



Annual Institutional Effectiveness
Assessment Plan and Outcomes Report
July 2016 – December 2017

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

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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).

INSTITUTIONAL PLANNING AND ASSESSMENT

Introduction

Richmont Graduate University has two schools: School of Counseling and the School of Ministry. Together these schools exist to fulfill the mission of Richmont, which states:

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

The institutional effectiveness process at Richmont Graduate University represents a commitment to continuous quality improvement across the University. The comprehensive and interrelated institutional effectiveness process involves planning and assessment at the institutional level, among educational programs, and among administrative and educational support units. At all levels, the process includes the identification of expected outcomes, assessment of results, and the analysis and use of results for improvement of programs, services, and operations of the University. As required by Comprehensive Standard 3.1.1 and 3.3.1.1-5 of the 2012 *Principles of Accreditation* for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the institution must demonstrate evidence of improvements in programs, student learning, administrative support, educational support, community/public service, and research. Richmont's policy of institutional effectiveness is to develop and maintain a process for University-wide, systematic, on-going, cyclical collection of institutional data to assist units of the University to create plans that will achieve the goals and outcomes they have set according to the mission of the University (see [IE Assessment Flow Chart 2016-2017](#); See [2016-2017 IE Assessment Calendar](#)). Widespread participation in the process includes the governing board, the Administrative Council, faculty, staff, and students.

During each assessment cycle, assessment coordinators select approximately three to five outcomes for assessment and improvement annually. Richmont follows a modified template based on the recommendation of and template form provided by Dr. Marila D. Palmer of the SACSCOC 2012 Summer Institute in order to document the IE process (see [TEMPLATE Dept Goals - Annual Planning & Evaluation Form 1](#)). For each unit, a report is provided that highlights the following areas:

1. goals, objectives & criteria;
2. results;
3. analysis of results;
4. effectiveness of support for the institutional mission;
5. modifications/planned improvements that will be made as a result of the assessment;
6. list of supporting documentation

Additionally, to close the loop, modifications/planned improvements are incorporated as goals for the next annual period, implemented, and then assessed at the end of the following year.

This represents the cyclical approach to departmental and university-wide improvement. Each departmental report is included in the latter sections of this document as follows:

Departmental Institutional Effectiveness Outcomes

- [Unit: Administrative Support Services](#)
- [Unit: Educational Support Services](#)
- [Unit: Research](#)
- [Unit: Community and Public Service Support Services](#)
- [Unit: School of Ministry](#)
- [Unit: School of Counseling](#)

Institutional Planning and Assessment

Richmont's mission statement provides the foundation for planning and assessment at the institutional level. The governing board is responsible for ensuring that the mission statement is reviewed periodically and for approving changes to the mission statement. To provide greater definition and direction to the mission, institutional goals and a strategic plan are developed to guide institutional planning, priorities, and resource allocations. The Administrative Council is responsible for recommending the strategic plan to the governing board, and the board is responsible for its approval.

Assessment of the strategic plan occurs at least on an annual basis. The Administrative Council, utilizing relevant information and data from a variety of sources, is responsible for analyzing progress toward the achievement of goals within each initiative. This analysis focuses on the degree of progress being achieved (e.g., No Progress, Some Progress, Moderate Progress, Significant Progress, Goal Achieved) and on strategies that might enhance progress. In some cases, revisions to goals are necessary, particularly when goals are achieved or when they may no longer be appropriate. In other cases, new goals are needed to guide progress within the strategic plan. A report to the governing board regarding progress on the strategic plan is provided annually.

In 2017, Richmont's Administrative Council modified the existing strategic plan to increase clarity, with the goal of assisting departments with goal setting that is more clearly driven by an understanding of the strategic plan and its connection to Richmont's mission and priorities. This modification was completed under the leadership of the new President Dr. Timothy Quinnan. The modified strategic matrix includes six initiatives each with several specific goals to be addressed by the end of 2018 ([See Richmont Scorecard 2017](#)). These initiatives and related goals are based on information from a variety of sources including (1) input from faculty, students, and key constituency groups, (2) careful analysis of strengths and weaknesses within the institution, and (3) opportunities and threats in the external environment.

Planning and Assessment in Educational Programs

Educational programs are a primary focus of the institutional effectiveness process at Richmond Graduate University, and expected outcomes and related assessment strategies are established at three levels. First, semester credit hour production, standardized testing pass rates, and similar performance measures are established for each degree program (i.e., Master of Arts in Clinical Mental Health Counseling [MACMHC], Master of Arts in Marriage and Family Therapy [MAMFT], Master of Arts in Ministry [MAMin], and Master of Arts in Spiritual Direction [MASPD]). These first-level performance measures facilitate institutional planning and establish expected outcomes related to program viability and quality such as student enrollment, retention, and graduation rates (see [SOC Required Student Outcomes](#); [SOM Required Student Outcomes](#); and [CPCE Score Comparisons for 2014, 2015, & 2016](#)).

Second, student learning outcomes are in place for each degree program. These learning outcomes are based on competencies identified as essential in establishing the knowledge, skills, and dispositions crucial to professional success and represent a consensus among each degree program faculty. In 2016, CACREP accreditation was achieved for the Master of Arts in Clinical Mental Health Counseling (MACMHC) housed within the School of Counseling (see [CACREP Accreditation letter full report](#)). As such, student learning outcomes are informed by the programmatic standards of the Council of Accreditation for Counseling and Related Programs (CACREP).

Third, learning outcomes are established at the individual course level and may differ significantly in purpose. Learning outcomes for some courses may focus on introductory information and concepts while outcomes for other courses may focus on elaborating and expanding on key concepts and issues. Learning outcomes for some courses may require the demonstration and application of knowledge and skills and provide the basis for assessment of student learning outcomes for the degree program (see [Sample Syllabi-CACREP SLOs](#)). Internship experiences are crucial for the demonstration and assessment of student learning outcomes (see [Practicum and Internship Syllabi](#)). These individual course level student learning outcomes are also informed by the individual course level standards of the Council of Accreditation for Counseling and Related Programs (CACREP).

Assessment and the related processes of analysis and use of results are a vital part of institutional effectiveness. Direct and indirect measures of degree program viability and quality are derived from institutional data sources such as enrollment and retention figures, reports from licensure agencies, satisfaction surveys, and similar performance sources. Results are reviewed annually by the faculty, Dean, and the Administrative Council. They are used in planning, budgeting, and decision-making. A review of these processes and outcomes can be found later in this document as part of the [2016-2017 18-Month Review](#).

Assessment of student learning outcomes emphasizes application and demonstration of knowledge, skills, and dispositions and employs a variety of strategies depending on the nature of the learning outcome. Within the School of Counseling (the MACMHC and MAMFT programs), professional knowledge for a majority of student learning outcomes is assessed in

part by student performance on a standardized test, the Counselor Preparation Comprehensive Examination (CPCE) (see [CPCE Results 2014-2017](#); [CPCE 2014-2017-Overview of Retake Results](#)). This assessment is utilized because the subtests of the CPCE correspond to identified course-level student learning outcomes. Additionally, application and demonstration of knowledge, skills, and dispositions are assessed through a combination of the use of 1) assessment rubrics for specific course-embedded assignments, 2) student portfolios of professional development and 3) supervisor ratings in a student's final internship (see [Internship 2 - Lifestyle and Career](#)). Faculty members provide the Dean of the School of Counseling with a quantitative and qualitative summary of student performance from assessment rubrics and internship evaluations, as well as the implications of these results for changes and improvements (See [Sample Course SLO Assessment Summary](#)). These data, along with CPCE scores, are analyzed by the Dean of the School of Counseling along with faculty, and improvements are initiated based on this analysis. This process occurs annually for all SLOs within the core curriculum of the MCMHC and MAMFT programs.

The review process for core curriculum SLOs is very similar for the School of Ministry and the School of Counseling. Application and demonstration of knowledge, skills, and dispositions are assessed through a combination of the use of 1) assessment rubrics for specific course-embedded assignments, 2) student portfolios of professional development, and 3) supervisor ratings in a student's final internship (School of Ministry) or courses (School of Counseling). These data are analyzed by the Deans of the School of Ministry and the School of Counseling along with faculty, and improvements are initiated based on this analysis. A review of these processes and outcomes can be found later in this document as part of the [2016-2017 18-Month Review](#).

Assessment of learning outcomes for individual courses is the responsibility of each faculty member. Faculty members provide students with course syllabi that identify learning outcomes and criteria for grading student performance. Students are provided with an opportunity to evaluate each course, and the results are provided to each faculty member. Faculty members are responsible for analyzing the results of student performance in their courses, reviewing the results of student course evaluations, and making improvements designed to improve the quality of student learning.

Within the last few years, Richmond has begun to develop a presence in distance education/correspondence education. Our desire is to begin to make inferences about student learning as we are near to reaching a point where a critical mass of data has been gathered. Our goal is to use mode of delivery as a means to disaggregate data for the purpose of obtaining reliable and valid assessments of student learning outcomes.

STUDENT ACHIEVEMENT

2016-2017 18-MONTH REVIEW

July 1, 2016 – December 31, 2017

Student Achievement

Richmont Graduate University evaluates success on student achievement consistent with its mission. Richmont continuously strives to excel in the area of student achievement and is consistently dedicated to implementing improvements and enhancements to the curriculum and overall academic experience.

Enrollment Data

Richmont's mission focuses on providing "Christ-centered education that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities" (see [Mission Statement, Richmont Graduate University Catalog, 2017-2019, p. 8](#)). Such a mission assumes that the institution will strive to implement improvements to a student's academic and spiritual experience. The University's policies and requirements for student achievement are in keeping with and directed toward accomplishing the mission.

Enrollment data for the five Richmont degrees are listed below by campus in Table 1. Numbers have remained fairly consistent over the previous three years, with the highest enrollment occurring in 2013-2014 with a total of 276 degree-seeking students. For the Chattanooga campus, the MAMFT degree has seen a drop in enrollment during the 2016-17 year over previous years whereas the MACMHC degree has seen a rise. This drop may be attributed Richmont acquiring a clinical mental health specific accreditation that many students might find appealing. For the Atlanta campus, both the MAMFT and the MACMHC degrees have remained consistent in enrollment rates with a drop in enrollment for the MACMHC degree of 9% in 2014-2015 and a 4% increase in 2016-2017. Enrollment in the MS degree has had at least four students enrolled in the program since 2013 when in previous years there has been a large level of fluctuation of enrollment within this degree. In 2017, the MS degree almost doubled its enrollment to 7. The MAMIN degree has experienced the most fluctuations in the last four years by starting the program with an enrollment of 37, dropping 40% in 2014-15 AY, increasing enrollment 63% for 2015-16, and then decreasing enrollment by 15% in 2016-2017. The MA in Spiritual Formation and Direction data are provided for the five semesters it has been in existence. Some of the variability in the MA in Ministry degree is a result of starting a new program and standardizing processes and content of a degree. Some of the fluctuations in enrollment rates, in general, can be attributed to a changeover of faculty and administration within the university.

The expected threshold for the MAMFT program has been 120 enrolled students. Richmont did not meet this goal in the 2013-2014 AY or 2014-2015 AY although it did see a rise in enrollment over both years. The threshold was achieved in 2015-2016 only to drop again below the threshold in 2016-2017

The expected threshold for the MACMHC program has been 115 enrolled students. Richmont met this goal for the 2013-2014, 2014-2015, and 2016-2017 Academic Years. This goal was not achieved in the 2015-2016 AY

The expected threshold for the MS program has been five enrolled students.

The expected threshold for the MA in Ministry program has been 35 enrolled students. Richmond met this benchmark during its inaugural year and again in 2015-2016.

MA in Spiritual Formation and Direction data are provided for five semesters it has been in existence. There was growth in the 2016-2017 from the first year of its inception.

Table 1. Enrollment Rates by Degree and Campus: 2013-17

Enrollment Rates by Degree and Campus: 2013-2017										
	MAMFT		MACMHC		MSPS		MAMIN		MASFD	
	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
2013-14	82	30	93	27	4	0	34	3	n/a	n/a
2014-15	84	23	86	44	4	3	22	2	n/a	n/a
2015-16	83	38	86	25	4	1	33	2	2	n/a
2016-17	74	19	90	46	7	0	28	0	5	0

State Licensing Examinations

The MACMHC and MAMFT counseling degrees equip students with all academic requirements for licensure as professional counselors and marriage and family therapists. Subsequently, these graduates must complete a minimum of two years post master's internship under the supervision and pass examinations to become eligible for licensure. Although Richmond provides the necessary coursework for licensure, the post master's internship and the required examinations for licensure are not under the purview of the University. This practice is common for regionally accredited universities offering graduate degrees in counseling and marriage and family therapy.

Richmont offers students in the MACMHC and MAMFT programs the option to take one of the licensure examinations before graduation. Each spring, Richmont students have the opportunity to sit for the National Counselor Examination (NCE), an exam required for licensure as a professional counselor in most states. The NCE test items measure a student's knowledge of the eight core curriculum standards defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

- Human Growth and Development
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Career Development
- Assessment and Testing
- Research and Program Evaluation
- Professional Counseling Orientation and Ethical Practice

Each year, the majority of the graduating class takes the NCE in their final spring semester; this is their first step toward licensure. Over the past nine years, 504 Richmond students have taken the NCE with a passing average of 96% (see Table 2 below).

Table 2. National Counselor Examination Pass Rates 2008 – 2016

YEAR	Total students taking test	Total students passing test	Pass rate
2008	58	54	93%
2009	53	52	98%
2010	64	63	98%
2011	55	52	95%
2012	63	59	94%
2013	62	61	98%
2014	50	49	98%
2015	54	53	98%
2016	45	43	96%
Total	504	486	96%

To prepare Richmond students for the rigor of the NCE, the University administers the Counselor Preparation Comprehensive Examination (CPCE) three months before administration of the NCE. The CPCE test items measure a student's knowledge of the eight core curriculum standards defined by CACREP; these are the same eight areas tested in the NCE.

The CPCE is used additionally as an exit exam for Richmond Graduate University. MACMHC and MAMFT students are required to pass the CPCE to receive a passing grade in CED 7891 Professional Seminar and, thus, graduate. Students are required to achieve one of the following on the CPCE:

- A) Score at or above the national mean total score;
- B) Score at or above the national mean score in six of the eight core area sections.

CPCE results are used to help students target areas for further study as they prepare to take the NCE three months later. Students who do not achieve at least one of the above requirements must retake the test until these requirements are met. Retests are administered on-campus.

Each year, the Dean of the School of Counseling analyzes the results of the CPCE and NCE exams to develop interventions and modifications to increase scores in the future.

No licensure eligibility is involved for students who enroll in the MS program, MA in Ministry, or MA in Spiritual Formation and Direction programs. Students in these three programs tend to be employed when they enroll at Richmond and wish to integrate their faith more formally into their current practice or ministry role.

Course Completion Rates

Course completion rates for the School of Counseling are listed in Table 3. These rates are combined across the MACMHC, MAMFT, and MS programs due to the significant overlap in the course curriculum options for each of the programs. Both campuses consistently exhibited an average completion rate of at least 98% or higher during the last three years. This high rate of course completion suggests that Richmond students within the School of Counseling are successfully achieving a high level of understanding of course material and learning outcomes. Course completion rates are calculated based on the following formula:

$$\frac{\text{Total \# of A, B, C, or P ("passing") grades given to students}}{\text{Total \# of students appearing on final grade roster(s) for the period}} \\ \text{Students receiving A, B, C, F, W ("withdrawn"), WF ("withdrawn fail"), or WP ("withdrawn pass")}$$

*One exception to this calculation: Within the School of Counseling, it is required for certain courses that students earn an A or B in the class to be considered “passing.” In these cases, if students earned a C+ or lower in one of these specified courses, they were figured into the total score (denominator) but were not considered passing (numerator).

Table 3. Course Completion Rates: School of Counseling

Academic Year	Course Completion Rates: Atlanta Campus	Course Completion Rates: Chattanooga Campus	Total
2013-14 AY	98.2%	97.8%	98.1%
2014-15 AY	98.6%	98.0%	98.4%
2015-16 AY	98.2%	98%	98.2%

Course completion rates are listed in Table 4 for the School of Ministry. Data indicates that for the 2013-2016 semesters, the School of Ministry experienced a 91% or higher completion rate across both campuses. The Chattanooga campus did not have School of Ministry students attend its campus for years 2013-2017. This high rate of course completion suggests that Richmond Ministry students are successfully achieving a high level of understanding of course material and learning outcomes.

Table 4. Course Completion Rates: School of Ministry

Academic Year	Course Completion Rates: Atlanta Campus	Total
2013-14 AY	96.5%	96.5%
2014-15 AY	93.5%	93.5%
2015-16 AY	91.6%	91.6%

Successful student learning is directly related to our mission. The expected threshold for the course completion rate is 90% or better. Richmond has met this goal consistently over the past five years. Examples of interventions used to monitor and improve course completion rates include the following: 1) when writing ability is hindering student achievement, students are encouraged to seek guidance from Richmond librarians; 2) when personal circumstances are obstacles to student achievement, students are advised to schedule an appointment with the Dean of Students for additional support and problem-solving assistance; and 3) in various courses, students are encouraged to participate in study groups to enhance learning.

Graduation and Retention Rates

Overall graduation rates (segregated by both program [MACMHC, MAMFT, MA Ministry, MS] and campus) for the cohorts who entered between 2011 and 2015 are shown in Tables 5-. Each table shows the cumulative rates of graduates per degree. Students enrolled in the Master of Arts in Marriage and Family Therapy program with 77 minimum hours show an average of 76% graduation rate after four years across both campuses. Students enrolled in the Master of Arts in Clinical Mental Health program with 67 minimum hours show an average of 74% graduation rate after four years across both campuses. Students enrolled in the Master of Science in Christian Psychological Studies with a minimum of 31 hours evidenced a 100% graduation rate after three years across both campuses for 2012-2013, 2013-2014, and 2014-2015 AY. The 2011-12 cohort for the Chattanooga and Atlanta campuses show a completion rate of 80% or higher within four years of matriculation (i.e., began in the 2011-2012 Academic Year with degree conferred by May or August 2015 or earlier). Students enrolled in the Master of Arts in Ministry with 40 minimum hours show an average of 54% graduation rate after three years. The lower graduation rate may be the result of administering a new degree program. The Master of Arts in Spiritual Formation and Direction was started in 2016, and no data exists yet for graduates. Students in the School of Ministry only attend the Atlanta campus.

The expected threshold for the graduation rate for the MACMHC and the MAMFT programs is 60% or better within four years of initial enrollment and for the MS program is 60% or better within three years of initial enrollment. These goals are in keeping with our mission aimed at preparing individuals to advance God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities [upon graduation]. Richmond has met this goal over the past four years.

Table 5. MAMFT Degree Graduation Rates

MAMFT Degree Graduation Rates								
Cohort by year	2011-2012		2012-2013		2013-2014		2014-2015	
Campus	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
Starting cohort #	28	7	20	9	43	12	31	7
within 2 yrs	18%	14%	15%	0%	5%	0%	0%	0%
within 3 yrs	54%	43%	25%	44%	33%	67%	n/a	n/a
within 4 yrs	85%	86%	65%	67%	n/a	n/a	n/a	n/a
within 5 yrs	85%	86%	n/a	n/a	n/a	n/a	n/a	n/a

Table 6. MACMHC Degree Graduation Rates

MACMHC Degree Graduation Rates								
Cohort by year	2011-2012		2012-2013		2013-2014		2014-2015	
Campus	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
Starting cohort #	34	10	36	16	40	11	23	22
within 2 yrs	18%	0%	11%	6%	18%	0%	9%	9%
within 3 yrs	39%	40%	53%	75%	40%	64%	n/a	n/a
within 4 yrs	79%	70%	64%	81%	n/a	n/a	n/a	n/a
within 5 yrs	88%	70%	n/a	n/a	n/a	n/a	n/a	n/a

Table 7. MS Degree Graduation Rates

MS Degree Graduation Rates								
Cohort by year	2011-2012		2012-2013		2013-2014		2014-2015	
Campus	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
Starting cohort #	0	0	2	1	1	0	1	1
within 1 yrs	0%	0%	0%	0%	0%	0%	0%	100%
within 2 yrs	0%	0%	50%	0%	100%	0%	0%	100%
within 3 yrs	0%	0%	100%	100%	100%	0%	n/a	n/a

Table 8. MA Ministry Degree Graduation Rates

MA Ministry Degree Graduation Rates				
Cohort by year	2011-2012	2012-2013	2013-2014	2014-2015
Campus	ATL	ATL	ATL	ATL
Starting cohort #	n/a	37	16	12
within 2 yrs	n/a	49%	19%	17%
within 3 yrs	n/a	57%	50%	n/a
within 4 yrs	n/a	57%	n/a	n/a

School of Counseling retention rates are shown in Table 9. This data was combined across the MS, MACMHC and MAMFT programs due to the significant overlap in course curriculum within these two programs and because students regularly switch between programs before graduating. Retention rates for the School of Ministry are shown in Table 10. “N/A” indicates that not enough time has passed for data to be available for that specific period regarding retention OR data are unavailable due to lack of enrollment in the program for that specific period.

