

2019-2020 Report for the Masters of Counseling (MACO) program at Gordon-Conwell
Theological Seminary—Hamilton

Program faculty and staff review eleven metrics annually to evaluate the MACO program.

1. Demographics of MACO applicants and entering students survey results
2. Demographics of MACO current students and current student survey results
3. Annual MACO Diversity survey results
4. Annual evaluation of current and graduating MACO students
5. Graduation rates
6. Graduating students exit interviews
7. Demographics of MACO graduating students and graduating student survey results
8. Results from one annual study
9. Results from the GCTS alumni survey
10. Results from the MACO alumni survey
11. Key Performance Indicators (KPIs)

Based on the review on 8/24/20, program faculty and staff recommended changes to the program as noted at the end of the report.

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

Table 1. Demographics 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	Number (percentage) of 2018-2019 MACO applicants	Number (percentage) of 2019-2020 MACO applicants
American Indian or Alaskan Native (1.2%)	0	0	0	0	0
Asian (5.6%)	6 (14%)	4 (9%)	6 (11%)	2 (5%)	4 (5%)
Black or African American (13.3%)	1 (2%)	2 (4%)	3 (5%)	1 (3%)	5 (6%)
Hispanic / Latinx (17.6%)	2 (5%)	0	1 (2%)	1 (3%)	10 (12%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0	0	0

White not Hispanic (61.6%)	17 (39%)	9 (20%)	12 (21%)	12 (31%)	19 (22%)
Two or more races (2.6%)	0	0	0	0	3 (4%)
Non-resident alien	4 (9%)	8 (18%)	5 (9%)	14 (36%)	14 (16%)
Undeclared/unknown	14 (32%)	22 (49%)	29 (52%)	3 (8%)	31 (36%)
Female (50.8%)	24 (55%)	26 (58%)	25 (45%)	19 (49%)	49 (57%)
Male (49.2%)	20 (45%)	19 (42%)	31 (55%)	18 (46%)	37 (43%)
TOTAL	44 applicants	45 applicants	56 applicants	39 applicants	86 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 fewer Black/African American and Hispanic applicants compared to the population, although a little over a third of applicants did not declare their race/ethnicity, so great caution is needed in interpreting these data. The number of diverse applicants is trending in a direction that allows the program to meet its objective to be a diverse program. The strength of the MACO program is in attracting international students. In terms of gender, more MACO applicants report as female.

The *Entering Student Survey* was not sent to GCTS students in the last year because of a change in personnel.

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

Table 2. Demographics of current 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	Number (percentage) of 2018-2019 MACO current students	Number (percentage) of 2019-2020 MACO current students
American Indian or Alaskan Native (1.2%)	0	0	0	0	0
Asian (5.6%)	15 (23%)	11 (16%)	15 (21%)	12 (15%)	10 (17%)
Black or African American (13.3%)	4 (6%)	5 (8%)	7 (10%)	3 (4%)	3 (5%)

Hispanic / Latinx (17.6%)	3 (5%)	2 (3%)	3 (4%)	1 (1%)	8 (14%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0	0	0
White not Hispanic (61.6%)	35 (53%)	35 (52%)	30 (43%)	43 (54%)	25 (42%)
Two or more races (2.6%)	0	0	0	1 (1%)	2 (3%)
Non-resident alien	8 (12%)	8 (12%)	9 (13%)	12 (15%)	7 (12%)
Undeclared/unknown	1 (2%)	6 (9%)	6 (9%)	6 (8%)	4 (7%)
Female (50.8%)	44 (67%)	39 (58%)	43 (61%)	49 (62%)	41 (70%)
Male (49.2%)	22 (33%)	28 (42%)	27 (39%)	30 (38%)	18 (31%)
TOTAL	66 current students	67 current students	70 current students	79 current students	59 current students

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 enrolled more Asian and fewer Black/African American applicants compared to the population. The number of enrolled Hispanic/Latinx students is close to the population. The number of diverse enrollees is trending in a direction that allows the program to meet its objective to be a diverse program. The strength of the MACO program is in enrolling international students. In terms of gender, more MACO enrollees report as female.

