THE **ATS**
EDUCATIONAL MODELS AND PRACTICES
PROJECT

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ats The Association of Theological Schools
The Commission on Accrediting

WHAT WE'VE LEARNED SO FAR

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ED MODELS MAPPING SURVEY:
DEANS

RESIDENTIAL CHARACTER
OF THE STUDENT BODY

Student Residence	Average Percentage
Live on/adjacent to campus	27%
Local commuter	47%
Non-local commuter	26%

BUSY SCHOOLS!

- Course delivery methods
- Schedule, calendar modifications
- Educational partners
- Alternative Tuition/fee structures
- Programs to serve particular constituencies
- Other curricular innovations

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EDUCATIONAL PARTNERSHIPS

Church/denomination   172

College/university   107

Other theological school   79

Institute/center   70

International partner   63

Other religious tradition   42

SCHEDULING:
"CURRENTLY DOING . . . ."

	Some	Exclusively
Evening	154	31
Intensive	154	22
Block	120	54
Weekend	96	10
Year Round	80	18

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PROGRAMS FOR PARTICULAR CONSTITUENCIES

	Of those responding "currently doing"
Hispanic/Latino(a)	38%
Asian/Asian North American	22%
African American/Black	21%
Native American/First Nations	7%
"Diversity"	12%

PEER GROUPS

18 groups

110+ schools

Emerging issues

Examples

ED MODELS MAPPING SURVEY: PROGRAM DIRECTORS

THE SAMPLE

- 440 Participants (120 CAOs)
- 200 Different schools
- Good representation (ecclesial family, country, embeddedness)

Effectiveness

Challenges

Purposes

EFFECTIVE PROGRAMS (ALL SCHOOLS)

Educational Effectiveness

Enhanced student learning

Program	Response (1-4 Scale)
Competency-Based Education*	3.8
Contextual Education	3.6
Team Teaching	3.6

*Small sample size

Strengthened school's reputation
and
Clarified school's mission

Institutional Identity

Program	Response (1-4 Scale)
Partnership with Institute	3.5/3.3
Partnership with International Partner	3.4/3.3
Particular constituency: Global	3.4/3.4
Competency-Based Education	3.5/3.8
Continuing Education	3.4/3.5
Integrative Courses	3.5/3.5

Enrollment growth

Program	Response (1-4 Scale)
Fully Funded Degree Program	3.3
Particular Constituency: Diaconate*	3.3
Particular Constituency: Urban*	3.3
Competency-Based Education	3.3

Greater access to prospective students

Fully Online Degree Program	3.7
Fully Online Courses	3.5
Fully Funded Degree Program	3.5

*Small sample size

"Bottom line"

Improved school's financial picture

"Bottom line"

Program	Response (1-4 Scale)
Specialized Programs (e.g., specializations w/i degrees)*	3.3
Integrative Courses*	3.2
Fully Online Degree Program	3.0
Contextual Education	3.0
Year-Round Study	3.0
Fully Funded Degree Program	3.0
Local Church Subsidy	3.0
Particular constituency: Chaplains*	3.0
Particular constituency: Diaconate*	3.0

*Small sample size

Programs effective in all/most areas:

Evangelical	Mainline	Roman Catholic/Orthodox
Contextual Education	Contextual Education	Contextual Education
Local Church Subsidy	Fully Funded Degree Program	Particular constituency: Diaconate
Partnership with International Partner	Particular constituency: Racial/Ethnic	Year-Round Study
Curricular innovation: Technology		Weekend Classes
		Evening Classes
		Local Church Subsidy

EFFECTIVE PROGRAMS (BY ECCLESIAL FAMILY)

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CHALLENGES (ALL SCHOOLS)

Overall, All Programs	
	Frequency
Insufficient staff/**human resources** to invest in program	22.5%
Insufficient **financial resources** to make needed changes	13.7%
Lack of clear **understanding of** what is needed among **target** constituency	12.9%
(Last) Restrictions in the **standards of accreditation**	6.1%

CHALLENGES (ALL SCHOOLS)

