

<b>Student Success in Graduation Rates and Retention/Persistence Rates</b>
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Rationale for Student Success in Graduation Rates and Retention/Persistence rates from the NOBTS and Leavell College Mission Statement – The Mission Statement of NOBTS and Leavell College, revised in 2019, is “to prepare students to walk with Christ, proclaim His truth, and fulfill His mission.” We are convinced that trained, well-equipped ministers are more effective than those who lack this training. Students who complete their degree requirements are better equipped than those who take just a few credit hours. Also, those with complete degrees become eligible to take advanced degrees, to become better prepared to “proclaim His truth.”

Definitions of Terms – In order to understand the narrative that follows, it is important to understand how we are defining some key terms:

- Graduation rate: represents students who have graduated with the 200% time frame (i.e., 8 years for the BA student, considering that a full-time student would graduate in 4 years)
- Currently enrolled: represents students who have not yet graduated but are within the 200% time frame (i.e., a BA student who is six years into his degree and has taken courses at least one semester each year within the 200% time frame for his degree)
- Persistence rate: represents students who are still taking courses, at least one course each academic year, but who have exceeded the 200% time frame (i.e., the BA student who is still enrolled ten years after starting his degree with us)
- Student success rate: represents students who have either graduated or are still persisting, i.e., those who have not dropped out or transferred
- Threshold: represents the minimum of student graduation rates, currently enrolled, persisting, and succeeding, that is deemed acceptable by NOBTS and Leavell College. It is what we understand as a minimally acceptable number, not an aspirational goal.

In 2018, SACSCOC charged member institutions to select, from four available measures of graduation rates, the Key Student Completion Indicator (KSCI) that best represented the institution’s mission, the type of students served, and the nature of the program offered. The IPEDS “Outcomes Measures,” which allows for a longer 200% graduation rate, was selected by NOBTS. Based on this KSCI, we determined how the 200% graduation rate applies to degree categories as shown in the chart below:

<b>Degree</b>	<b>100% Rate</b>	<b>200% rate</b>
AA	2 years	4 years
BA	4 years	8 years
MA<45	3 years	6 years
MA>45	4 years	8 years
MDiv	4 years	8 years
Professional Doctorates	4 years	8 years
Research Doctorates	5 years	10 years

Rationale for the Criteria/Threshold for Student Success in Graduation Rates, Retention/Persistence Rates, and Student Success Rates – Student retention and graduation rates are more complex at NOBTS and Leavell College than at a typical undergraduate or graduate institution. The following reasons justify our choice of the IPEDS Outcomes Measures Eight-Year Completion Rate as our KSCI.

- (a) First, NOBTS and Leavell College do not have high academic admission requirements. The main requirements are a statement of call to ministry and a church endorsement, along with the prerequisite academic degrees. We do not require ACT or SAT scores for undergraduate admission, or anything more than a minimal GPA for graduate admission. Particularly in Leavell College, we have a number of post-traditional students who felt a call to ministry later in life, and thus have not been in academic institutions for many years. Many of them are from oral culture traditions in which they are the first person in their family to go to college, including many of our undergraduate prison programs. This lack of preparation obviously impacts their retention rate. However, we do have higher admission standards in a few more academically focused master's and doctoral degrees, and the retention rate is higher for those degrees.
- (b) Second, the majority of our students are part-time students because they already are working at least one job. Unlike many church traditions, Baptist churches do not require an academic degree for ordination. Therefore, the majority of our students already are serving in a ministry position and/or a secular work position. Time is their greatest challenge. This is particularly a challenge for bi-vocational ministers, who comprise at least 25% of all Southern Baptist pastors. These students serve in both a secular position and a ministry position. NOBTS's Caskey Center for Church Excellence specifically targets these students for scholarships. Even with a full scholarship, these students do not have time to take a full-time load. Also, each of our extension centers has a limited offering of courses each semester, typically just nine hours per semester.
- (c) Third, online students tend to take fewer credit hours due to the higher cost. Some students are delayed by life situations or financial limitations requiring them to sit out a semester or two occasionally. In a typical academic year, undergraduate students averaged 16.6 credit hours for the year. The 121-hour BA degree, then, would take nearly 7.5 years to complete at that rate. In the 2020-2021 academic year, graduate students averaged taking just 12.2 credit hours per year. Since our standard Master of Divinity (MDiv) degree requires 84 credit hours, it would take the average graduate student nearly seven years to complete the degree, long after full-time students would complete it. Some take as long as a dozen years to complete the degree.

