2022-2023 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]](#footnote-1)

1. Demographics of MACO applicants
2. Demographics of MACO current students
3. Bi-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
8. Results from one annual study
9. Survey of MACO graduates
10. Key Performance Indicators (KPIs)
11. CPCE results

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

1. **Enrollment data: demographics of MACO applicants**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | 2022-2023 MACO applicants |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian (5.6%) | 6 (14%) | 4 (9%) | 6 (11%) | 2 (5%) | 4 (5%) | 4 (9%) | 1 (3%) | 1 (2%) |
| Black or African American (13.3%) | 1 (2%) | 2 (4%) | 3 (5%) | 1 (3%) | 5 (6%) | 5 (11%) | 1 (3%) | 1 (2%) |
| Hispanic / Latinx (17.6%) | 2 (5%) | 0 | 1 (2%) | 1 (3%) | 10 (12%) | 5 (11%) | 5 (15%) | 5 (12%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 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%) | 10 (24%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 0 | 3 (4%) | 0 | 0 | 0 |
| Non-resident alien | 4 (9%) | 8 (18%) | 5 (9%) | 14 (36%) | 14 (16%) | 7 (16%) | 3 (8%) | 4 (10%) |
| Undeclared/unknown | 14 (32%) | 22 (49%) | 29 (52%) | 3 (8%) | 31 (36%) | 14 (32%) | 14 (41%) | 20 (49%) |
|  |  |  |  |  |  |  |  |  |
| Female (50.8%) | 24 (55%) | 26 (58%) | 25 (45%) | 19 (49%) | 49 (57%) | 28 (64%) | 23 (68%) | 25 (61%) |
| Male (49.2%) | 20 (45%) | 19 (42%) | 31 (55%) | 18 (46%) | 37 (43%) | 16 (36%) | 11 (32%) | 16 (39%) |
| TOTAL | 44 applicants | 45 applicants | 56 applicants | 39 applicants | 86 applicants | 44 applicants | 34 admissions | 41 applicants |

*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 Asian, Black/African American and Hispanic applicants compared to the population, although about a half 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.

2. **Demographics of current MACO students**

*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 | 2022-2023 MACO current students |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 (1%) |
| Asian (5.6%) | 15 (23%) | 11 (16%) | 15 (21%) | 12 (15%) | 10 (17%) | 14 (20%) | 13 (15%) | 19 (20%) |
| Black or African American (13.3%) | 4 (6%) | 5 (8%) | 7 (10%) | 3 (4%) | 3 (5%) | 4 (6%) | 10 (12%) | 8 (8%) |
| Hispanic / Latinx (17.6%) | 3 (5%) | 2 (3%) | 3 (4%) | 1 (1%) | 8 (14%) | 10 (15%) | 12 (14%) | 11 (11%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 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%) | 41 (43%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 1 (1%) | 2 (3%) | 2 (3%) | 2 (2%) | 0 |
| Non-resident alien | 8 (12%) | 8 (12%) | 9 (13%) | 12 (15%) | 7 (12%) | 7 (10%) | 6 (7%) | 3 (3%) |
| Undeclared/unknown | 1 (2%) | 6 (9%) | 6 (9%) | 6 (8%) | 4 (7%) | 5 (7%) | 8 (9%) | 12 (13%) |
|  |  |  |  |  |  |  |  |  |
| Female (50.8%) | 44 (67%) | 39 (58%) | 43 (61%) | 49 (62%) | 41 (70%) | 49 (71%) | 59 (69%) | 69 (72%) |
| Male (49.2%) | 22 (33%) | 28 (42%) | 27 (39%) | 30 (38%) | 18 (31%) | 20 (29%) | 27 (31%) | 27 (28%) |
| TOTAL | 66 current students | 67 current students | 70 current students | 79 current students | 59 current students | 69 current students | 86 current students | 96 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 enrolled students identify as female.

