



Annual Institutional Effectiveness Report:

School of Ministry

Academic Year 2023-2024

This document has been prepared by the **Office of Institutional Effectiveness**.

Questions about this document or the material contained herein may be directed to:

Peter Brindley

Director of Institutional Effectiveness

pbrindley@richmont.edu

Richmont Graduate University

1900 The Exchange

Atlanta, GA 30339

RICHMONT AUTHORIZATIONS AND PRACTICES

Authorization Statement

Richmont Graduate University is authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) and the Tennessee Higher Education Commission (THEC). This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place, Suite 220

Tucker, GA 30084-5305

770.414.3300

Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900

Nashville, TN 32743-0830

615.741.3605

SACSCOC Accreditation

Richmont Graduate University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's and doctoral-level degrees. Richmont Graduate University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Richmont Graduate University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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Mission Statements

The **Richmont Graduate University** Mission Statement:

Richmont Graduate University provides Christ-centered education and research that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

The **Richmont Graduate University School of Counseling** Mission Statement:

The Mission of the **School of Ministry** is to advance the Gospel of Christ by increasing the capacities of students to understand God's Word (Knowing), to become whole and holy people (Being), and to lead and serve effectively (Doing).

Helpful Definitions

Institutional Effectiveness: "...the extent to which the college is meeting its mission and achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and evaluation process that focuses on improvement in all aspects of college operations and educational outcomes" (Cherry, 2008, August).

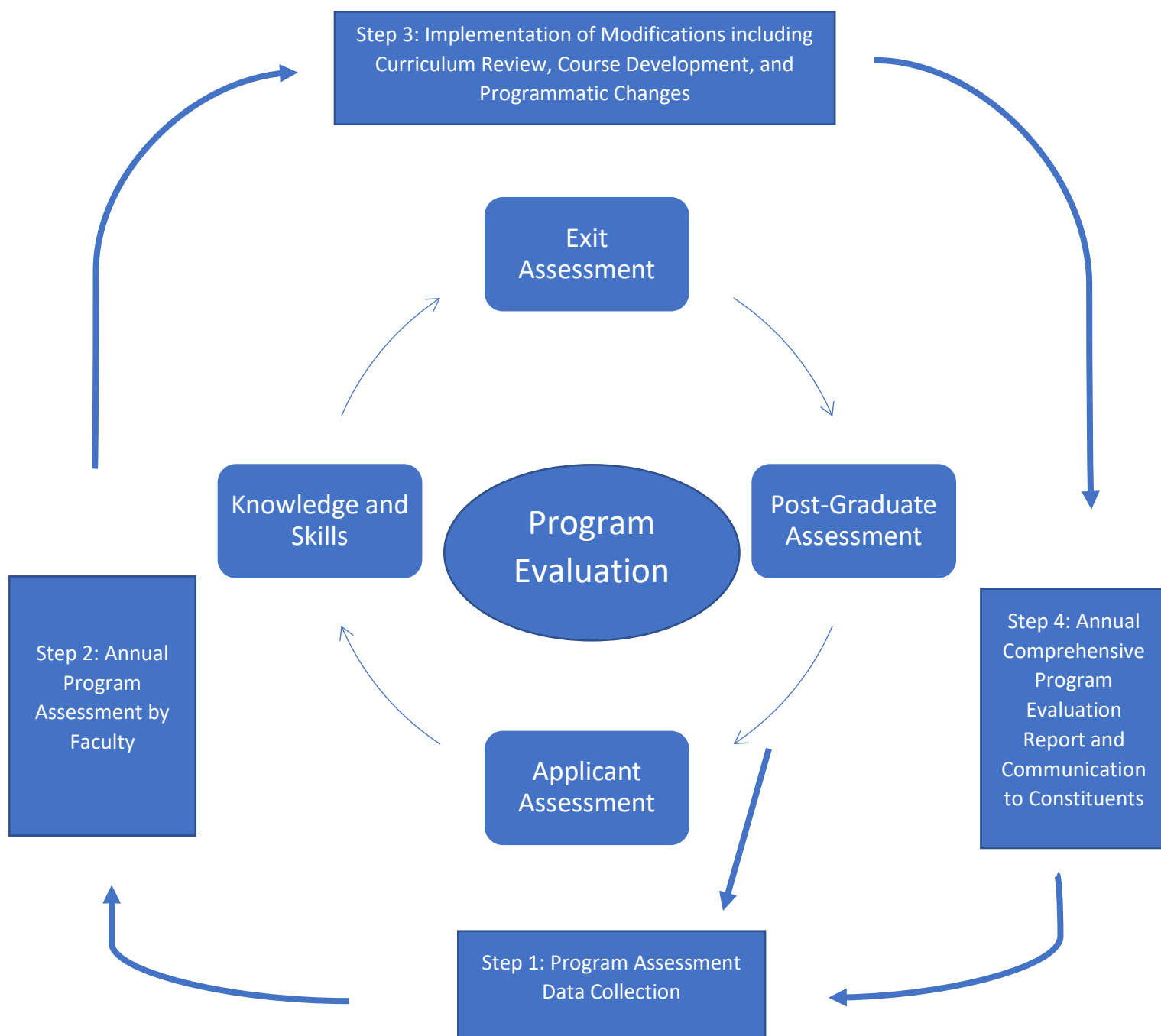
Assessment: "... the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p. 4).

Program Evaluation: "the systematic collection of information about the activities, characteristics, and outcomes of programs, to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming" (Patton, 2002, p. 10).

Comprehensive Assessment Plan

EMPIRICALLY-BASED SYSTEMATIC EVALUATION PLAN OF THE PROGRAM

The figure below illustrates the ongoing flow of program evaluation (outer circle) and the student assessment process (inner circle). The plan systematically evaluates program objectives including student learning. Each of these processes is described in more detail in the following narratives.



As illustrated in the flow chart above, the evaluation process is cyclical in nature. Assessment of learning outcomes occurs continually in two simultaneous, parallel processes. The inner circle illustrates the way in which individual students are assessed developmentally from admission to post-graduation. The outer circle illustrates the second process, where program faculty engage in a comprehensive process of assessment to determine the overall effectiveness of the program.

The Comprehensive Assessment Plan is grounded in empirical methods, utilizing evidence-based evaluation practices to systematically assess program objectives and student learning. The plan employs quantitative methods such as statistical analysis of KPI scores, demographic data, and qualitative methods like thematic analysis of survey responses and open-ended feedback. By incorporating these empirical approaches, the program ensures that evaluation processes are rigorous, reliable, and valid.

Multiple Modalities and Sites

The Comprehensive Assessment Plan applies to both in-person sites (Atlanta and Chattanooga) as well as the Online modality uniformly, allowing Richmond Graduate University faculty to review each site/modality independently as well as in overall aggregate.

Individual Student Evaluation Process

Individual students are evaluated developmentally throughout the program, beginning with the application process and subsequent faculty review, assessing their readiness and fit for the program. Once admitted, each student is evaluated via their performance on Key Performance Indicators (KPI) and other program specific assessments. The identified KPI's measure knowledge and skills of students throughout the program. If students do not reach expected thresholds (competent or exceeds expectations) for a KPI within any particular course, they are required to complete an additional assignment that has been designed to bring up the student's level of competence regarding the KPI. Records of the student's original score and revised score are retained for assessment purposes.

Program Evaluation Process

Simultaneous to the individual student assessment process, faculty engage in an ongoing process of comprehensive program evaluation to determine the program's effectiveness and make informed decisions about changes that can be made to improve the program. Faculty use summative and formative forms of program evaluation, including but not limited to 1) aggregate student assessment data that address knowledge and skills, 2) demographic and other characteristics of applicants, students, and graduates; and 3) data from systematic follow-up studies of graduates and employers of program graduates. The program evaluation process includes the collection of quantitative and qualitative evaluation data, faculty analysis and review of this data, and a faculty-driven course and programmatic review process to determine aspects of the program that work well and those that need improvement.

Data Collection: Aggregate student assessment data are collected systematically each semester. KPIs are embedded in specific courses, and student performance is measured using standardized rubrics. Surveys are disseminated annually that gather key qualitative feedback on all aspects of the programs.

Data Analysis: The data are analyzed using statistical methods to identify trends and areas for improvement. For example, KPI scores are averaged across students to assess overall competency levels in each core area. Qualitative data is assessed thematically.

Use for Improvement: The aggregate data inform curriculum revisions, such as updating course content or introducing new teaching methods. For instance, if a significant number of students demonstrate challenges in a particular KPI, faculty may modify the related course to enhance learning outcomes. Qualitative data further informs such decisions and informs specific improvements to administrative processes and programming. Program modifications are detailed and provided to constituents annually through the Annual Institutional Effectiveness Reports.