Table 9 for the School of Counseling indicates that the largest difference in retention usually occurs in the first year of enrollment and slows significantly during the following years. For example, for the 2012-13 cohort, 15% students in the School of Counseling for the Atlanta campus did not persist to their second year. The following year, a 2% increase occurred for students who did not persist to their third year. This pattern is evident on the Chattanooga campus, as well. Consistently, 74% of students have persisted to their third year (if applicable) in their program. Retention rates are lower for the School of Ministry although because the cohorts are smaller (averaged 14 students in 2013-14 and 2014-15 AY) *This would account for the larger impact on retention rate percentage made by one student’s withdrawing than is seen in the School of Counseling.*

Table 9. School of Counseling Retention Rates by Campus: 2012-2016

School of Counseling Retention Rates By Campus: 2012-2016										
Academic Year	Starting enrollment #		1st Yr		2nd Yr		3rd Yr		4th Yr	
	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
2012-13	46	23	85%	83%	83%	83%	74%	74%	74%	74%
2013-14	72	22	83%	77%	75%	77%	75%	77%	n/a	n/a
2014-15	45	29	91%	73%	91%	69%	n/a	n/a	n/a	n/a
2015-16	63	21	87%	78%	n/a	n/a	n/a	n/a	n/a	n/a

Table 10. School of Ministry Retention Rates by Campus: 2012-2016

School of Ministry Retention Rates By Campus: 2012-2016										
Academic Year	Starting enrollment #		1st Yr		2nd Yr		3rd Yr		4th Yr	
	AT L	CH A	ATL	CHA	ATL	CHA	ATL	CHA	ATL	CHA
2012-13	38	n/a	65%	n/a	62%	n/a	62%	n/a	n/a	n/a
2013-14	15	n/a	66%	n/a	66%	n/a	66%	n/a	n/a	n/a
2014-15	13	n/a	73%	n/a	71%	n/a	n/a	n/a	n/a	n/a
2015-16	22	n/a	68%	n/a	n/a	n/a	n/a	n/a	n/a	n/a

The expected threshold for the fall-to-fall retention rate for all degree programs is 90% or better. These goals are in keeping with our mission aimed at preparing individuals to advance God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities. On average for the MACMHC and MAMFT programs, the retention rate was 86.5%, which represents 3.5% percentage points below the expected outcome. On average for the MA Ministry program, the retention rate was 68%, although the retention rate had risen 5% from 2012 to 2014 showing improvement for retention. Based on an evaluation of the data, it is recognized that interventions are needed to improve retention rates institution-wide. Several interventions have recently been implemented to improve the retention rates among Richmond students across all academic degree programs, including the following:

1. Peer mentoring program: Over the past two years, the Chattanooga Student Government Association has developed a program to provide peer mentoring to incoming students. Volunteer student mentors are paired with interested mentees within the first few weeks of the semester. Topics discussed include classes, professors, the program, professional development, and personal/social issues.
2. Academic Advising: Each student is assigned an advisor who, in collaboration with Records Office/Registrar, is available for curriculum planning and consultation regarding academics and other matters. For the School of Counseling, students are required to meet with their advisor at least twice during the program. The first visit occurs the first semester of classes and serves as a "check-in" to make sure students are adjusting to graduate school. The second visit occurs the semester before students will start to see clients (usually their first or second spring semester). The School of Ministry advisors contact each student twice each semester; these contacts serve as checkups for students. Topics discussed during student advisement for both schools also include professional development, consideration of the decision to seek further education (e.g., pursuing a doctoral degree), and the encouragement of appropriate self-care and time management for the student. Members of the faculty and administration welcome students who have special questions or concerns.
3. Oversight from Deans: Deans are made aware of students at risk of withdrawing or failing by the Records Office and faculty through both formal methods (i.e., Student Qualifying Exam—conducted each semester) and informal methods (verbal or written communication

regarding a student's status). Deans make efforts to engage students in addressing identified challenges to retention and graduation.

4. Encouragement and support of students engaging in personal therapy: At orientation and throughout the curriculum, students are encouraged by faculty, supervisors, and advisors to consider participating in therapy themselves. Students anecdotally report that participation in therapy throughout graduate school provides guidance in numerous domains, including general support, time management skills, self-care skills, and stress management skills.

Additionally, several initiatives are slated to be implemented by Fall of 2017. These include the following:

1. Students will be required to meet with their advisor every fall and spring semester for them to register. Advisors will also have a decreased advisement load so that they have adequate time and resources to advise and counsel a student who may be wishing to withdrawal from the program. There will be a week set aside in September and February of every year for students to meet with their advisor along with not requiring tests or assignments to be due during these advisement weeks.
2. The peer-mentoring program has been a success on the Chattanooga campus. As a result, the Dean of Students and Student Government Association on the Atlanta campus plan to roll out a similar peer-mentoring program for the 2016-17 academic year.

Job Placement

The IE Office has annually conducted the 3 Year Post Graduation Survey for Alumni in the School of Counseling to measure employment status. Starting in Fall of 2017, the Director of Alumni and Career Services will annually conduct 3 Year Post Graduation Surveys for Alumni in the School of Counseling and School of Ministry.

The expected threshold for the in-field professional employment rate for all degree programs is 80% or better for program graduates. These goals are in keeping with our mission aimed at preparing individuals to advance God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities. On average, the in-field professional employment rate for all degree programs was 83.3% for those graduates who responded to survey requests. Based on these data, as well as a review of annual data, Richmond achieved its expected outcome.

Table 11. Employment Data- 3 Years Post-Graduation Survey- School of Counseling

Graduation Class	Response Rate	% Employed in Mental Health Field	% Employed, not in Mental Health Field	% Unemployed
2010	19/81 = 23%	89	11	0
2011	22/62 = 35%	95.45	4.55	0
2012- MAPC		87.5	0	12.5
2012- MAMFT	16/36 = 44%	87.5	12.5	0
2013	18/82= 21.95%	83.33	11.11	5.56

In 2012, the IE Office began conducting the 6 Months Post Graduation Survey for Alumni in the School of Counseling and the School of Ministry to measure employment status and employment satisfaction with current job and other post-graduation outcomes. Table 12 provides survey data regarding employment status among recent graduates.

Table 12. Six Month Post Graduate Survey Results Regarding Employment Status

Survey Question	% Employed	% Unemployed
2012 (N=26)	92.3	7.7
2013 (N=29)	79.2	20.6
2014 (N=25) – School of Counseling	92	8
2014 (N=5)- School of Ministry	80	20
2015 (N=20) – School of Counseling	90	10
2015 (N=2) - School of Ministry	100	0
2016 (N=42)– School of Counseling	92.9	7.1
2016 (N=4) – School of Ministry	100	0

Table 13 provides survey data regarding employment satisfaction among recent graduates.

Table 13. Six Month Post-Graduate Survey Results Regarding Employment Satisfaction, Years 2012, 2013, 2014, 2015, & 2016

Survey Question	My current job is connected to what I studied	I derive great personal meaning from my career	I feel that I am contributing to the greater community	I feel that I am appropriately compensated for the work that I do	Richmont prepared me well for work in my field
% Agree or Strongly Agree 2012 (N=26)	88	92	92	28	100
% Agree or Strongly Agree 2013 (N=29)	78	78	89	52	96
% Agree or Strongly Agree 2014 – SOC (N=25)	92	91.7	87.5	58.3	96
% Agree or Strongly Agree 2014 – SOM (N=5)	80	100	80	60	83.3
% Agree or Strongly Agree 2015 – SOC (N=20)	85	90	90	45	95
% Agree or Strongly Agree – SOM (N=2)	100	100	100	50	100
% Agree or Strongly Agree – SOC (N=42)	88.1	85.7	88.1	42.9	95.2
% Agree or Strongly Agree SOM (N=4)	25	50	50	50	50

Finally, in 2012, the IE Office conducted a survey of all alumni from Richmont to assess achievement outcomes. The following tables provide survey data for graduates of Richmont in the past ten years (2003-2012).

Table 14. Domain of Current Job

	Response percent (N=101)
Mental health - Private practice	37.6%
Other, please specify	19.8%
Mental health - Counseling Agency	16.8%
Mental health - Non-profit	16.8%
Mental health - Church/Religious institution	10.9%
Mental health - Hospital/Clinic	9.9%
Church	8.9%
Mental health - College	7.9%
Education	5.9%
Not applicable - not currently employed	5.9%
Missions work	3.0%
Physical health/medicine	3.0%
Mental health - School	2.0%
Administrative/ clerical	2.0%
Business	1.0%

Table 14. Client/Patient Populations with Whom Graduates Work

	Response percent (N=97)
Victims of abuse or trauma	71.1%
Individuals with mental health disorders	70.1%
Urban	59.8%
Rural	47.4%
Individuals with substance-related disorders	42.3%
Older adults	33.0%
Other, Please specify	33.0%
Children	29.9%
Chronically ill individuals and their families	20.6%
Veterans	18.6%
Homeless individuals	12.4%
Military personnel and their families	8.2%

Response percent Table 15. Employment Status

	Response percent (N=100)
Employed (40+ hours)	49.0%
Employed (0-20 hours)	28.0%
Employed (21-39 hours)	16.0%
Unemployed (by choice)	5.0%
Unemployed (not by choice)	2.0%

Table 16. Income Level

Response percent (N = 100)

\$0 - 24,999	34.0%
\$25,000-34,999	31.0%
\$35,000-49,999	20.0%
\$50,000-64,999	8.0%
\$65,000+	7.0%

Table 17. Career Satisfaction

	Strongly disagree	Disagree	No opinion/ Neutral	Agree	Strongly agree	Rating average
I feel that I am contributing to the greater community.	0.0% (0)	2.0% (2)	7.0% (7)	24.0% (24)	67.0% (67)	4.56
My current job is connected to what I studied.	1.0% (1)	3.0% (3)	7.0% (7)	22.0% (22)	67.0% (67)	4.51
I derive great personal meaning from	0.0% (0)	3.0% (3)	9.0% (9)	25.0% (25)	63.0% (63)	4.48
I feel that I am being appropriately compensated for the work that I do.	4.0% (4)	28.3% (28)	17.2% (17)	30.3% (30)	20.2% (20)	3.34

Overall, job placement data for the School of Counseling suggests that the majority of Richmond alumni are employed and satisfied with their career. Additionally, alumni report high levels of career satisfaction, and they agree that Richmond prepared them well for their career. The Director of Career Services that was hired in 2012 implemented several services to provide career planning assistance aimed at equipping students with professional development strategies to facilitate graduate placement and professional advancement. From the first day of class through commencement, students work to develop a personalized career map designed to provide a strong practical foundation from which to launch their careers in the settings in which they believe God has called them to be. The Director of Career Services provides individual and group training related to resume writing, career searches, interviewing skills, and networking skills.

Note: The Master of Arts in Ministry program began in Fall of 2012 with the first graduating class in the Spring of 2014; thus alumni survey data is limited for this population.

FACULTY HIGHLIGHTS

Faculty Highlights

Research and Scholarly Activity

All Core Faculty members have both published *and* presented scholarly work (see [Core Faculty Engagements in Professional Activities](#) -White: 2 publications, 1 presentation; Slater: 1 publication, 1 presentation; Rogers: 1 publication, 2 presentations; Sartor: 1 publication, 6 presentations; Plisco: 2 publications, 2 presentations; Snyder: 1 publication, 9 presentations; Blackburn: 5 publications, 1 presentation; Myers: 2 publications, 13 presentations; Mills: 1 publication, 7 presentations; Sutherland: 1 publication, 15 presentations). Five of the Core Faculty (Plisco, Myers, Snyder, Slater & Sutherland) have presented at an American Counseling Association conference within the past two years. Additionally, several faculty have presented at Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC; Myers, Mills, & Sutherland) and Southern Association for Counselor Education and Supervision (SACES; Myers, Mills, & Sutherland).

Richmont has initiated three research projects to further promote faculty research and scholarly activity. The first project is the Quality Enhancement Plan (QEP), co-chaired by Dr. Jama White and Dr. Amanda Blackburn. The intention of the Richmont QEP is to develop interventions aimed at providing students with strategies to actively engage in self-care and wellness-related activities. Stemming from this project, one scholarly presentation (“Promoting Wellness in the Classroom: Evidence-Based Interactive Activities to Engage Students”) and one scholarly publication (“Christian Spiritual Formation: Teaching and Practice”) have already been submitted, and future submissions are anticipated once more data are collected.

In 2017, the new Director of Research, Dr. Mary Plisco, and the new Chair of Integration, Dr. Dan Sartor, initiated a second programmatic research project. This project is aimed at developing an intervention aimed at increasing spiritual and personal wellbeing as well as promoting resilience and/or post-loss/post-traumatic growth. Five of our SOC faculty (Sartor, Plisco, Snyder, Blackburn, & White) are co-investigators on this project. The intervention was successfully piloted in December, 2017, and plans are in place to roll out the intervention formally in Summer of 2018.

In 2017, Dr. Sonja Sutherland initiated a third research project aimed at investigating innovative pedagogical approaches to cultural competence development in pre-internship counselors-in-training, counseling interns, and early post-masters counselors. Stemming from this project, two scholarly presentations have been made (“Counselor Cultural Competence Development through the use of In-Course Process Groups” – [Association for Counselor Educators and Supervisors (ACES) national conference]; “Cultural Competence Pedagogy: A Developmental Approach for Counseling Students and Graduates” [Cross-Cultural Counseling and Education Conference for Research, Action, and Change]), and future submissions are anticipated once more data are collected.

Service and Advocacy

All of Richmond's Core Faculty are involved in numerous advocacy and community service roles regional, national, and/or international levels.

Keith Myers (hired as Core Faculty in 2016) has served as co-chair of the ACA Ethics Committee, is an Ad Hoc Reviewer for Counseling and Values Journal, has been a Reviewer for ACA World Conference, is a Georgia Executive Board Member of the ACA, and is on the Board of Directors for the Military and Government Counseling Association of the ACA.

Dan Sartor (hired as Core Faculty in 2017) has engaged in several advocacy endeavors associated with agencies (including International Alliance on Prostitution and JuSt Juvenile Sex Trafficking) whose missions are to bring an end juvenile sex trafficking.

DeVon Mills (hired as Core Faculty in 2018) has served on the Spiritual and Religious Values Committee, the Volunteer Committee, and the Media Committee for the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) arm of the ACA. He has also been a key advocate for rewording Georgia's rape law to include recourse for male victims.

Vanessa Snyder has provided numerous trainings and workshops associated with Green Cross Trauma and Street Grace/Freedom Coalition agencies, aimed at serving victims of trauma as well as first-responders to traumatic events. She has represented Richmond internationally (in both Greece and Trinidad/Tobago) to serve counselors who are engaged in field work associated with working with trauma victims, and has led Green Cross crisis response teams to Virginia, Texas, and Puerto Rico.

Lorrie Slater has also been involved in multiple Green Cross Trauma initiatives. She has represented Richmond internationally (in Greece) to serve counselors who are engaged in field work associated with working with trauma victims, and has served as part of a Green Cross crisis response team in Texas.

Sonja Sutherland has served as an ASERVIC Ethics Committee Member for the 2016-2017 and 2017-2018 terms. Additionally, she was recognized as an ASERVIC Professional Emerging Leader in 2016, and has served as part of a Green Cross crisis response team in Charlottesville, Virginia. She is CEO of The Legacy Consortium, Inc. – a nonprofit focused on community-based initiatives for multi-cultural family wellness and minority youth leadership development, and has developed a Family and Mental Wellness radio show that airs weekly.

Tyler Rogers (hired as Core Faculty in 2017) serves as an Editor for the Journal of Counseling Research and Practice.

Mary Plisco has served as an advocate for individuals with Obsessive Compulsive Disorder and their family members.

Jama White has served those engaged in international and domestic missionary work.

Faculty members continue to be actively involved in professional counseling and supervision, family life education, pastoral counseling, church leadership, and various other services in local communities. Further, as reference above, in regard to direct services, during the last two years, the faculty of Richmond provided over 8,000 hours of professional counseling. Total lifetime hours of professional counseling provided by Richmond faculty members is over 600,000 hours.

CONTINUOUS IMPROVEMENT

2016 – 2017 Continuous Improvement - School of Counseling

Richmont's Clinical Mental Health Program has used findings from its continuous and systematic program evaluation activities to inform program improvements and modifications. In response to feedback from graduating students during the exit interview process (See [Exit Interview 2016 – highlighted](#); [Exit Interview 2017 – highlighted](#)), the following program improvements were made within the July 1, 2016 through December 31, 2017 reporting period:

IMPROVEMENTS TO ADVISEMENT PROCESS			
Student Requests from Feedback Received	Programmatic Response/ Related Implementation	Date of 1st Implementation	Supporting Evidence
<ul style="list-style-type: none">• Defining student/advisor relationship and how it's different than in undergrad• To better understand the advisement process, the purpose, and how to prepare for meeting with your advisor• Contact with advisor to be mandatory	<ul style="list-style-type: none">• Student Advisement Week: a collaborative program change implemented by Student Services and Academic Affairs, with the goal of increasing student/advisor connection.	Spring 2017	SOC Advisor Manual, 2016-17, p. 4 Advisor Manual SOC 2017-2018, p. 8 Richmont Academic Catalog 2017-2019, pp. 19, 90, 91, 92 Advisement Week Posting

<ul style="list-style-type: none"> • Ability for contact with advisor to be frequent • Making advisement process more helpful (i.e. “having someone to really talk about what you want to do [as a counselor] and work through the thought process”) 			
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COURSE INTRODUCTIONS, SEQUENCE AND ALIGNMENT IMPROVEMENTS

Student Requests from Feedback Received	Programmatic Response/ Related Implementation	Date of 1st Implementation	Supporting Evidence
<ul style="list-style-type: none"> • Class sequence changes • To make a class change; “Models of Relating” and “Counseling and Spirituality” were too similar 	<ul style="list-style-type: none"> • Course sequence adjustments • Course eliminations and reconfiguration, and • Course introductions 	Fall 2016	Course Offerings and Changes - 2016-2019 Spring 2018 Weekly

COUNSELOR EDUCATION INTEGRATION CURRICULUM IMPROVEMENTS

Student Requests from Feedback Received	Programmatic Response/ Related Implementation	Date of 1st Implementation	Supporting Evidence
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<ul style="list-style-type: none"> • Having better content and sequence of theology coursework • Making integration applicable/practical • To be more consistent (“it varied from professor to professor”) • To have Integration throughout classes instead of an add-on activity in many courses (i.e. “Sometimes praying or devotions were the only integration”) • Integrative classes overall needing more depth and bridging between clinical and spiritual throughout the program 	<ul style="list-style-type: none"> • Filling of the position of Vice-President of Integration for the School of Counseling, which was vacated since 2012 	<p>Hire Date: July 1, 2017</p>	<p>Richmont Academic Catalog 2017-2019, pp. 8, 44 – Highlighted</p> <p>Improvements Based on Spring 2017 Survey Results</p> <p>Sartor Contract 2011-2012</p> <p>Sartor CV</p> <p>Integration Chair – CES Faculty Contract</p> <p>Integration Report for SOC (Sartor) 2018.03.16</p>
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<ul style="list-style-type: none"> Complete redo of integration, to train counselors to see through a Christian lens, in all classes, and offer integration as extra classes 			
CLINICAL TRAINING PROGRAM IMPROVEMENTS			
Student Requests from	Programmatic	Date of 1 st	Supporting Evidence
Feedback Received	Response/ Related Implementation	Implementation	
<ul style="list-style-type: none"> Connect current interns completing the program with students entering practicum Better inform students about the realities of internship year and clinical expectation More organization for clinical training To clearly communicate about internship year in the initial 	<ul style="list-style-type: none"> Intern Dinner Internship Fair Hope Center Orientation 	<p>January 2018</p> <p>December 2017</p> <p>Spring 2016</p>	<p>Hope Center Orientation 2016 Feedback Form</p> <p>7.14.2017 Internship Exchange Meeting</p> <p>Student Monthly E-News Events Ads – p. 6</p>

<p>orientation to the SOC</p> <ul style="list-style-type: none"> • To be more informed about clinical aspects required for internship training • Defining the reasons for some of the rules/logistics at Hope Center. • More support during the Internship process ("it felt so unorganized; it was a struggle; needed more advanced instruction on how to look for intern site and what to do") 			
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Improvements to Advisement Process

A primary focus of academic student services is through faculty advisement and mentoring. Initially, the registrar's office makes student/advisor assignments. Specific advisement and mentoring functions include

- Assisting advisees in defining and developing academic and professional development plans.
- Assisting advisees in monitoring progress towards academic and professional goals.

- Discussing and demonstrating relationships between academic programs and professional goals.
- Interpreting and providing a rationale for university and academic policies, procedures, and requirements.
- Demonstrating knowledge about Programs of Study and university programs.
- Maintaining an advisement file for each student advisee.
- Referring advisees when academic, clinical, interpersonal, attendance, or other personal problems, require intervention by another professional.
- Informing students of nature of advisor/advisee relationship.
- Developing a caring relationship with advisees.
- Informing and reminding students of special services available to them for remediation, academic assistance, and other needs.
- Completing Student Qualifying Evaluation forms each fall, spring and summer regarding the student body and attend SQE faculty meeting each semester.
- Completing Student Remediation Plans, as needed, for your advisees with identified academic, clinical, or interpersonal concerns following SQE meeting.
- Being available to meet with your advisee to discuss any questions, concerns, etc. about student feedback process and SQE. (see [SOC Advisor Manual, 2016-17, p. 4](#)).

