



Metro Atlanta Seminary

2025 Academic Quality Assessment

Metro Atlanta Seminary is committed to three different aspects of learning: the Head, the Heart, and the Hands.

The Head (to “Know”)

The goal of every seminary is to impart knowledge, and it is a consistent struggle across formal theological education to determine how much to teach in a three-year program. All seminaries would agree – not enough. Of course, there is never enough time to teach everything church leaders need to know. At MAS, we utilize a process curriculum (vs. a content curriculum), which enables students to be life-long learners and to be able to effectively practice what they learn.

Our approach to academic papers is practical – that is, rather than focus on formal academic papers, we incorporate writing sermons or Bible studies into many of our courses. We do offer courses on preaching and teaching, but the output of those courses (as well as our practicum opportunities) is designed to equip our learners to immediately engage in ministry.

Also, our approach to the Biblical languages (Hebrew and Greek) is focused on preparing the student to understand how to *use* the languages, through equipping them on various tools. So, in addition to basic grammar, vocabulary, and structure – we also train students to use the Logos® Bible Software, which already contains the language helps necessary for research.

The Heart (to “Be”)

Research consistently shows that more pastors and church leaders leave the ministry due to personal issues, rather than doctrinal issues. Our own research into PCA presbyteries showed that less than 40% of the pastors surveyed had been mentored. Consequently, MAS decided to make this one of our institutional distinctives. Each student spends his or her time at seminary with a trained mentor. This relationship is designed to be personal, and it will address the hard questions: time stewardship, internet habits, life relationships (spouses and children), finances, spiritual maturity, personal worship, personal integrity, faith, witness, ministry and school, etc. We believe that having a mentor will lead to students establishing mentorship practices in their own spheres of ministry.

The Hand (to “Do”)

When students leave their home churches to attend a remote seminary, they lose contact with the people they need most to help them mature in their lives and develop their gifts for ministry. We believe in the value of MAS students remaining in their home churches and using what they learn in their immediate context. We also value the students being mentored by someone who knows them and can address specific issues.

Academic Excellence

To maintain and grow its academic excellence, MAS engages in regular evaluation of its academic quality, student success, and institutional effectiveness. Our desire is to produce graduates who are well-prepared for a lifetime of ministry, and who possess the knowledge (Head), personal character (Heart), and skills (Hand) necessary for the pastoral ministry, general ministry in service of the church, or further education.

Course Evaluations

Reviewing our course evaluations for 2023-2025, the following percentages of students indicate that they strongly agree or agree with the following statements:

- Course content was organized and well planned: 94.1%
- Instructor demonstrated knowledge of course content: 96.6%
- Instructor was concerned that students were learning the material: 93.9%
- I would recommend this instructor to other students: 95.8%
- Course was Christ-centered: 98.4%
- This course equipped me for Christian life and ministry: 96.6%

Recent Student Testimonials

- “The exposure to different types of ministries, different practical outlets for ministry, and different methods of ministry was excellent. Engaging with others from various backgrounds and experiences was educational and opened my eyes to be more empathetic with others.” – MDiv Graduate, 2023.
- “MAS has given me great foundational tools when evangelizing, preparing a teaching and so much more ... listening to sermons and reading the Bible will never be the same.” – CCS Recipient, 2023.
- “I have such a deeper understanding of God’s Word now. The program has changed the way I view God, worship God, and speak to others about God.” – MDiv Graduate, 2024.

- “I have loved my time as a student at MAS and have learned so much. I look forward to continuing to learn about God the rest of my life, and I appreciate MAS for sparking this desire.” – MATS Graduate, 2025.
- “A knowledgeable professor is an amazing thing! They don’t just read lecture notes – they TEACH – which makes students learn much more easily!” – BTh Graduate, 2025.
- “My knowledge of theology will strengthen my work in ministry, because I am confident in the Scriptures!” – CCS Recipient, 2025.

