



ATHENS
COLLEGE *of* MINISTRY

2017-18
Annual Report



President's Introduction

It gives all of us at ACMin great joy to thank and praise Almighty God for the amazing things that He has done in and through our college this past year! The purpose of the Comprehensive Assessment Plan (CAP) report is to gather data about ACMin's effectiveness, analyze those data, and set our strategic priorities as a result of those data and much prayer. By reflecting on our progress, we are better able to build on our strengths and seek the Lord's direction for how to shore up any potential weaknesses. The data presented within were analyzed by the ACMin Leadership Staff on May 30, 2018, and by the ACMin Board of Trustees at their Annual Board Retreat on July 12, 2018. As always, we seek the Lord for direction in all things, because without faith, it is impossible to please God!

During the 2017-18 academic year, we thank God for giving us the spiritual, financial, and mental strength needed to continue to press forward in the life of our college. God accomplished great personal transformation in our students, conference attendees, and Prayer Ministry recipients, by working through our faculty, staff, and guest speakers.

The 2017-18 CAP Report describes the Kingdom fruit produced in and through the Athens College of Ministry. The fruits belong to the Lord and are the result of His hand. We invite you to join us with many prayers of thanksgiving and praise for His marvelous goodness to us all.

For His glory-

A handwritten signature in cursive script that reads "Marcia L. Wilbur".

Marcia Wilbur, Ph.D.
President, Athens College of Ministry

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Part I – Foundational Statements

Mission Statement

To equip men and women for Christian life and ministry with a Biblically-centered spiritual and personal foundation so that they might glorify God by passionately fulfilling the great commission of Jesus Christ through worldwide service.

Core Values

- Biblical knowledge
- The power of prayer
- Worship in Spirit and the Truth
- Christ-like love and service
- Relevant, experiential learning
- Unity in the Body of Christ
- Ministry is the call of EVERY believer

Motto

“Equipping heads and hearts to serve as Christ’s hands and feet.”

Purpose Statement

ACMin is an interdenominational Christian college seeking to equip faithful men and women for ministry and Christian leadership by:

- teaching spiritual truths;
- imparting biblical knowledge;
- providing practical ministry opportunities through degree and non-degree programs;
- ensuring a Christ-centered approach that seeks to build character within a community of believers; and
- tailoring coursework to support each student’s calling.

ACMin programs are designed and integrated with building students’ relationships at the core— relationships with God, with the school community, and within the context of Christian servant leadership opportunities.

Christian Philosophy of Education

The Goal of Kingdom-focused teaching is to develop students who will live and minister out of their identity in Christ as evidenced by transformed values, actions and capabilities including:

- An effectual understanding of who God is;
- a redeemed mindset, life focus, and Christian worldview;
- an abiding personal relationship with Jesus through the indwelling of His Holy Spirit;
- joyful, obedient surrender to the will of the Heavenly Father and His Word;
- an understanding and effective use of their power and authority as believers; and
- the ability to disciple others into Christ-likeness within community.

Educational Goals

Upon completion of their respective academic programs, ACMin students will:

1. Demonstrate strong evidence of a growing personal relationship with Christ through prayer, biblical studies, and worship;
2. Demonstrate an appropriate depth of biblical knowledge and understanding necessary for fulfilling their ministry role as well the ability to continue to grow in biblical knowledge and understanding;
3. Clearly articulate their personal call to ministry and demonstrate an understanding of how to apply the unique talents and spiritual gifts they possess in order to be successful in that calling;
4. Exhibit strong, effective servant leadership skills appropriate for their chosen area of ministry;
5. Possess the specialized knowledge related to their degree program area and demonstrate the ability to apply that knowledge for effective ministry to people; and
6. Exhibit: a) a desire to serve others, b) Godly humility, c) the ability to rely on God rather than self for ministry success; and d) a healthy understanding and application of self-care in order to avoid burnout.

Program Objectives

Undergraduate Certificate in Christian Ministry

1. To equip men and women with a strong personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
- 3c. To equip men and women to effectively integrate evangelism and discipleship into any career area.
- 4c. To equip men and women for effective, biblically-based, Spirit-led lay ministry and servant leadership.

Associate of Arts in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
- 3a. To equip men and women to effectively integrate evangelism and discipleship into any career area.
- 4a. To equip men and women for effective, biblically-based, Spirit-led servant leadership as an assistant in church and/or para-church ministry.

Bachelor of Arts in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
3. To equip men and women to effectively integrate evangelism and discipleship into any career area and to teach others how to do the same.
4. To equip men and women for effective, biblically-based, Spirit-led, servant leadership in Christian Ministry as well as Christian education, missions or other similar settings.
5. To equip men and women for ordination in some denominations.

Master of Arts in Christian Leadership

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
3. To equip men and women to effectively integrate evangelism and discipleship principles into ministry and to teach others how to do the same.
4. To equip men and women for effective, biblically-based, Spirit-led, servant leadership in Christian Ministry as well as Christian education, missions or other similar settings.

Master of Arts in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
3. To equip men and women to effectively integrate evangelism and discipleship principles into ministry and to teach others how to do the same.
4. To equip men and women for effective, biblically-based, Spirit-led, servant leadership in Christian Ministry as well as Christian education, missions or other similar settings.
5. To equip men and women for ordination in some denominations.

Athens College of Ministry Belief Statement

The Bible

The Bible consists of the sixty-six canonical books of the Old and New Testaments and written by individuals divinely and uniquely inspired by the Holy Spirit as God's self-revelation to humanity. Since Jesus Christ is the ultimate focus of divine revelation, all Scripture ultimately serves as a testimony to Christ. In the original manuscripts, the Bible is free from error of any sort, and it serves as our supreme authority in all matters of faith and practice. *John 5:39; 2 Timothy 3:15-17; Hebrews 1:1-2; 4:12; 1 Peter 1:25; 2 Peter 1:19-21.*

Concerning God

There is one and only one living and true God. He is infinite, personal, omnipotent, omnipresent, and an omniscient Spirit. He is the Creator and Sustainer of all things. God is infinite in holiness and perfect in all His attributes. To Him we owe the highest love, reverence, and obedience. The eternal God reveals Himself to us as Father, Son and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being. *Deuteronomy 6:4, Matthew 3:16-17, Matthew 28:19, John 14: 6-11, 1 Corinthians 8:6.*

God, The Father

God as Father and the Creator of all things reigns with providential care over His universe, His creatures, and the flow of human history according to the purposes of His grace. He is all powerful, all loving, and all wise. God is Father in truth to those who become children of God through faith in Jesus Christ. *John 16:23-28, Galatians 1:3-4, Ephesians 1:3, 1:17-23.*

God, The Son

Jesus Christ is the eternal Son of God, fully God who was present at the creation of the universe. In His incarnation as Jesus, He was conceived of the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God the Father, taking upon Himself the demands and necessities of human nature and identifying Himself completely with humanity, and yet was without sin. He honored the divine law by His personal obedience. And by His death on the cross, He made provision for the redemption of people from sin. He was raised from the dead

with a glorified body and appeared to His disciples as the person who was with them before His crucifixion. He ascended into heaven and is now exalted at the right hand of God where He is the One Mediator, partaking of the nature of God and of humanity, and in whose Person is effected the reconciliation between God and His creation. His Spirit now dwells in all believers as the living and ever-present Lord. He will return in power and glory to judge the world and to consummate His redemptive mission. *Matthew 1:18-23, Luke 24:1-8, John 1:1-4, Acts 1:11, 2 Corinthians 5:19-21, Philippians 2:6-11, Colossians 1:15-20, Hebrews 4:14-15 & 7:23-28, 1 John 2:1-2, Revelation 19:11-13, 1 Thessalonians 4:16-17, Matthew 28:18, John 5:26-27, 2 Timothy 1:14, 1 John 3:24, Ephesians 1:20-23*

God, The Holy Spirit

The Holy Spirit is the Spirit of God. He is the divine author of all scripture, and through illumination He enables people to understand truth. He exalts Christ. He convicts of sin, of righteousness, and of judgment. He calls people to the Savior, and effects regeneration. He cultivates Christian character, comforts believers, and bestows the spiritual gifts by which they serve God through His church. He seals the believer until the day of the final redemption. His indwelling presence in each Christian is the assurance of God to bring the believer into the fullness of the stature of Christ. He enlightens and empowers the believer and the church in worship, evangelism, and service. *John 4:24; 14:6-13; Acts 1:2 & 8, 2:17-18, 5:32, Romans 8:14-15 & 26; 1 Corinthians 2: 10-15; James 2:26; Galatians 4:6, 5:25; Ephesians 4:6; Hebrews 12:9; 1 John 3:24.*

Humanity

God created people, male and female, in His own image, and free from sin. Humanity sinned against God, and thus all humans are fallen creatures, born sinful, inheriting moral corruption from Adam, alienated from God, and in need of salvation. *Genesis chapters 1-3; Romans 1:18-32, 3:23, 5:8 & 12.*

The Spiritual Battle

We believe in the existence of Satan, sin, and evil powers, and that all these have been defeated by God in the cross of Christ. *Isaiah 14:10-17; Ezekiel 28:11-19; Matthew 12:25-29; 25:41; John 12:31; 16:11; Ephesians 6:10-20; Colossians 2:15; 2 Peter 2:4; Jude 6; Revelation 12:7-9; 20:10.*

Salvation

God took the initiative to restore the relationship between Himself and humanity through the life, death, and resurrection of His Son, Jesus Christ. Salvation is the redemption, and restoration of the whole person, and is offered freely to all who place their full trust in Jesus Christ alone as Lord and Savior, who by His own blood obtained eternal redemption for the believer. We are saved by grace through faith in Christ. As a result of our salvation, we are justified by the blood of Jesus Christ. As a new creation, we become transformed to Christ-likeness through the agency of the Holy Spirit. *Romans 3:24, 5:18; John 3:16; Colossians 1:20-22; Ephesians 2:1-10; Philippians 2:8; Isaiah 53:5.*

The Transformed Christian Life

The supreme purpose of all believers is to be whole-hearted, risk-taking lovers of God, and to glorify Him in and with our lives. Our conduct should be blameless before the world, we should be faithful stewards of the possessions, abilities, and spiritual gifts God entrusted to us, and we should intentionally and continually seek the full measure of maturity in Jesus Christ through our active participation in the spiritual disciplines of prayer, fasting, study,

worship, service, and fellowship with other Christ-followers. An abiding one-ness with the Father through Christ is our ultimate goal. Through our relationship with Jesus, the power of God's Holy Spirit living in us, and our God-given authority in Christ over all the power of the enemy, we are able to participate in the divine nature, living as Jesus lived in this world, accomplishing even greater things than the Lord and advancing His kingdom on Earth for His glory. In joyful obedience to the Great Commission, we demonstrate the Good News with both words and actions through the power of the Holy Spirit. *1 Corinthians 10:31, Colossians 2:6, 2:9-10, & 3:1-10; 1 Timothy 6:6-12, 1 Peter 1:14-16, Ephesians 1:18-21, 2:5-6, 4:1-3 & 11-14, & 5:1-5, Philippians 2:14-16; Matthew 10:8 & 28:18-19; Luke 10:19; 2 Peter 1:3-8; 1 John 4:17; Galatians 2:20; John 14:12 & 15:10; Mark 16:17-18; Acts 1:8.*

The Church

The church is the spiritual body of which Jesus Christ is the head. The local church is composed of regenerated believers, voluntarily united together for the purpose of evangelism, of equipping each other for service to Christ, of tending to one another's needs, and for the worship of God. *1 Corinthians 12:12-27; Ephesians 4:4-6; Hebrews 10:25; 1 Peter 2:9-10; Acts 2:42, 16:5, & 20:28.*

The Sacraments

Jesus instituted Christian Baptism through the use of water as a symbol of cleansing and new life in the name of the Father, Son, and Holy Spirit. Jesus also commanded that we participate in the Lord's Supper often in remembrance of His body broken and blood shed on the cross, signifying the new covenant and the promise we have of eternal life in Him because of His sacrifice in our place. *Luke 22:14-20; 1 Corinthians 11:24-25; Matthew 3:11; Mark 16:6; Acts 2:38.*

Last Things

God, in His own time and in His own way, will bring the world as it currently exists to its appropriate end, and will create a new heaven and a new earth. To His promise, Jesus Christ will return personally and visibly in glory to the earth; the dead will be raised, and Christ will judge all people in righteousness. The unrighteous will be consigned to everlasting punishment and eternal separation from God. The righteous in their resurrected and glorified bodies will receive their reward and will dwell forever in Heaven with the Lord. *Matthew 24-25; 2 Thessalonians 1:7-10; 1 Timothy 6:14; Hebrews 9:28; 2 Peter 3:7; 1 John 2:28; 3:2; Jude 14-15; Revelation 1:18, 3:11, & 1-22:13.*

**Students having strong opinions on doctrines that have historically been controversial (i.e., have caused division in the church) need to be sure that they can "agree to disagree."*

Expectations for Christian Conduct

As believers in Christ and leaders in our respective circles of influence, at the Athens College of Ministry we seek to hold each other accountable in community as Christian role models who live according to the standards God established in His Holy Word. We purpose to agree with God's definition of sin and recognize that God hates sin because he loves us. We also realize that only by the power of Christ living in us and by gaining strength from other believers are we able to overcome our personal desires to sin.

As Christians, we express our love to God through our obedience to His direction. And we acknowledge that the condition of our thoughts and hearts have a direct influence on the type of fruit that others will see in our lives. As members of the ACMin community, we wish to support each other through areas of personal struggle and weakness, and ask God daily to search our

hearts and show us any unclean areas so that genuine repentance will become our first reaction whenever the Lord convicts us of sin. Keeping our lives free from sin is the utmost way to ensure that the enemy does not gain a foothold in our lives.

God hates ALL sin and does not rank "little sins" as less important than what our culture would consider "hideous crimes." Sin is sin, period. Below are biblical examples of what God calls sin. The more familiar you are with God's Word, the better you will understand all the ways that mankind sins against our Holy God.

Examples of sin according to God's Word:

- Lying, deceitfulness (Lev. 19:11; Prov. 12:22; John 8:44)
- Cheating, stealing, taking advantage of others (Lev. 25:17; Ex. 20:15; 1 Thess. 4:6)
- Failure to honor our parents and others (Ex. 20:12; Col. 3:20; Luke 6:3)¹
- Complaining, grumbling, and arguing - Phil. 2:14; 1 Peter 4:9; Eph. 4:29
- All forms of sexual intimacy outside the boundaries of marriage between one man and one woman (Gen. 2:4; Ex. 20:14; Heb. 13:4; 1 Cor. 6:9)
- Drunkenness, gluttony, not taking proper care of your physical body—the temple of the Holy Spirit (Col. 3:5; Gal. 5:19-21; 1 Peter 4:3-4)
- All forms of impropriety (1Thess. 5:21-22)
- Being judgmental (Matt. 7:1-5; Rom. 2:1-3; James 4:11-12)
- Murder, hatred, sowing hatred (Ex. 20:13; 1 John 3:15; Matt. 5:21-22)
- Unforgiveness, grudges, bitterness, and anger towards other individuals or groups (Col. 3:13; Eph. 4:13; Matt. 6:14-15)
- Gossiping, back-biting (Ex. 20:16; 1 Peter 2:1; Prov. 17:4)
- Fear, worry, doubt, unbelief (James 1:6; Matt. 6:25; Phil. 4:6-7)
- Laziness (Prov. 18:9; 2 Thess. 3:10; Eph. 5:16)
- Greed, envy, pride (1 John 2:16; Ps. 10:3; 1 Tim. 6:10)
- Not sharing the Gospel (Lk 12:8-9; Matt. 5:11-12)
-and more

If you are caught in a struggle with any sin, there are many ways to seek God's power to help you break free:

- +PRAY and study God's Word for a promise to stand on.
 - +Invite a trusted Christian friend with strong faith to pray for you and hold you accountable.
 - +Contact the ACMin Transformational Prayer Ministry Center to make a Prayer Ministry appointment. GO to that appointment!
 - +Contact Pastor Paul Cooke, Director of Student Affairs, for personal guidance and support.
- As a community of faith, our goal is to help you break free from sin by the power of Jesus' blood and to assist you in staying free of all besetting sins.

When the Son sets you free, you are free indeed! (John 8:36)
The blood of Christ cleanses us from ALL sin. (1 John 1:7)

Analysis: No substantive changes in ACMin's foundational statements were made during FY18. The order of the Program Objectives was rearranged to align the order of the Objectives with the order of the Educational Goals.

Strategic Planning: Ensure that faculty who develop or revise syllabi in FY19 and beyond use the revised numeric correlations to the Program Objectives for their course-specific objectives.

Part II – Leadership

Board of Trustees

The 2017-18 Board of Trustees was comprised of the following 8 members. (Dates of term rotations are noted in parenthesis.) The Board met six times. Four Board Committees (Personnel, Community Partnerships, Facilities & Fund Development and Finance) met six times.

Mr. Bruce Azevedo, Owner, Re/Max Athens (June 2020)
 Dr. Ron Blount, Chair, Professor, The University of Georgia (June 2017)
 Mr. Blake Giles, Retired Reporter (June 2019)
 Dr. Mary S. Hammond, Vice Chair, Retired Faculty, George Mason University (June 2018)
 Dr. David Himmelsbach, Retired Chemist (June 2019)
 Dr. Mary Padgelek, Artist and Screenwriter (June 2018)
 Mr. Jeff Snowden, Treasurer, Partner, Snowden-Tatarski (June 2018)
 Dr. Marcia Wilbur, Secretary, ACMin President

Board and Committee meeting attendance generally ranged between 90-100% attendance. It is noted that Dr. Mary Padgelek was unable to attend most Board meetings due to her husband's illness and eventual passing.

Board Goals

Below are the individual Board member goals set by The Board of Trustees at the onset of FY18. A check-mark indicates the goal was accomplished.

Goal	Description	Responsible	
1	Maintain our focus on the resurrected Lord Jesus Christ as our Savior and our inspiration for service.	All	✓
2	Pray regularly for ACMin and for each other as Board members and as brothers and sisters in Christ.	All	✓
3	Attend all regularly scheduled Board and Committee Meetings	All	✓
4	Recruit 1 new Board member (racial diversity, legal, and financial expertise are especially needed)	All	
5	Make a financial gift to ACMin during the fiscal year	All	✓
	Recruit, equip, commission and monitor the Resource Development Committee	Jeff	partial
	Recruit 3 business sponsors	Bruce	
	Speak to public about making a financial contribution	Bruce	
	Pitch 6 business sponsors	Blake	
6	To the extent possible, attend ACMin community events and encourage others to do so.	ALL	✓
	Recruit individuals to help with events.	Dave	✓
	Event Partnership	Bruce	
7	Help make Athens and the surrounding counties aware of God's resource available to them through ACMin		
	Publish the first ACMin print newsletter	Jeff / Blake	
	Formalize social media and online efforts	Jeff / Marcia	✓
	Encourage 1 new church partnership	Ron	
	Contact Rusty Couch @ Central Baptist	Mary	✓
	Arrange 2 public presentations	Blake	
	Tell the story of successful grads	Blake	

Analysis: The ACMin Board of Trustees has a strong commitment to the success of the college as evidenced by their regular meeting attendance and financial support. Additional efforts to invite the public into the ACMin experience were less evident according to the data presented. The make-up of Board members provides strong denominational diversity. The Board may wish to consider setting a smaller number of goals for FY19, given the large number of unaccomplished goals during FY18.

Strategic Planning: Increasing the number of Board members should remain a strategic priority, given the need for additional Board Committees combined with the usual rotation of Board members after their terms of service. Racial diversity on the ACMin Board of Trustees is currently lacking and should be purposefully addressed. The Board also needs pastor-leaders, financial expertise, and legal expertise.

Leadership Staff

ACMin is blessed with strong, veteran leaders. Each one brings unique and important expertise to the Leadership Team. In addition to their administrative duties, the Leadership Team members each taught one or two courses during the 2017-2018 academic year with the exception of the ACMin Library Specialist. Each staff member set goals for the year and regularly reported progress towards their goals to the ACMin President. Their 2017-18 performance evaluations are on file in the ACMin office. All staff members either met or exceeded their performance goals for FY18.

Dr. Marcia Wilbur, President

Hire Date: 7-1-12

PhD University of Georgia (2005)

MACT Michigan State University (1985)

AB University of Michigan (1979)

Primary Responsibilities: Institutional Development, Staff Oversight

FY18 Courses Taught: *His Creation-Talents & Spiritual Gifts*

Key Accomplishments: Oversaw staff accomplishment of stated goals, Board of Trustees communications, key community events and conferences, taught effectively through workshops, conferences and the classroom, led fund development efforts, and ensured the quality and measurement of the academic programs.