The *Current Student Survey* was not sent to GCTS students in the last year because of a change in personnel.

3. Annual MACO Diversity survey

A copy of the survey, hosted by SurveyMonkey, can be found in Appendix A. The SurveyMonkey link was emailed to MACO students, faculty and staff on 2/29/20, 3/9/20, 3/20/20 and 4/13/20. 43 total responses were collected (54% response rate, perhaps related to the COVID-19 pandemic where students focused on migrating to an online learning environment).

Respondents were White or Caucasian ($n=24$), Asian or Asian American ($n=9$), Hispanic or Latinx ($n=5$), African American or Black or of African Descent ($n=1$) and International ($n=3$). Most were US residents and five were not. For most, English is their native language and for 11 respondents, English is not their native language. Sixty-six percent ($n=27$) identified as female. No respondent identified as a sexual minority. One respondent identified as having a learning disability and one as having

“ADHD/Depression.” Respondents included 39 students, one staff and one administrator. Most respondents reported being non-denominational ($n=16$). The most represented denominations were Presbyterian ($n=5$) and Baptist ($n=4$).

While these incidences are rare, respondents reported that MACO students have made disparaging or insensitive remarks frequently or often about women ($n=2$), persons of a particular racial/ethnic background ($n=1$), or LGBTQI persons ($n=1$). One of the respondents said that one particular student last year would make offensive and uncomfortable sweeping generalizations about women but had not seen this student this year. (A student that meets this description was dismissed from the program in May 2019.)

Again while rare, respondents reported that MACO faculty or teaching assistants have often made disparaging or insensitive remarks about women ($n=1$) or LGBTQI persons ($n=1$). One of the respondents suggested that everyone including introverts needed to be given an opportunity to speak in class. Another respondent suggested that students and faculty should be more aware of the power of micro-aggressions. Another respondent suggested that more faculty of color are needed and more productive conversations around race are needed. Another respondent said that white Caucasian males “seem to be the problem.”

Respondents reported that discrimination or harassment has come in the form of verbal comments ($n=10$), ignoring ($n=7$) or glances ($n=4$) in a classroom ($n=12$) by fellow students ($n=12$) and faculty ($n=1$). Respondents either disagreed or strongly disagreed that the MACO program adequately addresses the following issues on campus related to sexual orientation ($n=8$), gender or sexism ($n=8$), religious/denominational differences ($n=7$) or race/racism or ethnocentrism ($n=7$). Respondents either disagreed or strongly disagreed that the curriculum adequately represents the contributions of a variety of groups of people ($n=10$). While most respondents were very or somewhat likely to challenge others on racial/ethnic/sexually derogatory comments, a number of respondents were either somewhat unlikely or very unlikely to do so ($n=8$).

Most respondents of color ($n=15$) reported having received adequate support in the MACO program as a person of color but a couple ($n=2$) did not. Four respondents of color reported feeling that they are expected to speak on behalf of all members of their race or ethnicity.

Both respondents who identified as having a disability reported having received adequate support from the MACO program as a person with a disability. Four respondents disagreed or strongly disagreed that they were satisfied with their MACO experience /environment regarding diversity in the MACO program. Five disagreed or strongly disagreed that people who are sexual minorities are accepted socially in the MACO program.

4. 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. Students' development is deemed either "satisfactory progress," "remediation," "probation," "voluntary resignation," or "dismissal from the program."

The faculty met March 30, 2020 for summative evaluation of May 2020 graduates. All graduates were deemed to have met criteria for graduation.

Because of a retirement, two faculty met on August 24, 2020 and reviewed all Fall 2020 graduates and current MACO students. Four Fall 2020 graduates were approved for graduation. 55 students were evaluated to be making satisfactory progress in their counselor development. Three students were deemed to not have not taken enough counseling courses to be able to evaluate their progress. One student dropped the counseling degree and changed to another degree. Five students were not reviewed because they are on temporary leave.

5. Graduation rate

The years represent *cohort years*, the years in which the student *started* their program. For example, the 2011-12 cohort represents anyone who started the program in the 2011-12 academic year. That cohort's seven-year graduation percentage would be looking at anyone who had graduated before or during the 2017-18 academic year (which would have been their seventh year in the program), anyone who entered in 2011-12 and graduated by May 2018.