**3. Bi-annual MACO Diversity survey**

The experiences of MACO students with regard to diversity are collected every other year. 34 MACO students completed the Diversity survey in Spring 2023.

For the most part, participants reported they never or very rarely hear a fellow student make a disparaging or insensitive remark about others. One participant (3%) reported that they have frequently (10 times or more) heard a fellow student and faculty member/teaching assistant make a disparaging or insensitive remark about LGBTQ+ persons and one (3%) said they had often (6-9 times) heard a fellow student make a disparaging or insensitive remark about persons of a particular religious / denominational background.

One participant (3%) reported feeling occasionally (3-5 times) discriminated against or harassed in a MACO class because of their religious/denominational affiliation and one because of their race/ethnicity. Four (11%) reported that the discrimination came in the form of verbal comments in a classroom. Two participants (6%) reported the source of the discrimination was faculty and three (9%) reported the source was students.

For the most part, participants reported agreeing that the MACO program adequately addresses issues of equity and inclusion. Six participants (17%) disagreed that MACO is responding adequately to ageism and five (17%) disagreed that MACO is responding adequately to classism (socio-economic status). Three participants (9%) disagreed that the curriculum adequately represents the contributions of a variety of groups of people. Seven (21%) disagreed that people who are sexual minorities are accepted socially in the MACO program.

For the most part, participants of color reported having received adequate support in the MACO program as a person of color but three (18%) did not. Five (28%) reported feeling they were expected to speak on behalf of all members of their race/ethnicity and four (22%) reported feeling singled out for their particular group when issues of race/ethnicity arose.

One participant identifying as a sexual minority reported feeling that sexual diversity is not respectfully discussed, that there are no safe people in the MACO program with whom they can discuss their sexuality and get support.

Two participants identifying as having a disability have avoided disclosing their disability due to fear of negative consequences of discrimination. While five participants identifying as having a disability reported receiving adequate support from the MACO program, one did not feel they received adequate support from the MACO program. Two participants identifying as having a disability reported they were not able to access information in alternate formats (e.g., audio).

Twenty-one participants (72%) would like more training on cultural competence with LGBTQ+ person, 13 (45%) with people with a disability, and 11 (38%) with people of a particular socio-economic background.

Demographics of participants included 16 (46%) White/Caucasian, nine (26%) Asian/Asian American, four (11%) more than one race, three (9%) Black/African American, two (6%) Latinx/Hispanic, and one (3%) international citizen. Seven (21%) are not native English speakers. 20 (59%) identified as female and 14 (41%) as male. Three (9%) identified as a sexual minority. Three (9%) reported having a mental health condition that meets ADA and three (9%) a learning disability.

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 11, 2022 for summative evaluation of May 2023 graduates. All graduates were deemed to have met criteria for graduation. Faculty met on August 30, 2023 to review all current MACO students. All students were evaluated as making satisfactory progress in the program except two 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.

Graduation rates represent those students who withdrew from the program and those who entered that cohort year but are still working toward graduation following the seven years. For example, for the 2016-2017 cohort year, 17 students began the program, three withdrew from the program, 11 have already graduated, and three are still working toward graduation, resulting in the 64.7% graduation rate.

|  |  |
| --- | --- |
| **Cohort Year** | **Graduation Rate** |
|  |  |
| 2016-17  2015-16 | 64.7  66.7 |
| 2014-15 | 87 |
| 2013-14 | 100 |
| 2012-13 | 82.6 |
| 2011-12 | 84.4 |
| 5 Year Average (2012-17) | 80.2 |

6. **Exit interviews with graduating students**

Seven graduating students participated in exit interviews. They noted the following strengths of the program: (1) the MACO learning community including the excellent professors and program administrator and (2) the opportunities to connect with peers such as in small group classwork and the Wednesday MACO lunch. Two weaknesses of the program noted were the (1) transition to practical experiences and missing peers during this time and (2) needing more opportunity to connect with peers. Three participants mentioned the need for either a peer mentoring program or MACO support group.