Continuous Improvement

To promote continuous improvement in our academic programs, MAS conducts individual course evaluations and exit interviews for all of graduating students. Our faculty members review student feedback at the end of each term and modify (as necessary) future course offerings. The seminary’s Academic Committee, composed of faculty and administrative leaders, meets quarterly to review course content, evaluate program outcomes, review course syllabi, and assess alignment with MAS’s theological and educational mission.

MAS subscribes to the historic creeds of the Reformed tradition, specifically affirming the Westminster Confession of Faith and its Larger and Shorter Catechisms, documented in the seminary’s Doctrinal Statement. Each instructor renews their faculty contract each academic year, acknowledging their agreement with our Vision and Mission statement, our Doctrinal Statement, and the faculty expectations articulated in the Faculty Handbook.

Average Graduation Timelines¹

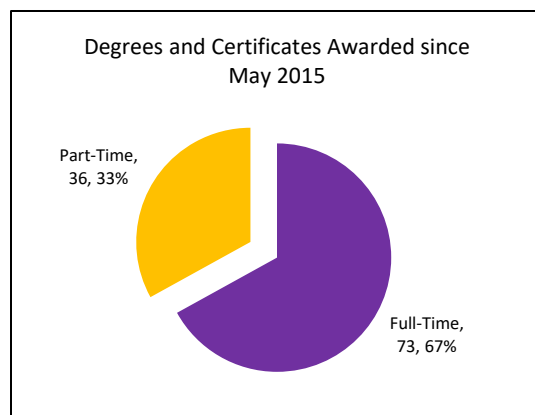
YEAR OF GRADUATION											
DEGREE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
BTh ²	2.8	-	-	2.6	2.8	-	3.0	3.6	-	-	3.8
MATS ²	-	-	-	-	-	-	-	-	-	2.8	5.1
MDiv ²	3.0	2.8	1.6	2.9	3.4	2.7	3.3	2.8	3.4	6.4 ⁴	3.6
DMin ³	-	-	-	-	-	-	-	-	-	3.8	-
Average Years to Graduate											

¹ It is worth noting that many MAS students are non-traditional adult learners, who do not undertake a full-time course load. This results in an extended and non-typical length of degree completion. See chart below.

² The BTh, MATS, and MDiv degrees are based on a 3 year full-time course of study.

³ The DMin program is based on a 4-year full-time course of study.

⁴ MAS had 1 part-time graduate from the MDiv program in 2024.



Full-time vs. Part-time Students

One of our MAS distinctives is our availability for non-traditional students to take advantage of quality, affordable, theological education. Since 2015, we have been pleased to award 109 degrees and certificates, 36 (33%) of which were awarded to part-time students.

Our mission is to equip servants of Christ for the advancement of His kingdom. We are grateful to include women among our students and graduates, whose gifts and callings enrich the church and bring unique strength to the work of ministry.

Degrees / Certificates Awarded since 2015				
Degree / Certificate	Female		Male	
	Number	% of Total	Number	% of Total
BTh	3	33%	6	67%
CCS	11	69%	5	31%
DBC	8	47%	9	53%
MATS	3	75%	1	25%
MDiv	10	16%	51	84%
DMin	-	0%	2	100%

Enrollment

Student Retention				
Academic Year	Term	F	M	Grand Total
2023-2024	Starting Term Enrollment (August)	36	36	72
	Ending Term Enrollment (May)	28	38	66
2024-2025	Starting Term Enrollment (August)	35	71	106
	Ending Term Enrollment (May)	39	66	105
2025-2026	Starting Term Enrollment (August)	33	72	105

This chart represents all students, in all programs, full-time and part-time at the beginning and ending of each Academic Year.

Average Class Size / Faculty-to-Student Ratio

The 105 students enrolled at the end of our 2024-2025 Academic Year were served by 17 faculty members, resulting in a Faculty-to-Student ratio of 1:6. Twelve of our 17 faculty members possess a doctoral degree, one is currently enrolled in a doctoral program, and 4 faculty members have MDivs.