Dr. Raymond Morris, Chief Academic Officer

Hire Date: 6-15-16

EdD Southeastern Baptist Theological Seminary (2012)

MDIV Southeastern Baptist Theological Seminary (1980)

BA Mercer University (1975)

Primary Responsibilities: Accreditation, Comprehensive Assessment Plan, Institutional Systems

FY18 Courses Taught: *New Testament Survey*

Key Accomplishments: Made key contributions to the instructional faculty including leadership of the syllabus development faculty workshop. Completed and submitted ACMin's Federal Financial Aid application. Participated as a member of the Academic Dean Committee. Co-developed the submission of ACMin's first Annual Operating Report for TRACS. Continued to oversee the input and development of college-wide data in Populi. Collected all data for the Comprehensive Assessment Plan according to the CAP Calendar, and tracked all necessary changes across ACMin handbook publications to ensure consistency.

Rev. Dr. Deborah Huckaby, Chair, Christian Ministry Program

Hire Date: 6-15-16

DMIN Asbury Theological Seminary (2017)

MDIV Asbury Theological Seminary (2012)

MT Wheaton College (2007)

MBA Brenau University (1993)

BBA Brenau University (1991)

ASN Georgia College (1973)

Primary Responsibilities: Faculty, Curriculum & Instruction, Academic Advising

Key Accomplishments: Oversaw all aspects of ACMin Faculty and curriculum development; led students' academic advising, led the Student Artifact Review process. Documented key process flows for curriculum development and evaluation of student learning.

Rev. Paul Cooke, Director of Student Affairs

Hire Date: 4-11-16

MDIV Reformed Theological Seminary (1988)

BSBA University of Central Florida (1981)

Primary Responsibilities: Admissions & Student Recruiting, Student Community

FY18 Courses Taught: *The Book of Acts; FIA Mentorship*

Key Accomplishments: Oversaw all new student recruiting and onboarding; created the student community organization and oversaw its meetings; mentored ACMin students through personal challenges; oversaw FIA apprenticeship development and mentoring.

Mrs. Cindy Mackey, (Full-time) Director, ACMin Transformational Prayer Ministry Center

Hire Date: 11-15-12 (Volunteer)

MBS Christian Leadership University (2014)

BA University of Georgia (1983)

Primary Responsibilities: Prayer Ministry Center and Prayer Minister Oversight

FY Courses Taught: *Biblical Foundations for Prayer Ministry, Effective Prayer Ministry Tools*

Key Accomplishments: Oversight of the ACMin Prayer Ministry Center, Prayer Minister management, mentoring of student Prayer Ministers.

Mrs. Diane Gomes (Part-time), Library Specialist

Hire Date: 5-7-16

MLIS University of South Florida (1997)

BA Anderson University (1972)

Primary Responsibilities: Library, Administrative Support

Key Accomplishments: Catalogued newly added books to the ACMin Library collection, developed research guides for each course, assisted faculty with course-specific resources available, managed circulation.

Mrs. Martha Kimbrell (Part-time), Accounting Manager

Hire Date: 12-15-12 (Independent Contractor)

BBA The University of Georgia

Primary Responsibilities: Bookkeeping, Accounts Payable, Financial Reporting

Analysis: The current ACMin Leadership team possesses the theological and technical expertise needed to drive curriculum and assessment for the college's degree programs.

Strategic Planning: ACMin needs to target the addition of expertise in: Federal Financial Aid, Marketing, Development, grant-writing, and event planning. Further, the addition of full-time

faculty and minority Leadership Team members should be a priority in light of the tremendous student diversity.

Academic Dean Committee

This Committee is comprised of local Christian leaders with doctorate-level credentials from respected theological institutions. Their charge is to review all ACMin course syllabi, ensuring that the course content aligns with the ACMin Belief Statement and ACMin Educational Goals.

Dr. Dan Dunn

B.A., Oral Roberts University
 M.Div., Candler School of Theology
 Ph.D., Asbury Theological Seminary

Dr. Lee Mason

B.B.A., The University of Georgia
 M.B.S., Reformed Theological Seminary
 D.Min., Trinity Evangelical Divinity School

Dr. Ray Morris

B.A., Mercer University
 M.Div., Southeastern Baptist Theological Seminary
 Ed.D., Southeastern Baptist Theological Seminary

Dr. Carlos Sibley

B.S. Auburn University
 M.Div., Mid-America Baptist Theological Seminary
 D.Min., Gordon-Conwell Theological Seminary

The Academic Dean Committee met two times during the 2017-18 ACMin academic year (approximately one month before the beginning of the fall term and the spring term). The Committee reviewed syllabi for all courses proposed for the respective term. The Committee provided guidance for revision of each syllabus for the purpose of alignment with ACMin Belief Statement and Christian Philosophy of Education. The Chairman of the Department of Christian Ministry conveyed guidance from the Academic Dean Committee to the respective faculty members for the purpose of syllabus revision.

Analysis: The work of the Academic Dean Committee has been effective in reviewing course syllabi against the ACMin Belief Statement and ensuring that the course objectives and textbooks represent an appropriate evangelical perspective.

Strategic Planning: Familiarize the Academic Dean Committee with the Artifact Review Process and regularly communicate the data analysis of student performance for each course they have approved after course completion.

Faculty

Below are the names and qualifications of the ACMin instructional faculty who served during the 2017-18 academic year as well as the courses taught.

Name	Degrees and Discipline	Courses Taught	Other Qualifications or Experience
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(Last name first)			
Arney, Leland (Part-time)	MA Ashland Theological Seminary (1983) BA Malone University (1986)	CS301 Church History Church History (20 GSH)	-Planted church in Colorado
Cooke, Paul (Full-time)	MDIV Reformed Theological Seminary (1988) BSBA University of Central Florida (1981)	BS320/520 God the Father BS410/610 The Book of Acts FIA 402 Field Ministry in Action Biblical Studies (21 GSH)	-Former pastor & church planter
Dunn, Dan (Part-time)	PhD Asbury Theological Seminary (2012) MDIV Emory University – Candler School of Theology (1983) BA Oral Roberts University (1977)	CS201/502 The Great Commission: Evangelism FIA201 Case Studies in Ministry Ministry Leadership (42 GSH)	-Co-founded SemWesVen in Venezuela
Holt, David (Part-time)	DMN Trinity International University (2004) ThM Trinity Evangelical Divinity School (1990) MDV Trinity Evangelical Divinity School (1990) BBA University of Georgia (1983)	CS103/503 Prayer & Spiritual Direction	-Pastor of Living Hope Church, Athens -Author of 2 books on pastoring
Johns, Ross (Part-time)	MDIV Emory University – Candler School of Theology ThB American Baptist College MA Eastern Michigan University BRE William Tyndale College	BL551 New Testament Greek Greek (20 GSH) Biblical Studies (45 GSH)	-Pastor in local Methodist district
Johnson, Ian (Part-time)	PhD Nova Southeastern University (2006) EdS Nova Southeastern University (2001)	WA512 Vocal Performance	Diploma in General Music London Royal School of Music (1978)

	MME University of Georgia (1987) BMA University of Georgia (1987)		
Jones, Josh (Part-time)	ThM Dallas Theological Seminary (2002) BA Trinity Baptist College (1998)	CS 101/501 Foundations of Faith CS 202/505 The Great Commission: Discipleship	-Executive Pastor of Athens Church (Andy Stanley network church plant)
Mackey, Cindy (Part-time)	MBS Christian Leadership University (2014) BA University of Georgia (1983)	CC320 Biblical Foundations of Prayer Ministry Christian Formation (17 GSH) Biblical Studies (36 GSH)	-Record-holding Women's LPGA tour winner Theophostic Prayer Ministry (TPM) Certificate of Level I Apprenticeship training (32 hours) SRA Advanced Apprenticeship training (24 hours) Theophostic International Conference (2003) Transformation Prayer Ministry (TPM) Conference (2016) Sozo Ministry Basic Training
Millier, Michael (Part-time)	MA Jerusalem University College (2003) BS Toccoa Falls Bible College (1988) Additional Studies at University of Georgia and Reformed Theological Seminary	BS101/501 Old Testament Survey BL310/510 Old Testament Hebrew I	Millier, Michael (Part-time)
Morris, Raymond (Part-time)	EdD Southeastern Baptist Theological Seminary (2012) MDIV Southeastern Baptist Theological Seminary (1980) BA Mercer University (1975) Additional Studies at University of Georgia in Instructional Technology & Educational Leadership	BS102/502 New Testament Survey Biblical Studies (24 GSH)	-Founder & Headmaster of K-12 Christian school in Hull, GA
Wilbur, Marcia (Part-time)	PhD University of Georgia (2005)	CS102/502 His Creation: Talents & Spiritual Gifts	-8 years Executive Director of Curriculum, Instruction, & Assessment for the

	MACT Michigan State University (1985) AB University of Michigan (1979)	Educational Ministry Leadership (30 GSH)	College Board's Advanced Placement Program (worldwide)
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Analysis: ACMin offered 14 courses during the 2017-18 academic year. 4 courses were taught by full-time faculty members; 2 course were taught by full-time staff members, and 8 courses were taught by were taught by adjunct faculty. 5 of the courses were taught by faculty with terminal degrees; 9 courses were taught by faculty with Master's degrees in the field of study.

Strategic Planning: Target the addition of two additional full-time faculty with terminal degrees.

Faculty Meetings

Below is the list of Faculty meeting dates for the 2017-18 academic year. Faculty attendance at meetings ranged from 80-100% for the faculty teaching each of fall and spring semesters. Regular faculty meetings are not held during the summer semester.

Date	News & Discussion Topics	Instruction Topics - <i>Seeds for the Sower</i>
Aug.1, 2017*	Faculty Organization Planning Meeting Fall Semester Orientation Populi Faculty Handbook Artifact Review Process Library Resources Keys, Contracts, etc.	
Sept. 18, 2017	New ACMin video Pastor's Appreciation Luncheon Faculty Organization & Newsletter*	Artifact Review Process – Dr. Deborah Huckaby
Oct. 16, 2017	Populi Application Issues/Requests Christmas Gathering New Year New Heart Event Coordinator and Adm. Assistant Positions Semester progress / Student Highlights	Measuring Understanding: Asking the Right Questions - Dr. Marcia Wilbur
Nov. 13, 2017	TRACs and Financial Aid status Faculty Newsletter contributions End of Semester Procedures Academic Calendar Populi course management Artifacts needed Faculty Survey Semester progress / Student Highlights	Measuring Understanding: Asking the Right Questions - Dr. Marcia Wilbur
Dec 14, 2017	Faculty Christmas Gathering*	
Dec. 18, 2017	Student Organization <i>New Year-New Heart</i> Prayer Conference Spring Semester Orientation Populi Faculty Handbook Artifact Review Process Library Resources	

	Keys, Contracts, etc.	
Jan. 22, 2018	Faculty Gathering Instructional Methodologies Report Semester progress / Student Highlights	The Art of Instruction – Dr. Marcia Wilbur
Feb. 19, 2018	Faculty News National Day of Prayer Transformed Conference Semester progress / Student Highlights	Strategies to Improve Students’ Writing – Dr. Deborah Huckaby
March 19, 2018	Syllabus Development Work Day* Syllabus Development Process Syllabus Guidelines Instructional Methodologies Evidence of Student Learning Lesson Goals and Questions AV Equipment demo & applications	Dr. Ray Morris Dr. Deborah Huckaby
April 19, 2018	End of Semester Procedures Faculty Organization Update Summer Semester Orientation Populi Faculty Handbook Artifact Review Process Library Resources Keys, Contracts, etc.	Constructing a Good Objective - Dr. Ray Morris

Faculty Organization

FY18 marked the kick-off of ACMin’s Faculty organization. The Faculty Meeting officers divided their responsibilities into two primary areas of focus:

Faculty Relationship Development Committee

- Rev. Dr. Deborah Huckaby
- Rev. Paul Cooke

Teaching Resources Committee

- Dr. Ray Morris
- Dr. Dan Dunn

The officers met August 1, 2017 to establish the Faculty Organization Articles of Incorporation and to set strategic priorities. Committees and committee membership were then determined based on those priorities.

The officers met February 28, 2018 for their semi-annual planning meeting.

*The above-noted activities represent Faculty Organization initiatives (e.g. Christmas gathering, syllabus work-day, etc.) Further, ACMin published 6 Faculty Newsletters intended to keep all faculty connected to the institution and its activities as well as to share pedagogical information and strategies.

Faculty Surveys

ACMin has asks its faculty to provide responses to the following survey questions on a 5-point scale plus a series of open-ended responses at the close of each semester. The purpose of the survey is to ensure faculty satisfaction and to seek areas for continuous program

improvement(s). The responses from the faculty for Summer 2017, Fall 2017 and Spring 2018 semesters are below.

The numerical representation of the rating scale is as follows:

- 1-Strongly Disagree
- 2-Disagree
- 3-Neutral
- 4-Agree
- 5-Strongly Agree

FACULTY SURVEY - Summer 2017

Respondents: 2 instructors (of 2 instructors)

Please indicate the extent to which you agree with the following statements: 1=Disagree; 2=Somewhat Disagree; 3=Neither Agree or Disagree; 4=Somewhat Agree; 5=Agree	Average Score
Faculty orientation prepares new faculty to be effective	4.5
I am given the responsibility and freedom to teach effectively	3.5
Syllabus preparation and review process is clearly defined	4.5
Feedback from course observations helps me improve instructional effectiveness	5.0
The ACMin faculty review process accurately measures my job performance	4.5
Teaching at ACMin makes good use of my skills and abilities	4.5
ACMin provides support for innovative teaching methods	4.5
ACMin policies & practices give me flexibility to manage my work & personal life	4.5
I am regularly recognized for my contributions	3.5
At ACMin, people are supportive of their colleagues regardless of their heritage or background	5.0
ACMin provides support for assessing and improving student learning	4.5
ACMin students come to class eager & prepared for the lesson	4.5
The Chair (Debbie Huckaby) creates a collegial and supportive environment	5.0
The Chair (Debbie Huckaby) helps me obtain the resources I need	4.5
The Chair (Debbie Huckaby) is available to help meet my instructional needs	5.0
Communications with the Chair (Debbie Huckaby) are clear, timely and appropriate	5.0
Senior leadership provides a clear direction for this institution's future	4.5
Senior leadership regularly models this institution's values	5.0
Senior leadership communicates openly about important matters	4.5
ACMin takes reasonable steps to provide a safe and secure environment	5.0
The facilities (e.g., classrooms, offices, etc.) adequately meet my needs	5.0
ACMin Library resources adequately meet my needs	5.0
ACMin support and administrative staff are available to meet my instructional needs	5.0
ACMin computer resources meet my instructional needs	5.0

What aspects (relationships, circumstances, protocols, etc.) of your teaching at ACMin are the most satisfying?

- Relationships with students and intriguing and life-changing classes
- I enjoy being allowed to have Jesus in my voice class and applying His word at all times.

What aspects (technology, resources, protocols, etc.) of your teaching at ACMin are most challenging or stressful?

- Not having written the syllabus and never having taught nor read the class material
- I had no challenging or stressful experiences. God was, is, and always good to me.

I would like help growing in instructional effectiveness as follows

- Better job at formulating syllabi that meet requirements for assessing whether material was understood and applied correctly
- I really do not know everything there is to know about instruction, but what I know seems more than sufficient for me. I will think on this more in the future.

Other suggestions:

- I would love to provide students with information on how to use Jesus to their benefit as students. Christian students in a Christian institution taught by Christian staff and faculty members, should know how to live.

FACULTY SURVEY - Fall 2017

Respondents: instructors 5 (of 5 instructors)

Please indicate the extent to which you agree with the following statements: 1=Disagree; 2=Somewhat Disagree; 3=Neither Agree or Disagree; 4=Somewhat Agree; 5=Agree	Average Score
Faculty orientation prepares new faculty to be effective	4.7
I am given the responsibility and freedom to teach effectively	5.0
Syllabus preparation and review process is clearly defined	4.7
Feedback from course observations helps me improve instructional effectiveness	5.0
The ACMin faculty review process accurately measures my job performance	4.7
Teaching at ACMin makes good use of my skills and abilities	4.8
ACMin provides support for innovative teaching methods	4.8
ACMin policies & practices give me flexibility to manage my work & personal life	4.8
I am regularly recognized for my contributions	4.7
At ACMin, people are supportive of their colleagues regardless of their heritage or background	5.0
ACMin provides support for assessing and improving student learning	5.0
ACMin students come to class eager & prepared for the lesson	4.3
The Chair (Debbie Huckaby) creates a collegial and supportive environment	5.0
The Chair (Debbie Huckaby) helps me obtain the resources I need	5.0
The Chair (Debbie Huckaby) is available to help meet my instructional needs	5.0
Communications with the Chair (Debbie Huckaby) are clear, timely and appropriate	5.0
Senior leadership provides a clear direction for this institution's future	4.7
Senior leadership regularly models this institution's values	4.8
Senior leadership communicates openly about important matters	5.0
ACMin takes reasonable steps to provide a safe and secure environment	5.0
The facilities (e.g., classrooms, offices, etc.) adequately meet my needs	4.3
ACMin Library resources adequately meet my needs	5.0
ACMin Library resources adequately meet my students' needs.	5.0
ACMin support and administrative staff are available to meet my instructional needs.	4.8
ACMin support and administrative staff are available to meet my instructional needs	4.8
ACMin computer resources meet my instructional needs	4.5

Please indicate the extent to which each of the following aspects of work has been a source of stress or joy over the past semester: 1=Very Stressful; 2=Somewhat Stressful; 3=Neither Stressful or Enjoyable; 4=Somewhat Enjoyable; 5=Enjoyable	Average Score
Teaching responsibilities	4.3
Committee and/or administrative responsibilities	3.3
Timing of faculty meetings and functions	4.2
Faculty review/evaluation process	4.3
Opportunities to develop relationships with other faculty	3.8

What aspects (relationships, circumstances, protocols, etc.) of your teaching at ACMIn are the most satisfying?

- The subject matter- the WORD! The relationships built with students. Moving with God in serving as mentor, teacher, fellow sister in Christ.
- Interacting with students
- Study and instruction time with students

What aspects (technology, resources, protocols, etc.) of your teaching at ACMIn are most challenging or stressful?

- The SYLLABUS production and placing info/ materials on POPULI
- Syllabus creation
- Outdated AV equipment
- The broadband connection is good. It would be nice to have better projection and sound amenities. An interactive whiteboard would also be nice.

I would like help growing in instructional effectiveness as follows

- Better ways to assess grades / greater variety in material presentation in class
- Continued faculty meetings
- Some help in creating and uploading screencasts and video instructional materials.

FACULTY SURVEY - Spring 2018

Respondents: instructors 3 (of 5 instructors)

Please indicate the extent to which you agree with the following statements: 1=Disagree; 2=Somewhat Disagree; 3=Neither Agree or Disagree; 4=Somewhat Agree; 5=Agree	Average Score
Faculty orientation prepares new faculty to be effective	4.7
I am given the responsibility and freedom to teach effectively	4.7
Syllabus preparation and review process is clearly defined	4.0
Feedback from course observations helps me improve instructional effectiveness	5.0
The ACMIn faculty review process accurately measures my job performance	4.7
Teaching at ACMIn makes good use of my skills and abilities	4.7
ACMIn provides support for innovative teaching methods	4.0
ACMIn policies & practices give me flexibility to manage my work & personal life	4.7
I am regularly recognized for my contributions	4.3
At ACMIn, people are supportive of their colleagues regardless of their heritage or background	4.3
ACMIn provides support for assessing and improving student learning	5.0
ACMIn students come to class eager & prepared for the lesson	4.3
The Chair (Debbie Huckaby) creates a collegial and supportive environment	4.7
The Chair (Debbie Huckaby) helps me obtain the resources I need	4.7

The Chair (Debbie Huckaby) is available to help meet my instructional needs	5.0
Communications with the Chair (Debbie Huckaby) are clear, timely and appropriate	4.7
Senior leadership provides a clear direction for this institution's future	4.7
Senior leadership regularly models this institution's values	5.0
Senior leadership communicates openly about important matters	4.3
ACMin takes reasonable steps to provide a safe and secure environment	5.0
The facilities (e.g., classrooms, offices, etc.) adequately meet my needs	4.0
ACMin Library resources adequately meet my needs	4.0
ACMin Library resources adequately meet my students' needs.	4.0
ACMin support and administrative staff are available to meet my instructional needs.	4.7
ACMin support and administrative staff are available to meet my instructional needs	4.7
ACMin computer resources meet my instructional needs	4.0

Please indicate the extent to which each of the following aspects of work has been a source of stress or joy over the past semester: 1=Very Stressful; 2=Somewhat Stressful; 3=Neither Stressful or Enjoyable; 4=Somewhat Enjoyable; 5=Enjoyable	Average Score
Teaching responsibilities	4.7
Committee and/or administrative responsibilities	3.7
Timing of faculty meetings and functions	4.0
Faculty review/evaluation process	4.0
Opportunities to develop relationships with other faculty	3.7

What aspects (relationships, circumstances, protocols, etc.) of your teaching at ACMin are the most satisfying? My classroom teaching; Relationships with the students is most enjoyable.