Cohort Year	Graduation Rate
2013-14	100
2012-13	82.6
2011-12	84.4
2010-11	58.6
2009-10	66.7
5 Year Average	78.46

6. Exit interviews with graduates

Six graduating students participated in 20 minute interviews with three MACO faculty. Graduating students reported the following program strengths.

1. MACO prepares its students well for counseling. The program is conceptual, rigorous and practical. Active learning activities were helpful. MACO provides a good foundation for life-long learning.
2. MACO prepares its students well for integration. One graduating student said, "I feel prepared to think as a Christian counselor."

3. MACO field sites are excellent. MACO helps with finding a field site.
4. MACO is a good educational community. Faculty show care to students and are available. Students find life-long friends in the program.
5. CACREP accreditation is very important.

Graduating students suggested the following improvements to the program.

1. Five out of six graduates emphasized the need to teach more the practical aspects of counseling, to offer more hands-on simulations in small groups focused on practical skill acquisition. They expected that more role plays would increase the practical learning of students.
2. Some emphasized that a focus on the practical should not preclude the opportunity for students who value the conceptual side of counseling to have access to a rigorous academic experience focused on theory.
3. Along with a general suggestion of more role plays, some graduating students suggested to be sure to teach the practical aspects like writing treatment plans, working with insurance companies, and state laws.
4. Some suggested that theological integration could be augmented by fostering conversations with other GCTS departments. They requested that the faculty integrative discussions be shared with students.
5. Some acknowledged that students require “persistent pestering” or outreach or letting students know of faculty availability. Keep articulating faculty’s availability.
6. A graduating student suggested that a leader for the Counseling Student Society be identified in May. Co-chairs who can share the load might be helpful.
7. Some graduating students underscored that finding a field site is challenging.
8. Some reported that reading 2,000 pages in each class is too much.
9. A graduating student said that a course in a counseling model like CBT is needed. (Currently, Cognitive Psychology is an elective and the course was cancelled this past spring due to under-enrollment.)

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

Table 3. Demographics 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	Number (percentage) of 2018-2019 MACO graduates	Number (percentage) of 2019-2020 MACO graduates
American Indian or Alaskan Native (1.2%)	0	0	0	0	0
Asian (5.6%)	6 (32%)	3 (14%)	3 (19%)	4 (18%)	2 (11%)

Black or African American (13.3%)	1 (5%)	2 (9%)	1 (6%)	0	2 (11%)
Hispanic (17.6%)	1 (5%)	2 (9%)	1 (6%)	1 (5%)	0
Native Hawaiian or Other Pacific Islander (0.2%)	0	0	0	0	0
White not Hispanic (61.6%)	8 (42%)	11 (50%)	9 (56%)	11 (50%)	11 (61%)
Two or more races (2.6%)	0	0	0	0	0
Non-resident alien	2 (11%)	3 (14%)	2 (13%)	3 (14%)	2 (11%)
Undeclared/unknown	1 (5%)	1 (5%)	0	3 (14%)	1 (6%)
Female (50.8%)	13 (68%)	16 (73%)	12 (75%)	14 (64%)	10 (56%)
Male (49.2%)	6 (32%)	6 (27%)	4 (25%)	8 (36%)	8 (44%)
TOTAL	19 graduates	22 graduates	16 graduates	22 graduates	18 graduates

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 graduated a number of students who will contribute to diverse communities.

The *Graduating Student Survey* was not sent to GCTS students in the last year because of a change in personnel.

8. One study per year

The last year that employers of GCTS graduates were surveyed was in 2016. In summer 2020, three employers of GCTS graduates completed a survey. Two had employed one to five graduates and a third had employed six to 10. Two were either “very likely” or “likely” to employ another GCTS graduate and the third was “neutral.”

All three of the respondents rated GCTS graduates as “strong” in “overall counseling knowledge and skills” and “interpersonal skills in staff and client relationships,” and all three rated graduates as either “outstanding” or “strong” in “openness to supervision.” Overall, no respondent rated GCTS graduates as lower than average. The lowest rating by employers was “average” in the area of “multicultural counseling skills.”

