

RICHMONT
GRADUATE UNIVERSITY™

Annual

Institutional Effectiveness

Report

Academic Year 2021-2022

This document has been prepared by the *OFFICE OF Institutional Effectiveness*.

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RICHMONT AUTHORIZATIONS AND PRACTICES

Authorization Statement

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

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

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

SACSCOC Accreditation

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

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Mission Statements

The RICHMONT GRADUATE UNIVERSITY Mission Statement:

RICHMONT GRADUATE UNIVERSITY provides Christ-centered education and research that 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 counseling, 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*, Richmond 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 Richmond to better evaluate its progress and improve institutional effectiveness.
- b. In addition, Richmond makes the tools of counseling – clinical training manual available to measure clinical applications of Christian theology and spiritual formation activities.
- c. Finally, Richmond 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. Richmond 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 Richmond 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 7 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 Graduate University also offers online/distance education.

Student Population

Richmont's student population and graduates by degree are reflected below:

	<i>Gender</i>	
	<i>Male</i>	<i>Female</i>
Fall 2021	39	221
Spring 2022	39	233
Summer 2022	30	166

	Ethnic Origin							
	<i>Asian</i>	<i>Black/ African American</i>	<i>White</i>	<i>Hispanic/ Latino</i>	<i>American Indian / Alaskan Native</i>	<i>Native Hawaiian / Pacific Islander</i>	<i>Other</i>	<i>Unreported</i>
Fall 2021	7	32	205	5	1	0	4	6
Spring 2022	7	42	208	7	1	0	4	3
Summer 2022	6	20	161	3	1	0	4	1

	Fall 2021	Spring 2022	Summer 2022	Total Graduates
Degrees				
D.Min in Spiritual Formation & Leadership	0	0	0	0
M.A. in Clinical Mental Health Counseling	0	57	2	59
M.S. in Pastoral Care and Integration	0	1	1	2
M.A. in Ministry	2	2	4	8
M.A. in Ministry: Anglican Studies	1	0	1	2
M.A. in Ministry: Racial Justice Concentration	0	0	0	0
M.A. in Spiritual Formation and Direction				1
Certificates				
Graduate Certificate in Trauma Counseling	0	15	0	15
Graduate Certificate in Addiction Counseling	0	3	0	3
Graduate Certificate in Child and Adolescent Counseling	0	3	0	3
Graduate Certificate in Spirituality in Counseling Practice	0	0	0	0
Graduate Certificate in Christian Sex Therapy	0	3	0	3
Graduate Certificate in Marriage and Family Therapy	0	12	0	12

	Fall 2021	Spring 2022	Summer 2022	Total Graduates
Graduate Certificate in Spiritual Direction	0	12	0	12
Graduate Certificate in Racial Trauma, Intervention and Justice	0	0	0	0
Graduate Certificate in Anglican Studies	0	0	0	0
Graduate Certificate in Pastoral Care	0	0	0	0
Graduate Certificate in Integration	0	0	0	0

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*. Richmond'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

Richmond'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 is responsible for recommending the strategic plan to the governing board. 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. In Spring of 2019, Richmont Graduate University launched its first Strategic Plan, *In Pursuit of Excellence*, and concluded it in the Fall of 2021. Of 46 initiatives that spanned three years, developed by stakeholders of Richmont (alumni, students, faculty, staff, administration, and friends of Richmont), directed by the Office of the President, and implemented by Richmont's faculty and staff, 92% were completed. The success of the first strategic plan included such milestones as:

Creation of the Office of Diversity and Inclusion, Creation of the Certificate in Racial Trauma, Intervention, and Justice, Introduction of Richmont's First Doctoral Degree, Creation and Implementation of Richmont's First Online Modality of the Master of Arts in Clinical Mental Health Counseling Degree, Hiring of Richmont's First Provost, Creation of a Virtual Campus Experience, Securing the HRSA Federal Grant for New Student Trainings, and more.

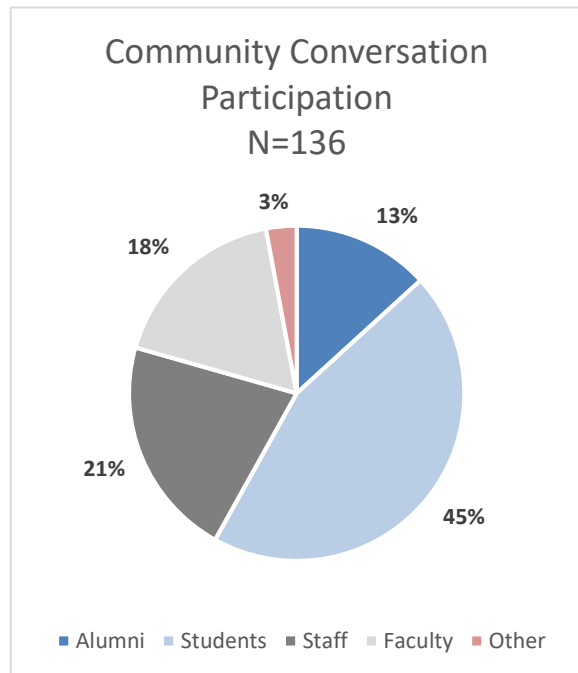
Richmont's 2019-2021 Strategic Plan. The completed strategic plan, implementation methodology, and measurements of progress [can be found here](#),

After the success of the 2019-2021 Strategic Plan, in 2022, Richmont Graduate University began the planning process for the next iteration of the Strategic Plan. In order to best inform Richmont leadership as to the feelings, opinions, and hopes of stakeholders, the Strategic Planning Executive Committee, comprised of the President, Provost, Faculty from the School of Counseling and School of Ministry, Director of Institutional Effectiveness, and Executive Assistant and Project Manager to the Provost/President, formed the Strategic Planning Committee, a larger, more robust

group of Richmond's leadership team comprised of administrators, faculty, deans, and members of the Board of Trustees. Throughout the planning process, this group leveraged data to steer the development of the strategic plan and ensure that all of Richmond's constituents' needs were well represented.

The Strategic Planning Executive Committee began an environmental scanning and data gathering process (qualitative and quantitative) to ensure that the Strategic Planning Committee could make recommendations from recent and relevant data that included all of Richmond's stakeholders. Data was gathered via the Community Conversations – Strategic Planning Survey, and a series of in-person Richmond Community Conversations. Both of these data gathering mechanisms were presented to and included students, staff, alumni, faculty, administrators, external partners, and the board of trustees. Richmond Community Conversations were hosted on the Atlanta and Chattanooga campuses as well as online. For reaching those constituents no longer closely affiliated with Richmond on-ground, 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 in-person discussions focused on an examination of the university's mission, and gathered perceptions on how effectively it is carried out, how accurately it portrays who we are today, and their perspective on the accomplishments of the last iteration of the strategic plan. In addition, perspectives were gathered regarding how these aligned with constituent-identified core values. Participants were given an opportunity to provide feedback on six proposed strategic plan themes/values as well as suggest additional ones to be considered. Lastly, both the in-person conversations and survey gathered specific ideas on initiatives that would operationalize those themes.



One hundred and thirty-six individuals participated in the community conversations in-person, online, or via survey. Thirteen percent (13%) of participants were identified as alumni, forty-five percent (45%) were identified as students, twenty-one percent (21%) were identified as staff, eighteen percent (18%) were identified as faculty and an additional three percent (3%) were identified as stakeholders of Richmond Graduate University.

Based on these community-wide discussions, five (5) strategic aspirations 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 Richmonts’ culture. These are outlined below:

- 1. Prioritize Academic Innovation***
- 2. Promote the Richmont Difference***
- 3. Enhance the Student Experience and Success***
- 4. Grow Physical and Financial Resources***
- 5. Pursue an Inclusive and Diverse Community***

Per the Strategic Plan Timeline outlined below, Richmond Graduate University aims to complete the next iteration of the plan in February 2023 and begin implementation in July 2023.