Advisor loads are kept to a minimum to provide each student with individual attention. The Registrar provides support for faculty in the advisement process.

In response to feedback on graduating student exit interviews, and in the interest of increasing student wellness, Richmond decided to dedicate a full week to being intentional about advising, relating, and connecting (See [AAC minutes April 5, 2017 Advising Week](#)). One goal of this program improvement was the need to increase faculty availability to students in order to mentor and advise students personally and professionally. The first advisement week was held in Spring 2017, and will continue to be scheduled each semester during the 3rd week of September each Fall, and the 2nd week of February every Spring. Details about advisement week are provided to faculty and students (See [Advisor Manual SOC 2017-2018, p. 8 - highlighted](#); [Advisement Week Posting](#); [Richmont Academic Catalog 2017-2019, pp. 19, 90, 91, 92 – highlighted](#); [Advisement Communications](#)).

CMHC Course Introductions, Sequence & Alignment Improvements

Within the last two years, Richmond's CMHC program initiated several program improvements through course sequence adjustments, course eliminations or reconfigurations, and course introductions (see [Course Offerings and Changes - 2016-2019 - highlighted](#)). An overview of course sequence and alignment improvements within the program can be seen in the table below.

The impact of these changes will be reflected in future course evaluations, CMHC Graduation Surveys, and CMHC General Student Surveys.

Course Eliminations and Reconfigurations	
Clinical Assessment and Clinical Appraisal	There were two assessment/appraisal classes in the curriculum and students and faculty complained that there was too much overlap so the two courses were combined (Clinical Appraisal and Clinical Assessment, both two-hour classes) into one three-hour class, <i>Clinical Appraisal and Assessment</i> .
Counseling and Spirituality and Models of Relating	Course evaluations indicated a lot of overlap with the Models of Relating class, so two courses were combined (Counseling and Spirituality with Models of Relating, both two-hour classes) to make one three-hour class called <i>Relating Faith and Spirituality to Counseling</i> .
Course Introductions	
CED5112 Personal and Professional Identity of the Counselor	The rationale for developing both these courses was to more explicitly define the difference between the CMHC and MFT programs of study. Since MFT students take the entire 67 hours of the CMHC program, the CED5612 course identifies them as marriage and family therapists and is key in delineating the distinction from the counselor identity associated with the CMHC program (See Spring 2018 Weekly).
CED5612 Person of the Marriage and Family Therapist	
Course Sequence Changes	
Counseling Systems and Interventions	This class was moved from the Spring to the Fall semester because faculty deemed it important as a prerequisite for more advanced classes in the curriculum sequence.
CED7123 Group Counseling Theory and Practice	Feedback from students and course faculty indicated a barrier to learning that was related to whether or not students had taken the Helping Relationships course which covers basic responding skills. The decision was made to require Helping Relationships as a pre-requisite for the Group Counseling course.
CED6833 Addictions Counseling: An Integrative Approach to Assessment and Treatment AND CED6832 (for students completing degree under previous catalogs)	Many states require a three-credit class in Addictions for licensure. The class was changed to a three-credit class to help facilitate students seeking licensure in states other than TN and GA. This change will help students and the portability of their program seeking licensure in other states.

Clinical Training Program Improvements

In response to student feedback requesting better information about the realities of the internship year, clarity about clinical expectations particular to the Hope Center internship sites, and more support during the internship process (how to look for an internship site and what to do), the Clinical Affairs Department initiated two program-wide events. The Hope Center Orientation was designed as a one-day training taking place just before the beginning of Practicum to familiarize new interns with the clinical expectations and processes specific to working at the Hope Center ([See Hope Center Orientation 2016 Feedback Form](#)).

The first annual Internship Fair was also held in December 2017 ([See 7.14.2017 Internship Exchange Meeting; Student Monthly E-News Events Ads – p. 6](#)). The Internship Fair was designed to help interns have an opportunity to meet with supervisors and directors at potential sites in a networking, pre-interview type of setting. Representatives from the various internship sites came to campus one month prior to the time frame designated for students to begin contacting internship sites and applying for placement. Potential sites provided informational booths/tables set up in the main classroom on the Atlanta campus, with representatives available to answer questions students had about the sites and the internship experiences. Prior to the start of the day, students met with the Dean of Clinical Training to gain greater understanding of the requirements for finding an internship site, and how to prepare for and approach this next step. This is scheduled to be an annual internship program event.

An effort was also made to respond to exit interview feedback from past graduates surrounding the need for connection between upcoming and current interns. Students were able to receive encouragement from current interns as part of the Internship Fair. Students came away with a sense of support for the next steps in the journey as well as some personal interactions and direct information about the opportunities at various potential internship sites. A similar event was held in Chattanooga where internship sites came and spoke to the Applied Lab classes, providing information and fielding questions about their sites. These are scheduled to be annual internship program events.

The Internship Panel and Dinner was held 5 months prior to the start of Practicum ([See Student Monthly E-News Events Ads – p. 6](#)). This event was initiated on the Atlanta campus in response to comments in surveys from Atlanta students about wanting more information about the internship year and wanting more contact for the evening students. In Atlanta, in order to respond to the requests of evening students, a late afternoon gathering was organized where select current interns served on a Q & A panel for incoming interns. Dinner was also served providing an even more informal format for interaction. In Chattanooga, a regular community time was devoted to an Internship Panel Discussion. These are scheduled to be annual internship program events.

Counselor Education Integration Curriculum Improvements

Richmont approaches graduate education through the integration of counseling with spiritual and theological concepts. Integration describes a spiritually sensitive approach to professional counseling that operates within the bounds of ethical standards and a commitment to academic and clinical excellence. All students in the School of Counseling complete coursework in the integration of faith and mental health counseling. The goal of these experiences is to provide Biblical and scientific data from which students can build a model of counseling (See [Richmont Academic Catalog 2017-2019](#), pp. 8, 44 - highlighted). Because of this, the program has historically pursued faculty with strong doctoral level biblical theology foundations in order to accomplish this mandate, as it is incorporated in our graduate program philosophy. However since 2014, there has been a significant transition in faculty educational background, with a shift toward faculty with Counselor Education and Supervision doctoral training. Additionally, a previous staff position of Integration Chair had remained unfilled for several years, predating 2014. From a staffing perspective, the result is that the larger majority of full-time core faculty no longer possess the biblical theology educational background needed to accomplish the counseling integration mandate for our graduate program. From a student perspective, feedback in graduate exit interviews has pointed to increasing deficiencies in this program content area, and a decrease in satisfaction with integration aspect of their counselor training (See [Improvements Based on Spring 2017 Survey Results](#)). This has compromised the overall mission of the School of Counseling:

“Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.”

In an effort to address this feedback, the decision was made to hire Dr. Dan Sartor as Vice President of Integration for the School of Counseling. Dr. Sartor taught in Richmont’s counselor education program beginning in 2011 (See [Sartor Contract 2011-2012](#); [Sartor CV](#)), and as such holds both counselor education experience and biblical theology background, representing a balance in both the integration and counselor identities we seek to develop in our students. His role will simultaneously strengthen our core faculty base, and provide leadership for program improvements in both faculty training, integration coursework, and students’ practical application of spiritually sensitive clinical mental health counseling (See [Integration Report for SOC \(Sartor\) 2018.03.16](#))

Student Comprehensive Assessment

As shown in the [SOC Course-based & Comprehensive Assessment Rollout](#), the School of Counseling’s assessment processes have been improved and now encompasses a course-based assessment component (which focuses on academic progress), as well as a comprehensive assessment component, which focuses on students’ holistic personal development. The individual components of the comprehensive assessment component focus on students’ emotional, spiritual, mental and dispositional growth. These assessments document the changes

that occur in these nonacademic areas over students' tenure at Richmond, with the goal of identifying what we may be able to support students' ongoing growth as healthy counselors (See [Student Comprehensive Assessment Explanation 10.20.17](#)).

The student comprehensive assessment initiative was instituted at Richmond in an attempt to validate the changes that occurred in a student's life that would not show up on their transcript. We believe that Richmond's mission statement of "providing Christ-centered education and research that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities" begins with the counselor education program as a crucible of change in the lives of our students.

The [Student Comprehensive Assessment Launch Communications](#) provide information on its implementation which began fall 2017. The student comprehensive assessment allows students to complete components of the assessments in individual segments attached to several of the required classes. As stated previously, the primary purpose of these assessments is to document the changes that will occur in these non-academic areas over students' tenure at Richmond, with the goal of identifying what we may be able to do to support students' ongoing growth. The secondary goal of these assessments is to ensure that Richmond is training counselors who, once graduated and in the field, are fully capable of promoting healing, restoration and transformation in their own lives, as well as in the lives of their clients (See [Richmont CMHC Comprehensive Assessment Plan](#)). The first review of the student assessment process will occur following the second semester of data collection in May 2018. As this process continues to develop, these assessments may be factored into the School of Counseling Student Qualifying Evaluation (SQE) process. As a part of this process, every student is evaluated each semester for readiness to continue to the next level of training, and throughout the course of the degree program, faculty must unanimously affirm a student's clinical abilities, interpersonal skills, and academic performance before they are granted approval for graduation (See [Student Qualifying Evaluation- Catalog pp.29-32](#)).

Educational Program Changes

In Fall 2017, Richmond announced a change in the course offerings in the School of Counseling. Historically Richmond has offered an M.A. in Clinical Mental Health Counseling, and an M.A. in Marriage and Family Therapy. The content of these degrees has been as follows:

M.A. in Clinical Mental Health Counseling 67 credit hours	M.A. in Marriage and Family Therapy 77 credit hours
67 credit hours including: <ol style="list-style-type: none"> 1. Integration Curriculum 2. Counseling Courses & Clinical Training Curriculum 3. Professional Identity & Ethics 4. Research 	67 credit hours including: <ol style="list-style-type: none"> 1. Integration Curriculum 2. Counseling Courses & Clinical Training Curriculum 3. Professional Identity & Ethics 4. Research

5. Advanced Clinical Intervention Courses	5. Advanced Clinical Intervention Courses
	<p>PLUS an additional 10 credit hours</p> <ol style="list-style-type: none"> 1. Family Systems Theory (2) 2. Healthy Family Functioning (2) 3. Structural and Behavioral Marriage and Family Therapy (3) 4. *Brief, Solution-Focused, Communication Approaches to Marriage and Family Therapy (3) <p>*OR</p> <ol style="list-style-type: none"> 5. *Contextual, Narrative and Interpersonal Models of Counseling (3)

Beginning in January, 2018, the M.A. in Marriage and Family Therapy degree will be discontinued as an enrollment offering for new students entering the program. The M.A. in Clinical Mental Health Counseling remains the same and will be the single degree offered within the School of Counseling. For any students interested in honing skills in working with couples and families, a Certificate in Marriage and Family Therapy can be added as an option.

For students currently enrolled in the M.A. in Marriage and Family Therapy (MAMFT) degree program, all courses will remain the same, and the degree in its current form will be taught to completion for these students. These students are eligible for dual licensure in the states of Georgia and Tennessee because the content of the degree covers the course requirements for both LPC and MFT licensure. If they so desire, current MFT students also have the option of switching to the M.A. in Clinical Mental Health Counseling degree program if they have not begun practicum.

All students entering Richmond Graduate University beginning in January, 2018 will enter under the M.A. in Clinical Mental Health Counseling degree program, and will have the option to add on the Certificate in Marriage and Family Therapy (MFT). This new Certificate in MFT will include the same additional 10 credit hours noted above that were previously taught as part of the MFT degree. For new and current students who choose to add on this Certificate, they too will be eligible for dual licensure in the states of Georgia and Tennessee because the content of the degree covers the course requirements for LPC licensure, and the degree plus the certificate covers the course requirements for MFT licensure.

**Overview of School of Counseling Degree Programs Updates
10/24/2017**

	Degree Offerings	Certificate Offerings	Potential Graduate Outcomes
Through December 2017	<ul style="list-style-type: none"> • M.A. Clinical Mental Health Counseling (CMHC) • M.A. Marriage & Family Therapy (MFT) 	<ol style="list-style-type: none"> 1. Trauma Counseling 2. Christian Sex Therapy 3. Counseling & Adolescent Counseling 4. Spirituality and Counseling Practice 5. Addictions Counseling 	<ul style="list-style-type: none"> • MA in CMHC (<i>license eligible for LPC</i>) • MA in MFT (<i>license eligible for LPC and MFT</i>)
Beginning January 2018	<ul style="list-style-type: none"> • M.A. Clinical Mental Health Counseling 	<ol style="list-style-type: none"> 1. Trauma Counseling 2. Christian Sex Therapy 3. Counseling & Adolescent Counseling 4. Spirituality and Counseling Practice 5. Addictions Counseling 6. *Marriage and Family Therapy* 	<ul style="list-style-type: none"> • MA in CMHC (<i>license eligible for LPC</i>) • MA in CMHC with added Certificate in Marriage and Family Therapy (<i>license eligible for MFT</i>)

Roll Out to University November 2017 – April 2018	Roll Out for Marketing and Admissions
<ul style="list-style-type: none"> • Email to faculty as follow up to prior discussions and recommendations regarding proposed changes • Email to staff and student body from Dean of the School of Counseling • Discussion facilitated by Deans and faculty in the following clinical courses 	<ul style="list-style-type: none"> • Preview Day – November 2017 • Pre-enrollment discussion with Spring 2018 MA in MFT applicants to assist in decision-making with newest options • Update to website and marketing materials

<p>following email communication (Helping Relationships; Applied Lab)</p> <ul style="list-style-type: none"> • Community Time for Student Body Q & A 	
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Notification of the change was reported to SACSCOC on October 24, 2017 (See [SACSCOC MFT Notification](#)). Approval was received on February 16, 2018 (See [SACSCOC Approval – MFT Transition](#)).

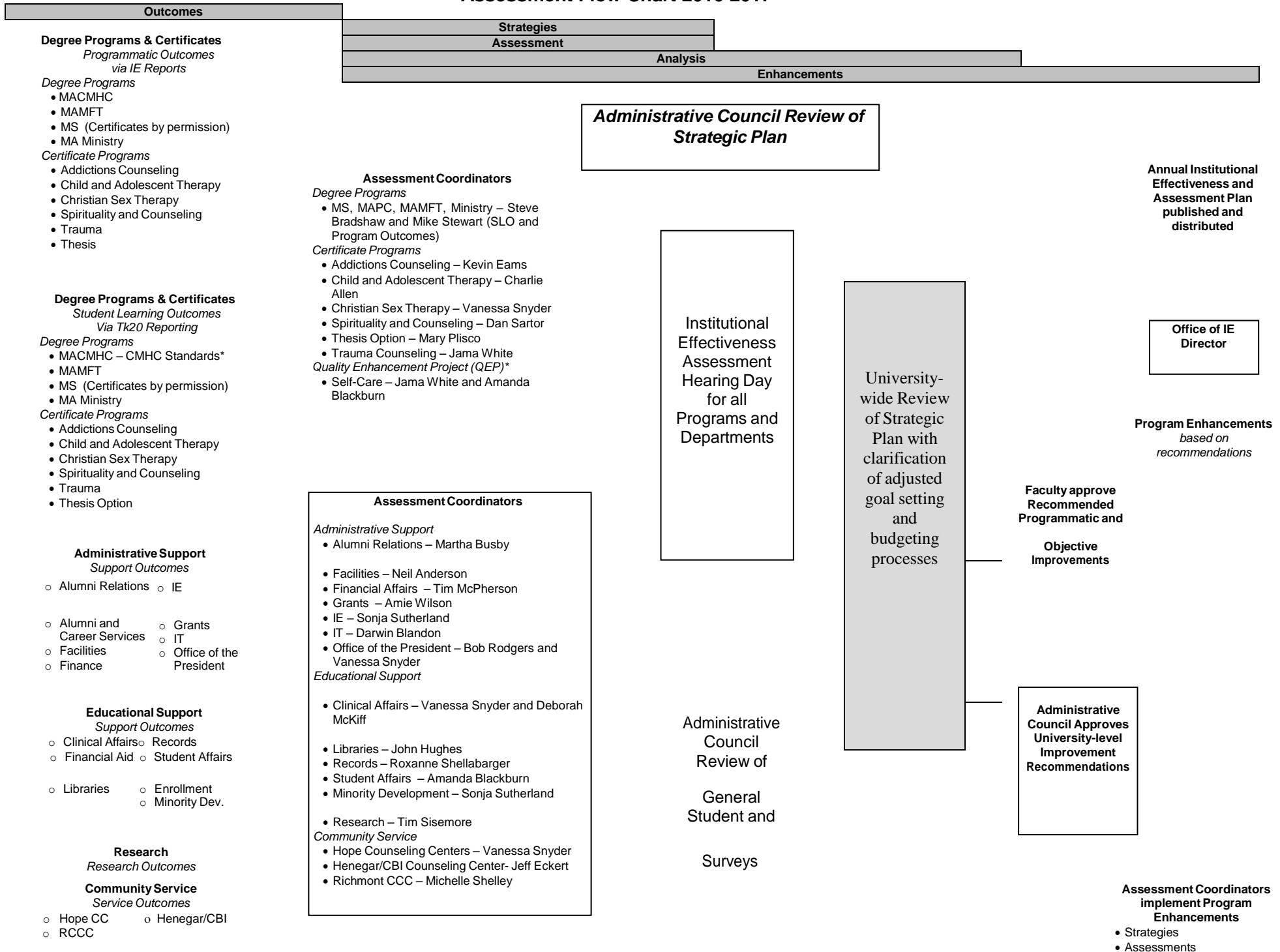
List of Supporting Documents

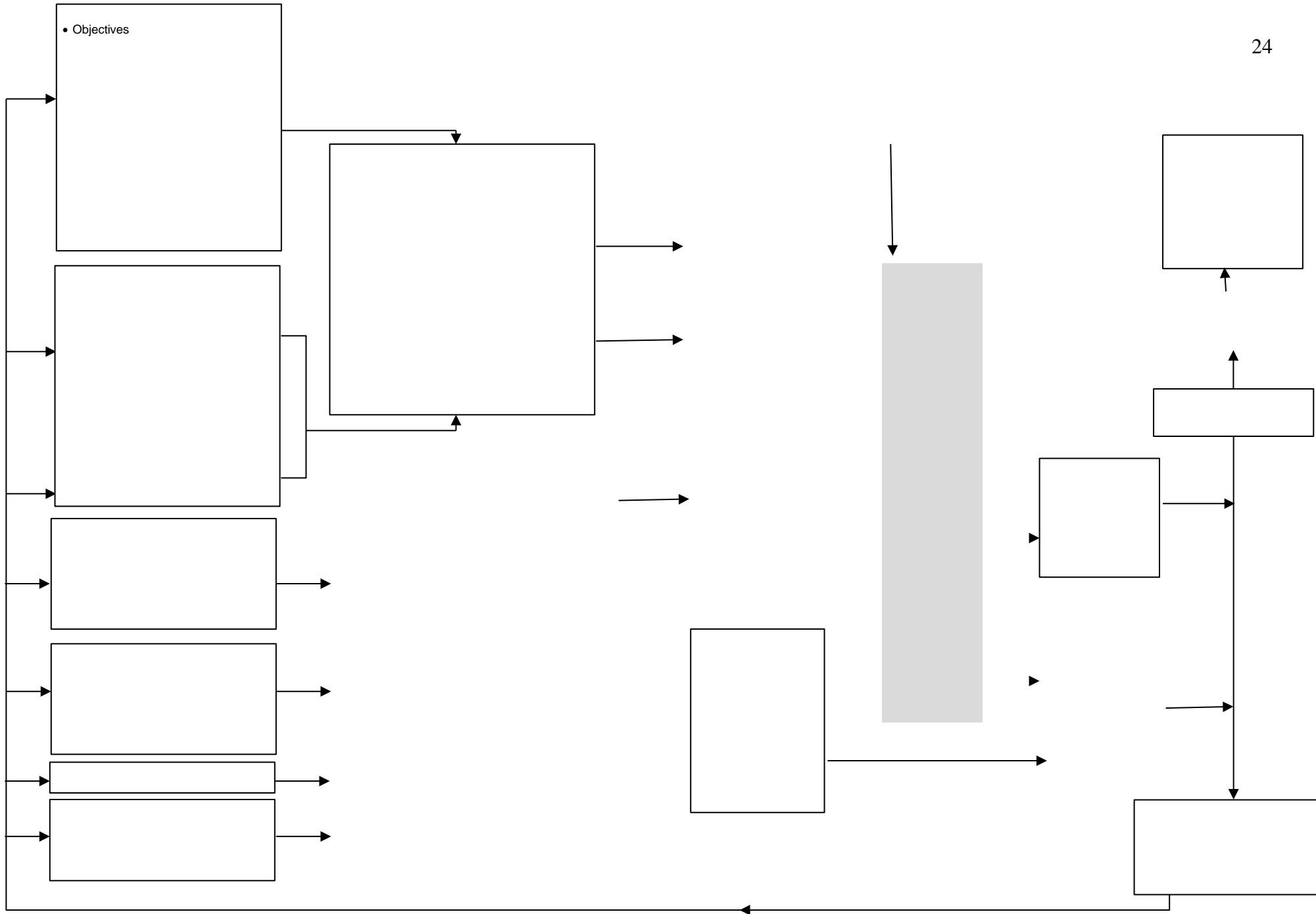
IE Assessment Flow Chart 2016-2017
 2016-2017 IE Assessment Calendar
 TEMPLATE Dept Goals - Annual Planning & Evaluation Form 1
 Richmond Scorecard 2017
 CACREP Accreditation letter full report
 CPCE 2014-2017 – Overview of Retake Results
 CPCE Results 2014-2017
 CPCE Score Comparisons for 2014, 2015, & 2016
 Internship 2 - Lifestyle and Career
 Practicum and Internship Syllabi
 Sample Syllabi-CACREP SLOs
 SOC Required Student Outcomes
 SOM Required Student Outcomes
 Core Faculty Engagements in Professional Activities
 Exit Interview 2016
 Exit Interview 2017
 SOC Advisor Manual, 2016-17, p. 4
 Advisor Manual SOC 2017-2018, p. 8
 Advisement Week Posting
 Richmond Academic Catalog 2017-2019, pp. 19, 90, 91, 92 AAC
 Minutes April 5, 2017 Advising Week
 Advisement Week Communications
 Course Offerings and Changes - 2016-2019
 Spring 2018 Weekly
 Hope Center Orientation 2016 Feedback Form
 7.14.2017 Internship Exchange Meeting
 Student Monthly E-News Events Ads – p. 6
 Richmond Academic Catalog 2017-2019, pp. 8, 44 – highlighted
 Improvements Based on Spring 2017 Survey Results
 Sartor Contract 2011-2012
 Sartor CV