What aspects (technology, resources, protocols, etc.) of your teaching at ACMin are most challenging or stressful? Developing the curriculum; Better TV for displaying lesson material; There have been times when I've had problems mastering some of the technology, and the response seemed to have been "Pull yourself up by your own bootstraps ... or else." That was stressful.

I would like help growing in instructional effectiveness as follows: Being more creative in my teaching; Hands-on seminars on how to use and make more effective use of the current technologies.

Other suggestions: I love being with ACMIN; I felt somewhat under-supported when needing help with my autistic son. I felt the attitude was somewhat, "That's your personal problem, so why is this bleeding into the workplace?"

Comparative Faculty Survey Data

The following data represent the mean of all responses on the faculty survey over the period of FY17 and FY18. On a scale of 1 to 5, the aggregate range of data has not changed significantly, and overall responses remain positive and strong.

Overall Mean Faculty	
Fall 2016	4.71
Spring 2017	4.79

Summer 2017	4.65
Fall 2017	4.82
Spring 2018	4.45

Three areas of improvement between FY17 and FY18 data can be noted below:

Areas of Improvement	FY17	FY18
Faculty orientation prepares new faculty to be effective	4.0	4.63
The ACMin faculty review process accurately measures my job performance	3.5	4.73
ACMin Library resources adequately meet my needs	4.0	4.67

Faculty reported that the orientation was clear, concise, and organized, and the experience met their needs. ACMin utilized fewer new faculty as well, so their personal understanding of processes and protocols was likely already in place.

Faculty meetings focused largely on instructional improvement by discussing: a) effective pedagogical practices; and b) data gathered from the end-of-course student artifact review process. As a result, it was noted that faculty were making purposeful efforts to incorporate the recommended improvements into their classroom practice. Consequently, there was more positive feedback through the classroom observation process.

The ACMin library collection has continued to grow over time, and the library resources are readily available through ACMin's online Populi database. As faculty became increasingly familiar with the library resources, their utilization and satisfaction increased.

Faculty Awards

In August 2017, ACMin presented the inaugural awards to acknowledge faculty contributions to the overall success of the college. The first faculty award recipients were:

- Mr. Josh Jones – *The President's Award for Academic Excellence*
- Mrs. Cindy Mackey – *The Mary S. Hammond Award for Exceptional Service*

Analysis: Beyond the hard facts of the data, there was an overall sense of improvement in faculty involvement and ownership of meeting the ACMin Program Objectives with excellence.

Intentional efforts from ACMin leadership to improve instructional quality and create community among the faculty were met with success. The analysis of the faculty responses demonstrates that:

- Faculty overall remain satisfied with the instructional environment at ACMin; and
- Improvement from FY17 to FY18 was noted in the areas of: faculty orientation, measuring faculty job performance, and satisfaction with library resources.

Strategic Planning: Opportunities for improvement include:

- Continue efforts to meet the goals of the newly formed ACMin faculty organization;
- Increase the number of faculty making meaningful contributions to the ACMin faculty newsletter;
- Increase faculty participation and visibility in ACMin community-wide events;
- Continue to create opportunities for faculty development in the areas of instructional innovation and effectiveness;

- Incorporate materials developed on the topic of more effective instruction and assessment into the ACMin Faculty Handbook for continued incorporation into teaching practices; and
- Continue to grant yearly faculty awards for excellence and consider other ways for more frequent recognition – both formal and informal – of the faculty’s good work (e.g. “faculty spotlight” in the ACMin faculty newsletter, etc.).

Part III – Academic Programs

2017-18 ACMin Undergraduate Program Review

General Overview

Per the college's Board-approved Comprehensive Assessment Plan, every five years the Undergraduate Program will be assessed in order to determine the success of the college in reaching its stated outcomes, including an assessment of student learning outcomes at the college, program, and course levels. As such, the curriculum and objectives for each undergraduate academic program (Certificate, Associate's, and Bachelor's) has been evaluated in order to provide substantive answers to the questions below:

- Is the curriculum aligned with the college's mission statement?
- Are the programs current and viable?
- Does the program of instruction lead to the realization of the stated program objectives?
- Is the curriculum content sequenced to enable students to move from basic to more complex levels of learning?
- Is the biblical and spiritual content appropriate for the degree levels?
- Does the curriculum provide students with sufficient and meaningful hands-on experiences for Christian ministry?

Data to support the conclusions of the ACMin undergraduate program review include:

- Program administrators' review of the program aims and objectives (purpose) in light of the ACMin mission and purpose
- Annual Faculty surveys
- Annual Student surveys
- Annual Alumni surveys (including job placement data)
- On-site mentor evaluations (Faith-in-Action Apprenticeships)
- Faculty evaluation of student artifacts
- Student success indicators including: retention, course completion, graduation, and job placement rates over time
- Program consistency review based on other similar institutions

Curriculum Alignment with the ACMin Mission Statement

The ACMin Mission Statement is as follows:

To equip men and women for Christian life and ministry with a Biblically-centered spiritual and personal foundation so that they might glorify God by passionately fulfilling the great commission of Jesus Christ through worldwide service.

Essentially, the Athens College of Ministry prepares those who will teach, reach, lead, and minister to others in Christ because together we're on a relentless pursuit to transform the world in Jesus' name. Our Christian Philosophy of Education and Educational Goals were birthed out of our Mission Statement and the strong belief that head-knowledge only about the Bible is insufficient preparation for fulfilling the great commission. In addition to strong theological training, our students need personal transformation that results in a clear understanding of who they are in Christ as well as life-on-life experience ministering to real people with real problems and challenges.

The ACMin Christian Philosophy of Education is as follows: The Goal of Kingdom-focused teaching is to develop students who will live and minister out of their identity in Christ as evidenced by transformed values, actions and capabilities including:

- An effectual understanding of who God is;
- a redeemed mindset, life focus, and Christian worldview;
- an abiding personal relationship with Jesus through the indwelling of His Holy Spirit;
- joyful, obedient surrender to the will of the Heavenly Father and His Word;
- an understanding and effective use of their power and authority as believers; and
- the ability to disciple others into Christ-likeness within community.

The **ACMin Educational Goals** are listed below.

Upon completion of their respective academic programs, ACMin students will:

7. Demonstrate strong evidence of a growing personal relationship with Christ through prayer, biblical studies, and worship;
8. Demonstrate an appropriate depth of biblical knowledge and understanding necessary for fulfilling their ministry role as well the ability to continue to grow in biblical knowledge and understanding;
9. Clearly articulate their personal call to ministry and demonstrate an understanding of how to apply the unique talents and spiritual gifts they possess in order to be successful in that calling;
10. Exhibit strong, effective servant leadership skills appropriate for their chosen area of ministry;
11. Possess the specialized knowledge related to their degree program area and demonstrate the ability to apply that knowledge for effective ministry to people; and
12. Exhibit: a) a desire to serve others, b) Godly humility, c) the ability to rely on God rather than self for ministry success; and d) a healthy understanding and application of self-care in order to avoid burnout.

Conclusions

Based on a review of the undergraduate curriculum in light of the Mission Statement and the resulting Christian Philosophy of Education and Educational Goals, it was determined by the ACMin Leadership Team that:

- The ACMin Mission Statement is biblically accurate and appropriate for our institution.
- All course syllabi are designed with the explicit purpose of ensuring that the curriculum aligns with the Mission Statement through the aligned articulation of the Educational Goals and Program Objectives.
- Therefore, all programs are directly and explicitly aligned to the college's Mission Statement.

Are the Programs Current?

A **Program Consistency Review** was conducted for the purpose of comparing ACMin's undergraduate programs with generally accepted standards at other accredited institutions currently offering similar degrees. The other programs and institutions examined included:

- Liberty University
 - Associate of Arts in Religion: 63 credit hours
 - Bachelor of Science in Religion: 122 credit hours
- Emmanuel College
 - Bachelor of Arts in Christian Ministries: 122 Credit Hours

The rationale for selecting these institutions was because each has a Christian Ministry program that is comparable the program of study offered at the Athens College of Ministry. Further, each of these institutions tends to be well represented by alumni in the ACMin geographic area. See *Undergraduate Program Review Appendix A* below for a detailed overview of each program’s requirements.

Conclusions

Undergraduate programs at the Athens College of Ministry are consistent with the institutions examined with regard to the number of credit hours required for each degree level. While neither of the other institutions offer a 30-credit Certificate in Christian Ministry, the ACMin Certificate Program offers a viable pathway for students who do not wish to earn a full degree. However, ACMin students can build a Certificate in Christian Ministry into an Associate’s Degree as desired.

While there are some variations in course names compared to the above-listed institutions, there is significant alignment with regard to the content of required general education, biblical foundation and major area courses. Athens College of Ministry program requirements and core course requirements are well aligned with the other institutions’ current requirements and very appropriate for its Christian Ministry undergraduate programs. The Athens College of Ministry’s programs are consistent in scope and requirements with other accredited colleges that offer undergraduate Christian Ministry programs.

Are the Programs Viable?

In the six years that the Athens College of Ministry has been offering courses of study, there has been consistent new enrollment with a total of 27 students having been admitted to the program. Further, a number of non-degree students including recurring auditing students from the local community have taken advantage of ACMin’s Christian growth opportunities. Below is a snapshot of the number of enrolled students the first semester ACMin offered classes and the projected enrollment for fall 2018.

	Fall 2012	Fall 2018
Undergraduate Students	3	7
Auditing / Non-degree Students		7

2 students have graduated from ACMin with a Bachelor of Arts in Christian Ministry and are serving in full-time ministry. 2 dual enrollment high school students have enrolled in ACMin to earn college credits.

Student persistence has been ACMin’s greatest challenge. Because ACMin does not yet offer a campus experience, it attracts mostly part-time commuter students, many of whom have families and full-time jobs. Given the often discouraging and slow pace of degree completion, coupled with personal, academic, financial, and health challenges, 11 students began their course of study but did not finish. One transferred to a different institution. Three have suspended enrollment because of personal matters.

Conclusions

While donor development has served to support the undergraduate programs during the college’s formative years, every effort should be made to recruit and retain additional students as well as pursue Title IV funding to help support those students for whom the financial barrier is great.

Meeting the Undergraduate Program Objectives

The ACMin Undergraduate Program Objectives are as follows:

Certificate in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
- 3c. To equip men and women to effectively integrate evangelism and discipleship into any career area.
- 4c. To equip men and women for effective, biblically-based, Spirit-led lay ministry and servant leadership.

Associate of Arts in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
- 3a. To equip men and women to effectively integrate evangelism and discipleship into any career area.
- 4a. To equip men and women for effective, biblically-based, Spirit-led servant leadership as an assistant in church and/or para-church ministry.

Bachelor of Arts in Christian Ministry

1. To equip men and women with an abiding surrendered personal relationship with the Lord.
2. To equip men and women with the biblical knowledge, understanding and interpretation skills necessary to represent Christ well in their circles of influence.
3. To equip men and women to effectively integrate evangelism and discipleship into ministry and to teach others how to do the same.
4. To equip men and women for effective, biblically-based, Spirit-led, servant leadership in Christian Ministry as well as Christian education, missions or other similar settings.
5. To equip men and women for ordination in some denominations.

Syllabus Development

With guidance from the Chief Education Officer and an extensive revision process that includes the ACMin Academic Dean Committee, the syllabus for each course is written to purposefully align with the college's Educational Goals and Program Objectives. By following the written protocol for syllabus development as presented in the ACMin Faculty Handbook, each course meets standards appropriate for the undergraduate Christian Ministry program.

Course Artifact Review Data

Beginning with the fall 2016 semester, the ACMin Leadership Team has conducted systematic reviews of student course artifacts in order to assess the degree to which courses fulfilling the stated Course Objectives, Program Objectives, and Educational Goals. (See the Undergraduate Program Review Appendix B below for complete details of the Course Artifact Review Data.)

For the artifact review process, ACMin Program Objectives have been summarized into four categories for the purpose of evaluation. Those categories are: relationship with Christ; biblical knowledge, understanding, and interpretation; ministry application; and servant leadership. Each category is evaluated on a scale of 1 to 4, with a 1 indicating minimal alignment and a 4

indicating strong alignment. The review is based upon a comparison of actual student work compared with the stated Program Objectives.

Following the course artifact review process, feedback is provided to each instructor indicating the strength of alignment with Program Objectives. The instructor uses this feedback to make revisions and continuous improvement to the course and even better alignment to the Program Objectives in subsequent offerings.

The Course Artifact Review data show that all ACMin courses do an excellent job of meeting the course objectives. And while not every course fully meets each and every Program Objective, taken as a whole, the Program Objectives are also well met across the compendium of courses that a student takes during his or her undergraduate career.

Other Data

See the 2016-17 CAP Report and the 2017-18 CAP Report for additional data indicating how well the ACMin undergraduate programs meet the Program Objectives including:

- Student and Alumni Survey data
- Faculty Survey data
- Students' Course Feedback

Conclusions

The undergraduate program of study fully meets the stated Program Objectives. Evidence that the Program Objectives are being met is effectively collected through Course Artifact Review and Student/Alumni Survey data. See corresponding sections in the 2016-17 and 2017-18 Comprehensive Assessment Plan (CAP) Reports. Per a review of the annual CAP Data, the program of instruction is successfully leading to the realization of the stated Program Objectives.

Appropriateness of Curriculum Content Sequencing

The curriculum content is sequenced to enable students to move from basic to more complex levels of learning in two ways. First, courses are sequenced in a student's program of study to provide the requisite Christian Core courses in the early part of the program and more advanced courses later. Prerequisite courses are specified in the course catalog and a course rotation plan is in place to ensure opportunities for students to take the courses they need. (See the ACMin Catalog.) Further, the ACMin curricular sequencing is similar to the other programs content noted in the Program Consistency Review. (See Appendix A below.)

The second way of teaching from basic to more complex is at the course level. Instructors have been provided with guidelines, professional development, and resources to help each of them to structure their courses to move from basic to more complex. (See ACMin Faculty Handbook.)

Conclusions

The ACMin undergraduate curriculum is well articulated to allow students to build new knowledge upon foundational knowledge. A limiting factor for the college thus far has been the inability to fully implement the course rotation system, especially general education courses, because the number of available students is small. Efforts have also been made to schedule foundational courses at times when both working and full-time students have access to the courses they need. The result is that some students take more advanced courses before they have completed all of the course pre-requisites. However, the college has been able to ensure that all students are able to take all of the courses needed for their program in a timely manner. Further, plans are in

process to develop general education courses to meet student needs and to include those courses in the regular rotation of courses.

Appropriate Biblical & Spiritual Content

The Program Consistency Review data found in Appendix A below demonstrate that in large measure, the biblical and spiritual content of the courses offered at ACMin are comparable to courses of other institutions that offer the Christian Ministry degree.

Further, the ACMin Academic Deans Committee, comprised of four individuals with doctorate-level evangelical credentials, meets before the beginning of each semester in order to review the syllabus for each course to be offered that semester. The purpose of the committee is to review each syllabus to ensure alignment with the ACMin Program Objectives, for the appropriateness of content, for doctrinal faithfulness according to the ACMin Belief Statement, and for the soundness of educational practice. Syllabi are then returned to the faculty member for final revisions as needed.

Conclusions

The biblical and spiritual content of the ACMin undergraduate curriculum is appropriate and well aligned with the college's Mission Statement, biblically-based Belief Statement, and Program Objectives.

Sufficient & Meaningful Hands-on Experiences

Instructors are encouraged to utilize a constructivist approach in designing their courses (See ACMin Faculty Handbook, pages 7-9.) The constructivist philosophy of education strongly leans in the direction of experiential learning. In addition, ACMin Program Objectives strongly support experiential and growth-oriented aims. In order for courses to be aligned with the ACMin Program Objectives and Christian Philosophy of Education, there must be meaningful, hands-on application experiences in every course!

As part of the Course Artifact Review Process that takes place each semester, the courses taught must present evidence that students have effectively engaged in ministry application. The purpose of the Course Artifact Reviews is to identify areas of strong and/or weak alignment with the Program Objectives. The strength of the evidence is rated on a scale of 1 to 4, with 1 being little to no evidence presented and 4 being strong evidence presented. Per the Course Artifact Review data presented in Appendix B below, the data indicate that most ACMin courses largely align with the Program Objectives in the area of effective ministry application, with room for improvement and/or better evidence collection in a few..

In addition, the program for all students at ACMin includes as a graduation requirement a number of Faith-in-Action courses (FIA). After completing their Christian Core courses, students may enter into mentored apprenticeship experiences in an area of ministry interest. Through their FIA work students gain valuable hands-on, in-field experience. Thus far, 4 undergraduate students have engaged in their apprenticeship work. The on-site mentors for each one have indicated that ACMin students were well prepared for their assignments. The students involved feel that they gained valuable insights into real, life-on-life ministry that helped shape their beliefs about how to effectively minister to real people.

Summary

The information provided in this report indicates that the ACMin undergraduate program is appropriate in structure, sequence, and graduation requirements according to the college's Mission and Belief Statements as well as the biblical mandate to "make disciples." In qualitative terms, data from courses offered and reviewed indicate that ACMin undergraduate courses are largely meeting the specified Program Objectives. The intentional process of review and adjustment provides for ongoing improvement in the quality of ACMin courses. Growth in the student population will enable ACMin to more systematically offer all courses (including the general education courses) according to the desired rotation schedule.