Strategic Plan Timeline

Phase 1: Establish the Process Sept 26 – Oct 10

Phase 2: Community Conversations & Ideation Oct 11 – Nov 14

Phase 3: Collate and Analyze Findings Nov 15 – Dec 31

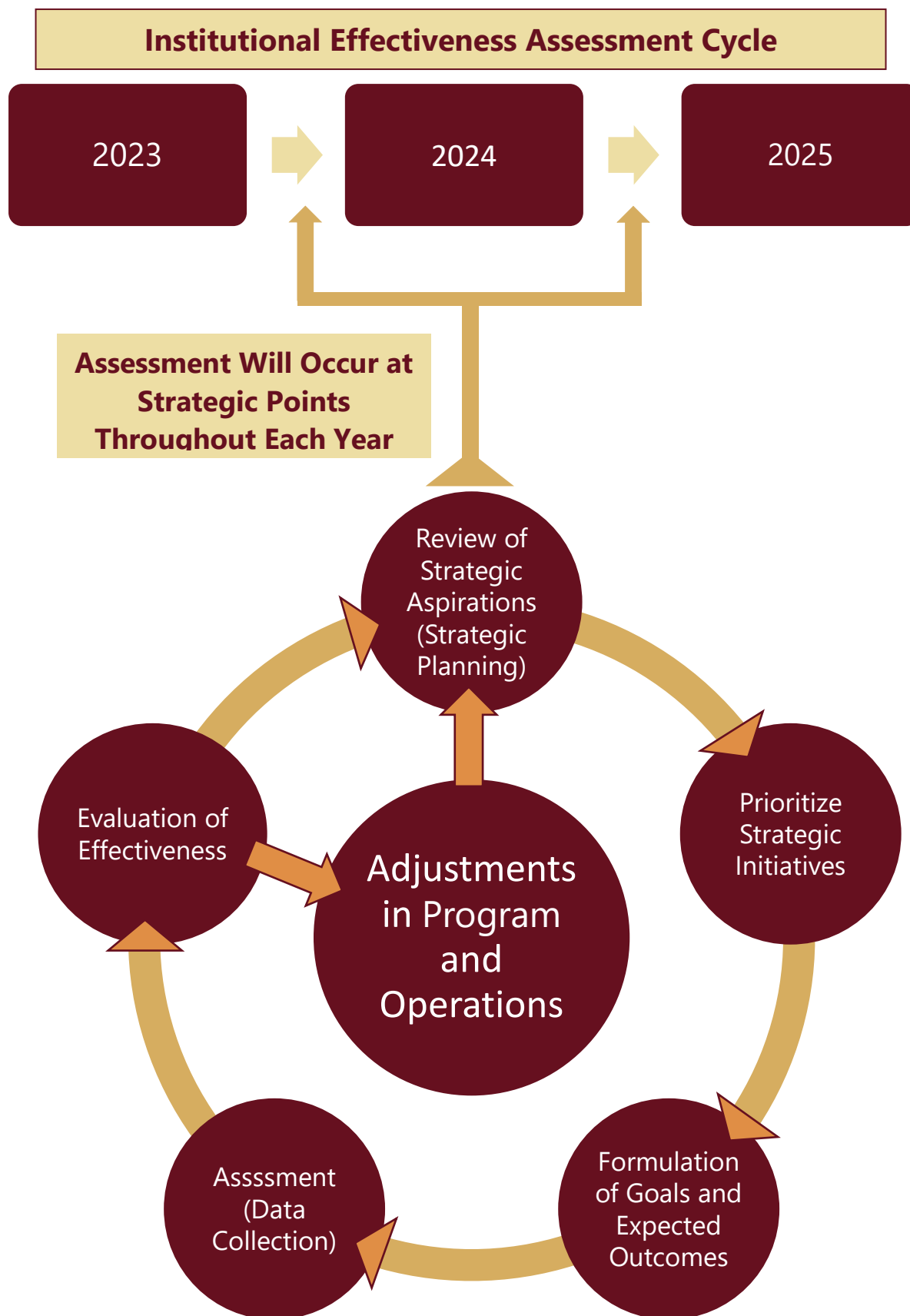
Phase 4: Identify Aims Jan 1 – Jan 31

Phase 5: Compose Plan Feb 1 – Feb 28

Phase 6: Implementation July 2023

2022 | Strategic Planning

Richmont’s institutional effectiveness process supports 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 Richmond Graduate University. At both the course and degree / certificate program levels, Richmond

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 2022, Richmond's faculty reviewed and re-developed, program-level objectives and course-level key performance indicators to match the 2016 CACREP standards for the Master of Arts in Clinical Mental Health Counseling program. Simultaneously, School of Counseling faculty created program-level objectives aligned with course-level student learning objectives for

each of the certificate programs within the School of Counseling. 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. 2022 marked the second full academic year of assessment within the School of Ministry.

Richmont’s degree and certificate programs include the following:

School of Ministry		School of Counseling	
Degree Programs	Certificate	Degree Programs	Certificate Programs
<ul style="list-style-type: none"> ➤ MA in Ministry ➤ MA in Ministry: Anglican Studies Concentration ➤ MA in Ministry: Racial Trauma, Intervention, and Justice ➤ MA in Spiritual Formation & Direction ➤ DMin in Spiritual Formation and Leadership 	<ul style="list-style-type: none"> ➤ Certificate in Spiritual Direction 	<ul style="list-style-type: none"> ➤ MA in Clinical Mental Health Counseling ➤ MS in Pastoral Care and Integration 	<ul style="list-style-type: none"> ➤ Addictions Counseling ➤ Child and Adolescent Counseling ➤ Christian Sex Therapy ➤ Spiritual Formation in Counseling ➤ Trauma Counseling ➤ Marriage & Family Therapy ➤ Racial Trauma, Intervention, and Justice ➤ Pastoral Care ➤ Integration

With these 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

Assessment of Richmont's academic programs is core to Richmont's mission 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. "

Every faculty member is committed to our course and programmatic improvement process, ensuring that each semester is an opportunity for growth and further development of our programs. This commitment to assessment and continuous improvements ensures that Richmond's curriculum is continually advancing. Focusing on student success, Richmond ensures that graduates from our programs are the most well-equipped to heal, restore, and transform the lives of individual, churches, and communities.

The assessment model and continuous improvement mentality is a central part of Richmond' s Strategic Planning, specifically relating to our first aspiration: Pursue Academic Excellence and Innovation. This initiative was tailored toward ensuring that Richmond "strives to attain excellence in its people, programs and processes". Fostering a culture of assessment is a key part of this aspiration, ensuring that we support "continuous cyclical improvement in the areas of student learning". Committing ourselves to an assessment culture ensures that we can continue to "pursue academic excellence and innovation".

Data for each program level objective is collected through pre-determined assessments (rubrics) in the specific courses identified in the correlational maps, with achievement benchmarks 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. Faculty members determine student success via the outlined criteria in each rubric and assign students an overall mastery level of each student learning objective. As outlined on the Program Goal Correlation Maps, these individual student mastery levels are used to determine overall programmatic success.

The assessment process is led by faculty members, specifically those identified as

course or certificate leads, with oversight from the Dean of the School of Counseling or Dean of the School of Ministry respectively. Determined certificate leads confer with additional teaching faculty members, reviewing and interpreting course-level student data, as well as outcomes on previously suggested course or program improvements. Once they have discussed possible course and/or program improvements as guided by the qualitative and quantitative data, course leads submit the Continuous Course Improvements Survey. This survey acts to gather faculty responses for the next iteration of these courses, in order to further guide implementation of future course/program improvements. Syllabi are adjusted to reflect course improvements, which are implemented the next time the courses are taught.

Faculty review program-level outcomes and suggested programmatic improvements annually at faculty retreats. Data presented and discussed at these faculty retreats displays the correlation of student learning objectives, assessment outcomes, and results surrounding achievement of program-level objectives.

As program improvements are made, longitudinal data will display the outcomes of these implementations. Faculty will then review changes for effectiveness, determine subsequent changes needed, and continue to focus on the continuous improvement of Richmond's programs.

Clarification of Program-Level Goals (Key Performance Indicators) and Student Learning Objectives

Program goals are based on competencies identified as essential in establishing the knowledge, skills, and dispositions crucial to professional success and represent a consensus among all faculty. Each program goal is considered via a combination of course level student learning and correlating assignments for measurement. Student learning objectives are established at the individual course level and differ significantly in purpose. Student learning objectives are established at the course level and differ significantly in purpose. Student learning objectives are determined and reviewed by faculty. Learning objectives for some

courses may focus on introductory information and concepts while objectives for other courses may focus on elaborating and expanding on key concepts and issues. Learning objectives for some courses may require the demonstration and application of knowledge and skills and provide the basis for assessment of student achievement of certificate and degree program goal objectives.