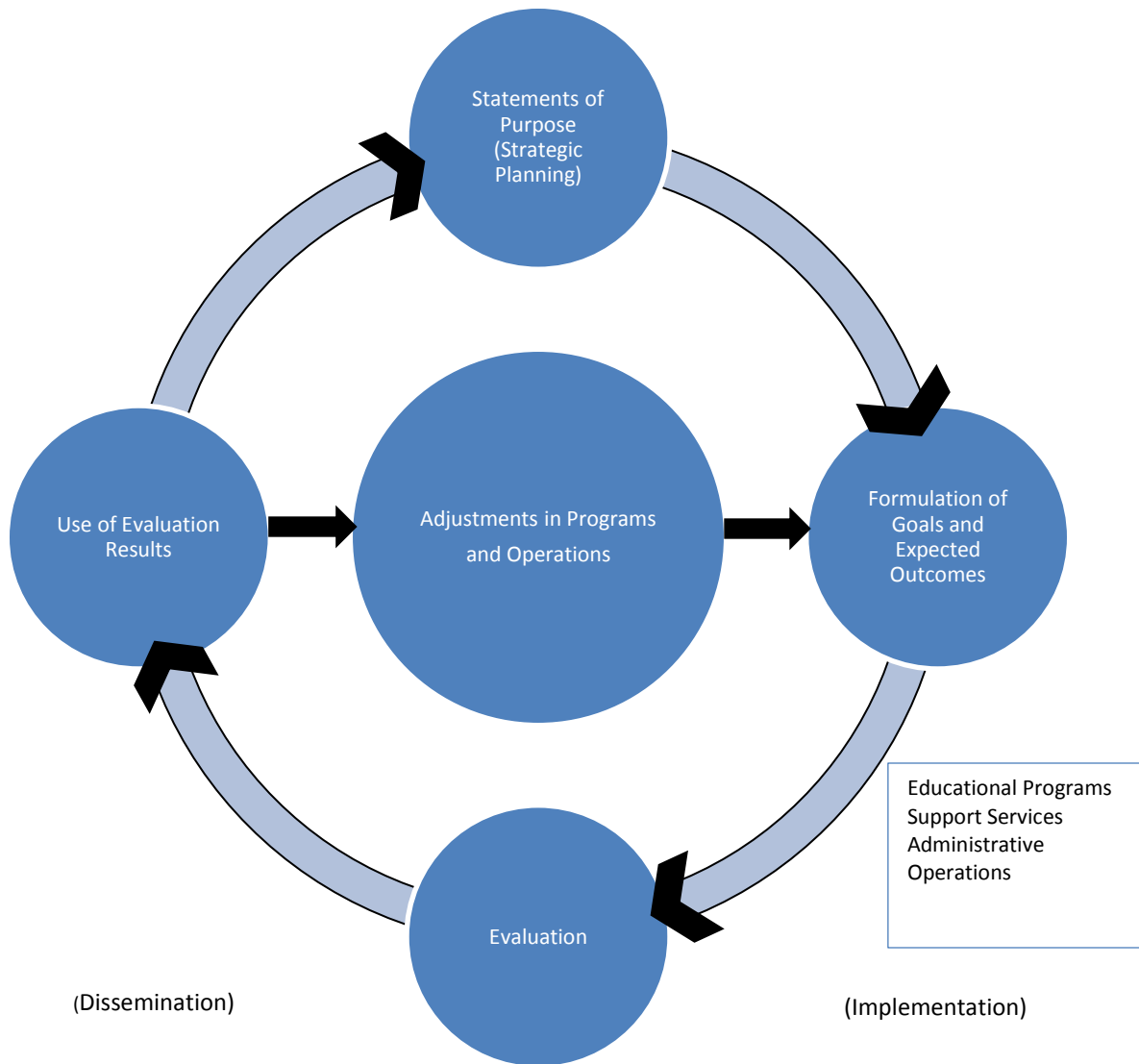
Integration Report for SOC (Sartor) 2018.03.16
SOC Course-based & Comprehensive Assessment Rollout
Student Comprehensive Assessment Explanation 10.20.17
Student Comprehensive Assessment Launch Communications
Richmont CMHC Comprehensive Assessment Plan
Student Qualifying Evaluation- Catalog pp. 29-32
SACSCOC MFT Notification
SACSCOC Approval – MFT Transition

IE ASSESSMENT FLOW CHART

Office of Institutional Effectiveness Assessment Flow Chart 2016-2017







Statements of Purpose

The Richmond Graduate University Mission Statement:

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

The Richmond Graduate University School of Counseling Mission Statement:

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

The Richmond Graduate University School of Ministry 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, to become whole and holy people, and to lead and serve effectively.

Statement of Faith

Richmont Graduate University is founded on principles that adhere to the National Association of Evangelicals Statement of Faith appearing below. This statement has been affirmed by more than 70 denominations and thus represents a broad evangelical consensus. All faculty members affirm this statement, and students who attend Richmont are taught from a Christian perspective.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit, by whom the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

ADMINISTRATIVE SUPPORT IE REPORT

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

UNIT: Administrative Support Services

- Alumni and Career Services
- Facilities – Atlanta
- Facilities – Chattanooga
- Finance
- Grants (Institutional Writing)
- Institutional Effectiveness
- Information Technology

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

Unit Title: Administrative Support Services
INSTITUTIONAL EFFECTIVENESS PLAN

FOR ACADEMIC SEMESTER: 2016-2017 Academic Year

DEPARTMENT: Alumni and Career Services

PURPOSE STATEMENT: The Richmond Graduate University Career Services program serves as a support to students and alumni in the areas of resume writing, interview skills, job search, and employment opportunities.

GOALS:

- 1) Achieve a 30% employment rate upon graduation for the most recent graduating class.
- 2) Achieve a 90% employment rate upon 6 months post-graduation for the most recent graduating class with at least 50% of survey participation.
- 3) Secure 300 Alumni and Career Services Facebook Members. Achieve 75 employment posts between the months of April and August 2016.
- 4) Provide assistance to students regarding professional development and job placement through providing a review of 120 student and alumni resumes and cover letters to at least 100 individuals.
- 5) Host 4 Community Connection Networking Events (1 per semester, per campus) with at least 4 participating organizations at each event with 15 students in attendance.
- 6) Pair at least 12 students with Alumni Mentors for the 2016-2017 Academic Year.
- 7) Educate alumni on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

ASSESSMENTS:

1. Assessments for Goal 1: Graduation Survey
 - a. Criterion: 50% employment rate
2. Assessments for Goal 2: 6 months post-graduation survey
 - a. Criterion: 90% employment rate. 50% Survey Participation
3. Assessment for Goal 3: Facebook Group Tracking
 - a. Criterion: 300 Members and 75 job posts
4. Assessments for Goal 4: Resume Review Tracker
 - a. Criterion: 100 reviewed resumes
5. Assessments for Goal 5: Event Advertisements and Event Sign-In Sheets
 - a. Criterion: 4 events with 4 participants per event and 15 student attendees
6. Assessments for Goal 6: Alumni Mentor Tracker

- a. Criterion: Pair 12 students with Alumni Mentors
- 7. Assessments for Goal 7: Distributed information; performance reviews; survey feedback
 - a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
 - b. Criterion: Self-Care goal developed and formally included in performance evaluation.
 - c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

LOCATION OF RESULTS:

All results of reports and logs will be maintained in the office of Alumni and Career Services. The Office of Alumni and Career Services is responsible for collection, tabulation, disaggregation, and dissemination of all assessment results.

DISSEMINATION/DISCUSSION:

Results will be reported to Amanda Blackburn, Dean of Students, Vanessa Snyder, Interim President, and Sonja Sutherland, IE Chair.

RESULTS:

Results for Goal 1: The goal was **met. 84%** of those that responded had employment upon graduation. Further analysis shows that out of the 79 students that were surveyed only 25 responded. For the Class of 2017, graduating students were surveyed by degree program. Thus, results will be reported in the same manner.

For the graduates completing the MACMHC degree, **73.3%** reported having employment upon graduation. 41 of the MACMHC graduates were invited to participate in the survey and 15 participated.

For the graduates completing the MAMFT degree, **100%** reported having employment upon graduation. 19 of the MAMFT graduates were invited to participate in the survey and 7 participated.

For the graduates completing the MSCPS degree, **100%** reported having employment upon graduation. 2 of the MSCPS graduates were invited to participate in the survey and 2 participated.

For the graduates completing the MAMIN degree, **100%** reported having employment upon graduation. 17 of the MAMIN graduates were invited to participate in the survey and 1 participated.

Target marks for percentage of employment were reached for all groups. The Office of Career Services is satisfied with the number of graduates reporting employment post-graduation. Unfortunately, the number of graduates participating in these surveys is 31.6%. New modifications for advanced survey participation will need to be considered. Richmond's Career Services program continues to be modified and improved. The Career Services Office plans to make modifications to the time in which Graduation Surveys are sent out to increase the graduating students' response rate.

Results for Goal 2: This goal was **partially met**. Upon review of Richmond's 2016 6 Month Post-Graduation Surveys for the degrees in the School of Counseling and the School of Ministry, results for the MACMHC graduates show that **82.6%** reported having secured employment 6 months post-graduation and **64.8%** of the graduates participated in the survey. Further analysis shows that 67.6% of the MACMHC graduates participated in the survey. 34 graduates were invited to participate in the survey and 23 graduates participated in this survey. 43.5% secured employment immediately after graduation, 4.3% secured employment 1 month after graduation, 17.4% secured employment 2 months after graduation, 8.7% secured employment 3 months after graduation, 4.3% secured employment 4 months after graduation, 4.3% secured employment 5 months after graduation, and 4.3% have not secured employment. 13% state "other" but unfortunately the subjective data was unavailable and therefore cannot be analyzed. Richmond is now surveying students and alumni through a different medium and hopefully that will increase the probability that subjective data will be included.

Results for the MAMFT graduates show that **78.9%** reported having secured employment 6 months post-graduation. Further analysis shows that **61.3%** of the MAMFT graduates participated. 31 graduates were invited to participate in the survey and 19 graduates participated. 42.1% secured employment immediately after graduation, 15.8% secured employment 1 month after graduation, 10.5% secured employment 3 months after graduation, 5.3% secured employment 5 months after graduation. 5.3% secured employment 6 months after graduation. 5.3% have not secured employment even though they have been trying and 5.3% have not secured employment but they have not been trying. 10.5% state "other" but unfortunately the subjective data was unavailable and therefore cannot be analyzed. Richmond is now surveying students and alumni through a different medium and hopefully that will increase the probability that subjective data will be included.

Results for the MAMIN graduates show that **100%** reported having secured employment 6 months post-graduation. Further analysis shows that **83.3%** of the MAMIN graduates participated. 5 graduates were invited to participate in the survey and 4 graduates participated.

75% were already employed prior to attending Richmond and 25% secured employment immediately after graduation.

Target marks for percentage of employment was reached for one of the three groups, while the other two were close to reaching the goal. All three groups had over 50% participation from the graduates with one group (MAMIN) having 83.3% participation. Richmond's Career Services program continues to be modified and improved. Continued partnership with the student services team is expected to increase awareness of and use of Richmond Career Resources for student prior to graduation with hopes of increased employment rates 6 months post-graduation.

Results for Goal 3: This goal was **partially met**. Currently, there are **331** members of the Alumni & Career Services Facebook Group but there were **54** career postings during the months of April-August of 2016. Modifications will involve increased, focused employment postings and trainings.

Results for Goal 4: This goal was **met**. The resume tracker revealed **112 individuals** requested or utilized resume review with a total of **149 resumes and cover letters** reviewed during 2016-2017. Modifications have been made to further enhance student awareness of access to resume review through partnership with faculty to recommend Career Services to students before they apply to internship sites.

Results for Goal 5: The goal was **partially met**. **Four** Community Connection Networking events occurred during 2016-2017 (1 per semester, per campus). Atlanta's fall opportunity had **7** organizations in participation with **10** students attending. Chattanooga's fall opportunity had **5** organizations in participation but record of student attendance is missing. Atlanta's spring opportunity had **6** organizations with **14** students attending, and Chattanooga's spring opportunity had **4** organizations with **12** students in attendance. Modifications will include partnering with Student Affairs and Clinical Affairs to better serve Richmond students and offer an annual career fair at a more relevant time during the year.

Results for Goal 6: This goal was **met**. The Alumni Mentor Tracker revealed **14** students requested and were connected with an Alumni Mentor during 2016-2017 with an additional 11 students still being connected to their Alumni Mentor from 2015-2016, totaling **25** students that utilized the Alumni Mentor Program. Modifications will include an increased attempt to better partner students and alumni by surveying alumni and students on their areas of mentoring interest.

Results for Goal 7: This goal was **partially met**. The Alumni & Career Services Office self-reported 100% improved understanding of the Quality Enhancement Plan. The Alumni Services Office has distributed self-care of the counselor information through monthly Alumni E-News Update. The Alumni Services Office has also notified alumni about Richmond's Self-Care QEP through the monthly Alumni E-News Update. Modifications for the coming year will be

increasing awareness of Richmond's Quality Enhancement Plan to alumni through Alumni Services monthly Alumni E-News Update.

MODIFICATIONS/PLANNED IMPROVEMENTS BASED ON ANALYSIS OF RESULTS AND/OR NEW GOALS:

Modifications (based on analysis of results) and/or New Goals for Goal 1: Career Services Office plans to make modifications to the time in which Graduation Surveys are sent out to increase the graduating students' response rate.

Modifications (based on analysis of results) and/or New Goals for Goal 2: Richmond's Career Services program continues to be modified and improved. Continued partnership with the student services team is expected to increase awareness of and use of Richmond Career Resources for student prior to graduation with hopes of increased employment rates 6 months post-graduation.

Modifications (based on analysis of results) and/or New Goals for Goal 3: Modifications for the coming year will include increased, focused employment postings and trainings.

Modifications (based on analysis of results) and/or New Goals for Goal 4: Modifications for the coming year will include partnership with faculty to recommend Career Services to students before they apply to internship sites.

Modifications (based on analysis of results) and/or New Goals for Goal 5: Modifications will include partnering with Student Affairs and Clinical Affairs to better serve Richmond students by offering an annual career fair at a more relevant time during the year.

Modifications (based on analysis of results) and/or New Goals for Goal 6: Modifications will include an increased attempt to better partner students and alumni by surveying alumni and students on their areas of mentoring interest.

Modifications (based on analysis of results) and/or New Goals for Goal 7: Modifications for the coming year will be increasing awareness of Richmond's Quality Enhancement Plan to alumni through Alumni Services Monthly Alumni E-News Update.

TIMELINE, REQUIREMENTS, AND APPROVALS: Timeline for development and advancement will be by Spring 2018 with results to be demonstrated by the Class of 2018.

UNIT: Administrative Support Services

DEPARTMENT: Facilities

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The Facilities Office coordinates building maintenance, facilities use, and interacts with public constituencies in event planning.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Comply with governmental and local standards for campus (e.g., fire, elevator), evidenced by passing inspections (see [RGU ATL Facilities Inspection Schedule](#)).

Assessments for Goal 1: To comply and pass inspections

- a. Criterion: 100% pass rate

2. Goal 2: Complete the upgrading of the emergency exit lighting at the Hope Center and main campus.

Assessments for Goal 2: Completion of projects

- a. Criterion: 100% completion rate

3. Goal 3: Install carpet on the 2nd floor glassed-in hallway (see [2nd Floor Glassed-In Walkway](#)).

Assessments for Goal 3: Completion of project

- a. Criterion: 100% completion rate

4. Goal 4: Update preventative maintenance log as needed. Specific Goal: Develop preventative maintenance plan for ice maker in kitchen and staff and student refrigerators.

Assessments for Goal 4: Completion of plan

- a. Criterion: 100% completion rate in agreed upon areas

5. Goal 5: Continue reorganizing and/or clearing out any potential storage areas/closets to better utilize space. Specific goals: remove boxes from IT closet (see [Boxes of Files in IT Closet](#)).

Assessments for Goal 5: Completion of plan

- a. Criterion: 100% completion rate in agreed upon areas

6. Goal 6: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 6: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: Goal achieved

Results for Goal 2: The Hope Center moved to campus at 1900 The Exchange in 12/17 and the work on this goal is in progress.

Results for Goal 3: This project has been moved to the deferred maintenance list pending further evaluation. There are other items on the deferred maintenance list that have a higher priority due to legal requirements or that will generate a higher return-on-investment (ROI). It is important that all repairs and maintenance projects are scheduled based on urgency, legal requirements and ROI.

Results for Goal 4: Specific goal is incomplete. Due to the resignation of the Atlanta Facilities Support Person the preventative maintenance log is still under development and review.

Results for Goal 5: The IT closet has been completed. Other storage areas are being addressed given availability and time.

Results for Goal 6: This goal was added in January and will be addressed after the QEP meeting scheduled in February. Hopefully the QEP meetings will address the majority if not all of the specific objectives and will lead to the completion of the assessments for this goal.

ANALYSIS of RESULTS

Location: Results are located on electronic files in Physical Facilities folders and IE folders backed up daily.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[X] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Facilities department/program were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as planning and facilitating the overall general maintenance of the campus. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to achieve most of our goals. Improvements could have been made with regards to monitoring/logging preventative maintenance, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

Complete and utilize the preventative maintenance plan for the purpose of improving support of the institutional mission.

Unit Title: Administrative Support Services

UNIT: Administrative Support

DEPARTMENT: Finance

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Complete compilation and review of financial reports by the 15th day after month-end.

Specific objectives:

- a. To provide the senior management current financial information which will allow the senior manager to make financial decisions while maintaining the departmental budget integrity.

Assessments for Goal 1: Calendar of monthly financial statements and budget reports

- a. Criterion: Criterion: 100% of deadlines met by year-end
-
1. Goal 2: Maintain accurate and timely student account records so that total accounts receivable balances are maintained below a target of \$200,000. Cash flow will be of primary importance this year and this goal will support positive cash flow results.

Specific objectives:

- a. Maintain accurate and timely student account records so that total accounts receivable balances are maintained below a target of \$200,000. Cash flow will be of primary importance this year and this goal will support positive cash flow results.

Assessments for Goal 2: Documentation of student account balances

- a. Criterion: Receivable balances < \$200,000

1. Goal 3: Generate all individual and IRS reports and filings in a timely manner. Accumulate information so that a calendar of reports and report deadlines are compiled for the department.

Specific objectives:

- a. Provide documentation that all forms and required filing were remitted on or before the filing deadline.

Assessments for Goal 3: Calendar of reports to be filed with filing deadlines and actual dates filed.

- a. Criterion: Criterion: 100% of deadlines met.

RESULTS

Results for Goal 1: This goal was not met. The reports for June 2016 – December 2016 were delivered which is 59 percent completion rate. October was the only month the report was delivered by the 15th. One of the investment statements is normally received on or after the 15th. The total interest earnings cannot be posted until the statement is received which causes a delay in reviewing the month-end financial statements with the President and the delivery of the month-end statements.

Results for Goal 2: This goal was not met. The January and February student receivables were over \$200,000. This was due to an increase in the average number of hours per student of prior years.

Results for Goal 3: This goal was met.