Graduation Rate Thresholds – In general, the thresholds for each category are developed to be consistent with our mission statement, to reflect on historical patterns in this area, and when possible, to compare our results with national benchmarks. The thresholds initially are recommended by the Institutional Assessment staff in consultation with the academic leaders who have oversight in that area. These recommendations are presented to the NOBTS Assessment Oversight Committee for approval.

NOBTS has historically used the 150% length from the standard IPEDS graduation rates (allowing 6 years for a 4-year degree). However, NOBTS has chosen to utilize the IPEDS Outcomes Measures Eight-Year Completion Rate since its 200% length (allowing 8 years for a 4-year degree) is more reasonable and realistic to our student population. In the summer of 2020, we implemented a new student information system, allowing us the use of the 200% length that we prefer. When comparing this year's data to previous years' data, one must keep in mind the difference from 150% to 200%. This change in percentage may account for the following changes:

- (a) The increase in time allowed for higher graduation rates as students have more time to complete their degrees. With the exception of the DEdMin, all of our programs saw increases, some substantial, in the graduation rate.
- (b) The increase in time led to decreases in the percentage of students currently enrolled and persisting. With more time to graduate, fewer students no longer needed to persist in the program. This year's data reflect such a decrease in all programs except the DEdMin program.
- (c) The DEdMin program typically is a small cohort, so any change in student status results in a larger percentage change. This small cohort could account for the DEdMin program becoming somewhat of a trend-breaker in this year's data.

The most current IPEDS data on graduation rates for completions within 150% of normal time (<https://nces.ed.gov/ipeds/trendgenerator>) showed graduation rates of 36.4% for the associate degree and 64.5% for the baccalaureate degree. For the outcomes measure of 200% of the normal time for a BA, the graduation rate was 42%. Several factors lead us to anticipate that NOBTS and Leavell College students will have lower graduation rates than the national average:

- (a) Most students are part-time students, working in a ministry or secular job.
- (b) Our two standard degrees are 84 credit hours (MDiv) and 120 hours (BA), which are challenging for part-time students.
- (c) Most of our degrees do not require high GPAs or standardized test scores for admission.

However, the shorter, more academically-focused degrees with higher admissions standards tend to have higher graduation rates.

NOBTS established its thresholds by noting the graduation rates in IPEDS and other Association of Theological Schools (ATS) accredited institutions and by looking at our own patterns of graduation rates. In light of this data, the graduation rates are recommended by the Institutional Assessment staff in consultation with the Provost and relevant program Deans and approved by the Assessment Oversight Committee and the President's Cabinet.

Graduation rates in master's and professional doctoral degree programs in institutions accredited by ATS over five years are figured at 200% of the time of the degree, as shown in the following chart. In this comparison using data from the 2021-2022 academic year, NOBTS had higher graduation rates than other Evangelical seminaries in the Professional MA degrees and PhD, but much lower rates in the longer MDiv degree. The Professional MA degrees were 5% above the average Evangelical school and the Professional Doctoral degrees were 6% higher than the other Evangelical schools. The PhD degree graduation rate was 19% above the average Evangelical school, and the NOBTS MDiv graduation rate of 33% was 19% below fellow Evangelical schools in the ATS. The higher graduation rate for PhD students can be explained partially by the small cohort. With a smaller overall cohort, any change results in a larger discrepancy. If just one student continues in a small cohort, the percentage is much higher than if one student continues in a larger cohort. The lower comparable numbers at NOBTS are due primarily to the proclivity of many of our students to be part-time, and thus taking fewer hours each semester--hence our moving to the Outcomes Measures 200% Completion Rate, which tells a more accurate story of our student population.

