2021-2022 Report for the Masters of Counseling (MACO) program at Gordon-Conwell Theological Seminary—Hamilton

Program faculty and staff review twelve 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)
12. CPCE results

Recommended changes to the program are noted at the end of the report.

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2015 US Census race/ethnicity (percentage of total US population) | 2015-2016 MACO applicants | 2016-2017 MACO applicants | 2017-2018 MACO applicants | 2018-2019 MACO applicants | 2019-2020 MACO applicants | 2020-2021 MACO applicants | 2021-2022 MACO Admissions |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian (5.6%) | 6 (14%) | 4 (9%) | 6 (11%) | 2 (5%) | 4 (5%) | 4 (9%) | 1 (3%) |
| Black or African American (13.3%) | 1 (2%) | 2 (4%) | 3 (5%) | 1 (3%) | 5 (6%) | 5 (11%) | 1 (3%) |
| Hispanic / Latinx (17.6%) | 2 (5%) | 0 | 1 (2%) | 1 (3%) | 10 (12%) | 5 (11%) | 5 (15%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White not Hispanic (61.6%) | 17 (39%) | 9 (20%) | 12 (21%) | 12 (31%) | 19 (22%) | 9 (21%) | 10 (29%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 0 | 3 (4%) | 0 | 0 |
| Non-resident alien | 4 (9%) | 8 (18%) | 5 (9%) | 14 (36%) | 14 (16%) | 7 (16%) | 3 (8%) |
| Undeclared/unknown | 14 (32%) | 22 (49%) | 29 (52%) | 3 (8%) | 31 (36%) | 14 (32%) | 14 (41%) |
|  |  |  |  |  |  |  |  |
| Female (50.8%) | 24 (55%) | 26 (58%) | 25 (45%) | 19 (49%) | 49 (57%) | 28 (64%) | 23 (68%) |
| Male (49.2%) | 20 (45%) | 19 (42%) | 31 (55%) | 18 (46%) | 37 (43%) | 16 (36%) | 11 (32%) |
| TOTAL | 44 applicants | 45 applicants | 56 applicants | 39 applicants | 86 applicants | 44 applicants | 34 admissions |

*Table 1. Demographics of MACO applicants: number (percentage)*

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 about 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 identify as female.

Twelve entering students completed the 2021 *Entering Student Survey*. The majority of entering students (n=7, 58%) are in the 20-29-year-old age range. Two are in the 30-39 and two in the 40-49-year-old age range. Seventy-five percent identify as female. One (8%) is a dual MDIV/MACO degree-seeking student. Most (83%) are U.S. citizens with a third (n=3, 33%) coming from Massachusetts. All are from New England states except one from Texas. One (8%) identifies themselves as Hispanic or Latinx, one (9%) as black or African American, two (18%) as Asian, and eight (73%) as white. Seven (58%) identify as single. Five (42%) completed their undergraduate degree in the last five years.

Over half are bringing in no educational debt, two (17%) are bringing in less than $10,000, and two (17%) are bringing in $20,000-$29,000 in debt. Over half (58%) do not commute, two (17%) commute less than half an hour to school, and one (8%) commutes ½ to 1 hour to school. A fourth (25%) plan to not work at a paying job, 25% plan to work 10-15 hours/week, 25% 31 or more hours (24%). A majority (n=11, 92%) plan to be licensed as a counselor or clergy.

Almost half made the decision to go to seminary while working (n=5, 42%) and almost half in college (n=5, 42%). They sought theological education to discern the will of God (n=10, 83%) and the desire to serve others (n=10, 83%). They chose GCTS because of the spiritual atmosphere (n=10, 83%), the academic program (n=9, 75%) and the quality of the GCTS staff (n=9, 75%). GCTS favorably compared to the other theological education opportunities because of the academic reputation of the school (n=6, 50%), the spiritual atmosphere (n=6, 50%), and the quality of the GCTS staff (n=6, 50%). Most (n=8, 67%) only considered GCTS but two (17%) considered Regent University. The largest obstacles were the cost of education at GCTS (n=5, 45%) and being away from family (n=5, 45%). Most heard about GCTS from a college advisor (n=4, 33%), from a friend (n=3, 25%) or GCTS graduate (n-3, 25%). The majority (n=10, 83%) find residential / on campus learning to be the most appealing.

