

2017-2018 Report for the Masters of Counseling at Gordon-Conwell Theological
Seminary—Hamilton

1. Annual reviews of current students

MACO students are reviewed once annually, either for an Annual or Summative evaluation. For the Annual reviews, each student's progress in the program is evaluated by the program faculty and program administrator. Students' development is deemed either "satisfactory progress," "remediation," "probation," "voluntary resignation," or "dismissal from the program."

The faculty met April 23 and 30, 2018 for summative evaluation of May 2018 graduates. All graduates were deemed to have met criteria for graduation.

The faculty met on September 4, 2018 and reviewed all Fall 2018 graduates and current MACO students. All nine Fall 2018 graduates were approved for graduation. Fifty-seven students were evaluated to be making satisfactory progress in their counselor development. One student was deemed to not have been in the program long enough to be able to evaluate progress. Three students were not evaluated because of not being active in the program. One student on a remediation plan will be evaluated after taking another MACO course.

2. Enrollment data: demographics of MACO applicants and results from Entering Student Survey

Table 1. Number and percentage of MACO applicants compared to US population

2015 US Census race/ethnicity (percentage of total US population)	Number (percentage) of 2015-2016 MACO applicants	Number (percentage) of 2016-2017 MACO applicants	Number (percentage) of 2017-2018 MACO applicants
American Indian or Alaskan Native (1.2%)	0	0	0
Asian (5.6%)	6 (14%)	4 (9%)	6 (11%)
Black or African American (13.3%)	1 (2%)	2 (4%)	3 (5%)
Hispanic (17.6%)	2 (5%)	0	1 (2%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0
White not Hispanic (61.6%)	17 (39%)	9 (20%)	12 (21%)
Two or more races (2.6%)	0	0	0
Non-resident alien	4 (9%)	8 (18%)	5 (9%)
Undeclared/unknown	14 (32%)	22 (49%)	29 (52%)

Female (50.8%)	24 (55%)	26 (58%)	25 (45%)
Male (49.2%)	20 (45%)	19 (42%)	31 (55%)
TOTAL	44 applicants	45 applicants	56 applicants

US Census data are July 2015 Census data from <https://www.census.gov/quickfacts/table/PST045215/00> Retrieved July 22, 2016

From these demographics, the MACO program attracted more Asian applicants and fewer Black/African American and Hispanic applicants compared to the population, although over half of the applicants did not declare their race/ethnicity, so great caution is needed in interpreting these data. In terms of gender, MACO applicants approximated the US population.

Fifteen MACO students completed the *GCTS Entering Student Survey* in 2017-2018. Not all students answered every question.

Eleven (73%) of MACO entering student respondents were female. Nine (60%) were in the 30-39-year-old age range. The next most represented age range was 20-29 years old (40%, n=6). Ten (67%) reported being married and five (33%) reported being single. All were MACO students, four were dual MDiv students and one a dual Masters in Religion student.

Ten MACO entering students (67%) were US citizens and three (20%) were international students with F-1 Student Visas. They hailed from 7 different states, though 4 hailed from Massachusetts. Eight (53%) self-identified as White, five (33%) as Asian, and two (13%) as Black or African American. One (7%) self-identified as Hispanic or Latino.

Eleven MACO entering students (73%) entered GCTS with no educational debt. Two students entered with less than \$10,000 in educational debt.

Nine (60%) MACO entering students lived on campus and two (13%) planned to commute ½ to 1 hour and 2 more planned to commute 1-2-hours. Five (33%) MACO entering students planned to work 16-20 hours per week. Four (27%) planned to not work. Another three (20%) planned to work 10 to 15 hours per week. Eleven (73%) planned to be involved in volunteer / lay ministry while enrolled at GCTS.

Fourteen (93%) of MACO entering students anticipated getting either licensed or ordained. MACO entering students rated the following as *very important* in their pursuit of theological education: their desire to serve others (93%, n=14), to discern the will of God (87%, n=13), and anticipating their spiritual growth (80%, n=12).