Programs Associated with Certain Challenges

Challenge	Program
Faculty resistance	Fully/Partially Online Courses, Synchronous Video/Tech
Accrediting standards	Accelerated (Bachelors-to-Masters), Change in Hours, Competency-Based Education
Low Enrollment	Extension Site, Weekend/Evening, Diaconate, Laity, Dual Degree, Non-Degree
Lack of student preparation	No Bachelors

Small	Mid	Large	Largest
Human Resources	Human Resources	Human Resources	Human Resources
Low Enrollment	Financial Resources	Financial Resources	Understanding Target
Understanding Target	**Low Enrollment**	Understanding Target	**Faculty Resistance**
Financial Resources	Understanding Target	**Low Enrollment**	Financial Resources
Technological Resources	Technological Resources	Technological Resources	Technological Resources
Insufficient Planning	**Faculty Resistance**	**Faculty Resistance**	**Low Enrollment**
Accrediting Standards	Insufficient Planning	Student Preparation	Student Preparation
Student Preparation	Student Preparation	Insufficient Planning	Accrediting Standards
Faculty Resistance	Accrediting Standards	Accrediting Standards	Insufficient Planning

CHALLENGES (BY SCHOOL TYPE)

Freestanding	Embedded
Human Resources	Human Resources
Financial Resources	Understanding Target
Understanding Target	Low Enrollment
Low Enrollment	**Financial Resources**
Technological Resources	Faculty Resistance
Faculty Resistance	**Student Preparation**
Accrediting Standards	**Technological Resources**
Insufficient Planning	Insufficient Planning
Student Preparation	Accrediting Standards

CHALLENGES (BY SCHOOL TYPE)

PURPOSES (ALL SCHOOLS)

OVERALL	Frequency
To reach a **new constituency**	20.1%
To **recruit students**	18.7%
To respond to **student requests**	14.4%
To respond to requests from **church/denomination/community**	12.2%

PURPOSES (ALL SCHOOLS)

Partnerships
To recruit students
To reach a new constituency
To respond to requests from church/denomination/community
To **promote diversity** in the community

Programs for Particular Constituencies
To reach a new constituency
To recruit students
To respond to requests from church/denomination/community
To **promote diversity** in the community

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Purposes

Reach new constituencies
Recruit students
Requests (student/church)

Challenges
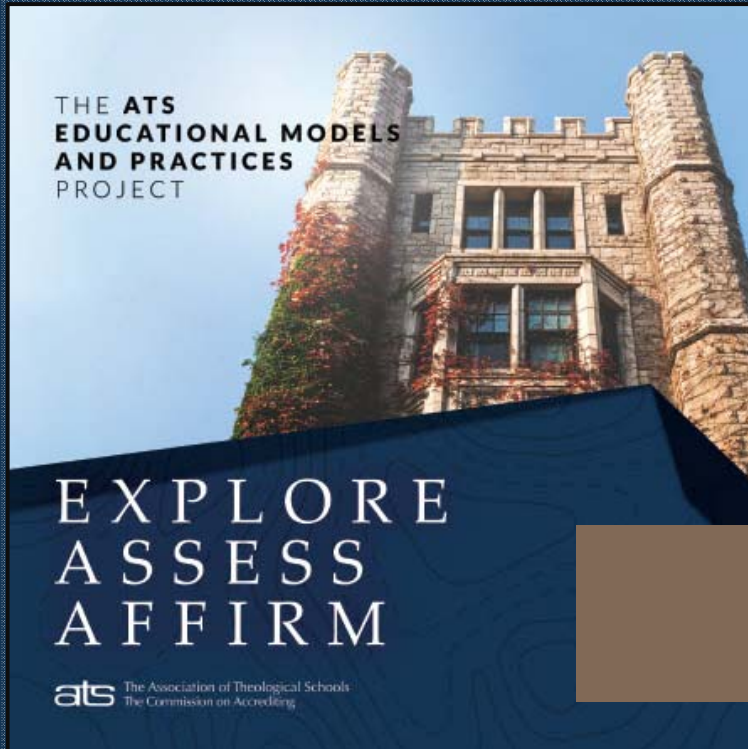
Resources, resources, resource
Understanding target

Effectiveness

Competency-Based Ed
Contextual Ed
Integrative Courses

Mapping the Religious Workforce

Innovation & FD Grants

Study of Other Graduate Professional Education

NEXT STEPS