RICHMONT
GRADUATE UNIVERSITY™

Annual

Institutional Effectiveness

Report

Academic Year 2018-2019

This document has been prepared by the *OFFICE OF ASSESSMENT, PLANNING & ACCREDITATION.*

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

DR. SONJA SUTHERLAND
Dean of Assessment, Planning & Accreditation
Richmont Graduate University
1900 The Exchange
Atlanta, GA 30339

RICHMONT AUTHORIZATIONS AND PRACTICES

Authorization Statement

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

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305
770.414.3300

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 32743-0830
615.741.3605

SACSCOC Accreditation

Richmont Graduate University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Master's degrees. For inquiries regarding Richmont's accreditation, please contact:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
404.679.4500

Table of Contents

Statements of Purpose

The RICHMONT 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 RICHMONT 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 RICHMONT 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.

Our Mission

RICHMONT GRADUATE UNIVERSITY'S mission is to provide Christ-centered education and research that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

RICHMONT GRADUATE UNIVERSITY approaches graduate education through the integration of psychology, 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.

1. Graduate Education:

    a. ***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.

        i. This training occurs within the context of a structured curriculum and supervisory relationships, and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.

        ii. This training culminates in either a Master of Arts in Clinical Mental Health Counseling or a Master of Arts in Marriage and Family Therapy (through 2022).

    b. ***RICHMONT GRADUATE UNIVERSITY SCHOOL OF MINISTRY*** provides training in how to advance the Gospel of Christ by increasing the capacities of those called

into ministry, to understand God's word, to become whole and holy people, and to lead and serve in culturally sensitive ways.

   i. This training culminates in a Master of Arts in Ministry or a Master of Arts in Spiritual Formation and Direction.

2. Christian Counseling Centers:

   a. As a part of the clinical training provided to our students in the *SCHOOL OF COUNSELING*, Richmont maintains counseling centers http://richmont.edu/counseling-services/ throughout the Atlanta and Chattanooga areas.

   b. These centers allow our students to work with clients in church-based and community settings under the supervision of Christian mental health professionals.

   c. These centers assist the church and enable people who are struggling with psychological concerns to receive low-cost Christian counseling http://richmont.edu/counseling-services/

3. Programmatic Research:

   a. Institutional programmatic research – complete productivity report -enables Richmont to better evaluate its progress and improve institutional effectiveness.

   b. In addition, Richmont makes the tools of counseling – clinical training manual available to measure clinical applications of Christian theology and spiritual formation activities.

   c. Finally, Richmont encourages systematic investigation – thesis manual- of the interface between mental health and spiritual issues.

4. Service to the Church:

   a. Activities designed to enhance pastoral care and spiritual transformation include the provision of Christian resources to the community, including libraries, seminars and lay training programs for the local church.

   b. Richmont faculty make significant contributions to academic and professional journals designed to benefit the Church.

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.

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).

Introduction

Richmont Graduate University has been in continuous operation since admitting its first class in the fall of 1973. **Richmont** has two schools: the **School of Counseling** and the **School of Ministry**, which combined offer 4 degrees. 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.*

Considered one university with two locations, all accreditation (institutional and programmatic) encompasses both locations as one unit. In Tennessee (considered the main campus by the Department of Education), Richmont owns its facilities close to the center of the city of Chattanooga. In Georgia, Richmont owns its facilities on the northwest perimeter of metro Atlanta. The Atlanta campus, where most activities occur, is Richmont's one off-campus location. While there are two locations, academic programs are delivered through both locations, and administrative functions, academic personnel, and staff cover operations for both locations as one. Richmont's student population and graduates by degree are reflected below:

	Gender	
	Male	*Female*
Fall 2018	66	208
Spring 2019	50	220
Summer 2019	50	121

	Ethnic Origin							
	Asian	*Black/ African American*	*White*	*Hispanic/ Latino*	*American Indian / Alaskan Native*	*Unreported*	*Native Hawaiian / Pacific Islander*	*Other*
Fall 2018	2	50	203	9	2	5	0	3
Spring 2019	1	46	200	9	3	7	0	4
Summer 2019	1	24	135	7	2	1	0	1