Strengths were listed as “smart, knowledgeable, caring,” “interpersonal skills, collaboration /teamwork, thoughtful integration of faith and practice,” and “receptive to feedback, willingness to learn, respectful.”

Weaknesses were focused on limited openness and knowledge of working with LGBTQ clients and not having a specific therapeutic method from which to provide services.

9. Results from Alumni Survey

The *Alumni Survey* was not sent to GCTS graduates in the last year because of a change in personnel.

10. Results from MACO graduate survey

In the summer of 2020, 20 MACO graduates from 2011 to 2020 responded to a brief 10-item survey. 79% were female. The majority (60%, $n=12$) got their first counseling job within a year of graduation. Two graduates took more than a year to get a counseling job; the others are engaged in other pursuits and are not seeking a counseling job at this time.

One fourth of respondents ($n=5$) were not planning to be licensed. Of the rest, five were in the process of licensure, seven had obtained an LMHC / LPC license and one an LMFT license. All five graduates who attempted the licensing exam passed it on their first attempt.

Some of the further education or certifications procured by graduates included trauma competency, ABA/TCI/SafetyCare/Positive Behavior Supports, CSAT/Licensed Addictions Counselor, School Adjustment Counseling, CEUs, post-graduate course work including doctoral studies and Certificate in Nonprofit Management.

Respondents made the following suggested improvements to the program: teach more practical treatment modalities like CBT ($n=4$), have more diversity training ($n=3$) including working with LGBTQ populations from a Christian perspective ($n=2$). One last suggestion is to help graduates prepare for national exams in their last year.

11. Key Performance Indicators

For the 2020 program evaluation, program faculty and the program administrator met August 24, 2020 to review Key Performance Indicators (KPIs).

KPI	Assignments assessing KPI	Percent of students earning an 80% or better on the assignment
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<p><i>KPI 1</i> <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”</p>	<p>In CO790, in the student’s first year, faculty evaluates the student’s knowledge of ethical standards and legal considerations with tests. In CO790, in the student’s first year, faculty evaluates the student’s application of ethical and legal considerations in the ethical dilemma paper. 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.</p>	<p>97.30% scored 80% or higher. One student scored lower than 80% on at least one of the assignments.</p>
<p><i>KPI 2</i> <i>Social and cultural diversity</i> Students will understand and apply “the impact of spiritual beliefs on clients’ and counselors’ worldviews”</p>	<p>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 references in the final paper. 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>Missing data</p>

<p><i>KPI 3</i> <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 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. 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. 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>94.59% scored 80% or higher. Two students scored lower on at least one of the assignments.</p>
<p><i>KPI 4</i> <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 information systems”</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. 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 development.</p>	<p>89.13% scored 80% or higher. Five students scored lower on at least one of the assignments.</p>

<p><i>KPI 5</i> <i>Counseling and helping relationships</i> Students will understand and apply “essential interviewing, counseling, and case conceptualization skills”</p>	<p>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. In CO735, faculty evaluates the student’s application of their knowledge of counseling skills with four assessment reports through the semester. 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.</p>	<p>100% scored 80% or higher. No students scored lower.</p>
<p><i>KPI 6</i> <i>Group process</i> Students will have “direct experiences in which students participate as group members in a small group activity.”</p>	<p>In CO/PC/SF711, faculty ensures the student’s opportunity to directly experience participation in a small group with the small group assignment. Students are required to seek a practicum or internship placement where s/he is able to lead a group.</p>	<p>100% scored 80% or higher. No students scored lower.</p>
<p><i>KPI 7</i> <i>Assessment and testing</i> Students will understand and apply the “use of assessments for diagnostic and intervention planning purposes”</p>	<p>In CO735, faculty evaluates the student’s knowledge and use of assessments for diagnostic and intervention purposes with four assessment reports. 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-relative.</p>	<p>88.89% scored 80% or higher. Five students scored lower on at least one of the assignments.</p>