2021-2022 Assessment Updates

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 Director of Institutional Effectiveness, 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*, it was deemed necessary to shift the Clinical Mental Health Counseling program from 2008 CACREP standards to 2016 CACREP standards, ensuring our content, programming, and assessment methodology remain up to date with modern research and knowledge. This involved a full-scale assessment of every course in the CMHC program ensuring that all new CACREP content standards are being taught, updating program goals, creating Key Performance Indicators related to CACREP content areas, and developing new assignments/rubrics. Faculty worked together to create these and they were implemented across the program. Additionally, Certificate leads worked with teaching faculty and the Director of Institutional Effectiveness to ensure that our certificate assessment procedure was appropriately set up and maintained.

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. 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

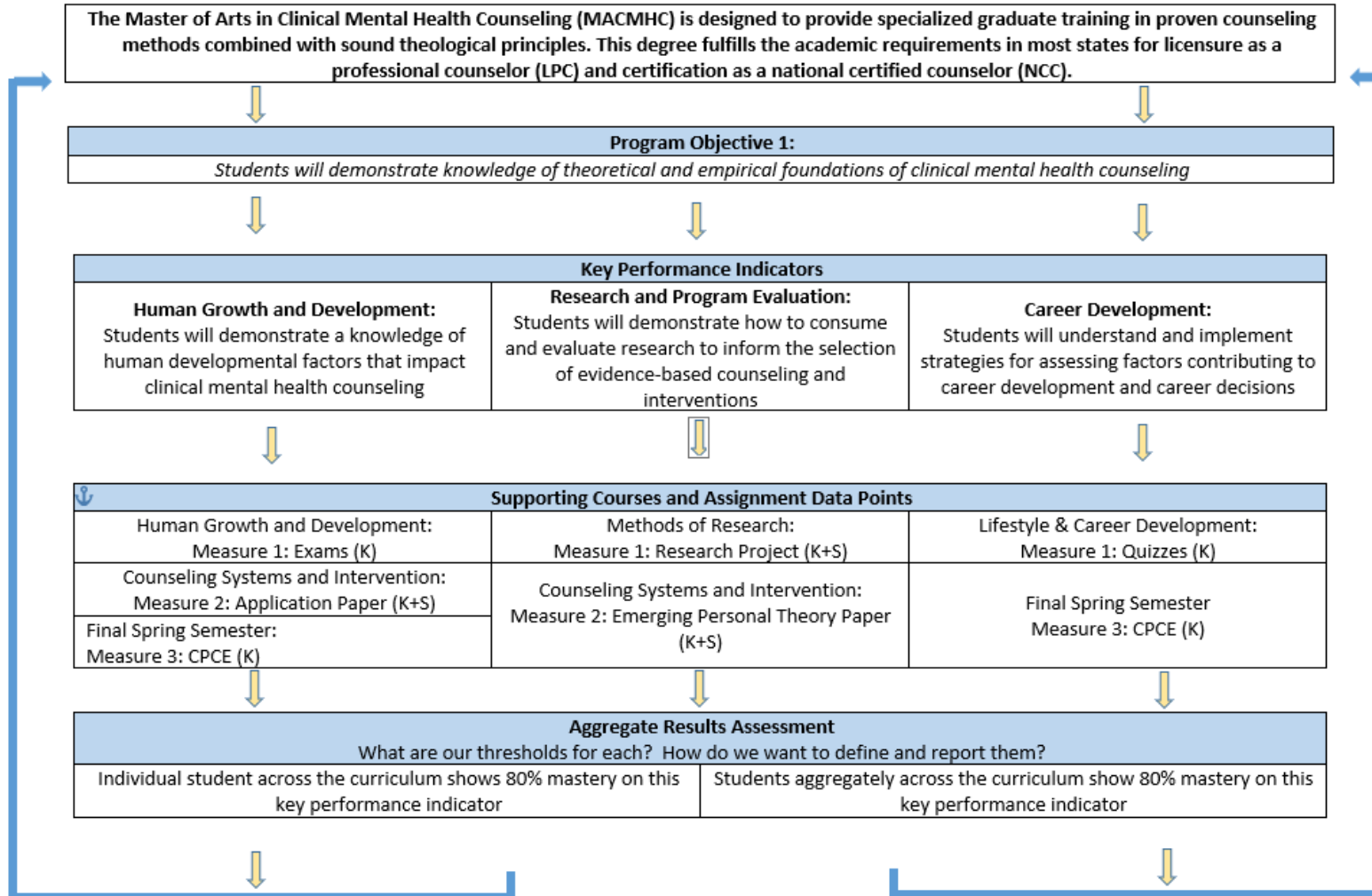
The table below shows the results of recommendations previously made and implemented, based on analysis, discussion of data collected to date.

MA in Clinical Mental Health Counseling (CMHC)

In 2021, Richmond School of Counseling Faculty worked to shift the CMHC program from 2008 CACREP standards to 2016 CACREP standards, ensuring that the program remains up to date with current best-practices and content. This involved redefining program objectives, determining new ways to measure those program objectives using newly defined Key Performance Indicators (KPI's), and mapping assignments and rubrics to said KPI's and Program Objectives. Below are the newly developed Program Objective Correlation Maps which show how the program is to be assessed moving forward. Assessment begins Academic Year 2022-2023.

