

MACC - Master of Arts in Clinical Counseling
MACC: PLO Data 2025-2026

[Assessment Plan](#)

Learning Outcome:

PLO 2 Develop and apply self-awareness and professional ethics to the practice of psychotherapy (character) (vocational living).

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Outcome Measure:

1. Comp Exam: Managing Legal and Ethical Obligations Within the Therapeutic Relationships
2. Comp Exam: California Law and Ethics
3. Supervisor Evaluation: Professional Ethics and Legal Considerations - Average of Questions #64-67

Criteria for Success:

1. 90% score at or above 75% on section (average of two sections)
2. 90% score at or above 75% on section (average of two sections)
3. 90% of students score 3 out of 5 or above

Longitudinal Data:

[Link to data](#)

2025-2026	Comp Exam: Managing Legal and Ethical Obligations Within the Therapeutic Relationships	Comp Exam: California Law and Ethics	Supervisor Evaluation: Professional Ethics and Legal Considerations - Average of Questions #64-67
% of students passing criteria for success	86% with >75%	54% with >75%	100%

Conclusions Drawn from Data:

Students struggled with the Comp Exam sections covering Law and Ethics, relative to overall performance (average of 82% on the exam, with a total score of 75% needed to pass across all domains). There are a few reasons for this: traditionally, this has been the most challenging section of the comp exam. It is unclear if this is lack of preparation or inadequate instruction in this area. Rather, it is likely that this topic is the most complex and technical of all clinical areas

assessed. The fact that only 54% of students passed the threshold is concerning, and we should monitor this as a trend. Another reason could be that students took their law and ethics class in their first semester, almost two years before the exam. This technical information is certainly applied to clinical practice throughout the program, but distance from the acquired knowledge could come into play. With that in mind, no supervisor rated a student below a 3 (Meets Expectations) for legal and ethical adherence within their practicum experience, telling us that students are applying ethical and legal knowledge to their work appropriately.

Changes to be Made Based on Data:

- Perform a trend analysis on comp exam data from the law and ethics domain, and do an item analysis to see whether score on these items predicted overall success on the exam. Remove poorly performing questions to ensure these relatively lower scores are not an artifact of the test instrument.
- For supervisor ratings as outcome 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

NA

Learning Outcome:

PLO 2 Develop and apply self-awareness and professional ethics to the practice of psychotherapy (character) (vocational living).

Competency 2: Demonstrate awareness of self-of-the-therapist in clinical practice

Outcome Measure:

1. Supervisor Evaluation: Supervision - Average of Questions #27, 40-44
2. Signature Themes Paper in PSY6095

Criteria for Success:

1. 90% of students score 3 out of 5 or above
2. 90% of students pass with >80% of Points (40/50)

Longitudinal Data:

[Link to data](#)

2025-2026	Supervisor Evaluation: Supervision - Average of Questions #27, 40-44	Signature Themes Paper in PSY6095
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% of students passing criteria for success	100%	100%
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Conclusions Drawn from Data:

Students are doing well in their self exploration and introspective work. Their supervisors are rating them as meeting or exceeding expectations in exhibiting the professional and personal qualities needed to be an ethical and competent therapist. It should be noted that these supervisor evaluations are vulnerable to the bias described in the first section, and students rarely score lower than a 3 on them. The signature theme paper is a weak point, however, as only six out of 60 students scored below a perfect 50, with no score falling below the threshold. While it may be true that students did well on this paper, it is a subjective, reflection style assignment, and harder to grade with competency assessment in mind.

Changes to be Made Based on Data:

- Consider an alternative assessment measure to a subjective, personal reflection paper.
- Evaluate new "Person of the Therapist" curriculum to identify opportunities for stronger assessment points.
- Same issue as above with using supervisor ratings: 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

[Signature Theme Paper Rubric](#)

Learning Outcome:

PLO 2 Develop and apply self-awareness and professional ethics to the practice of psychotherapy (character) (vocational living).

Competency 3: Develop personal characteristics that enhance professional competence via effective communication, empathy, boundaries, self-awareness, and respect for others

Outcome Measure:

1. Supervisor Evaluation: Personal/Professional Characteristics - Average of Questions #1-8

Criteria for Success:

1. 90% of students score 3 out of 5 or above

Longitudinal Data:

[Link to data](#)

2025-2026	Supervisor Evaluation: Personal/Professional Characteristics - Average of Questions #1-8
% of students passing criteria for success	98.3%

Conclusions Drawn from Data:

Similar to the previous outcomes, students are doing well in demonstrating the necessary personal qualities to be good therapists. This is not surprising, as students are screened coming into the program for evidence of and potential for these qualities. It is reassuring to know that supervisors are experiencing them positively. This points to the fact that PLNU MACC students are healthy burgeoning professionals. There was one low score, and that score was attributed to a specific problem a student had at a site, which was addressed through remediation procedures.

Changes to be Made Based on Data:

- None. This is solid data and the best evidence that students are functioning professionally in their clinical settings. The only consideration is the threshold of 3 out of 5, which may be too low to capture any variability in outcomes.

Rubric Used

None.