Formative and Summative Assessment Tools:

- Demographic Characteristics of Students and Trends in the Program:
 - Program admission numbers, retention rates, student-to-faculty FTE ratios, graduation rates, and demographic and ethnic composition of students in the program are collected annually. Alumni are surveyed to determine job placement rates in the profession.
 - **Data Collection:** Data is collected regarding applicant, student, and graduate demographics and other characteristics during time of application. This information is maintained throughout a students time in program and post-graduation through our Student Information System, CAMS. Additionally, each survey (detailed below) collect additional demographic and characteristics of students and graduates.
 - **Review:** Data on demographics and characteristics of applicants is first reviewed via the application process. Additionally, the Admissions Council reviews applicant and student characteristics in aggregate, regularly. Faculty review demographic information of students and graduates during the annual Institutional Effectiveness Day and, as necessary, during additional faculty meetings.
 - **Use for Improvement:** Demographic and other characteristics of applicants, students, and graduates helps inform targeted admission interventions, programming for the Office of Diversity and Inclusion, and Career Services programming. Additionally, demographics and other characteristics help inform the overall institutional administration and faculty.
- Key Performance Indicators – Knowledge and Skills
 - Key Performance Indicators (KPI) are assessed multiple times and via multiple methods throughout students' time in program. Each KPI corresponds with the eight core areas of knowledge defined by the program itself and faculty creation, which are reflected in the overall program goals. In each course in which a KPI is assigned, benchmark assignments and their corresponding rubrics are used to assess student achievement on the KPI.
 - **Data Collection:** Data is collected on KPIs throughout a students' time in program. KPIs are embedded in particular courses, as detailed by the KPI chart in the upcoming section. Students are assessed via their performance on particular assignments, as measured by rubrics. Each assignment and rubric tied to a KPI is the same for any student in the program, regardless of site (Atlanta vs. Chattanooga) or modality (Online vs. In-Person). KPIs are measured via multiple methods at multiple points in time.

- **Review:** Data on KPI's are reviewed by faculty after every semester, as part of the Continuous Course Improvement process, and in larger aggregate annually during Faculty Workshops.
- **Use for Improvement:** Data on KPIs is used each semester to inform the Continuous Course Improvement process. Faculty review this data and leverage it to create modifications to courses and delivery. Additionally, aggregate KPI data helps inform larger program modification and administrative support. KPIs tie directly to Program Objectives, allowing faculty to make data-guided, targeted improvements to the program.

Student Perceptions

- **Data Collection:**
 - Surveys are administered to students annually. These surveys gather data on satisfaction with program policies and procedures, the overall program, faculty, and the institutional administration.
 - Students complete course evaluations after completion of each course, providing recommendations and overall perceptions on content, faculty, teaching, etc.
- **Review:** Faculty and administrative staff review student survey data annually during the annual Institutional Effectiveness Day. Course Evaluations are reviewed by faculty as part of the semesterly Continuous Course Improvement process.
- **Use for Improvement:** Annual student surveys further texturize assessment data, providing valuable qualitative and quantitative feedback. Tandem with other data points, this information is used to improve the overall program. Course Evaluations are leveraged during the Continuous Course Improvements process and lead to direct improvements on each course.
- Alumni/Graduate Perceptions
 - **Data Collection:** Alumni are surveyed 6 months post-graduation and 3-years post-graduation to gather employment rates and overall perceptions of how well the program prepared them for the field.
 - **Review:** Faculty and administrative staff review student survey data annually during the annual Institutional Effectiveness Day.
 - **Use for Improvement:** Alumni and Graduate perceptions inform faculty and administrative staff on overall program effectiveness, especially with regard to career placement and career satisfaction, allowing faculty to better understand and prepare students for the field.
- Employer Perceptions
 - **Data Collection:** Through annual survey, Employers provide feedback on intern and graduate embodiment of the mission statement, preparedness regarding program objectives, professionalism in the field, and dispositions. Employers also provide overall recommendations/feedback on interns/graduates.
 - **Review:** Data on employer perceptions is reviewed during annual faculty workshops.

- o **Use for Improvement:** Employee perceptions are vital as a final measure of student/graduate success. They inform overall success of the program and program objectives.

Annual Continuous Course Improvement Procedures

The Continuous Course Improvements process ensures that faculty systematically review student achievement data and course evaluations. The process also provides a means by which all faculty are able to collaboratively determine course and programmatic improvements and the means of implementation. This process maintain consistency between all modalities of delivery

The Continuous Course Improvement Process is led by faculty members, specifically those identified as course, certificate leads, or content coordinators with oversight from the Dean and facilitated by the Department of Institutional Effectiveness.

Each semester, teaching faculty review student course evaluations and relevant student achievement on KPI performance within their courses. Based on the data, faculty submit recommendations for course level changes (readings, assignments, student learning outcomes, etc.), pedagogical recommendations, and overall programmatic improvement recommendations. Content coordinators (faculty assigned to each content area and all associated courses) review submitted suggestions and then make changes to syllabi reflecting faculty data-based suggestions annually. Any necessary programmatic improvements identified through this process are brought up in relevant committees/workshops as defined in the next section.

Faculty Review of Programmatic Assessment Data

- Annual Faculty Workshops
 - o Annually, School of Ministry Content Coordinators meet to discuss policies that impact the degree, annual programmatic and student data, and discuss pertinent topics that impact and improve the program offering.
- Academic Affairs Committee
 - o Each month, all core and full-time faculty from all three campuses meet via zoom for the Academic Affairs Committee to discuss curricular decisions, institutional effectiveness, professional identity, clinical affairs, student affairs, and any pertinent matters related to programs and their delivery. Items addressed in the Academic Affairs Committee meetings may come from other, more focused, committees or councils within the university.
- Institutional Effectiveness Day
 - o In the Summer of each year, all Core and Full-Time faculty join the rest of the Richmond Graduate University Full-Time administrators, staff, and faculty to discuss annual Institutional Effectiveness topics. This includes annual student survey data, strategic planning and other institutional initiatives, institutional updates, and announcements. Throughout this day, faculty are requested to provide feedback, suggestions for revision/improvement, and any other topics to be considered. Often, considerations during this day are brought up in future AAC and Faculty Workshops.

Annual Report Dissemination

A summary of program evaluation results, subsequent program modifications, and any other substantial program changes are detailed via the annual Institutional Effectiveness Report. This report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available (<https://academics.richmont.edu/>).

Program Goal Correlation Maps

The School of Ministry leverages Program Goal Correlation Maps that provide outline/structure of how each Program Goal is measured regarding Key Performance Indicators (Assessed Student Learning Outcomes) and their associated courses and assignments. These can be found at the end of this report.

SOM Population

Demographics

Gender & Total Number

AY 23-24	Female	Male	ALL
Students	49	38	87
Graduates	8	7	15
Incomplete Applications			9
Completed Applications but Did Not Attend	4	1	5
Matriculated Students	20	13	33

*Incomplete Applicants did not submit information about their gender.

Ethnicity/Race

	Ethnicity/Race AY 2023-2024							
	<i>Asian</i>	<i>Black/African American</i>	<i>White</i>	<i>Hispanic/Latino</i>	<i>American Indian/Alaskan Native</i>	<i>Native Hawaiian/Pacific Islander</i>	<i>Other</i>	<i>Unreported</i>
Students	1	5	77	0	2	0	1	1
Graduates	0	0	14	0	1	0	0	0
Completed Applications	0	1	4	0	0	0	0	0
Matriculated Students	0	4	27	0	1	0	0	0

*Incomplete Applicants did not submit information about their ethnicity/race.

Age

	AGE AY 2023-2024				
	<i>20-29</i>	<i>30-39</i>	<i>40-49</i>	<i>50-59</i>	<i>60+</i>
Students	9	15	32	19	12
Graduates	0	1	7	5	2
Completed Applications	1	2	2	0	0
Matriculated Students	5	6	11	6	5

*Incomplete Applicants did not submit information about their age

Analysis of Demographic Data

Total Students, Applicants and Graduates

The School of Ministry enrolled 87 students during the 2023–2024 academic year. Of these, 56% identified as female and 44% as male, with 15 students graduating during the same period. Thirty-three students matriculated, representing a solid yield rate of approximately 70% among those who completed the application process.

This yield and moderate enrollment growth is encouraging and suggests that targeted recruitment and follow-up (e.g., clearer program distinctives, prompt admissions support) could further increase matriculation. Among those who began but did not complete the application, 9 students provided partial data—underscoring the importance of ongoing engagement during the application pipeline.

Gender

The gender distribution (56% female, 44% male) mirrors broader shifts in theological education, where women are increasingly engaging in ministry preparation across a wide range of roles. Recent data from the **Association of Theological Schools (ATS)** show that women comprise over 50% of total master's-level enrollments across member institutions, reflecting a national trend toward greater inclusion of women in formal ministry education (ATS, 2023).

The gender parity in graduates (8 women, 7 men) indicates strong retention and success rates across both groups. Continued attention to inclusive classroom practices and leadership development for all students will support equitable outcomes.

Ethnicity/Race

The School of Ministry remains predominantly White (89%). Students identifying as Black/African American account for 6% of the current student population but represent 12% of newly matriculated students—suggesting a positive trend in outreach and enrollment among historically underrepresented groups.

No students identified as Hispanic/Latino, and only 1% identified as Asian. These numbers fall below regional population benchmarks. According to U.S. Census data, Hispanic/Latino individuals make up 11% of Chattanooga's population and 7.4% of Atlanta's population, while Asian Americans account for over 4% in Atlanta (U.S. Census Bureau, 2023a; 2023b).

To better reflect the broader Christian and cultural landscape, the program could benefit from targeted recruitment through partnerships with multicultural churches, ministry networks, and denominational organizations serving underrepresented populations (ARDA, 2023).

Age

A significant portion of students (37%) and graduates (47%) fall within the 40–49 age range, consistent with national trends indicating that theological education often attracts mid-career professionals or second-career ministers (ATS, 2023). Students aged 50–59 (22%) and 60+ (14%) also represent a notable share of the population, pointing to Richmond's appeal among mature learners pursuing advanced theological training.

Although younger students (ages 20–29) make up only 10% of the student body, they comprise 15% of newly matriculated students—suggesting a gradual broadening of the age profile and potential future growth in early-career ministry candidates.

Applications and Matriculation

Out of 47 completed applications (33 matriculated, 5 declined, 9 incomplete), the 70% yield rate signals a healthy admissions process but also highlights opportunity areas. Encouraging vocational discernment conversations, increasing visibility of spiritual formation and leadership outcomes, and simplifying application logistics may reduce attrition among interested applicants.