<p><i>KPI 8</i> <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”</p>	<p>In CO500, in the student’s first year, faculty evaluates the student’s use of research and references in the final paper. 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. 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.</p>	<p>100% scored 80% or higher. No students scored lower.</p>
<p><i>KPI 9</i> <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)</p>	<p>In CO710, usually in the student’s first year, faculty evaluates the student’s formulation and diagnostic process in two cases on the exam. In CO735, faculty evaluates the student’s knowledge and use of assessments for diagnostic and intervention purposes with four assessment reports. 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.</p>	<p>97.87% scored 80% or higher. One student scored lower on at least one of the assignments.</p>

Program Improvements

MACO faculty and staff met on August 24, 2020 to review the program metrics. Based on the review, they suggested three program improvements and a timeline for implementing the improvements. Faculty and staff approved the following plan on September 10, 2020.

Gaps	Program improvements and timeline
<p>1. MACO has met its KPI benchmarks for three consecutive years since beginning to track these in 2018. As a result of the program's success, the program decided in its meeting 4/13/20 to require graduating students to take the Counselor Preparation Comprehensive Examination (CPCE). Results of the CPCE will allow the MACO program to have a more objective view of the knowledge level of its students across all core curricular areas.</p> <p>One MACO graduate suggested that graduates need more help to prepare for national exams in their last year.</p>	<p>The program has already completed the application process with Counselor Preparation Comprehensive Examination (CPCE). Graduating students will take the CPCE beginning Spring 2021, as an "anywhere proctored browser" on March 26, 2021 or April 9, 2021. The cost of \$75 will be paid by the student.</p> <p>The students will meet with the program director October 19, 2020 12pm-1pm to receive all the details about how to prepare for and complete this requirement.</p>
<p>2. Based on the Diversity survey results, the program plans the following steps to ensure a welcoming and inclusive program for all where graduates are prepared to counsel diverse populations.</p>	<p>The program has already implemented the following:</p> <p>CO/WM 712 Multicultural Diversity in Counseling was a one-week Summer intensive but beginning Spring 2021, it will be a semester-long course. Students in the course are required to complete an immersion project where they dialogue with a member of a population they do not identify with to increase their cultural competence.</p> <p>With the hire of Dr. Kim, the MACO program has revised the key performance indicator (KPI) for Social and Cultural Diversity. The new KPI is Standard 2.F.2.b.</p>

“Students will apply their knowledge of Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.” This KPI will be measured in CO 500 Introduction to Counseling by the case presentation (first fall) and in CO/WM 712 Multicultural Diversity in Counseling by the immersion paper (2nd spring).

Every core MACO course includes a multicultural competence unit, which the program plans to continue to implement. CO 500 Introduction to Counseling and CO/WM 712 Multicultural Diversity in Counseling will cover Standard 2.F.2.b. and assignments in these courses will be used to measure this KPI. In CO/PC/SF 711 Group Process, students will form small groups and research, design, and present a multicultural-competent group therapy manual for a diverse population. In CO 611 Theories of Personality students are required to discuss, post and include in their Analysis of Personality paper how cultural forces affected their personality development. In CO 699 Research Methods and Design students are introduced through lecture to the importance of qualitative methodologies which is focused on including all voices in research. In CO 735 Assessment in Counseling students are required to read an article about assessment with diverse populations and are introduced throughout the course to the importance of representative norm groups. In CO740 Career and Lifestyle Development, panel members from diverse populations discuss how to advocate for diverse clients’ career and educational development. In case presentations in Professional Seminars, students situate their clients within their multicultural identities. Lectures in CO 790 Professional Standards and Ethics and CO 507 Clinical Counseling Skills cover units on delivery of multi-culturally competent services to diverse populations. CO/SF 610 Lifespan Development: Implications for Counseling includes a unit on ethnic identity development. CO 710 Psychopathology covers delivery of multicultural-competent services to diverse populations as outlined in the DSM-5.