Undergraduate Program Review - Appendix A Program Consistency Review

Athens College of Ministry

Certificate in Christian Ministry: 30 credit hours

Associate of Arts in Christian Ministry: 60 credit hours

Bachelor of Arts in Christian Ministry: 120 credit hours

Christian Core Courses: (For all degrees) (Total 21 credit hours)

Foundations of Faith (3 hrs)

His Creation: Talents & Spiritual Gifts (2 hrs)

Old Testament Survey (4 hrs)

New Testament Survey (3 hrs)

Prayer & Spiritual Direction (3 hrs)

The Great Commission Evangelism (3 hrs)

The Great Commission Discipleship (3 hrs)

General Education Requirements for Associate's Degree (18 hrs) and Bachelor's Degree (36 hrs)

English Composition (3-6 hrs)

Foreign Language or Biblical Language (6 hrs for Bachelor's degree)

Mathematics (3 hrs)

Literature, Psychology, Music, Art, or other Humanities (9 -21 hrs)

Science (3 hrs)

Overall Program Requirements at the Athens College of Ministry expressed in semester hours:

	Certificate	AA	BA
General Education	NA	18	36
Christian Core	21	21	21
Major Courses	3	15	30
Electives	N/A	N/A	15
Apprentice & Application	6	6	18
Totals	30	60	120

Liberty University

Associate of Arts in Religion: 63 credit hours

Bachelor of Science in Religion: 122 credit hours

Core Competency Requirements (27 hrs)

Communication (6 hrs)

English: Composition and Rhetoric (3 hrs)

Instructional Technology for Online Learning (3 hrs)

Math 115 or higher (3 hrs)

Natural Science (3 hrs)

English: Composition and Literature (3 hrs)

History (3 hrs)

Critical Thinking (6 hrs)

Overall Program Requirements at Liberty University expressed in semester hours:

	Certificate	AA	BA
General Education	X	36	36
Christian Core	X	X	15
Major Courses	X	27	48
Electives	X	0	21
Apprentice & Application	X	X	0
Totals	X	63	120

Emmanuel College

Bachelor of Arts in Christian Ministries: 122 Credit Hours

Core Competency Requirements (44-45 hours)

Communication Skills

Freshman Composition (6 hrs)

Introduction to Communication (3 hrs)

Humanities

Literature (3 hrs)

Art & Music Appreciation/Philosophy/Theatre/Literature/Foreign Language (3 hrs)

Social and Behavioral Sciences

History (3 hrs)

General Psychology (3 hrs)

Natural Science/Mathematical Reasoning

Science (Lab Course) (4 hrs)

Mathematics (3 hrs)

Christian Ministries

Old Testament Survey (3 hrs)

New Testament Survey (3 hrs)

Gospel of John (3 hrs)

Christian Ethics (3 hrs)

Physical Wellness (PE) (1 hr)

Freshman Seminar (2 hrs)

Professions, Vocations, Missions (1 hr)

Overall Program Requirements at Emmanuel College expressed in semester hours:

	Certificate	AA	BA
General Education	X	X	LA Core 44-45 hrs
Christian Core	X	X	Included in LA Core
Major Courses	X	X	65
Electives	X	X	3-6 hrs
Apprentice & Application	X	X	Internship 6 hrs
Totals	X	X	122 hrs

Undergraduate Program Review - Appendix B Course Artifact Review Data

Course	Semester	Relationship with Christ	Biblical Knowledge, Understanding, & Information	Ministry Application	Servant Leadership	Course Objective A	Course Objective B	Course Objective C
Systematic Theology	Fall 2016	1	4	1	1	3	4	-
Biblical Foundations of Prayer Ministry	Fall 2016	1	2	3	3	3	1	-
God the Father	Fall 2016	3	2.5	2	1	3	4	-
The Book of Romans	Fall 2016	1	3.5	2	1.5	3.5	3	2
Prayer & Spiritual Direction	Fall 2016	3	3	2.5	2	3	3	-
His Creation, Talents & Spiritual Gifts	Fall 2016	3	3	3.5	3	3.5	3	-
Spiritual Warfare & Victory in Christ	Spring 2017	4	3.5	2	2.5	4	3.5	-
The Book of Genesis	Spring 2017	2.5	3.5	1.5	2	3.5	3	-
God's Design for Sexual Wholeness	Spring 2017	3.5	3	4	3.5	4	4	4
Inductive Bible Study	Spring 2017	4	4	3	3	4	4	3
Greek II	Spring 2017	1	4	1	1	4	1	
The Practice of Prayer	Spring 2017	3.5	3.5	2	2	3.5	1.5	-
Vocal Performance	Summer 2017	2	1	3	2	3.5	1.5	-
Foundations of Faith	Summer 2017	1	2	1.5	1	1	3	3
Effective Prayer Ministry Tools	Summer 2017	4	3.5	3	3	4	3	-

Program Enrollment, Retention & Graduation

2012 – 2018 Student Enrollment

Summer Semester				Fall Semester				Spring Semester			
UG	GR	PLC	Audit	UG	GR	PLC	Audit	UG	GR	PLC	Audit
2012-2013											
n/a	n/a	n/a	n/a	4	2	0	3	5	3	1	7
2013-2014											
2	1	0	19	4	5	1	1	6	5	4	2
2014-2015											
1	0	0	37	6	2	4	11	7	2	4	4
2015-2016											
2	0	0	15	7	2	1	14	7	3	2	6
2016-2017											
2	3	0	15	6	3	5	4	9	3	4	3
2017-2018											
2	2	2	9	2	2	2	8	6	6	3	15

FY18 Student Totals:

Graduate Full-Time: 1

Graduate Part-Time: 5

Undergraduate Full-Time: 0

Undergraduate Part-Time: 8

Prayer Leadership Certificate: 3

Total individuals impacted (including auditing students: 43)

*Graduates:

2 Prayer Leadership Certificate (May 2015)

1 BA in Christian Ministry (December 2015)

1 BA in Christian Ministry (August 2016)

2 Prayer Leadership Certificate (August 2017)

*ACMin attracts many students to our "Lifelong Ministry Program." LMP students do not earn college credit and typically are Christian professionals who come to our college for equipping. "PLC" in the chart above stands for those students who are looking to grow into "Prayer Leaders" in their home churches, earning a "Prayer Leadership Certificate" through the Lifelong Ministry Program. Auditing students are those who enrolled in one or more courses as non-degree students with various Christian growth and discipleship interests but who do not earn college credit.

Summer Auditing student numbers are higher due to ACMin summer tradition of offering Prayer Ministry and/or Inner Healing courses:

Summer 2013: Advanced Prayer Ministry Tools; Elijah House Prayer Ministry

Summer 2014: Healing Trauma

Summer 2015: Healing Shame

Summer 2016: Walking in Sonship

Summer 2017: Elijah House Prayer Ministry Tools

Summer 2018: Ministering Wholeness to Unbelievers

2017-18 Student Data

Student Retention

14 Students enrolled across all semesters (degree-seeking).

17 Students enrolled across all programs (including Prayer Leadership Certificate).

1 Degree-seeking student withdrew from the institution during FY18 (Karla White)

0 PLC students withdrew from the institution in FY18

82.4% Student Retention Rate for FY18

(National average for public institutions is 64.2%; 70.2% for private colleges.)

Student Recruiting

4 new master's level students, 2 new undergraduates, and 1 new dual-enrollment student enrolled in FY18.

Analysis: These data indicate steady growth among degree-seeking students for the period 2012 through 2018. From fall 2012 to spring 2018, there has been a 200% increase in the number of undergraduate students and a 150% increase in the number of enrolled graduate students. Prayer Leadership Certificate enrollment has remained steady and consistent.

Strategic Planning: Increasing student enrollment should be ACMin's most important goal over the next two years. Efforts to that end should include:

- Identify and articulate the value and benefits of enrolling in ACMin (vs. communicating our features)
- Identify our target audience and create effective messages for that audience; and
- Determine if there are natural ministry partners and consider strategic ways to align ourselves with those partners (e.g. training church leaders, Stephen Ministers, etc.).

Part IV – Institutional Effectiveness

FY18 Strategic Improvement Progress

Based on the strategic recommendations found in the 2016-17 ACMin Comprehensive Assessment Report, the Leadership Staff worked throughout 2017-18 to enact the strategic quality improvement recommendations to the greatest extent possible based on available financial, time, and personnel resources. The report below is a summation of progress towards those recommendations.

1. Foundational Statements

Consider how the ACMin Foundational Statements could be more effectively used in marketing and student recruiting

Not Yet Addressed	In Process	Completed
	X	

Progress Notes: Earl Borrón created a message map and values statement that has been used in a number of promotional emails and in the ACMin monthly newsletter. ACMin website has been overhauled with a greater emphasis on our program’s effectiveness to engage students for effective hands-on, relational ministry. Faculty and leadership awards were developed and given in fall 2017 that exemplify the foundational values.

Action Items:

- Emphasize a different area of our Belief Statement in each print newsletter and in monthly newsletters.
- Continue to refresh, remind, and train all ACMin leaders in our core values.

2. Board Members

Increasing the number of Board members should remain a strategic priority, given the need for additional Board Committees combined with the usual rotation of Board members after their terms of service. Looking forward, the Board may wish to consider and/or better define its goals regarding Board outreach on behalf of ACMin. Racial diversity on the ACMin Board of Trustees is currently lacking and should be purposefully addressed.

Not Yet Addressed	In Process	Completed
	X	

Progress Notes: Board, faculty, and leadership staff have been asked to prayerfully consider whom to invite to serve as new Board candidates. Dr. Mary Hammond and Dr. Ron Blount will rotate off our Board of Trustees as of July 1, 2018.

Action Items: Send Board Member Responsibilities document to potential new Board members and then connect interested ones with Marcia. The Board needs diversity, someone with CPA background, someone with legal background; must have strong faith.

3. Addition of Expertise

ACMin needs to target the addition of expertise in: Federal Financial Aid, Marketing, Development, grant-writing, event planning, Director of Lifelong Ministry, and a senior administrative assistant able to oversee student workers and attend to ACMin administrative needs.

Not Yet Addressed	In Process	Completed
	X	

Progress Notes:

- Katie Braden was added in December 2017 as our Administrative Assistant on a work-study scholarship.
- Pam Brown was added as the Director of Lifelong Ministry. This is mostly a volunteer position.
- Earl Borrón helped develop marketing messages and strategy as a short-term volunteer.
- Kurt Genteman was hired to begin August 1, 2018 as a faculty member. Kurt has extensive financial expertise.

Action Items:

- Continue to fundraise in order to add a "Director of Finance & Fund Development to our staff.
- Work to recruit two additional work-study students.

4. Artifact Review Process

Familiarize the Academic Dean Committee with the Artifact Review Process and consider how to best involve the Committee members into the Artifact Review Process itself.

Not Yet Addressed	In Process	Completed
		X

Progress Notes: Academic Dean Committee reviewed this process in the spring 2018 meeting. (See meeting minutes.) Faculty meetings continue to revisit particular aspects of the Artifact Review Process so that collecting evidence of student achievement becomes part of the Syllabus Planning Process. (See Faculty meeting minutes.)

5. Addition of Full-time Faculty

Target the addition of two additional full-time faculty with terminal degrees.

Not Yet Addressed	In Process	Completed
	X	

Progress Notes: Dr. Jesse Coyne was hired as a replacement for Rev. Paul Cooke, to begin employment August 1, 2018. Dr. Coyne holds a Ph.D.

Action Items: As funds are available and student enrollment increases, consider hiring 9-month faculty. Focus on racial diversity for subsequent hiring of full-time faculty.

6. Faculty Communication

Opportunities for improvement include:

- Providing better audio-visual connectivity and projection in the classroom for faculty use;
- Create ongoing opportunities for faculty development in the areas of instructional innovation and effectiveness; and
- Providing clearer communication with faculty about the artifact review process and the determination of instructional effectiveness.

Not Yet Addressed	In Process	Completed
	X	

Notes: On the syllabus work day in spring 2018, Dr. Morris and Dr. Huckaby showed the faculty how to use the AV in the classroom. Opportunities for faculty development related to instructional effectiveness are addressed at every faculty meeting. (See Faculty Organization and Faculty meeting minutes.)

Action Items: Once the CAP report is done each year, we communicate to the faculty a composite of the instructional effectiveness for the year and the year prior.

7. General Education Courses

ACMin will continue to grow in the development and offering of General Education courses (e.g. English, mathematics, etc.). As student enrollment increases in future years, ACMin will work on the separation of undergraduate and graduate studies as is appropriate. At this time, the addition of any new programs is contraindicated. Rather, the emphasis will be on increasing student enrollment in existing programs.

Not Yet Addressed	In Process	Completed
	X	

Notes: An English composition instructor was recruited for fall 2018. Lack of enrollment caused the English Composition class to be postponed until spring 2019.

Action Items: Continue efforts to make home school and dual enrollment students aware of General Education offerings as a means to increase enrollment.

8. Student Enrollment

Increasing student enrollment should be ACMin’s most important goal over the next two years. Efforts to that end should include:

- Identify and articulate the value and benefits of enrolling in ACMin (vs. communicating our features)
- Identify our target audience and create effective messages for that audience;
- Determine if there are natural ministry partners and consider strategic ways to align ourselves with those partners (e.g. training church leaders, Stephen Ministers, etc.); and
- Position ourselves as having “the answer” to other organizations’ problems.

Not Yet Addressed	In Process	Completed
	X	

Notes: Communication has changed to address added value for students; Paul Cooke has been strategically targeting the college students, high school counselors, etc. Several meetings have been devoted to identifying target audiences and strategies for reaching audience segments have been identified. Those strategies are in the process of being implemented.

Action Items:

- Target youth and college pastors at the fall 2018 Pastors Appreciation Event to build relationships with those who have access to high school students.
- Continue to build relationships with leaders of UGA college ministries, high school counselors, and home school leaders for the purposes of awareness and student recruitment.
- Enact the messaging developed for each audience segment.

9. Student Surveys

The Student survey indicates that ACMin is experiencing good success in both the academic and personal growth domains. The best course of action concerning this element is to continue doing what we are doing, while at the same time refining our program. Additional academic years of data will further confirm the indicators from this survey.

Not Yet Addressed	In Process	Completed
	X	

Notes: Students continue to provide end-of-course and end-of year feedback data. However, those data have been more sparse in FY18.

Action Items: Continue administering student surveys as scheduled in the CAP. Require faculty to leave time during the final class period for students to complete the various surveys.

10. Student Demographics

The demographic information indicates that ACMin has a strong program that appeals to adult learners. One objective of the ACMin ministry is to reach students who are leaving high school and entering the college environment. Efforts have been made to reach this demographic, but with limited success. It should be noted that our first two graduates were students of this demographic category; therefore we do have a capacity for reaching the traditional college age student. Care should be taken in the development of the ACMin program to ensure that ACMin appeals to both the traditional college student and the adult learner.

Not Yet Addressed	In Process	Completed
	X	

Notes: Reworking new brochures, reaching out to contacts, monthly setting up times to meet with the contacts and educate them on who we are, going to the Wesley Foundation Ministry Fair, meeting with campus directors, pastors, and high school counselors; staff worked really hard to articulate the benefits of attending the college for the various demographic groups; we are targeting high school graduates for an associate’s degree to prepare them for life before they get career preparation and those that have a call to ministry. Earl Borrón developed a scale for rating potential student recruits. Website was reorganized to make finding info about ACMin more accessible to potential new students.

Action Items: Continue efforts in progress that seek and rate recruiting leads. identify and recruit an admissions coordinator. Identify watering holes for possible recruits. Improve our social media reach and Google presence (web search). Continue to build church partnerships.

11. ACMin Alumni

Consider effective ways to include ACMin alumni in student recruiting, and effective ways to provide ongoing support and encouragement to ACMin alumni as they go out into the field (e.g. notes from current students, feature them in a newsletter, etc.)

Not Yet Addressed	In Process	Completed
	X	

Notes: No additional progress made in FY18 except the usual administration of the Alumni Survey.

Action Items: Feature Alumni ministry activity in the monthly ACMin newsletter. Make an intentional effort to ask Alumni to help recruit additional students.

12. Student Community and Recruiting

Focused efforts to recruit additional students will help drive increased participation in all aspects of student service and student community. Efforts to found the ACMin Student Government organization in FY18 will further help place the excitement and responsibility of student community more on the students’ shoulders. ACMin will also consider additional ways to encourage attendance at Student Community Gatherings (e.g. special guest speakers, etc.)

Not Yet Addressed	In Process	Completed
	X	

Notes: Student community was operationalized in the spring semester of 2018. Student attendance was low but there was strong commitment among those present.

Action Items: Recruit an undergraduate Student Community leader during FY19. Work on the development of smaller student community support and growth groups. Leverage the student community to be part of ACMin community events and service opportunities. Organize a mission trip for FY19 that will provide an opportunity for members of the student community to bond as they serve together.

13. Marketing

In order to maximize the marketing for and impact of ACMin community events, ACMin most desperately needs the assistance of a greater volunteer base for each one in the form of Steering Committees, as well as the addition of an Event Coordinator on staff. (Special Events)

Not Yet Addressed	In Process	Completed
	X	

Notes: Mr. Alex Fields was hired as the Director of Outreach who will join the staff in fall 2018. The Board’s Community Partnerships Committee did an excellent job of increasing ACMin community presence through participation in two local Christmas parades.

Action Items:

- Leverage past event feedback to promo subsequent events.
- Leverage business sponsors to help promo our events.
- Leverage church partners to help promo our events.
- Improve social media efforts for each event.
- Recruit a Steering Committee for each event.

14. Diversity of Prayer Ministers

There is a strong need to recruit and train male and non-white Prayer Ministers. Consider how to “market” the Prayer Ministry Center for even greater impact. Make every effort for ACMin to reside in its own building with a designated, private Prayer Ministry area. Pray and research about whether or not it would be appropriate to require a small fee for receiving Prayer Ministry. (Planning for Prayer Ministry Center)

Not Yet Addressed	In Process	Completed
	X	

Notes: By recruiting African American and other area churches to participate in the Wholeness Care Project, ACMin has successfully recruited 6 males and a number of African-American Prayer Ministry trainees.

Action Items: ACMin still needs to identify and eradicate all barriers that prevent trained PMs from serving in the PM Center.

15. Library

Library-related:

- Increase use of the library by educating students on its use and value to their coursework.
- Develop closer interactions with faculty to find resources (or identify needed resources) in support of their syllabi
- With input from faculty and staff, identify specific areas of the collection that need expansion and focus collection development there.*
- Increase services by adding study areas, and a printer/scanner.*

*NOTE: some of these recommendations are constrained until we acquire a larger space.

Not Yet Addressed	In Process	Completed
	X	

Notes: The Library Specialist worked with faculty members to develop resource lists and recommendations for each course offered. Additional resources were added to the collection.

Action Items: Leverage the English Composition course and the Masters Thesis students for targeted training in how to select and effectively use sources for research and writing.

16. Recruiting for Revenue

Increased efforts to recruit greater numbers of students is necessary to improve cash flow and to expand ACMin's impact. ACMin will also work towards becoming approved to offer Federal Financial Aid programs, allowing it to increase its revenue by nearly \$20,000 currently offered as tuition discounts to students with financial needs. Continued, increased efforts to raise Capital Funds will be needed in 2017-18 in order to realize ACMin's goal of moving its base of operations to its own campus property.

Not Yet Addressed	In Process	Completed
	X	

Notes: Dr. Ray Morris worked throughout FY18 to complete our FFA application. It was determined that we should not revise the FY16 audit given that it would not show the positive net gain needed to meet FFA requirements. The FFA representative decline our application due to their inability to wait a longer period of time for ACMin to produce the financial audits needed in the government forms.

Action Items: Identify and retain a CPA who has expertise in conducting government audits. Revise FY17 and FY18 audits to satisfy FFA application requirements. Reapply for FFA.

Educational Objectives

ACMin employs both direct and indirect methods to assess its institutional effectiveness.

Assessment data include:

- Students' grades
- faculty observation reports*
- review of student artifacts**
- students' end-of-semester course evaluations
- Student Survey results
- Alumni Survey results

*Dr. Deborah Huckaby conducts an observation of each course and provides faculty with constructive feedback with an eye towards continuous instructional improvement.

**Dr. Deborah Huckaby, Dr. Ray Morris, Dr. Marcia Wilbur, and Rev. Paul Cooke review representative samples of students' course work (projects, final exams, journals, papers, etc.) to determine if each course has met the stated Course and Program objectives as approved through the Syllabus Development Process. (See Faculty Handbook.) The rating scale for fulfilling the ACMin Program Objectives is 1 to 4, with 4 being the most effective (see below). The same rating scale is applied to all courses with regards to the Program Objectives. The Course Objective ratings are uniquely developed for each course and are also ranked from 1 to 4. In FY18 it was determined that courses would undergo a future Course Artifact Review under the following conditions:

- Every fourth time the course is offered;
- Sooner if:

- Any Course Objective receives a score of less than 3;
- Any Program Objective receives a score "1" in 2 or more of the four categories;
or
- At the discretion of the Program Chair.

In FY18, 8 courses underwent Course Artifact Review for the first time, 1 course was re-reviewed due to course content changes, and 2 courses were exempt from review given that their scores were found to be within the acceptable range during a previous academic year.

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ	No recognition of need for additional personal surrender. Marginal or no evidence of change to personal faith or walk. Personal walk remains unaffected.	Recognition of need for additional personal surrender. Some awareness of the need for specific changes needed in personal faith and walk; changes not yet acted upon.	Some additional personal surrender. Some evidence of specific changes and/or deepening of the student's personal faith and walk have been implemented.	Abiding personal surrender. Significant evidence of personal conviction and/or transformation, break through, or dramatic deepening with owned application of specific personal growth changes.	
Biblical Knowledge, Understanding, & Interpretation skills	Minimal or no evidence of accurate biblical KUIs. Application of KUIs is missing or significantly inappropriate	Some evidence of accurate biblical KUIs. Inconsistent use of KUIs; may be nominal or inappropriate	Substantial evidence of accurate biblical KUIs with appropriate applied use of KUIs	Abundant, comprehensive evidence of accurate biblical KUIs with superior applied use of KUIs	
Ministry Application	Minimal or no evidence of appropriate application of course content to evangelism and discipleship. Minimal or no evidence of the ability to convey	Some evidence of mostly appropriate application of course content to evangelism and discipleship. Some evidence of the ability to convey	Substantial evidence of effective application of course content to evangelism and discipleship. Good evidence of the ability to convey concepts to	Abundant, comprehensive evidence of powerful and effective application of course content to evangelism and discipleship. Strong evidence of the ability to convey	

	concepts to others.	concepts to others.	others in meaningful ways.	concepts to others in impactful, transformative ways.	
Servant Leadership	Minimal or no evidence of willingness to follow God's direction. No or destructive leadership impact on others.	Some evidence of willingness to follow God's direction, with possible fear or hesitation. Growing leadership impact on others.	Substantial evidence of obedience to God's direction, coupled with thanksgiving. Strong leadership impact on others.	Abundant, comprehensive evidence of sacrificial obedience to God's direction, coupled with significant joy and thanksgiving. Transformative leadership impact on others.	
Course Objectives (Specific to each course)					

Below are the findings for Summer 2017, Fall 2017 and Spring 2018 semesters.

