

## 2016-2017 Report for the Masters of Counseling at Gordon-Conwell Theological Seminary—Hamilton

### 1. Annual reviews of current students

MACO students are reviewed once annually, either for an Annual or Candidacy evaluation. For the Annual reviews, each student's progress in the program is evaluated by the program faculty and program administrator. Students' progress is deemed either "satisfactory," "unsatisfactory," or "additional evaluation needed," or "not in the program long enough to evaluate progress." Students are evaluated for Candidacy status once they have completed their practicum and concurrent proseminar.

The faculty and program administrator met September 5, 2017 and reviewed all MACO students. 48 students were evaluated to be making satisfactory progress in their counselor development. 11 continuing students and 19 new students were deemed to not have been in the program long enough to be able to evaluate progress, usually because the student has not completed enough courses or a proseminar in which a faculty member becomes familiar with the student's clinical skill development. Two students were not evaluated because of not being active in the program. Five students were deemed to require ongoing monitoring.

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

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

2015 US Census race/ethnicity (percentage of total US population)	Number (percentage) of 2015-2016 MACO applicants	Number (percentage) of 2016-2017 MACO applicants
American Indian or Alaskan Native (1.2%)	0	0
Asian (5.6%)	6 (14%)	4 (9%)
Black or African American (13.3%)	1 (2%)	2 (4%)
Hispanic (17.6%)	2 (5%)	0
Native Hawaiian or Other Pacific Islander (0.2%)	0	0
White not Hispanic (61.6%)	17 (39%)	9 (20%)
Two or more races (2.6%)	0	0
Non-resident alien	4 (9%)	8 (18%)
Undeclared/unknown	14 (32%)	22 (49%)
Female (50.8%)	24 (55%)	26 (58%)
Male (49.2%)	20 (45%)	19 (42%)
TOTAL	44 applicants	45 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 attracts more Asian applicants and fewer Black/African American and Hispanic applicants compared to the population, although almost half of the applicants did not declare their race/ethnicity, so great caution is needed in interpreting these data. It should be noted that Hamilton MACO students can attend classes at GCTS' Boston campus (the Center for Urban Ministerial Education, CUME). The enrollment at CUME in 2016 included 40% Black/African American students, 19% White students, 11% Asian students, 10% Hispanic students, 5% international students, 7% unknown race/ethnicity, and 0.4% two or more races. In terms of gender, MACO applicants approximate the US population.

12 MACO students completed the *GCTS Entering Student survey* in 2016-2017. (Not all students answered every question).

58% (n=7) of MACO entering students were female. Most (58%, n=7) were in the 20-29-year-old age range. The next most represented age range was 30-39 years old (42%, n=5). 67% (n=8) reported being single and 33% (n=4) reported being married.

Most MACO entering students (75%, n=9) were US citizens and the rest were international students with F-1 Student Visas (25%, n=3). They hail from 7 different states, though 2 hail from Massachusetts and 2 from Virginia. International students represented 3 different countries (Canada, Peoples Republic of China, and South Korea). 45% (n=5) self-identified as White, 64% (n=7) as Asian, 9% (n=1) as Black or African American. 17% (n=2) self-identified as Hispanic or Latino.

Half of MACO entering students (50%, n=6) entered GCTS with no educational debt. One student entered with \$10,000-\$19,999 in educational debt. Two students (17%) entered GCTS with \$20,000-29,999 of educational debt, one student (8%) entered with \$30,000-\$39,000 of educational debt, and two (17%) brought more than \$40,000 of educational debt to GCTS.

Most MACO entering students (67%, n= 8) live on campus and 25% (n=3) have less than a half hour of commute to school. 25% (n=3) of MACO entering students planned to not work. 25% (n=3) planned to work 21 to 30 hours per week. 17% (n=2) planned to work 10 to 15 hours per week and another 17% (n=2) planned to work 16 to 20 hours per week. 50% (n=6) planned to be involved in part time ministry while enrolled at GCTS. MACO entering students represent a broad range of Protestant denominations.

A majority (75%, n=9) of MACO entering students anticipate getting either licensed or ordained. Most (92%, n=11) are preparing for counseling work, or pastoral counseling (33%, n=4) or pastoral/parish ministry (33%, n=4). 33% of MACO entering students (n=4) were dual-degree, also seeking a Master of Divinity. MACO entering students rated the

following as *very important* in their pursuit of theological education: anticipating their spiritual growth (92%, n=11), their desire to serve others (91%, n=10), having an opportunity to study (67%, n=8), and to discern the will of God (67%, n=8).