GCTS is committed to providing a culturally-attentive learning environment for students. GCTS has recently added an item to all course evaluations in order to

	<p>provide feedback to faculty on the attention to culture in each course. The added item is: “In what ways has the course helped you acquire an appreciation, sensitivity or competency for ministering, working or living cross-culturally? What could make the course content stronger in this regard?”</p> <p>The MACO program provides assistance with writing assignments through the <i>Virtual Writing Center</i>. This resource is listed on all GCTS syllabi.</p> <p>MACO faculty and staff received training on implementing ADA in the classroom on August 24, 2020 by the Dean of Students so that the program can maintain robust accommodation and advocacy services for students with disabilities, available through Student Life Services.</p> <p>To be completed by October 2, 2020:</p> <p>The MACO program will sponsor one event per year that raises awareness of the stories of diverse populations and helps students develop their multicultural competence. For example, on October 2, 2020, MACO will sponsor a forum for MACO students at which Dr. Vickey Maclin will tell her story. Annual events in the future will highlight speakers from other diverse populations.</p>
<p>3. In order to provide students with another avenue for exploring their counselor identity, the program will phase out Psi Chi and phase in Chi Sigma Iota.</p>	<p>The application to be an active Chi Sigma Iota chapter (including proposed by-laws) was approved by the program September 10, 2020. The application to be an active chapter will be submitted by end of September 2020. The timeline for implementation is Spring 2021.</p> <p>Psi Chi will continue for one more year under the sponsorship of Dr. Mason (licensed psychologist and licensed counselor) to allow for all current Psi Chi members to graduate.</p>

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

Appendix A
Annual MACO Diversity survey

MACO Diversity Survey

How we are doing on cultivating an environment where all students, faculty and staff feel welcomed?

Please help the MACO program understand how we are doing in cultivating a welcoming and supportive environment for all students, faculty and staff.

This survey examines various facets of diversity in the MACO program. Several questions and responses relate to sexual orientation because this is an important issue in both the church and Christian education and affects our community. MACO affirms a biblical ethic of sexual practice within heterosexual marriage and abstinence outside of it. At the same time, the MACO program wants to be a place where people who identify as sexual minorities or who have questions about their identity can learn within our community without ridicule or condemnation. These survey questions should be interpreted in this spirit.

Your responses will be completely anonymous. Your participation is voluntary but very important. You may stop the survey at anytime. However, submitting your survey results will be considered your consent to participate.

Thank you for your important feedback.

1. Tell us how often THIS YEAR you have heard a **STUDENT** in the MACO program make a disparaging or insensitive remark about:

Frequently (10

Occasionally (3-5

	times)	Often (6-9 times)	times)	Rarely (1-2 times)	Never
Non-native English speaking persons	<input type="radio"/>				
Persons of a particular socio-economic background	<input type="radio"/>				
Persons of a particular religious / denominational background	<input type="radio"/>				
Persons with a disability	<input type="radio"/>				
Persons of a particular racial / ethnic background	<input type="radio"/>				
LGBTQI persons	<input type="radio"/>				
Women	<input type="radio"/>				
Men	<input type="radio"/>				
A Person's age	<input type="radio"/>				

2. Tell us how often THIS YEAR you have heard a **FACULTY MEMBER OR TEACHING ASSISTANT** in the MACO program make a disparaging or insensitive remark about:

	Frequently (10 times)	Often (6-9 times)	times)	Rarely (1-2 times)	Never
Non-native English speaking persons	<input type="radio"/>				
Persons of a particular socio-economic background	<input type="radio"/>				
Persons of a particular religious / denominational background	<input type="radio"/>				
Persons with a disability	<input type="radio"/>				
Persons of a particular racial / ethnic background	<input type="radio"/>				
LGBTQI persons	<input type="radio"/>				
Women	<input type="radio"/>				
Men	<input type="radio"/>				
A Person's age	<input type="radio"/>				

3. Tell us how often THIS YEAR you have heard a **STAFF MEMBER OR ADMINISTRATOR** in the MACO program make a disparaging or insensitive remark about:

	Frequently (10	Occasionally (3-5		Never	
	times)	Often (6-9 times)	times)		Rarely (1-2 times)
Non-native English speaking persons	<input type="radio"/>				
Persons of a particular socio-economic background	<input type="radio"/>				
Persons of a particular religious / denominational background	<input type="radio"/>				
Persons with a disability	<input type="radio"/>				
Persons of a particular racial / ethnic background	<input type="radio"/>				
LGBTQI persons	<input type="radio"/>				
Women	<input type="radio"/>				
Men	<input type="radio"/>				
A Person's age	<input type="radio"/>				

4. How often THIS YEAR have you felt **discriminated against or harassed** in a MACO class or at a MACO event for the following reasons: (if you feel a category does not apply to you, please skip that item and add your own category in the "Other" box).