	Fall 2018	Spring 2019	Summer 2019	Total Graduates
Degrees				
MA Clinical Mental Health Counseling	1	39	6	46
MA Marriage and Family Therapy	0	12	4	16
MS Christian Psychological Studies	0	1	0	1
MA Ministry	0	5	1	6
MA in Ministry: Anglican Studies	0	0	6	6
MA Spiritual Formation and Direction	0	1	1	2
Certificates				
Graduate Certificate in Trauma Counseling	0	9	1	10
Graduate Certificate in Addiction Counseling	0	0	0	0
Graduate Certificate in Child and Adolescent Counseling	0	4	3	7
Graduate Certificate in Spirituality in Counseling Practice	0	0	1	1
Graduate Certificate in Sex Therapy	0	7	1	8
Graduate Certificate in Marriage and Family Therapy	0	5	3	8
Graduate Certificate in Spiritual Direction	0	9	0	9

Institutional Effectiveness

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 and educational program level, both of which encompass the activities of administrative and 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. Standard 8.2.a of the *Principles of Accreditation* for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that *an institution to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for each of its educational programs*. Richmont's policy of institutional effectiveness is to develop and maintain a process for University-wide, systematic, on-going, and 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. Widespread participation in the process includes the governing Board of Trustees, the Administrative Council, faculty, staff, and students.

## Institutional Planning and Assessment

Richmont's mission statement provides the foundation for planning and assessment at the institutional level. The governing Board of Trustees is responsible for ensuring that the mission statement is reviewed annually 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 President leads the Administrative Council and are responsible for recommending the strategic plan to the governing board, and the board is responsible for its approval.

Richmont's leadership holds tightly to the goals of carrying out the unique mission and vision that have shaped Richmont's history and culture. Thus, toward the development of an informed and relevant strategic plan that was representative of all Richmont stakeholders, an executive steering committee was formed in the summer of 2018 to chart all the preliminary activities associated with the strategic planning process. In order to further educate Richmont leadership as to the feelings and opinions of those who make up the institution and spread Richmont's growing reputation, the Strategic Planning Executive Committee began an environmental scanning and data gathering process (quantitative and qualitative) comprised of the ***Richmont Strategic Planning Survey***, and a series of in-person ***Richmont Community Conversations*** with students, staff, faculty, alumni, administrators, external partners, and the board of trustees. Richmont Community Conversations were hosted on both the Atlanta and Chattanooga campuses. For reaching constituents no longer closely affiliated with the University, the strategic planning survey was disseminated via e-mail and completed via remote access. The survey option was also available to faculty, staff, students, administrators and alumni who could not join in-person community conversations.

Surveys and committee-chaired in-person discussions focused on an examination of the

Community Conversations Survey Participants N=236

7, 3%
26, 11%
31, 13%
130, 55%
42, 18%

Alumni ▪ Students ▪ Staff ▪ Faculty ▪ Stakeholders
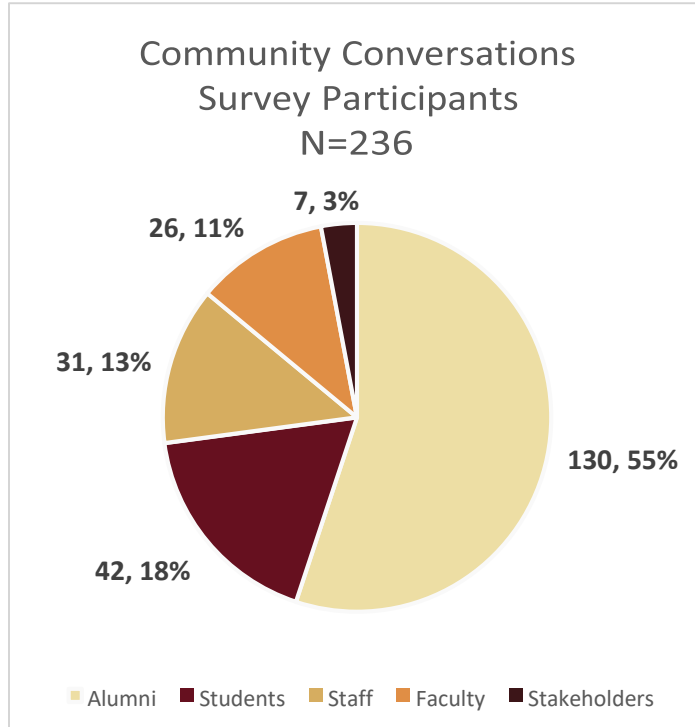
university's mission, and gathered perceptions on how effectively it is carried out, and how accurately it portrays who we are today. In addition, the gathering of perspectives on how these aligned with constituent-identified core values was a primary point of discussion. Participants were then given an opportunity to provide feedback on seven proposed strategic plan themes, as well as suggest additional themes to be considered that they believed aligned with the institutional mission. Finally, the committee opened the conversations to ideas on initiatives that would operationalize those themes.

