

MACC - Master of Arts in Clinical Counseling
MACC: PLO Data 2024-2025

[Assessment Plan](#)

Learning Outcome:

PLO 1 Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families (minds) (Education that transforms)

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Outcome Measure:

1. Comprehensive Exam: Case Conceptualization and Planning
2. Supervisor Evaluation: Diagnostic/Conceptualization/System Skills - Average of Questions #29-37
3. 12-min Case Presentation (video #2 with written summary) in PSY6096 Supervised Practicum II

Criteria for Success:

1. 90% of students score at or above 70% on section
2. 90% of students score 3 out of 5 or above
3. 90% of students pass the minimum competency with 140 points

Longitudinal Data:

[Link to data](#)

2024-2025	Comp Exam: Case Conceptualization and Planning	Supervisor Evaluation: Diagnostic/Conceptualization/System Skills - Average of Questions #29-37	12-min Case Presentation Written Summary in PSY6096 Supervised Practicum II
% of students passing criteria for success	98%	100%	100%

Conclusions Drawn from Data:

Students did very well on these outcomes. This section on the comp exam had the second highest average score of any section. This tells us that students are competent at the skill of case conceptualization and basic theoretical understandings. This is interesting in light of

students' feedback in the annual exit survey that they wish they knew more about theories. In reality, they do know much about counseling theories and are ready to apply that knowledge to conceptualization. Secondly, it is clear that supervisor ratings are high across the board. This could be that, a) these evaluations aren't particularly evaluative, considering the rater is a supervisor who has a close relationship with the student, or b) our students are generally performing well in a clinical setting. It is likely a mix of the two. Finally, the rubric for the 12-min case is quite generous to students and is set up more like pass/fail, so the data we obtain from it is questionable. Students are also able to resubmit if they fail it (note, this data was from the first submission only). Generally, students are passing this program outcome and demonstrating competency in this area.

Changes to be Made Based on Data:

Consider updating the assessment plan to raise the bar for supervisor ratings, perhaps to 4 out of 5 as the benchmark. However, a rating of 3 is "Meets Competency" while 4 is "Exceeds Expectation" so it may not best reflect a baseline competency that we are looking for. From this data, we could raise our standards, but no intervention at the student level is needed, given they are doing well.

Rubric Used

12 min-case Written Summary Rubric in PSY6096

Learning Outcome:

PLO 1 Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families (minds) (Education that transforms)

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Outcome Measure:

1. Comprehensive Exam: Clinical Evaluation
2. Comprehensive Exam: Developing a Diagnostic Impression
3. Supervisor Evaluation: Diagnostic/Conceptualization/System - Average of Questions #9-12, 28

Criteria for Success

1. 90% of students score at or above 70% on section
2. 90% of students score at or above 70% on section
3. 90% of students score 3 out of 5 or above

Longitudinal Data:

2024-2025	Comprehensive	Comprehensive	Supervisor
-----------	---------------	---------------	------------

	Exam: Clinical Evaluation	Exam: Developing a Diagnostic Impression	Evaluation: Diagnostic/Conceptualization/System - Average of Questions #9-12, 28
% of students passing criteria for success	100%	51.7%	100%

Conclusions Drawn from Data:

Students are doing very well in clinical evaluation, as evidenced by all students passing the 70% benchmark. That tells us that evaluation and assessment, as clinical skills, are being taught and learned effectively. On the other hand, diagnosis appears to be the lowest score out of all the comp exam sections. We missed this mark by a significant margin. This tells us that students struggle with the diagnostic process when tested in a standardized setting. Their supervisors are generally positive about those skills, but these supervisor evaluations are vulnerable to the bias described in the first section. Alternatively, the comp exam section may have contained a disproportionate number of hard questions, and it also had the lowest number of questions in any area (only 11 out of 120), which could lead to artificially low scores.

Changes to be Made Based on Data:

- Assess this Competency next year to monitor trends
- Do an item analysis and examination of student performance on this domain relative to overall exam performance to determine if test characteristics are causing low scores
- Consider adding the PSY6021 Psychodiagnostics final exam as a measure of diagnostic knowledge to supplement these outcome assessments
- Consider adding focus on the diagnostic process to the curriculum in the practicum sequence (PSY6095-6097)

Rubric Used

None

Learning Outcome:

PLO 1 Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families (minds) (Education that transforms)

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Outcome Measure:

1. Comprehensive Exam: Treatment
2. Supervisor Evaluation: Basic and Intermediate Skills - Average of Questions #13-26

Criteria for Success:

1. 90% of students score at or above 70% on section
2. 90% of students score 3 out of 5 or above

Longitudinal Data:

[Link to data](#)

2024-2025	Comprehensive Exam: Treatment	Supervisor Evaluation: Basic and Intermediate Skills - Average of Questions #13-26
% of students passing criteria for success	94.6%	100%

Conclusions Drawn from Data:

Similar to the previous outcomes, students are doing well in understanding basic treatments, interventions, and therapy skills. This is showing up in both a standardized measure of their knowledge and in their actual clinical practice.

Changes to be Made Based on Data:

None.

Rubric Used

None.

Learning Outcome:

PLO 1 Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families (minds) (Education that transforms)

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

Outcome Measure:

1. Signature Assignment in PSY6090 Research Methodology

Criteria for Success:

1. Pass all sections of the rubric with "Meets Competency"

Longitudinal Data:

[Link to data](#)

2024-2025	Pass all sections of the rubric with “Meets Competency”
% of students passing criteria for success	100%

Conclusions Drawn from Data:

Students generally did well on their PSY6090 signature assignment, which asks the student to demonstrate their understanding of clinical research through the creation of a research proposal on a topic of their interest. The grading on these rubrics appears to be somewhat lenient, in that the final submission earned high marks while each section earned lower marks. The assignment is designed to be iterative and builds on itself over the course.

Changes to be Made Based on Data:

Consider improving outcome measurement by averaging performance on each section to better reflect student learning and competency. This PLO/competency is of lower priority than others, as a note.

Rubric Used

PSY6090 Research Methods “Research Proposal” signature assignment rubric.