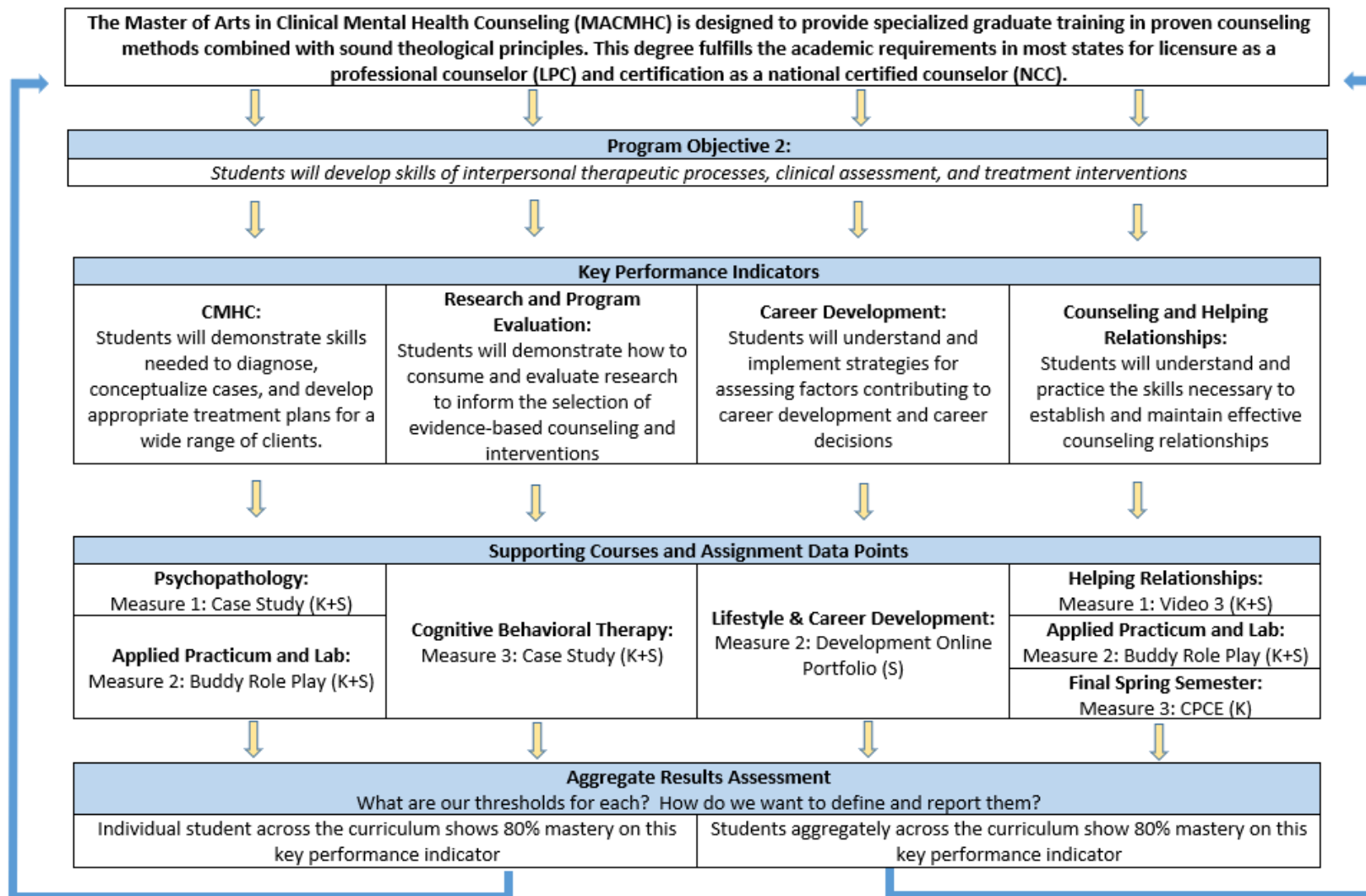
SCHOOL OF Counseling

MA CMHC Program Goal



SCHOOL OF Counseling

MA CMHC Program Goal



SCHOOL OF Counseling

MA CMHC Program Goal

The Master of Arts in Clinical Mental Health Counseling (MACMHC) is designed to provide specialized graduate training in proven counseling methods combined with sound theological principles. This degree fulfills the academic requirements in most states for licensure as a professional counselor (LPC) and certification as a national certified counselor (NCC).

Program Objective 3:
Students will develop a practical understanding of counseling ethics, law, and professional standards and act in accordance with ethical codes.

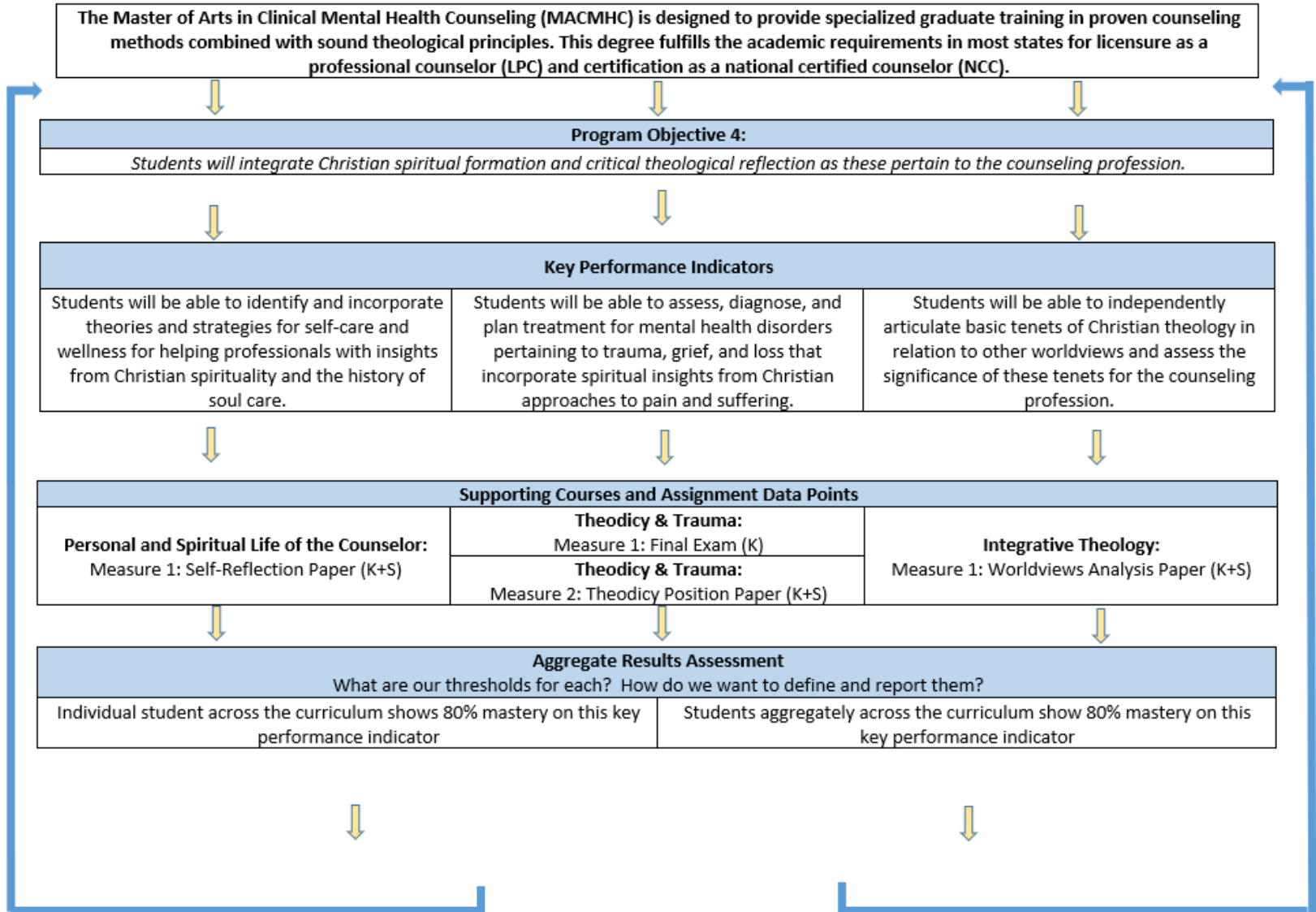
Key Performance Indicators		
<p>Assessment and Testing: Students will be able to identify and implement evidence-based procedures for diagnostic, risk assessment, and treatment planning purposes</p>	<p>Professional Counseling Orientation and Ethical Practice: Students will be able to assess ethical situations according to the relevant codes of ethics and legal standards and make appropriate decisions regarding subsequent actions</p>	<p>Group Counseling and Group Work: Students will demonstrate characteristics and skills necessary for ethical group formation, leadership, and evaluation</p>

Supporting Courses and Assignment Data Points		
<p>Clinical Appraisal and Assessment: Measure 1: Assessment Report (K+S)</p>	<p>Ethical, Legal, and Professional Standards: Measure 1: Case Study (K+S)</p>	<p>Group Counseling: Measure 1: Exam (K)</p>
<p>Psychopathology: Measure 2: Case Study (K+S)</p>	<p>Applied Practicum and Lab: Measure 2: Crisis Intervention Quiz, Consultation/Supervisor Quiz (K)</p>	<p>Final Spring Semester: Measure 2: CPCE (K)</p>
<p>Applied Practicum and Lab: Measure 3: Buddy Role Play (K+S)</p>	<p>Internship II: Measure 3: Case Study (K+S)</p>	

Aggregate Results Assessment	
What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

SCHOOL OF Counseling

MA CMHC Program Goal



SCHOOL OF Counseling

MA CMHC Program Goal

The Master of Arts in Clinical Mental Health Counseling (MACMHC) is designed to provide specialized graduate training in proven counseling methods combined with sound theological principles. This degree fulfills the academic requirements in most states for licensure as a professional counselor (LPC) and certification as a national certified counselor (NCC).

Program Objective 5:
Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.

Key Performance Indicators	
CMHC: Students will demonstrate skills needed to diagnose, conceptualize cases, and develop appropriate treatment plans for a wide range of clients	Social and Cultural Diversity: Students will develop a basic understanding of the competencies required for ethical practice in a multicultural and pluralistic society.

Supporting Courses and Assignment Data Points	
Internship II: Measure 3: Case Presentation (K+S)	Ethical, Legal and Professional Standards: Measure 1: Exam 1 (K)
	Social and Cultural Issues: Measure 2: Color of Fear: Worldviews Paper (S)
	Final Spring Semester: Measure 3: CPCE (K)

Aggregate Results Assessment	
What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

After shifting these program goals and their associated measurements, data has begun to be collected to be first analyzed and discussed in 2023.

2021-2022 Data and Results

SCHOOL OF MINISTRY

MA Ministry

Program Objective 1

2020-2021	2021-2022
100% Competency or Better	93% Competency or Better

Faculty suggested reworking the Church History and Trinity courses. The two courses have significant information that cross over one another and there it is difficult to pack Church History into one course. Shifts in trinitarian doctrine throughout Church History is a vital aspect of both courses. The Church History course has a massive amount of information and text levied in one course. Student feedback shows that this is overwhelming. Possible curriculum change would be to format these courses into a two course sequence covering both Church History and The Trinity. Faculty program/certificate leads and teaching faculty need to have additional discussion considering what these courses and the overall curriculum would look like if they were sequenced as described. Ideally, this would increase student understanding of both the Church History and The Trinity. Improvement should be noted specifically in student performance in Historical Voice Paper (working within original texts from different theologians over time). A further aspect of Trinitarian doctrine could be added to this paper to track.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

Faculty suggested that the shift here in competency reflects the further emphasis we have made on the complexity of our rubrics. More data will need to be gathered.