7. **Demographics of graduating MACO students**

*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 | 2021-22 MACO graduates |
| American Indian or Alaskan Native (1.2%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian (5.6%) | 6 (32%) | 3 (14%) | 3 (19%) | 4 (18%) | 2 (11%) | 2 (11%) | 3 (15%) | 5 (31%) |
| Black or African American (13.3%) | 1 (5%) | 2 (9%) | 1 (6%) | 0 | 2 (11% | 2 (11% | 2 (10%) | 2 (13%) |
| Hispanic (17.6%) | 1 (5%) | 2 (9%) | 1 (6%) | 1 (5%) | 0 | 0 | 3 (15%) | 1 (6%) |
| Native Hawaiian or Other Pacific Islander (0.2%) | 0 | 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%) | 5 (31%) |
| Two or more races (2.6%) | 0 | 0 | 0 | 0 | 0 | 0 | 1 (5%) | 0 |
| Non-resident alien | 2 (11%) | 3 (14%) | 2 (13%) | 3 (14%) | 2 (11%) | 2 (11%) | 3 (15%) | 0 |
| Undeclared/unknown | 1 (5%) | 1 (5%) | 0 | 3 (14%) | 1 (6%) | 1 (6%) | 0 | 3 (19%) |
|  |  |  |  |  |  |  |  |  |
| Female (50.8%) | 13 (68%) | 16 (73%) | 12 (75%) | 14 (64%) | 10 (56%) | 10 (56%) | 12 (60%) | 10 (63%) |
| Male (49.2%) | 6 (32%) | 6 (27%) | 4 (25%) | 8 (36%) | 8 (44%) | 8 (44%) | 8 (40%) | 6 (38%) |
| TOTAL | 19 | 22 | 16 | 22 | 18 | 18 | 20 | 16 |

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.

8. **One study per year**

Two employers of GCTS MACO graduates responded to a survey in July 2023. One has employed 1-5 graduates and one has employed 16-20 graduates. Both reported being “very likely” to employ another MACO graduate. Several graduate characteristics were rated as “outstanding”: professional and ethical behavior, openness to supervision, commitment to their growth as a counselor, dependability/conscientiousness, interpersonal skills in STAFF relationships and interpersonal skills in CLIENT relationships. No characteristics were rated below average. The only two characteristics rated as “average” were overall counseling knowledge and multicultural counseling skills.

Strengths listed by the employers included:

* Faith integration, engaging supervision and professional development, interpersonal skills and rapport with clients
* Thoughtfulness, professionalism, care for patients, capacity for growth beyond the abilities and skills of the average therapist.

Weaknesses listed by the employers included:

* Lack of readiness for working with crisis-level and high risk needs
* No weaknesses, normal growth areas for early career therapists. They have not finished growing and learning.

9. **Results from** **MACO graduate survey**

In July 2023, 16 MACO graduates from 2013 to 2023 responded to a brief 9-item survey. 69 percent (*n*=9) were female. Most (44%, *n*=7) got their first counseling job within six months of graduation with 19 percent (*n*=3) having a job before graduation. All respondents got a counseling job within a year of graduation except four: one respondent who took longer than a year, one still hasn’t gotten a counseling job and two respondents are in other fields.

One fourth of respondents (25%, *n*=4) were not licensed or not planning to be licensed. The rest (75%, *n*=12) are licensed or planning to be licensed. Seven (58%) have obtained a mental health counseling license. Of the twelve who attempted the licensing exam, eight passed on their first attempt, one passed on their second attempt, and one passed it on the third attempt. Three (25%) are not licensed. Three said that they do not plan to get licensed because (1) “pastoral ministry is all consuming;” (2) “expensive and time consuming;” (3) “I don’t need to be licensed to practice school counseling.”