**Graduation Rates by Degree and Ecclesial Family**

<b>Degree</b>	<b>NOBTS</b>	<b>All ATS Seminaries</b>	<b>Evangelical Seminaries</b>
MDiv	33%	59%	52%
MA	54%	54%	49%
ThM	**	46%	36%
ProDoc	55%	54%	49%
PhD	81%	61%	62%

*\*Source: 2021-2022 ATS Strategic Information Report for NOBTS, Figure 4.5, figured at 200%.*

*\*\* At NOBTS, the ThM typically is taken within the PhD program, rather than as a free-standing degree.*

Therefore, although our aspirational goals are higher, when we take into account our historic patterns of graduation rates and compare ourselves with sister institutions as a baseline, our realistic thresholds for graduation rates based on prior performance are as follows:

- 10% graduation rate for the associate degree (Leavell College)
- 30% graduation rate for the baccalaureate degree (Leavell College)
- 30% graduation rate for the MDiv graduate degree
- 30% graduation rate for the shorter (<45 hours) non-MDiv graduate degrees
- 40% graduation rate for the longer (>45 hours) non-MDiv graduate degrees (including the MMCM)

The threshold is higher for our doctoral programs because admission is academically selective, unlike many of our degrees. Therefore, gauged by the pattern of previous years and compared with sister institutions, the graduate rate thresholds for the doctoral degrees are as follows:

- 30% graduation rate for the DEdMin degree
- 45% graduation rate for the DMin degree
- 55% graduation rate for the research doctoral degrees

**Results in Student Achievement in Graduation Rates (2021-2022)  
(based on IPEDS Outcomes Measures 200% Completion Rate)**

<b>Degree</b>	<b>Class</b>	<b>Graduation Rate</b>	<b>Graduation Threshold</b>	<b>+/- Threshold (Outcome)</b>	<b>Graduation Goal</b>
AA	2017-18	9%	10%	-01%	15%
BA	2013-14	44%	30%	+14%	40%
Master <45	2015-16	56%	30%	+26%	40%
Master >45	2013-14	60%	40%	+20%	50%
MDiv	2014-14	38%	30%	+08%	35%
DEdMin	2013-14	67%	30%	+37%	35%
DMin	2013-14	67%	45%	+22%	50%
EdD	2011-12	0%	55%	-55%	60%
DMA	2011-12	67%	55%	+12%	60%
PhD	2011-12	74%	55%	+19%	60%

For the reporting period noted in the table above, we had no EdD students graduating within the 200% timeframe. This 0% graduation rate is misleading because there are three doctoral degrees which relate to Education students, and the students have tended to transfer from one degree to another, hence a low graduation rate. For example, an EdD student might decide to transfer to a shorter DEdMin professional doctorate degree, or, based on succeeding in EdD seminars that are not significantly unlike those in the PhD Christian Education major, might transfer to that research doctoral degree because of the perception that it might have more purchase for someone interested in teaching at the college or seminary level. The low graduation rate of 9% for the AA degree also results from a small cohort of twenty-two students, of whom only two graduated. Our AA students tend to be part-time distance students who struggle balancing work and school. Many of them are in full-time ministry in smaller churches and may be bi-vocational ministers.

Disaggregating our graduation rates by gender and ethnicity allows us another perspective in measuring student achievement. Although the majority of our students are Anglo heritage, NOBTS is seeing a gradual increase in the number of minority students in all our programs. NOBTS offers both undergraduate and graduate programs in Korean and Spanish. Additionally, because churches in the Southern Baptist Convention employ many more male ministers than female, we enroll more males than females in our academic programs, though all of our programs are open to students of both genders.

The graduation rates in the following table are disaggregated by gender and by two broad categories of race/ethnicity: minority students (American Indian/Native Alaskan, Asian, Black or African American, Haitian, Hispanic or Latino, Indian American) and non-minority students (Anglo). It does not include data on students in the “not specified” category of ethnicity as we did not want to assume the ethnic or racial category of the students. The numbers may seem skewed given the small enrollment in each ethnic or racial category within some of our programs and the 200% completion rate used.