Conclusion

The School of Ministry’s current student body is composed primarily of White students (89%), with limited but emerging representation from Black/African American, Asian, and other minority groups. Notably, the most recent cohort includes a higher percentage of Black/African American students (12% of new matriculants), indicating the beginning of a positive trend toward greater racial and ethnic diversity. To support and accelerate this diversification, the program would benefit from targeted outreach—particularly through partnerships with churches, denominations, and networks serving multicultural congregations.

The gender distribution remains relatively balanced (56% female, 44% male), consistent with national trends in ministry and theological education that reflect increased engagement by women across vocational ministry roles. Continued efforts to foster equitable leadership development opportunities and expand recruitment strategies for male students will help sustain an inclusive and vibrant academic environment.

Though site-specific data (Atlanta, Chattanooga, Online) is not disaggregated here, the age profile of enrolled students is telling: the largest demographic (40–49 years old) suggests that the School of Ministry strongly appeals to mid-career or second-career professionals discerning a vocational shift. Meanwhile, an uptick in students aged 20–29 among new matriculants signals growing interest among younger ministry leaders. This multigenerational diversity supports the need for adaptable delivery models—such as hybrid formats, year-round scheduling, and in-person intensives—that accommodate a broad range of life stages and vocational pathways.

By aligning its program structures and support systems with these evolving demographic realities, Richmond Graduate University is well-positioned to meet the spiritual, academic, and vocational needs of a diverse and dynamic student population—equipping leaders for faithful service in an increasingly complex ministry landscape.

Programmatic Data Results

The education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge and skills (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates and employers of program graduates.

Masters-Level Programs

Masters in Ministry Program Goals				
Program Goal 1 - Equipping students in biblical and Christian foundations by interpreting Scripture through fundamental Hermeneutics, Biblical Themes, study of the Christian doctrine of the Trinity, and Church History.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	62%	67%	63%
	Competent	30%	29%	21%
	Needs Remediation	8%	4%	17%
	Overall Mastery	92% Competency or Better	96% Competency or Better	83% Competency or Better
	Analysis: • Overall Trends: While performance in 2022 and 2023 remained strong, 2024 saw a 13% decline in overall mastery, dropping from 96% to 83%. The most significant shift occurred in the “Needs Remediation” category, which increased from 4% to 17% between 2023 and 2024. This indicates that a notably higher proportion of students failed to meet expectations in 2024 across one or more foundational courses. • Strengths: The Trinity continues to be a pedagogical stronghold, with full mastery each year and increasing excellence in 2024. Biblical Themes maintains high performance with only minimal signs of performance variability. • Concerns: The Hermeneutics sequence is the primary area of concern, with 2024 showing mastery declines of 26% (Literary) and 25% (Historical) compared to 2023. A sharp increase in Needs Remediation at the program level (from 4% in 2023 to 17% in 2024) correlates directly with these Hermeneutics outcomes.			
Program Goal 2 - Lead students in a process of intentional spiritual formation of dwelling in Christ		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	82%	89%	84%
	Competent	13%	9%	8%
	Needs Remediation	5%	2%	8%

Masters in Ministry Program Goals				
and becoming like Christ.	Overall Mastery	95% Competency or Better	98% Competency or Better	92% Competency or Better
	Analysis: • Overall Trends: While mastery levels have remained high across all three years, 2023–2024 saw a 6-point decline from the previous year (98% → 92%). This drop in overall mastery corresponds with a quadrupling in the Needs Remediation category (2% → 8%), indicating increased variability in student performance and potential difficulty for a subset of learners. • Strengths: Essentials of SF, Applications of SF, and Traditions of SF all demonstrated consistent excellence with 100% mastery and strong rates of students exceeding expectations. The final application-focused paper suggests strong summative integration of formation concepts. • Concerns: Practices of SF (Integrative & Experiential Papers) and the VIM Model Paper saw multi-year declines in mastery and increases in remediation. These trends align with the program-wide increase in students needing remediation in 2023–2024 (from 2% to 8%).			
Program Goal 3 - Help students develop ministry skills that will lead to lifelong learning and vocational success.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	100%	94%	96%
	Competent	-	6%	3%
	Needs Remediation	-	-	1%
	Overall Mastery	100% Competency or Better	100% Competency or Better	99% Competency or Better
	Analysis: • Overall Trends: Program Goal 3 continues to demonstrate exceptional student achievement, with near-universal mastery across all years. A slight increase in remediation in 2023–2024 (1%) marks the first instance of unmet expectations at the goal level, though it remains within acceptable margins. The underlying data reveals divergent patterns between Practical Ministry and Personal Development, supporting the proposal to separate these into distinct goals for more nuanced assessment and program planning. • Practical Ministry: Performance in the Practical Ministry component has been exceptionally strong and consistent, maintaining a 100% mastery rate across all three years. The proportion of students exceeding expectations remains high (≥94% in all years), and no students have required remediation at any point.			

Masters in Ministry Program Goals	
	• Personal Development: Performance in the Personal Development component has improved overall, with mastery increasing to 97.5% in 2024. However, this area continues to reflect greater performance variance than Practical Ministry. Particularly in Mentored Growth I and the Final Integrative Project, remediation has been a recurring issue. • Strengths: Practical Ministry remains an area of consistent excellence, with 100% mastery and minimal variation in top-tier performance. Mentored Growth II demonstrates strong developmental alignment with the program's formation goals. 2024 saw encouraging improvement in Mentored Growth I, suggesting success in addressing prior issues. • Concerns: The Final Integrative Project saw the largest performance decline, suggesting the need to review expectations, pacing, or scaffolding for this cumulative assessment. Personal Development courses overall continue to carry the majority of remediation cases under Program Goal 3 and present greater score variance than the Practical Ministry component.

Masters in Ministry: Anglican Studies				
Program Goal 1 - Equipping students in biblical and Christian foundations by interpreting Scripture through fundamental Hermeneutics, Biblical Themes, study of the Christian doctrine of the Trinity, and Church History.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	62%	67%	63%
	Competent	30%	29%	21%
	Needs Remediation	8%	4%	17%
	Overall Mastery	92% Competency or Better	96% Competency or Better	83% Competency or Better
	Analysis: • Overall Trends: While performance in 2022 and 2023 remained strong, 2024 saw a 13% decline in overall mastery, dropping from 96% to 83%. The most significant shift occurred in the “Needs Remediation” category, which increased from 4% to 17% between 2023 and 2024. This indicates that a notably higher proportion of students failed to meet expectations in 2024 across one or more foundational courses. • Strengths: The Trinity continues to be a pedagogical stronghold, with full mastery each year and increasing excellence in 2024. Biblical Themes maintains high performance with only minimal signs of performance variability.			

	Concerns: The Hermeneutics sequence is the primary area of concern, with 2024 showing mastery declines of 26% (Literary) and 25% (Historical) compared to 2023. A sharp increase in Needs Remediation at the program level (from 4% in 2023 to 17% in 2024) correlates directly with these Hermeneutics outcomes.			
Program Goal 2 - Lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	82%	89%	84%
	Competent	13%	9%	8%
	Needs Remediation	5%	2%	8%
	Overall Mastery	95% Competency or Better	98% Competency or Better	92% Competency or Better
	Analysis: Overall Trends: While mastery levels have remained high across all three years, 2023–2024 saw a 6-point decline from the previous year (98% → 92%). This drop in overall mastery corresponds with a quadrupling in the Needs Remediation category (2% → 8%), indicating increased variability in student performance and potential difficulty for a subset of learners. Strengths: Essentials of SF, Applications of SF, and Traditions of SF all demonstrated consistent excellence with 100% mastery and strong rates of students exceeding expectations. The final application-focused paper suggests strong summative integration of formation concepts. Concerns: Practices of SF (Integrative & Experiential Papers) and the VIM Model Paper saw multi-year declines in mastery and increases in remediation. These trends align with the program-wide increase in students needing remediation in 2023–2024 (from 2% to 8%).			
Program Goal 3 - Help students develop ministry skills that will lead to lifelong learning		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	100%	94%	96%
	Competent	-	6%	3%
	Needs Remediation	-	-	1%

and vocational success.	Overall Mastery	100% Competency or Better	100% Competency or Better	99% Competency or Better
	Analysis: • Overall Trends: Program Goal 3 continues to demonstrate exceptional student achievement, with near-universal mastery across all years. A slight increase in remediation in 2023–2024 (1%) marks the first instance of unmet expectations at the goal level, though it remains within acceptable margins. The underlying data reveals divergent patterns between Practical Ministry and Personal Development, supporting the proposal to separate these into distinct goals for more nuanced assessment and program planning. • Practical Ministry: Performance in the Practical Ministry component has been exceptionally strong and consistent, maintaining a 100% mastery rate across all three years. The proportion of students exceeding expectations remains high ($\geq 94\%$ in all years), and no students have required remediation at any point. • Personal Development: Performance in the Personal Development component has improved overall, with mastery increasing to 97.5% in 2024. However, this area continues to reflect greater performance variance than Practical Ministry. Particularly in Mentored Growth I and the Final Integrative Project, remediation has been a recurring issue. • Strengths: Practical Ministry remains an area of consistent excellence, with 100% mastery and minimal variation in top-tier performance. Mentored Growth II demonstrates strong developmental alignment with the program's formation goals. 2024 saw encouraging improvement in Mentored Growth I, suggesting success in addressing prior issues. • Concerns: The Final Integrative Project saw the largest performance decline, suggesting the need to review expectations, pacing, or scaffolding for this cumulative assessment. Personal Development courses overall continue to carry the majority of remediation cases under Program Goal 3 and present greater score variance than the Practical Ministry component.			
Program Goal 4 - To orient students to the history and theological		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	92%	88%	NO DATA
	Competent	3%	4%	NO DATA