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

*Table 2. Demographics of current MACO students: number (percentage)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2015 US Census race/ethnicity (percentage of total US population) | 2015-2016 MACO current students | 2016-2017 MACO current students | 2017-2018 MACO current students | 2018-2019 MACO current students | 2019-2020 MACO current students | 2020-2021 MACO current students | 2021-2022 MACO current students |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian (5.6%) | 15 (23%) | 11 (16%) | 15 (21%) | 12 (15%) | 10 (17%) | 14 (20%) | 13 (15%) |
| Black or African American (13.3%) | 4 (6%) | 5 (8%) | 7 (10%) | 3 (4%) | 3 (5%) | 4 (6%) | 10 (12%) |
| Hispanic / Latinx (17.6%) | 3 (5%) | 2 (3%) | 3 (4%) | 1 (1%) | 8 (14%) | 10 (15%) | 12 (14%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White not Hispanic (61.6%) | 35 (53%) | 35 (52%) | 30 (43%) | 43 (54%) | 25 (42%) | 27 (39%) | 35 (41%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 1 (1%) | 2 (3%) | 2 (3%) | 2 (2%) |
| Non-resident alien | 8 (12%) | 8 (12%) | 9 (13%) | 12 (15%) | 7 (12%) | 7 (10%) | 6 (7%) |
| Undeclared/unknown | 1 (2%) | 6 (9%) | 6 (9%) | 6 (8%) | 4 (7%) | 5 (7%) | 8 (9%) |
|  |  |  |  |  |  |  |  |
| Female (50.8%) | 44 (67%) | 39 (58%) | 43 (61%) | 49 (62%) | 41 (70%) | 49 (71%) | 59 (69%) |
| Male (49.2%) | 22 (33%) | 28 (42%) | 27 (39%) | 30 (38%) | 18 (31%) | 20 (29%) | 27 (31%) |
| TOTAL | 66 current students | 67 current students | 70 current students | 79 current students | 59 current students | 69 current students | 86 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, Black/African American and Hispanic/Latinx students compared to the population. The number of diverse students allows the program to meet its objective to be a diverse program. In terms of gender, more MACO enrollees identify as female.

Nine current MACO students responded to the *Current Student Survey*. Caution should be used in interpreting data from the *GCTS Current Student* survey.

All respondents were in the MACO program. Two (22%) were dual degree Master of Divinity students. All respondents were female. Six respondents (67%) were in the 20-29-year-old age range. The next most represented age range was the 30-39-year-old age range (22%, n=2). Most respondents (89%, n=8) were US citizens. Most self-identified as White (78%, n=7), one (11%) as Black or African American, one (11%) as Asian, and one (11%) as Hispanic or Latino.

Six (67%) were single and three (33%) were married. Eight (89%) had no dependents; one student had three dependents. Two (22%) respondents used school provided housing. Three (57%) commuted ½ to 1 hour to school; two had no commute and two commuted 2-3 hours to school. Three (33%) did not have a paying job. Three (33%) worked 31 or more hours per week, two 10-15 hours per week, and one 21-30 hours per week.

The top learning environment characteristics that MACO current students reported being *very satisfied* with are the faculty as role models (56%, n=5), faculty credentials (56%, n=5) and class size (56%, n=5). The most important academic influence so far on educational experience at GCTS has been the curriculum (63%, n=5).

The top learning environment characteristics in the MACO program that MACO current students reported being *very satisfied* with were advising (44%, n=4) and collegiality with peers (44%, n=4).

Most (n=7, 78%) anticipated being able to finish the MACO program. Forty-four percent (n=4) reported that GCTS has measured up to their impressions of GCTS and three (33%) reported that GCTS has measured up in some aspects and not in others.

All respondents rated scholarships and grants as a *very important* source of income in supporting their graduate studies at GCTS: scholarship/grant (n=9). The next very important source of income is off-campus work (44%, n=4).

**3. Annual MACO Diversity survey**

Data on diversity are collected every other year. The survey will be disseminated in Spring 2023.

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 April 12, 2022 for summative evaluation of May 2022 graduates. All graduates were deemed to have met criteria for graduation. Faculty met on May 9, 2022 to review all current MACO students. All students were evaluated as making satisfactory progress in the program except three who were deemed to require a remediation plan.

