

2016 Report for the Master's 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 discussed by the program faculty and staff. 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 attached proseminar. They are rated by program faculty on a scale of 1-4.

#### a) 2016 Annual reviews

86 students were reviewed in an annual review. The progress of 75 students (87%) was deemed "satisfactory." Two students (2%) were deemed to be making "unsatisfactory" progress. Four students (5%) received an "in progress" rating, meaning that more data is needed to evaluate the student's progress in the program. Five students (6%) have not been in the program long enough to evaluate their progress.

#### b) 2016 Candidacy reviews

26 students were reviewed for candidacy. Two students were not awarded candidacy until they were able to demonstrate additional skill acquisition. With a change to other internship sites, they were able to develop skills and were awarded candidacy. Based on faculty rating, the average level of proficiency rating was 3.6 out of a scale of 1-4.

### 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 of MACO applicants 2015-2016 (percentage of total applicants)
American Indian or Alaskan Native (1.2%)	0
Asian (5.6%)	6 (14%)
Black or African American (13.3%)	1 (2%)
Hispanic (17.6%)	2 (5%)
Native Hawaiian or Other Pacific Islander (0.2%)	0
White not Hispanic (61.6%)	17 (39%)
Two or more races (2.6%)	0
Non-resident alien	4 (9%)
Undeclared/unknown	14 (32%)
Female (50.8%)	24 (55%)
Male (49.2%)	20 (45%)

TOTAL	44 applicants
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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 a third 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 2015 included 41% Black/African American students, 16% White students, 9% Hispanic students, 9% Asian students, 5% international students, and 11% unknown race/ethnicity. (See the GCTS-At-a-Glance (<http://www.gordonconwell.edu/hamilton/current/documents/2015At-a-Glance.pdf>).

In terms of gender, MACO applicants approximate the US population.

(See Appendix A for demographic tables for applicants, current students and graduates.)

84 MACO students have completed the **GCTS Entering Student survey** since data collection began in 2009. (Not all students answered every question).

65% (n=54) of MACO entering students are female. Most (69%, n=58) are in the 20-29-year-old age range. The next most represented age range is 30-39 years old (15%, n=13). The oldest entering student was in their 60s. 54% (n=45) report being single and 39% (n=32) report being married.

Most MACO entering students (83%, n=68) are US citizens and the rest are international students with F-1 Student Visas (11%, n=9) or other (6%, n=5, e.g., "asylee" or "permanent resident"). They hail from 22 different states, though most (52%, n=37) hail from Massachusetts. International student represent nine different countries. 67% (n=55) self-identify as White. 27% (n=22) as Asian, six percent (n=5) as Black or African American. Five percent (n=4) self-identify as Hispanic or Latino.

Most MACO entering students (52%, n=43) enter GCTS with no educational debt. 13% (n=11) enter GCTS with \$20,000-29,999 of educational debt and 10% (n=8) bring more than \$40,000 of educational debt to GCTS. Most MACO entering students (49%, n= 41) live on campus and 22% (n=18) have less than a half hour of commute to school. 29% (n=24) of MACO entering students plan to work 10 to 15 hours per week at a paying job and 20% (n=17) plan to have no paying job. 66% (n=47) plan to be involved in unpaid volunteer/lay ministry while enrolled at GCTS. MACO entering students represent a broad range of Protestant denominations.

A majority (76%, n=54) of MACO entering students anticipate getting either licensed or ordained. Most (92%, n=76) are preparing for counseling work, or pastoral counseling (36%, n=30) or pastoral/parish ministry (25%, n=21). 30% of MACO entering students (n=25) are dual- degree, also seeking a Master of Divinity. MACO entering students

rated the following as *very important* in their pursuit of theological education: their desire to serve others (90%, n=74), having an opportunity to study (76%, n=63), anticipating their spiritual growth (75%, n=62), and to discern the will of God (72%, n=60).

