



Turner Theological Seminary (TTS) has operated since 1958 as a constituent member of the consortium identified as the Interdenominational Theological Center. As such, the ITC has documented and reported a set of mature data for student success presented below for the consortium.

As part of its transitional period from a consortium constituent member to a stand-alone institution, TTS presents the inherited data as a response to its consortia practice while establishing its target thresholds, as indicated below.

As an institution of graduate theological education, TTS under ITC did not offer Associate or bachelor's programs, only Master's and Doctoral programs.

As of Fall 2024, TTS operates as a stand-alone institution, with a revised academic structure. The institution no longer offers Doctoral programs, retaining the Master of Divinity and the Master of Arts in Religion and Education (Africana Studies). The Seminary also plans to provide its certificate programs. This shift in program offerings is in line with the data accumulated under the consortium operation and presented here, which is congruent with the revised stand-alone operation that, under ITC, offered an MDiv, MAs, and a stacked program between the div and the MAs—the enrollment and graduation rates data for the years as a consortium can be presented below. Beginning in Fall 2024, TTS will collect and maintain its institutional and student achievement data.

Additional data for student success of TTS, as part of the ITC Student Achievement information, can be found on the ITC website for public access at

<https://www.itc.edu/academics/accreditation/statement-of-educational-effectiveness/>

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

The Board of Trustees, faculty, and staff affirm that student learning is at the core of our purpose as a seminary. The ability to measure learning accomplishes two purposes: it allows us to demonstrate our accountability to our various publics, but, more importantly, it provides us with the capacity to impact and improve the degree of learning that occurs in our Seminary.

The Seminary's plan to Assess Student Academic Achievement, developed in accordance with the requirements of all affiliated entities, is a testament to our unwavering commitment to student learning and success. The plan ensures the Seminary has specific learning outcomes for each degree program and validates that students earning degrees have achieved those outcomes. Validity measures include instructor assessment, certification training, and evaluations by external

professionals. The results of the assessment efforts are used to improve instruction and guarantee that our students can succeed in ministry endeavors.

Historically, the ITC's student population is primarily African American, a population known in the academy as an at-risk population. For the Interdenominational Theological Center, where TTS was an affiliated consortium member, the student body requires a distinct perspective and implementation of achievement metrics from other populations.

Below, ITC has identified student achievement metrics, provided appropriate data, established thresholds of acceptability, and explained how each criterion related to its mission.

The ITC student body is primarily African American through the student selection process. The homogenous nature of the student body requires a different implementation of the standard metrics such as retention, program completion, and graduation rates. ITC serves a high percentage of part-time students. The average number of credit hours is eight. Finally, ITC does not disaggregate achievement data into racial or gender categories, as it does not use achievement metrics to close gaps between underrepresented groups and their white counterparts. Instead, ITC uses this achievement data to implement strategies and programs to ensure the success of its unique student population.

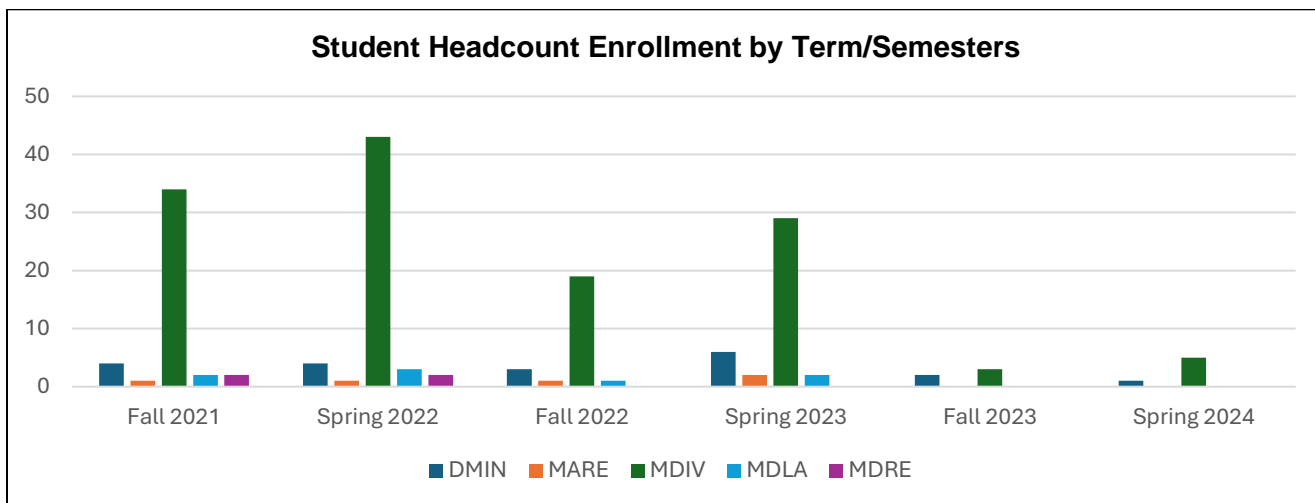
ITC, as Historically Black Colleges and Universities (HBCUs), has played a crucial role in providing educational opportunities to at-risk populations. More and more black students seek to attend HBCUs as their preference for a differential in cultural enrichment, academic support, and an intense sense of community. ITC uses data retention and graduation as metrics for its acceptability of student success. In "A Look at Black Student Success: Identifying Top-and Bottom-Performing Institutions" (2017), Education Trust indicates that "The average HBCU six-year graduation rate for Black students is 32.1 percent, much lower than the average institutional graduation rate (45.4 percent) for Black students at the 676 non-HBCU institutions in our sample". Education Trust article helped ITC to propose its minimum benchmarks of acceptability when it pointed out that "Compared with institutions serving similar student populations, HBCUs have higher success rates. All four-year HBCUs have freshman cohorts where at least 40 percent of their students are low-income (i.e., receive Pell grants). Still, only 45 percent of the 676 non-HBCUs included in the larger study sample enroll a similar or higher percentage of low-income freshmen. After looking more closely, we found that roughly half of the HBCUs have a freshman class, and three-quarters of the students are from low-income backgrounds. Only 1 percent of the 676 non-HBCUs serve such a high percentage." Based on these national averages, ITC has adopted 32% as its threshold of acceptability for graduation rates and 70% for its retention rates. ITC, therefore, determined appropriate student achievement measures for the institutional level, including retention and graduation levels, compared to the average HBCU's performance.

