counseling/>**

## **Appendix A. KPI Assessment and Reporting Process**

### **Purpose**

The Key Performance Indicator (KPI) Assessment and Reporting Process evaluates student achievement of core program learning outcomes through course-embedded assessments aligned with CACREP standards, institutional competencies, and program objectives. KPI assessments serve as direct measures of student learning and professional competency development across the curriculum.

Related AQI(s): AQI 1: Student Learning Outcomes

### **Mission and AQI Alignment**

KPI assessments evaluate students' achievement of program objectives related to counseling knowledge, ethical practice, clinical skill development, multicultural responsiveness, professional identity development, and application of counseling theories in professional settings. KPI findings provide evidence regarding the program's effectiveness in preparing professional counselors and behavioral health specialists capable of facilitating wellness and improved quality of life across diverse populations and settings.

### **Administration Process**

Faculty complete KPI Report Forms at the conclusion of designated courses containing KPI-aligned assignments.

Faculty document:

- KPI alignment,
- KPI assignment type,
- final course grades,
- minimum threshold attainment,
- aggregate student performance,
- remediation needs, and
- instructional or curricular responses informed by the data.

### **Assessment Procedures**

KPI assessments may include:

- examinations,
- term papers,
- research projects,
- presentations,
- discussion-based assessments,
- case conceptualizations,
- reflection assignments,

- dispositional reviews,
- quizzes, and
- other course-embedded evaluations.

Faculty identify the percentage of students meeting benchmark expectations and review aggregate trends related to student learning and professional competency development.

### **Minimum Thresholds**

- KPI measures:  $\geq 80\%$  of students score  $\geq 80\%$  on KPI-aligned assignments
- Final course grades:  $\geq 80\%$  of students earn a final course grade of B or higher

### **Use of Results**

Faculty review aggregate KPI findings annually to evaluate student learning outcomes, identify curricular strengths and gaps, monitor academic readiness, and inform remediation planning, assignment sequencing, instructional modifications, advising supports, and ongoing program improvement initiatives.

### **AI Policy Integration**

Beginning fall 2024, faculty also monitored appropriate use of Artificial Intelligence (AI) within coursework as part of academic integrity and professional development expectations. Program-wide AI guidance clarified expectations regarding original student work, ethical use of technology, and appropriate use of AI-assisted proofreading and learning tools. These efforts supported program objectives related to ethical decision-making, professional conduct, and development of critical thinking skills necessary for counseling practice.

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## **Appendix B. ACMHCC Professional Counseling Dispositions Assessment**

### **Purpose**

The Assessment of Clinical Mental Health Counseling Competencies (ACMHCC) Section 4 dispositional assessment evaluates students' professional counseling behaviors, ethical conduct, multicultural responsiveness, emotional stability, professionalism, and engagement in professional growth activities. The ACMHCC is used with permission of Dr. Glenn W. Lambie & Associates.

Related AQI(s): AQI 2: Professional Counseling Dispositions

## **Mission and AQI Alignment**

The ACMHCC dispositional assessment supports evaluation of students' professional identity development and readiness for counseling practice consistent with the program mission and objectives. The assessment evaluates behaviors and dispositions associated with ethical counseling practice, multicultural responsiveness, advocacy, professionalism, and effective interpersonal engagement in partnership with individuals, families, and communities.

## **Administration Process**

Faculty complete ACMHCC Section 4 dispositional evaluations annually for all pre-fieldwork students. Ratings are reviewed collaboratively to identify strengths, concerns, remediation needs, and readiness for progression toward fieldwork experiences.

## **Assessed Dispositional Domains**

Students are evaluated across 11 dispositional domains:

- Professional ethics
- Professional behaviors
- Professional and personal boundaries
- Knowledge and adherence to policies
- Record keeping and task completion
- Multicultural competencies
- Emotional stability and self-control
- Motivation to learn and grow
- Openness to feedback
- Flexibility and adaptability
- Congruence and genuineness

## **Rating Scale**

- 4 = Exceeds Expectations / Demonstrates Competencies
- 3 = Meets Expectations / Demonstrates Competencies
- 2 = Near Expectations / Developing Toward Competencies
- 1 = Below Expectations / Unacceptable
- 0 = Harmful

## **Minimum Threshold & Benchmark**

- Minimum threshold: 2 per item (“Developing Competence”) for pre-fieldwork students
- Target benchmark: 3 per item (“Competence Met”) by completion of fieldwork

## **Use of Results**

Dispositional assessment findings are used to evaluate students' readiness for fieldwork progression, identify remediation or advising needs, support professional identity development, and inform program-level interventions related to professionalism, engagement, and ethical counseling practice.

## **AI Policy Integration**

Faculty review students' use of technology and Artificial Intelligence (AI) within the context of professionalism, ethical conduct, and academic integrity expectations. Program-wide AI guidance emphasizes development of original student thought, ethical decision-making, and responsible technology use consistent with professional counseling dispositions and CACREP standards.

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## **Appendix C. Professional Engagement in Counseling Activities**

### **Purpose**

The Professional Engagement Self-Report evaluates students' participation in professional counseling activities outside of required coursework.