Frequently (10

Occasionally (3-5

	times)	Often (6-9 times)	times)	Rarely (1-2 times)	Never
Because of my English speaking ability / accent	<input type="radio"/>				
Because of my socio-economic status	<input type="radio"/>				
Because of my religious / denominational affiliation	<input type="radio"/>				
Because of my ability or disability	<input type="radio"/>				
Because of my race or ethnicity	<input type="radio"/>				
Because of my sexual orientation	<input type="radio"/>				
Because of my gender	<input type="radio"/>				
Because of my age	<input type="radio"/>				
Other (please specify)	<input type="text"/>				

5. In what form was the discrimination / harassment expressed? (Mark all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Actual physical assault or injury | <input type="checkbox"/> Threats of physical violence |
| <input type="checkbox"/> Anonymous phone calls | <input type="checkbox"/> Verbal comments |
| <input type="checkbox"/> Glances | <input type="checkbox"/> Written comments (including emails, messaging, website, etc.) |
| <input type="checkbox"/> Ignoring | <input type="checkbox"/> No discrimination or harassment experienced |

6. Where did the discrimination / harassment occur? (Choose all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> In a classroom | <input type="checkbox"/> Via the internet (website, Canvas, email, etc.) |
| <input type="checkbox"/> In an office | <input type="checkbox"/> No discrimination or harassment experienced |
| <input type="checkbox"/> While working at a campus job | |

7. To which group did the person who was the source of the discrimination or harassment belong?

(Mark all that apply.)

- Administration Students
- Faculty Teaching Assistant
- Neighbors in the area Visitors to campus
- Staff No discrimination or harassment experienced

8. Please indicate your level of agreement that the MACO program adequately addresses issues on campus related to:

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure / Don't know
Language barriers (e.g., accent, vocabulary, etc.)	<input type="radio"/>				
Socio-economic status or classism	<input type="radio"/>				
Religious / denominational differences	<input type="radio"/>				
Disability or ableism	<input type="radio"/>				
Race, racism or ethnocentrism	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Gender or sexism	<input type="radio"/>				
Age or ageism	<input type="radio"/>				

9. Please indicate your level of agreement with the following statements about diversity in the MACO Hamilton program:

Not sure / Don't

	Strongly agree	Agree	Disagree	Strongly disagree	know
MACO leadership fosters respect for diversity	<input type="radio"/>				
MACO leadership fosters accessibility for persons with disabilities	<input type="radio"/>				
The curriculum adequately represents the contributions of a variety of groups of people	<input type="radio"/>				
The classroom / work environment is accepting of who I am	<input type="radio"/>				
Faculty create a classroom environment that is open to diverse views and opinions	<input type="radio"/>				

10. Please indicate how likely you are to do the following: Not sure / Don't

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	know
Challenge others on racial / ethnic / sexually derogatory comments	<input type="radio"/>				
Get to know people from different cultures and groups	<input type="radio"/>				
Refuse to participate in comments or jokes that are derogatory to any group or culture or gender	<input type="radio"/>				
Repeat a derogatory comment or joke about another group or culture or gender	<input type="radio"/>				
Refuse to forward email messages or re-post comments or jokes that are derogatory to another group or culture or gender	<input type="radio"/>				

11. Please indicate there primary racial / ethnic group with which you identify

- African American or Black or of African Descent
- Native Hawaiian or other Pacific Islander
- Hispanic or Latino/a
- International citizen
- Asian or Asian American
- White or Caucasian
- American Indian or Alaska Native
- Another race / More than one race

MACO Diversity Survey

As a member of a racial / ethnic / cultural group, please indicate your agreement with each statement.