Based on these community-wide discussions, five (5) strategic aspirations (seen below), with accompanying principle initiatives were identified toward forging the next generation priorities that would propel the University into the future and enhance the transformative experience that is an integral part of Richmont's culture. The completed strategic plan, which can be found here, was disseminated to University stakeholders via the University's website at www.richmont.edu.

To achieve its vision over the next three years, Richmont will seek to realize 5 key interrelated strategic aspirations.

I	**Pursue Academic Excellence and Innovation**
II	**Enhance the Student Experience and Success**
III	**Engage New and Diverse Populations**
IV	**Articulate the Richmont Difference**
V	**Grow Resources and Learning Infrastructure**

Richmont's institutional effectiveness process will undergird the implementation of the strategic plan. The process of planning, assessment and evaluation, and operational implementation emerges as a vital cornerstone of Richmont's culture. The Strategic Plan provides direction and walks hand-in-hand with institutional effectiveness which involves the entire university in the process of looking at key performance indicators, and employing data driven assessment and decision-making towards identifying areas of success and improvement (*See Institutional Effectiveness Cycle below*).
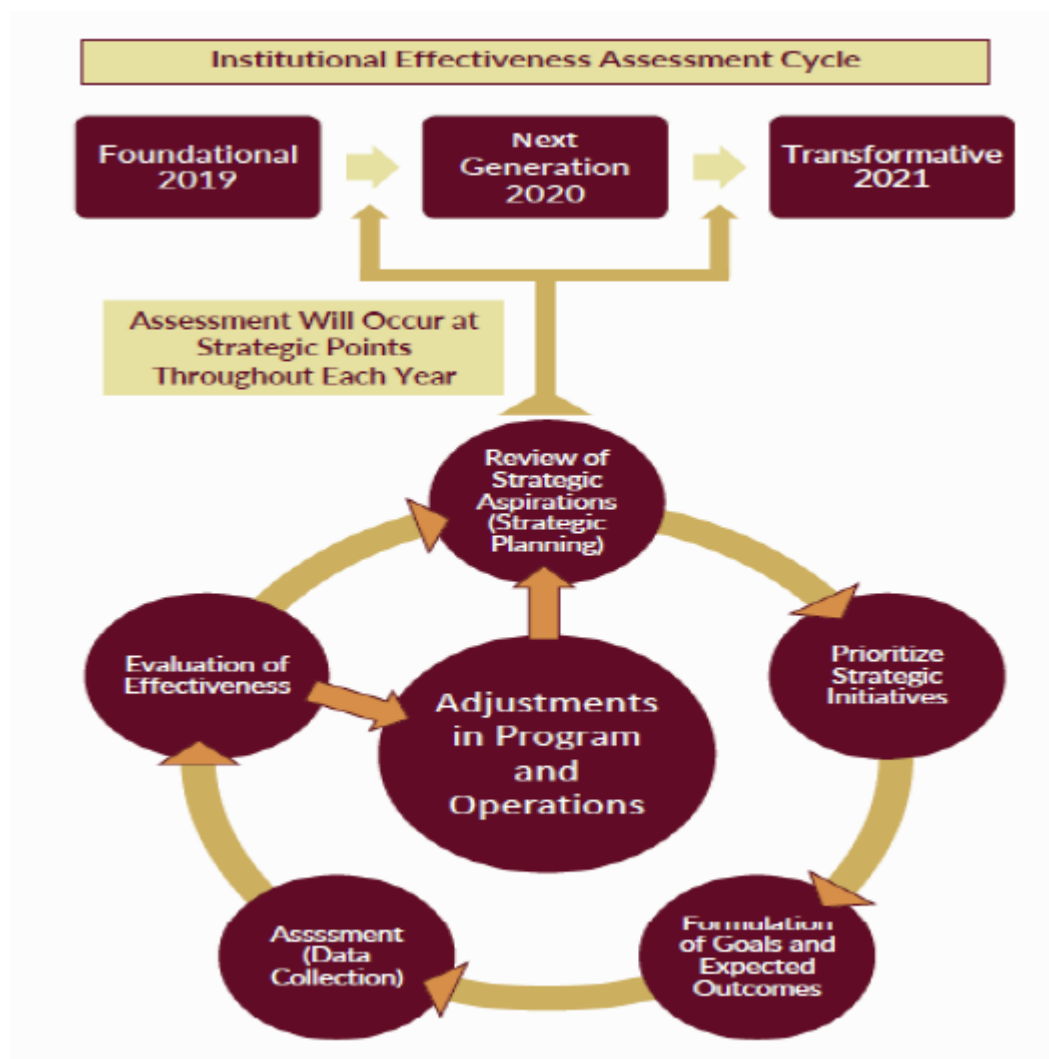
Assessment of the strategic plan occurs three times annually. Each initiative team, often comprised of individuals from varying departments, is responsible for utilizing relevant information and data from a variety of sources and analyzing progress toward the achievement of goals within each initiative. This analysis focuses on the degree of progress being achieved, success benchmarks, assessment measurements, and 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 twice annually.