MACO entering students rated the following as *very important* in their decision to attend Gordon-Conwell: the academic reputation of the school (92%, n=11), the quality of the faculty (83%, n=10), and the spiritual atmosphere of GCTS (75%, n=9). The top three initial obstacles experienced by prospective GCTS students were the cost of education at GCTS (73%, n=8), the cost of living in a new location (73%, n=8), and the scholarship opportunities at GCTS (55%, n=6). 92% (n=11) of entering students rated the assistance from admissions staff as the most effective support in the application process.

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

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

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

US Census data are July 2015 Census data from

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

Compared to the US population, the MACO student population underrepresents Black / African American and Hispanic population and over-represents the Asian population. Twelve percent of MACO students are non-resident aliens, which brings diverse perspectives into the classroom. Again, Hamilton MACO students can attend classes at GCTS' Boston campus (the Center for Urban Ministerial Education, CUME).

12 MACO current students completed the *GCTS Current Student* survey in 2016-2017. (Not all students answered every question).

75% of MACO current students (n=9) were female. A majority of MACO current students (58%, n=7) were in the 20-29-year-old age range. The next most represented age ranges were the 30-39-year-old age range (17%, n=2) and the 40-49-year-old age range (17%, n=2). Half (50%, n=6) are married and 50% (n=6) are single. 75% (n=9) have no dependents, one student has one dependent, one has two dependents and one has four or more dependents.

Most MACO current students (83%, n=10) are US citizens and the rest are international students with F-1 Student Visas (17%, n=2). 58% (n=7) self-identified as Asian and 42% (n=5) self-identified as White. No current students self-identified as Hispanic or Latino.

58% (n=7) of MACO current students use school provided housing. 25% (n=3) live a half hour to one hour from school, and 17% (n=2) live one to two hours from school. 77% (n=34) are students only and 14% (n=6) work in a Church-based ministry. 33% (n=4) have no paying job, 25% (n=3) work fewer than 10 hours per week, 25% (n=3) work 10 to 15 hours per week, one student works 21 to 30 hours per week, and one 31 or more hours per week.

MACO current students rated the following as a *very important* source of income in supporting their graduate studies at GCTS: scholarship/grant (82%, n=9), government loan (33%, n=4) and off-campus work (30%, n=3), savings (30%, n=3), and parents / family (30%, n=3).

All MACO current students are in the MACO program. Two are dual degree in the Master of Divinity program and one is dual degree in the MA in Theology.

The top learning environment characteristics that MACO current students report being *very satisfied* with are faculty credentials (92%, n=11), faculty as role models (91%, n=10), the curriculum (83%, n=10), and the helpfulness of library staff (83%, n=10). The top learning environment characteristics that MACO current students report being *very satisfied* with in the MACO program are faculty (83%, n=10) and advising (67%, n=8).

The top most important academic influences that MACO current students report being *most important* are the curriculum (all courses offered; 60%, n=6), faculty as role models (40%, n=4), and availability of course offerings (75%, n=3).

All (100%, n=12) anticipate being able to finish the MACO program. Most MACO current students report that GCTS has measured up to their impressions before coming (75%, n=9) or has in some aspects and not in others (25%, n=3).

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

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

2015 US Census race/ethnicity (percentage of total US population)	Number (percentage) of 2015-2016 MACO graduates	Number (percentage) of 2016-2017 MACO graduates
American Indian or Alaskan Native (1.2%)	0	0
Asian (5.6%)	6 (32%)	3 (14%)
Black or African American (13.3%)	1 (5%)	2 (9%)
Hispanic (17.6%)	1 (5%)	2 (9%)
Native Hawaiian or Other Pacific Islander (0.2%)	0	0
White not Hispanic (61.6%)	8 (42%)	11 (50%)
Two or more races (2.6%)	0	0
Non-resident alien	2 (11%)	3 (14%)
Undeclared/unknown	1 (5%)	1 (5%)
Female (50.8%)	13 (68%)	16 (73%)
Male (49.2%)	6 (32%)	6 (27%)
TOTAL	19 graduates	22 graduates

US Census data are July 2015 Census data from

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

MACO graduate demographics are similar to MACO student demographics. Compared to the US population, MACO graduates underrepresent the Black / African American and Hispanic population and over-represent the Asian population. Fourteen percent of MACO graduates are non-resident aliens. Also, MACO female students are over-represented compared to the US population.

24 MACO graduates completed the *GCTS Graduating Student* survey in 2017. (Not all students answered every question).

63% of MACO graduates (n=15) are female. A majority of MACO graduates (50%, n=12) are in the 20-29-year-old age range. The next most represented age ranges are the 30-39-year-old age range (25%, n=6) and 50-59-year-old age range (25%, n=6). A majority (75%, n=18) are married, 13% (n=3) are divorced, and 13% (n=3) are single. 75% (n=74) have no dependents. 50% (n=12) reported no dependents, 21% (n=5) three dependents, and 17% (n=4) one dependent.