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** |
|  |  |
| 2015-16 | 66.7 |
| 2014-15 | 87 |
| 2013-14 | 100 |
| 2012-13 | 82.6 |
| 2011-12 | 84.4 |
| 5 Year Average (2011-15) | 84.14 |

6. **Exit interviews with graduates**

Eight graduating students participated in 15-minute interviews with MACO faculty. Graduating students reported the following program strengths.

1. Integration of faith with clinical practice in all courses
2. Excellent courses and teaching

Graduating students suggested the following improvements to the program.

1. More opportunity for mentoring whether from alumni or faculty or peers or a counselor, especially for international students.
2. More opportunities like role plays for learning how to apply theory to practice.

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

*Table 3. Demographics of MACO graduates: number (percentage)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2015 US Census race/ethnicity (percentage of total US population) | 2015-2016 MACO graduates | 2016-2017 MACO graduates | 2017-2018 MACO graduates | 2018-2019 MACO graduates | 2019-20 MACO graduates | 2020-21 MACO graduates | 2021-22 MACO graduates |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian (5.6%) | 6 (32%) | 3 (14%) | 3 (19%) | 4 (18%) | 2 (11%) | 2 (11%) | 3 (15%) |
| Black or African American (13.3%) | 1 (5%) | 2 (9%) | 1 (6%) | 0 | 2 (11% | 2 (11% | 2 (10%) |
| Hispanic (17.6%) | 1 (5%) | 2 (9%) | 1 (6%) | 1 (5%) | 0 | 0 | 3 (15%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White not Hispanic (61.6%) | 8 (42%) | 11 (50%) | 9 (56%) | 11 (50%) | 11 (61%) | 11 (61%) | 8 (40%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 0 | 0 | 0 | 1 (5%) |
| Non-resident alien | 2 (11%) | 3 (14%) | 2 (13%) | 3 (14%) | 2 (11%) | 2 (11%) | 3 (15%) |
| Undeclared/unknown | 1 (5%) | 1 (5%) | 0 | 3 (14%) | 1 (6%) | 1 (6%) | 0 |
|  |  |  |  |  |  |  |  |
| Female (50.8%) | 13 (68%) | 16 (73%) | 12 (75%) | 14 (64%) | 10 (56%) | 10 (56%) | 12 (60%) |
| Male (49.2%) | 6 (32%) | 6 (27%) | 4 (25%) | 8 (36%) | 8 (44%) | 8 (44%) | 8 (40%) |
| TOTAL | 19 | 22 | 16 | 22 | 18 | 18 | 20 |

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.

Twenty-four graduating students completed the *Graduating Student Survey*. Two (8%) were an MDIV/MACO dual degree graduate and five (21%) graduated with a different second masters. Most (63%, n=15) were from the Hamilton campus and nine (38%) were from the Boston campus. The most represented age range was 30-39 (n=9). Sixty-three percent (n=15) were female. Most were US citizens (83%, n=19). Respondents identified as White (67%, n=14), Asian (24%, n=5), Black or African American (14%, n=3) and Hispanic or Latino (17%, n=4). Most identified as married (71%, n=17). Most reported no dependents (58%, n=14). Most (79%, n=19) incurred no educational debt at GCTS.

Respondents were very satisfied with faculty as role models (88%, n=21), faculty credentials (79%, n=19), class size (79%, n=19), and library resources (74%, n=18). The two aspects of the MACO program that respondents were most satisfied with were collegiality with your peers (83%, n=20) and the faculty (79%, n=19). Most respondents agreed or somewhat agreed that course instruction reflects the diversity of the national and global church in racial/ethnic diversity, gender diversity and theological diversity. Respondents suggested that GCTS’ number one priority should be on curriculum (n=7), availability of courses (n=5) and faculty credentials (n=5). They rated as the most influential in their educational experience faculty as role models (n=8), faculty availability (n=5) and curriculum (n=6). Half of the respondents (n=12) had been offered a position by the time of graduation.

8. **One study per year**

44 students from a core course were invited to complete a survey on how to balance online and in person course attendance requirements. 32 students responded, a 73% response rate.

Respondents selected most frequently the following three policies that would stipulate online and in person course attendance.