MACO entering students rated the following as *very important* in their decision to attend GCTS: the spiritual atmosphere of GCTS (74%, n=45), the quality of the faculty (73%, n=44) and the academic reputation of the school (69%, n=42). The top three initial obstacles experienced by prospective GCTS students are the cost of education at GCTS (65%, n=47), the scholarship opportunities at GCTS (51%, n=37) and the cost of living in a new location (44%, n=32). 94% (n=67) 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 of MACO current students 2015-2016 (percentage of total students)
American Indian or Alaskan Native (1.2%)	0
Asian (5.6%)	15 (23%)
Black or African American (13.3%)	4 (6%)
Hispanic (17.6%)	3 (5%)
Native Hawaiian or Other Pacific Islander (0.2%)	0
White not Hispanic (61.6%)	35 (53%)
Two or more races (2.6%)	0
Non-resident alien	8 (12%)
Undeclared/unknown	1 (2%)
Female (50.8%)	44 (67%)
Male (49.2%)	22 (33%)
TOTAL	66 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. A little over 10 percent of MACO students are non-resident aliens, which brings diverse perspectives into the classroom. See Appendix A to note that the number of non-resident aliens has increased from 2013 to 2015. Again, Hamilton MACO students can attend classes at GCTS' Boston campus (the Center for Urban Ministerial Education, CUME). The enrollment at CUME in 2015 included 41% Black/African American students, 16% White students, 9% Hispanic students, 9% Asian students, 5% international students, and 11% unknown race/ethnicity. (See the GCTS-At-a-Glance

(<http://www.gordonconwell.edu/hamilton/current/documents/2015At-a-Glance.pdf>).

Also, MACO female students are over-represented compared to the US population.

(See Appendix A for demographic tables for applicants, current students and graduates.)

56 MACO current students have completed the **GCTS Current Student** survey since data collection began in 2011. (Not all students answered every question).

66% of MACO current students (n=37) are female. A majority of MACO current students (66%, n=37) are in the 20-29-year-old age range. The next most represented age range is the 50-59-year-old age range (14%, n=8). A majority (51%, n=28) are married and 45% (n=25) are single. 75% (n=41) have no dependents.

Most MACO current students (88%, n=49) are US citizens and the rest are international students with F-1 Student Visas (9%, n=5) or other (4%, n=2, e.g., “permanent resident”). 72% (n=39) self-identify as White, 22% (n=12) as Asian, and 6% (n=3) as Black or African American. Four percent (n=2) self-identify as Hispanic or Latino.

45% (n=25) of MACO current students use school provided housing. 42% (n=23) live on campus, 24% (n=13) live less than a half hour from school. 77% (n=34) are students only and 14% (n=6) work in a Church-based ministry. 28% (n=15) work 10 to 15 hours per week, 24% (n=13) have no paying job, and 22% (n=12) work fewer than 10 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 (65%, n=35), government loan (49%, n=27) and spouse’s work (38%, n=18).

All MACO current students are in the MACO program. 15 are dual degree in the Master of Divinity program, one is dual degree in the MA in World Missions and Evangelism program, and one is dual-degree in the MA in Religion program.

The top learning environment characteristics that MACO current students report being *very satisfied* with are faculty credentials (73%, n=41), faculty as role models (73%, n=41), and the helpfulness of library staff (59%, n=33). The top learning environment characteristics that MACO current students report being *very satisfied* with in the MACO program are faculty (63%, n=35), collegiality with peers (52%, n=29) and advising (42%, n=23).

The top most important academic influences that MACO current students report being *most important* are the curriculum (all courses offered; 52%, n=23), faculty as role models (39%, n=12), faculty credentials (47%, n=9) and availability of course offerings (47%, n=9).

A majority (89%, n=50) anticipate being able to finish the MACO program. Most MACO current students report that GCTS has measured up to their impressions before coming

(53%, n=29) or has in some aspects and not in others (44%, n=24).