INSTITUTIONAL CHARACTERISTICS – OFFICIAL ENROLLMENT COUNTS

I. Enrollment by Academic Degree Programs

Student Headcount Enrollment by Term/Semesters						
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
DMIN	4	4	3	6	2	1
MARE	1	1	1	2	0	0
MDIV	34	43	19	29	3	5
MDLA	2	3	1	2	0	0
MDRE	2	2	0	0	0	0
Grand Total	43	53	24	39	5	6

NOTE (1): In all semesters referenced above, students engaged in all instruction delivered asynchronously.
 NOTE (2): As of Fall 2024, TTS operates as a stand-alone institution with a revised academic structure. The institution no longer offers Doctoral programs, retaining the Master of Divinity and the Master of Arts in Religion and Education (Africana Studies). The Seminary also plans to provide its certificate programs.
 NOTE (3): Beginning in Fall 2024, TTS will be an independent, stand-alone institution that utilizes a hybrid modality of instruction. Only Georgia residents will be enrolled.
 NOTE (4): Headcount represents the unique count of TTS students enrolled in the ITC Consortium.



II. Enrollment / Completers by Certificate Programs

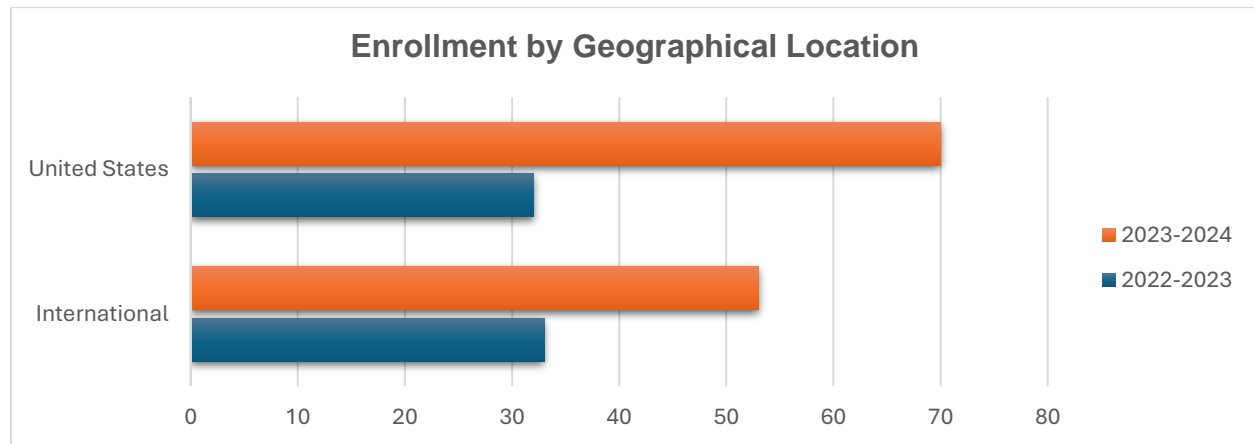
Certificate Program	US Student Enrollment		International Students Enrollment		Total
	2022-2023	2023-2024	2022-2023	2023-2024	
Certificate in Church Financial Management I	22	19	0	0	41
Certificate in Theology	10	12	33	46	101
Certificate in Missiology	0	12	0	1	13
Certificate in Lay Leadership and Managing Volunteers	0	20	0	4	24
Certificate in Church Administration and Nonprofit Management	0	7	0	2	9
Certificate in Urban and Rural Ministries	0	1	0	0	1
Certificate in Trauma Informed	0	13	0	3	16
Certificate in Sacred Music and Worship	0	0	0	0	0
Certificate in AI for Church Leaders	0	21	0	2	23
TOTAL ENROLLMENT (Unduplicated Headcount)	32	105	33	58	228