Summer Semester 2017

COURSE: WA 350 Vocal Performance

INSTRUCTOR: Dr. Ian Johnson

	Enrollment	GPA
Graduate	0	n/a
Undergraduate	1	99.5
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Dr. Deborah Huckaby **Date** July 6, 2017 **Time:** 10:00-11:00 AM

The instructor began the class with prayer and discussion of the objectives, which included a focus on preparing to sing with attention to breathe rhythm and support. The instructor and student discussed a test that was due to be turned in, a workbook assignment and the difference between the congregational hymns that are sung on at church and the songs that the student is preparing for recital. The instructor led the student in vocal exercises such as singing scales (ahh, eee) intermingled with discussion of what the instructor observed and what the student experienced. The student was eventually able to hold the notes to the full count of repetitions desired by the instructor. During this class, the student sang songs and took notes while the instructor played piano, wrote on the white board and vocally demonstrated his instruction. The student's questions or performance struggles were addressed by the instructor through sharing of music theory principles. The instructor made several correlations between the lesson and how the exercises would be evidenced in leading congregational worship or providing solos.

End of Course Student Evaluation

Respondents: 0

Course Artifact Review

Course Name: WA350/550 Voice Performance

Term/Year: Summer 2017

Instructor's Name: Dr. Ian Johnson

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					2
Biblical Knowledge, Understanding, & Interpretation skills					1
Ministry Application					3
Servant Leadership					2
Course Objectives					
Categories	1	2	3	4	Score:
Vocal Performance	Vocal performance skills and techniques are poorly applied to a limited repertoire	Vocal performance skills and techniques are inconsistently and or repertoire is limited	Vocal performance skills and techniques are appropriately applied to a varied repertoire	Vocal performance skills and techniques are very well applied to a widely varied repertoire	3.5
Musical composition and technique	Musical composition and technique lack appropriate basic analytical skills, with little or no application in	Musical composition and technique demonstrate somewhat appropriate basic analytical skills, which are	Musical composition and technique demonstrate appropriate basic analytical skills, which are well applied in creating and	Musical composition and technique demonstrate appropriate basic analytical skills, which are consistently well applied in creating and	3.5

	creating and composing rhythm and melody	inconsistently applied in creating and composing rhythm and melody	composing rhythm and melody	composing rhythm and melody	
Worship groups and style	Awareness of various global cultural and historical worship styles for small and large choral groups is lacking or inappropriate	Awareness of various global cultural and historical worship styles for small and large choral groups is somewhat evident and appropriate.	Awareness of various global cultural and historical worship styles for small and large choral groups is evident and appropriate.	Awareness of various global cultural and historical worship styles for small and large choral groups is outstanding.	1

Artifacts Reviewed:

- Rubric of Voice Lessons
- Reflection paper 1
- Chapter outlines
- Note-flight music composition assignment
- Final reflection paper

Program Objective Observations:

- Personal Relationship – There is evidence of an awareness of the calling and the need for skills improvement in order to better serve. Substantial deepening was not noted.
- Biblical KUIs – not a primary goal of this course
- Ministry Application – Substantial evidence of ministry application in preparation and skills to lead others in worship
- Servant Leadership – Some evidence of growing leadership.

Course Objective Observations:

- Vocal Performance – Instructors grading rubric as well as final recital provides strong evidence of improved vocal performance skills and techniques. Repertoire was varied but not widely varied.
- Musical composition and technique – Evidence of appropriate basic skill however there is limited evidence of wide application.
- Worship groups and style – An awareness of different styles was noted but mention of various global cultural and historical worship styles for small and large choral groups was not included

Comments on Evidence Presented:

- Consider reducing the scope of the course objective pertaining to global cultural and historical worship styles for small and large choral groups or provide evidence of how that objective is met.

Other Feedback:

- Consider combining the first 2 course objectives.

Semesters Offered: Summer 2017

Re-review: After next time taught

COURSE: CS101 Foundations of Faith

INSTRUCTOR: Rev. Josh Jones

	Enrollment	GPA
Graduate	0	n/a
Undergraduate	3	86.62
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Dr. Deborah Huckaby **Date** July 10, 2017 **Time:** 6:00-7:00 PM

The instructor began the class with prayer and addressed the objectives for the class. This was followed by a review of the prior classes this semester. The instructor drew a horizontal line on the white board and plotted a broad timeline of events from the time of pre-creation, creation, Abraham, Moses and the prophets to Jesus. The class was administered through lecture, questions and answers, discussion, and reading Scripture. Students were actively engaged in answering the questions and asking related questions. A student's hesitancy or uncertain understanding was addressed by the instructor through successive questions and discussion with that particular student until the essence of the issue was answered. It was particularly refreshing to witness the instructor's attention of students' receptivity of biblical truths and his subsequent pause "to let the truth (that God just wants to be with us) sink in". Thereafter, he asked the class to "process this out loud" whereupon the students began to share their deliberations. Silent pauses were also effectively used to wait for the students to answer or ask questions.

End of Course Student Evaluation

Respondents: 2

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5.0
Throughout the course, the pace of instruction was	Somewhat fast to about right	3.5
Throughout, the clarity of instruction was:	Generally clear	4.0
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Often varied	4.0
How responsive was the instructor to students' questions?	Generally to extremely	4.5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	More	4.0
How well did the assigned readings build your understanding of the course objectives?	Mostly to extremely well	4.5
Were the learning objectives for this course met?	Mostly to extremely well	4.5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Appropriate to extremely	4.0

Comments:

What was the most significant take-away or learning from this course for you, personally? True understanding of church history; A great foundation
What did you like most about this course? Class discussion; gaining knowledge

Question	Average Response
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Your understanding of God is	Moderately to significantly	3.5
Your understanding of how God's kingdom operates	Moderately to significantly	3.5
Biblical knowledge and understanding	Moderately to significantly	3.5
Your abiding relationship with Jesus and His Holy Spirit	Significantly	4.0
Your personal surrender to the will of the Heavenly Father and His Word	Significantly	4.0
Your understanding and effective use of your power and authority as a believer	Significantly	4.0
Your ability to lead others	Significantly	4.0

Comments:

If you could make one suggestion for improving the course, what would it be? Nothing
Is there any feedback you would like to share? No

Course Artifact Review

Course Name: Foundations of Faith

Term/Year: Summer 2017

Instructor's Name: Josh Jones

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					1
Biblical Knowledge, Understanding, & Interpretation skills					3
Ministry Application					1.5
Servant Leadership					1
Course Objectives					
Categories	1	2	3	4	Score:
Knowledge and application of Biblical Interpretation	Knowledge and application of IBS method is lacking or inappropriate	Some evidence of knowledge of IBS method, but sometimes poorly applied	An appropriate knowledge of IBS method; mostly applied appropriately	An appropriate knowledge of IBS method; consistently applied appropriately	1
Knowledge and understanding	Knowledge and	Some evidence of	Substantial evidence of	Abundant evidence of	3

of Christian Core beliefs	understanding of Christian Core beliefs is lacking and / or inappropriate	biblically-accurate knowledge and understanding of Christian Core beliefs	biblically-accurate knowledge and understanding of Christian Core beliefs	biblically-accurate knowledge and understanding of Christian Core beliefs	
Understanding of Church History and related theological development	Minimal or no understanding of Church History and related theological development	Synthesis of the interrelation between church history and theological development is inconsistent and sometimes inaccurate	Synthesis of the interrelation between church history and theological development is appropriate and mostly accurate	Synthesis of the interrelation between church history and theological development is consistent and accurate	3

Artifacts Reviewed:

- Book reports
- Final paper

Program Objective Observations:

- Personal Relationship – see notes under course objectives observations
- Biblical KUIs – broad-based foundation of key tenets of Christianity are well addressed for a foundations-level course
- Ministry Application – While not explicit students’ artifacts demonstrated basic principles of discipleship, e.g. explaining the appropriate application of grace vs truth, Jesus’ power to bridge the sin gap, etc.
- Servant Leadership – No evidence and not focus of this course. Consider ways to connect foundational qualities of Christ to this program objective.

Course Objective Observations:

- Consider effective ways to collect evidence of how the course affects students’ personal relationship with Christ (course objectives, assignments, etc.). Given that this is a core course, we want students to understand that ACMin is interested in both knowledge and personal transformation. How is this knowledge affecting students’ faith?
- Artifacts were not required to substantiate the knowledge and application of biblical interpretation objective. Instructor must include required evidence of students’ accomplishment of this objective in future course iterations.
- Synthesis of knowledge of church history and theological development was noted in students’ final papers

Comments on Evidence Presented:

- Instructor should continue to provide students with feedback on their writing skills and require Chicago-Turabian Citation Style.

Other Feedback:

Semesters Offered: Summer 2017

Re-review: After next time taught

COURSE: CC030/530 Effective Prayer Ministry Tools

INSTRUCTOR: Mrs. Cindy Mackey and Restoring the Foundations Instructors

	Enrollment	GPA
Graduate	2	89.81
Undergraduate	3	88.51
Prayer Leadership	3	n/a
Audit	0	n/a

OBSERVATION by Dr. Deborah Huckaby **Date** July 19, 2017 **Time:** 10:00 AM – 2:00 PM

The objectives for the class were clearly stated and often reiterated. Instructional activities included lecture, testimony or storytelling, question and answer, practical demonstrations by instructor and students. Students actively asked questions or comments, completed paperwork in class and as homework and were highly engaged in the student practicums. Differentiation was abundantly noted in the student practicums as the instructor or group leader shared constructive feedback both verbally and in writing with each participant. The student practicums addressed each student's personal life and faith journey as well as their future role as a prayer ministry leader. The objectives for the day were met as lecture was followed by group demonstration and student practicum experiences.

End of Course Student Evaluation

Respondents: 2

Question	Average Response	
How clear were the course objectives and expectations?	Crystal Clear	5.0
Throughout the course, the pace of instruction was	About right to somewhat fast	3.5
Throughout, the clarity of instruction was:	Sometimes to crystal clear	3.5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Often to always varied	4.5
How responsive was the instructor to students' questions?	Somewhat to extremely	4.0
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About the same to significantly more	4.0
How well did the assigned readings build your understanding of the course objectives?	Mostly to extremely	4.5
Were the learning objectives for this course met?	Mostly to extremely	4.5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Somewhat to appropriate	2.3

Comments:

What was the most significant take-away or learning from this course for you, personally? Teaching and ministry in the area of ungodly beliefs; power of Holy Spirit when we get out of the way	
What did you like most about this course? Activation sessions experiential application; assigned readings	
Question	Average Response

Your understanding of God is	Moderately to significantly	3.5
Your understanding of how God's kingdom operates	Moderately to significantly	3.5
Biblical knowledge and understanding	Moderately to significantly	3.5
Your abiding relationship with Jesus and His Holy Spirit	Moderately to significantly	3.5
Your personal surrender to the will of the Heavenly Father and His Word	Moderately to significantly	3.5
Your understanding and effective use of your power and authority as a believer	Significantly	4.0
Your ability to lead others	Significantly	4.0

Comments:

If you could make one suggestion for improving the course, what would it be?
 Much less pre-class work. I believe what was required prior to the class was far in excess of what is normally required for a college/seminary/graduate school level intensive course. I have two children in theological seminaries, and they could not believe the amount of upfront work that was required compared to the intensive courses they take. Had I known up front what pre-class requirements would be, I probably would not have taken the course.

If I had it to do over again, I would not have taken RTF during a one-week intensive structure. Given the complexity and the intensity of the RTF process, I would recommend meeting in the classroom each week for instruction and discussion. There are many classes that are a good fit for the summer style one-week intensive but this one is not one of them (in my opinion). Nonetheless I am happy that I participated and grateful for the instruction.

Is there any feedback you would like to share?
 The course was good. I learned much about prayer ministry, and had an opportunity to both receive and minister in a new (to me) method of healing prayer. The instructors were amazing and led the class extraordinarily well. I believe what ACMin did through this course was very progressive with regards to Christian education and ministry preparation, and in my opinion was instructionally "cutting edge." Thank you for offering it to the students and community.

Thoroughly enjoyed the week long intensive classroom "instruction." Would have been helpful for instructor to provide clearer instruction on the reading summary/writing assignments and expectations. Lots of confusion, especially in May/June, as the assignments and expectations changed a number of times after we had already completed some of them. Also, I never fully understood or felt comfortable with instructor's expectations as it relates to the writing assignments. Overall it was a really good experience, one that I would recommend for other students to take during a traditional semester/classroom environment. It has blessed me and my faith journey in many ways.

Effective Prayer Ministry Tools course was not due in this semester for Course Artifact Review.

Fall Semester 2017

COURSE: New Testament Survey
NUMBER: BS102/BS501
INSTRUCTOR: Dr. Raymond Morris

	Enrollment	GPA
Graduate	1	97.7
Undergraduate	1	81.1
Prayer Leadership		n/a
Audit		n/a

OBSERVATION by Deborah Huckaby **Date /Time:** September 19, 2017 from 6:00 to 7:00 PM

The instructor began the class by telling the story of Paul in Phillip from Acts 16:11-40 as a model for a future assignment. The class focused on storytelling skills. Instructional activities included lecture, storytelling, question/answer, explanation of terms, video, Power Point, Scripture, and sharing of personal stories. Student engagement was noted in their asking and answering questions of instructor and to each other and their note taking activities. The instructor interacted with each student in a specific and individualistic manner. In response to one student's response, the instructor was encouraging and simply affirmed the student's answer. To another, the instructor restated the question in response to that student's confusion. To still another, the instructor commented, "Good beginning" and waited for the student to provide further explanation. The instructor discussed how the choices that Paul and his companions made affected other's lives. He then told a personal story of a choice he had made and how that one decision had affected his life. The class progressed through modeling of storytelling, Scripture references, storytelling skills and to the creation of a rubric for assessing storytelling. Evidence of excellent experiential instruction was noted and the class was enjoyable. Solid instruction was conveyed. Only suggestion was the use of a black ink marker instead of red which was difficult to read.

End of Course Student Evaluation
Number of students responding: 2

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5.0
Throughout the course, the pace of instruction was	About right	3.0
Throughout, the clarity of instruction was:	Crystal clear	4.5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Always varied	5.0
How responsive was the instructor to students' questions?	Generally - extremely	4.5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About the same	3.0
How well did the assigned readings build your understanding of the course objectives?	Fairly well – mostly well	3.5
Were the learning objectives for this course met?	Extremely well	5.0
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Appropriate	3.0
What was the most significant take-away or learning from this course for you, personally? The Lord giving me a greater foundation with to rest my faith upon. Reminding me again of the fantastic beauty of the New Testament. Heightened knowledge and application		

What did you like most about this course? The interactions with the textbook and the professor. Everything but particularly the variety of activities.		
How course impacted your understanding of who God is	Moderately	3.0
How course impacted your understanding of how God's kingdom operates	Moderately	3.0
How course impacted Biblical knowledge and understanding	Significantly	4.0
How course impacted your abiding relationship with Jesus and His Holy Spirit	Moderately	3.0
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Somewhat	2.0
How course impacted your understanding and effective use of your power and authority as a believer	Moderately	3.0
How course impacted your ability to lead others	Significantly	4.0
If you could make one suggestion for improving this course, what would it be? Nothing. Nothing, this was honestly the best classroom experience I have had thus far in my life.		
Is there any feedback you would like to share? I loved the course. I learned more in Dr. Morris' class than in any other classroom. He is a wonderful professor, and I am grateful to have been in his class!		

Course Artifact Review

Course Name: New Testament Survey

Term/Year: Fall 2017

Instructor's Name: Dr. Raymond Morris

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					3
Biblical Knowledge, Understanding, & Interpretation skills					4
Ministry Application					4
Servant Leadership					2
Course Objectives					
Categories	1	2	3	4	Score:
Research methods skills	No evidence of accurate and appropriately applied scholarly research method skills	Accurate and appropriate applied scholarly research method skills sometimes applied	Accurate and appropriate applied scholarly research method skills mostly applied	Accurate and appropriate applied scholarly research method skills consistently applied	4

All other course objectives are subsumed in the program objectives above					
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Artifacts Reviewed:

- Reflection papers
- Research project
- Essential questions
- Application project
- Storytelling rubric
- Book review

Program Objective Observations:

- Personal Relationship: Reflection paper #3 gives evidence of personal transformation.
- Biblical KUIs: Abundantly strong evidence in the research paper.
- Ministry Application: Application project and storytelling demonstrate real and practical application.
- Servant Leadership: Some evidence of willingness to follow God’s direction and convey to others noted in the reflection paper #3.

Course Objective Observations:

- Research methods skills: Exceptional evidence of scholarly research skills.

Comments on Evidence Presented:

- Instructor commended for incorporating the program objectives so thoroughly in the course objectives and for collecting appropriate evidence for each and for incorporating research methods into this course.

Other Feedback:

Semesters Offered: Fall 2017

Re-review: After 4th time taught

COURSE: The Book of Acts

NUMBER: BS410/610

INSTRUCTOR: Rev. Paul Cooke

	Enrollment	GPA
Graduate	1	90.8
Undergraduate	1	73.0
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Deborah Huckaby Date / Time: 26, 2017, 6:00-7:00 PM

The class objectives were not stated specifically, but were apparently known and applied by the instructor/students. Instructional activities prayer requests, prayer, student presentations, Scripture reading, questions and answers, and PowerPoint. One student critiqued the other’s presentation giving specific details of presentation and giving evidence of listening well to the material presented. Instructor addressed specific details of presentation, answered questions and connected Scripture to contemporary life. One such discussion entailed the student’s calling, and the decision by the apostles to choose seven men to wait on tables so that they might focus on the ministry of word from Acts 6. Jethro’s instruction to Moses was offered as an example of

delegation. Instructor state, "God will make room for your gifts." Class moved from student presentations to critiques of the presentations to Scripture text and discussion. Class focused on storytelling and teaching techniques and related dynamics, such as not using theological terms in preaching. A didactic explanation of Hellenism could have been included to reveal deeper insights of the issues between the Jewish Christians and the Hellenistic Christians and a broader understanding than the correlation with current church generation gaps.

End of Course Student Evaluation
Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5.0
Throughout the course, the pace of instruction was	About right	3.0
Throughout, the clarity of instruction was:	Crystal clear	5.0
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Occasionally varied	3.0
How responsive was the instructor to students' questions?	Extremely	5.0
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About the same	3.0
How well did the assigned readings build your understanding of the course objectives?	Extremely well	5.0
Were the learning objectives for this course met?	Extremely well	5.0
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Extremely lenient	5.0
What was the most significant take-away or learning from this course for you, personally? Holy Spirit		
What did you like most about this course? Better understanding of the Book of Acts		
How course impacted your understanding of who God is	Significantly	4.0
How course impacted your understanding of how God's kingdom operates	Significantly	4.0
How course impacted Biblical knowledge and understanding	Significantly	4.0
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	4.0
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Significantly	4.0
How course impacted your understanding and effective use of your power and authority as a believer	Significantly	4.0
How course impacted your ability to lead others	Significantly	4.0
If you could make one suggestion for improving this course, what would it be? None		
Is there any feedback you would like to share? No		

Course Artifact ReviewCourse Name: The Book of ActsTerm/Year: Fall 2017Instructor's Name: Rev. Paul Cooke

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					4
Biblical Knowledge, Understanding, & Interpretation skills					4
Ministry Application					1
Servant Leadership					2.5

Course Objectives					
Categories	1	2	3	4	Score:
Person & works of the Holy Spirit	Marginal or no evidence of experiencing the person and works of the Holy Spirit. Personal walk remains unaffected.	Some evidence of an awareness of the need to experience the person and works of the Holy Spirit. Not yet embraced or acted upon.	Some evidence of specific changes and/or deepening of the student's personal faith and walk have been implemented as a result of experiencing the person and works of the Holy Spirit.	Substantial evidence of specific changes and/or deepening of the student's personal faith and walk have been implemented as a result of experiencing the person and works of the Holy Spirit.	4

Artifacts Reviewed:

- Final paper
- Journal

Program Objective Observations:

- Personal Relationship – Abundant evidence of students' personal relationship with Christ
- Biblical KUIs - Abundant evidence of students' knowledge, understanding and interpretation of Book of Acts
- Ministry Application – While there is evidence that the concepts of ministry application are understood, evidence of actual application was not collected. Consider an artifact that emphasizes the relational aspect of Acts. (see examples below)

- Servant Leadership – Some leadership was observed during course observation

Course Objective Observations:

- Person & works of the Holy Spirit – Substantial evidence of specific deepening of the student’s personal faith.