#### 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 of MACO graduates 2015-2016 (percentage of total graduates)
American Indian or Alaskan Native (1.2%)	0
Asian (5.6%)	6 (32%)
Black or African American (13.3%)	1 (5%)
Hispanic (17.6%)	1 (5%)
Native Hawaiian or Other Pacific Islander (0.2%)	0
White not Hispanic (61.6%)	8 (42%)
Two or more races (2.6%)	0
Non-resident alien	2 (11%)
Undeclared/unknown	1 (5%)
Female (50.8%)	13 (68%)
Male (49.2%)	6 (32%)
<b>TOTAL</b>	<b>19 graduates</b>

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. A little over 10 percent of MACO graduates are non-resident aliens, which brings diverse perspectives into the classroom. Also, MACO female students are over-represented compared to the US population.

(See Appendix A for demographic tables for applicants, current students and graduates.)

99 MACO graduates have completed the **GCTS Graduating Student survey** since data collection began in 2009. (Not all students answered every question).

67% of MACO graduates (n=66) are female. A majority of MACO graduates (54%, n=52) are in the 20-29-year-old age range. The next most represented age range is the 30-39-year-old age range (23%, n=22). A majority (57%, n=56) are married and 41% (n=40) are single. 75% (n=74) have no dependents.

Most MACO current students (88%, n=87) are US citizens and the rest are international students with F-1 Student Visas (9%, n=9) or other (3%, n=3, e.g., “permanent resident”).

73% (n=70) self-identify as White, 24% (n=23) as Asian, and 4% (n=4) as Black or African American, and one (1%) as Native Hawaiian or Other Pacific Islander. Seven

percent (n=7) self- identify as Hispanic or Latino.

All MACO graduates graduated from the MACO program. 13 also graduated with a Master of Divinity, five with an MA Theology, six with an MA in Religion, two with an MA in New Testament, one with an MA in Old Testament, one with an MA in Biblical Studies, one with an MA in Theological Studies, and one with an MA in Educational Ministries.

A majority (62%, n=52) of MACO graduates are students only and 35% (n=29) are working as counselors. 26% (n=26) did not have a paying job their last year of studies, 19% (n=19) worked 10 to 15 hours per week and another 19% (n=19) worked 31 or more hours per week.

MACO graduates rated the following as a *very important* source of income in supporting their graduate studies at GCTS: scholarship/grant (56%, n=53), government loan (55%, n=50) and spouse's work (42%, n=37).

38% (n=37) of MACO graduates incurred \$40,000 or more in educational debt at GCTS and 29% (n=28) incurred no debt. 28% of MACO graduates (n=27) will pay \$0 monthly in educational debt. 24% (n=23) will pay \$200 to \$349 monthly, and 19% (n=18) will pay \$350 to \$499 monthly.

45% (n=44) MACO graduates had been offered a position at the time of graduation. Most graduates (69%, n=61) will work in counseling. Other graduates will work in hospital or hospice chaplaincy (n=7), others in pastoral counseling (n=6), and a few in pastoral/parish ministry (n=3).

Only 40% (n=40) of MACO graduates used school-provided housing. 32% (n=31) identified as residential students and 68% (n=67) identified as commuter students. 36% (n=35) reported having no commute to GCTS and 31% (n=30) reported having less than a half hour commute to GCTS.

MACO graduates report being most satisfied with faculty credentials (75%, n=74), faculty as role models (66%, n=65), faculty availability (65%, n=64), and class size (63%, n=62). MACO graduates report being very to somewhat dissatisfied with availability of course offerings (21%, n=21), the campus community (16%, n=16), and library resources (15%, n=15). The top learning environment characteristics that MACO graduates report being *very satisfied* with in the MACO program are faculty (62%, n=61), collegiality with peers (57%, n=56) and advising (54%, n=53).