ANALYSIS of RESULTS

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

☐ Needs Improvement

☒ Adequate

☐ Excellent

The overall 2016-2017 outcomes for the Finance department/program were assessed as Adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would result in a 100% completion of the goals. Based on this, we were successful in providing moderate support for the institution's mission in that we met 72% of our goals. Improvements could have been made with regards to the distribution of the monthly financial statements if the due date was backed up to allow additional time, since one of the investments is normally received between the 15th and 17th. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Previous request to move the delivery date of the financial statements has been denied. The Finance Department has no control over when the investment statements are received. The V.P. of Finance has tried numerous times to estimate the earnings of the LMC investment without any success. The only other option would be to record the LMC investment earnings in the following month which would allow the financial statements to be completed and distributed timely.

Unit Title: Administrative Support Services
INSTITUTIONAL EFFECTIVENESS PLAN

ACADEMIC YEAR: 2016-2017

DEPARTMENT: Institutional Writing

PURPOSE STATEMENT: The Office of Institutional Writing manages university communication to increase brand recognition, streamline university messaging, and secure revenue through private foundations.

GOALS:

1. Achieve new goals for monthly grant submissions.
2. Design method for tracking input from project managers to improve communication regarding grant deadlines, statistics, and outstanding proposals.
3. Maintain a paper and electronic history of grant submissions that can be easily shared with senior personnel as necessary.
4. Research, write, and create the university's annual report, *Perspectives*.
5. Produce press releases and website content to increase brand recognition throughout our regions of operation.

ASSESSMENTS:

1. Assessment for Goal 1: Calendar of meetings with President and with project managers; Excel grant tracking spreadsheet
 - a. Criterion: Minimum of 5 proposals per month to foundations that are in perfect alignment with university mission and current project goals
 - b. Criterion: All grant submissions tracked in Excel with corresponding research stored in Dropbox
2. Assessment for Goal 2: Monthly grants recap worksheet to be reported to Administrative Council
 - a. Criterion: Regular internal meetings with project managers to determine needs and appropriate ask amounts
 - b. Criterion: Monthly compilation of findings and outstanding proposals in grants recap worksheet
3. Assessment for Goal 3: Letters of support from public figures
 - a. Criterion: Communication with political figures and influential community members in regions of operation regarding human services outreaches
 - b. Criterion: Requests for letters of support to be included with grant proposals to increase chance of funding
4. Assessment for Goal 4: *Perspectives* report
 - a. Criterion: Interviews with students, faculty, and staff to garner information for all *Perspectives* content

- b. Criterion: Regular communication with faculty and staff to research and obtain all *Perspectives* statistics
 - c. Criterion: Coordination of Richmond's needs and preferences with graphic designer and printer
- 5. Assessment for Goal 5: Press releases and written website content
 - a. Criterion: Presence at monthly Communications Team meetings
 - b. Criterion: Communication with faculty and staff about current events at Richmond

LOCATION OF RESULTS: All research, writing, grant proposals, and data is kept electronically and on paper (as possible) in the Director of Institutional Writing's office.

DISSEMINATION/DISCUSSION: When necessary, meeting results with foundations will be emailed to authorized individuals. All foundation correspondence is shared with the President. The Administrative Council will have monthly reports regarding submitted and outstanding proposals. Furthermore, grant results will be discussed at annual Faculty Retreat (July 2017).

In Spring 2017, the position of Institutional Writer was vacated due to the resignation of this employee. It remained unfilled during the period when reporting was required. The position has not been filled to date.

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: To provide information and assistance in support of institutional planning, assessment, and decision-making essential to continuous quality improvement among programs, services, and operations and to accomplishing the mission of the University.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Continue to increase knowledge of faculty and staff about institutional effectiveness with emphasis on university-wide comprehensive assessment.

Specific objectives:

- a. Plan for assessment hearing in Summer of 2016 to review IE results and plans for improvements.
- b. Gain 90% satisfaction in survey results related to effective communication surrounding of IE plans (i.e. university-wide comprehensive assessment) and the 2018 Reaffirmation process.
- c. Additionally, based on survey feedback, provide an opportunity to 100% of department heads to meet individually or in groups to discuss IE related information.

Assessments for Goal 1: Calendar of meetings, survey results, email documentation.

- a. Criterion: assessment hearing completed by Fall 2016.
 - b. Criterion: 90% satisfaction results.
 - c. Criterion: 100% of department heads emailed with opportunity to meet individually or in groups to review IE information.
2. Goal 2: Continue to provide educational programs and administrative and student support units with timely and appropriate feedback from assessment activities.

Specific objectives:

- a. Work with faculty/staff to have 100% successful implementation of identified planned improvements based on survey feedback from 2015-2016 surveys.

Assessments for Goal 2: documentation of incorporation of survey feedback.

- a. Criterion: 100% completion of documentation of paperwork related to 2015-2016 planned improvements.
3. Goal 3: Continue to implement the institutional planning and assessment calendar and evaluate the effectiveness and utility of activities.

Specific objectives:

- a. Collaborate with Dean of Student Services and Academic Deans to maintain and continue to improve systems implemented in 2015-2016.
- b. Continue to develop at least 1 additional new assessment methodology for student learning outcomes and program objectives.

Assessments for Goal 3: IE Reporting

- a. Criterion: 2 ongoing assessment methodologies maintained
- b. Criterion: 1 new assessment methodologies identified
4. Goal 4: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- c. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- d. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 4: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- c. Criterion: Self-Care goal developed and formally included in performance evaluation.
- d. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: The Summer 2016 assessment hearing was held to review IE results and plans for improvement. 90.5% of participants indicated the meeting provided a clear understanding of the importance of the IE process at Richmond, and 90.4% indicating that the IE presentations from each department provided an understanding of the department's goals, assessment methods and results (*See Richmond Institutional Effectiveness Day, Institutional Effectiveness Day 2016 Agenda; IE Day Survey Results Summer 2016*). The IE Director met with the following unit leaders to discuss IE related concerns and progress during the 16-17 academic year: Records, Research, Alumni & Career Services, Grants, Marketing, RCCC, School of Counseling and Facilities (*See IE Mid-Year Reviews Held 16-17*).

Results for Goal 2: 100% successful implementation of identified planned improvements was not completed for all departments. However as part of departmental IE reports, departments were able to document areas of completion, along with items that were delayed in implementation, or deferred until 2017-2018, or eliminated for appropriate reasons.

Results for Goal 3: The Director of IE, Dean of Students, and Dean of Academic Affairs successfully collaborated on improving academic assessment processes through the coordinated review of course syllabi and related assignment rubrics. In addition, building of the Tk20 platform was initiated towards improving the assessment data gathering process. The platform launched in Spring 2017 with data collection testing accomplished within the Lifestyle and Career and Social & Cultural Diversity course.

Results for Goal 4: Through the Academic Affairs Committee (*See AAC 2017.2.1 - Approved 4.5.2017*), and the Administrative Council administrators and faculty were educated regarding the Self-Care QEP.

ANALYSIS of RESULTS

Overall there has been consistent improvement in administrator, faculty and staff understanding of Institutional Effectiveness and its role in institutional planning, assessment and decision-making. There was difficulty providing support to department heads through one-on-one meetings because of time constraints, so even though several meetings were accomplished, a different approach will likely be needed for the future.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Institutional Effectiveness department were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes that assist other departments and the university as a whole to assess its functioning and make improvements as driven by the university's strategic plan. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to improve staff, faculty and administrators to be able to understand the IE cyclical process. Improvements could have been made with regards to helping departments use the strategic plan to drive goal development, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Richmond Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments. Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

1. Educate university administrators on how to use the strategic plan to develop goals.
2. Develop group opportunities for monitoring progress on departmental goals.

LIST OF SUPPORTING DOCUMENTATION

(Please upload all supporting documentation with your report)

- [Richmont Institutional Effectiveness Day](#)
- [IE Day Survey Results Summer 2016](#)
- [Institutional Effectiveness Day 2016 Agenda](#)
- [IE Mid-Year Reviews Held 16-17](#)
- [Richmont Strategic Plan](#)
- [2017-2018 IE IE Goals](#)

UNIT: Administrative Support Services
DEPARTMENT: Information Technology

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The office of Information technology seeks to provide the most current technologies to faculty, staff and students to improve student learning.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Continue the upgrade of Faculty and staff workstations.

Assessments for Goal 1: Identify workstations that have yet to be upgraded and organize in order of priority.

- a. Criterion: Complete upgrade of at least 80% of the identified workstations.

2. Goal 2: Perform live training webinars on pertinent applications for the Faculty and Staff on a quarterly basis.

Assessments for Goal 2: Identify most frequently used applications for which faculty and staff need or request assistance and training. Webinars will be recorded.

- a. Criterion: Complete at least 4 webinars on computer applications that are used by faculty and staff.

3. Goal 3: Maintain the IT infrastructure up to date.

Assessments for Goal 3: Will be assessed based on the age of the infrastructure equipment and applications.

- a. Criterion: Ongoing.

4. Goal 4: Implement an assessment application for better reporting to the various accreditation agencies and for our own records keeping.

Assessments for Goal 4: Research and evaluate the most widely used university assessment tools. Implement selected application.

- a. Criterion: Select application and train 50 % of personnel on use by December 2016. At least partial implementation beginning Spring 2017.
 - b. Criterion: Provide mechanism for post-implementation trouble-shooting.
 - c. Criterion: Assess effectiveness of application for data management purposes.
5. Goal 5: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- a. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- b. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 5: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- d. Criterion: Self-Care goal developed and formally included in performance evaluation.
- e. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: In 2015 the IT department began a process to implement a 3-year rotation of the campus faculty and staff computer equipment. In that year 20 PCs were replaced with new technology. Following that process for the year 2016-2017, ten more PCs were identified for replacement. ([See Richmond Laptops- 2016](#) and [Richmont Desktops- 2016](#))

Results for Goal 2: Although live and recorded training was performed for a number of faculty and staff on applications such as Zoom videoconference and Tk20, we did not meet the specific goal of having quarterly scheduled training. This is an area that needs to be evaluated in order to see if it is feasible to have as a permanent goal or to instead have Ad hoc training as needed.

Results for Goal 3: In order to maintain the Network Infrastructure up to date, in September 2017, the main firewall at both campuses were replaced with the latest state of the art devices from Sonicwall. In addition, a 2-year security subscription was purchased to keep the devices up to date. After the 2 years are up, a new subscription will be purchased to maintain the devices up to date. ([See Sonicwall Security Appliance Pictures.](#))

Results for Goal 4: In the fall of 2016, Tk20 was selected as our assessment and reporting application. This application will improve the assessment data gathering process of the university and will improve the capability of reporting. We went live with Tk20 in the Spring on 2017 and have been gathering data using the application. See <https://richmont.tk20.com>.

Results for Goal 5: Through the Academic Affairs Committee (*See AAC 2017.2.1 - Approved 4.5.2017*), and the Administrative Council administrators and faculty were educated regarding the Self-Care QEP.

ANALYSIS of RESULTS

Overall the goals set were all completed with the exception of Goal number 2 which was only partially completed. This goal will be re-evaluated to see the feasibility of accomplishing it as it was written.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the IT department were assessed as adequate in terms of support of the institutional mission. Ideally this department's support for the mission would encompass activities and outcomes that assist other departments and the university as a whole to assess its functioning and make improvements as driven by the university's strategic plan. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to complete most of the goals set forth. Improvements could have been made with regards to creating more intentional live trainings. This goal will be assessed to see the feasibility of completing quarterly training for all giving the time constraints of everyone's working schedule.

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

1. Evaluate the feasibility of having quarterly live training.

LIST OF SUPPORTING DOCUMENTATION

(Please upload all supporting documentation with your report)

- [Richmont Laptops- 2016](#)
- [Richmont Desktops – 2016](#)
- [Sonicwall Network Security Appliance Pictures](#)

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

UNIT: Educational Support Services

- Admissions
- Clinical Affairs
- Financial Aid
- Library Services
- Records
- Student Services

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

UNIT: Educational Support Services

DEPARTMENT: Clinical Affairs

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The Department of Clinical Affairs of Richmond Graduate University exists to provide students with quality practicum and internship experiences that will prepare them for service to the church and community as professional counselors and marriage and family therapists who are equipped to deliver competent mental health services from the perspective of a Christian worldview.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Provide oversight and support to outplacement training sites for Richmond's student interns. Specific goal: Conduct a minimum of 7-10 visits to a new or an existing outplacement training sites in Atlanta (Dr. Snyder) and three sites in Chattanooga (Dr. White).

Specific objectives:

- a. Create log of site visits including brief description of interaction

Assessments for Goal 1: Log of site visits and brief description of interaction.

- a. Criterion: Average Minimum of 7 visits in Atlanta, 3 visits in Chattanooga.

2. Goal 2: Engage clinical supervisors of Richmond student interns and provide support for clinical supervisors.

Specific objectives:

- a. Maintain bi-weekly contact during Practicum Semester with clinical supervisors
- b. Offer a training seminar for clinical supervisors (both MFT and LPC) on both campuses 3during the academic year.

Assessments for Goal 2: Maintain communication with clinical supervisors during Practicum semester. Printed announcement; marketed supervision trainings to current supervisors and community.

- a. Criterion: Collect communication logs between clinical faculty and clinical supervisors.
- b. Criterion: Collect supervisor training evaluations following events on both campuses.

3. Goal 3: Enhance preparation of students for practicum/internship by scheduling a seminar and/or class time in the Applied Practicum class in January to introduce students to requirements, the process of acquiring an outplacement, selecting a clinical supervisor and general information needed for a successful practicum/internship experience. Create training for clinical faculty on all components of clinical training sequence so streams of information maintain consistency.

Assessments for Goal 3: Collect feedback from Hope Center orientation collecting specific information on desire for early spring practicum/internship orientation.

- a. Criterion: Collect surveys and assimilate results to incorporate an early seminar on Practicum/Internship year.
 - b. Criterion: Scheduled clinical faculty trainings during Summer, Fall and Spring semester.
4. Goal 4: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- a. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- b. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 4: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- c. Criterion: Self-Care goal developed and formally included in performance evaluation.
- d. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: Oversight and support was provided to outplacement training sites for Richmond's student interns.

Criterion: 7 site visits were conducted in Atlanta and 4 site visits were conducted in Chattanooga (see Site Visits Chattanooga Log; Site Visits Atlanta Log). New oversight for Henegar Counseling Center (Chattanooga) interns provided via addition of Michelle Shelley, LMFT to Henegar staff after merger of Richmond Community Counseling Center with Henegar.

Results for Goal 2: Engaged with clinical supervisors of Richmond student interns and provided support for clinical supervisors.

Criterion: Maintained communication with clinical supervisors during Practicum semester. Printed announcement; marketed supervision trainings to current supervisors and community. (See Practicum Communication Logs; Supervisor Training Announcements; Supervisor Training Evaluations). Biweekly consultation group offered on Chattanooga campus during practicum semester. TN-LPCA supervision training was held on campus and attended by some Richmond supervisors. Biweekly consultation group held on 5/26/16, 6/9/16, 6/23/16, 7/7/16, 7/21/16. Topics covered included client documentation for interns, documentation of supervision, DSM-5 cross cutting diagnosis measures, transfer and termination processes, and goal setting for supervision (see Biweekly Consultation Group Notes).

Results for Goal 3: On Chattanooga campus, orientation by Assistant Dean occurred as part of Applied Lab across sections. No additional faculty training needed at this time. Goal 3 was not met in Atlanta as the Dean of Clinical Affairs was moved into Interim President role as of January 1, 2017.

Results for Goal 4: Clinical faculty and staff informed about the message of the QEP via prayer card at Administrative Council, QEP Advisory Board meetings and at Faculty Retreat.

Criterion 1: a) Prayer cards distributed to Administrative Council and QEP Advisory Board.
b) Self-care goal requested in all contracts (See Prayer Card; sample redacted contract).

ANALYSIS of RESULTS

Location: All results of surveys, reports, and minutes will be maintained in the Dean of Clinical Affairs office at the Hope Counseling Center or Richmond Atlanta and the Assistant Dean of Clinical Affairs in Chattanooga. They also will be stored electronically. The Dean of Clinical Affairs is responsible for collecting and disseminating the results.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[X] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Clinical Affairs department/program were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as consistent training opportunities for outplacement clinical supervisors as well as consistent training and support for clinical full-time and adjunct faculty. Activities to better prepare students for Practicum/Internship would also be implemented. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to visit a number of counseling sites to provide support for clinical supervisors, ensure appropriateness of intern site, and develop new relationships for possible future sites. Improvements could have been made with regards to more consistent faculty – supervisor communication and implementation of additional activities to better prepare students for Practicum/Internship would also be activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Goal 1: Continue to visit both current and possible outplacement sites for oversight, support and possible partnerships.

Goal 2: Require clinical faculty to upload all Practicum communication into OneDrive to ensure collection of documentation. Provide more consistent marketing and implementation of supervisor training by scheduling trainings in both fall and spring of every year on both campuses.

Goal 3: Implement a fall Internship Information Exchange to introduce students to the internship process and be introduced to a number outplacement sites.

Goal 4: Continue with QEP implementation. Education of faculty on self-care, and institution of Advisement Week to assist with ability to focus and connect with advisees and for time for rest.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Modification of goals will be implemented during the academic year 2017 – 2018. There will be an ongoing monitoring of each of these goals to ensure full support of the institutional mission.

LIST OF SUPPORTING DOCUMENTATION

Site Visits Chattanooga Log
Site Visits Atlanta Log
Biweekly Consultation Group Notes
Prayer Card
Redacted Contract

UNIT: Educational Support
DEPARTMENT: Library Services

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The Library Services Department provides for all of the curricular, research, and service project information needs for Richmond Graduate University.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Enhance access to the resources housed in the Richmond libraries and accessed online through purchase and implementation of a new online library system.

Specific objectives:

- a. Work in collaboration with Follett to ensure smooth implementation and minimal interruption of services.
- b. New online catalog operational for library patrons by Spring Semester 2017.

Assessments for Goal 1:

- d. Criterion: Progress and completion to be reported in A-Team.
- e. Criterion: 90% or better satisfaction results (Agree/Strongly Agree) on Student General Survey Question: *The library website helps me find the information resources I need (databases, library catalog, etc.).*
- f. Criterion: University e-mailed, promoting the new website and providing basic usage information for the new catalog.

2. Goal 2: Create and maintain a website promoting Richmond Graduate University by presenting the results of the research and scholarship conducted by members of the Richmond community.

Specific objectives:

- a. The information on this website includes, papers, publications, presentations, and student theses.

Assessments for Goal 4:

- a. Criterion: Progress and completion to be reported in A-Team.
- b. Criterion: University notified of website via e-mail.

3. Goal 3: Develop an updated collection analysis of library collections, pertaining to the CMHC program.

Specific objectives:

- a. Link search criteria (based on course curriculum) to CACREP standards (IIG and CMHC) to demonstrate compliance with those specific standards and to allow for assessment of collection coverage based on those particular standards.
- b. Potential collection decisions (possible additions), based on analysis, in the 2017-2018 FY.

Assessments for Goal 3:

- c. Criterion: Progress and completion of analysis to be reported in A-Team.
- d. Criterion: Results of collection development reported in the 2017-2018 Annual Report.

4. Goal 4: Create a bibliography on wellness and self-care in support of the QEP project on self-care that begins in the 2018-2019 FY.

Specific objectives:

- a. Solicit recommendations from Richmond faculty, staff, and students for bibliography additions.
- b. Continue to develop bibliography as new resources are identified.
- c. Post on Library Pathfinder pages by August 2017.
- d. Provide bibliography to QEP Committee by August 2017.

Assessments for Goal 4:

- e. Criterion: Progress and completion of bibliography to be reported in A-Team.
- f. Criterion: Initial phase of bibliography developed and provided to QEP Committee by August 2017.
- g. Criterion: Initial phase of bibliography posted on library webpages by August 2017.

RESULTS

Results for Goal 1:

New online library catalog implemented during the semester break between Fall 16 and Spring 17. Catalog operational by beginning of Spring 17 with no interruption. Richmond Community notified of new catalog implementation via mass e-mail. A-Team notified of implementation progress and launching of new catalog.

Results for Goal 2:

Webpage was completed July 2016. A-Team notified that the page was ready for implementation on July 21, 2016. Webpage will continually be updated with additional research accomplishments of the Richmond community.

Results for Goal 3:

Collection analysis was established by June 2017 and searching is completed. Analysis of the findings will inform collection decisions for the next FY. This will allow for adding to the collection to fill gaps and more completely provide coverage of resources for the CMHC program.

Results for Goal 4:

Bibliography 100 percent complete by August 2017. Completed bibliography will contain print and electronic monographic resources, journals, journal articles, websites, and organizations.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[] Adequate

[X] Excellent

The 2016-2017 outcomes assessed as above average, as pertains to supporting the University and its mission. Library Service's mission is the provision of information to support Richmond's mission. This was accomplished by establishing a cost-effective online catalog to enhance access to resources in support of Richmond's work. The library also established an updated format for assessing the library collection in better relation to CACREP accreditation. The library also began developing a bibliography to support the University's QEP (self-care) program as part of regional accreditation by SACSCOC. In addition, the library created a website to present the research efforts and accomplishments of Richmond's faculty, staff, and students to facilitate academic "conversation" around the research topics being pursued at the University.

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

Goal 1. Continue to develop the online catalog to use the capabilities of the new online catalog to its fullest capabilities.