Most MACO current students (88%, n=21) are US citizens and the rest are international students with F-1 Student Visas (13%, n=3). 71% (n=17) self-identify as White, 21% (n=5)

as Asian, and 8% (n=2) as Black or African American. Eight percent (n=2) self-identify as Hispanic or Latino.

All MACO graduates graduated from the MACO program. Four also graduated with a Master of Divinity and two with an MA in Religion.

A majority (72%, n=13) of MACO graduates are students only and 17% (n=3) are working as counselors, the rest (n=2) are clergy. 25% (n=6) did not have a paying job their last year of studies another 25% (n=6) worked 31 or more hours per week. 17% (n=4) worked 10 to 15 hours per week.

MACO graduates rated the following as a *very important* source of income in supporting their graduate studies at GCTS: spouse's work (68%, n=15), scholarship/grant (64%, n=14), off-campus work (61%, n=14), and government loan (60%, n=12).

Most (46%, n=11) did not incur any educational debt at GCTS. 21% (n=5) of MACO graduates incurred \$20,000-\$29,000 in educational debt and another 21% (n=5) incurred \$40,000 or more in educational debt at GCTS. 52% of MACO graduates (n=12) will pay \$0 monthly in educational debt. 17% (n=4) will pay over \$1,000 monthly and 13% (n=3) will pay \$350 to \$499 monthly.

22% (n=5) MACO graduates had been offered a position at the time of graduation. Most graduates (48%, n=11) will work full-time in counseling. Other graduates will work pastoral/parish ministry (n=3).

Only 21% (n=5) of MACO graduates used school-provided housing. 21% (n=5) reported having no commute to GCTS and 25% (n=6) reported having less than a half hour commute to GCTS. Another 21% (n=5) reported having a 2-3 hour commute.

MACO graduates report being most satisfied with faculty credentials (67%, n=16), class size (63%, n=15), faculty as role models (58%, n=14), and faculty availability (58%, n=14). Some MACO graduates reported being very to somewhat dissatisfied with availability of course offerings (n=5), the campus community (n=3), and library resources (n=3). The top learning environment characteristics that MACO graduates report being *very satisfied* with in the MACO program are faculty (63%, n=15), collegiality with peers (58%, n=14) and advising (46%, n=11).

The top most important academic influences that MACO graduates report being *most important* are the curriculum (all courses offered; 69%, n=11) and faculty as role models (60%, n=9). MACO graduates report that as a result of their internships, they have improved counseling skills (64%, n=14), a better idea of strengths and weaknesses (55%, n=12), a greater sense of people's needs (45%, n=10), more self-confidence (36%, n=8), and greater vocational clarity (32%, n=7).

**5. One study per year:** In 2017, 21 MACO graduates responded to a survey. We collected data to provide context to the Alumni survey findings. We also focused on MACO students who graduated in 2010 or later.

Graduates from 2010 to 2017 were represented while most (33%, n=7) graduated in 2015. Most respondents (76%, n=16) were female.

Per the Department of Education's regulations, job placement rate is calculated by the number of students who, within 180 days of graduation, obtained gainful counseling employment.

86% of respondents (n=18) got their first counseling job within the first 6 months after graduation, with one third (n=7) obtaining counseling employment before graduation and almost 20 percent (n=4) obtaining counseling employment by graduation.

A little over half of respondents (52%, n=11) are licensed, nine as LMHC and one as LMFT, and one with both licenses. Thirty-eight percent (n=8) were choosing not to get licensed at the time of the survey because of their career goals and two have certifications. Of those who sought licensure, 91% (n=10) passed the licensing exam on the first attempt. A 2015 graduate passed on the third attempt and a 2011 graduate is still attempting. Graduates have developed a wide range of specializations.

The most often suggested change to the MACO program is better practicum and internship placements which would help develop more practical skills development prior to graduation.

See Appendix A for the survey.

## **6. Results from Alumni Survey**

23 MACO alumni completed the *GCTS Alumni survey*. (Not all students answered every question). The GCTS Alumni survey is sent annually to alumni who graduated in 5 year intervals. For example, in 2010, GCTS surveyed alumni who graduated in years ending in zero or five, who had been graduated for at least five years. In 2011, GCTS surveyed alumni who graduated in years ending in one or six, who had been graduated for at least five years.

The graduation years represented include 2011 (n=1), 2010 (n=2), 2009 (n=3), 2008 (n=1), 2007 (n=1), 2006 (n=2), 2004 (n=5), 2002 (n=2), 2000 (n=2), 1999 (n=1), 1997 (n=1), 1995 (n=6), and 1992 (n=1).