Program Objective 2

2020-2021	2021-2022
100% Competency or Better	95% Competency or Better

Faculty wonder if the shift made to require essentials and practices prior to other SF courses has been effective. More longitudinal data is required, however, there were questions arisen regarding the content for these two courses. Are they working in tandem to be more effective in sequence or are they just sitting in silos as disconnected prerequisites. Faculty believes these need to be sequential courses that work off one another. As we look at other curricular sequence in 2023, this will be further considered.

Considering adding as part of the exit criteria for completing the degree requirements on meeting with a Spiritual Director throughout the program. This should not only help students understand the role of spiritual direction in spiritual formation/ministry, but increase the experiential and application components of this course work. It was determined that further research needs to be done regarding the time and monetary commitment that students would have to make to do this.

MA Ministry

Faculty suggested that the shift here in competency reflects the further emphasis we have made on the complexity of our rubrics. More data will need to be gathered.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

Program Objective 3

2020-2021	2021-2022
100% Competency or Better	100% Competency or Better

Faculty suggest bringing in larger leadership theories that tie to the transformative side of Ministry. Right now Authentic Leadership is more of a practical leadership course. It does not specifically address ministry.

Major revisions are required of the Pastoral Care SLO's.

The 100% competency across two years was brought up. Faculty state that the nature of these courses is that if students complete the work (readings and assignments) they should excel. These classes tend to have very few students per section. The more intimate 1:1 relationship with teaching faculty may account for this.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

MA Ministry: Anglican Studies

Program Objective 1

No data to date. All students, to date, that participate in the MA in Ministry, Anglican Studies Concentration, have attended Richmond alongside a partner organization where they receive advanced standing credits towards courses represented by Program Objective 1. Students that complete the program (Mission School of Ministry) do not take Hermeneutics and Exegesis, Church History, Biblical Themes, and the Trinity at Richmond because they have taken equivalent courses through the Mission School of Ministry. Future students that attend Richmond that have not participated in the Mission School of Ministry will be required to take these courses at Richmond.

Program Objective 2

2020-2021	2021-2022
100% Competency or Better	95% Competency or Better

Shifts in making the Essentials course more fundamental would be good. Since Practices is not taught in this program, we should keep in mind that Essentials is the core Spiritual Formation introductory course. This will be considered as we work on curriculum content in 2023.

Considering adding as part of the exit criteria for completing the degree requirements on meeting with a Spiritual Director throughout the program. This should not only help students understand the role of spiritual direction in spiritual formation/ministry, but increase the experiential and application components of this course work. It was determined that further research needs to be done regarding the time and monetary commitment that students would have to make to do this.

MA Ministry: Anglican Studies

Faculty suggested that the shift here in competency reflects the further emphasis we have made on the complexity of our rubrics. More data will need to be gathered.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

Program Objective 3

2020-2021	2021-2022
100% Competency or Better	100% Competency or Better

Major revisions are required of the Pastoral Care SLO's.

The 100% competency across two years was brought up. Faculty state that the nature of these courses is that if students complete the work (readings and assignments) they should excel. These classes tend to have very few students per section. The more intimate 1:1 relationship with teaching faculty may account for this.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

Program Objective 4

2020-2021	2021-2022
93% Competency or Better	100% Competency or Better

All needs remediation comes from the Missional Theology course (2020-21). Each data point currently accounts for only one class. More longitudinal data will need to be collected to make program revisions/improvements based on these data points.

MA in Spiritual Formation and Direction

Program Objective 1

2020-2021	2021-2022
100% Competency or Better	93% Competency or Better

Faculty suggested reworking the Church History and Trinity courses. The two courses have significant information that cross over one another and there it is difficult to pack Church History into one course. Shifts in trinitarian doctrine throughout Church History is a vital aspect of both courses. The Church History course has a massive amount of information and text levied in one course. Student feedback shows that this is overwhelming. Possible curriculum change would be to format these courses into a two course sequence covering both Church History and The Trinity. Faculty program/certificate leads and teaching faculty need to have additional discussion considering what these courses and the overall curriculum would look like if they were sequenced as described. Ideally, this would increase student understanding of both the Church History and The Trinity. Improvement should be noted specifically in student performance in Historical Voice Paper (working within original texts from different theologians over time). A further aspect of Trinitarian doctrine could be added to this paper to track.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

MA in Spiritual Formation and Direction

Faculty suggested that the shift here in competency reflects the further emphasis we have made on the complexity of our rubrics. More data will need to be gathered.

Program Objective 2

2020-2021	2021-2022
100% Competency or Better	95% Competency or Better

Faculty wonder if the shift made to require essentials and practices prior to other SF courses has been effective. More longitudinal data is required, however, there were questions arisen regarding the content for these two courses. Are they working in tandem to be more effective in sequence or are they just sitting in silos as disconnected prerequisites. Faculty believes these need to be sequential courses that work off one another. As we look at other curricular sequence in 2023, this will be further considered.

Considering adding as part of the exit criteria for completing the degree requirements on meeting with a Spiritual Director throughout the program. This should not only help students understand the role of spiritual direction in spiritual formation/ministry, but increase the experiential and application components of this course work. It was determined that further research needs to be done regarding the time and monetary commitment that students would have to make to do this.

Faculty suggested that the shift here in competency reflects the further emphasis we have made on the complexity of our rubrics. More data will need to be gathered.

Questions have been arisen regarding some of the language of the Student Learning Objectives. Content Coordinators will be working on these in 2023.

Program Objective 3

2020-2021	2021-2022
100% Competency or Better	100% Competency or Better

Since students showed overall mastery, questions arose regarding the complexity of our rubrics/assignments. It was determined that some rubrics would need to be adjusted to further capture the complexity of the learning objectives and provide additional detail as to where students were not achieving at expectation-based faculty feedback. The nature of these courses is very experiential. The rubrics are mostly situated in a way that if the students complete the assignments, they pass. All these courses are also pass/fail, so this may account for the mastery.

These courses contain expectations for students to be involved in spiritual direction, however, there is not currently any criteria written in the exit criteria for the program. This should not only help students understand the role of spiritual direction in spiritual formation/ministry, but increase the experiential and application components of this course work. It was determined that further research needs to be done regarding the time and monetary commitment that students would have to make to do this.

Faculty discussed qualitative experiences that students who enter the program do not clearly understand what Spiritual Direction entails and the programmatic expectations.

MA in Spiritual Formation and Direction	
	<p>Considering developing and implementing video/orientation materials that can be provided to students on the Website, during orientation, or during application/admissions process to further prepare students and ensure they have a basic understanding of Spiritual Direction prior to entering the program.</p> <p>Pending additional discussion with the Content Coordinator for Spiritual Direction</p>

Certificate in Spiritual Direction		
Program Objective 1		
	2020-2021	2021-2022
	100% Competency or Better	100% Competency or Better
	<p>Since students showed overall mastery, questions arose regarding the complexity of our rubrics/assignments. It was determined that some rubrics would need to be adjusted to further capture the complexity of the learning objectives and provide additional detail as to where students were not achieving at expectation-based faculty feedback. The nature of these courses is very experiential. The rubrics are mostly situated in a way that if the students complete the assignments, they pass. All these courses are also pass/fail, so this may account for the mastery.</p> <p>These courses contain expectations for students to be involved in spiritual direction, however, there is not currently any criteria written in the exit criteria for the program. This should not only help students understand the role of spiritual direction in spiritual formation/ministry, but increase the experiential and application components of this course work. It was determined that further research needs to be done regarding the time and monetary commitment that students would have to make to do this.</p> <p>Faculty discussed qualitative experiences that students who enter the program do not clearly understand what Spiritual Direction entails and the programmatic expectations. Considering developing and implementing video/orientation materials that can be provided to students on the Website, during orientation, or during application/admissions process to further prepare students and ensure they have a basic understanding of Spiritual Direction prior to entering the program.</p>	

There has been no data to date for the Certificate in Anglican studies, as we have yet to have a student in this certificate program.