12. Please answer the following:

	Yes	No
I have feared for my physical safety on this campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I have had someone assume that I was admitted / employed into the MACO program because I am a person of color

I have been a victim of a hate crime in the MACO program because of my race	<input type="checkbox"/>	<input type="checkbox"/>
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I have received adequate support in the MACO program as a person of color

13. Please indicate whether you have experienced the following situations in MACO classrooms or MACO offices or in a MACO online class / meeting environment.

	Yes	No
I have felt isolated or left out when work was required in groups	<input type="radio"/>	<input type="radio"/>
I have felt that I am expected to present a viewpoint that must be different from the majority	<input type="radio"/>	<input type="radio"/>
I have felt that I am expected to speak on behalf of all members of my race or ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I have felt singled out for my particular group when issues of race or ethnicity arose	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MACO Diversity Survey

14. Do you identify as a sexual minority (e.g., gay, lesbian, bisexual, transgender, queer, questioning, intersex, asexual, aromantic, pansexual, non-binary, genderfluid, genderqueer, agender)? Yes

No

MACO Diversity Survey

15. As a person who identifies as a sexual minority, please answer the following:

	Yes	No
In the MACO classes, the topic of sexual diversity is respectfully discussed	<input type="checkbox"/>	<input type="checkbox"/>
I find there are safe people in the MACO program with whom I can discuss my sexuality	<input type="checkbox"/>	<input type="checkbox"/>
I can reach out for support from a person in the MACO program	<input type="checkbox"/>	<input type="checkbox"/>

MACO Diversity Survey

16. What disabilities do you currently have? (Please mark "No disabilities" if you do not currently have a disability.)

- Coordination impairment
 Hearing impairment
- Mental health condition (which meets ADA criteria)
 Speech impairment
- Mobility impairment
 Learning disability
- Visual impairment
 No disabilities
- Other disability (please specify)

MACO Diversity Survey

As a person with a disability, please answer the following:

	Yes	No
I have avoided disclosing my disability to a MACO instructor or MACO administrator due to fear of negative consequences of discrimination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

I have been in a MACO class / office / online environment where a professor or teaching assistant has regressed to make accommodations for my disability

I have feared for my physical safety in the MACO program because of my disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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I have been a victim of a hate crime in the AMCO program or MACO online environment because of my disability

I have received adequate support from the MACO program as a person with a disability	<input type="checkbox"/>	<input type="checkbox"/>
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Please indicate how you would rate the accessibility of the campus for you as a person with a disability in the areas specified below.

Does not

	Very accessible	Somewhat accessible	Somewhat unlikely	Not accessible	apply
Information in alternate formats (e.g., audio)	<input type="radio"/>				
Classrooms	<input type="radio"/>				
Academic buildings and offices	<input type="radio"/>				
Restrooms	<input type="radio"/>				
Grounds	<input type="radio"/>				
Parking	<input type="radio"/>				
Student services (e.g., registration, student accounts, etc.)	<input type="radio"/>				
Library	<input type="radio"/>				
Student lounge	<input type="radio"/>				

Other (please specify)

MACO Diversity Survey

Please indicate your level of agreement with the following statements:

Not sure /

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel a sense of acceptance and belonging in the MACO program	<input type="radio"/>				
I am satisfied with my MACO experience / environment regarding diversity in the MACO program	<input type="radio"/>				
People of different races and cultures are accepted socially in the MACO program	<input type="radio"/>				
People of different socioeconomic backgrounds are accepted socially in the MACO program	<input type="radio"/>				
People in the MACO program feel free to express their individual spirituality / faith	<input type="radio"/>				
People who are sexual minorities are accepted socially in the MACO program	<input type="radio"/>				
People who have a disability are accepted socially in the MACO program	<input type="radio"/>				
People of all ages are accepted socially in the MACO program	<input type="radio"/>				
The environment in the MACO program encourages students to develop an appreciation for diversity	<input type="radio"/>				

Other (please specify)

Please use the space below if you have experienced bias not mentioned in this survey, OR if you would like to offer your own suggestions on how the MACO

program may move forward to improve the environment for people of diverse backgrounds.

21. What is your status?

Administrator

Faculty

Staff

Student

22. How would you identify your denomination?

23. Are you a US Resident?

Yes

No

24. Is English your native language?

Yes

No

25. What is your gender?

Female

Male