distinctives of Anglicanism, including its ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.	Needs Remediation	5%	8%	NO DATA
	Overall Mastery	95% Competency or Better	92% Competency or Better	NO DATA
	Analysis: • Overall Trends: From 2021–2023, the Anglican Studies track maintained high rates of student success, with over 90% of students meeting or exceeding expectations in both years. The slight dip in overall mastery from 95% to 92% reflects a minor uptick in students needing remediation (from 5% to 8%), which may indicate variation in cohort readiness or course delivery. The absence of data for 2023–2024 presents a break in longitudinal trend tracking, making it difficult to determine whether the previous decline in top performance (Exceeded Expectations: 92% → 88%) was temporary or part of a developing pattern. • Success: Students consistently demonstrated high achievement in this content area in both 2021–2022 and 2022–2023. The proportion of students exceeding expectations remained strong (≥88%), signaling that the curriculum successfully instills Anglican theological and liturgical formation in most learners. • Concerns: The 8% of students requiring remediation in 2022–2023 is a noticeable increase and should be tracked over future cycles to see if the issue persists. The lack of data for 2023–2024 prevents evaluation of whether interventions (if any were made) were successful and interrupts assessment continuity.			

Masters in Spiritual Formation and Direction				
Program Goal 1 - Equipping students in biblical and Christian foundations by interpreting Scripture		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	62%	67%	63%
	Competent	30%	29%	21%
	Needs Remediation	8%	4%	17%

through fundamental Hermeneutics, Biblical Themes, study of the Christian doctrine of the Trinity, and Church History.	Overall Mastery	92% Competency or Better	96% Competency or Better	83% Competency or Better
	Analysis: • Overall Trends: While performance in 2022 and 2023 remained strong, 2024 saw a 13% decline in overall mastery, dropping from 96% to 83%. The most significant shift occurred in the “Needs Remediation” category, which increased from 4% to 17% between 2023 and 2024. This indicates that a notably higher proportion of students failed to meet expectations in 2024 across one or more foundational courses. • Strengths: The Trinity continues to be a pedagogical stronghold, with full mastery each year and increasing excellence in 2024. Biblical Themes maintains high performance with only minimal signs of performance variability. • Concerns: The Hermeneutics sequence is the primary area of concern, with 2024 showing mastery declines of 26% (Literary) and 25% (Historical) compared to 2023. A sharp increase in Needs Remediation at the program level (from 4% in 2023 to 17% in 2024) correlates directly with these Hermeneutics outcomes.			
Program Goal 2 - Lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	82%	89%	84%
	Competent	13%	9%	8%
	Needs Remediation	5%	2%	8%
	Overall Mastery	95% Competency or Better	98% Competency or Better	92% Competency or Better
	Analysis: • Overall Trends: While mastery levels have remained high across all three years, 2023–2024 saw a 6-point decline from the previous year (98% → 92%). This drop in overall mastery corresponds with a quadrupling in the Needs Remediation category (2% → 8%), indicating increased variability in student performance and potential difficulty for a subset of learners. • Strengths: Essentials of SF, Applications of SF, and Traditions of SF all demonstrated consistent excellence with 100% mastery and strong rates of students exceeding expectations. The final application-focused paper suggests strong summative integration of formation concepts.			

	Concerns: Practices of SF (Integrative & Experiential Papers) and the VIM Model Paper saw multi-year declines in mastery and increases in remediation. These trends align with the program-wide increase in students needing remediation in 2023–2024 (from 2% to 8%).			
Program Goal 3 - To equip students with the necessary listening skills for the art of Spiritual direction, and to provide a historical and Biblical framework for spiritual formation and direction by helping students develop practical skills and to explore discernment practices for this ministry.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	94%	91%	84%
	Competent	6%	4%	12%
	Needs Remediation	-	5%	4%
	Overall Mastery	100% Competency or Better	95% Competency or Better	96% Competency or Better
	Analysis: Overall Trends: Although mastery rates remained high, 2023–2024 continued a two-year downward trend in the proportion of students exceeding expectations: from 94% in 2022 to 84% in 2024. Meanwhile, the percentage of students scoring only at the “Competent” level has doubled, and Needs Remediation, while low, has remained present for two consecutive years. These indicators may suggest increased variance in student preparedness or instructional consistency across courses, however, due to significant changes in instructors and rubrics within these courses, additional data is needed. Strengths: Perceiving a Holy Invitation and Developing a Listening Ear consistently show exemplary results, reflecting deep student formation and engagement with core spiritual direction practices. Mastery levels across all courses remain high, with only one course dipping below 90% in overall competency. Concerns: Preparing an Available Self showed the lowest mastery (83.34%) and the highest remediation rate (16.67%) across all program goal courses in 2024. This course warrants immediate review to understand shifts in performance. The decrease in “Exceeded Expectations” from 94% (2022) to 84% (2024), paired with a growing “Competent” category, suggests a gradual decline in peak performance that should be monitored.			

Additional Data Points:

Overall Writing - Masters				
Writing Skills		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	78%	81%	87%
	Competent	17%	16%	9%
	Needs Remediation	5%	3%	4%
	Overall Mastery	95% Competency or Better	97% Competency or Better	96% Competency or Better
	Analysis: Overall Trends: The proportion of students exceeding expectations has steadily increased over three years: 78% → 87%. There is a clear upward trajectory in writing excellence, with a 9-point gain in top-tier performance since 2021–2022. “Competent” scores have decreased as more students move into the “Exceeds” category—dropping from 17% to 9%. The Needs Remediation category remains low and stable, fluctuating slightly between 3% and 5%.			

Soul Health Plan - Masters				
Soul Health Plan		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	95%	97%	100%
	Competent	-	-	-
	Needs Remediation	5%	3%	-
	Overall Mastery	95% Competency or Better	97% Competency or Better	100% Competency or Better
	Analysis: Overall Trends: This assessment area demonstrates a clear, consistent upward trend in performance. Students achieving “Exceeds Expectations” increased from 95% to a perfect 100% over three years. Needs Remediation dropped to zero in 2023–2024, and there have been no students scoring only at the Competent level at any point.			

Certificate-Level Programs

Certificate in Spiritual Direction				
Program Goal 1 - To equip students with the necessary skills for the art of Spiritual Direction, and to provide a historical and Biblical framework for spiritual formation and direction by helping students develop practical skills and to explore discernment practices for this ministry.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	94%	91%	84%
	Competent	6%	4%	12%
	Needs Remediation	-	5%	4%
	Overall Mastery	100% Competency or Better	95% Competency or Better	96% Competency or Better
Analysis: Overall Trends: Although mastery rates remained high, 2023–2024 continued a two-year downward trend in the proportion of students exceeding expectations: from 94% in 2022 to 84% in 2024. Meanwhile, the percentage of students scoring only at the “Competent” level has doubled, and Needs Remediation, while low, has remained present for two consecutive years. These indicators may suggest increased variance in student preparedness or instructional consistency across courses, however, due to significant changes in instructors and rubrics within these courses, additional data is needed. Strengths: Perceiving a Holy Invitation and Developing a Listening Ear consistently show exemplary results, reflecting deep student formation and engagement with core spiritual direction practices. Mastery levels across all courses remain high, with only one course dipping below 90% in overall competency. Concerns: Preparing an Available Self showed the lowest mastery (83.34%) and the highest remediation rate (16.67%) across all program goal courses in 2024. This course warrants immediate review to understand shifts in performance. The decrease in “Exceeded Expectations” from 94% (2022) to 84% (2024), paired with a growing “Competent” category, suggests a gradual decline in peak performance that should be monitored.				

Annual

All

Student

Survey

Certificate in Anglican Studies				
Program Goal 1 - To lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	100%	-
	Competent	-	-	-
	Needs Remediation	-	-	-
	Overall Mastery	-	100% Competency or Better	-
	Analysis: More Data required.			
Program Goal 2 - To orient students to the history and theological distinctives of Anglicanism, including its ecclesial and liturgical heritage as well as its context.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	92%	-
	Competent	-	8%	-
	Needs Remediation	-	-	-
	Overall Mastery	-	100% Competency or Better	-
	Analysis: More Data required.			