All MACO alumni respondents would recommend GCTS to a prospective student. 64% (n=14) would recommend GCTS *without any reservations* and 36% (n=8) would recommend GCTS *with some reservations*.

90% of respondents either *strongly agree* (55%, n=12) or *agree* (36%, n=8) that their GCTS degree was worth the cost or debt incurred. Most respondents (77%, n=17) reported that the cumulative costs of their seminary education did not limit their career choices. 14% (n=3) reported that the cumulative costs of their seminary education limited their career choices.

The majority (n=17) of MACO alumni respondents' first professional position/ministry after graduation was in the counseling field. For four graduates, counseling was their second professional position/ministry after graduation. One respondent reported that their first professional position/ministry after graduation *other than* counseling was chaplaincy (n=1). Others reported no first professional position/ministry after graduation.

43% of these respondents (n=9) had a position at the time of graduation, with 33% (n=7) taking under one year to be hired. 14% (n=3) continued in the position they held before or while in seminary. 37% (n=7) found their work/ministry position through non-GCTS friends and 32% (n=6) found their work/ministry position through web networking or colleagues. 59% (n=13) reported that their education at GCTS prepared them *very well* for their current work or enhanced the work they were doing. 27% (n=6) reported that their education at GCTS prepared them *very well in some areas, but not in others*.

48% of respondents (n=10) are not licensed. Licenses reported include LMHC/LPC (29%, n=6), LMFT (10%, n=2), LPCS (Licensed Professional Counselor Supervisor; 5%, n=1). 19% (n=4) hold these other licenses. ALL licensed professionals passed the licensing exam on their first try. LMFTs took 2-3 years to get licensed following graduation. LMHCs took 2 years (43%, n=3), 3 years (29%, n=2) or 5 years (29%, n=2) to get licensed.

These licensed or certified professionals practice in California, Massachusetts, North Carolina, Virginia, and Washington.

7. MACO program courses are evaluated by students at the end of each course. These evaluations are used to modify courses. Randomly selected courses in the MDIV curriculum are also reviewed as part of the GCTS faculty jury process. Hamilton faculty juries inform curricular changes. For example, in Spring 2013, the final paper from CO/WM 712—Cross-Cultural Counseling was read by a faculty jury.

8. For the 2017 program evaluation, program faculty and the program administrator met September 11, 2017 to review a sample of papers from a capstone course, Professional Standards and Ethics, to evaluate the adequacy of the curriculum. The faculty and program administrator made the following four recommendations: (a) This review confirmed the decision to require the Professional Standards and Ethics course in the second semester of the program. While each faculty teaches ethics in their specialty course (e.g., Career counseling, Counseling in Addictive behaviors, Assessment in Counseling, Marital therapy), an in-depth discussion of ethics is needed at the beginning

of the student's program. (b) Students continue to struggle with APA style. The Program Administrator will coordinate the implementation of a workshop or brown bag to support students in developing their use of APA style. (c) Students need to support and reference all their claims. While this skill is taught in Research Methods and Design, faculty agree to emphasize this skill in their guidance with writing papers and through rubrics. (d) Students need to incorporate a developmental perspective in their papers. Faculty agree to incorporate the developmental perspective in their teaching.

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

## Appendix A

### MACO Graduates Survey

1. What year did you graduate from the MACO program?

2010

2011

2012

2013

2014

2015

2016

2017

Other

2. When did you get your first counseling job?

Before graduation

By graduation

Within the first 6 months after graduation

Within the first year after graduation

It took more than one year to get a counseling job

I still haven't gotten a counseling job

3. Where do you work now and what is your title? (text box)

4. If you have not gotten licensed or do not plan to get licensed, what influenced your decision? (text box)

5. What license in the counseling field have you obtained?

LMHC or LPC

LMFT

No license

Other

6. If you have attempted the licensing exam, how many times did you take it before you passed it?

- I passed it on my first attempt  
I passed it on my second attempt  
I passed it on my third attempt  
I passed it on my fourth or more attempt  
I am still attempting the exam  
N/A
7. What further education or certification(s) have you gotten since graduation?  
(text box)
  8. What specialization(s) have you developed since graduation?  
*For example:*  
*Population: children, adolescent, adults, women, men, couples, family*  
*Orientation: behavioral, CBT, systemic, psychodynamic, integrative, spiritual*  
*direction*  
*Issue: ADHD, anxiety, depression, eating disorders, marital, PTSD, sexual*  
*Disorders, spectrum disorders (text box)*
  9. What is the most important change that the MACO program needs to make to help graduates be professionally successful?
  10. What is your gender?  
Female  
Male