NOTE (1): From Spring 2022 to Spring 2024, TTS offered online certificate programs to the US and International students. Beginning in fall 2024, students enrolled in any certificate programs must be residents of the state of Georgia to comply with GNPEC authorization governing policies.

NOTE (2): In all academic years referenced above, students engaged in all instruction delivered asynchronously.

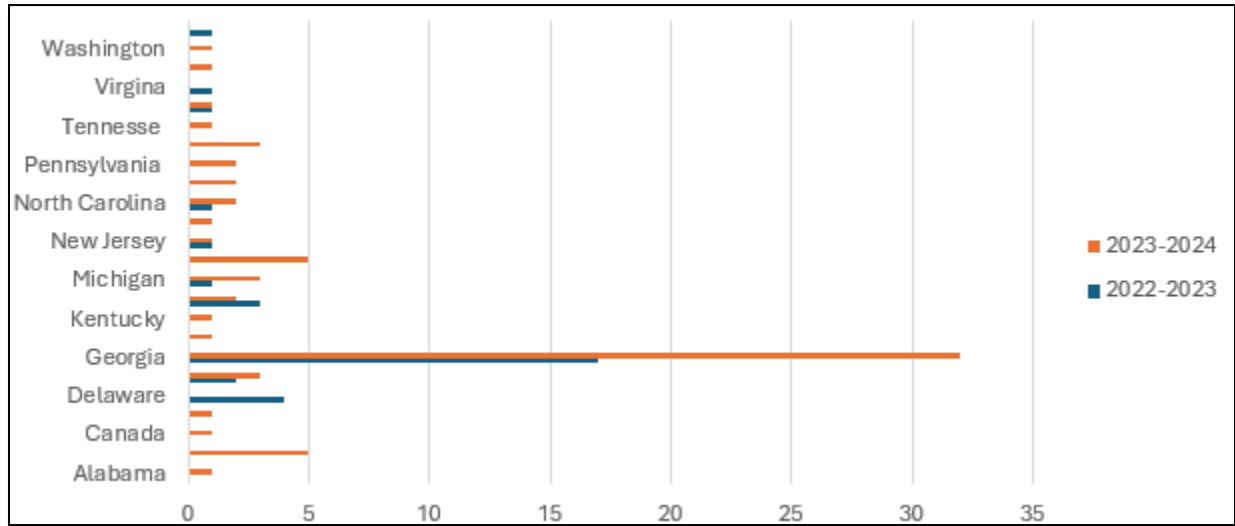
NOTE (3): Fall 2024 Certificate Program Enrollment is TBD.

NOTE (4): Headcount represents the unique count of TTS students enrolled in the ITC Consortium