1. Students are required to attend most core courses in person and can attend electives either online or in person. (*n*=18, 56.25%)
2. Each course (whether core or elective) includes a required in person attendance of 6 hours (one sixth of a 36-hour course). The professor announces which 6 hours are in person in the syllabus before the course begins. Other than these 6 hours, students attend in person or online the rest of the 30 hours. (*n*=16, 50%)
3. Each course (whether core or elective) includes a required in person attendance of 6 hours (one sixth of a 36-hour course). Students choose which 6 hours to attend in person and can attend in any way they want the other 30 hours. (*n*=13, 40.63%)

The most often reported theme in the open-ended responses was “flexibility.”

9. **Results from Alumni Survey**

The *Alumni Survey* was not sent to GCTS graduates in the last year.

10. **Results from** **MACO graduate survey**

In the summer of 2022, 13 MACO graduates from 2010 to 2022 responded to a brief 9-item survey. 69 percent (*n*=9) were female. Most (31%, *n*=4) got their first counseling job within six months of graduation with 23 percent (*n*=3) having a job by graduation. Those that did not get a job immediately (23%, n=3) did not want to get a job in counseling at graduation. They are in other careers or do not need licensure. Eleven respondents have counseling jobs.

About one fourth of respondents (23%, *n*=3) were not planning to be licensed; the rest (77%, n=10) are licensed or planning to be licensed. Six (60%) have obtained a mental health counseling license. Two (20%) are not licensed and one is applying this year for a license. One is a Registered Mental Health Counselor in their state. Of the ten who attempted the licensing exam, six passed on their first attempt and one passed on their second attempt.

Respondents recommended that the program provide more practice with actual simulations in class to build clinical skills, including practice with documentation.

11. **Key Performance Indicators**

For the 2021-22 program evaluation, program faculty and the program administrator met September 13, 2022 to review Key Performance Indicators (KPIs). The program goal is for 80% of students to earn an 80% or higher on the KPI.

|  |  |  |  |
| --- | --- | --- | --- |
| **KPI** | **Assignments assessing KPI** | **Percent of students earning an 80% or higher on the KPI** | |
| *KPI 1*  *Professional counseling orientation and ethical practice*  Students will know “ethical standards of professional counseling organizations and credentialing bodies,” and apply “ethical and legal considerations in professional counseling” | Time 1: CO790 Ethical Dilemma paper  Time 2: Professional seminar discussion on ethical and legal issues | Time 1: 100% scored 80% or higher. No student scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. | |
| *KPI 2*  *Social and cultural diversity*  Students will understand and apply “theories and models of multicultural counseling, cultural identity development, and social justice and advocacy” | Time 1: CO500 case presentation  Time 2: CO/WM712: immersion paper | | Time 1: 100% scored 80% or higher. No students scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |
| *KPI 3*  *Human growth and development*  Students will understand and apply “a general framework for understanding differing abilities and strategies for differentiated interventions” | Time 1: CO610 child/adolescent observation  Time 2: CO710 final exam | | Time 1: 92% scored 80% or higher. Two students scored lower.  Time 2: 86% scored 80% or higher. Three students scored lower. |
| *KPI 4*  *Career development*  Students will understand and apply “Methods of identifying and using assessment tools and techniques relevant to career planning and decision making” | Time 1: CO740 self-assessment  Time 2: Professional Seminars discussions on setting professional goals | | Time 1: 93% scored 80% or higher. Three students scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |
| *KPI 5*  *Counseling and helping relationships*  Students will understand and apply “essential interviewing, counseling, and case conceptualization skills” | Time 1: CO507 video recording and transcription  Time 2: Professional Seminar case presentation | | Time 1: 95% scored 80% or higher. One student scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |
| *KPI 6*  *Group process*  Students will have “Approaches to group formation, including recruiting, screening, and selecting members” | Time 1: C0/PC/SF711 specialized group project  Time 2: Professional seminar: lead a group | | Time 1: 100% scored 80% or higher. No students scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |
| *KPI 7*  *Assessment and testing*  Students will understand and apply the “use of assessments for diagnostic and intervention planning purposes” | Time 1: CO735 final report  Time 2: CO740 career assessment of non-relative | | Time 1: 88% scored 80% or higher. Three students scored lower.  Time 2: 98% scored 80% or higher. One student scored lower. |
| *KPI 8*  *Research and program evaluation*  Students will understand and apply “the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice” | Time 1: CO699 Students’ participation in evaluation of research studies  Time 2: Professional Seminar student’s presentation on evidence-based counseling practices | | Time 1: 95% scored 80% or higher. One student did not participate due to illness.  Time 2: 100% scored 80% or higher. No students scored lower. |
| *KPI 9*  *Clinical Mental Health Counseling*  Students will know and apply the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD) | Time 1: CO710 midterm  Time 2: Professional seminar case presentation | | Time 1: 100% scored 80% or higher. No student scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |

1. Eight graduating students completed the CPCE for an average score of 91.35%, all within the national average range (*M*=89.24%, *SD*=14.6). Most scores were above average. Assessment was the area in which half of the students achieved an average score, as compared to above average.

**Program Improvements**

MACO faculty and staff met on September 13, 2022 to review the program metrics. Based on the review, they approved the following program improvements and a timeline for implementing the improvements.

|  |  |
| --- | --- |
| Gaps | Program improvements and timeline |
| 1. MACO students have expressed the need for more time mentoring from faculty and peers | A Wednesday open lunch with MACO students will begin Fall 2023.  A second faculty will engage in GCTS mentoring opportunities for students beginning Fall 2022. |
| 1. Following the pandemic, MACO has attempted to return to in-person-only courses but students prefer flexibility. | Faculty and staff agreed to implement the following policy effective Spring 2023:   * For CORE courses ONLY, students will be required to attend in person at least SIX hours (of the total 36 hours). The rest of the course can be attended in any way students choose, fully digital, fully in person, or a mix. * The professor will announce which SIX hours are required to be attended in person in the ECD before the course begins. * The professor might choose to require that some of the SIX required in-person hours be met in the Life Together on campus activities. * Students can attend elective courses in any way they choose, fully digital or fully in person or a mix.   Implementation of this policy will be discussed with the Hamilton dean on Sept 19, 2022 and possibly revised. Further discussion by faculty/staff will occur on Nov 1, 2022 for implementation Spring 2023. The implementation will be reviewed by faculty/staff on March 23, 2023 and the policy potentially revised. The final approach will be reported to CACREP in the September 2023 Digital Delivery Report. |
| 1. Last year we implemented the liaison approach to evaluating safety in the classroom. Because of a low response rate, we piloted a survey[[1]](#endnote-1) in two summer courses. | Faculty/staff reviewed the following results. In CO740 (core course), 13 out of 41 students responded (32%). In CO/PC671 (elective), 4 out of 11 responded (36%). All either strongly agreed or agreed they felt safe in all their identities in both courses. The survey seems to get a better response rate than the liaison approach. However, each faculty will take their own approach to evaluating safety in the classroom given the consistent results that students feel safe and that the Diversity survey will be implemented this Spring 2023. |
| 1. The CPCE was completed by eight graduates. | Results were average or above average. On Nov 29, 2023 faculty / staff will establish what a CPCE passing grade is and whether students need to pass in order to graduate. Faculty / staff will also review the content domain of the Assessment portion of CPCE (an average result for the eight graduates). |

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.

1. ## Quiz Instructions

   I would love to hear your thoughts on the class so far!  This anonymous 3-minute survey will help me make adjustments as the class goes on.

   Please select the extent to which you agree or disagree with the statements below.

   1. I feel safe in this class in all my identities (e.g., age, non-native English speaker, gender, socioeconomic background, denomination, race, ethnicity, disability, etc....).
   * Strongly Agree
   * Agree
   * Disagree
   * Strongly Disagree
   1. Do you have any suggestions for what Dr. Mason might do to increase your sense of safety in this class?

   [text box]

   1. What I have learned so far in this class has helped me to prepare to live into my calling.
   * Strongly Agree
   * Agree
   * Disagree
   * Strongly Disagree
   1. I feel comfortable reaching out to Dr. Mason if I need to.
   * Strongly Agree
   * Agree
   * Disagree
   * Strongly Disagree
   1. I have connected with my classmates in this class.
   * Strongly Agree
   * Agree
   * Disagree
   * Strongly Disagree
   1. I understand where to find what I need in this class's Canvas course site.
   * Strongly Agree
   * Agree
   * Disagree
   * Strongly Disagree
   1. Is there anything else you think Dr. Mason needs to know or be aware of?  If so, please explain here.

   [text] [↑](#endnote-ref-1)