Doctoral-Level Programs

Doctorate of Ministry in Spiritual Formation & Leadership				
Program Goal 1 - Prepare students to integrate spiritual formation with biblical interpretation, church history, and Christian theology.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	87%	79%
	Competent	-	13%	13%
	Needs Remediation	-	-	8%
	Overall Mastery	-	100% Competency or Better	92% Competency or Better
Analysis: • Overall Trends: After a strong performance in 2022–2023, overall mastery dropped by 8 points in 2023–2024, largely due to the emergence of students requiring remediation (8%). This decline suggests potential instructional or cohort-related challenges, particularly around integrative theological work. While most students continue to exceed or meet expectations, the increased score stratification requires attention. • Strengths: Monastic Retreat Reflection consistently demonstrates near-universal student success, with full mastery in both years. High levels of theological and cultural engagement remain evident, with most students meeting or exceeding standards. • Concerns: All three major writing-based assignments (Scripture, Theology, Culture) saw declines in mastery from 2023 to 2024. The emergence of remediation across three courses (Scripture: 18%, Culture: 10%, Theology: 10%) marks a trend that warrants faculty review. The Scripture paper experienced the most severe drop in mastery and should be prioritized for review.				
Program Goal 2 - Prepare students to enact personal and corporate practices of Christian ministry		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	96%	100%
	Competent	-	4%	-
	Needs Remediation	-	-	-

reflective of holistic and mature spiritual formation.	Overall Mastery	-	100% Competency or Better	100% Competency or Better
	Analysis: • Overall Trends: Performance in this goal area has been consistently outstanding, with no students falling below competency in either year data was available. Notably, 2023–2024 marked complete excellence, with 100% of students exceeding expectations across all associated assignments. • Strengths: Flawless student mastery across all assignments in 2023–2024. Students are not only competent but excelling in formational practices and reflection, with 100% of students exceeding expectations in every assignment this cycle. The Hermeneutic Presentation and Soul Health Plan offer strong models for formational assignments that integrate scholarship and practice. • Concerns: None identified. This program goal currently reflects exceptional instructional clarity and student achievement.			
Program Goal 3 - Prepare students to formulate spiritually-formative strategies for furthering justice and cultural engagement in today's church.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	93%	99%
	Competent	-	6%	1%
	Needs Remediation	-	1%	-
	Overall Mastery	-	99% Competency or Better	100% Competency or Better
	Analysis: • Overall Trends: Performance under this goal has been exceptionally high, with all students meeting or exceeding expectations in 2023–2024. The percentage of students exceeding expectations increased by 6 points from 2023 to 2024 (93% → 99%), and Needs Remediation has been eliminated entirely. This reflects growing strength in student capacity to address justice and cultural engagement in deeply reflective and theologically grounded ways. • Strengths: All five courses associated with this program goal achieved 100% mastery in 2023–2024, and four of the five had 100% of students exceeding expectations. The Church and Culture Project improved markedly from the previous year, eliminating all lower-tier			

	outcomes. Students are demonstrating a refined ability to integrate theology, formation, and justice, which is the core aim of this goal. • Concerns: None at the program goal level for 2023–2024. However, the small percentage of “Competent” scores in the Christian Health Strategy course (7%) could be explored further to ensure all students are developing practical implementation skills.			
Program Goal 4 - Prepare students to demonstrate a proficient understanding of specialized course content, which will be instrumental in providing additional relevancy to varying areas of influence within the ministry of spiritual formation and leadership.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	-	96%	100%
	Competent	-	4%	-
	Needs Remediation	-	-	-
	Overall Mastery	-	100% Competency or Better	100% Competency or Better
	Analysis: • Overall Trends: Performance in this goal area is uniformly excellent, with 100% of students achieving mastery in both 2023 and 2024. In fact, 2023–2024 reflects complete excellence, with all students not only mastering content but doing so at the “Exceeded Expectations” level across every assignment evaluated. This makes Program Goal 4 the most consistently perfect across all DMin goals in the most recent academic year. • Strengths: 2023–2024 performance was flawless, with all students in all courses exceeding expectations—a rare and powerful testament to both student excellence and programmatic cohesion. Notable improvements in research-based writing suggest strong instructional responsiveness and scaffolding. • Concerns: None at this time. However, with 100% of students exceeding expectations, faculty may consider whether rubrics are calibrated appropriately to distinguish between good and truly exceptional work, especially in future cycles.			

Survey Results

Annual All Student Survey

Annually, Richmond Graduate University conducts comprehensive student surveys across its three instructional modalities: Online, Atlanta campus, and Chattanooga campus. The primary purpose of these surveys was to gather detailed feedback from students regarding their educational experiences, satisfaction levels, and areas where the university could enhance its programs. Collecting this data is crucial for continuous improvement and ensuring that the university meets the standards set by accrediting bodies.

The All Student Survey aims to evaluate various aspects of the students' academic journey, including, but not limited to: overall program satisfaction, learning outcomes, spiritual formation, and diversity/inclusion.

The analysis below highlights certain components from the surveys that are directly relevant to the program evaluations and the use of data to inform improvements. By concentrating on these key areas, this report can focus on actionable, program related outcomes, and the differences between modalities.

Question	Relation	Response	Masters-Level	Doctoral-Level	Certificate
Overall, I am satisfied with my degree program(s).	Overall Program	Strongly Agree	57%	88%	67%
		Agree	43%	12%	33%
		Disagree	-	-	-
		Strongly Disagree	-	-	-
		Total Agree	100%	100%	100%
		Analysis: All groups reported 100% satisfaction, a very strong endorsement of Richmond's academic offerings. Doctoral students were most likely to "strongly agree" (88%), followed by certificate (67%) and masters students (57%). While all students affirm program satisfaction, the slightly lower "strongly agree" response among master's students could suggest room for growth in deepened engagement or perceived rigor.			
As a result of the Richmond curriculum, I am acquiring a satisfactory level of knowledge and skill through my degree program	Aligns with overall mastery of learning outcomes; supports program goal effectiveness across disciplines	Strongly Agree	57%	88%	33%
		Agree	29%	12%	67%
		Disagree	14%	-	-
		Strongly Disagree	-	-	-
		Total Agree	86%	100%	100%
		Analysis: Doctoral and certificate students report 100% agreement, suggesting strong curriculum effectiveness. The 14% of master's students who disagreed indicates a potential concern. While overall satisfaction remains high, further investigation into curriculum clarity, workload balance, or skill alignment for master's-level courses may be warranted.			
		Strongly Agree	71%	100%	67%

As a result of the Richmond faculty, I am acquiring a satisfactory level of knowledge and skill through my degree program.	Connects to faculty's role in program effectiveness and student mastery of core competencies.	Agree	29%	-	33%
		Disagree	-	-	-
		Strongly Disagree	-	-	-
		Total Agree	100%	100%	100%
		Analysis: Unanimous agreement across all groups suggests faculty are highly effective across programs. The 100% "strongly agree" from doctoral students stands out and may reflect the high-touch mentorship model or faculty expertise in those programs.			
My time in this program increased my capacity to understand God's Word.	Maps directly to School of Ministry Program Goals associated with Bible & Theology.	Strongly Agree	75%	-	50%
		Agree	25%	-	-
		Disagree	-	-	50%
		Strongly Disagree	-	-	-
		Total Agree	100%	-	50%
		Analysis: The Masters students reflect strong outcomes related to biblical understanding. Certificate students appear divided, with 50% disagreement. Certificate students from this sample, did not, however, take Bible and Theology classes.			
My time in this program helped me become a more whole and holy person.	Maps directly to School of Ministry Program Goals associated with Spiritual Formation and Direction	Strongly Agree	50%	-	50%
		Agree	50%	-	50%
		Disagree	-	-	-
		Strongly Disagree	-	-	-
		Total Agree	100%	-	100%
		Analysis: All students agree their program contributed to personal and spiritual formation. Even split between "agree" and "strongly agree" may suggest that while growth is present, there is potential for richer integration of formation experiences, particularly at the master's level.			
		Doctoral pending first graduating class.			
My time in this program taught me to lead and serve more effectively	Maps directly to School of Ministry Program Goals associated with Vocation and Professional Development	Strongly Agree	50%	-	50%
		Agree	25%	-	50%
		Disagree	25%	-	-
		Strongly Disagree	-	-	-
		Total Agree	75%	-	100%
		Analysis: While certificate students report complete agreement, the 25% disagreement among masters students raises important concerns regarding the perceived impact on vocational readiness. This could stem from curricular gaps, practical application challenges, or inconsistent mentoring. This warrants targeted follow-up in future exit interviews or focus groups.			
		Doctoral pending first graduating class.			
The program led me into a	Maps directly to School of	Strongly Agree	83%	-	50%
		Agree	17%	-	33%

process of intentional spiritual formation, dwelling in Christ, and becoming like Christ	Ministry Program Goals related to Spiritual Formation	Disagree	-	-	17%
		Strongly Disagree	-	-	-
		Total Agree	100%	-	83%
		Analysis: Masters-level students strongly affirm the transformative spiritual intent of the program. The 17% disagreement among certificate students may suggest shorter programs are less immersive in sustained spiritual disciplines or reflective practice.			
		Doctoral pending first graduating class.			
I feel free to openly address issues related to cultural, ethnic, and racial diversity in the classroom.	Aligns with counseling and ministry program goals related to justice, diversity, and cultural engagement (e.g., DMin Goal 3).	Strongly Agree	29%	37.5%	33%
		Agree	71%	62.5%	67%
		Disagree	-	-	-
		Strongly Disagree	-	-	-
		Total Agree	100%	100%	67%
		Analysis: Masters and doctoral students report a strong sense of openness and freedom to engage in DEI-related dialogue. Certificate students report the lowest agreement (67%), suggesting a potential gap in inclusivity or classroom facilitation within those environments.			
Multicultural elements have been infused throughout the curriculum.	Aligns with counseling and ministry program goals related to justice, diversity, and cultural engagement (e.g., DMin Goal 3).	Strongly Agree	14%	37.5%	33%
		Agree	71%	50%	67%
		Disagree	-	12.5%	-
		Strongly Disagree	14%	-	-
		Not Applicable	-	-	-
		Total Agree	86%	87.5%	100%
		Analysis: Though total agreement is high across all groups, the presence of a “strongly disagree” (14%) among master’s students raises a red flag. This suggests uneven implementation of multicultural perspectives in some courses and should be explored more deeply in course reviews and syllabi audits.			

6 Month Post Graduation Survey

The information below presents a comprehensive analysis of the 6-month post-graduation surveys conducted with graduates from programs at Richmond Graduate University. This survey aims to gather information on post-graduate employment, perceptions on their career satisfaction, awareness and use of Career Services, and overall perceptions of the program.

Metric	Total
Number of Respondents	1

Since there was only one respondent, there is not much that can be drawn from this year's data.