**2021-2022 Graduation Rates by Program, Gender, Race, and Ethnicity**  
(based on IPEDS Outcomes Measures 200% Completion Rate)

Undergraduate Programs

<b>AA</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Asian	100%	-	100%	10%	+90%	-100%	+90%	15%
Black/Af. Am.	-	-	-		-	-	-	
Hisp./Latino	-	-	-		-	-	-	
Not specified	-	-	-		-	-	-	
Anglo	-	14%	11%		-	+04%	+01%	
AA Total	25%	6%	9%		+15%	-04%	-01%	
<b>BA</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Am.Ind/Alas.	100%	-	100%	30%	+70%	-	+70%	40%
Asian	-	50%	33%		-	+20%	+03%	
Black/Af. Am	-	40%	36%		-	+10%	+06%	
Haitian	-	33%	33%		-	+03%	+03%	
Hisp./Latino	50%	25%	33%		+20%	-05%	+03%	

Indian-Am	-	-	-		-	-	-	
Not specified	52%	40%	43%		+22%	+10%	+13%	
Anglo	92%	33%	50%		+62%	+03%	+20%	
BA Total	60%	38%	44%		+30%	+08%	+14%	

Graduate Programs

MA < 45								
Ethnicity	Female Grad Rate	Male Grad Rate	Total Grad Rate	Grad Thresh	+/- Thresh. (Outcome) Female	+/- Thresh. (Outcome) Male	+/- Thresh. (Outcome) Total	Grad Goal
Am.Ind/Alas.	-	-	-	30%	-	-	-	40%
Asian	-	100%	100%		-	+70%	+70%	
Black/Af. Am.	-	50%	50%		-	+20%	+20%	
Hisp./Latino	-	-	-		-	-	-	
Not specified	-	67%	67%		-	+37%	+37%	
2+ races	-	100%	100%		-	+70%	+70%	
Anglo	56%	54%	55%		+26%	+24%	+25%	
MA < 45 Tot.	56%	56%	56%		+26%	+26%	+26%	
MA > 45								
Ethnicity	Female Grad Rate	Male Grad Rate	Total Grad Rate	Grad Thresh	+/- Thresh. (Outcome) Female	+/- Thresh. (Outcome) Male	+/- Thresh. (Outcome) Total	Grad Goal
Am Ind/Alas.	-	-	-	40%	-	-	-	50%
Black/Af. Am.	67%	-	67%		+27%	-	+27%	
Hisp/Latino	-	-	-		-	-	-	
Not specified	32%	41%	39%		-08%	+01%	-01%	
Anglo	14%	48%	42%		-26%	+08%	+02%	
MA > 45 Tot.	61%	59%	60%		+21%	+19%	+20%	
MDiv								
Ethnicity	Female Grad Rate	Male Grad Rate	Total Grad Rate	Grad Thresh	+/- Thresh. (Outcome) Female	+/- Thresh. (Outcome) Male	+/- Thresh. (Outcome) Total	Grad Goal
Asian	50%	44%	46%	30%	+20%	+14%	+16%	35
Black/Af. Am.	33%	-	8%		+03%	-	-22%	
Haitian	-	-	-		-	-	-	
Hisp./Latino	-	-	-		-	-	-	
Not specified	32%	41%	39%		+02%	+11%	+09%	
Anglo	14%	48%	42%		-24%	+18%	+12%	
MDiv Total	27%	41%	38%		-03%	+11%	+08%	

Doctoral Programs

DMin								
Ethnicity	Female Grad Rate	Male Grad Rate	Total Grad Rate	Grad Thresh	+/- Thresh. (Outcome) Female	+/- Thresh. (Outcome) Male	+/- Thresh. (Outcome) Total	Grad Goal
Asian	100%	25%	31%	45%	+55%	-20%	-14%	
Black/Af. Am.	-	100%	100%		-	+55%	+55%	
Anglo	-	78%	78%		-	+33%	+33%	