MACO entering students rated the following as *very important* in their decision to attend Gordon-Conwell: the curriculum (100%, n=14), the spiritual atmosphere (86%,

n=12), the quality of the faculty and staff (71%, n=10), and family/spouse (71%, n=10).

The top three initial obstacles experienced by prospective GCTS students were the cost of education at GCTS (64%, n=9) and the cost of living in a new location (57%, n=8).

3. Demographics of current MACO students and results from Current Student Survey

Table 2. Number and percentage of MACO students compared to the US population

2015 US Census race/ethnicity (percentage of total US population)	Number (percentage) of 2015-2016 MACO current students	Number (percentage) of 2016-2017 MACO current students	Number (percentage) of 2017-2018 MACO current students
American Indian or Alaskan Native (1.2%)	0	0	0
Asian (5.6%)	15 (23%)	11 (16%)	15 (21%)
Black or African American (13.3%)	4 (6%)	5 (8%)	7 (10%)
Hispanic (17.6%)	3 (5%)	2 (3%)	3 (4%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0
White not Hispanic (61.6%)	35 (53%)	35 (52%)	30 (43%)
Two or more races (2.6%)	0	0	0
Non-resident alien	8 (12%)	8 (12%)	9 (13%)
Undeclared/unknown	1 (2%)	6 (9%)	6 (9%)
Female (50.8%)	44 (67%)	39 (58%)	43 (61%)
Male (49.2%)	22 (33%)	28 (42%)	27 (39%)
TOTAL	66 current students	67 current students	70 current students

US Census data are July 2015 Census data from

<https://www.census.gov/quickfacts/table/PST045215/00> Retrieved July 22, 2016

Compared to the US population, the MACO student population underrepresented the Hispanic population and over-represented the Asian population. Thirteen percent of MACO students were non-resident aliens, which brought diverse perspectives into the classroom. Again, Hamilton MACO students are able to attend classes at GCTS' Boston campus (the Center for Urban Ministerial Education, CUME).

Only five MACO current students completed the *GCTS Current Student* survey in 2017-2018 and not all students answered every question. Therefore, caution should be used in interpreting data from the *GCTS Current Student* survey.

Three (67%) MACO current student respondents were male. Four MACO current students (80%) were in the 20-29-year-old age range. The next most represented age range was the 30-39-year-old age range (20%, n=1). Three (60%) were married and two (40%) were single. Three (60%) had no dependents, one student had two dependents, and one had three dependents.

The five MACO current students who completed the survey were US citizens. Four (80%) self-identified as White and one self-identified as Asian.

Four (80%) of MACO current students used school provided housing. Two (40%) commuted less than ½ hour to school. Three (60%) worked in the counseling field and two (67%) were students only. Three (60%) had no paying job, one worked 16 to 20 hours per week and one 31 or more hours per week.

MACO current students rated the following as a *very important* source of income in supporting their graduate studies at GCTS: scholarship/grant (n=5), savings (n=4) and parents / family (n=3).

All MACO current students were in the MACO program. Two were dual degree Master of Divinity students.

The top learning environment characteristics that MACO current students reported being *very satisfied* with are the helpfulness of library staff (80%, n=4), faculty as role models (60%, n=3) and Chapel (60%, n=3). The top learning environment characteristics in the MACO program that MACO current students reported being *very satisfied* with were faculty (60%, n=3) and advising (40%, n=2). The top most important academic influences that MACO current students reported being *most important* were faculty as role models (n=3) and the curriculum (n=2).

Four (80%) anticipated being able to finish the MACO program and one anticipated transferring to a doctoral program before graduation. Most MACO current students reported that GCTS has measured up to their impressions of GCTS in some aspects and not in others (80%, n=4) and for one, it has measured up to their impressions before coming.