Planning and Assessment in Educational Programs

Educational programs are a primary focus of the institutional effectiveness process at Richmont Graduate University. At both the course and degree / certificate program levels, Richmont

1. identifies expected program-level student outcomes (program objectives/key performance indicators),

2. assesses the extent to which it achieves these outcomes, and

3. provides evidence of seeking improvement based on the analysis of the results for all its degree programs and certificates.

Identification of Program-Level Student Objectives / Key Performance Indicators

In 2018, Richmont's faculty reviewed and re-developed, and the Administrative Council ratified, an update to the program-level student outcomes (program objectives/key performance indicators) for all degree and certificate programs within the Schools of Counseling and

Ministry. These program-level 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 the respective degree and certificate program faculty.

Richmont's degree and certificate programs include the following:

School of Ministry		School of Counseling	
Degree Programs	Certificate	Degree Programs	Certificate Programs
➢ MA in Ministry ➢ MA in Ministry ➢ (online) ➢ MA in Spiritual Formation & Direction	➢ Certificate in Spiritual Formation	➢ MA in Clinical ➢ Mental Health Counseling	➢ Addictions ➢ Counseling ➢ Child and Adolescent Counseling ➢ Christian Sex Therapy ➢ Spirituality in Counseling Practice ➢ Trauma Counseling ➢ Marriage & Family Therapy

With these final clarified program objectives/key performance indicators in place, the

foundation of Richmont's process for degree and certificate program evaluation was

strengthened to include a clear correlation map of the relationship between course-level student

learning objectives and program-level learning objectives, allowing for improved assessment of

program outcomes for each respective degree and certificate program.

Assessment of Program Objectives/Key Performance Indicators

The process for systematic, on-going, cyclical collection of educational programs data to

assist the academic units of the University in creating plans that will achieve our goals and

outcomes is outlined in the Academic Unit Assessment Process Cycle 2016-2021. This process

was redeveloped in Fall 2016, with the pilot MA CMHC degree program implementation

beginning in Spring 2017. The process, reviewed and updated in February 2019 to incorporate

all remaining degree and certificate programs, remains ongoing until ongoing data collection is occurring for all degree and certificate programs. The process cycle is reviewed each semester for phase completion and adjustments as needed.

Phase 1 of implementation focused on the *SCHOOL OF COUNSELING*'s MA in Clinical Mental Health Counseling, with the goal of clarifying the system prior to implementation of certificate programs and *SCHOOL OF MINISTRY* degree and certificate programs. The most recent adjustments made have included the incorporation of additional training for adjunct faculty surrounding the process of program assessment as relates to their course-level outcomes, and for certificate program leads and faculty surrounding certificate program level assessment.

Several coordinating meetings were held during the 2018-2019 academic year for laying the foundation for implementation within the *SCHOOL OF MINISTRY*, which is the smaller of Richmont's two school divisions, with one part-time Dean with primary responsibility for student recruitment, adjunct faculty (there are no full-time faculty with primary responsibility to the program), and one full-time staff member in the roles of Assistant to the Dean and Student Affairs Officer (enrollment, orientation, advisement). At the recommendation of the Dean of the *SCHOOL OF MINISTRY*, a restructuring of the internal operations of the division was undertaken with the goal of improving the effectiveness and ongoing management of the school-wide assessment process. The restructuring steps accomplished to date represent key progress needed for facilitating the *SCHOOL OF MINISTRY*'s momentum towards helpful program-level assessment and continuous improvement.