Employment

Employment Status	Total
Employed Full-Time	100%
Employed Part-Time	-
Unemployed	-
Analysis: - The graduate reported their job is related to their field of study. - The graduate reported that it took less than 1 month to secure their job.	

Career Satisfaction	Total
I derive great personal meaning from my career	100% Strongly Agree
I feel that I am contributing to the greater community	100% Strongly Agree
I feel appropriately compensated for the work that I do	100% Strongly Agree
Do you feel you are at-risk for burnout in your current employment?	100% No
Analysis: High Career Satisfaction: The participant reports high career satisfaction.	

3 Year Post-Graduation Survey

Metric	Total
Number of Respondents	2

With only 2 respondents, it is difficult to generalize across the entire program. For future analysis, graduates should be considered across multiple years.

Participants report *Full-Time Employment*, in a *job related to their field of study*. One of the two participants (50%) report feeling at-risk for burnout in their current place of employment. Both participants agree that they *derive great personal meaning from their career, contribute to the greater community, and feel appropriately compensated for the work they do*. Both participants *would encourage a person interested in ministry training to come to Richmond*.

Data-Guided Modifications

Foundations of Doctoral Research and Writing (DMin Program)

- **Change:** Faculty proposed a revision of course outcomes, addition of Lincoln (2021) text, alignment of assignments and rubrics to emphasize qualitative research and IRB preparation. Removal of the presentation element from the research trajectory assignment to allow more instructional time for research design.
- **Alignment with Program Goals:**
 - DMin Program Goal 1: Integrate spiritual formation with biblical interpretation, church history, and Christian theology.
 - DMin Program Goal 4: Demonstrate proficient understanding of specialized course content for ministry leadership.
- **Data Justification:**
 - 2024 data showed a decrease in student performance in the "Spiritual Formation and Scripture" paper from 77% (2023) to 64% (2024) Exceeds Expectations, with a 18% Needs Remediation rate.
 - Increased IRB feedback and student testimonies emphasized a gap in preparedness for human subject research.
- **Potential Impact:**
 - The course changes will strengthen doctoral students' ability to carry out applied, human-subject qualitative research. Improved readiness for IRB submission and deeper understanding of research design are likely to enhance doctoral project quality and reduce delays.

History and Theology I & II (MA in Ministry)

- **Change:** Faculty proposed a consolidation of "Church History" and "The Trinity" into two integrated courses: History & Theology I and II.
- **Alignment with Program Goals:**
 - Program Goal 1: Equip students in biblical and Christian foundations through study of Scripture, Church History, and Trinitarian theology.
- **Data Justification:**
 - In 2024, Church History course had a 12.5% Needs Remediation rate and an 87.5% mastery rate (down from 100% in 2023).
 - "The Trinity" had 100% overall mastery, but student feedback noted overlap and challenges with theological/historical integration.
 - Student course evaluation feedback indicates that Church History was overloaded. Students were unable to complete the entirety of the curriculum during the course.
- **Potential Impact:**
 - Streamlining into a two-part sequence allows better pacing, depth, and integration of history and theology. This increases theological competency and continuity while aligning with graduate-level seminary norms.

Program Goal 3 Breakout (MA in Ministry)

- **Change:** Proposed split of Program Goal 3 into two distinct goals: one for Professional Development and one for Personal Development.
- **Alignment with Program Goals:**
 - Original Program Goal 3: Help students develop ministry skills that will lead to lifelong learning and vocational success.
- **Data Justification:**
 - Practical Ministry assessments showed 100% mastery across three years.
 - Personal Development outcomes were lower: Mentored Growth I (2022 - 82% mastery), and Final Integrative Project (2024 - 92.5% mastery), indicating a divergence in success metrics.
- **Potential Impact:**
 - Allows for more focused assessment and improvement in each domain. Clarifying these as separate goals improves program evaluation and supports personalized student development in both ministry skills and character formation.

Spiritual Formation Curriculum Overhaul

- **Change:** Faculty plan to audit and reorganization of all spiritual formation curriculum to reduce redundancy and enhance value.
- **Alignment with Program Goals:**
 - Program Goal 2: Lead students in intentional spiritual formation, dwelling in Christ, and becoming like Christ.
- **Data Justification:**
 - Practices of Spiritual Formation – Experiential Paper: mastery declined from 86% (2023) to 77% (2024) with a 23% Needs Remediation rate.
 - Some overlapping content across courses noted anecdotally in faculty and student feedback.
- **Potential Impact:**
 - Streamlined curriculum with intentional scaffolding can improve student engagement, reduce confusion, and increase measurable spiritual development across semesters.

Class Scheduling and Delivery Method Changes (MA in Ministry)

- **Change:** Shift from fully on-ground to mostly-on-ground hybrid format. Reduction of course offerings from twice to once per year. One in-person course required for Online MASFD track.
- **Alignment with Program Goals:**
 - Supports all program goals by improving access and sustainability, particularly Program Goal 3 (vocational success), which often only has one student per class.
- **Data Justification:**
 - Enrollment challenges (e.g., low-enrolled Pastoral Care, Practical Aspects of Ministry, and Communication in Ministry courses).
- **Potential Impact:**
 - Consistent faculty assignments and improved course experiences due to better-enrolled classes. May improve student retention and satisfaction due to predictability and flexibility.

Multicultural Content Audit (All Programs)

- **Change:** Ongoing multicultural content review as part of every course improvement form.
- **Alignment with Program Goals:**
 - DMin Program Goal 3: Formulate spiritually formative strategies for justice and cultural engagement.
 - Ministry Goal 3 (future breakout): Equip for cultural engagement in ministry.
- **Data Justification:**
 - 2024 Student Survey: 86% of master's students and 87.5% of doctoral students agreed multicultural elements are infused in curriculum. However, only 14% of master's students strongly agreed.
- **Potential Impact:**
 - Continued adjustments to readings and assignments based on real-time feedback will elevate cultural responsiveness and competency across disciplines.

Writing Expectations and Support (All Programs)

- **Change:** Additional writing expectations, guides, and formatting help added to all syllabi.
- **Alignment with Program Goals:**
 - Supports all goals that rely on written demonstration of learning, including theological integration, research competency, and reflective practice.
- **Data Justification:**
 - Writing skills: Exceeds Expectation rose from 78% (2022) to 87% (2024), with 4% needing remediation.
- **Potential Impact:**
 - Clarifying expectations and supporting writing across courses will likely further reduce the remediation rate, increase academic confidence, and prepare students for ministry communication and scholarship

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Program Goal Correlation Maps

The following pages detail each of the School of Ministry Program Goal Correlation Maps.

SCHOOL OF MINISTRY: *Doctorate of Ministry in Spiritual Formation & Leadership*

The Doctorate of Ministry in Spiritual Formation & Leadership is meant to empower graduates to impact churches, organizations, clients, and communities through practical ministry projects, publications, and a specific focus on leadership development.

Program Goal 1:

Prepare students to integrate spiritual formation with biblical interpretation, church history, and Christian theology.

Supporting Courses: *where SLOs are taught*

Spiritual Formation and Scripture	Spiritual Formation and Culture	Spiritual Formation and the Gospel	Spiritual Formation and Theology	Spiritual Formation and Mission
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Supporting SLO: *Support the Key Performance Indicator/Program Objective*

The student will be able to articulate a biblical theology of spiritual formation from varying sections and genres of Scripture.	The student evaluates varied historical and contemporary models of culture and Christian cultural engagement.	The student can independently assess and articulate essential truth-claims of Christian faith (including the doctrines trinity, incarnation, atonement, and ecclesiology/sacramentology) and can independently articulate their pastoral significance for spiritual formation.	The student is able to describe various topics and disputes within contemporary Christian theology as well as their varied formational impacts.	The student will chart a narrative history of spiritual formation leading to and living within evangelical communities, focusing on the First Great Awakening to today.
	The student analyzes the effects of cultural elements (material, social, relational) on the spiritual life.			

Assignments

Spiritual Formation and Scripture Paper	Models of Cultural Engagement Paper	Catechism Paper	Doctrinal Impact Reports	Evangelicalism Paper
	Monastic Retreat Reflection			

SCHOOL OF MINISTRY: *Doctorate of Ministry in Spiritual Formation & Leadership*

The Doctorate of Ministry in Spiritual Formation & Leadership is meant to empower graduates to impact churches, organizations, clients, and communities through practical ministry projects, publications, and a specific focus on leadership development.

Program Goal 2:

Prepare students to enact personal and corporate practices of Christian ministry reflective of holistic and mature spiritual formation.

Supporting Courses: where SLOs are taught

Spiritual Formation and Scripture

Spiritual Formation and the Gospel

Spiritual Formation and Theology

Spiritual Formation and Mission

Supporting SLO: Support the Key Performance Indicator/Program Objective

The student will be able to incorporate non-modernistic approaches to approaching Scripture for the purpose of personal spiritual formation.

The student evinces a nuanced understanding of formational theology and practices of Reformation spirituality from primary source texts (principally catechisms) and can creatively apply rhythms of this spirituality for personal spiritual formation.

The student investigates the contours of doctrinal traditions and the formed spiritual lives of different ecclesial communities

The student will articulate the difference between the pre-modern, modern and postmodern era and how these categories of thought influence contemporary personal and corporate spiritual formation.

Assignments

Formational Hermeneutic Presentation

Common Prayer Exercise

Ecclesial & Doctrinal Comparison

Soul Health Plan

SCHOOL OF MINISTRY: *Doctorate of Ministry in Spiritual Formation & Leadership*

The Doctorate of Ministry in Spiritual Formation & Leadership is meant to empower graduates to impact churches, organizations, clients, and communities through practical ministry projects, publications, and a specific focus on leadership development.