4. Demographics of graduating MACO students and results from Graduating Student Survey.

Table 3. Number and percentage of MACO graduates compared to the US population

2015 US Census race/ethnicity (percentage of total US population)	Number (percentage) of 2015-2016 MACO graduates	Number (percentage) of 2016-2017 MACO graduates	Number (percentage) of 2017-

			2018 MACO graduates
American Indian or Alaskan Native (1.2%)	0	0	0
Asian (5.6%)	6 (32%)	3 (14%)	3 (19%)
Black or African American (13.3%)	1 (5%)	2 (9%)	1 (6%)
Hispanic (17.6%)	1 (5%)	2 (9%)	1 (6%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0
White not Hispanic (61.6%)	8 (42%)	11 (50%)	9 (56%)
Two or more races (2.6%)	0	0	0
Non-resident alien	2 (11%)	3 (14%)	2 (13%)
Undeclared/unknown	1 (5%)	1 (5%)	0
Female (50.8%)	13 (68%)	16 (73%)	12 (75%)
Male (49.2%)	6 (32%)	6 (27%)	4 (25%)
TOTAL	19 graduates	22 graduates	16 graduates

US Census data are July 2015 Census data from

<https://www.census.gov/quickfacts/table/PST045215/00> Retrieved July 22, 2016

Compared to the US population, MACO graduates underrepresented the Black / African American and Hispanic population and over-represented the Asian population. Thirteen percent of MACO graduates were non-resident aliens. Also, MACO female students were over-represented compared to the US population.

Nineteen MACO graduates completed the *GCTS Graduating Student* survey in 2018. Some of the respondents graduating in Fall 2018 were not included in the statistics above but completed the survey. Also, not all students answered every question.

Eleven (58%) of MACO graduate respondents were female. Eleven (58%) MACO graduates were in the 20-29-year-old age range. The next most represented age ranges were the 30-39-year-old age range (26%, n=5) and 40-49-year-old age range (11%, n=2). Ten (53%) were single and nine (47%) were married. Fourteen (75%) had no dependents. Sixteen (84%) reported no dependents, one (5%) three dependents, and two (11%) four or more dependents.

Most MACO current students (84%, n=16) were US citizens and two (11%) were international students with F-1 student visas, and one (5%) was a permanent resident. Eleven (65%) self-identified as White, four (24%) as Asian, and two (12%) as Black or African American. Two students (11%) self-identified as Hispanic or Latino.

All MACO graduates graduated from the MACO program. Four also graduated with an MDiv degree and five with an MA in Religion.

Twelve (75%) MACO graduates were students only and three (19%) were working as counselors, and one (6%) as clergy. Four (22%) worked 10 to 15 hours per week, three (17%) worked at no paying job or, fewer than 10 hours per week or 16 to 20 hours per week or 31 or more hours per week. Two (11%) worked 21 to 30 hours per week.

MACO graduates rated the following as a *very important* source of income in supporting their graduate studies at GCTS: scholarship/grant (79%, n=15), government loan (50%, n=9), and off-campus work (44%, n=8).

Nine (47%) MACO graduates incurred more than \$40,000 in educational debt at GCTS. Three (16%) incurred no debt, or less than \$10,000 or \$10,000-\$19,000 in educational debt. Five (26%) will pay \$200-\$349 monthly or \$500-\$1,000 monthly in educational debt. Four (21%) will pay \$0 monthly.

Six (32%) MACO graduates had been offered a position at the time of graduation. Seven (47%) will work full-time in counseling. Other graduates will work in pastoral/parish ministry (n=1), church administration (n=1), church planting (n=1), and further graduate study (n=1).

Eleven (61%) MACO graduates used school-provided housing. Nine (53%) reported having no commute to GCTS and three (18%) reported having less than a half hour commute to GCTS. Two (12%) reported having either a half hour to one-hour commute or 1-2-hour commute. One graduate had a five hours or more commute.

MACO graduates reported being most satisfied with class size (84%, n=16), faculty credentials (79%, n=15), faculty as role models (79%, n=15), and faculty availability (74%, n=14). Some MACO graduates reported being very to somewhat dissatisfied with Semlink [online courses] (n=4), co-curricular activities (n=4) and the campus community (n=3). The top learning environment characteristics that MACO graduates reported being *very satisfied* with in the MACO program are faculty (79%, n=15), collegiality with peers (63%, n=12) and advising (47%, n=9).