Additionally, upon recommendation from the Dean of the *SCHOOL OF MINISTRY*, and to ensure the involvement of SOM faculty in the processes of assessment and continuous

improvement, the University approved supplemental financial support for facilitating the

additional time needed for adjunct faculty-led involvement. Four program adjunct faculty

leaders have been identified for each of the four curricular emphases: theology, practical

ministry, spiritual formation, and spiritual direction. In collaboration with the Dean and the

Office of Assessment, Planning, and Accreditation, these leaders will meet with the respective

faculty in each department once per semester to engage them in a cyclical process of curricular

alignment, review and improvement.

For the *SCHOOL OF COUNSELING*, 2016 marked the achievement of CACREP

accreditation for the Master of Arts in Clinical Mental Health Counseling (MACMHC). As

such, student learning outcomes are informed by the programmatic standards of the Council of

Accreditation for Counseling and Related Programs (CACREP). Data for each program level

objective is collected through pre- determined assessments in the specific courses identified in

academic program correlational maps. Achievement benchmarks were identified for each

degree and certificate program-level objective, against which program effectiveness can be

assessed and decisions regarding needs for program improvements can be made.

Program-level outcomes are reviewed collectively by faculty twice yearly at faculty

retreats. Data collected shows the correlation of course-level student learning objective

outcomes, and results surrounding achievement of program-level objectives for the MA in

Clinical Mental Health Counseling. 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. Internship experiences are crucial for the demonstration and assessment of student learning outcomes. 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).

Use of Data for Ongoing Student & Program-Level Outcomes Improvement

The table below shows the results of recommendations previously made and implemented, based on analysis, discussion of data collected to date.

MA CMHC Degree Program

Program Objective 1
On the program level, overall data showed a 2% increase in students' mastery on this key performance indicator.

2017-2018	2018-2019
92.3% at/above 80% mastery	93.88% at/above 80% mastery

Program Objective 2
On the program level, overall data showed a 1.25% decrease in students' mastery on this key performance indicator.

2017-2018	2018-2019
97.95% at/above 80% mastery	97.75% at/above 80% mastery

Program Objective 3

On the program level, overall data showed a .26% increase in students' mastery on this key performance indicator.

2017-2018	2018-2019
96.41% at/above 80% mastery	96.67% at/above 80% mastery

Program Objective 4

Data for this objective is not yet available. As of September 2019, faculty approved the rewording of Program Objective 4 in order to correspond more accurately to our current implementation and align with ASERVIC competencies.

Prior Program Objective:
Students will participate in curricular activities promoting vital and authentic spiritual formation and will demonstrate competency for addressing matters of faith, spirituality, and values in counseling from a Christian Foundation.

Revised Program Objective:
Students will participate in curricular activities promoting greater spiritual awareness and security of attachment to God, and they will demonstrate competency for addressing matters of faith, spirituality, and values in counseling.

On a tertiary level, in addition to course and degree/certificate program-level assessment of outcomes, Richmont more globally assesses the extent to which it achieves its outcomes through measures related to program viability and quality such as student enrollment, semester credit hour production, retention, graduation rates, standardized testing pass rates, and similar performance measures.

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 as an informing component for strategic planning, budgeting, and decision-making.

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 2018 & 2019*). This assessment is utilized because the subtests of the CPCE correspond to identified 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. Faculty members provide quantitative and qualitative summaries of student performance from assessment rubrics and internship evaluations, as well as the implications of these results for changes and improvements. 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 about the core curriculum of the MCMHC and MAMFT programs.

The review process for core curriculum SLOs is very similar for the *SCHOOL OF MINISTRY*. 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. 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. These data are analyzed by the Dean of the *SCHOOL OF MINISTRY* along with faculty, and improvements are initiated based on this analysis.

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, Richmont 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 across all modes of delivery.

Faculty Accomplishments

Richmont Faculty Productivity

January 2019-June 2019

Presentations

Barnes, G., **Sytsma, M.,** Taylor, D., Wade, D. (March, 2019). *Sexual desire discrepancy in married couples and negative applications of "self-esteem"*. Paper presented at the annual meeting of the Christian Association for Psychological Studies, Dallas, TX.

Blackburn, A.M., White, J.L., & Plisco, M.K. (March, 2019). *Promoting wellness in graduate students: Utilizing the advisory relationship to foster students' ongoing commitment to wellness.* Paper presented at the annual meeting of the Christian Association of Psychological Studies (Counselor Education track). Dallas, TX.