DMin Total	100%	66%	67%		+55%	+21%	+22%	50%
<b>DEdMin</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Hisp./Latino	-	100%	100%	30%	-	+70%	+70%	35%
Not specified	-	-	-		-	-	-	
Anglo	100%	-	50%		+70%	-	+20%	
DEdMin Total	-	67%	67%		-	+37%	+37%	
<b>Edd</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Not specified	-	-	-	55%	-	-	-	60
Anglo	-	-	-		-	-	-	
Edd Total	-	-	-		-	-	-	
<b>DMA</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Black/Af. Am.	-	100%	100%	55%	-	+45%	+34%	60
Anglo	100%	-	50%		+45%	-	-05%	
DMA Total	100%	50%	67%		+45%	-05%	+12%	
<b>PhD</b>								
<b>Ethnicity</b>	<b>Female Grad Rate</b>	<b>Male Grad Rate</b>	<b>Total Grad Rate</b>	<b>Grad Thresh</b>	<b>+/- Thresh. (Outcome) Female</b>	<b>+/- Thresh. (Outcome) Male</b>	<b>+/- Thresh. (Outcome) Total</b>	<b>Grad Goal</b>
Asian	100%	-	100%	55%	+45%	-	+45%	60%
Black/Af. Am.	100%	-	100%		+45%	-	+45%	
Anglo	80%	70%	73%		+25%	+15%	+18%	
PhD Total	88%	64%	74%		+33%	+09%	+19%	

For the associate degree, twenty-two students were part of that cohort. Of those twenty-two, four were females and eighteen were males. One female graduated, resulting in a graduation rate of 25% for females in the associate program. The numbers are even smaller when disaggregated by ethnic group. In this associate degree cohort, four Black/African American males and no Black/African American females were enrolled, and none of them graduated, resulting in graduation rates of 0% for that group. The small number of associate degree students could make that graduation rate seem misleading. However, across all programs, though the graduation rates differ somewhat among the various racial, ethnic, and gender categories, they are comparable overall. In some smaller enrollment degrees, there may not be enough of a particular gender, race, or ethnicity to be statistically significant. These numbers also might be skewed by the fact that in our baccalaureate prison programs, we allow the inmates, many of whom have no earned degrees, to complete the associate degree embedded within the BA degree as an encouragement. However, we typically do not actually confer the associate degree until the students' baccalaureate graduation. This delay may skew some of the numbers in the associate degree.

Based on the total headcount of graduates in the baccalaureate program, more males (53) than females (29) graduated. However, when looking at the percent of graduates, a higher percentage of females (60%) than males (40%) graduated. This seeming discrepancy results from the total headcount. Twenty-nine of

forty-eight (60%) females graduated while fifty-three of one hundred forty (38%) graduated. Because the total number of males enrolled was higher than the total number of females were enrolled, looking at both headcount as well as percentages is important in accurately representing our graduation rates for the BA.

Within some of the specific ethnic groups, females had higher graduation rates. Hispanic females had a higher BA graduation rate (50%) than their male counterparts (25%), and Asian females had the highest BA graduation rate (100%) of all ethnic/race and gender categories. For these two groups, the numbers of students in the BA are small, accounting for a higher graduation rate among females. For example, two Hispanic females were enrolled while four Hispanic females enrolled. One of the females graduated and one male graduated, resulting in a higher graduation rate for Hispanic females. However, fewer females than males were enrolled. One possible explanation for the higher female graduation rate (by percentage) overall is the high graduation rate in the “not specified” ethnic BA group. Thus, the numbers for ethnicities may be skewed for those degrees.

For the shorter MA degrees, females and males graduates at the same rate, but for the longer MA degrees, females graduated at a slightly higher rate than males based, though the spread between the genders is lower than the spread between genders in the undergraduate programs. These rates should be interpreted in light of the fact that we had no female students enrolled for many of the ethnic categories in the shorter MAs. When looking strictly at headcounts of the combined shorter MAs, twenty-eight of thirty-seven females graduated as compared to sixty-two of one hundred nine males.

The “gold standard” graduate program is the MDiv. Males graduated at more than one-and-a-half times the rate of females overall. Across all ethnicities except Asian, males had much higher rates of graduation. Headcount for the MDiv affirms the higher graduation rates for males. For this cohort, forty-eight females as compared to one hundred seventy-five males were enrolled. This program prepares our students for vocational ministry, which could explain their higher rate of graduation; Southern Baptist churches reserve their senior pastor role for males.