Goal 2. Continue to develop the Richmond Research webpage and explore and establish better visibility and accessibility of this webpage.

Goal 3. Conduct full analysis of the collection, based on the updated format. Develop collection based on this analysis.

Goal 4. Dissemination of the Self-Care Bibliography to support Richmond's QEP efforts.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Goal 1. Ongoing work to continue to develop and make use of the online catalog to further facilitate access to resources supporting Richmond's mission.

Goal 2. Reformatting portions of the library webpage to present the Research Website more fully and expand the website with additional relevant online links by 12/17.

Goal 3. Analysis of the collection and collection development decisions to improve collection relevance, based on the updated format through FY 2017-2018.

Goal 4. Dissemination of the Self-Care Bibliography, in support of Richmond's QEP program, by 8/17.

LIST OF SUPPORTING DOCUMENTATION

(Please upload all supporting documentation with your report)

Goal 1. Richmond Library Online Library System webpages.

Goal 2. Richmond Research Website webpages.

Goal 3. Updated collection analysis.

Goal 4. Self-Care Bibliography.

UNIT: Administrative Support

DEPARTMENT: Records

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The office of the Registrar at Richmond exists to provide professional and courteous service to students and faculty while balancing the three goals of promptly disbursing accurate information to various constituencies, safeguarding the privacy of students, and protecting the integrity of the Institution's records and Degrees.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Continue monitoring independent studies and academic exceptions throughout the academic year in order to determine interventions to reduce the number of academic exceptions and independent studies. Have course schedules available to students 2 months prior to the start of registration.

Assessments for Goal 1: Independent Studies Spreadsheet, Academic Exceptions Spreadsheet, Course Schedules, Email communication.

- a. Criterion: Complete 100% of data collection process to inform interventions during the next cycle.
 - b. Criterion: 25% reduction overall in independent studies.
 - c. Criterion: Course schedules available to students 2 months prior to opening registration.
-
2. Goal 2: Continue monitoring midterm grades during each Fall and Spring semester and working with Dean of the School of Counseling to help students receive needed academic support.

Assessments for Goal 2: Midterm Grade Tracking Spreadsheet, Email Communication, Remediation Plans/Student Concern Forms (if needed).

- a. Criterion: Complete 100% of data collection from professors regarding midterm grades for the following courses: Ethics, Clinical Assessment, Methods of Research.
- b. Criterion: Complete email communication to academic dean within two weeks of midterms.
- c. Criterion: Confirmation of advisor follow up and necessary action when needed for student.

3. Goal 3: Move to full usage of online forms for Academic Exceptions and Add/Drop. Implement usage of two additional forms in electronic format.

Assessments for Goal 3: Completed transition to full use of current electronic forms and installment of two additional forms.

- a. Criterion: 95% usage of current electronic forms (Add/Drop and Academic Exception forms).
 - b. Criterion: 75% completion of installment and usage of two additional forms.
4. Goal 4: Create at Pre-Orientation Manual to use in new student registration meetings.

Assessments for Goal 4: Completed Pre-Orientation Manual.

- a. Criterion: 100% completion of manual.
- b. Criterion: Collaboration with Student Services to incorporate Pre-Orientation Manual into Orientation Manual.

RESULTS

Results for Goal 1:

Semester schedules were provided to students at least one month prior to registration opening and the amount of exceptions and independent studies were monitored by the Records Office for each semester. Criterion A for assessment of Goal 1 was completed, as evidenced by 100% completion of data collection for independent studies and academic exceptions.

There were a total of 23 independent studies for the year. Based on the comparison to 2015-2016 data analysis, a 0.045% increase was seen in the overall amount of independent studies; however, there was a 40% reduction in the amount of independent studies for the Integrative Theology course. This decrease may be attributed to the continued offering of an intensive format class for Integrative Theology and/or students having schedules at least a month prior to registration. Other trends show an increase in the number of independent studies for CBT, Brief, Solution-Focused Theories, and Family Systems. This increase may potentially be due to students' desires to take courses with a specific professor, which was not an option in the course offering for the semester, and/or difficulty with fitting courses into the student's schedule.

There were a total of 116 academic exceptions in Fall 2016 and 18 in Spring 2017. Based on the 2015-2016 data comparison, there was a 35.5% increase in academic exceptions from Fall 2015 to Fall 2016 and a 3.5% increase in academic exceptions from Spring 2016 to Spring 2017. The large increase in Academic Exceptions in Fall 2016 is due partially to the requirement for students to complete an academic exception related to implementation of curriculum changes. If these academic exceptions were not included in the total numbers for Fall 2016, there would be

17 academic exceptions submitted by students. This would change the percentage of academic exceptions for Fall 2016 to 6.1%, which indicates neither an increase or decrease from Fall 2015.

This goal will continue to be monitored, along with continuing to work alongside the Assistant Dean of the School of Counseling, to make schedules available to students at least two months in advance of registration.

(See attached Spreadsheets: 2015-2016 Independent Studies, 2014-2015 Independent Studies, List for IE- Exceptions 2016-2017)

Results for Goal 2:

Midterm grades were obtained for first year students for the Fall 2016 semester in the following classes: Ethics, Clinical Assessment, and Methods of Research. The Assistant Registrar sent email communication out to professors of these courses on both campuses and notified the Dean of the School of Counseling regarding students who were showing lower academic performance in these courses. Data was collected from 60% of professors teaching the indicated courses (40% did not respond to request for data), and the Dean was notified within 2 weeks post midterms by email. Advisors were then notified regarding students who required additional support and academic intervention.

(See attached email correspondence and spreadsheet: Email regarding Midterm Grades and follow up with Dean, IE Grade Tracking – 2016 Fall Midterm Grades)

Results for Goal 3:

The electronic forms published on the Richmond website for the previous Academic Year (2015-2016) were used throughout the 2016-2017 Academic Year along with implementation of two additional electronic forms. Criterion A was completed at 100% with at least 95% usage of electronic Add/Drop and Petition for Academic Exception forms. Criterion B was completed at 100% with implementation of two additional electronic forms located on the Richmond website. The two additional forms are the Change of Address for and Enrollment Verification Letter Request forms. These forms are still being transitioned to full usage among the student population, with current use at approximately 90%.

(See attached documentation: Change of Address Screen Shot, Enrollment Verification Letter Request Screen Shot)

Results for Goal 4:

The Pre-Orientation Manual was completed and utilized throughout the 2016-2017 academic year for the Spring 2017 and Fall 2017 new student registration meetings. Criterion A was completed at 100% as evidenced by the attached completed Pre-Orientation Manual. Criterion B

was completed at 100% as evidenced by the Pre-Orientation Manual being incorporated in the Orientation Manual published by the Student Services office.

(See attached Pre-Orientation Manual)

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Records department/program were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as making registration more streamlined and providing students with information regarding in a timely and effective manner. The Records office can also offer continued assistance in helping students create a schedule for themselves and work alongside the Dean and Assistant Dean of the School of Counseling in a way that reserves independent studies for exceptional circumstances. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to provide schedules to students one month prior to registration, provide electronic forms for student convenience, and monitor academic progress of students during the Fall 2016 semester. Improvements could have been made with regards to making schedules available earlier to students, decreasing the amount of independent studies and academic exceptions, and streamlining the registration process, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

LIST OF SUPPORTING DOCUMENTATION

2014-2015 Independent Studies

2015-2016 Independent Studies

List for IE- Exceptions 2016-2017

Email regarding Midterm Grades and follow up with Dean

IE Grade Tracking – 2016 Fall Midterm Grades

Change of Address Screen Shot

Enrollment Verification Letter Request Screen Shot

Pre-Orientation Manual

UNIT: Educational Support
DEPARTMENT: Student Services

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: To enhance student development personally and professionally through programs, services, and activities which support the mission of the university.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: School of Counseling - Continue to offer professional development programs for SOC students.

Specific objectives:

- a. Partner with Director of Career Services to continue to offer **four** Community Connection student networking event for students (two on each campus in Chattanooga and Atlanta for fall and spring semesters).
- b. Offer **one psycho-education opportunity fall and spring semester (2 total)** for professional counselor/marriage and family therapy professional development with focus on networking, job searching, and resumes/cover letters.
- c. Create **Networking 101 document** for students that outlines university's purpose and student expectations of Community Connection events and distribute via email and social media.
- d. Obtain **80% satisfaction** in student survey results related to professional growth opportunities, including networking, job search, and resume/cover letter development.

Assessments for Goal 1: Event Tracking Log (including attendance); Email documentation; Survey Results

- a. Criterion: Community Connection events complete by April 30, 2017
 - b. Criterion: Psychoeducation Opportunities complete by April 30, 2017
 - c. Criterion: SOC Networking 101 Document created
 - d. Criterion: 80% satisfaction results on student survey
-
1. Goal 2: School of Counseling & School of Ministry - Continue to offer programmatic spiritual growth, service, and mutual enhancement/community-building opportunities for SOC and SOM students.

Specific objectives:

- a. **SOC & SOM:** Provide each campus **one service opportunity** to meet needs of RGU or broader local/world community.
- b. **SOC:** Provide each campus with minimum of **15 connection opportunities** to occur during school week (i.e., Community Time) and **3-4 connection opportunities** to occur outside of school week, in which primary goal is social interaction and encouragement. Minimum of **one event will focus on spiritual growth and one event will focus on diversity.**
- c. **SOM:** Provide students with **two social/connection opportunities** (one each semester).
- d. Obtain **80% satisfaction** in student survey results related to opportunities for spiritual growth, service, and mutual enhancement/community-building.

Assessments for Goal 2: Event Tracking Log (including attendance); Email documentation; Student Survey Results.

- a. Criterion: 2 service opportunities (one per campus) complete by April 30, 2017
- b. Criterion (School of Counseling): 15 connection opportunities to occur during school week (i.e., Community Time) and 3-4 connection opportunities complete by April 30, 2017 (Includes one “spiritual growth” and one “diversity” opportunity)
- c. Criterion (School of Ministry): 2 connection opportunities complete by April 30, 2017
- d. Criterion: 80% satisfaction results on student surveys

1. Goal 3: School of Counseling - Offer student support services/programs in response to student survey feedback. Specifically, Student Services will continue to work to improve the SOC student advisement process, in coordination with the Records Office and Academic Affairs.

Specific objectives:

- a. Offer an **Advisor Training** to faculty advisors during an Academic Affairs Committee meeting.
- b. Create an **Advisor Manual**.
- c. Obtain **80% satisfaction** in student survey results related to advisement process and connection with faculty advisor.
- d. Obtain **90% completion** of all required academic advisement meetings.

Assessments for Goal 3: Academic Affairs Committee Meeting Minutes; Advisor Manual; Advisement Meeting Completion Records (Records Office); Survey Results.

- a. Criterion: Advisor Training complete by April 30, 2017
 - b. Criterion: Advisor Manual complete by April 30, 2017
 - c. Criterion: 80% satisfaction rate with advisement process and connection
 - d. Criterion: 90% successful completion of required advisement meeting
2. Goal 4: School of Counseling & School of Ministry - Increase university communication to students in order to facilitate increased awareness, connection, and involvement of study body.

Specific objectives:

- a. Distribute **Monthly ENewsletter** – What’s Happening at Richmond (Student Edition). Newsletter will include information about SOC and SOM events, university news, campus-specific news, upcoming trainings available to students, etc.
- e. Distribute Bi-Annual **Email Regarding Student Services**
- f. Distribute Bi-Annual **Email Regarding Student Rights & Responsibilities**
- g. Update Student Services **Information on website** including:
 - Student Handbook on university website
 - Crime & Safety statistics on website
 - Sexual Harassment & Assault information on website
- h. Obtain **75% satisfaction rate** on student survey results for student awareness of university events and news.

Assessments for Goal 4: Email Communication; Website; Survey Results

- a. Criterion: Distribute 90% monthly e-newsletter for students (What’s Happening at Richmond - Student Edition) complete by April 30, 2017.
 - e. Criterion: Bi-Annual Email Regarding Student Services distributed two occasions before April 30, 2017.
 - f. Criterion: Bi-Annual Email Regarding Student Rights and Responsibilities distributed two occasions before April 30, 2017.
 - g. Criterion: Student Services Information on website updated before April 30, 2017.
 - Student Handbook
 - Crime & Safety statistics
 - Sexual Harassment & Assault information
 - h. Criterion: 75% satisfaction results
3. Goal 5: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- i. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- j. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 5: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- i. Criterion: Self-Care goal developed and formally included in performance evaluation.
- j. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1:

Student Services achieved most of their objectives for Goal 1.

- **Goal met.** In partnership with Director of Career Services, **four** Community Connection student networking events were offered for students (two on each campus in Chattanooga and Atlanta for fall and spring semesters).
- **Goal met.** Two psycho-education opportunities were offered for students to learn about networking, job searching, and resumes/cover letters within the CMHC and MFT professions.
- **Goal not met.** The **Networking 101 document** was not created. Due to other pressing obligations and goals for Student Services, it will be deferred to next year.
- **Goal met. 80% satisfaction was obtained** in student survey results related to professional growth opportunities, including networking, job search, and resume/cover letter development.

Results for Goal 2:

Student Services achieved most of their objectives for Goal 2.

- **Goal not met.** The Chattanooga campus was provided with **one service opportunity**, their annual Fall Festival to meet needs of the university or broader local/world community. The Chattanooga Student Government, sponsored by Student Services, offered a festival to their local community in Chattanooga. The Atlanta campus did not host a service opportunity this fall, which was the result of the Dean of Students failing to plan an event while she was away fall semester on maternity leave.
- **Goal met.** Each campus was provided with more than **15 connection opportunities** to occur during school week (i.e., Community Time) and **3-4 connection opportunities** to occur outside of school week, in which primary goal is social interaction and encouragement. At least **one event focused on spiritual growth and one event focused on diversity**.
- **Goal unmet.** The School of Ministry provided students with one **social/connection opportunities**.
- **Goal met. 80% satisfaction was obtained** in student survey results related to opportunities for spiritual growth, service, and mutual enhancement/community-building.

Results for Goal 3:

Student Services achieved most of their objectives for Goal 3.

- **Goal met.** An **Advisor Training** was offered to faculty advisors during an Academic Affairs Committee meeting, in order to prepare them for the upcoming Advisement Week initiative for 2017-2018.
- **Goal met.** An **Advisor Manual** was created and distributed to advisors at the annual Faculty Training in July 2016..
- **Goal met. 80% satisfaction** in student survey results was obtained related to advisement process and connection with faculty advisor.
- **Goal met. 90% completion rate was obtained** of all required academic advisement meetings.

Results for Goal 4:

Student Services achieved most of its objectives for Goal 4.

- **Goal met.** The student e-newsletter, *What's Happening at Richmond - Student Edition*, was distributed to students, staff, and faculty on the first of each month. Newsletter included information about SOC and SOM events, university news, campus-specific news, upcoming trainings available to students, etc.

- **Goal met.** The bi-Annual **email regarding Student Services** was distributed in August 2016 and January 2017.
- **Goal met.** The bi-Annual **email regarding Student Rights & Responsibilities** was sent in August 2016 and January 2017.
- **Goal unmet.** The Student Services **information on university website** was updated to include:
 1. The Student Handbook is now uploaded on university website.
 2. The Crime & Safety statistics are uploaded on the university's intraweb, CAMS, but is not currently on the university website. This is due to website revisions and the information will be uploaded for 2017-2018.
 3. The Sexual Harassment & Assault information is on the university's intraweb, but is not currently available on the university website. This will be uploaded for 2017-2018 to the university website.
- **Goal met. 75% satisfaction rate** was obtained on student survey results for student awareness of university events and news.

Results for Goal 5:

Student Services achieved most of its objectives for Goal 5.

- **Goal met.** Information was provided to students on the chosen topic for the university's Quality Enhancement Plan, Wellness & Self-Care. Students were emailed this news in July 2016. The QEP is currently under development as part of 2018 SACS Reaffirmation.
- **Goal unmet.** Due to the QEP process being in development for 2016 – 2018 (until its implementation in Fall 2018). Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- **Goal unmet.** The QEP is still in early stages of development and faculty and staff in Student Services will not be trained and educated until the 2017-2018 academic year. At that time, we will measure basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

ANALYSIS of RESULTS

Student Services met most of its departmental objectives for 2016-2017 Institutional Effectiveness goals. The department worked together, across campuses, to ensure that students had opportunities to learn, grow, connect, and serve outside of the classroom.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Student Services department/program were assessed as adequate in terms of support of the institutional mission. Ideally Student Services' support for the mission would encompass activities and outcomes such as evaluation of student processes and systems (financial aid, career services, etc) alongside it's current goals. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to offer students consistent and clear communication, consistent opportunities to connect socially, spiritually, and professionally, and to receive improved advisement experience. Improvements could have been made with regards to student processes and systems, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Student Services will plan to implement several additional goals in 2017-2018 for planned improvements in the department. Our plan will include (but not be limited to) the following, in order to better support the university's mission:

- New/Updated Format for New Student Orientation
- Student Digital Bulletin Board (create and implement new website)
- Co-Facilitation of Internship Information Exchange Event
- Continued Student Communication Improvements
- Streamlining Student Processes (Financial Aid, Advisement, Etc.)

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Student Services has obtained all approvals for planned improvements in order to implement in 2017-2018. All improvements will be completed during the 2017-2018 academic year.

LIST OF SUPPORTING DOCUMENTATION

1A_Community Connection Events
1B_Professional Development Community Times
1D_Professional Growth
2A_Service Opportunity
2B_Connection Opportunities
2C_SOM Social Opportunities
2D_Student Connection
3A_Advisor Trainings
3B_2016-2017 Advisor Manual
3D_Advisement Meeting Tracking
4A_Monthly Student Newsletters
4B_Biannual Student Resources Emails
4C_Student Handbook.Crime Report.Sexual Harrassment Resources
5A_QEP Announcement

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

Unit: Research

- Research

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

UNIT: Research
DEPARTMENT: Research
INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017

Purpose Statement: To support the mission of Richmond by promoting scholarly research and writing in the areas of psychology, counseling, and their inter-relatedness with Christian faith.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Since we have not addressed publications here, I am adding a goal for these: Faculty will publish 5 articles in peer-reviewed journals, focusing on counseling-related ones. This will be measured by the biannual submission of references to publications and presentations submitted to the Director of Research.

Assessments for Goal 1: Director of Research collates faculty publications.

- a. Criterion: Faculty will publish 5 articles in peer-reviewed journals, focusing on counseling-related ones.

2. Goal 2: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 2: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.

- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1:

Lane, W. D., Myers, K. J., Hill, M. C., & Lane, D. E. (2016). Utilizing narrative methodology in trauma treatment with Haitian earthquake survivors. *Journal of Loss & Trauma*, 21(6), 560-574. Retrieved from

<http://www.tandfonline.com/doi/abs/10.1080/15325024.2016>

Bufford, R. K., Sisemore, T. A., & Blackburn, A. M. (2017). Dimensions of grace: Factor analysis of three grace Scales. *Psychology of Religion and Spirituality*, 9, 56-69. Supplemental materials at <http://dx.doi.org/10.1037/rel0000064.supp>

Lane, W. D., Myers, K. J., Lane, D. E. (2017). Brief narrative trauma treatment with survivors of natural disaster. *Kentucky Counseling Association Journal*, 2(1), 21-31.

Sisemore, T.A. (2017, January). "I'm not broken, just stuck." *Counseling Today*, 59(7), 50-55.

Sutherland, S. (2017). Providing effective feedback in social and cultural diversity courses. *Ideas and research you can use: VISTAS 2017*. Retrieved from <http://www.counseling.org/knowledge-center/vistas>

Results for Goal 2:

This goal was not addressed within the research department but will be a focus for 2017-2018.

ANALYSIS of RESULTS

Goal 1 was achieved – there were five faculty publications in the previous academic year. Based on analysis of results, we will continue to establish a goal of achieving five faculty publications in the upcoming year. The new Director of Research will provide consultation to faculty who need assistance with research design and/or editing.

Goal 2 was not addressed due to transition of the previous Director of Research out of the role. The new Director of Research, who began 7/1/2017 will plan to proceed with general theme of Goal 2 as it relates to providing assistance and consultation for the institution-wide Quality Enhancement Project (see Goals 2017-2018 for further detail).

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[X] Needs Improvement

[] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Research department/program were assessed as Needs Improvement in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as faculty publications and presentations, regular consultation with faculty and staff engaged in ongoing institutional research. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to promote research through the publication of research in peer-reviewed journals. Improvements could have been made with regards to providing more systematic consultation to faculty and staff engaged in the Quality Enhancement Project, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

- Engage in more consultative meetings with QEP team.
- Provide more direct assistance to faculty engaged in ongoing research.
- Develop research proposal for systematic institutional research.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

These goals should be accomplished within the 2017-2018 academic year.
President approval of the institutional wide research proposal will be needed.

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

UNIT: Community and Public Service Support Services

- CBI Counseling Center
 - Hope Counseling Centers

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

UNIT: Community and Public Service Support Services
DEPARTMENT: Henegar/CBI (HCBI) Counseling Center

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: To further the overall mission of Richmond by providing quality counseling services to the Chattanooga Community, being a model of an effective Christian counseling center, and providing opportunity for Richmond students to gain experience in outpatient counseling and a private practice model.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Provide extensive counseling services to the Chattanooga community. Specific goal is for: Average 1350 sessions per month; average 140 new referrals per month.