Employment, Service, and Ordination

MAS does not ordain seminary graduates or provide recommendations for student ordination. We believe this is the responsibility of the student's local church or denomination. Further, we believe that a seminary education can equip a student of any vocation for the work of the ministry, which we would define broadly.

Of our 76 graduates with degrees (BTh, MATS, MDiv, and DMin):

- 100% are actively engaged in ministry with their local church and/or outside ministries.
- 70% are employed by a church, seminary, or mission organization.
- 87% are either ordained as church officers or engaged as a volunteer.

We are blessed to see our graduates utilizing their seminary experience, education, and training to impact God's kingdom!

Graduation Rates (for Degree Programs)²

Degree	Entering Year	Students in Cohort ¹	Cohort Summary				
			Graduate Total	Graduation Rate	W/D Total (< 1 Yr) ⁵	W/D Total (> 1 Yr)	Currently Enrolled
BTh (3-Year Program)	2015-2016	2	1	50.0%		1	0
	2016-2017	1	1	100.0%			0
	2017-2018	2	2	100.0%			0
	2018-2019	3	1	33.3%	2		0
	2019-2020	5	1	20.0%	3	1	0
	2020-2021	5	1	20.0%	2	1	1
	2021-2022	2		N/A		2	0
	2022-2023	5	1	20.0%	1	1	2
	2023-2024	3		N/A	1	1	1
	2024-2025	8		N/A	2		6
MATs (3-Year Program) ³	2015-2016			N/A			0
	2016-2017			N/A			0
	2017-2018	1	1	100.0%			0
	2018-2019			N/A			0
	2019-2020	1		N/A			1
	2020-2021	1		N/A		1	0
	2021-2022	2	2	100.0%			0
	2022-2023			N/A			0
	2023-2024	10	1	10.0%	2	1	6
	2024-2025	11		N/A			11
MDiv (3-Year Program)	2015-2016	8	5	62.5%		3	0
	2016-2017	22	11	50.0%	8	2	1
	2017-2018	25	10	40.0%	8	5	2
	2018-2019	19	4	21.1%	8	7	0
	2019-2020	12	5	41.7%	2	3	2
	2020-2021	9	2	22.2%	4	3	0
	2021-2022	4	2	50.0%	1	1	0
	2022-2023	10	3	30.0%	2		5
	2023-2024	11		N/A	4		7
	2024-2025	9		N/A	5		4
DMin (4-Year Program) ⁴	2015-2016			N/A			0
	2016-2017			N/A			0
	2017-2018			N/A			0
	2018-2019			N/A			0
	2019-2020			N/A			0
	2020-2021	10		N/A	4	4	2
	2021-2022			N/A			0
	2022-2023	4	2	50.0%	2		0
	2023-2024	8		N/A			8
	2024-2025	11		N/A	2		9

¹ MAS does not typically use the term “cohort”, as students may enroll and start at the beginning of any term during the Academic Year. For the purposes of this metric, a “cohort” is defined as the number of students beginning between August 1 of the specified year and May 1 of the following year.

² Graduation Rates were calculated by dividing the number of graduates from a specific cohort by the number of members in the original cohort. “Degree Programs” does not include students enrolled in Certificate or Diploma programs.

³ The MATs degree program is a new offering as of 2023-2024. Those students who shifted from other degree programs retained the start date of their original program, as many of the courses apply to multiple degrees.

⁴ The DMin programs do not start a new cohort every year.

⁵ Due to the nature of our targeted student base (non-traditional adult learners), we frequently encourage church leaders and others to take a course to see where it might lead. Withdrawals within 12 months of a student’s first class are most likely a result of a prospective student determining that the timing for a seminary education is not optimal. Over 63% of our student withdrawals (or non-re-enrollments) occurred within 1 year of their first class.

2024-2025 Withdrawal Data

9 students un-enrolled during the 2024-2025 Academic Year due to unanticipated life or ministry events, new employment demands, relocation, major health issues, and other personal reasons. All of these students were in attendance less than 1 year.