Bland, C., Brue, J., **Sartor, D. C., & White, J**. (April, 2019). *To bracket or broach: Discerning how to engage value differences*. Paper presented at the International Conference of the Christian Association for Psychological Studies in Dallas, TX.

Cochran, C. & Kerley, M. (March, 2019). *To tweet or not to tweet: Social media, online presence, and professional ethics.* Christian Association for Psychological Studies International Conference. Dallas, Texas.

Cochran, C. (March, 2019). *Mindful communication in integration education: Relationships that transform*. Paper presented at the Christian Association for Psychological Studies International Conference, Pasadena. Dallas, Texas.

DiLella, N. M., Dailey, S.F., Lenz, A. S., Minton, C. A., & **Myers, K.J.** (March, 2019). *Standards of practice and available resources for crisis, disaster, & trauma counseling*. Paper presented at the American Counseling Association 2018 World Conference & Expo, New Orleans, LA.

Doverspike, W. F. (April, 2019). *Ethics and supervision.* Ethics seminar presented at the Department of Clinical Psychology, College of Health Professions, Mercer University, Atlanta Administration and Conference Center, Atlanta, Georgia.

Doverspike, W. F. (March, 2019). *Professional ethics and clinical practice: Common case scenarios.* Ethics workshop presented at Ridgeview Institute, Smyrna, Georgia.

Flenniken, M., Vincent, J. & **Myers, K. J.** (May, 2019). *Child abuse prevention in Georgia:*

Research & resources for the vulnerable. Paper presented at the Licensed Professional Counselors of Georgia. Savannah, GA.

Lyon, N. V., & **Plisco, M. K.** (March, 2019). *The effects of self-compassion and mindfulness on performance anxiety and flow in elite athletes*. Poster presented at the annual meeting of the Christian Association of Psychological Studies. Dallas, TX.

Mills, C. D. (May, 2019). *Treating sex addiction through humanistic theories*. Presented at the Association for Humanistic Counseling, Bloomington, MN.

Mills, C. D. (May, 2019). *Counseling adult survivors of childhood sexual abuse*. Presented at the Association for Humanistic Counseling, Bloomington, MN.

Mills, C. D., & Rogers, T. (June, 2019). *Humanism and supervision*. Presented at the Association for Humanistic Counseling, Bloomington, MN.

Rogers, T. & Smith, A. (2019). *Psychological trauma and anorexia nervosa.* Paper presented at the TLPCA Counseling and Therapy Summit, Nashville, TN.

Sartor, D., Cochran, C. Blackburn, A. M., Plisco, M. K., & White, J. L. (March, 2019). *The role of attachment in promoting spiritual formation in one graduate Clinical Mental Health Program.* Paper presented at the annual meeting of the Christian Association of Psychological Studies (Counselor Education track). Dallas, TX.

Sutherland, S. (2019, June). *The ethics of self-care.* Alcohol & Drug Abuse Certification Board of Georgia (ADACBGA), Atlanta, Georgia.

Wheelus, C.L. (January, 2019). *A family therapy for college counseling? An intro to Bowen's Intergenerational Family Therapy*. Paper presentation at the annual conference of the Georgia College Counseling Association, St. Simons, GA.

<u>Publications</u>

Gladson, J. (2019). *Touched by the Hand of God: A Commentary on Job*. Bloomington, IN:

iUniverse.

Sartor, D. C. (2019). [Review of the book: *Growing Down: Theology and Human Nature in the*

Virtual Age, by J. J. Hamm]. *Christian Scholar's Review, 48*, 2.

Wheelus, C. L. (2019). IE tools aid conference feedback. *ISE Magazine, 51*(1).

Notable University-Wide Improvements – Office of the President

A Vision for Richmont's Rightful Destiny

The fuel for our new three-year strategic plan stems from a robust and compelling vision for

Richmont to become an internationally-recognized leader in faith-based counseling and ministry

education and a university of first-choice for top students, faculty, and staff. It is our hope that

this vision will coalesce and propel our collective energies to expand the University's impact on

individuals, churches, and communities both locally and abroad.

Fundraising Efforts See Record Growth

General donor support increased 50% during the 2018-19 fiscal year. Much of this increase came

from grants received, which tripled in comparison to the 2017-18 fiscal year. Since grant support

is a key indicator of the credibility and reputation of an institution, this is an important metric

above and beyond what the additional dollars provide. Among Richmont's closest supporters, FY

19 brought a 250% increase in the number of current students making gifts to the University, and

the number of alumni donors grew by 42%.