Assessments for Goal 1: Total number of sessions; total number of referrals.

- a. Criterion: Average 1250 Sessions/month
- b. Criterion: Average 140 new referrals/month

2. Goal 2: Provide a model of an effective Christian Counseling Center. Specific goal is for: No ethical complaints and no more than 1 personal complaint per month made to the Director; ongoing education re: a) HIPAA/ethical standards in staff mtgs, b) essential nature of timely testing feedback with psychologists and c) how to deal with contentious interpersonal interactions with clients.

Assessments for Goal 2: Number of ethical or other complaints (including those about the Christian basis of services; monitoring compliance with HIPAA and other professional and Christian standards.

- a. Criterion: 0 ethical complaints
- b. Criterion: maximum of 1 personal complaint/month

3. Goal 3: Provide training opportunities for Richmond students. Specific goal is for: Two full-time interns with 300 direct hours annually and two part-time interns with 100 or more direct hours. Direct hours may be individual or group.

Assessments for Goal 3: Number of interns and number of sessions

- a. Criterion: 300 hours total by full time interns
- b. Criterion: 200 hours total by part time interns

4. Goal 4: Provide at least five (5) psychotherapy/psychoeducational groups throughout the year facilitated by HCBI therapists with the possibility of co-facilitation by Richmond interns.

Assessments for Goal 4: Number of psychotherapy/psychoeducational groups offered

- a. Criterion: Five groups over the course of the year

5. Goal 5: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 5: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

	<u>Goal</u>	<u>Attained</u>
<u>Results for Goal 1:</u>	Crit A 1,250 sessions/Mo	1,823 sessions/Mo
	Crit B 140 new referrals/Mo	217 new referrals/Mo
<u>Results for Goal 2:</u>	Crit A 0 ethical complaints	0 ethical complaints
	Crit B 1 personal Complaint/Mo	0 personal complaints/Mo
<u>Results for Goal 3:</u>	Crit A 300 session/hrs Total	
	Crit B 200 session/hrs Total	Combined 1,781 session/hrs Total
<u>Results for Goal 4:</u>	Crit A 5 Groups/Yr	9 Groups/Yr
<u>Results for Goal 5:</u>	Crit A Distribute QEP flyer	Not attained
	Crit B Goal developed, etc.	Not attained
	Crit C 100% understanding	Not attained

ANALYSIS of RESULTS

Location: Chattanooga, HCBI Counseling Center.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[X] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Henegar Counseling Center for Goals 1-4 are assessed as Excellent in terms of support of the institutional mission. Goal 5, which involves communicating and encouraging RGU's 2017-2018 QEP Goal is not met.

The Henegar Counseling Center's support for RGU's mission encompasses activities and outcomes such as a combination of clinical service provision, clinical training and associated training opportunities, and community outreach. In addition to the criteria set for Goals 1 – 4, supplemental measures of such goal attainment include the number of sessions provided at no, low or reduced fee; the number of sessions provided to TNCare recipients; and the number of sessions provided to churches or at the request of churches. Based on this, the Henegar Counseling Center was successful in providing good support for the institution's mission in that we were able to engage in each of the actions noted. Improvements can be made with regard to our community outreach efforts, which are also activities that would be supportive of our institutional mission. To rectify the lack of attainment of Goal 5, the University's QEP goal will be shared and discussed in such a manner that we can evaluate staff awareness of and implementation of the goal (i.e., self-care). Future IE goals will be developed to continue to be in line with the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through consulting with the Dean of Clinical Affairs, the Henegar Counseling Center Directors have gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

1. Continue to collect data in order to respond adequately to Goals 1-4.
2. Distribute the University's QEP for Self-Care, educate the staff about the rationale for and the intent of the QEP, and use a self-report instrument such as the PROQOL as a means of addressing the Self-Care goal. In addition, a measure of understanding the QEP will be completed using a survey instrument.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Modification 1. HCC will continue to collect and quantify data for Goals 1-4. Because this goal requires ongoing data collection there is no end-date identified for completion.

Modification 2. HCC Directors will provide the education, explain and distribute the PROQOL, and develop and distribute the survey instrument. Completion is planned for 31 March 2018.

UNIT: Community and Public Service Support Services

DEPARTMENT: Hope Counseling Centers

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: The Hope Counseling Centers exist to provide counseling services from a Christian worldview to the church and to the surrounding communities and to provide an opportunity for students at Richmond Graduate University to train in an explicitly Christian setting under the supervision of Christian mental health professionals.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Assist churches and other local ministries with education related to mental health, marriage & family life, and personal spiritual growth.

Specific objectives:

- a. Offer at least 60 community presentations by interns during the academic year.
- b. Offer the Hope Counseling Centers as a referral source to named churches and local ministries through marketing tools and as a component of the presentation.

Assessments for Goal 1: List of churches and dates of community/church-based presentations.

- a. Criterion: Minimum of 60 intern presentations to churches and other local ministries.
- b. Criterion: Evidence of marketing of Hope Center via community presentation and marketing packets through collection of participant feedback surveys.

2. Goal 2: Contribute to RGU's research investigation (RPOP) into improved treatment outcomes for clients.

Specific objectives:

- a. Obtain a minimum of 95% participation by interns with 90% of all intakes registered.
- b. Introduced clinical supervisors to the RPOP as a form of clinical training with an emphasis on building therapeutic alliance and assessment of client global functioning.

Assessments for Goal 2: Documentation of % participation.

- a. Criterion: 95% participation by interns with 90% of all intakes registered found in ACORN database and Therapy Notes electronic records.

3. Goal 3: Obtain consistent intern and coordinator training across all Hope Centers.

Specific objectives:

- a. Include Hope Center intern training with Hope Center orientation at Hope Center site.
- b. Train all faculty members involved in clinical sequence courses on the Hope Counseling Center requirements, documentation and culture.

Assessments for Goal 3: Documentation of % of participation. Feedback surveys from interns following orientation/training and feedback surveys of Hope Center Coordinators on July 1, 2017.

- a. Criterion: 100% of participation by interns and coordinators in training found in orientation registration. Participation is noted as a portion of Applied Practicum Lab grade. 95% response of feedback from interns; 100% feedback from coordinators.

4. Goal 4: Implement and maintain a fully integrated electronic record system to manage Hope Center scheduling, notes, and billing.

Specific objectives:

- a. Train interns and coordinators on all facets of electronic records.
- b. Incorporate faculty and supervisor training on electronic record maintenance.

Assessments for Goal 4: Documentation of % participation at Hope Center orientation/training. Assessment of record keeping by clinical supervisors and coordinators.

- a. Criterion: 100% of participation by interns and coordinators in training found in orientation registration.
- b. Criterion: Monthly evaluations of intern record keeping by Hope Coordinator as documented in Therapy Notes.
- c. Criterion: Collection of supervisor signature following 3rd session of client. Documents are uploaded into client electronic record.

5. Goal 5: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.

- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 5: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1:

- a. Over 100 community presentations were conducted by Chattanooga and Atlanta interns during the 2016-2017 academic year.

Criterion: Documentation of churches and other local ministries served by Richmond interns and dates of presentation found individual clinical files (see Community Presentation documentation).

- b. Hope Counseling Centers were marketed during community presentations, however documentation used to provide evidence lacked specific criteria to measure goal.

Criterion: Evidence of marketing of Hope Centers via community presentation and marketing packets was collected via self-report of intern.

Results for Goal 2:

- a. The use of RPOP by Hope Center interns to improve client outcome was 100% of participation. It was undetermined what percentage of intakes was registered based upon the number of assessments submitted with incorrect information.

Criterion: ACORN report of client sessions per clinician (see User Log Report and Adminsummary Document).

- b. Clinical supervisors were introduced to RPOP via training interns to bring RPOP information to supervisors. The use of RPOP by clinical supervisors was not documented or collected

Results for Goal 3: Obtained consistent intern training across all Hope centers with the implementation of the Hope Center Orientation. Hope Center Coordinators were not offered feedback surveys.

Criterion: 98% intern attendance and 67% coordinator Hope Orientation attendance (see Hope Center Sign In)

Results for Goal 4: A fully integrated electronic record system, Therapy Notes, was implemented May 2016.

a. Training of interns and coordinators began at Hope Orientation in April 2016 and was continued throughout the academic year.

Criterion: 98% intern attendance and 67% coordinator Hope Orientation attendance. A Clinical Coordinator was hired to maintain evaluation of clinical record keeping by interns and Hope Coordinators (see Orientation schedule; Hope Center Sign In; Therapy Notes Admin Log)

b. Supervisor training on electronic record maintenance was implemented; faculty training was not.

Criterion: Supervisor signature collected following 3rd session of client and uploaded into client electronic record (see Client Clinical File)

Results for Goal 5: Hope Center department administrators/faculty/staff were informed about the message of the QEP via [prayer card](#) at Administrative Council, QEP Advisory Board meetings and at Faculty Retreat.

Criterion 1: a) Prayer cards distributed to Administrative Council and QEP Advisory Board.
b) Self-care goal requested in all contracts (See Prayer Card; Redacted contract)

ANALYSIS of RESULTS

Location: All results of surveys, reports, and minutes will be maintained in the Dean of Clinical Affairs office at the Hope Counseling Center or RGU Atlanta. They also will be stored electronically. The Dean of Clinical Affairs is responsible for collecting and disseminating the results.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Hope Centers department/program were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as the collection quantitative data that shows specific client outcome. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to provide education to students, churches and communities in areas of mental health and the integration of faith and psychology. Improvements could have been made with regards to the use of ACORN and the implementation of feedback from Hope Coordinators and interns, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Goal 1: Adjust community presentation Participant Feedback Survey to assess marketing completion. Collect and maintain surveys to collect marketing information.

Goal 2: Continue work with ACORN to ensure proper documentation of client records. Implement electronic RPOP assessment to ensure accuracy of documentation. Design supervisor training each semester on electronic records and assessment.

Goal 3: Require full attendance of both interns and coordinators for Hope Center Orientation

Goal 4: Require full attendance of both interns and coordinators for Hope Center Orientation. Design supervisor training each semester on electronic records and assessment. Clinical faculty involvement of personal use of Therapy Notes with offered discount for participation.

Goal 5: Continue with QEP implementation. Education of faculty on self-care, and institution of Advisement Week to assist with ability to focus and connect with advisees and for time for rest.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Modification of goals will be implemented during the academic year 2017 – 2018. There will be an ongoing monitoring of each of these goals to ensure full support of the institutional mission.

LIST OF SUPPORTING DOCUMENTATION

Community Presentation Documentation

User Log Report

Admin-Summary Document

Hope Center Sign In

Orientation Schedule

Therapy Notes Admin Log

Client Clinical File

Prayer Card

Redacted Contract

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

UNIT: School of Ministry

- Certificate in Spiritual Direction
- MA in Ministry (Campus)
 - MA in Ministry (Online)
- MA in Spiritual Formation & Direction

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

DEPARTMENT: School of Ministry Graduate Certificate in Spiritual Direction

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017

Purpose Statement: To advance the Gospel of Christ by increasing the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: The goal for spring 2017 will be to admit at least 20 new students to Graduate Certificate in Spiritual Direction.

Specific objectives:

- a. A new cohort of the Graduate Certificate in Spiritual Formation and Direction will begin Spring 2017. The goal will be assessed by monitoring registration numbers for the first class in the cohort

Assessments for Goal 1:

- a. Criterion: Enrollment numbers for SPD7253 in the Spring of 2017 will provide evidence to completion of goal 1

2. Goal 2: Develop an Online Preview for the Graduate Certificate in Spiritual Direction program

Specific objectives:

- a. Provide evidence that the Richmond.edu website has provided information regarding the GCSD program

Assessments for Goal 2:

- a. Criterion: A screenshot of the website with information regarding the GCSD program

3. Goal 3: Develop a screening process for applicants.

Specific objectives:

- a. Provide evidence of GCSD application process and the necessary components for admission to Richmond.

Assessments for Goal 3: X

- a. Criterion: Show evidence of: Application, Resume, Transcripts, Reference, Biography, Interview

RESULTS

Results for Goal 1: The goal was not completed as a new cohort did not begin in spring of 2017 but rather will begin in the fall of 2017

Results for Goal 2: The Richmond Website includes sufficient information regarding the program and content by providing course descriptions, two videos, cost breakdowns, application requirements, and general program descriptions. (See Richmond GCSD Website Screenshots)

Results for Goal 3: The process for enrollment into the GCSD program requires an Application, Resume, Official Transcripts, Reference Form, Biography and an interview. The process is clearly stated on the application. (See GCSD Application Process Screenshot)

ANALYSIS of RESULTS

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[X] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Graduate Certificate in Spiritual Direction department/program were assessed as adequate in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as developing further strategies to provide the most information about the program for all potential and current students to succeed by being prepared and aware of what the program entails. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to Provide sufficient information to incoming students

as was the goal. Improvements could have been made with regards to planning our cohort dates and our first goal which relied upon the launch of the cohort in the fall of 2016 but didn't happen, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Under new leadership the School of Ministry will be completely reviewing it's previous goals and working on new goals for the 2017-2018 academic year based on implications toward the University Strategic plan. Several goals will reflect necessary improvements in recruiting and retention and several will have academic ramifications.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

2017-2018 Academic Year

LIST OF SUPPORTING DOCUMENTATION

GCSD Application Process Screenshot

Richmont GCSD Website Screenshots

DEPARTMENT: Master of Arts in Ministry (Campus)

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017

Purpose Statement: To advance the Gospel of Christ by increasing the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Require a thorough orientation for new students in the fall semester of 2016.

Specific objectives:

- a. Goal 1 will be assessed by a checklist developed to track necessary documents and information provided to students upon orientation and new student advisor meetings.

Assessments for Goal 1: X

- a. Criterion: Create an orientation "page" for new students to review for orientation.
- b. Criterion: Create an advisor checklist for the advisor to track necessary documents and information discussed and review during orientation.

1. Goal 2: Work with the Library to offer students Turabian Style and Formatting information.

Specific objectives:

- a. Provide materials for students to better understand Turabian style formatting.

Assessments for Goal 2:

- a. Criterion: Evidence that documentation was provided to students.

3. Goal 3: Communicate regularly with students through mail and email to update them on class scheduling, registration information, and other important information from the Records Office.

Specific objectives:

- a. Regular communication will occur between the office of the Dean and students regularly throughout the academic year

Assessments for Goal 3:

- a. Criterion: Provide examples of communication provided to all students in the School of Ministry throughout the academic school year

4. Goal 4: Maintain enrollment of at least 15 campus students and 5 hybrid students for fall 2016. This goal will be obtained by enrolling 10 new campus students and at least 2 new hybrid students in the fall of 2016.

Specific objectives:

- a. Maintain enrollment of at least 15 campus students and 5 hybrid students for fall 2016.

Assessments for Goal 4:

- a. Criterion: This goal will be obtained by enrolling 10 new campus students and at least 2 new hybrid students in the fall of 2016.

5. Goal 5: Maintain enrollment of at least 15 campus students and 5 hybrid students for spring 2017.

Specific objectives:

- a. This goal will be obtain by enrolling at least 5 new campus students and at least 1 new hybrid student in the spring of 2017

Assessments for Goal 5: X

- a. Criterion: This goal will be obtain by enrolling at least 5 new campus students and at least 1 new hybrid student in the spring of 2017. This will be tracked by enrollment data from Spring 2017.

6. Goal 6: Have 100% of students enrolled in MIN5411 Mentored Growth I in spring 2017 acquire a mentor.

Specific objectives:

- a. Goal 6 will be assessed by a report on the data kept by the Director of Mentored Growth and Development regarding current internship placements for students enrolled in MIN 5411 (Internship I: Mentored Growth and Development).

Assessments for Goal 6:

- a. Criterion: 100% placement rate in Internship/Mentorship relationships

7. Goal 7: Implement a faculty evaluation process for faculty members in the School of Ministry.

Specific Objectives:

- a. Goal 7 will be assessed by producing an example of the faculty review process implemented this year.

Assessments for Goal 7

- a. Criterion: Provided copy of faculty review process.

8. Goal 8 Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 8: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

1. Results for Goal 1: A checklist and orientation page were created and used to provide all new students with a thorough orientation process. (See New Student Advisor Meeting Checklist and Orientation Page Screenshots).
2. Results for Goal 2: Students were provided with writing resources via e-mail on 10/24/16 with a link to the Richmond library resources page. (See Turabian and writing resources e-mail and School of Ministry Library Resources Page Screenshot)

3. Results for Goal 3: This goal was met as several (more than 5) e-mails were sent to students in the school of ministry over the academic year. (See SOM Email 8.11.16; SOM Email 11.30.16; SOM Email 1.3.17; SOM Email 4.28.17; SOM Email 5.18.17; SOM Email 6.8.17)
4. Results for Goal 4: This goal was met, as a total of 5 students came in as new campus students and 4 new students that enrolled were hybrid in the fall semester of 2016. (See Fall 2016 New Students)
5. Results for Goal 5: This goal was not met as we did not receive any new campus students and only 1 new hybrid student in the spring semester of 2017. (See Spring 2017 New Students)
6. Results for Goal 6: All students in MIN5411 received a grade of “P” or passing grade, meaning all requirements, including placement in a mentor/mentee relationship were met. (See MIN5411 Student Grades).
7. Results for Goal 7: A Faculty review process was implemented. Faculty members are reviewed by the Dean of the School of Ministry and also do a self-review. (See Faculty Course Assessment Sample; Faculty Self-Assessment Sample).
8. Results for Goal 8: The School of Ministry was involved in discussions and meetings for QEP process and provided insight into how to include the Ministry department in the QEP Process. (See QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17)

ANALYSIS of RESULTS

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[x] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Master of Arts in Ministry Online department/program were assessed as adequate in terms of support of the institutional mission. Ideally this

department's/program's support for the mission would encompass activities and outcomes such as continued focus on student support in online education, faculty support, and focus on enrollment and retention. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to provide students with adequate communication to the department, provide education regarding writing styles, and provide sufficient education on the policies and procedures of the University during orientation. Improvements could have been made with regards to enrollment and retention, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

Under new leadership the School of Ministry will be completely reviewing it's previous goals and working on new goals for the 2017-2018 academic year based on implications toward the University Strategic plan. Several goals will reflect necessary improvements in recruiting and retention and several will have academic ramifications.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

2017-2018

LIST OF SUPPORTING DOCUMENTATION

Faculty Course Assessment Sample
Faculty Self-Assessment Sample
Fall 2016 New Students
MIN5411 Student Grades
New Student Advisor Meeting Checklist
Orientation Page Screenshots
QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17
School of Ministry Library Resources Page Screenshot
SOM Email 8.11.16; SOM Email 11.30.16; SOM Email 1.3.17; SOM Email 4.28.17; SOM Email 5.18.17; SOM Email 6.8.17
Spring 2017 New Students
School of Ministry Library Resources Page Screenshot
Turabian and writing resources e-mail

DEPARTMENT: Master of Arts in Ministry, Online

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017

Purpose Statement: To advance the Gospel of Christ by increasing the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

GOALS, OBJECTIVES and CRITERIA

2. Goal 1: Require a thorough orientation for new students in the fall semester of 2016 to set program expectations.

Specific objectives:

- a. Goal 1 will be assessed by a checklist developed to track necessary documents and information provided to students upon orientation and new student advisor meetings

Assessments for Goal 1:

- a. Criterion: Create an orientation "page" for new students to review for orientation.
- b. Criterion: Create an advisor checklist for the advisor to track necessary documents and information discussed and review during orientation.

2. Goal 2: Work with the Library to offer students Turabian Style and Formatting information..

Specific objectives:

- a. Goal 2 will be assessed by evidence that materials were produced for students to help understand Turabian style.

Assessments for Goal 2: X

- a. Criterion: Produce evidence that documentation was provided to students.

3. Goal 3: Communicate regularly with students through mail and email to update them on class scheduling, registration information, and other important information from the Records Office.

Specific objectives:

- a. Goal 3 will be assessed by providing evidence that communication occurred regularly via e-mail to students through out the semester.

Assessments for Goal 3:

- a. Criterion: Provide examples of communication provided to all students in the School of Ministry throughout the academic school year.

4. Goal 4: Maintain enrollment of at least 15 online students and 5 hybrid students for fall 2016, by enrolling at least 10 new online and 2 new hybrid students in the fall of 2016.

Specific objectives:

- a. Goal 4 will be assessed by a report on the enrollment data from fall semester 2016.

Assessments for Goal 4: X

- a. Criterion: Maintain enrollment of at least 15 campus students and 5 hybrid students for fall 2016. This goal will be obtained by enrolling 10 new online students and at least 2 new hybrid students in the fall of 2016.

5. Goal 5: Maintain enrollment of at least 15 online students and 5 hybrid students for spring 2017, by enrolling at least 5 new online and 1 new hybrid student for the spring of 2017.

Specific objectives:

- a. Goal 5 will be assessed by a report on the enrollment data from spring semester 2017

Assessments for Goal 5:

- a. Criterion: Maintain enrollment of at least 15 campus students and 5 hybrid students for spring 2017. This goal will be obtain by enrolling at least 5 new online students and at least 1 new hybrid student in the spring of 2017.