The academic influences that MACO graduates reported being *most important* were the curriculum (all courses offered; 90%, n=9) and faculty as role models (57%, n=8). MACO graduates reported that as a result of their internships, they had greater vocational clarity (56%, n=9), a better idea of strengths and weaknesses (38%, n=6), improved counseling skills (31%, n=5), more self-confidence (31%, n=5), and a greater sense of people's needs (31%, n=5).

5. One study per year: In 2018, six prospective students refused the offer to matriculate. The MACO department sent a survey to understand their decision to not matriculate. Half (n=3) responded.

All respondents (n=3) rated the MACO program as “high quality,” but none rated it as “very high quality.” Two respondents said they liked most that the program is “Christian.” One added “Christian thought in addition to psychology.” Two said that “finances” or “cost of the program” was the primary reason they declined the offer to study in the MACO program. All three said that more scholarships would have made them more likely to accept the offer to study in the MACO program. What would have made MACO outshine other schools would be “the Gordon-Conwell reputation,” “easier access to where graduates are working,” and “diversity in thought and ethnicity.” One respondent rated the value for money as “above average,” another as “average,” and the last as “below average.” Two would not recommend the MACO program to a friend or colleague.

6. Results from Alumni Survey

Seven counseling alumni completed the 2018 *GCTS Alumni survey*. Three graduated from the MACO program and others from the MACC in Charlotte. Because of the anonymity of the survey, it is not possible to know which three. Therefore, these results should be taken with caution.

Five of seven alumni respondents would recommend GCTS to a prospective student without reservations and the rest (n=2) would recommend with some reservations.

All respondents either *strongly agree* (86%, n=6) or *agree* (14%, n=1) that their GCTS degree was worth the cost or debt incurred. Six respondents (86%) reported that the cumulative costs of their seminary education did not limit their career choices. One reported that the cumulative costs of their seminary education limited his/her career choices.

Four of alumni respondents’ first professional position/ministry after graduation was in the counseling field. For one alum, counseling was her/his second professional position/ministry after graduation. Two respondents reported that their first professional position/ministry after graduation *other than* counseling was pastoral/parish ministry and one foreign missions.

Five (72%) of respondents had a position at the time of graduation, with two (29%) taking under one year to be hired. Half (n=3) found their work/ministry position through web networking, two through GCTS friends. Five (71%) reported that their education at GCTS prepared them *very well* for their current work or enhanced the work they were doing. Two (29%) reported that their education at GCTS prepared them *very well in some areas, but not in others*.

About half of respondents (43%, n=3) are not licensed though one is a clinical member of AAMFT. Licenses reported included LMHC/LPC (29%, n=2) and LMFT (29%, n=2). ALL licensed professionals passed the licensing exam on their first try. LMFTs took three or four years to get licensed following graduation.

One LMFT practices in Kentucky. One LPC or LMHC practices in Arizona and one in Colorado. The LPC in Arizona is also licensed in Florida and Tennessee. Two respondents practice in a church or a church-related counseling center, two in an agency or government setting, two in private practice and one is a university instructor.

7. MACO program courses are evaluated by students at the end of each course. MACO faculty review these evaluations to modify courses and to reflect on their pedagogical strengths and weaknesses, reporting these to the Hamilton Dean in the Annual Faculty Report.

8. For the 2018 program evaluation, program faculty and the program administrator met August 27, 2018 to review Key Performance Indicators (KPIs).

KPI	Assignments assessing KPI	Percent of students earning an 80% or better on the assignment
<i>Professional counseling orientation and ethical practice</i> Students will know "ethical standards of professional counseling organizations and credentialing bodies, and" apply "ethical and legal considerations in professional counseling"	In CO790, in the student's first year, faculty evaluates the student's knowledge of ethical standards and legal considerations with tests.	96% scored 80% or higher.
	In CO790, in the student's first year, faculty evaluates the student's application of ethical and legal considerations in the ethical dilemma paper.	100% scored 80% or higher.
	As the student progresses in the program, faculty evaluates the student's knowledge and application of ethical and legal considerations in Professional Seminars in the student's three case presentations.	100% scored 80% or higher.
<i>Social and cultural diversity</i> Students will understand and apply "the impact of spiritual beliefs	In CO500, in the student's first year, faculty evaluates the student's knowledge of the impact of spiritual beliefs on worldviews as reflected in the integration section and	85% scored 80% or higher.