The top most important academic influences that MACO graduates report being *most important* are faculty as role models (38%, n=37), the curriculum (all courses offered; 36%, n=35), faculty availability (14%, n=14) and availability of courses (14%, n=14). MACO graduates report that as a result of their internships, they have improved counseling skills (50%, n=48), more self-confidence (33%, n=32), a greater sense of people's needs (33%, n=32) and greater vocational clarity (31%, n=30).

**5. One study per year:** In 2015-2016, the program administrator gathered qualitative data from all practicum and internship site supervisors. We also sent site supervisors and employers a survey.

The program administrator visited 29 internship sites. Practicum and internship supervisors overall reported high satisfaction with the integrity, ethics and maturity of GCTS students. In terms of grades for practicum/internship, 27 of this year's students received A's from practicum and internship supervisors. Some comments from supervisors include:

- “demonstrates high level of maturity and commitment to clients”
- “open learner and takes feedback and correction well”
- “functions at level of staff clinician; excellent functioning and maturity”
- “dedicated and passionate in her work”
- “holds clients with empathy and care”

3 students received grades below an A with the lowest being B-.

Feedback to the student receiving the lowest grade was that the student “needs more experience.”

#### *Site supervisors*

See Appendix B for the survey and the response options.

The data are based on 10 site supervisors who have supervised GCTS students

60% (n=6) supervised 1-5 students

30% (n=3) supervised 6-10 students

10% (n=1) supervised 16-20 students

All would be either *very likely* (80%, n=8) or *likely* (20%, n=2) to supervise another GCTS student.

All 10 of the supervisors rate GCTS students as either *outstanding* or *strong* in “commitment to his/her growth as a clinician,” “dependability / conscientiousness,” “interpersonal skills in STAFF relationships,” and “interpersonal skills in CLIENT relationships.”

Ninety percent (n=9) of these supervisors rate GCTS students as either *outstanding* or *strong* in “professional and ethical behavior,” and “openness to supervision.”

The lowest rating of GCTS students may identify an area of need for the MACO program. Only 60% of supervisors rated GCTS students as either *outstanding* or *strong* in “multicultural counseling skills.”

Eight supervisors rated the GCTS staff as either *very responsive* or *somewhat responsive* in helping to resolve any student issues (if applicable).

Overall GCTS supervisors say that GCTS students' strengths include being open to learn and being empathic and caring. Overall they say that GCTS students' weaknesses include

lack of clinical skill and experience, which makes intuitive sense because these students are at the beginning of their careers.

## 6. Results from Alumni Survey and Employers.

43 MACO alumni have completed the **GCTS Alumni survey** since data collection began in 2010. (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 have been graduated for at least five years. In 2011, GCTS surveyed alumni who graduated in years ending in one or six, who have been graduated for at least five years.

Because the same graduation year is surveyed every 5 years, 2 respondents have responded to the survey twice. The graduation years represented include 2011 (n=1), 2010 (n=2), 2009 (n=3), 2008 (n=2), 2007 (n=1), 2006 (n=4), 2005 (n=7), 2004 (n=5), 2002 (n=2), 2000 (n=5), 1999 (n=1), 1997 (n=1), 1996 (n=2), 1995 (n=6), and 1992 (n=1).

For 39 of these respondents, MACO was the primary degree. For four of the respondents, MACO was the secondary degree. Primary degrees for these four include MA in Educational Ministries, MA in Family Ministry, MA in Religion, and Master of Divinity.

All MACO alumni respondents would recommend GCTS to a prospective student. 69% (n=29) would recommend GCTS *without any reservations* and 31% (n=13) would recommend GCTS *with some reservations*.

90% of respondents either *strongly agree* (50%, n=21) or *agree* (40%, n=17) that their GCTS degree was worth the cost or debt incurred. Most respondents (64%, n=27) reported that the cumulative costs of their seminary education did not limit their career choices. 21% (n=9) reported that the cumulative costs of their seminary education limited their career choices.