Writing Competency

In 2021, School of Ministry faculty decided to include a writing section within each of the rubrics associated with an heavy writing components in order to track and better understand student achievement regarding writing ability across master’s programs. The first round of data was gathered in 2022.

Overall Student Achievement	Writing Mastery Overall
95% Competency or Better	95% Competency or Better

While overall writing scores seem to match overall student achievement, there was a 4% increase in competency over exceeding expectation in writing. More data is required to make accurate determinations of what this may mean.

Soul Health Plan

In 2021, School of Ministry faculty decided to create a new assignment, the Soul Health Plan, that tracked across the Being (Spiritual Formation and Spiritual Direction) content areas within the master’s programs and certificate in Spiritual Direction. The first round of data was gathered and discussed in 2022.

Overall Student Achievement	Soul Health Plan Mastery Overall
95% Competency or Better	95% Competency or Better

While overall scores seem to match overall student achievement, there was a low amount of data collected (20 students). The 5% needing remediation seemed to be due to one student not turning in the assignment. Additional longitudinal data is required to make accurate determinations of what this may mean.

Faculty brought up that due to the anecdotal and personal nature of the soul health plans, students may be reusing the same work in each of the Spiritual Formation classes. In order to prevent this we will need to maintain students previous plans across their time in program and ensure they are updating/making changes as relevant to the particular course and content they are learning. Faculty suggested a shift in the SLO to ensure that it incorporates current course material/content.

DMin Data First Look

To date, we have collected data from the two DMin courses that were taught in Fall 2022. The continuous course improvements survey will be disseminated to teaching faculty and collected in 2023 to prepare for the annual assessment process (Summer 2023). Additional longitudinal data will need to be collected to make appropriate programmatic improvements based on student competency alone. The 2023 assessment and improvement process will rely more heavily on faculty perceptions and student course evaluations.

Spiritual Formation and Scripture:

<u>Hermeneutic Presentation</u>	<u>Paper</u>
100% Competency or Better	100% Competency or Better

Helping Relationships

<u>Self-Awareness Paper Pt. 1</u>	<u>Self-Awareness Paper Pt. 2</u>
100% Competency or Better	100% Competency or Better

Assessment Oversight

The Assistant Dean of the School of Ministry provides leadership and oversight for the unit's system and culture of assessment-based improvement that ensures a faculty-driven process, and ensures that: a) educational goals and outcomes are clear; b) assessment tools are in place to measure educational outcomes; c) assessment data is analyzed; d) information gleaned from the data is used for continuous improvement of student learning outcomes and program outcomes for all master's programs. In the case of the DMin, this is completed by the program director. The School of Ministry administration, faculty, and staff work in tandem with the Office of Institutional Effectiveness to ensure that all faculty are trained to understand the overall need for assessment, and the role of faculty in this process. Additional trainings are provided as needed.

SCHOOL OF COUNSELING

Clinical Mental Health Counseling		
Program Objective 1 - Students will gain knowledge of theoretical and empirical foundations of the field of clinical mental health counseling and its practice in a multicultural and pluralistic society covering the eight main CACREP content areas	2020-2021	2021-2022
	98% Competency or Better	98% Competency or Better
	Since students showed overall mastery, questions arose regarding the complexity of our rubrics/assignments and the program goals themselves. During the 2021-22 Academic Year, faculty decided that they would transition to the 2016 CACREP standards. As part of this process, new program goals were developed with new Key Performance Indicators that correspond to new assignments and rubrics. Faculty expect this new rigorous assessment model to show more valuable programmatic data over time.	
Program Goal 2 - Students will acquire skills of interpersonal therapeutic processes, clinical assessment and treatment interventions through direct counseling practice in the clinical training sequence courses, including supervised counseling practicum and internships.	2020-2021	2021-2022
	97% Competency or Better	99% Competency or Better
	Since students showed overall mastery, questions arose regarding the complexity of our rubrics/assignments and the program goals themselves. During the 2021-22 Academic Year, faculty decided that they would transition to the 2016 CACREP standards. As part of this process, new program goals were developed with new Key Performance Indicators that correspond to new assignments and rubrics. Faculty expect this new rigorous assessment model to show more valuable programmatic data over time.	
Program Goal 3 - Students will develop a practical understanding of counseling ethics, law, and professional standards; will act in accordance with the ethical codes; develop a strong professional counselor identity; and demonstrate good personal deportment for the counseling profession and an ethical and moral character.	2020-2021	2021-2022
	98% Competency or Better	98% Competency or Better
	Since students showed overall mastery, questions arose regarding the complexity of our rubrics/assignments and the program goals themselves. During the 2021-22 Academic Year, faculty decided that they would transition to the 2016 CACREP standards. As part of this process, new program goals were developed with new Key Performance Indicators that correspond to new assignments and rubrics. Faculty expect this new rigorous assessment model to show more valuable programmatic data over time.	

Clinical Mental Health Counseling		
Program Goal 4 - 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.		
	2020-2021	2021-2022
	No Data	No Data
<p>This goal has never been properly assessed as the data was meant to come from a survey that was optional and not properly encouraged in any classes. Thus we have not been able to represent this data, discuss, nor analyze it in any meaningful way. This goal has been shifted, rewritten, and has new measurements that are embedded in courses via rubrics as our other program goals are for the new program goals going into place in Academic Year 2022-2023. We expect more robust data gathering and analysis to come.</p>		

CPCE Results

Within the School of Counseling, 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). This assessment is utilized because the subtests of the CPCE correspond to identified Key Performance Indicators (above). 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) standardized testing results from the CPCE, 3) faculty review of students dispositions throughout their time in program, and 4) supervisor ratings in a student’s final internship. 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.

Programmatic Adjustments and Discussions - CMHC

2016 CACREP Standards

Shifting to the 2016 standards means the introduction of all new program goals, some new assessments, and a fresh look at data. The introduction of these changes ensures the CMHC program remains up to date with current counseling practice and methodology. Future programmatic discussions will emerge once there is additional data to review.

Testing

Faculty discussed the need for more testing involved in our curriculum. Currently many of our assignments, especially those measuring achievements, are essay-based. Ensuring we include more testing moving forward will not only allow us to assess quantitatively from a more objective standpoint, but will ensure that we better prepare our students for the CPCE/NCE as they will be more engaged in test-taking skills and study related to testing.

Integration Curriculum

After reviewing student feedback from surveys over the past few years regarding our Integration curriculum, faculty decided it was time to revamp and renew the courses/content. The Office of Integration has been formed and is spearheading the

initiative to revamp the Integration Curriculum.

Enrich 101

Richmont introduced a new course to the CMHC curriculum as of Fall 2021: Enrich 101. This 1-credit hour course was developed based on years of student feedback in which students reported that they felt the orientation was not sufficient enough to introduce them to all things Richmont, grad school, and connect them to the community, faculty, staff, and administration here at Richmont. Enrich ensures student understand more about university policy, available resources, support personnel, are able to understand graduate student responsibilities and expectations, learn and employ strategies for succeeding as a student at Richmont, demonstrate understanding and readiness to employ intra- and interpersonal development academically, socially, and spiritually throughout their graduate school training.

Certificates			
Christian Sex Therapy	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2021-2022</td> </tr> <tr> <td style="text-align: center;">Program Goal 1 85% Competency or Better</td> </tr> </table> <p>2021-22 marked our first year of data collection regarding certificates. Additional data will be needed in order to begin to appropriately assess and make changes regarding certificate programming.</p>	2021-2022	Program Goal 1 85% Competency or Better
2021-2022			
Program Goal 1 85% Competency or Better			
Addiction	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2021-2022</td> </tr> <tr> <td style="text-align: center;">100% Competency or Better</td> </tr> </table> <p>2021-22 marked our first year of data collection regarding certificates. Additional data will be needed in order to begin to appropriately assess and make changes regarding certificate programming.</p>	2021-2022	100% Competency or Better
2021-2022			
100% Competency or Better			
Child & Adolescent Counseling	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2021-2022</td> </tr> <tr> <td style="text-align: center;">100% Competency or Better</td> </tr> </table> <p>2021-22 marked our first year of data collection regarding certificates. Additional data will be needed in order to begin to appropriately assess and make changes regarding certificate programming.</p>	2021-2022	100% Competency or Better
2021-2022			
100% Competency or Better			
Trauma Counseling	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2021-2022</td> </tr> <tr> <td style="text-align: center;">100% Competency or Better</td> </tr> </table> <p>2021-22 marked our first year of data collection regarding certificates. Additional data will be needed in order to begin to appropriately assess and make changes regarding certificate programming.</p>	2021-2022	100% Competency or Better
2021-2022			
100% Competency or Better			

Additional Assessments

On a tertiary level, in addition to course and degree/certificate program-level assessment of outcomes, Richmond 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, student surveys, 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.