Comments on Evidence Presented:

- Consider revising course objective #1 to Display a sound theology and working knowledge of the ecclesiology presented in the book of Acts.
- Change objective #5 to say, Demonstrate a strong conviction to apply a relational philosophy to ministry ...
- Consider including an objective and artifact that applies the historical, cultural content found in the Book of Acts to contemporary ministry principles.
- Consider including an artifact that provides an opportunity to demonstrate ministry application, e.g. one-on-one discipleship opportunity or work with church/ministry.
- Consider including an artifact that provides an opportunity to demonstrate servant leadership, e.g. work with church/ministry and include progress of course application in journal entries.

Other Feedback:

Semesters Offered: Fall 2017

Re-review: After 4th time taught

COURSE NAME: Church History

COURSE NUMBER: CS531

INSTRUCTOR: Mr. Lee Arney

	Enrollment	GPA
Graduate	2	94.9
Undergraduate	0	n/a
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Deborah Huckaby Date / Time: September 7, 2017 from 10:30-11:30 AM
 The class was already underway when observation began. The students and instructor were studying original writings by early church writers, Justin and Tertullian. Instructional activities included lecture, PowerPoint, questions and answers and reading text on slides to students to compensate for any difficulty in seeing it projected clearly. Instructor acknowledged that sometimes students have difficulty reading the 1st century writings. Handouts were provided also. Students answered questions and shared insights and took notes. Instructor responded to each student’s questions and answers in a personally encouraging manner. Instructor applied praying for emperor in the lesson to the current political climate and praying for the President. Class lecture and discussion moved through Justin’s writings to Tertullian’s writings. Instructor emphasized context and helped students read the original writings in the context/current events in which they were written. Instructor’s enthusiasm was contagious. “I love these guys,” he said. Suggestions included having students read some of the original writings out loud and/or asking students to paraphrase the selection after the initial reading in the original vernacular. Storytelling and testimony could also be incorporated into sharing the original writings.

End of Course Student Evaluation

Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Mostly clear	3.0
Throughout the course, the pace of instruction was	Too fast	5.0
Throughout, the clarity of instruction was:	Generally clear	4.0
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Often varied	4.0
How responsive was the instructor to students' questions?	Generally	4.0
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About the same	3.0
How well did the assigned readings build your understanding of the course objectives?	Extremely	5.0
Were the learning objectives for this course met?	Mostly well	4.0
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Somewhat lenient	4.0
What was the most significant take-away or learning from this course for you, personally? I am no longer illiterate about church history.		
What did you like most about this course? The topic, I love history.		
How course impacted your understanding of who God is	Moderately	3.0
How course impacted your understanding of how God's kingdom operates	Significantly	4.0
How course impacted Biblical knowledge and understanding	Significantly	4.0
How course impacted your abiding relationship with Jesus and His Holy Spirit	Moderately	3.0
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Moderately	3.0
How course impacted your understanding and effective use of your power and authority as a believer	Moderately	3.0
How course impacted your ability to lead others	Significantly	4.0
If you could make one suggestion for improving this course, what would it be? I think the course could be improved by reducing the words on the lecture slides, as well as providing additionally headings and subheadings for organization.		
Is there any feedback you would like to share? Overall, I enjoyed this class and learned so much. At times, however, classroom dynamics were challenging for me, but eventually I was able to make the proper adjustments. Mr. Lee's passion and insight in many ways made up for the challenge though.		

Course Artifact Review

Course Name: Church History

Term/Year: Fall 2017

Instructor's Name: Lee Arney

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					1
Biblical Knowledge, Understanding,					2

& Interpretation skills					
Ministry Application					2
Servant Leadership					1
Course Objectives					
Categories	1	2	3	4	Score:
Analysis of historical Christian reasoning and practice	Minimal or no understanding of the subject in its historical context and/or how the context affected the subject's reaction. The student's analysis lacks appropriate Biblical application.	Some evidence of understanding of the subject in its historical context and how the context affected the subject's reaction. The student's analysis lacks appropriate Biblical application or may be inconsistently applied.	Substantial evidence of understanding of the subject in its historical context and how the context affected the subject's reaction. The student's analysis shows evidence of appropriate Biblical application.	Thorough and detailed evidence of understanding of the subject in its historical context and how the context affected the subject's reaction. The student's analysis shows rich evidence of appropriate Biblical application.	4
Application of understanding to contemporary Christianity	Minimal or no understanding of how the historical context applies to contemporary Christian thinking and practice.	Some understanding of how the historical context applies to contemporary Christian thinking and practice.	Substantial understanding of how the historical context applies to contemporary Christian thinking and practice.	Thorough and detailed understanding of how the historical context applies to contemporary Christian thinking and practice.	3.5

Artifacts Reviewed:

- Final Papers

Program Objective Observations:

- Personal Relationship – Consider reframing the final and/or other assignments to include a segment on personal transformation
- Biblical KUIs – Consider requiring evidence of Biblical understanding and interpretation as related to Christian thoughts and actions and historical interpretation.
- Ministry Application – Consider requiring evidence of personal application of evangelism and discipleship derived from considering historical Christianity.
- Servant Leadership – Consider providing artifacts that include discussion of how the historical information transformed the students' paradigm for leading others effectively.

Course Objective Observations:

- Evidence that course objectives were well met with slight opportunity for improving contemporary ministry application
- Reorder course objectives making 3rd objective the 2nd objective and clarify if that 3rd objective is contemporary or historic or both.

Comments on Evidence Presented:

- Include stronger evidence of personal transformation and contemporary ministry application

Other Feedback:**Semesters Offered:** Fall 2017**Re-review:** After next time taught**COURSE NAME:** Case Studies in Ministry (Independent Study)**NUMBER:** FIA 501**INSTRUCTOR:** Dr. Dan Dunn

	Enrollment	GPA
Graduate	1	96.0
Undergraduate	0	n/a
Prayer Leadership	0	n/a
Audit	0	n/a

Course was offered as an independent study so no class observation was completed.

Spring 2018**COURSE:** Hebrew I**COURSE NUMBER:** BL311/BL511**INSTRUCTOR:** Michael Millier

	Enrollment	GPA
Graduate	1	90
Undergraduate	1	90
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Deborah Huckaby **Date /Time:** Tuesday Feb. 6, 2018 from 11:30 AM – 12:30 PM

The instructor informed the student that the focus of the day was on saying the alphabet versus sounding the letters and on the personal pronouns. Instructional activities included singing and reciting alphabet, making alphabet sounds, interpreting pictures, demonstration or role play, lecture, PowerPoint, and an assignment to write identification of letters. The one student present did not appear to be intimidated by being the sole focus of instruction. He participated with earnest in complying with the assignments and readily responded to the instructor's questions. He reflected upon the questions and occasionally asked for clarification and understanding. Because there was only one student present on the day of observation, diversity of instruction between students was not seen. However, the instructor did change his instructional activities to enhance clarity and understanding. For example: in helping the student interpret a Hebrew word by standing up or sitting down, etc. In giving explanations, instructor often referred to Jesus' words and explained the cultural or linguistic background of His words. For example, instructor explained Jesus' words on the cross, "It is finished," and Jesus' familiarity with words for groom, bride, groomsman, etc. The instructor and student progressed through the different activities and several pages of a workbook. The instructor's use of various activities and media were most

effective in conveying the connection of cultural and linguistic concepts. The instructor made the learning of a difficult language fun. His expertise and patience were conveyed as he corrected the student's incorrect pronunciation or interpretation. The student's enthusiasm was never dampened. As per the faculty handbook, it is recommended that every class begin and end with prayer.

End of Course Student Evaluation
Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5
Throughout the course, the pace of instruction was	About right	3
Throughout, the clarity of instruction was:	Crystal clear	5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Often varied	4
How responsive was the instructor to students' questions?	Extremely	5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	Significantly more	5
How well did the assigned readings build your understanding of the course objectives?	Extremely well	5
Were the learning objectives for this course met?	Extremely well	5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Appropriate	3
What was the most significant take-away or learning from this course for you, personally? Knowing the Hebrew language has given me a deeper understanding of the Old Testament.		
What did you like most about this course? Everything - having another person in the class was helpful		
How course impacted your understanding of who God is	Moderately	3
How course impacted your understanding of how God's kingdom operates	Significantly	4
How course impacted Biblical knowledge and understanding	Significantly	4
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	4
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Moderately	3
How course impacted your understanding and effective use of your power and authority as a believer	Moderately	3
How course impacted your ability to lead others	Moderately	3
If you could make one suggestion for improving this course, what would it be?		
Is there any feedback you would like to share? The only reason this course required significantly more time outside of class is because it is a foreign language and at the age of 35 it takes a little longer to grasp a new language.		

Artifact Review

Program Objectives					
Categories	1	2	3	4	Score:

Personal Relationship w/Christ					2
Biblical Knowledge, Understanding, & Interpretation skills					2
Ministry Application					2
Servant Leadership					2

Course Objectives					
Categories	1	2	3	4	Score:
Effective execution of Hebrew hermeneutical skills	Minimal or no evidence of accurate execution of Hebrew hermeneutical skills	Limited evidence of accurate execution of Hebrew hermeneutical skills	Adequate, evidence of accurate execution of Hebrew hermeneutical skills	Thorough, evidence of accurate execution of Hebrew hermeneutical skills	2
Hebrew language skills	Minimal or no evidence of accurate Hebrew language skills at the introductory level	Limited evidence of accurate Hebrew language skills at the introductory level	Adequate, evidence of accurate Hebrew language skills at the introductory level	Thorough, evidence of accurate Hebrew language skills at the introductory level	2

Artifacts Reviewed:

- Translation Project
- Quiz
- Final Exam

Program Objective Observations:

- Personal Relationship: Some awareness of a need for spiritual growth in Christ.
- Biblical KUIs: Some evidence of biblical knowledge, understanding and interpretation.
- Ministry Application: No evidence of ministry application.
- Servant Leadership: No evidence of servant leadership.

Course Objective Observations:

- Objectives need to be revised according to syllabus guidelines (see suggested revisions below) and the following comments:
 - Listening comprehension is not vital to the development of the desired exegetical and hermeneutical skills
 - Emphasis on accurate pronunciation should not be a primary focus area

- Limited evidence of execution of hermeneutical skills. Additionally, given that this is the primary goal of course, hermeneutical application should be included in the final exam.
- Limited evidence of accurate Hebrew language skills at the introductory level. No rubric provided to define the desired standard. No accompanying evidence of student accomplishment of the stated standard.
- No evidence of students' ability to apply basic Hebrew language to unfamiliar biblical Hebrew texts.

Re-review Dates: after next time taught

Suggested revisions to objectives:

1. Demonstrate the ability to read (with comprehension) simple biblical Hebrew texts, primarily the Book of Jonah
2. Write/recite from memory two biblical passages in Hebrew (Deut. 6:4; Num 6:24-27)
3. Translate an assigned Old Testament passage from Hebrew to English, and provide an appropriate devotional reflection for the passage

COURSE NAME: Old Testament Survey

NUMBER: BS101/BS01

INSTRUCTOR: Michael Millier

	Enrollment	GPA
Graduate	2	100
Undergraduate	1	96.18
Prayer Leadership	0	n/a
Audit	1	n/a

OBSERVATION by Deborah Huckaby **Date/Time:** Thursday Feb. 8, 2018 from 1:30 to 2:30 PM

The instructor informed the students the focus of the class would be on **Lessons from the Wilderness** (handout) and Scripture beginning with Leviticus 19. Instructor incorporated a variety of instructional activities: lecture, examples, interpretation, stories, PowerPoint, correlation to contemporary culture, questions, Scripture, video, readings from different books. Students were very attentive and responded verbally and non-verbally to the instruction. Students asked questions for clarification and for interpretation of other scripture in light of the discussion. For example: in understanding correlation of Matthew 16:18 (*upon this rock I will build my church*) with Moses and rock in Numbers 20. Differentiation was noted in how the instructor asked students questions to deepen and expand on their thought. Frequently instructor expounded upon a concept by using a New Testament or contemporary Christian correlation. For example: discussion of red heifer and death and Jesus; being unclean yet in the will of God, hyssop in sacrifices; Jesus' instruction re: sacrifices for cleansing of skin disorder, Paul's statement in 1 Cor. 10 re: rock, spiritual food, etc. the instructor and students progressed through verses of Leviticus 19 and 20 during observation. Praises for an excellent, excellent class! The instructor has a depth of understanding of the Old Testament and Hebrew culture that provides a rich learning experience. One recommendation: Pray at the beginning and ending of each class as according to the Faculty Handbook.

End of Course Student Evaluation

Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5

Throughout the course, the pace of instruction was	About right	3
Throughout, the clarity of instruction was:	Crystal clear	5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Occasionally – often varied	3.5
How responsive was the instructor to students' questions?	Extremely	5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About the same	3
How well did the assigned readings build your understanding of the course objectives?	Mostly to extremely well	4.5
Were the learning objectives for this course met?	Extremely well	5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Appropriate	3
What was the most significant take-away or learning from this course for you, personally? Enlightenment, clear connection to the New Testament. Different perspective in looking at the specifics of the OT. Looking at the Bible as one whole book/story, not in sections of the Old Testament and New Testament.		
What did you like most about this course? Interaction. Explanations and background information on characters, places, professor's knowledge of Jewish culture. I loved the class discussions and I really liked the bible project videos that gave a great overall picture of the Old Testament books.		
How course impacted your understanding of who God is	Significantly	4
How course impacted your understanding of how God's kingdom operates	Significantly	4
How course impacted Biblical knowledge and understanding	Significantly	4
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	4
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Moderately to significantly	3.5
How course impacted your understanding and effective use of your power and authority as a believer	Significantly	4
How course impacted your ability to lead others	Significantly	4
If you could make one suggestion for improving this course, what would it be? One 5-minute break. Five minutes only.		
Is there any feedback you would like to share? Professor was knowledgeable, friendly, Godly wisdom, easy to understand, provided other explanations of words in the Hebrew language which added clarity to the text. Believed in what he taught. Taught with sincerity and not just as a job.		

Artifact Review

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					2
Biblical Knowledge,					3

Understanding, & Interpretation skills					
Ministry Application					1
Servant Leadership					1

Artifacts Reviewed:

- Exams
- Papers

Program Objective Observations:

- Personal Relationship: Some evidence of personal relationship through Scripture but no evidence of transformation and implementation of changes.
- Biblical KUIs: Substantial evidence of knowledge of OT Scripture noted in students' exams with strong evidence of appropriate application.
- Ministry Application: No evidence of ministry application.
- Servant Leadership: No evidence of servant leadership.

Course Objective Observations:

Comments on Evidence Presented:

- Recommend a wider variety of artifacts that provide stronger evidence of students' personal transformation.
- Recommend artifacts that provide evidence of inductive Bible study.
- Recommend artifacts that provide evidence of kingdom theme.
- Recommend artifacts that provide evidence of Eastern culture and historical context.
- Strongly recommend deemphasis on memorization.

Other Feedback:

Re-review Dates: after next time taught

COURSE NAME: His Creation: Talents and Spiritual Gifts

COURSE NUMBER: CS102/CS502

INSTRUCTOR: Dr. Marcia Wilbur

	Enrollment	GPA
Graduate	3	87.0
Undergraduate	1	71.73
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Deborah Huckaby **Date/Time:** Monday February 12, 2018, 3:00 PM – 4:00 PM

The instructor presented the objectives for the class including a review of a lesson from the last class, review of papers and beginning discussion of spiritual gifts. Instructional activities included facilitated discussion utilizing questions and answers, wrote/drew on white board and read from homework papers. Students presented highlights from their study on the leadership traits of a character in Scripture, answered questions and shared personal testimonies. Students' active engagement in the class was noted in how they listened to each other and subsequently

contributed insights and questions in response. Differentiation was noted how instructor asked students to share their talent themes, discuss their study of leadership in a Biblical character, and to elaborate on statements from their papers. Instructor correlated student comments with Scripture and provided further understanding. Instructor transitioned the class through the stated objectives. The instructor's graphics were especially informative and helped students to follow the process.

End of Course Student Evaluation
Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5
Throughout the course, the pace of instruction was	About right	3
Throughout, the clarity of instruction was:	Crystal clear	5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Always varied	5
How responsive was the instructor to students' questions?	Extremely	5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About same	3
How well did the assigned readings build your understanding of the course objectives?	Extremely well	5
Were the learning objectives for this course met?	Extremely well	5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Extremely well	5
What was the most significant take-away or learning from this course for you, personally? My identity in Christ and that I am seated on the same level Jesus and can do the things He did.		
What did you like most about this course? The dream giver book was amazing. I also learned a lot through the prophecy activities.		
How course impacted your understanding of who God is	Significantly	5
How course impacted your understanding of how God's kingdom operates	Significantly	5
How course impacted Biblical knowledge and understanding	Significantly	5
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	5
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Significantly	5
How course impacted your understanding and effective use of your power and authority as a believer	Significantly	5
How course impacted your ability to lead others	Significantly	5
If you could make one suggestion for improving this course, what would it be?		
Is there any feedback you would like to share?		

Artifact Review for this course was not required.

COURSE NAME: The Great Commission: Discipleship
COURSE NUMBER: CS 202/ CS 505
INSTRUCTOR: Rev. Josh Jones

	Enrollment	GPA
Graduate	2	93.87
Undergraduate	2	81.87
Prayer Leadership	0	n/a
Audit	1	n/a

OBSERVATION by Deborah Huckaby **Date/Time:** Monday February 12, 2018 from 6:00 PM to 7:00 PM

The instructor reviewed the syllabus giving an overview of their progress thus far this semester. He stated that today the class would be moving to sanctification and looking at the 5 views of sanctification and why an understanding of sanctification is needed for discipleship. Instructional activities used included lecture, discussion, writing on white board, questions and answers and handouts. Students actively answered questions, shared personal experiences and asked for clarity of understanding. Differentiation was noted in how the instructor continually adjusted his instruction to meet the students' understanding and feedback. Instructor explained that you (students) need to know our own theology, need to understand what you believe. Your understanding is noted practically in what you preach and teach and in helping people. We see practical evidence of what people believe in their church services, activities. Instructor and students worked through a table of the 5 views of sanctification. Instructor has an easy teaching style and makes big (theological) word concepts simple to understand.

End of Course Student Evaluation
Number of students responding: 0

Artifact Review

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					1
Biblical Knowledge, Understanding, & Interpretation skills					4
Ministry Application					3
Servant Leadership					2

Artifacts Reviewed:

- Papers
- Projects

Program Objective Observations:

- Personal Relationship: no evidence of growth in personal relationship with Christ
- Biblical KUIs: Abundant evidence of accurate knowledge, understanding and interpretation.
- Ministry Application: Evidence of students' ability to articulate theoretical principles of discipleship, but evidence of application is missing.
- Servant Leadership: Consider providing artifacts that show how the students are actively applying the discipleship principles.

Course Objective Observations:

- Recommend a course objective with corresponding artifacts that focuses on students' personal spiritual formation journey in context of effective discipleship strategies.

Comments on Evidence Presented:

- Consider an artifact that gives evidence of students' real-life application of principles learned.

Re-review Dates: after next time taught

COURSE NAME: Biblical Foundations of Prayer Ministry

COURSE NUMBER: CC 020/ CC320/ CC520

INSTRUCTOR: Mrs. Cindy Mackey

	Enrollment	GPA
Graduate	2	89.72
Undergraduate	0	n/a
Prayer Leadership	0	n/a
Audit	5	n/a

OBSERVATION by Deborah Huckaby **Date/Time:** Wednesday Feb. 14, 2018 from 2:00 PM to 3:00 PM

Instructor opened class with prayer and discussed the activities of the class. Additionally, instructor wrote coming assignments and due dates on board and reminded students of upcoming test and review for that test. Instructor gave an overview of what type of questions will be on the test. Then instructor gave a pop-quiz, not to be graded but to help students assess their understanding of key concepts covered in prior classes. Instructional activities included facilitated discussion, questions to class, student presentation, writing on white board, PowerPoint and lecture. Handouts were distributed and discussed. Students were very engaged in the class, asking and answering questions and asking questions for clarity. Master's student made presentations. Instructor helped students apply prayer ministry process and forms to their particular ministry setting with suggestions of how the process could be amended. Instructor referenced a student's question from last class in elaborating on a subject. Instructor's connections to Christian life focused primarily on ministry application and personal healing. Instructor progressed through the stated objectives. Instructor was very encouraging and positive in her interaction with the students. "Good job, good questions" was stated of students' presentations. Students seemed to be very engaged and diligently pursuing understanding and application of concepts. A recommendation for improvement is that when forms or rubrics are being discussed could display (handout, hold it up, via PowerPoint) to assist in student's identification of the one being referenced.