The majority (67%, n=29) of MACO alumni respondents' first professional position/ministry after graduation was in the counseling field. For 28% (n=12), counseling was their second professional position/ministry after graduation. Respondents reported that some of the professional positions/ministries after graduation *other than* counseling include pastoral/parish ministry (n=4), inner-city ministry (n=1), pastoral counseling (n=1), chaplaincy (n=1), college/ university teaching (n=1), and youth ministry (n=1). Only 1 respondent reported no first professional position/ministry after graduation. 10% (n=4) are ordained to the ministry.

Most of these respondents (59%, n=24) had a position at the time of graduation, with 22% (n=9) continuing in the position they held before or while in school. Only 10% (n=4) took 1-3 years to be hired in their first professional position/ministry and 2% (n=1) took 3+ years to be hired in their first professional position/ministry. 41% (n=15) found

their work/ministry position through non-GCTS friends and 32% (n=12) found their work/ministry position through web networking. 45% (n=19) reported that their education at GCTS prepared them *very well* for their current work or enhanced the work they were doing. 43% (n=18) reported that their education at GCTS prepared them *very well in some areas, but not in others*.

Most respondents (56%, n=24) are not licensed. 44% (n=19) are licensed. Licenses reported include LMHC (23%, n=10), LMFT (5%, n=2), LPCS (Licensed Professional Counselor Supervisor; 2%, n=1). 14% (n=6) hold these other licenses or certifications: Certified Psychiatric Rehabilitation Practitioner, school counselor, Canadian Professional Counseling Therapist, Registered Psychotherapist pending license, Individual Marriage & Family Enrichment, (IMF), and Licensed Clinical Professional Counselor (LCPC). 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 (45%), 3 years (36%) or 5 years (18%) to get licensed.

These licensed or certified professionals practice in California, Georgia, Illinois, Massachusetts, Michigan, North Carolina, Pennsylvania, South Carolina, Virginia, Canada, and Singapore.

#### *Employers*

See Appendix C for the survey and response options.

Seven employers completed the survey sent in the summer of 2016. All have employed 1-5 GCTS graduates and would be either *very likely* or *likely* to hire another GCTS graduate.

All seven of the supervisors rate GCTS students as either *outstanding* or *strong* in “overall counseling SKILLS,” “professional and ethical behavior,” “openness to supervision,” “commitment to his/her growth as a clinician,” “dependability / conscientiousness,” “interpersonal skills in STAFF relationships,” and “interpersonal skills in CLIENT relationships.”

The lowest rating of GCTS students may identify an area of need for the MACO program. Only 57% of employers (n=4) rated GCTS students as either *outstanding* or *strong* in “multicultural counseling skills.”

Overall employers say that GCTS graduates’ strengths include being open to learning, having an excellent work ethic and good ethical practice. Weaknesses included needing more practical experience, which makes intuitive sense because these students are at the beginning of their careers. Two mentioned the need for more practice with documentation and two others mentioned unethical behavior (unspecified).

6. MACO program courses are evaluated by students at the end of each course. These evaluations are used to modify courses. MACO courses are also reviewed as part of the GCTS faculty jury process. 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 and in Spring 2016, the final student presentations from PC511—Introduction to Pastoral Counseling was reviewed by a faculty jury.

7. Program modifications occur continuously as a result of program evaluation. The MACO program recently added CO507—Clinical Counseling Skills due to feedback from students that they would like more instruction on the development of specific counseling skills. In addition, in CO614—Family Systems Theory, Dr. Pendleton replaced half the lecture time with student presentations and student-led discussions.