Faculty Accomplishments

Richmont Faculty Productivity Report July 2021-June 2022

***Bolded names are Richmont Faculty**

Publications

- Doverspike, W. F.** (2021). [Review of the book *The midlife self-discovery workbook: Practical exercises to reconnect with your life's purpose*, by L. L. Wonders. (2021). Emeryville, CA: Rockbridge Press].
- Doverspike, W. F.** (2021). [Review of the book *Telehealth for the mental health professions: Constructive and evidence-based tips for practicing safely, efficiently, and legally*, by S. C. Litton. (2021). Sarasota, FL: Professional Resource Press].
- Doverspike, W. F.** (2021). [Review of the book *Endgame: A new commentary on Daniel*, by J. Gladson. (2021). Eugene, OR: Wipf & Stock].
- Gladson, J.** (2022). Essentially literal: The English standard version: Modern bible Translations-4," *Sharing the Practice*, 45, 11-13.
- Gladson, J.** (2021). Updating the bible: The modern English version: Modern bible translations 1. *Sharing the Practice*, 44, 9-12.
- Gladson, J.** (2021). Improving the bible: The (Holman) Christian standard bible: Modern bible translations 2. *Sharing the Practice*, 44, 8-11.
- Gladson, J.** (2021). *Endgame: A New Commentary on the Book of Daniel*. Wipf and Stock.
- Hill, P.** (2022). *Dawn of Sunday: The Trinity and Trauma-Safe Church*. Cascade.
- Hill, P.** (2022). [Review of the book Matthew Y. Emerson, "*He Descended to the Dead*": An *Evangelical Theology of Holy Saturday*, by Matthew Y. Emerson]. *Journal of the Evangelical Theological Society*, 65(1), 61ff.
- Jones, M.** (2021). The lack of African American men in counselor education: Ethical implications. *Counseling Today*, 64, 5.
- Jones, M.** (2021) Independent contractors in private practice: Ethical viewpoints and implications. *MACES Newsletter*, 14-16.
- Jones, L., & **Plisco, M. K.** (2021). The stories of women, by women, married to male ministry leaders. *Mental Health, Religion, and Culture*, 24, 1037-1049.
- Moon, G. W.**, & Velasquez, M. (2021). Living our theology: Highlighting the work of the Martin Institute at Westmont. *Westmont Faithful*, 40, 50-52.

Moon, G. W. (2021). Finding meaningful relationships and help for loneliness in solitude. *Christian Counseling Today, 24*, 60-61.

Moon, G. W. (2021). Finding serenity in today's traumatic culture of anger and contempt: Part 1. *Christian Counseling Today, 24*, 60-61

Moon, G. W. (2021). Finding serenity in today's traumatic culture of anger and contempt: Part 2—Learning from Jesus and a Black Christian mystic. *Christian Counseling Today, 25*, 60-62.

Moon, G. W. (2021). Today's political climate: Is it time for Christ-followers to bravely step into the messy, mystical middle? *Christian Counseling Today, 25*, 60-62.

Sapp, T., & **Jones, M.** (2022). Navigating suspected ethical violations: Practical steps to an ethical response. *Counseling Today, 64*.

Presentations

Bazile, K. E. & Wilkinson, R.T. (2021, October). Call for standardization: Why it's time to legitimize online counselor education pedagogy. [Oral Presentation] Association for Counselor Education and Supervision Conference. Atlanta, GA.

Chien, J. L., Jackson, K., & Loveland, W. (2022, February). Taking a look in the mirror: Self-awareness strategies to cultivate multicultural competence in counselors. Paper presented at West Michigan Counseling Association (WMCA) Annual Winter Conference. Grand Rapids, MI.

Dietlin, O., Preffer, J., Vuncannon, J., & **Chien, J.** (2022, May). Finding you and me: Authentic encounters in the online classroom. Paper presented at Pandemic Pedagogy Research Symposium, Duke University.

Doverspike, W. F. (2021, October). Ethics and supervision: Top 10 best and worst practices [Part 1]. Live in-person workshop with live stream with no recording presented at Richmond Graduate University, Atlanta, GA.

Doverspike, W. F. (2021, September). Virtue ethics: Practicing virtue ethics and building character. Live in-person workshop with live stream with no recording presented at Richmond Graduate University, Atlanta, GA.

Doverspike, W. F. (2021, September). Ethical dilemmas: Case scenarios [Part 3]. Live ethics webinar presented to Espyr Network and Provider Relations Department and network providers [via live webinar due to COVID-19 pandemic restrictions], Marietta, GA.

Doverspike, W. F. (2022, March). Ethical decision making: Case scenarios [Part 2]. Live ethics webinar with no recording presented at Pyramid Health Care, Sandy Springs, Georgia.

- Doverspike, W. F.** (2022, March). Ethical decision making: Case scenarios [Part 2]. Live ethics webinar with no recording presented at Ridgeview Institute, Smyrna, Georgia.
- Frey, M.** (2021, November). Duty to warn vs duty to protect. Webinar presentation for LPCAGA.
- Hill, P.** (2022, June). Posttraumatic disability and the hope of everlasting union with God. Paper presentation at New Visions in Theological Anthropology Science-Engaged Theology Conference, University of St Andrews (UK).
- Hill, P.** (2021, July). *Dolores Inferni in Anima Sustinuisse*: Christ's descent into hell in the thought of Calvin, Lefèvre, Pico, and Cusa. Paper presentation at the International Medieval Congress, University of Leeds, United Kingdom.
- Hill, P.** (2021, July). The death of the soul: Christ's descent into hell in the thought of Calvin, Lefèvre, and Cusa. Paper presentation at the H. Henry Meeter Center for Calvin Studies, Calvin Theological Seminary, Grand Rapids, Michigan, USA.
- Hill, P.** (2021, July). Christ and trauma: Theology east of Eden. Paper presentation at Systematic Theology, Religious Studies, and Interdisciplinary Research Colloquium, Aachen University, Germany.
- Hoover, S. & Jones, M.,** (2022). iThou relationality in online counselor education. Counselor Education Distance Learning Conference (CEDL). Virtual.
- Jones, M. & Jennings-Hood, H.** (2021). Telemental health ethics in the midst of a pandemic. Paper presentation at the Arkansas Counseling Association (ArCA). Little Rock, AR.
- Jones, M. & Campbell, J.** (2021). Where are the Brothas?: The ethical implications of the lack of African American men in counselor education. Paper presentation at the Arkansas Counseling Association (ArCA). Little Rock, AR.
- Mills, C. D.** (2022, June). Men and masculinity on the male experience in graduate schools of counseling. Presented at the American Men's Studies Association's Virtual Interdisciplinary Conference. Tacoma, Washington.
- Moon, G. W.** (2021, April). Hearing God: Slowing down to listen. Presentation for Mental Health Collective at WinShape Conference Center, Rome, GA.
- Moon, G. W.** (2021, April). Transformational psychology: Practicing counseling and psychotherapy as if God exists and is real smart. Continuing Education Workshop, Eagle Ranch, Flowery Branch, GA.
- Moon, G. W.** (2021, June). Transformational psychology: Locating spiritual practices at the heart of counseling and psychotherapy. Conference for Christian Mental Health

Practitioners. Topeka, KS.

Moon, G. W. (2021, June). Union with God: A gift and a process. Webinar for Renovare International.

Painter, E., Baca, J., **Jones, M.**, & Giovannetti, M., (2022, April). Current trends and topics in ethics: A discussion panel with the ACA Ethics Committee. American Counseling Association (ACA). Atlanta, GA.

Plisco, M. K. (2022, April). Self-transcendent positive emotions as catalysts for meaning-making in the grief narrative. Paper presented at the American Counseling Association Annual Conference. Atlanta, GA.

Plisco, M. K., Blackburn, A., White, J., & Aikins, E. (2022, March). Curricular & co-curricular interventions to enhance grace-to-self. Paper presented at the annual meeting of the Christian Association of Psychological Studies (Counselor Education track). Virtual. March, 2022.