6. Goal 6: Have 100% of students enrolled in MIN5411 Mentored Growth I in spring 2017 acquire a mentor.

Specific objectives:

- a. Goal 6 will be assessed by a report on the data kept by the Director of Mentored Growth and Development regarding current internship placements for students enrolled in MIN 5411 (Internship I: Mentored Growth and Development).

Assessments for Goal 6:

- a. Criterion: 100% placement rate

7. Goal 7: Have all classes in the MA in Ministry online degree taught and completed in the summer 2015, fall 2015 and spring 2016.

Specific objectives:

- a. Goal 7 will be assessed by producing proof that all course in the MAMIN Online program were offered.

Assessments for Goal 7:

- a. Criterion: Evidence of all classes needed to produce 40 hours in the MAMIN Online program.

8. Goal 8: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 6: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: A checklist and orientation page were created and used to provide all new students with a thorough orientation process. (See New Student Advisor Meeting Checklist and Orientation Page Screenshots).

Results for Goal 2: Students were provided with writing resources via e-mail on 10/24/16 with a link to the Richmond library resources page. (See Turabian and writing resources e-mail and School of Ministry Library Resources Page Screenshot)

Results for Goal 3: This goal was met as several (more than 5) e-mails were sent to students in the school of ministry over the academic year. (See SOM Email 8.11.16; SOM Email 11.30.16; SOM Email 1.3.17; SOM Email 4.28.17; SOM Email 5.18.17; SOM Email 6.8.17).

Results for Goal 4: This goal was not met, as a total of 3 students came in as new online students and 4 new students that enrolled were hybrid in the fall semester of 2016. (See Fall 2016 New Students)

Results for Goal 5: This goal was not met as we did not receive any new MAMIN online students and only 1 new MAMIN hybrid student in the spring semester of 2017. (See Spring 2017 New Students)

Results for Goal 6: All students in MIN5411 received a grade of “P” or passing grade, meaning all requirements, including placement in a mentor/mentee relationship were met. (See MIN5411 Student Grades).

Results for Goal 7: All 40 hours were provided for students in the Master of Arts in Ministry Online course with the exception of MINO5333 Practical Aspects of Ministry as there were not enough students to enroll in this course to offer it online in the summer of 2016. (See 40 Hours Master of Arts in Ministry Online).

Results for Goal 8: The School of Ministry was involved in discussions and meetings for QEP process and provided insight into how to include the Ministry department in the QEP Process. (See QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17)

ANALYSIS of RESULTS

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[X] Adequate

[] Excellent

The overall 2016-2017 outcomes for the Master of Arts in Ministry Online department/program were assessed as adequate in terms of support of the institutional mission. Ideally this

department’s/program’s support for the mission would encompass activities and outcomes such as continued focus on student support in online education, faculty support, and focus on

enrollment and retention. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to provide students with adequate communication to the department, provide education regarding writing styles, and provide sufficient education on the policies and procedures of the University during orientation. Improvements could have been made with regards to enrollment and retention, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

Under new leadership the School of Ministry will be completely reviewing it's previous goals and working on new goals for the 2017-2018 academic year based on implications toward the University Strategic plan. Several goals will reflect necessary improvements in recruiting and retention and several will have academic ramifications.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

2017-2018 academic year.

LIST OF SUPPORTING DOCUMENTATION

(Please upload all supporting documentation with your report)

40 Hours Master of Arts in Ministry Online
Fall 2016 New Students
MIN5411 Student Grades
New Student Advisor Meeting Checklist
Orientation Page Screenshots
QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17
School of Ministry Library Resources Page
SOM Email 8.11.16; SOM Email 11.30.16; SOM Email 1.3.17; SOM Email 4.28.17; SOM Email 5.18.17; SOM Email 6.8.17
Spring 2017 New Students
Turabian and writing resources e-mail

DEPARTMENT: Master of Arts in Spiritual Formation and Direction

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017

Purpose Statement: To advance the Gospel of Christ by increasing the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

GOALS, OBJECTIVES and CRITERIA

1. Goal 1: Provide more instruction/information on Turabian writing style.

Specific objectives:

- a. Goal 1 will be assessed by evidence that materials were produced for students to help understand Turabian style.

Assessments for Goal 1:

- a. Criterion: Produce evidence that documentation was provided to students.

2. Goal 2: Implement a professor evaluation system for professors in the MASFD program.

Specific objectives:

- a. Goal 2 will be assessed by evidence that an evaluation system was implemented during the academic year.

Assessments for Goal 2: X

- a. Criterion: Produce evidence that professors were evaluated.

3. Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual

ideas on possible personal self-care activities as part of 2017-2018 performance goals.

- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 6: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1: Students were provided with writing resources via e-mail on 10/24/16 with a link to the Richmond library resources page. (See Turabian and writing resources e-mail and School of Ministry Library Resources Page Screenshot).

Results for Goal 2: Professors were evaluated by the Dean of the School of Ministry as well as self-evaluation. (See Faculty Course Assessment Sample; Faculty Self-Assessment Sample).

Results for Goal 3: The School of Ministry was involved in discussions and meetings for QEP process and provided insight into how to include the Ministry department in the QEP Process. (See QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17)

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[] Adequate

[x] Excellent

The overall 2016-2017 outcomes for the Master of Arts in Spiritual Formation and Direction department/program were assessed as excellent in terms of support of the institutional mission. Ideally this department's/program's support for the mission would encompass activities and outcomes such as _the goals stated in this document, improvement upon those, further developed alumni affairs to improve job placement for graduates, and an increase in recruitment to broaden

our impact on people, churches and communities. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to _provide current students with the right tools to be transformed and succeed in the program, provide our faculty with feedback to continue growing toward the goals of our purpose, and began to determine how to impact individual with Self-Care models. Improvements could have been made with regards to _find more ways to impact individuals, churches, and communities, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

Under new leadership the School of Ministry will be completely reviewing it's previous goals and working on new goals for the 2017-2018 academic year based on implications toward the University Strategic plan. Several goals will reflect necessary improvements in recruiting and retention and several will have academic ramifications.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

2017-2018 Academic Year

LIST OF SUPPORTING DOCUMENTATION

Faculty Course Assessment Sample

Faculty Self-Assessment Sample

QEP Mtg 02-24-16; QEP Mtg 03-02-17; QEP Mtg 03-22-17

School of Ministry Library Resources Page Screenshot

Turabian and writing resources e-mail

Departmental Institutional Effectiveness Outcomes July 1, 2016 – June 30, 2017

UNIT: School of Counseling

[Back to List of
Departmental Institutional
Effectiveness Outcomes](#)

DEPARTMENT: School of Counseling CMHC and MFT Programs

INSTITUTIONAL EFFECTIVENESS

Academic Year: 2016-2017 End Year Report

Purpose Statement: Richmond Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

GOALS, OBJECTIVES and CRITERIA

5. Goal 1: Continue to finalize effective transition from of the Dean of the School of Counseling.

Specific objectives:

- c. Remove I.E. responsibilities from Assistant Dean to allow additional administrative responsibilities for the CMHC Program. Qualify Assistant Dean as Core Faculty. Release from I.E. title and majority of assessment responsibilities.
- d. Fall of 2017 designate an Assistant Dean over the MFT Program.

Assessments for Goal 1:

- a. Criterion: By the end of the 2016 – 2017 academic year all I.E. responsibilities will have been removed from the Assistant Dean by the Dean of the School of Counseling. Be able to count Assistant Dean as Core faculty.
- b. Criterion: Fully develop job description of Assistant Dean over the MFT Program. Conduct interviews towards hire by Fall 2017.

6. Goal 2: Develop strategic plan in order to achieve additional 6 year accreditation in 2018.

Specific objectives:

- b. Develop and initiate strategic plan for addressing deficient standards during Fall 2016.
- c. Identify new Assessment and Learning Management (ALM) Platform.
- d. Train faculty and students on use of ALM Platform.
- e. Begin initial utilization of ALM Platform for data collection and assessment.

Assessments for Goal 2:

- a. Criterion: Use email and standard specific meetings to develop strategic plan for addressing deficient standards.

- b. Criterion: Work with Vice-President of IT towards identification and gaining approval for purchase of new ALM Platform. Document via email and meeting minutes.
- c. Criterion: Identify Manager of ALM Platform transition and develop transition schedule. Train 100% of faculty (full-time, adjunct, clinical), 75% of students, and 100 % of staff related to data collection and assessment.

7. Goal 3: Complete overall review of School of Counseling processes.

Specific objectives:

- e. Increase faculty involvement in school of counseling review processes of curriculum review and oversight.
- f. Using staff surveys identify barriers to attendance for adjunct and clinical faculty.

Assessments for Goal 3:

- h. Criterion: Average of 100% of full-time and clinical faculty attending Academic Affairs Committee (AAC) meetings in order to identify ongoing and current programmatic concerns to be addressed.
- i. Criterion: 90% of clinical faculty attending faculty retreats.
- j. Criterion: 100% of full-time faculty attending faculty retreats.
- k. Criterion: 80% of adjunct faculty attending faculty retreats.

8. Goal 4: Assess steps needed for CACREP, MCFC and COAMFTE accreditation.

Specific objectives:

- g. Identify a lead persons for CACREP MCFC and COAMFTE accreditation. Outline tentative time table. Seek CACREP MCFC Accreditation as precursor to COAMFTE accreditation.
- h. Identify and train more AAMFT approved supervisors on both campuses.

Assessments for Goal 4:

- l. Criterion: MCFC Coordinator identified with specific job description and stipend within SOC budget.
- m. Criterion: COAMFTE: Coordinator identified with specific job description and stipend within SOC budget.

9. Goal 5: Based on CACREP accreditation feedback, make corrections to forms of assessment in order to be in compliance with CACREP standards.

Specific objectives:

- a. Clarify CMHC Address Assess Matrix to ensure correct alignment with CACREP SLO course requirements.

- b. Train 100% of full-time faculty on CACREP syllabus and assessment development requirements. Involve in ongoing development of plans for meeting standard requirements.

Assessments for Goal 5:

- a. Criterion: Discuss and coordinate assessment plan development with faculty in Academic Affairs Committee meetings. Communicate ongoing coordination through email system.
- b. Criterion: Formally assess SLO achievement using new process in 50% of required degree coursework.

10. Goal 6: Continue intentional focus on minority recruitment towards increasing diversity among faculty and students on both the Atlanta and Chattanooga campuses.

Specific objectives:

- a. Develop and implement plan for recruiting and hiring of one culturally diverse full-time faculty member.
- b. Design teaching loads of culturally diverse faculty to accomplish instructional presence on both Chattanooga and Atlanta campuses.
- c. Recruit at more traditionally diverse undergraduate institutions.

Assessments for Goal 6: Advertisement of job openings on higher education faculty recruitment sites; development of relationships with CES doctoral programs to obtain referrals.

- a. Criterion: Increased posting of position in forums where diverse faculty may be involved from 0 to 2.
- b. Criterion: At least 2 connections developed with faith-based PhD in CES programs with documentation of connections and follow-through.

11. Goal 7: Educate department administrators/faculty/staff on Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Specific objectives:

- a. Provide information on Self-Care Quality Enhancement Plan that is currently under development as part of 2018 SACS Reaffirmation.
- b. Discuss the benefits of self-care with administrators/faculty/staff during annual progress review. Encourage (but not mandate) documenting individual ideas on possible personal self-care activities as part of 2017-2018 performance goals.
- c. Ensure 100% of administrators/faculty/staff have been educated on and have a basic understanding of the Self-Care Quality Enhancement Plan that will begin during 2018-2019 academic year.

Assessments for Goal 7: Distributed information; performance reviews; survey feedback

- a. Criterion: Departmental distribution of informational flyer developed by QEP Committee to 100% of departmental administrators/faculty/staff.
- b. Criterion: Self-Care goal developed and formally included in performance evaluation.
- c. Criterion: 100% improved understanding of Quality Enhancement Plan by self-report survey.

RESULTS

Results for Goal 1:

Assistant Dean of the School of Counseling for the MFT program was identified as Dr. Cara Cochran. She will begin her duties on Aug 7th 2017. A copy of her job description as Assistant Dean of the School of Counseling for the MFT program is attached. The Assistant Dean of the School of Counseling for the CMHC program resigned her position on July 1, 2017 to continue her full-time role as Director of IE and liaison for both CACREP and SACS/COC. This objective was not accomplished as it was decided that it would be best for the university as a whole for Dr. Sutherland to retain Director of IE responsibilities in order to complete the 2018 SACSCOC 10 year reaffirmation process that she began leading in 2016. Dr. Sutherland maintained both Assistant Dean of the CMHC program and Director of IE roles until June 30, 2017, at which time she was able to step down from the role of Assistant Dean of the School of Counseling for the CMHC program.

The search is now on for a new person to fill this vital role in the academic program. In the meantime an assistant to the Dean of the School of Counseling has been identified to help with the work load. His name is DeVon Mills a doctoral candidate at Mercer University.

Results for Goal 2:

A strategic plan has been developed in conjunction with the Director of Institutional Effectiveness to respond to the six standards CACREP wants addressed in the two year report. Principle writer and collaborators have been identified for the six standards. The group has meet three times to date and plans more meetings in the fall of 2017. A committee was formed to address deficient standards related to CACREP accreditation and the required 2018 Interim report. Progress has been made related to Standards M, W.5.b-c, AA.2-3, and AA.5-6 through the assigning of responsible staff/faculty (See CACREP Meeting Minutes), implementation of a new data management system (See Tk20 Meeting Minutes), redefining of faculty definitions (See AAC Meeting Minutes), redevelopment of student evaluation and general survey tools (See _____), and the development of a comprehensive assessment plan (See AAC Meeting Minutes; See Comprehensive Assessment Email Communication 2016-2017).

The new Assessment and Learning Management platform has been identified, purchased and training for faculty and staff has been completed. The new management system is Tk20 and manager of the ALM platform is Roxie Shellabarger. She has conducted multiple training opportunities for both faculty and staff for Tk20 as evidenced in the attachments. Roxie has also help load various rubrics for the SLO and comprehensive assessments to Tk20.

Results for Goal 3:

Faculty are the principle decision making body for the curriculum and policy regarding the academic program. There are two extended faculty workshops during the year. One is in February the other in July. In addition to these workshops, the faculty meet monthly for an hour to address academic matters. Participation at the monthly meetings and workshop is outstanding for full-time faculty and generally good for clinical faculty. Adjunct faculty do not usually attend the faculty meetings because of the demands of their clinical schedule.

Results for Goal 4:

The lead person for CACREP is Dr. Sonja Sutherland the liaison for that organization. Dr. Keith Myers was selected as lead person for the pursuing of the MCFC degree program with CACREP. He has consistently met with the CACREP liaison and the Dean of the School of Counseling during his work on the applications process. At this time no lead person has been selected for the COAMFTE accreditation process. MCFC job description was established and is attached. Stipend monies were allocated in the SOC budget for this task to be completed.

Assistant Professor Keith Myers was identified for spearheading the application process for the CACREP MCFC (See CACREP MCFC Meeting Minutes-Myers). The reason for pursuing this accreditation was related to the need to meet minimum requirement of 51% of degree courses being taught by full-time core faculty. A tentative timeline was prepared towards applying for 2018, however by June 2017 consideration was being given to transitioning the MAMFT degree program to a certificate program and moving away from applying for CACREP accreditation of an MCFC program. It is still being evaluated whether this course of action will assist the MACMHC program to meet this accreditation requirement (See CACREP MCFC Meeting Minutes June 2017; See AC Meeting Minutes June 2017).

Training of AAMFT approved supervisors did not occur due to the reassignment of Dr. Snyder to Interim President of Richmond half way through the academic year. Dr. Cochran was not full-time in 2016-2017 hence was not able to do the supervision on the Chatt. Campus. Plans are for the immediate supervision of MFT approved supervisors to aid in the eventual application for the COAMFTE accreditation for the MFT program.

Results for Goal 5:

Syllabi and Student Learning objectives were modified based on CACREP feedback at the site visit. These changes were communicated to the faculty and the faculty were trained on how to implement them in their courses.

This objective was in large part delayed because of the release of the 2016 CACREP Standards. These standards show significant differences from the 2009 CACREP Standards upon which the current CMHC Address Assess Matrix is based. Since the CACREP 2018 Interim Report must be based on the 2009 CACREP Standards, the Address Assess Matrix has not been changed to reflect the new standards. This process will begin in 2018, following the submission of the 2018 Interim Report. The matrix currently shows correct alignment with the 2009 CACREP Standards and SLO course requirements. CACREP SLO course requirements were discussed with faculty to gain formal input during AAC meetings and in course team meetings (See AAC Meeting Minutes – June 2016+; See Course Team Assignments Emails)

The Tk20 platform was implemented in time to assess SLO achievement for the first time in Spring 2017. The courses assessed were Lifestyle & Career Development and Social & Cultural Issues (See Social & Cultural 2017 SLO Outcomes Data; See Lifestyle & Career Development 2017 SLO Outcomes Data). Timing of platform development, as well as training of staff/faculty was delayed resulting in an inability to use this new process in 50% of required degree coursework.

Results for Goal 6:

Diversity was encouraged in the faculty search by contacting the Black Doctoral Network regarding job openings in the SOC. Recruitment efforts continue to address the need for a diverse student body. One professor in Atlanta taught a summer class on the Chatt campus to provide diversity to the instruction on that campus. At this point no new full-time faculty hires were from a minority group, however, during the process of the faculty search four of the 15 files that were reviewed by the committee were from minority groups. One minority candidate was hired to oversee the installation of our online program.

In Summer 2017, Dr. Sutherland, the only full-time minority faculty at the university, taught the Group Counseling course on the Chattanooga Campus. In addition, during the year-long search for full-time core faculty, two minority candidates were interviewed (See Minority Candidate Communications), and one was hired as adjunct faculty designing and teaching online education courses within the MACMHC program (See _____ Contract). The full-time faculty position was posted on the Black Doctoral Network website in an effort to attract minority candidates (See [BDN Posting 2017](#))

Results for Goal 7:

Self-Care and Wellness has been introduced to the academic community as the focus of our SACS/COC Quality Enhancement Plan beginning fall 2018. A self-care statement regarding the need to address this

area personally was included in all faculty contracts starting with the 2017-2018 academic year see example in attachments. There have been multiple times given to faculty to discuss this important area in faculty meetings and workshops. A significant part of the Feb 2017 workshop was allowing faculty to brain storm in the area of self-care and wellness. A self-care and wellness statement was approved for the student handbook see attachment. A prayer card was developed for members of the Administrative Council see attachment. Other documents (attached) were shared with faculty regarding this important area. This year is a precursor of the main launch of the QEP in fall of 2018.

Additionally, an advising week was formulated and approved by the faculty to have a week with less academic pressures to focus on relating, reconnecting and renewal for the students and faculty. The week will be approximately in the first third of the fall and spring semesters. For this fall semester the week will be Sept. 18-22. No major tests or assignments are due in classes during that week so advisees have the freedom to connect with their advisor see attached explanation of the week.

All full-time and clinical faculty received a Spiritual wellness book entitled Liturgy of the Ordinary by Tish Harrison Warren to read over the summer months.

EFFECTIVENESS OF SUPPORT FOR THE INSTITUTIONAL MISSION

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

[] Needs Improvement

[] Adequate

[X] Excellent

The overall 2016-2017 outcomes for the Richmont academic program were assessed as above average in terms of support of the institutional mission. Ideally this program's support for the mission would encompass activities and outcomes such as student competency academically and ability to gain licensure. Based on this, we were successful in providing moderate support for the institution's mission in that we are able to provide the training and clinical experience to allow our graduates to gain licensure and practice as a LPC or MFT. Improvements could have been made with regards to intentional integration into the curriculum and classroom, which are also activities that would be supportive of our institutional mission. To rectify the discrepancies found, future IE goals will be developed to be more closely in line the University's overall strategic plan (See Strategic Plan; See 2017-2018 IE Goals for this department). Through recent Administrative Council meetings, our department/program has gained significantly more insight and understanding of how we work in conjunction with other departments (See minutes from AC meetings for April, May 2017). Goals developed for 2017-2018 have been developed with the strategic plan in mind (See 2017-2018 IE Goals for this department).

MODIFICATIONS/PLANNED IMPROVEMENTS

(Based on Analysis of Results Section)

1. Intentional integration in the curriculum and classroom as directed by the Richmond Integration Chair
2. Developing a better strategy of attracting minority candidates for faculty positions.
3. Obtaining CACREP accreditation for the CMHC program for the remaining six years.

TIMELINE, REQUIREMENTS, AND APPROVALS FOR NEW INITIATIVES

Progress on this directive will be made during the next academic year 2017-2018 by involving the efforts of Dr. Gary Moon and Dr. Marty Goehring in potentially modifying the integration curriculum and infusing the Christian Counseling Competencies into the course syllabi for the entire curriculum. These directives directly support the mission statement of the University.

Intentionally develop contacts at Black doctoral network to cultivate referrals of minority candidates for potential faculty openings.

Continue to develop CACREP two-year response document for submission in March of 2018.