Program Goal 3:

Prepare students to formulate spiritually-formative strategies for furthering justice and cultural engagement in today's church.

Supporting Courses: where SLOs are taught

Spiritual Formation and
Scripture

Spiritual Formation and
Culture

Spiritual Formation and the
Gospel

Spiritual Formation and
Theology

Spiritual Formation and
Mission

Supporting SLO: Support the Key Performance Indicator/Program Objective

The student will develop strategies for preaching and Christian Education that are focused on congregational formation.

The student will be able to create and implement a congregational position and strategy for engaging culture.

The student can develop research strategies that are spiritually nurturing by incorporating dialogical insights from early modern period toward independent academic practice.

The student synthesizes their vision of spiritual formation with their outlook on the theological imagination via a congregational education plan.

The student will develop a strategy to introduce a culture of spiritual formation into a ministry context within a particular evangelical framework.

Assignments

Scripture Engagement Project

Church and Culture Project

Preliminary Advising
Presentations

Formation & Theology Plan

Community Health Strategy

SCHOOL OF MINISTRY: *Doctorate of Ministry in Spiritual Formation & Leadership*

The Doctorate of Ministry in Spiritual Formation & Leadership is meant to empower graduates to impact churches, organizations, clients, and communities through practical ministry projects, publications, and a specific focus on leadership development.

Program Goal 4:

Prepare students to demonstrate a proficient understanding of specialized course content, which will be instrumental in providing additional relevancy to varying areas of influence within the ministry of spiritual formation and leadership.

Supporting Courses: *where SLOs are taught*

Helping Relationships	Foundations of Research and Writing	Relating Faith and Spirituality in Counseling	Theodicy and Trauma Counseling	Capstone Ministry Project Proposal
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Supporting SLO: *Support the Key Performance Indicator/Program Objective*

Student has an orientation to wellness and prevention as desired counseling goals	The student will gain fluency in Turabian citation.	Can articulate an understanding of the developmental and cultural influences upon spirituality and religion.	The student differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	The student will construct and gain official approval for the Capstone Ministry Project Proposal.
Student demonstrates counselor characteristics and behaviors that influence helping processes	The student will develop his or her unique methodology with regard to collating research.			
Student demonstrates essential interviewing and counseling skills	The student will master doctoral-level writing mechanics.			

Assignments

Self-Awareness Paper, Part 2	Writing Sections of the Research Strategy and Presentation and Past Paper Submission & Correction	Final Exam	Quizzes, Case Study Paper	Capstone Ministry Project Proposal Submission & Feedback
Self-Awareness Paper, Part 1	Research Strategy and Presentation			
Video 3	Past Paper Submission & Correction			

SCHOOL OF MINISTRY

MA Ministry Program Goal

The Masters of Arts in Ministry is to increase the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

Program Goal 1:

To equip Students in Biblical and Christian foundations by interpreting Scripture through fundamental Hermeneutics, Biblical Themes, study of Christian doctrine of the Trinity, and Church History.

Supporting Courses: where SLOs are taught

Hermeneutics and Exegesis

Biblical Themes

Church History

The Trinity

Supporting SLO: Support the Key Performance Indicator/Program Objective

To increase skill in interpreting a biblical text in its literary and historical contexts.

Examine the relationship of the books of Scripture to one another within the diversity of God's revelation, and, in particular, to evaluate the contribution of both the Old and New Testament to certain themes.

Apply their interactions with past Christian voices to topics of present-day intellectual and ministerial concern.

Relate the doctrine of the Trinity to the contemporary Christian's ability to "think, be, do."

Assignments

Historical Paper

The Theme of Salvation in the Old Testament Paper

Historical Voice Paper

Trinity Exploration Paper

Literary Context Paper

The Theme of Salvation in the New Testament Paper

SCHOOL OF MINISTRY

MA Ministry Program Goal

The Masters of Arts in Ministry is to increase the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

Program Goal 2:

To lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.

Supporting Courses: where SLOs are taught

Essentials of Spiritual Formation	Practices of Spiritual Formation	Traditions of Spiritual Formation	Applications of Spiritual Formation	Spiritual Formation Retreat
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Supporting SLO: Support the Key Performance Indicator/Program Objective

Explain a theology of spiritual formation in Christ and what it means to live in the Kingdom of God, here and now	Students will be able to apply a biblically based understanding of the nature of persons, including emotionally healthy spirituality and individual differences between persons to their own growth in Christ. Students will be able to integrate the spiritual disciplines with a grasp of their relationship to spiritual formation.	Students will be able to articulate an understanding of the six great traditions of the Christian faith.	Students will be able to critically reflect on their apprenticeship to Jesus and living a "with God life" in their various roles of life.	To be able to articulate, describe and live-out the VIM (Vision, Intention, and Means) model for Christian spiritual formation.
Students will be able to integrate spiritual practices into life with increasing sensitivity to their own needs for growth and the work of God in their lives.				

Assignments

Book Paper #2 on The Divine Conspiracy	Integrative Paper Experiential Paper	Unit 9 Essay	Final Paper	Five-page paper on the VIM model.
Rule of Life (Soul Health Plan)				

SCHOOL OF MINISTRY: MA Ministry Program Goal

The Masters of Arts in Ministry is to increase the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

Program Goal 3:

To Help Students develop ministry skills that will lead to lifelong learning and vocational success

Supporting Courses: where SLOs are taught

Communication in Ministry Authentic Leadership	Pastoral Care	Practical Aspects of Ministry	Mentored Growth I Mentored Growth II	Final Integrative Project
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Supporting SLO: Support the Key Performance Indicator/Program Objective

Communication in Ministry	Describe and utilize basic counseling skills essential to the helping relationship, such as active listening, empathic responding, and self-awareness.	Articulate a clear and compelling vision.	Reflect theologically within the context of Christian mentoring and guidance.	Integrate varied dimensions of their foregoing learning in their program
Use self-evaluation to improve communication.	Express personal insight and self-awareness into the student's own unique personality and how that uniqueness expresses itself in interpersonal relationships.	Develop a clarified and simple ministry strategy.	Integrate the dynamics of spiritual formation and personal maturation, within the context of supportive relationship.	Articulate the impact of their foregoing learning on their habits of thought, spiritual formation, and outlook on vocation.
Authentic Leadership	Conceptualize and communicate the potential for spiritual formation and personal transformation in the lives of parishioners when they are facing loss, seasons of change, addictions, marital problems, depression, and anxiety, through the lens of effective servant leadership and pastoral care.	Determine how they will define and measure success.	Create a plan for how they will implement their mentored learning in their continued spiritual, personal, and vocational growth.	Meaningfully express theoretical integration in order to pass it on to others.
Describe the compatibility between the current prevalent model of authentic leadership with a Christian understanding of servant leadership.				

Assignments

Self-Improvement Plan	Pastoral Counseling Skills	Mission, Vision, & Values Project	Meeting Synopsis Reports	Final Integrative Project
Authentic Leadership Paper	Self-Awareness Summative Assessment	Case Study Strategic Plan Project Personal Growth and Dev Plan		

SCHOOL OF MINISTRY

MA Ministry: Anglican Studies Program Goal

The Masters of Arts in Ministry: Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 1:

To equip Students in Biblical and Christian foundations by interpreting Scripture through fundamental Hermeneutics, Biblical Themes, study of Christian doctrine of the Trinity, and Church History.

Supporting Courses: where SLOs are taught

Hermeneutics and Exegesis

Biblical Themes

Church History

The Trinity

Supporting SLO: Support the Key Performance Indicator/Program Objective

To increase skill in interpreting a biblical text in its literary and historical contexts.

Examine the relationship of the books of Scripture to one another within the diversity of God's revelation, and, in particular, to evaluate the contribution of both the Old and New Testament to certain themes.

Apply their interactions with past Christian voices to topics of present-day intellectual and ministerial concern.

Relate the doctrine of the Trinity to the contemporary Christian's ability to "think, be, do."

Assignments

Historical Paper

The Theme of Salvation in the Old Testament Paper

Historical Voice Paper

Trinity Exploration Paper

Literary Context Paper

The Theme of Salvation in the New Testament Paper

SCHOOL OF MINISTRY

MA in Ministry: Anglican Studies Program Goal

The Masters of Arts in Ministry: Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 2:

To lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.

Supporting Courses: where SLOs are taught

Essentials of Spiritual Formation

Application of Spiritual Formation

Formations in Spiritual Disciplines and Rule of Life

Supporting SLO: Support the Key Performance Indicator/Program Objective

Explain a theology of spiritual formation in Christ and what it means to live in the Kingdom of God, here and now

Students will be able to critically reflect on their apprenticeship to Jesus and living a “with God life” in their various roles of life.

Compose a personal Rule of Life in order to circumscribe and focus their own spiritual practices.

Students will be able to integrate spiritual practices into life with increasing sensitivity to their own needs for growth and the work of God in their lives.

Assignments

Book Paper #2 on The Divine Conspiracy

Final Paper

Personal Rule of Life Project

Rule of Life (Soul Health Plan)

SCHOOL OF MINISTRY: MA in Ministry: Anglican Studies Program Goal

The Masters of Arts in Ministry: Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 3:

To Help Students develop ministry skills that will lead to lifelong learning and vocational success

Supporting Courses: where SLOs are taught

Pastoral Care

Mentored Growth I

Mentored Growth II

Final Integrative Project

Supporting SLO: Support the Key Performance Indicator/Program Objective

As a result of this course the student will be able to describe and utilize basic counseling skills essential to the helping relationship, such as active listening, empathic responding, and self-awareness.