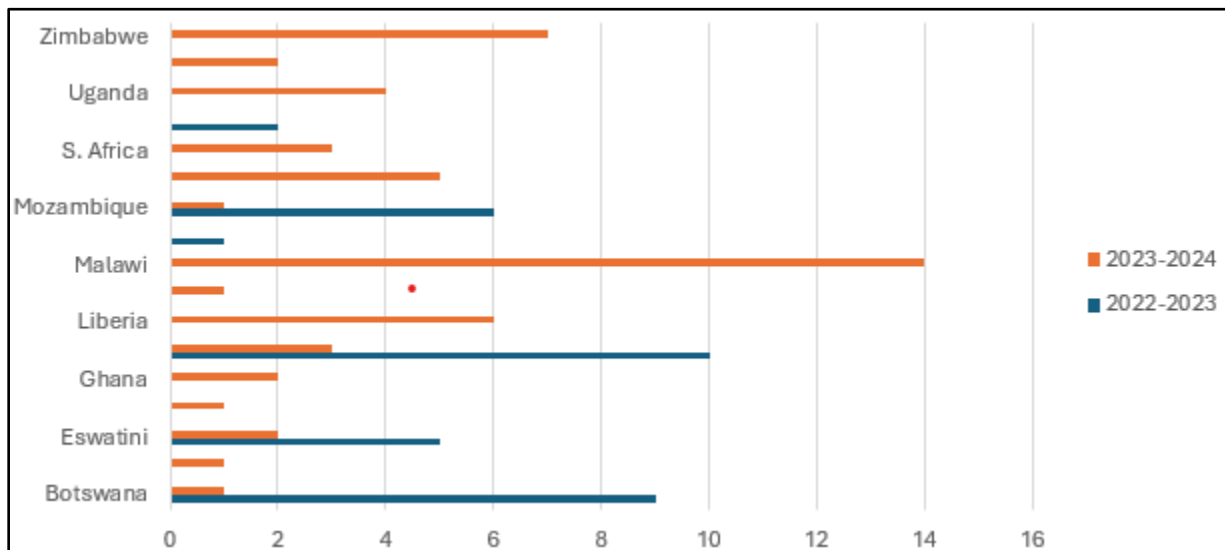


Note: From Spring 2022 to Spring 2024, TTS offered online certificate programs to US and international students. Beginning Fall 2024, students enrolled in any certificate programs must be residents of the state of Georgia to remain in compliance with GNPEC authorization governing policies.

Certificate Enrollment by State



Certificate Enrollment by County



STUDENT RETENTION RATES

2015-2020 First-Time / Full-time (Cohort) Retention Rates														
	15/ FA	16/ SP	16/ FA	17/ SP	17/ FA	18/ SP	18/ FA	19/ SP	19/ FA	20/ SP	20/ FA	21/ SP	21/ FA	22/ SP
15/ FA	27	20	16	13	9	4	1	-	-	-	-	-	-	-
16/ FA	-	-	29	26	24	22	21	18	-	-	-	-	-	-
17/ FA	-	-	-	-	30	23	17	16	10	6	2	1	1	1
18/ FA	-	-	-	-	-	-	22	15	6	6	6	5	-	-
19/ FA	-	-	-	-	-	-	-	-	24	15	10	8	6	3
20/ FA										-	19	11	8	5

ITC strives to maintain consistent retention across degree programs. Analyses for students within the constituent seminaries and Richardson fellowship identified similar reasons for withdrawing from courses or unsatisfactory academic progress. The lists of at-risk students are shared with the ITC VPAA/Provost to recognize full-time students needing special attention to impact first-year retention. Retention tends to be effective in maintaining overall graduation rates. Note: The numbers above represent all students who are a part of the ITC consortium.

COMPLETERS AND GRADUATION RATES

Total Number of Graduates by Academic Year					
Degree Program	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Grand Total
MALC	0	0	1	0	1
DMIN	0	1	0	0	1
MARE	1	0	1	0	2
MDIV	6	37	8	4	51
Grand Total	7	37	10	4	54

Note: Completers represent the TTS students only enrolled in the ITC Consortium.

Graduation Rates for Cohort Entering Fall 2015			
Degree Program	Graduation Threshold	Graduation Target	Actual
Full-time	32%	35%	41.70%
MALC	0%	0%	0%
MARE	0%	0%	0%
MDiv	32%	35%	41.7
DMin	0%	0%	0%
Graduation Rates for Cohort Entering Fall 2016			
Degree Program	Graduation Threshold	Graduation Target	Actual
Full-time	32%	35%	27.60%
MALC	0%	0%	0%
MARE	32%	35%	0%
MDiv	32%	35%	27.60%
DMin	32%	35%	61.50%
Graduation Rates for Cohort Entering Fall 2017			
Degree Program	Graduation Threshold	Graduation Target	Actual
Full-time	32%	35%	20.70%
MALC	0%	0%	0%
MARE	32%	35%	100%
MDiv	32%	35%	20.70%
DMin	32%	35%	60.60%
Graduation Rates for Cohort Entering Fall 2018			
Degree Program	Graduation Threshold	Graduation Target	Actual
Full-time	32%	35%	43.80%
MALC	0%	0%	0%
MARE	32%	35%	0%
MDiv	32%	35%	45.50%
DMin	32%	35%	40%
Graduation Rates for Cohort Entering Fall 2019			
Degree Program	Graduation Threshold	Graduation Target	Actual
Full-time	32%	35%	61.10%
MALC	0%	0%	0%

MARE	32%	35%	50%
MDiv	32%	35%	27.30%
DMin	32%	35%	80%

The Interdenominational Theological Center analyzes student matriculation by the rate at which our students complete our programs and graduate. For the ITC, the graduation rate reflects the percentage of students who entered the ITC as an enrollment cohort for the first time in a degree program and graduated within 150% of the normal time of the length of said program. ITC uses 150% as it is more reflective of our student's time of completion. The tables above reflect our master and doctoral students, who enrolled for the first time in fall 2015, fall 2016, and fall 2017. Note: The numbers above represent all students who are a part of the ITC consortium.