End of Course Student Evaluation

Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Mostly clear	3

Throughout the course, the pace of instruction was	Somewhat fast	4
Throughout, the clarity of instruction was:	Generally clear	4
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Always varied	4
How responsive was the instructor to students' questions?	Extremely	5
In comparison to other ACPIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	Significantly more	5
How well did the assigned readings build your understanding of the course objectives?	Extremely well	5
Were the learning objectives for this course met?	Extremely well	5
How appropriate do you feel the instructor's grading seemed when you consider fairness and objectivity?	Appropriate	3
What was the most significant take-away or learning from this course for you, personally? Learning to take my triggers to the Lord and hear his truth		
What did you like most about this course? I liked prayer ministry in class.		
How course impacted your understanding of who God is	Significantly	4
How course impacted your understanding of how God's kingdom operates	Significantly	4
How course impacted Biblical knowledge and understanding	Significantly	4
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	4
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Significantly	4
How course impacted your understanding and effective use of your power and authority as a believer	Significantly	4
How course impacted your ability to lead others	Moderately	3
If you could make one suggestion for improving this course, what would it be?		
Is there any feedback you would like to share?		

Artifact Review

Program Objectives					
Categories	1	2	3	4	Score:
Personal Relationship w/Christ					3
Biblical Knowledge, Understanding, & Interpretation skills					3
Ministry Application					3
Servant Leadership					3
Course Objectives					
Categories	1	2	3	4	Score:

Prayer Ministry Principles	Little to no evidence of effective use of PM leadership principles. PM session is unhelpful or possibly damaging to recipient.	Principles of effective PM leadership are lacking or sometimes poorly applied in PM sessions with inconsistent or inappropriate flow when responding to recipients.	Principles of effective PM leadership are somewhat well applied in PM sessions with usually good flow and some inconsistencies in responding appropriately to recipients	Principles of effective PM leadership are appropriately applied in PM sessions with a seamless flow, responding to recipient responses appropriately	4
Personal Transformation	No evidence of personal inner healing	Some evidence of personal inner healing.	Substantial evidence of personal inner healing.	Abundant evidence of personal inner healing.	4

Artifacts Reviewed:

- Tests
- Papers
- Homework
- Final Project

Program Objective Observations:

- Personal Relationship: Evidence of personal relationship was noted in the students' writing which articulated transparency in their spiritual growth.
- Biblical KUIs: An abundance of Biblical understanding interwoven with application especially noted in the memory verse papers.
- Ministry Application: No specific evidence of evangelism noted and thus cannot be rated a 4. Very strong in discipleship.
- Servant Leadership: Evidence of strong leadership impact on recipients during prayer ministry verbatim

Course Objective Observations:

- Abundant evidence of Prayer Ministry principles in both real and simulated prayer ministry sessions
- Abundant evidence of personal inner healing in students' journaling

Comments on Evidence Presented:

- Revise first objective. Gaining experience is not an acceptable outcome. Separate into two objectives and revise measurable verb.

Re-review Dates: After the fourth iteration

COURSE NAME: Prayer & Spiritual Direction

COURSE NUMBER: CS 103/ CS503

INSTRUCTOR: Dr. David Holt

	Enrollment	GPA
Graduate	3	92.46
Undergraduate	3	89.93
Prayer Leadership	0	n/a
Audit	0	n/a

OBSERVATION by Deborah Huckaby **Date/Time:** Thursday Feb. 15, 2018, 6:00 PM to 7:00 PM

The class began with prayer. The instructor shared the lesson plan for the class, which included prayer life in the early church, prayer life of Paul, spiritual warfare. The instructor indicated that they would begin by participating in an exercise from Dr. Virkler’s book and that he expected to make a cursory review of their reflection journals. Instructional activities included lecture, questions and answers, discussion, listening prayer, praying for one another, handouts, Scripture, songs and worship, journaling, video and the use of the white board for graphics. Students actively engaged in the activities, sharing their understanding of God’s leading, praying for each other, speaking prophetically words of encouragement. Instructor asked deepening and clarifying questions as students shared from their prayer /reflection time. A student experienced a deeply moving word from God. The instructor was particularly sensitive to the students’ situation, spoke words of encouragement and asked another student to pray. Instructor demonstrated how listening prayers for self and others facilitates a deeper relationship with Christ. Instructor progressed through the aforementioned class objectives. Students shared their understanding and experience of the lesson content. Instructors sensitivity to a student’s receipt and assimilation of God’s words was transformational for not only that student but for all the class. Noise from another area of the church was especially loud and distracting when quiet was needed for prayer.

End of Course Student Evaluation
Number of students responding: 1

Question	Average Response	
How clear were the course objectives and expectations?	Crystal clear	5
Throughout the course, the pace of instruction was	About right	3
Throughout, the clarity of instruction was:	Crystal clear	5
How varied were the instructional activities (i.e. change of pace, topic, learning activity) both across and within weekly class meetings?	Always varied	5
How responsive was the instructor to students’ questions?	Extremely	5
In comparison to other ACMIN courses, how much time was necessary outside of class to accomplish readings, assignments, and study?	About same	3
How well did the assigned readings build your understanding of the course objectives?	Extremely well	5
Were the learning objectives for this course met?	Extremely well	5
How appropriate do you feel the instructor’s grading seemed when you consider fairness and objectivity?	Appropriate	3
What was the most significant take-away or learning from this course for you, personally? I can hear God's voice on my own without the support of someone else. My prayer life was dramatically changed.		

What did you like most about this course? Dr. Holt was very in tune to the Holy Spirit's leading and would follow the spirit instead of his notes/plan for class. The class really bonded.		
How course impacted your understanding of who God is	Significantly	5
How course impacted your understanding of how God's kingdom operates	Significantly	5
How course impacted Biblical knowledge and understanding	Significantly	5
How course impacted your abiding relationship with Jesus and His Holy Spirit	Significantly	5
How course impacted your personal surrender to the will of the Heavenly Father and His Word	Significantly	5
How course impacted your understanding and effective use of your power and authority as a believer	Significantly	5
How course impacted your ability to lead others	Significantly	5
If you could make one suggestion for improving this course, what would it be?		
Is there any feedback you would like to share?		

Artifact Review for this course was not required based on previous successful reviews.

Analysis of Student Achievement

Each course was evaluated on the basis of alignment with the ACMin Program Objectives, and the instructor's Course Objectives. The evaluation was based on an examination of artifacts of student work against the above-listed criteria.

The scale of measurement ranged from one (minimal or no alignment) to four (high alignment). For the purposes of comparative data, courses that were taught during FY18 that were not re-reviewed (due to past success), data from previous Course Artifact Review were used.

Below are the composite data that reflect how well the collection of courses offered met the ACMin Program Objectives:

Program Objectives					
Categories	1	2	3	4	Score
Personal Relationship w/Christ	(No recognition of need for additional personal surrender) Marginal or no evidence of change to personal faith or walk. Personal walk remains unaffected.	(Recognition of need for additional personal surrender) Some awareness of the need for specific changes needed in personal faith and walk; changes not yet acted upon.	(Some additional personal surrender) Some evidence of specific changes and/or deepening of the student's personal faith and walk have been implemented	(Abiding personal surrender) Significant evidence of personal conviction and/or transformation (break through, dramatic deepening) with owned application of specific personal	Composite: 2.27 Range: 1 - 4

				growth changes	
Biblical Knowledge, Understanding, & Interpretation skills	Minimal or no evidence of accurate biblical KUIs. Application of KUIs is missing or significantly inappropriate	Some evidence of accurate biblical KUIs. Inconsistent use of KUIs; may be nominal or inappropriate	Substantial evidence of accurate biblical KUIs with appropriate applied use of KUIs	Abundant, comprehensive evidence of accurate biblical KUIs with superior applied use of KUIs	Composite: 2.91 Range: 1 - 4
Ministry Application	Minimal or no evidence of appropriate application of course content to evangelism and discipleship. Minimal or no evidence of the ability to convey concepts to others.	Some evidence of mostly appropriate application of course content to evangelism and discipleship. Some evidence of the ability to convey concepts to others.	Substantial evidence of effective application of course content to evangelism and discipleship. Good evidence of the ability to convey concepts to others in meaningful ways.	Abundant, comprehensive evidence of powerful and effective application of course content to evangelism and discipleship. Strong evidence of the ability to convey concepts to others in impactful, transformative ways.	Composite: 2.41 Range: 1-4
Servant Leadership	Minimal or no evidence of willingness to follow God's direction. No or destructive leadership impact on others.	Some evidence of willingness to follow God's direction, with possible fear or hesitation. Growing leadership impact on others.	Substantial evidence of obedience to God's direction, coupled with thanksgiving. Strong leadership impact on others.	Abundant, comprehensive evidence of sacrificial obedience to God's direction, coupled with significant joy and thanksgiving. Transformative leadership impact on others.	Composite: 2.0 Range: 1 – 3.5

In an analysis of all course data, the composite score for courses meeting the Course Objectives was 3.06 out of a range of one to four, providing strong evidence that ACMin courses are successful. While each and every course may not provide complete evidence of meeting the Program Objectives, the composite experience across ACMin courses provides students with the opportunity to meet all Program Objectives.

On a scale of 1 to 4, the composite score of all Program Objectives for FY18 is 2.4. While each course provides sufficient qualitative data to show the alignment of the courses and student achievement with the evaluative criteria, a composite quantitative analysis provides only a benchmark for overall program alignment given that the type of courses offered across semesters and academic years varies (e.g. some courses have a strong emphasis on knowledge and understanding, others emphasize personal growth and ministry application in greater measure).

Given that 8 of the 11 courses taught underwent Course Artifact Review for the first time, the expectation is that over time, as instructors incorporate feedback from the review process, gains in meeting the Program Objectives will be accomplished.

The data indicate that ACMin courses are largely accomplishing the objectives as articulated in our Educational Philosophy and Program Objectives. The data also indicate that there is room for improvement in aligning student outcomes with the ACMin Educational Goals and Program Objectives.

Strategic Planning:

- A stronger percentage of students completing the end-of-course feedback is critical. Consider effective means of gathering these data given their importance.
- Repeat and build upon the faculty training for effective syllabus development.
- Continue highlighting methods for instructional excellence and effective means for collecting evidence that the Course and Program Objectives have been met.
- Work to reduce the number of courses that require re-review during the Course Artifact Review process by training faculty to improve upon syllabus development and evidence/artifact collection efforts.

Action:

For each course, suggestions have been provided to the instructor for the improvement of the course for any areas of weak alignment. By maintaining high levels of alignment in the strength areas and improving the alignment in the weak areas, the composite data will continue to show improvement of student achievement in alignment with the ACMin Educational Philosophy and Program Objectives over the fall 2016 benchmark of 2.02.

Annual Student Survey

The Athens College of Ministry issues its Annual Student Survey each April at the close of the Spring Semester. The survey has been issued for two years. Below are the comparative data from 2017 and 2018.

1. What program are you enrolled in?

	2017	2018
Prayer Leadership Certificate	5	2
Undergraduate	8	4
Graduate	4	5
Totals:	17	11

2. What is your gender?

	2017	2018
Males	6	6
Females	11	5
Totals:	17	11

3. What is your age?

	2017	2018
Under 25	1	1
25 – 30 years old	1	1
31 – 45 years old	5	3
46 – 60 years old	9	3
Over 60 years old	1	3
Totals:	17	11

4. What is your ethnicity?

	2017	2018
White	10	7
Black	5	3
Other	2	1
Totals:	17	11

5. Approximately how many courses have you successfully completed at ACMin?

	2017	2018
1 – 3	9	5
4 – 10	5	5
11 – 20	3	1
Totals:	17	11

6. I am involved at ACMin beyond my time in class.

	2017	2018
Strongly Agree	2	2
Somewhat Agree	0	0

Agree	10	6
Disagree	0	0
Somewhat Disagree	4	2
Strongly Disagree	1	1
Totals:	17	11

7. I often interact with other students in informal campus settings.

	2017	2018
Strongly Agree	1	2
Somewhat Agree	0	0
Agree	10	5
Disagree	0	0
Somewhat Disagree	3	2
Strongly Disagree	3	2
Totals:	17	11

8. I often interact with faculty and staff in informal conversations.

	2017	2018
Strongly Agree	2	2
Somewhat Agree	0	0
Agree	12	5
Disagree	0	0
Somewhat Disagree	1	3
Strongly Disagree	2	1
Totals:	17	11

9. The ACMin campus environment is encouraging and uplifting.

	2017	2018
Strongly Agree	17	8
Somewhat Agree	0	0
Agree	0	3
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

10. The spiritual environment at ACMin promotes a culture of faith.

	2017	2018
Strongly Agree	17	8
Somewhat Agree	0	0
Agree	0	3
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

11. Overall, my ACMin courses have been of excellent quality.

	2017	2018
Strongly Agree	12	8
Somewhat Agree	0	0
Agree	5	3
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

12. Overall, my ACMin courses have provided effective preparation for ministry service.

	2017	2018
Strongly Agree	12	8
Somewhat Agree	0	0
Agree	5	3
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

13. Overall, my ACMin courses have effectively contributed to my personal spiritual growth.

	2017	2018
Strongly Agree	13	9
Somewhat Agree	0	0
Agree	4	2
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

14. Overall, the ACMin courses taken have effectively contributed to my intellectual growth in the area of biblical knowledge and understanding.

	2017	2018
Strongly Agree	13	10
Somewhat Agree	0	0
Agree	4	1
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

15. Overall, how much time for study and preparation have your ACMin courses required outside of class?

	2017	2018
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A Demanding Amount	10	3
A Fair Amount	7	8
Totals:	17	11

16. I have been able to enroll in the required courses for my program in a timely manner.

	2017	2018
Strongly Agree	4	7
Somewhat Agree	0	0
Agree	11	4
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	1	0
Totals:	17	11

17. I have been able to schedule advisement meetings for course planning in a timely manner.

	2017	2018
Strongly Agree	6	8
Somewhat Agree	0	0
Agree	9	3
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	1	0
Totals:	17	11

18. My academic advising appointments have been effective for planning my program of study.

	2017	2018
Strongly Agree	8	7
Somewhat Agree	0	0
Agree	8	3
Disagree	0	0
Somewhat Disagree	1	1
Strongly Disagree	0	0
Totals:	17	11

19. The process for course registration is efficient and user-friendly.

	2017	2018
Strongly Agree	6	8
Somewhat Agree	0	0
Agree	10	3
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	0	0
Totals:	17	11

20. Faculty and staff have made themselves available to me for personal advising as needed.

	2017	2018
Strongly Agree	9	10
Somewhat Agree	0	0
Agree	7	1
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	1	0
Totals:	17	11

21. Effective personal counseling and/or Prayer Ministry is readily available to me as needed.

	2017	2018
Strongly Agree	10	9
Somewhat Agree	0	0
Agree	6	2
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	1	0
Totals:	17	11

22. The process for paying tuition and fees is efficient and user-friendly.

	2017	2018
Strongly Agree	8	8
Somewhat Agree	0	0
Agree	7	3
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	1	0
Totals:	17	11

23. Financial advisement is available to me as needed.

	2017	2018
Strongly Agree	7	7
Somewhat Agree	0	0
Agree	9	4
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	0	0
Totals:	17	11

24. ACMin's college management system, Populi is user-friendly.

	2017	2018
Strongly Agree	4	6
Somewhat Agree	0	0
Agree	9	4
Disagree	0	0
Somewhat Disagree	3	1
Strongly Disagree	1	0

Totals:	17	11
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25. I regularly access information needed for my ACMin course work through Populi.

	2017	2018
Strongly Agree	5	6
Somewhat Agree	0	0
Agree	8	3
Disagree	0	0
Somewhat Disagree	3	1
Strongly Disagree	1	1
Totals:	17	11

26. Technical support for the Populi system from faculty/staff has been adequate.

	2017	2018
Strongly Agree	4	4
Somewhat Agree	0	0
Agree	11	7
Disagree	0	0
Somewhat Disagree	2	0
Strongly Disagree	0	0
Totals:	17	11

27. The ACMin classroom is a safe and comfortable learning environment.

	2017	2018
Strongly Agree	11	9
Somewhat Agree	0	0
Agree	5	2
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	1	0
Totals:	17	11

28. The ACMin library and learning resources effectively meet my learning needs.

	2017	2018
Strongly Agree	1	6
Somewhat Agree	0	0
Agree	15	4
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	1	1
Totals:	17	11

29. ACMin Student Community gatherings are effective for building relationships with other students.

	2017	2018
Strongly Agree	4	6
Somewhat Agree	0	0
Agree	11	4
Disagree	0	0
Somewhat Disagree	2	0
Strongly Disagree	0	1
Totals:	17	11

30. ACMin Student Community gatherings are effective for personal spiritual growth.

	2017	2018
Strongly Agree	6	7
Somewhat Agree	0	0
Agree	10	2
Disagree	0	0
Somewhat Disagree	1	2
Strongly Disagree	0	0
Totals:	17	11

31. How many ACMin Community events did you attend between (July 1, 2016 and today) (July 1, 2017 and today)? (A.D.O.R.E.; New Year-New Heart; Transformed! Conference; New Property/Campus gatherings).

	2017	2018
1	6	5
2	2	2
3	5	1
4	4	3
Totals:	17	11

32. How impactful were the ACMin Community Events on you, personally, as a member of the Body of Christ?

	2017	2018
1	2	2
2	0	1
3	4	1
4	6	3
5	5	4
Totals:	17	11

33. On-site study needs adequately meet my needs.

	2017	2018
Strongly Agree	2	2
Somewhat Agree	0	0
Agree	7	4
Disagree	0	0
Somewhat Disagree	1	1
Strongly Disagree	0	0

Not used	7	4
Totals:	17	11

34. On-site eating areas adequately meet my needs.

	2017	2018
Strongly Agree	2	3
Somewhat Agree	0	0
Agree	6	6
Disagree	0	0
Somewhat Disagree	3	0
Strongly Disagree	0	0
Not used	6	2
Totals:	17	11

35. Are there any ways that ACMin could improve upon its Student Services? Please list those below. We value your feedback.

- 2017
 - Amount due and payment options readily available through Populi.
 - I believe ACMin is doing its best to provide student services in this season of growth. In fact, I believe it is doing an outstanding job considering the limited use of facilities
 - At this point in time the student services I have needed have been provided by welcoming and knowledgeable staff.
 - Course description and financial information more clear and timely
 - It would be great if you offered on-line classes for nontraditional students who work full time. These classes would make it possible to increase the credit hours I'm able to take
 - A microwave
 - No not much the only thing that I would suggest is incorporating more student gathering.
- 2018
 - More class availabilities. I'm sure as the school grows that will happen.
 - At this point I would have to say that student services are readily available and east to access.

36. Are there any additional library or learning resources that would enhance your learning experience?

- 2017
 - kindle books
- 2018
 - Technology and on-site computer access would be great.
 - Book exchange? Trading in old books from a class for someone else book?

37. I am growing in my understanding of who God is as a result of my studies at ACMin.

	2017	2018
Strongly Agree	11	7
Somewhat Agree	0	0
Agree	6	4
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

38. My relationship with Jesus through His indwelling Holy Spirit is growing as a result of my studies at ACMin.

	2017	2018
Strongly Agree	11	7
Somewhat Agree	0	0
Agree	6	4
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

39. I am better able to understand God's will for my life and follow His direction as a result of my studies at ACMin.

	2017	2018
Strongly Agree	9	7
Somewhat Agree	0	0
Agree	8	4
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

40. Through my studies at ACMin, I have grown in my understanding and use of Christ's power and authority working through me.