Reflect theologically within the context of Christian mentoring and guidance.

Integrate varied dimensions of their foregoing learning in their program

Express personal insight and self-awareness into the student's own unique personality and how that uniqueness expresses itself in interpersonal relationships.

Integrate the dynamics of spiritual formation and personal maturation, within the context of supportive relationship.

Articulate the impact of their foregoing learning on their habits of thought, spiritual formation, and outlook on vocation.

Conceptualize and communicate the potential for spiritual formation and personal transformation in the lives of parishioners when they are facing loss, seasons of change, addictions, marital problems, depression, and anxiety, through the lens of effective servant leadership and pastoral care.

Create a plan for how they will implement their mentored learning in their continued spiritual, personal, and vocational growth.

Meaningfully express theoretical integration in order to pass it on to others.

Assignments

Pastoral Counseling Skills

Self-Awareness Summative Assessment

Meeting Synopsis Reports

Final Integrative Project

SCHOOL OF MINISTRY: MA in Ministry: Anglican Studies Program Objective

The Masters of Arts in Ministry: Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 4:

To orient students to the history and theological distinctives of Anglicanism, including its ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Supporting Courses: where SLOs are taught

Anglican History and Identity

Ministries of the Church: Liturgy, Sacraments, and Worship

Missional Theology

Supporting SLO: Support the Key Performance Indicator/Program Objective

Compare important differences in Anglican sub-groups and their varied expressions.

Construct a contemporary liturgical service which demonstrates the formational power of liturgy as well as its pastoral and ministerial applications.

Evaluate specific ethical, social, and interpersonal issues from within a correlational, missional, and applied theological framework.

Assignments

Anglican Identity Project

Liturgical Formation Project

Missional Engagement

SCHOOL OF MINISTRY

MA in Spiritual Formation and Direction Program Goal

The Master of Arts in Spiritual Formation and Direction is to prepare students for the ministry of Spiritual Direction, discern their own call and abilities to be a spiritual director, and to increase the capacities of students to become whole and holy people.

Program Goal 1:

To equip Students in Biblical and Christian foundations by interpreting Scripture through fundamental Hermeneutics, Biblical Themes, study of Christian doctrine of the Trinity, and Church History.

Supporting Courses: where SLOs are taught

Hermeneutics & Exegesis

Church History

The Trinity

Supporting SLO: Support the Key Performance Indicator/Program Objective

To increase skill in interpreting a biblical text in its literary and historical contexts.

Apply their interactions with past Christian voices to topics of present-day intellectual and ministerial concern.

Relate the doctrine of the Trinity to the contemporary Christian's ability to "think, be, do."

Assignments

Historical Paper

Historical Voice Paper

Trinity Exploration Paper

Literary Context Paper

SCHOOL OF MINISTRY

MA in Spiritual Formation and Direction Program Goal

The Master of Arts in Spiritual Formation and Direction is to prepare students for the ministry of Spiritual Direction, discern their own call and abilities to be a spiritual director, and to increase the capacities of students to become whole and holy people.

Program Goal 2:

To lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ.

Supporting Courses: where SLOs are taught

Essentials of Spiritual Formation	Practices of Spiritual Formation	Traditions of Spiritual Formation	Applications of Spiritual Formation
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Supporting SLO: Support the Key Performance Indicator/Program Objective

Explain a theology of spiritual formation in Christ and what it means to live in the Kingdom of God, here and now	Students will be able to apply a biblically based understanding of the nature of persons, including emotionally healthy spirituality and individual differences between persons to their own growth in Christ.	Students will be able to articulate an understanding of the six great traditions of the Christian faith.	Students will be able to critically reflect on their apprenticeship to Jesus and living a “with God life” in their various roles of life.
	Students will be able to integrate the spiritual disciplines with a grasp of their relationship to spiritual formation.		
Students will be able to integrate spiritual practices into life with increasing sensitivity to their own needs for growth and the work of God in their lives.			

Assignments

Book Paper #2 on The Divine Conspiracy

Integrative Paper
Experiential Paper

Unit 9 Essay

Final Paper

Rule of Life (Soul Health Plan)

SCHOOL OF MINISTRY: MA Spiritual Formation and Direction Program Goal

The Master of Arts in Spiritual Formation and Direction is to prepare students for the ministry of Spiritual Direction, discern their own call and abilities to be a spiritual director, and to increase the capacities of students to become whole and holy people.

Program Goal 3:

To equip students with the necessary listening skills for the art of Spiritual Direction, and to provide a historical and Biblical framework for spiritual formation and direction by helping students develop practical skills and to explore discernment practices for this ministry.

Supporting Courses: where SLOs are taught

Discerning and Knowing God	Pastoral Care	Arranging a Sacred Space	Preparing an Available Self	Final Integrative Project
Perceiving a Holy Invitation			Developing a Listening Ear	

Supporting SLO: Support the Key Performance Indicator/Program Objective

Discerning and Knowing God	Describe and utilize basic counseling skills essential to the helping relationship, such as active listening, empathic responding, and self-awareness.	As a result of successful completion of this course, students will offer spiritual direction to no less than three directees to exhibit that they are competent, capable, and confident as a spiritual director.	Preparing an Available Self	Integrate varied dimensions of their foregoing learning in their program
As a result of successful completion of this course, students will be able to cultivate intimacy with God and one's ability to discern God's presence and voice in spiritual direction.	Express personal insight and self-awareness into the student's own unique personality and how that uniqueness expresses itself in interpersonal relationships.		As a result of successful completion of this course, students will increase their own self-understanding and relate this to the ministry of spiritual direction.	Articulate the impact of their foregoing learning on their habits of thought, spiritual formation, and outlook on vocation.
Perceiving a Holy Invitation	Conceptualize and communicate the potential for spiritual formation and personal transformation in the lives of parishioners when they are facing loss, seasons of change, addictions, marital problems, depression, and anxiety, through the lens of effective servant leadership and pastoral care.		Developing a Listening Ear	Meaningfully express theoretical integration in order to pass it on to others.
As a result of successful completion of this course, students will increase their understanding of the history of spiritual direction and its contemporary practice.			As a result of successful completion of this course, students will be able to focus on the skill and tools of listening, as is applicable within the art of spiritual direction.	

Assignments

Reflection Paper and CRF's	Pastoral Counseling Skills	CRF's, 3 Verbatims, and Supervision Participation	Reflection Paper	Final Integrative Project
Reading of Holy Invitations: Exploring SD and Reflection Paper	Self-Awareness Summative Assessment		Listening Skills Assessment	

SCHOOL OF MINISTRY: Graduate Certificate in Anglican Studies Program Objective

The Certificate in Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 1:

To lead students in a process of intentional spiritual formation of dwelling in Christ and becoming like Christ

Supporting Courses: where SLOs are taught

Formations in Spiritual Disciplines and Rule of Life

Supporting SLO: Support the Key Performance Indicator/Program Objective

As a result of successful completion of this course, students will be able to compose a personal Rule of Life in order to circumscribe and focus their own spiritual practices.

Assignments

Personal Rule of Life Project

SCHOOL OF MINISTRY: Graduate Certificate in Anglican Studies Program Objective

The Certificate in Anglican Studies is meant to orient students to the history and theological distinctives of Anglicanism, including ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Program Goal 2:

To orient students to the history and theological distinctives of Anglicanism, including its ecclesial and liturgical heritage as well as its context-sensitive approach to contemporary ministry.

Supporting Courses: where SLOs are taught

Anglican History and Identity

Ministries of the Church: Liturgy, Sacraments, and Worship

Missional Theology

Supporting SLO: Support the Key Performance Indicator/Program Objective

As a result of successful completion of this course, students will be able to compare important differences in Anglican sub-groups and their varied expressions.

As a result of successful completion of this course, students will be able to construct a contemporary liturgical service which demonstrates the formational power of liturgy as well as its pastoral and ministerial applications.

As a result of successful completion of this course, students will be able to evaluate specific ethical, social, and interpersonal issues from within a correlational, missional, and applied theological framework.

Assignments

Anglican Identity Project

Liturgical Formation Project

Missional Engagement

SCHOOL OF MINISTRY:

Certificate in SPD Program Goal

The Certificate in Spiritual Direction is to prepare students for the ministry of Spiritual Direction and to discern their own call and abilities to be a spiritual director.

Program Goal 1:

To equip students with the necessary listening skills for the art of Spiritual Direction, and to provide a historical and Biblical framework for spiritual formation and direction by helping students develop practical skills and to explore discernment practices for this ministry.

Supporting Courses: where SLOs are taught

Perceiving a Holy Invitation

Discerning and Knowing God

Arranging a Sacred Space

Preparing an Available Self

Developing a Listening Ear

Supporting SLO: Support the Key Performance Indicator/Program Objective

As a result of successful completion of this course, students will increase their understanding of the history of spiritual direction and its contemporary practice.

As a result of successful completion of this course, students will be able to cultivate intimacy with God and one's ability to discern God's presence and voice in spiritual direction.

As a result of successful completion of this course, students will offer spiritual direction to no less than three directees to exhibit that they are competent, capable, and confident as a spiritual director.

As a result of successful completion of this course, students will increase their own self-understanding and relate this to the ministry of spiritual direction.

As a result of successful completion of this course, students will be able to focus on the skill and tools of listening, as is applicable within the art of spiritual direction.

Assignments

Reading of Holy Invitations: Exploring SD and Reflection Paper

Reflection Paper and CRF's

CRF's, 3 Verbatims, and Supervision Participation

Reflection Paper

Listening Skills Assessment