<p>on clients' and counselors' worldviews"</p>	<p>references in the final paper.</p>	
<p><i>Human growth and development</i> Students will understand and apply the "biological, neurological, and physiological factors that affect human development, functioning, and behavior"</p>	<p>In CO801 A & B, the capstone course in the program, faculty evaluates the student's knowledge of the impact of spiritual beliefs on worldviews by three sequential papers through the semester.</p>	<p>100% scored 80% or higher.</p>
	<p>In CO/SF610, usually in the student's first year, faculty evaluates the student's knowledge of factors that affect human development with theories with tests.</p>	<p>90% scored 80% or higher.</p>
	<p>In CO/SF610, in the student's first year, faculty evaluates the student's application of their knowledge of factors that affect human development with three observations across the lifespan and their autobiography.</p>	<p>100% scored 80% or higher.</p>
<p><i>Career development</i> Students will understand and apply "processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and</p>	<p>In CO611 Theories of Personality, later in the program, faculty evaluates the student's application of factors that affect human development in the student's analysis of their personality paper.</p>	<p>86% scored 80% or higher.</p>
	<p>In CO740, faculty evaluates the student's knowledge of processes for identifying and using career and other information with the student's career self-assessment and career assessment of a non-relative.</p>	<p>91% scored 80% or higher on the self-assessment. 100% scored 80% or higher on the non-relative assessment. 96% scored 80% or higher on both assignments.</p>
	<p>In Professional Seminars, as the student progresses in the program, faculty evaluates the student's knowledge of processes for identifying and using career and other information in discussions on professional</p>	<p>93% scored 80% or higher.</p>

information systems”	development.	
<i>Counseling and helping relationships</i> Students will understand and apply “essential interviewing, counseling, and case conceptualization skills”	In CO507, in the student’s first year, faculty evaluates the student’s application of their knowledge of counseling skills with semester-long role-plays in triads; video-recording with transcription, analysis and case conceptualization.	100% scored 80% or higher on role plays. 100% scored 80% or higher on the recording and transcript.
	In CO735, faculty evaluates the student’s application of their knowledge of counseling skills with four assessment reports through the semester.	73% scored 80% or higher averaged across four reports and 100% scored 80% or higher on the last report.
	In Professional Seminars, as the student progresses in the program, faculty evaluates the student’s application of their knowledge of counseling skills in three case presentations.	90% scored 80% or higher.
<i>Group process</i> Students will have “direct experiences in which students participate as group members in a small group activity.”	In CO/PC/SF711, faculty ensures the student’s opportunity to directly experience participation in a small group with the small group assignment.	100% scored 80% or higher.
	Students are encouraged to seek a practicum or internship placement where s/he is able to lead a group.	68% led a group.
<i>Assessment and testing</i> Students will understand and apply the “use of assessments for diagnostic and intervention planning purposes”	In CO735, faculty evaluates the student’s knowledge and use of assessments for diagnostic and intervention purposes with four assessment reports.	73% scored 80% or higher averaged across four reports and 100% scored 80% or higher on the last report.
	In CO740, faculty evaluates the student’s knowledge and use of assessments for diagnostic and intervention purposes with the student’s career self-assessment and career assessment of a non-	91% scored 80% or higher on the self-assessment. 100% scored 80% or higher on the non-relative assessment. 96% scored 80% or higher on both assignments.