Plisco, M. K., & Gold, A. (2021, October). Experiential instruction in emotion differentiation. Poster presented at the Association for Counselor Education and Supervision Annual Conference. Atlanta, GA.

Plisco, M. K., & Perkins, S. (2021, October). Utilizing poetry to enhance emotional experiencing for counselors in training. Poster presented at the Association for Counselor Education and Supervision Annual Conference. Atlanta, GA.

Wheelus, C. & Wheelus, A. (2021, November). Using clinical supervision models in practice: Current models and future directions. An invited three-hour presentation at the CPCS Virtual Training Summit of the Licensed Professional Counselors Association of Georgia.

Wheelus, C. (2021, October). Career calling and social justice advocacy: Is there A link? Concurrent session at the annual conference of the Association for Counselor Education and Supervision. Atlanta, GA.

Williams, C., Brooks, M., Burt, I. & **Jones, M.**, (2022, April). The Black Male Experience. Paper presented at the American Counseling Association (ACA). Atlanta, GA.

Notable University-Wide Improvements – Office of the President

Doctor of Ministry

The Southern Association for Colleges and Schools (SACSCOC) approved Richmond's newest degree program and first offering at the doctoral level. The Doctor of Ministry in Spiritual Formation and Leadership is a 3-year program launching its first cohort this fall.

Created the Office of Integration

Richmont Graduate University has appointed Dr. Cara Cochran and Dr. Preston Hill as Co-Chairs of Integration. In this role, they will be leading a process of reviewing integration curriculum and developing resources that highlight the vital intersection of psychology and theology that is at the heart of Richmond's mission.

Online Programming Expansion

Richmont's fully online modality of the Master of Arts in Clinical Mental Health Counseling has seen record growth since its inception in Fall 2020. Beginning with 16 students, as of Fall 2022, 62 students were enrolled in the online modality (287% increase). We aim to continue to pursue the growth of our online programming with plans to add additional degrees and certificates in a fully online modality.

External Fundraising Efforts Continue Strong

In FY 22, donated dollars grew by nearly 32% over FY 21. This growth was driven largely by continued success in securing grant funds. Grant awards increased by nearly 15% from FY 21 to FY 22, even after having seen exponential growth of 2,756% from FY 17 (with nearly non-existent grant funding) to FY 21. In addition to the important work these dollars help accomplish, strong grant support continues to speak to Richmond's credibility

and reputation. Richmond receives ongoing loyal support from individual donors as well, though we experienced a decline in fundraising participation from individuals during the uncertainty brought on by COVID-19 and resulting economic conditions. We continue to work to engage more alumni, students, employees, and friends in regular philanthropic support of Richmond.

University Faculty Talent Pool Deepens

Richmont acquired twelve new faculty members in the School of Counseling, announced a new Dean of the School of Counseling, and promoted a faculty member to full professor, all who possess extensive higher education teaching experience. These additions will only deepen the University's internal effectiveness, increase our ability to serve our students, and expand its impact in the communities it serves. As Richmond continues to grow, we plan to add the best talent to support and cultivate such growth.

Graduates Hit Perfect Licensure Exam Passage Rates

In 2022, our graduates have continued to outscore the graduates of our competitors on the National Counselor Exam. In 2022, every graduate (100%) passed the National Counselor Exam. Our graduates continue to show a mastery of the theoretical knowledge and practical skills needed to join the ranks of the most elite mental health professionals in the industry.

Library Services

During Fiscal Year 2021/2022, Richmond Graduate University maintained on-site academic libraries for both campuses, each staffed by a faculty librarian with a degree from an American Library Association-accredited program. The libraries remained open during regular business hours (Monday – Friday, 9:00 am – 5 pm) but often provided virtual

reference services to students over the weekend. Together, both libraries offered a robust physical collection of nearly 50,000 books, DVDs, and audio resources for use by Richmond students, faculty, and staff. In addition, the Poindexter Library served the Chattanooga community by offering library resources to hundreds of community patrons free of charge.

In addition to its physical collections, the Richmond Libraries provided Richmond students and faculty with access to over two-hundred research databases and almost half-a-million eBooks through the **Georgia Library Learning Online Cooperative (GALILEO)**. During Fiscal Year 2021/2022, the Richmond Libraries trialed and chose to acquire access to the **American Psychological Association's PsycTests** database, which provides the Richmond community with access to tens of thousands of published psychological tests, surveys, and assessments for use in research and practice with clients. Richmond also continued to subscribe to video streaming platforms for the School of Counseling, which together delivered hundreds of hours of video content for the training and support of students, faculty, and counselors in their practicums, internships, and professional work with clients.

Due to the changing nature of higher education, the Richmond Libraries continued to invest in providing excellent digital services to the Richmond Community. In Fiscal Year 2021/2022, over half of the acquisitions budget was dedicated to acquiring eBooks, with particular emphasis on theological resources supporting a new Doctorate of Ministry (DMIN) program. In addition to directly purchasing electronic titles, the Richmond Libraries greatly expanded the number of books available through its patron-driven acquisition models, which permit access to thousands more titles from academic publishers

in the fields of counseling, human behavior, Biblical studies, theology, and ministry.

During Fiscal Year 2021 / 2022, the Richmond Libraries filled nearly seven-hundred inter-library loan (ILL) requests from Richmond students, faculty, and staff. Despite these numbers representing a 50% increase from the year before, the Richmond Libraries still managed to achieve an average turnaround time on ILL requests of less than two days. In addition to providing ILL services, the Richmond Libraries greatly expanded their reference and writing center support services, answering hundreds of reference questions and supporting Richmond students through all phases of the research and writing process, from developing a research question to completing final edits. The Richmond library staff met with students both in-person and online to deliver these services in a prompt and efficient manner. The Richmond librarians also developed and taught a two-credit hour writing seminar (Introduction to Graduate Writing Skills) to assist students who needed more support in improving their written work.

Finally, Fiscal Year 2021 / 2022 was a time of tremendous change as both libraries fully reopened their in-person services after over a year of COVID-19 protocols. Long-time library assistant Gladys Edwards retired in June 2021 after over four decades of faithful service. In addition, Associate Library Director Dagan Bond and Acting Library Director Ron Bunger both left Richmond to pursue other opportunities. Together, these departures represented a 60% reduction in staff resources, and by the end of July 2022, only two full-time library employees remained on staff. To replace departing faculty and staff, library assistants Tess Noonburg and Will Jones were promoted to full faculty librarians at the beginning of Fiscal Year 2022 / 2023. It remains the challenge of the Richmond Libraries to

maintain a high level of service during this time of transition and uncertainty.

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

SOC Clinical Training Program

Richmont hired a new Director of Clinical Training in Atlanta, LaShay Dowley, a Richmont alumnus and an entrepreneurial clinical leader who has experienced success over a remarkable 20 plus-year career. She is the owner of Enduring Connections Counseling Group in Decatur, and has served our interns in several roles, including a Hope Center site coordinator. Dr. Dowley promises to assess the current clinical training sequence and provide valuable recommendation for improvement. Additionally, a number of improvements have been made regarding the assessment of our student's clinical success, specifically in updating clinical training assessment tools.

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 consistently evaluated for changes that will benefit 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). Richmont continues to advance regarding instructional technology such as the introduction of Canvas learning management system, one of the premier instructional software that allow faculty and student to connect, complete assignments, grade, etc.

SOC Integration Curriculum

The Integration Curriculum at Richmont Graduate University is in the process of being redeveloped to be launched in Fall 2024. This includes a complete assessment of all data relating to current curriculum, student survey data, student performance data and student course evaluation data. The Office of Integration will work with the curriculum committee to present changes for the faculty to vote on and then implement.

SOC Student Advisement

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.

Following the completion of the QEP Thrive initiative for wellness (within which the new advisement week is embedded), the advising process will formally be 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 introduced a new Doctorate in Spiritual Formation and Leadership with the first cohort set to start in Fall. Dr. Preston Hill has taken over the role of program director for the DMin ensuring that all assessment procedures are followed, courses are continually improved, students are properly admitted and served, and acts as a liaison between teaching faculty and the rest of the School of Ministry. The School of Ministry created new roles for faculty content leads ensuring that we have dedicated individuals to uphold, maintain, and improve our assessment processes within the School of Ministry.