Related AQI(s): AQI 2: Professional Counseling Dispositions

### **Mission and AQI Alignment**

This assessment supports evaluation of students' developing professional counseling identity, commitment to lifelong learning, advocacy, and engagement in the counseling profession. The assessment aligns with program objectives emphasizing multicultural responsiveness, professional growth, and preparation for ethical counseling practice in diverse settings.

### **Administration Process**

Students submit self-reports and supporting artifacts documenting professional engagement activities completed during the academic term. Activities and artifacts can be submitted via link to MSForms, within Blackboard, and by direct email.

### **Examples of Acceptable Activities**

Examples may include: professional workshops, conferences, webinars, counseling-related trainings, volunteer experiences, advocacy activities, professional organization participation, and community engagement experiences.

## **Use of Results**

Faculty review aggregate professional engagement findings to evaluate students' professional identity development, participation in the counseling profession, and engagement in learning experiences beyond coursework. Findings are used to inform student support initiatives and professional identity development activities.

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## **Appendix D. ACA Membership Verification**

### **Purpose**

ACA membership verification serves as an indirect indicator of students' professional counseling identity development and engagement in the counseling profession.

Related AQI(s): AQI 2: Professional Counseling Dispositions

### **Mission and AQI Alignment**

Participation in professional counseling organizations supports the program mission by encouraging ethical practice, advocacy, lifelong professional growth, multicultural responsiveness, and connection to the broader counseling profession.

### **Administration Process**

Students submit proof of active membership in the American Counseling Association (ACA) or other approved professional counseling organizations. Proof is submitted during their first term by Blackboard or direct email. Note, it is acceptable for students to submit other national or state-level counseling organization memberships to fulfill this requirement.

### **Use of Results**

Faculty review aggregate membership data to evaluate students' engagement in the counseling profession and developing professional identity. Findings are used to support advising initiatives, orientation activities, and professional engagement interventions.

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## **Appendix E. Stakeholder Mission and Program Objectives Survey**

### **Purpose**

The Stakeholder Mission and Program Objectives Survey evaluates the extent to which the program mission and objectives reflect professional counseling standards, multicultural responsiveness, measurable student learning expectations, and community needs.

Related AQI(s): AQI 9: Stakeholder Satisfaction and Community Partner Engagement  
**Mission and AQI Alignment**

This assessment supports systematic evaluation of the program mission and objectives by gathering feedback from students, faculty, and community partners regarding the relevance, clarity, cultural responsiveness, and professional applicability of program goals and student learning expectations.

**Administration Process**

The survey was distributed electronically to enrolled students and Academic Advisory Committee (AAC) members prior to the inaugural AAC meeting during the 2024–2025 academic year.

**Sample Evaluation Areas**

Survey respondents evaluated:

- alignment with multicultural counseling practice,
- responsiveness to diverse populations,
- relevance to counseling workforce needs,
- measurability of program objectives,
- advocacy emphasis,
- and preparation for counseling practice in diverse and global contexts.

**Use of Results**

Survey findings informed revisions to the program mission statement and objectives reviewed by the Academic Advisory Committee during spring 2025. Findings were also used to strengthen alignment between the program mission, objectives, AQIs, and CACREP standards.

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**Appendix F. AQI Action Log and Continuous Improvement Process**

**Purpose**

The AQI Action Log documents systematic faculty review of AQI findings, program evaluation activities, action planning, remediation efforts, and continuous improvement initiatives.

Related AQI(s): AQIs 1–9

## **Mission and AQI Alignment**

The AQI Action Log supports ongoing evaluation of the program mission, objectives, and student outcomes by ensuring that assessment findings are reviewed systematically and used to inform curriculum development, student support initiatives, and program modifications.

## **Administration Process**

Faculty document:

- assessment activities completed,
- responsible personnel,
- data sources,
- benchmark attainment,
- interpretation of findings,
- action steps,
- follow-up timelines,
- and program improvement initiatives.

## **Use of Results**

The AQI Action Log supports continuous quality improvement by documenting the relationship between assessment findings, faculty review processes, remediation planning, curricular modifications, and ongoing program development efforts.

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## **Appendix G. Academic Advisory Committee (AAC)**

### **Purpose**

The Academic Advisory Committee (AAC) provides ongoing stakeholder feedback regarding curriculum, program objectives, student preparation, professional expectations, and program improvement initiatives.

Related AQI(s): AQI 9: Stakeholder Satisfaction and Community Partner Engagement

### **Mission and AQI Alignment**

AAC activities support systematic evaluation of the program mission and objectives by ensuring ongoing collaboration with counseling professionals, students, institutional representatives, and community partners representing diverse identities, professional settings, and client populations.

### **Membership Structure**

The AAC includes:

- core program faculty,

- counseling practitioners,
- institutional representatives,
- and student representation.

### **Responsibilities**

The AAC provides feedback regarding:

- proposed curriculum modifications,
- student learning outcomes,
- professional counseling preparation,
- program improvement initiatives,
- stakeholder needs,
- and alignment with counseling workforce expectations.

### **Use of Results**

AAC feedback informs curriculum review, mission and objective revisions, program development planning, stakeholder engagement processes, and ongoing continuous improvement activities aligned with CACREP standards.