University Faculty and Staff Talent Pool Deepens

Richmont acquired a Director of Admissions, Associate Registrar, distinguished faculty member, and Director of Development, all of who possess extensive higher education experience. These additions will only deepen the University's internal effectiveness and expand its impact in the communities it serves. As Richmont continues to grow, we plan to add the best talent to support and cultivate such growth.

Graduates Sustain Near-Perfect Licensure Exam Passage Rates

Our graduates continue to outscore the graduates of our competitors on the National Counselor Exam. With an average passage rate of 96%, our graduates continue to show they possess the theoretical knowledge and practical skills needed to join the ranks of the most elite mental health professionals in the industry.

Notable University-Wide Improvements

Library Services

Richmont's libraries have expanded its accessibility to more commensurately provide resources that support both traditional and non-traditional (online) course offerings for students and faculty engaging the program through either modality.

Richmont Graduate University continues maintains two campus libraries headed by three librarians educated in American Library Association accredited programs. These libraries offer the following accessible materials and services that support learning resources appropriate for scholarly inquiry, study, and scholarly research relevant to counseling.

Journals

The libraries provide online access to the following indexes and full-text databases: (Journal Databases at Richmont)

- ✓ Academic Search Complete

- ✓ ProQuest Central

- ✓ PsycARTICLES

- ✓ Psychology & Behavioral Sciences Collection

- ✓ Psychology Database (ProQuest)

- ✓ PsycINFO

- ✓ Research Library (ProQuest)

- ✓ Social Science Database (ProQuest)

- ✓ Sociology Database (ProQuest)

Many of the print journals received at the libraries will become online subscriptions in the 2019-20 fiscal year. Students and faculty will have access to these journals through the library catalog. In addition, students and faculty can request copies of materials housed in the libraries. Interlibrary Loan Service is also a part of obtaining materials for scholars.

Books

The 2018-19 school year marked the first time that the majority (56%) of Richmont's book budget went to eBooks. eBook purchased holdings are available in EBSCO eBooks (14,000+ copies) and leased holdings in ProQuest's Ebook Central (189,000+ titles). Searches in ProQuest eBook Central highlight useful books in this database that are appropriate for counseling students. EBSCO eBooks (341 titles added in the last fiscal year are concentrated in counseling with additional support for the *SCHOOL OF MINISTRY* at Richmont Graduate

University. The physical collection in the libraries (39,124 titles) is available to faculty and students through copyright legal chapter scans and through mailing. Students and faculty are also encouraged to suggest material purchases to meet their research interests.

Notable Program-Wide Improvements - School of Counseling (SOC)

SOC Clinical Training Program

Richmont's CMHC clinical training program has incorporated innovative technology called Supervision Assist to provide students and supervisors a HIPPA compliant, cloud-based program to video record client sessions, keep track of clinical hours, and maintain relationships with and documentation from clinical supervisors throughout the Practicum/Internship process.

The implementation of Supervision Assist began July 2019 with collaboration of multiple departments. The implementation of cloud-based video allows for students to access video capacity without the software glitches found in our previous format. This also creates opportunity for faculty and site supervisors to view video immediately and give timely feedback. The technology distributes, collects, and stores evaluation data for students and supervisors which will in turn improve data collection by increasing timely responses. This data will then be reported as information utilized to improve clinical program effectiveness,

SOC Curricular Offerings

The institution has continued to evaluate and improve curricular offerings. Changes to the course curriculum are proposed to the curriculum committee, which then recommendations to the academic affairs committee for discussion and approval.

In addition to general oversight of the curriculum, the curriculum committee and academic affairs committee are addressing the means by which to improve Richmont's certificate programs. Faculty desire to have all Richmont certificate programs lead to an additional certification after student's graduation. To this end, certificate programs are in the process of being evaluated for changes that will benefit students. An example of this is Richmont's Addictions Certificate which was restructured to align with national accreditation standards for addictions counselors.

In addition to the changes in the addictions certificate to lead toward post-master's certification, the university has approved a new course in play therapy with possible view to revision of the current child and adolescent therapy certificate. Also, a new course in Crisis Intervention has been approved by the university. Other course descriptions and names have been changed to better reflect alignment with CACREP standards and the counseling profession. Other examples of innovation include a change in the Christian Sex Therapy certificate to allow for better streamlining of the course offerings in the best interest of students.