Respondents made the following recommendations to improve the program

* Lower their expectations on their first job
* The attention to theory is wonderful and give a great way to conceptualize cases, but it would be great if classes got into the nitty gritty of specific interventions. I did a lot of learning of that on my own. It also may be of benefit to educate on systems that our clients may face such as insurance, disability, housing, etc and what our role is as mental health workers to intervene from a practical and ethical perspective. I also think that it would be beneficial to pair up grads with people approaching or recently graduated to have mentor relationships to help navigate practicing and career after.
* Assistance in placement for practicum/internship, likely more training in diversity, equity and inclusion issues
* Priced information about benefits /drawbacks of each type of licensure
* More on diagnostic criteria
* Preparing graduates in understanding business, income, and insurance aspects related to mental health field
* Not sure, as I know many changes have already been made. I found theological integration to be crucial, however.
* I honestly think the program does an amazing job preparing their students. Can’t think of anything.
* Getting students into an internship ASAP. I was able to delay a while which was helpful in some ways but getting the hours done upfront would have been better.
* Better placement opportunities
* Connection with programs and employers outside of MA.

10. **Key Performance Indicators**

For the 2022-23 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: 100% scored 80% or higher. No students scored lower.  Time 2: 91% scored 80% or higher. Two 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: 96% scored 80% or higher. One student did not turn in this assignment.  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: 100% scored 80% or higher. No 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: 100% scored 80% or higher. No students scored lower.  Time 2: 91% scored 80% or higher. Two students 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: 96% 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: 95% scored 80% or higher. One student scored lower.  Time 2: 100% scored 80% or higher. No students scored lower. |

1. **Counselor Preparation Comprehensive Examination (CPCE) results**

12 graduating students completed the CPCE for an average score of 86.42%, above the January 2023 national average range (*M*=85.10%, *SD*=14.79). Most scores were above average or within the average range and no patterns of deficits were noted. One student scored below the national average range and did not make the cutoff of 75%. However, these 2023 graduating students were not required to pass the exam to graduate. Passing the CPCE at 75% or greater will be a requirement for the incoming 2022 MACO class.

**Program Improvements**

MACO faculty and staff met on August 30, 2023 to review the program metrics. Based on the review, they approved the following program improvements and a timeline for implementing the improvements on September 12, 2023.

|  |  |
| --- | --- |
| Gaps | Program improvements and timeline |
| 1. MACO students have expressed the need for peer mentoring. | A peer mentoring program will begin with pairing incoming Fall 2023 students with students who have been in the program at least one year. The Program Administrator will provide all incoming students with the name of their peer mentor before school begins on September 11. CSI Honors Society will evaluate the program at the end of the semester and refine it and launch a revised iteration of the program before Spring semester for the benefit of incoming Spring students. |
| 1. Through the Diversity survey, some minority students have expressed a lack of safety in the MACO program. | * Each faculty will include a mid-course survey[[2]](#endnote-1) in their courses each semester to ensure safety of all students. * MACO will address lack of safety by focusing annually on one diverse group. For example, next year MACO will focus its efforts on gaining greater understanding of the experience of those who experience disabilities. The Listening Stories and Pendleton and Polischuk lectures will all focus on helping students understand the experience of those with disabilities. This year MACO is focusing on understanding Asian racial trauma in its Listening stories, Pendleton and Polischuk lectures. An annual thematic focus is expected to address the lack of safety some members of the MACO community experience. |
| 1. The most recent MACO Graduation rate seems low (64.7%). | * It is important to note that as time goes by, more students complete the program and the graduation rate increases over time. Some students take longer than seven years to complete the program. * The MACO program director will meet with Registration staff to understand the procedure they use to remove students from the MACO list if a student hasn’t taken a MACO class in several years but hasn’t formally withdrawn from the program, and to develop a policy that is workable for MACO and Registration for removing students who have de facto withdrawn from the program. * The annual study next summer will focus on understanding the perspective of students who withdraw from the program. |

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. GCTS discontinued its use of student surveys searchable by the MACO degree. Those survey data are no longer available. [↑](#footnote-ref-1)
2. ## 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)