8. 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 demographic tables

### MACO Demographic Information 2015-16

#### Applicants

Year	Asian		Black or African American		Hispanic or Latino	
	Female	Male	Female	Male	Female	Male
2015-16	4	2		1		2
<b>Grand Total</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>

#### Current Students

Year	Asian		Black or African American		Hispanic or Latino	
	Female	Male	Female	Male	Female	Male
2015-16	11	4	3	1	1	2
2014-15	9	1	4	1	1	1
2013-14	7	2	3	2	2	1
<b>Grand Total</b>	<b>27</b>	<b>7</b>	<b>10</b>	<b>4</b>	<b>4</b>	<b>4</b>

#### Graduates

Year	Asian		Black or African American		Hispanic or Latino	
	Female	Male	Female	Male	Female	Male
2015-16	5	1	1			1
2014-15	2			1	1	
2013-14	3	1				
<b>Grand Total</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

## Appendix B Site supervisors survey

- Survey of Site Supervisors for Gordon-Conwell Students (2016)
- Thank you for supervising Gordon-Conwell Theological Seminary students. We are interested in your feedback on your experience supervising Gordon-Conwell Theological Seminary Master's in Counseling students. We will use your feedback to continuously improve our program. This survey will take less than 10 minutes to complete.
  - How many Gordon-Conwell students have you supervised?
    - 1-5
    - 6-10
    - 11-15
    - 16-20
  - How likely would you be to supervise another Gordon-Conwell student?
    - Very likely
    - Likely
    - Neutral
    - Unlikely
    - Very unlikely
  - Please rate the average Gordon-Conwell student on her/his
    - Overall counseling KNOWLEDGE
    - Overall counseling SKILLS
    - Multicultural counseling skills
    - Professional and ethical behavior
    - Openness to supervision
    - Commitment to his/her growth as a clinician
    - Preparedness for their professional role
    - Dependability/Conscientiousness
    - Interpersonal skills in STAFF relationships
    - Interpersonal skills in CLIENT relationships
  - Please rate the responsiveness of the Gordon-Conwell staff and faculty in helping to resolved any student issues (if applicable).
    - Very responsive
    - Somewhat responsive
    - Neutral
    - Unresponsive
    - Insensitive
    - Not applicable
  - Based on your experience supervising Gordon-Conwell student(s), what are the student's/students'
    - Strengths
    - Weaknesses
- Thank you for taking time to give Gordon-Conwell Theological Seminary's Master's in Counseling program feedback on your experience supervising our students.

## Appendix C Employers survey

- Survey of Employers of Gordon-Conwell Graduates (2016)
- Thank you for employing Gordon-Conwell Theological Seminary graduates. We are interested in your feedback on your experience employing Gordon-Conwell Theological Seminary Master's in Counseling graduates. We will use your feedback to continuously improve our program. This survey will take less than 10 minutes to complete.
  - How many Gordon-Conwell graduates have you employed?
    - 1-5
    - 6-10
    - 11-15
    - 16-20
    - 21+
  - How likely would you be to employ another Gordon-Conwell graduate?
    - Very likely
    - Likely
    - Neutral
    - Unlikely
    - Very unlikely
  - Please rate the average Gordon-Conwell graduate on her/his
    - Overall counseling KNOWLEDGE
    - Overall counseling SKILLS
    - Multicultural counseling skills
    - Professional and ethical behavior
    - Openness to supervision
    - Commitment to his/her growth as a clinician
    - Preparedness for their professional role
    - Dependability/Conscientiousness
    - Interpersonal skills in STAFF relationships
    - Interpersonal skills in CLIENT relationships
  - Please rate the responsiveness of the Gordon-Conwell staff and faculty in helping to resolved any student issues (if applicable).
    - Very responsive
    - Somewhat responsive
    - Neutral
    - Unresponsive
    - Insensitive
    - Not applicable
  - Based on your experience employing Gordon-Conwell graduate(s), what are the graduate's/graduates'
    - Strengths
    - Weaknesses

- Thank you for taking time to give Gordon-Conwell Theological Seminary's Master's in Counseling program feedback on your experience employing our graduates.