	relative.	
<i>Research and program evaluation</i> Students will understand and apply “the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice”	In CO500, in the student’s first year, faculty evaluates the student’s use of research and references in the final paper.	90% scored 80% or higher.
	In CO699, which students take later in the program, faculty evaluates the student’s use of up-to-date peer reviewed resources in the literature review of the qualitative project (either an individual or a program evaluation project) and of the poster presentation of a quantitative survey project.	100% scored 80% or higher on both assignments.
	In Professional Seminars, as the student progresses in the program, faculty evaluates the student’s use of evidence-based counseling practices in three case presentations.	93% scored 80% or higher.
<i>Clinical Mental Health Counseling</i> Students will know and apply the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	In CO710, usually in the student’s first year, faculty evaluates the student’s formulation and diagnostic process in two cases on the exam.	97% scored 80% or higher.
	In CO735, faculty evaluates the student’s knowledge and use of assessments for diagnostic and intervention purposes with four assessment reports.	73% scored 80% or higher averaged across four reports and 100% scored 80% or higher on the last report.
	In Professional Seminars, as the student progresses in the program, faculty evaluates the student’s knowledge and application of DSM diagnoses in three case presentations.	91% scored 80% or higher.

Faculty and staff met on August 27, 2018 to review the KPIs, the student surveys data, and survey data from three prospective students. Based on this review, four gaps between program goals and reality, suggested program improvements and a timeline for implementing the improvements were identified.

Gaps and improvements	Timeline
<p>1. Given that cost of the program is an issue for prospective and entering students, faculty and staff will meet with GCTS administrators to discuss options.</p>	<p>On 9-10-18, the MACO department met with Dr. Rick Lints, VP for Academic Affairs, and Dr. Tom Pfizenmaier, Dean of the Hamilton campus, to discuss the required 87 credits and options. The administrators support a reduction. The MACO department will consult Massachusetts licensing requirements and develop a plan for consideration before the end of the academic year.</p>
<p>2. MACO responses to the Current Student and Alumni surveys need to be increased to ensure more representative data.</p>	<p>On 8-31-18, the Director of the MACO program contacted Scott Poblenz (Director of the Assessment Committee) to ask how to increase MACO student responses to surveys. Mr. Poblenz said that the lowest response rate is from current students but he will work with the Program Administrator to recruit current students and alumni.</p>
<p>3. Only 68% of MACO students have opportunities to lead/co-lead groups.</p>	<p>To address this gap, MACO did the following:</p> <ol style="list-style-type: none"> 1. On 9/13/18, students were sent a link to a survey to gather data from students to understand groups they lead/co-lead and obstacles to leading/co-leading groups at their Practicum/Internship sites.ⁱ The primary obstacle is that about 31% of student respondents reported that their sites do not offer students the opportunity to lead/co-lead groups. 2. On 9/26/18, the MACO department met to review survey results and decided that beginning Spring 2019 students will be

	<p>required to lead/co-lead a group at one of their sites (either practicum or internship 1 or 2). The Program Administrator will add the requirement to the Site Supervisor contract, the Practicum/Internship orientation manual and program, to the Student Handbook, and these will be posted on the MACO Sakai site, and will be presented to students at an October meeting.</p> <p>3. In the academic year 2018-2019, the MACO Program Administrator will meet with site supervisors to educate them about the requirement for students to lead or co-lead a group at one clinical site.</p> <p>4. The Program Administrator will actively encourage students to seek Practicum/Internships sites that offer the opportunity to lead/co-lead a group, and MACO faculty and staff will continuously identify alternatives if one of their sites does not offer the opportunity to lead/co-lead a group.</p>
<p>4. While students in Professional Seminars are achieving KPIs, faculty requested a standardized syllabus and content, and grading rubric.</p>	<p>On 9-4-18, before the beginning of the Fall 2018 semester, faculty approved a standardized syllabus, content and grading rubric.</p>

9. Students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) were notified that the report is available on the GCTS website.

ⁱ Thirty-three students responded. Fourteen students are not yet in practicum or internship. Thirteen students (68%) who are in or completed a practicum or internship or both have led/co-led or will lead/co-lead a group. Six students (32%) who are in a practicum or internship have not led/co-led or do not expect to lead/co-lead a group.