	2017	2018
Strongly Agree	8	7
Somewhat Agree	0	0
Agree	9	4
Disagree	0	0
Somewhat Disagree	0	0
Strongly Disagree	0	0
Totals:	17	11

41. Through my studies at ACMin, I have grown in my ability to disciple others into Christ-likeness.

	2017	2018
Strongly Agree	8	6
Somewhat Agree	0	0

Agree	8	5
Disagree	0	0
Somewhat Disagree	1	0
Strongly Disagree	0	0
Totals:	17	11

42. At ACMin, I have learned to pray more effectively.

	2017	2018
Strongly Agree	8	7
Somewhat Agree	0	0
Agree	8	3
Disagree	0	0
Somewhat Disagree	1	1
Strongly Disagree	0	0
Totals:	17	11

43. At ACMin, I have learned to better apply what I have learned from the Bible to my daily Christian walk.

	2017	2018
Strongly Agree	9	7
Somewhat Agree	0	0
Agree	8	3
Disagree	0	0
Somewhat Disagree	0	1
Strongly Disagree	0	0
Totals:	17	11

44. In what ways can we help improve upon your educational experience here at ACMin?
Thank you for your candid feedback!

- 2017
 - More classes available each semester (will likely increase when student body increases); More one day/wk classes for those working full time jobs.
 - If I have one single suggestion, one that I believe is absolutely imperative for the college to move forward in its instruction quality, it is this: that the faculty receive some level of mandatory in-service training in instruction methodology and classroom management. If there is a weak area in the college's current instructional program, it is the apparent lack of training and experience in instructional delivery among some of the faculty. As an accredited school whose goal is to offer superior quality instruction, instructional delivery should be one of its very highest priorities.
 - Offer online classes.
 - In the context of my experience at ACMin I would not have any suggestions for improvement.
 - Assignments posted prior to signing up for taking course with materials needed.

- Provide a permanent home, campus that encourages fellowship and freedom. Looking forward to this becoming a reality very soon as we break ground on the new ACMIN campus.
- It would be nice to have a snack machine.
- 2018
 - Financial Aid... grants?

45. Are there any areas of praise that you would like to give ACMin? What aspects of our college have been the most beneficial to you as you have progressed through your program? Thank you for sharing these!

- 2017
 - ACM has provided me with the opportunity to further my education in a way that makes the best possible use of my time and money. Pursuing a graduate degree at my age would be futile if I were having to spend an exorbitant amount of time and money on studies that didn't have lasting value. Every class I have taken at ACM (a total of 4 now) has provided me with worship, insight, fellowship, new relationships with other Christians in my community and the study required has always increased my knowledge, understanding and relationship of/with God, Christ, Holy Spirit, the Word, and ministry to others. It has been a WIN-WIN in every way. If I never reach my educational goal, I haven't wasted one cent ... or one moment.
 - Probably the most beneficial to me personally has been the development of close, rich, lasting relationships with many of the faculty. In many ways, some have served as solid mentors to me in my journey through, in and toward vocational ministry. I would also praise the school for vision and courage in stepping out and providing faith-centered college education in our area with limited resources. The college's vision is solid and superior. I would also praise the school for the intentional way it has provided quality outreach educational events (Transformed, etc.) in the community which have touched so many and have contributed greatly in growing up free, victorious and empowered disciples of Christ. The collection of these events over my time as a student has probably been the single most impactful aspect of the college outside of class.
 - The small class sizes have been great for interaction and learning!
 - Prayers from faculty and staff for me personally has been beneficial in my life as well as prayer counseling. The student gatherings and prayer conferences are very informative and done with God as the focal point.
 - I am impressed with ACMin because of the excellent and practical learning environment for Prayer Ministry.
 - The practice of prayer awesome class
 - The Transformational Prayer Ministry and training have transformed my heart and my life so very much!!!
 - The teachers/instructors have made the biggest impact in my relationship with ACMIN. God continues to use them in powerful and timely ways. They genuinely care for me but yet still hold me to a high standard. I don't want to let them down which is a sign of quality student/teacher relationship.

- The willingness to help me through crises situations
- 2018
 - The faculty is amazing. They truly care about helping you succeed not only in the head knowledge but in the heart more. The faculty is in tune with the Holy Spirit and able to adjust lectures as the spirit leads.
 - The amount of specialized knowledge the professors have is great!
 - Love the staff
 - The college has provided rich opportunities for experiencing God in many different ways in its programs. I would also like to praise ACMin for successful efforts to become accredited. Attentiveness to student needs and willingness to accommodate students in areas of need have been tremendous. I think personal attention given to students has been, for me, ACMin's greatest asset.
 - The staff shows a real concern for equipping us for ministry through our studies
 - Prayer Ministry changed my life and now I serve up to 8 people a week and lead in other prayer capacities in my city.
 - As a prayer minister I have gained understanding and encouragement by attending the seminars that have been provided.

Greatest Opportunities for Growth

- Continued faculty development in helping them with end-to-end fulfillment of Program Objectives, greater alignment of Course Objectives with Program Objectives.
- Racial and age diversity of faculty and Leadership Staff.
- Use demographic data to inform target audience for marketing and student recruiting.
- Explore opportunities to provide coursework in a schedule or format that is most accessible to business professionals.
- The physical campus will serve to: define who we are and redefine what effective ministry preparation should look like.

Integrity of the Data Presented

As we analyzed the data presented, we recognize that the following variables may have affected the data outcomes:

- From year to year, the specific courses offered will vary, thus creating potential variances year over year in which of the Program Objectives may be represented in a stronger or weaker way. Said another way, the complete compendium of courses offered, over time, should provide opportunity for students to fully meet all objectives.
- The quality of the artifacts collected.

Student Services

ACMin endeavors to build community among the ACMin student body, and to support its students on their personal ministry development and placement. The following student activities led by ACMin Director of Student Affairs, Rev. Paul Cooke, punctuated the 2017-18 academic year.

Student Community Gatherings

Our goal is to gather students monthly for worship, fellowship, and encouragement. The challenge is getting students back onto campus at a time that fits into the greatest number of student schedules.

- August 21 --8 students & families attended (35 altogether) a time of greeting, fellowship, and ministry at the Cooke home.
- September 25 work – cancelled for lack of attendees
- November 14 –message on the significance of the Spirit in our life, and personal ministry; 7 attended
- January 24 – message on God’s leading for each student this semester; 8 attended
- February 20 – Discussion about the application of the ACMin Mission Statement to each student and the student body, time of personal ministry; 6 attended
- March 14 – message on the necessity of community for believers; 7 attended
- April 17 – message on the vision for community at ACMin; 4 attended

Further, new students were required to attend New Student Orientation the first day of each new semester. Returning students were invited and encouraged to attend for fellowship and community.

Analysis: While attendance numbers from monthly Student Community Gatherings show fair to poor attendance, on the ACMin Student Survey, the data indicate that:

- 88.2% of students feel that the Student Community Gatherings are effective or highly effective for building relationships with other students; and
- 94.1% of students feel that the Student Community Gatherings are effective or highly effective for personal spiritual growth.
- At least half of the student body attended 2 or more ACMin community events;

- Of those who attended, 93.8% indicated that the events were impactful to them personally.

Strategic Planning: Focused efforts to recruit additional students will help drive increased participation in all aspects of student service and student community. Efforts to found the ACMIn Student Government organization in FY18 helped place the excitement and responsibility of student community more on the students' shoulders. ACMIn will also consider additional ways to incent attendance at Student Community Gatherings (e.g. special guest speakers, extra credit, etc.)

ACMin Student Service Requirement

All ACMIn students are required to complete as many hours of ministry service as the number of credit hours in which they are enrolled each semester. Because we expect all believers to engage in active service in their respective churches, students must fulfill their service hour requirement either through ACMIn or approved community service agencies. End-of-semester grades are locked until students complete their service requirement. 85% of students completed their requisite community service hours. Remaining required hours were carried over into Fall Semester 2018.

Faith-in-Action Apprenticeships

After completing their Christian Core courses and the Case Studies in Ministry course, students are allowed to enter into mentored apprenticeship experiences at appropriate ministry sites.

-In Summer Semester 2017, one student completed a 3-credit apprenticeship as an intern worship leader (75 hours of service).

-In Fall Semester 2017, one student completed a Prayer Ministry apprenticeship in the ACMIn Prayer Ministry Center (45 hours of service).

-In Spring Semester 2018, one student began a 6-credit, multi-semester apprenticeship with a human trafficking ministry (150 hours of service).

Part V – Lifelong Ministry Program

In addition to the Prayer Leadership Certificate Program (listed above), ACMin offers community-wide public events focused on the areas of prayer, service, worship, and teaching as well as Mobile Lifelong Ministry courses offered at local church or other sites.

The goals of the Lifelong Ministry Program are:

- To help equip the saints for Christian life and ministry
- To serve as a hub of unity among believers in the greater Athens, GA area;
- To build awareness of the college as a trusted source of advanced ministry training and personal Christian growth.

The key Scripture for the Lifelong Ministry Program is: *“To equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.”*—Ephesians 4: 12-13

In 2017-18, the Athens College of Ministry hosted the community events listed below.

Mobile Lifelong Ministry Workshops: Effective Leadership Teams

- September 23, 2017; Covenant Life Cathedral Church, Macon, GA (32 participants)
- October 9, 2017, Living Hope Church, Athens, GA (27 participants)

Dr. Marcia Wilbur led these all-day workshops for the leadership teams of two churches. Key points focused on our unique talents and giftings from God, how to recognize and encourage those gifts in ourselves and others, and how to effectively serve the LORD using our unique domains of leadership. Participant feedback indicated overwhelming satisfaction, commenting that the workshops was very effective at *“Understanding how different leaders approach things from a variety of vantage points, that results in an increased ability to have compassion for others and to value their uniqueness.”* Participants felt much better equipped to use their talents for God’s purposes. Dr. Wilbur was invited to give a follow-up one-hour synopsis of the presentation at a Wednesday evening Leadership Training at Living Hope in early November 2017.

Pastors Appreciation Event, Thursday, October 12, 2017, 10:00 AM – 1:15 PM

Pastor leader, Dr. David Holt, author of *Pastoring with Passion*, and ACMin President Dr. Marcia Wilbur shared with 23 different area pastors strategies for improving effective communication. The focal point was on using multi-modal strategies to reinforce retention of teaching and preaching (e.g. incorporating visual props, writing, and key questions). Brett’s Casual American provided lunch for our pastors. Dr. Marcia Wilbur shared information about ACMin programs. Event feedback from the pastors was extremely positive.

Key Attitudes for Effective Leadership, University of North Georgia Student Leadership Conference, Gainesville, GA; Saturday, October 28, 2017

Using Biblical Principles, Dr. Marcia Wilbur presented to an audience of 35 UNG students key attitudes of successful leaders, and how those leaders engender trust, compassion, stability, and hope among those who follow them. Participant feedback indicated that the presentation was excellent. Comments included, *“Fantastic presentation with lots of information about how to become a better leader,”* and *“I realized the importance of not stepping on or simply using other*

people to obtain a desired goal. Rather, I need to build up other people as we work together to accomplish the goal."

New Year – New Heart, Saturday, January 20, 2018 9:00 AM – 5:30 PM

The fifth annual prayer conference was held in the International Prayer Center at Cornerstone Church and was attended by approximately 100 participants. The 2018 conference theme was "Running with Endurance." The instructors included Rev. Paul Cooke, Mrs. Sandy Blount, Mrs. Cindy Mackey, Rev. Robert Sheppherd, Rev. Dr. Debbie Huckaby, and Dr. Marcia Wilbur. Lance Brooks and members of Cornerstone Church led worship. Of special importance was the presence of the Prophetic Teams from Living Hope Church and A Call to Salvation. Participant Feedback indicated that the conference was "very impactful" to "extremely impactful." Participant comments included, "*Learned better how to pray for others and for myself; race desire, how sin keeps us from running our race, becoming untangled in God; each session spoke directly to me in some way, confidence in who I am in Christ, I have many takeaways that will help me moving forward; identificational repentance, peace to stand for someone, kingdom difference-maker, going into the courts; as you are, so am I in the earth, the power of my words; abiding; Jesus us the pacer and I should follow His lead, forgiveness is to pardon another person, it doesn't mean the offense is condoned, we can't run with endurance without Christ, even the strong in Christ need encouragement; what the race is, keep practice with Jesus; when we criticize others we stand in agreement with the accuser, my words are powerful creative – like my Father's; spiritual warfare is an essential part of the Christians enduring the race, how easily Satan deceives us, prayers are powerfully helpful; power of words abiding; endurance, getting His strength, etc."* Another participant responded, "*I cannot go back to the way "life" was this morning, before a day here!"* That participant received Christ!

Life IN Christ 7-week Seminars

ACMin launched its **Life IN Christ** series in the spring of 2018 with two 7-week courses that met for 2 hours each week:

- Mrs. Cindy Mackey led *Two-way Prayer* in January and February to 8 participants.
- Dr. Marcia Wilbur led *Alive in Christ* late March through early May to 5 participants.

Seminar feedback was mostly strong, indicating the impactfulness of the Christian growth.

Transformed! Conference, Saturday, April 28, 2018

Dr. Marcia Wilbur led the teaching for the fourth annual *Transformed!* Conference held in the Fellowship Hall of Grace Fellowship. Bryan Shaw and Angela Benton from St. James UMC led worship. Members of the Prophetic Team from A Call to Salvation also served the conference participants by providing encouragement about participants' identity in Christ. Conference feedback included, "*I loved Marcia's humor and storytelling ability; great info that I'd never heard before; the organization of concepts and scripture; how friendly and helpful everyone was; excellent teaching, kindred spirit fellowship, excellent lunch; that the teaching was supported by scripture; great biblical teaching; not standing with the accuser; it was all good; topics awesome; the general authentic of the presentation and step by step guidelines; thought the speaker was clear, simple, and easy to understand; the urgent sincerity of the deliverer; it was all good; not standing with the accuser; how the message was relatable and broken down; the teaching and the venue; the indepthness of the information; prophetic team passing out words; Marcia great; learning with others and the prophesy notes; serving the people; Marcia is a fantastic teacher! Prophetic team! content plus delivery; how the ACMin team works together to create an atmosphere of such comfort and openness to worship; positive and affirmative approach to sensitive and stirring Bible truths, facilitator was well prepared, informed, and thorough."*

National Day of Prayer Breakfast, Thursday, May 3, 2018, 7:00 – 8:30 AM

2018 marked the fifth year that ACMin's President has been involved with the local prayer breakfast event and her fourth year as Chair of the event. Attendance has grown from 365 participants in 2014 to 700 this year with representation from dozens of area churches and business professionals. This year's keynote speaker was UGA's Dr. Fritz Schaefer, with worship leader Dr. Greg Broughton. The national theme was taken from Ephesians 4:3 to pray for unity in our nation.

Analysis: The quality and planning of each ACMin event is outstanding. The events are having the desired impact on both personal spiritual growth and on building unity among the Body of Christ. More effort is needed to ensure that the events are well publicized and better attended in order to maximize impact. Further, ACMin events have not yet reached the demographic of adults in the range of 20-30 years of age.

Strategic Planning: In order to maximize the marketing for and impact of these terrific events, ACMin most desperately needs the assistance of a greater volunteer base for each one in the form of Steering Committees, as well as the addition of an Event Coordinator on staff.

Transformational Prayer Ministry Center

Under the leadership of Mrs. Cindy Mackey, Director of the ACMin Transformational Prayer Ministry Center, 7 Lead Prayer Ministers and 12 Support Prayer Ministers served 190 Prayer Ministry sessions during the 2017-18 year. Leaders from the Prayer Ministry Center began to minister one day per week at the Fresh Wind addictions recovery program with great success. Data from the Transformational Prayer Ministry Center indicate that participants have an overwhelmingly positive experience and that:

- The Prayer Ministers are supportive and compassionate;
- The Recipients nearly always experience a strong degree of freedom from the presenting challenge; and
- The process of making an appointment and coming to a Prayer Ministry session is easy and inviting.

Analysis: All Prayer Ministry Center data are very positive. The greatest challenge is the availability of the Prayer Ministry room combined with the increased demand for Prayer Ministry. While not as sound-proof or confidential (windows), the ACMin classroom has been used for Prayer Ministry to help meet additional need. ACMin student apprentices in the Prayer Leadership Certificate Program are effectively growing in their experiences through the Prayer Ministry Center; continue building on that success.

Strategic Planning: There is a strong need to recruit and train male and non-white Prayer Ministers. Consider how to "market" the Prayer Ministry Center for even greater impact. Make every effort for ACMin to reside in its own building with a designated, private Prayer Ministry area. Consider as well the role of Prayer Ministry in the Wholeness Care Project and how to effectively take Prayer Ministry to unbelievers.

Part VI – Physical & Financial Resources

Facilities & Equipment Report

Facilities

ACMin leases space from Watkinsville First United Methodist Church. The current lease is in place through June 30, 2018 with a renewal option. The building was completed in 2011 and meets all modern fire and handicap-accessible codes. Parking is ample and well-lit. Per the lease, ACMin uses:

Full-time use of ACMin office space with a unique door lock not available to church members so that student files and records can be kept secure (Room C).

Full-time use of one classroom Monday through Saturday that comfortably holds 24 people (Room D).

Full-time use of ACMin Library space (Room H).

Use of additional large classroom/lecture space and other meeting, banquet, or Prayer Ministry space any time it is available. Staff and students use an adjacent kitchen for food and beverage needs. Students and faculty are free to meet in open rooms adjacent to the ACMin classroom.

Equipment

In the ACMin office (Room C) there are:

- +4 cubicles
- +5 individual desks; one executive desk with credenza
- +4 office chairs
- +1 3'x12' boardroom style table
- +3 laptops (2 older), 2 desktop computers with flat screens (1 older)
- +1 speaker phone
- +1 Cannon desktop printer/scanner/copier/fax; 1 HP p/s/c; 1 Minolta BizHub commercial copy machine
- +3 four-drawer locking black filing cabinets, 4 two-drawer locking putty filing cabinets; 1 6'x3' black storage cabinet
- +3 small tables (18"x18")
- +1 paper shredder
- +1 wireless router
- +5 small waste baskets
- +2 LCD projectors
- +Misc. office supplies (paper cutter, hole punch, metal file dividers, 2 coffee pots and coffee supplies, office supplies, décor, etc.)

In the ACMin Classroom (Room D) there are:

- +12 tables*
- +24 chairs*
- +1 flat screen TV (for projection)*
- +1 whiteboard*
- +1 podium
- +2 Sony speakers
- (*owned by WFUMC)

In the ACMin Library (Room H) there are:

- +12 storage shelves (18"x7'x3'); 5 metal shelves (7'x3'x9")
- +1 executive wooden desk
- +1 office chair
- +1 laptop (older)

- + ~4000-book collection
- In the storage closet adjacent to Room H there are:
- +30 new plastic folding chairs
- +1 microphone with amplifier and Bose speaker
- +1 microphone stand
- +2 metal music stands
- +2 folding double-sided signs ("A-frame")
- +1 red hand dolly
- +1 4'x5' whiteboard with metal frame and tray
- +1 portable projection screen
- +2 shelves (unassembled, 6'x3'x16")
- +Misc. folders, paper, office supplies

Note: Per the ACMin Financial Policy, equipment valued at over \$1000 is depreciated. Only the Minolta BizHub copy machine has a value over \$1000.

Information & Technology Report

The ACMin Library continued to grow during FY18 because a numerous donations. The following are library statistics from July 1, 2017 through June 30, 2018.

Patron Type		
Faculty	Staff	Student
7	3	14

Library Resources	
Book (print)	2791
Journals (print)	9 publications
Computer Database (LOGOS)	Several hundred
GALILEO Online Library Resource (via University System of Georgia)	130 Databases

Circulation period July 1, 2017 to June 30, 2018	
Resource Type	Number of Loans
Books	24

Analysis: 91% of students agree or strongly agree that the ACMin Library resources adequately meet their learning needs. The instructional faculty's satisfaction with the ACMin Library resources increased in FY18 over FY17. In general, faculty have expressed delight with the high quality of the library's reference section with numerous biblical commentaries.

Strategic Planning:

- Increase use of the library by educating students on its use and value to their coursework.
- Develop closer interactions with faculty to find resources (or identify needed resources) in support of their syllabi
- With input from faculty and staff, identify specific areas of the collection that need expansion and focus collection development there.*
- Increase services by adding study areas, and a printer/scanner.*

*NOTE: some of these recommendations are constrained until we acquire a larger space.

Financial Report

The Athens College of Ministry employs Dr. Sam Cash of Cash Accounting to conduct its yearly financial audit. The following data are reported in the 2017-18 audit of the financial data for the fiscal year lasting from July 1, 2017 through June 30, 2018.

Total Assets	\$1,160,783
Total Liabilities	\$768,070
Total Net Assets	\$392,713
Total Revenue & Contributions	\$317,416
Total Expenses	\$243,039

Charitable Giving

The Athens College of Ministry would like to extend sincerest appreciation to every individual and organization that has helped to further our mission and vision through their generous gifts.

As a result of your ministry, they will give glory to God. For your generosity to them and to all believers will prove that you are obedient to the Good News of Christ. And they will pray for you with deep affection because of the overflowing grace God has given to you. Thank God for this gift too wonderful for words!

–2 Corinthians 9:13-14