SOC Instructional Technology

Richmont's MA CMHC program has begun delivering a limited number of classes in an online format (Richmont's CMHC program does not offer an online degree). In the fall of 2017, ***RICHMONT GRADUATE UNIVERSITY*** offered Human Growth and Development and Counseling Systems and Interventions, in an online format. In the spring of 2018, ***RICHMONT GRADUATE UNIVERSITY*** appointed a Coordinator for Online Development who oversaw the implementation of Psychopathology and Lifestyle and Career Development.

In addition to the four aforementioned courses, since January of 2018, **RICHMONT GRADUATE UNIVERSITY** has contracted, overseen the construction of, and introduced to the student population the following courses: Introduction to Counseling; Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Therapy; Family Systems Theory; Addictions Counseling: An Integrative Approach to Assessment and Treatment; Theodicy and Trauma Counseling; Methods of Research; Cognitive Behavioral Therapy; Biblical Interpretation and Application for Counselors; and Integrative Theology for Counselors. Additionally, the following courses have been constructed and will be implemented after further approval is received from state and regional accrediting bodies: Personal and Spiritual Life of the Counselor; Relating Faith and Spirituality for Counselors; and Psychodynamic Theories and Counseling.

MA CMHC Degree Program		
% of courses offered in traditional format	% of traditional courses also offered through online option	% of CMHC degree courses offered only online
100%	44%	0%

Richmont utilizes Moodle as its online Learning Management System (LMS). Moodle is both widely recognized and utilized as a delivery platform for online learning. Zoom Video Communications is utilized to provide synchronous sessions in each class. All classes are required to have a minimum number of synchronous sessions to ensure that a sense of community is fostered in student life as well as between faculty and students. Online courses are offered in the same 16-week format as **RICHMONT GRADUATE UNIVERSITY** 's traditional

classes and assignments that assess for CACREP standards are consistent within each class, regardless of the delivery modality. This allows for consistent data collection and evaluation to ensure commensurate quality between traditional and non-traditional delivery modalities for each class that is offered in more than one format.

SOC Integration Curriculum

During the 2018-2019 academic year, recommendations for improving the core integration curriculum were vetted and passed through the Academic Affairs Committee. These recommendations included a revised set of institution specific faith-based learning objectives that are covered in the core integration curriculum alongside the full set of ASERVIC competencies for addressing spiritual and religious issues in counseling. The core integration curriculum consists of six classes (Integrative Theology for Counselors, Biblical Interpretation and Application for Counselors, Faith Traditions in Counseling, Relating Faith and Spirituality in Counseling, Theodicy and Trauma Counseling, and Personal and Spiritual Life of the Counselor). The learning objectives—and, therefore, these six core integration courses—now have been rearranged and sequenced in the program of study to correspond to the counselors' professional and clinical development. Implementation of these changes will begin in the 2019-2020 academic year with revised programs of study for incoming students and updated learning objectives for these core integration courses.

SOC Student Advisement

Since the initial changes in the advising program in Fall of 2017, Richmont continues to dedicate a full week to be intentional about advising, relating, and connecting. Currently advising

week occurs once a semester in the fall and spring semesters. It is coordinated to coincide with the beginning of registration for the next academic term.

It is clearly a tremendous help to have students not worry about major tests or projects during advising week. The increase of time spent with advisees is good for the students and the program. Classes continue to meet during the week of advisement but committee meetings are cancelled for faculty so they will have more free time to schedule appointments with advisees. Richmont tries to cap the advising load at about 20 students per advisor. Currently there are 222 advisees and 12 advisors with an average of 18 advisees per advisor, which allows more individual attention for each advisee in the advising process.

Following the completion of the QEP Thrive initiative for wellness (within which the new advisement week is embedded), the advising process will formally by assessed through the development of an advisor survey to further document the impact of advising week. Even after the current QEP Thrive program is over we will continue the advising week process because of the critical nature of advising to retention and development of professional identity.

Notable Program-Wide Improvements - School of Ministry (SOM)

The School of Ministry initiated a new degree program in the fall of 2018. The Master of Arts in Ministry: Anglican Studies Concentration was developed to serve the Anglican Church of North America, one of the fastest growing denominations in the nation. This 36-hour degree launched with 12 students and has already seen 4 graduates.