Our DMin program graduation rates need to be considered based on headcount versus percentage. For example, based strictly on percentages, 100% of females in the cohort graduated versus 55% of males in the cohort. However, the DMin program enrolls many more males than females such that only one female was enrolled in the cohort, resulting in a 100% graduation rate. However, of the fifty-three males in the program, thirty-five graduated, resulting in a 66% graduation rate. The DMin degree is a professional doctorate, and most of those earning the DMin degree are seeking to advance their practical ministry skills. As our denomination believes the pastoral role is reserved for males only, very few women seek the degree. In terms of DMin graduation rates by ethnicity, Anglos have the highest headcount (forty students), followed by Asian (thirteen students) and then African American (one student). The graduation rate of 100% for African Americans is explained by the headcount—the only African American student in the cohort graduated. Four of the thirteen Asian students graduated, resulting in a graduation rate of 31%. Though more Asians graduated than African Americans, the rates need to be considered against the headcount. In general, the overall DMin graduation rate of 67% (thirty-six of fifty-four students) is a strong graduation rate and may be result from the program coordinator’s concerted effort to keep students on pace, and the addition of style readers and project consultants to keep the students moving successfully toward completion of their final project report.

The DEdMin has the smallest cohort of the professional doctorates (DMin and DEdMin), with a total of nine students. Six of them graduated within the 200% timeframe, resulting in a graduation rate of 67%. The one Hispanic student enrolled, a male, graduated, resulting in a graduation rate for Hispanics of 100%. The one Non-specified student, a male, did not graduate, resulting in a null or 0% graduation rate. Of the seven white students, all male, five graduated, resulting in a graduation rate of 71% for Anglo students. The DEdMin, like the DMin, is a professional degree designed for students active in ministry,

the majority of whom are male in our denomination. Also, the DEdMin students receive the same support from the program coordinator, which explains the strong graduation rate of 67%.

Of the three research doctoral programs, the EdD and DMA are much smaller, with three students each enrolled in their respective programs. Anglos have much higher graduation rates than other ethnic groups. Nineteen students were enrolled in the PhD cohort. These lower headcounts help interpret the graduation percentage rates. None of the three students in the cohort graduated, though the cohort was made up of one Non-specified female and two Anglo males. In the DMA program, two of the three students (67%) in the cohort graduated: one African-American male and one Anglo male. Because the one African American student graduated, 100% of African-Americans in the cohort graduated. Only one of the two Anglos, both male, graduated, resulting in a lower graduation rate of 50%. However, the strong graduation rate of 67% overall results from careful support from the DMA coordinator.

In our PhD program, the third of our research doctoral degrees, the graduation rates show more breadth across genders and ethnicities. Fourteen of nineteen students in the cohort graduated, for a graduation rate of strong graduation rate of 74%. The one African student, a male, did not graduate, resulting in a null or 0% graduation rate. Both Asian students were female, and both graduated, resulting in a 100% graduation rate. The only African-American student, a female, graduated, resulting in a 100% graduation rate for African Americans. Eleven of the fifteen Anglos graduated, resulting in a 73% graduation rate. Although the rates were higher for Asians and African Americans, more Anglo students graduated. Four of the five Anglo females graduated, and seven of the ten Anglo males graduated, resulting in graduation rates of 80% and 70% respectively. Females had a noticeably higher graduation rate than males. While the PhD cohort is small, the strong graduation rate of 74% can be explained by changes in our PhD program, most notably the time students spend with their mentors. Mentors now work with PhD students from the beginning of their program rather than after the completion of their ThM as was the case formerly.

Because of no clear trends in either gender or ethnicity across all programs, we determined to keep the graduation thresholds and goals the same as for the programs in general. As indicated earlier in the narrative, our relatively open admissions policy and requirement for a call to ministry along with the 200% time frame to complete the degree have led us to keep the same thresholds for degree completion, regardless of gender and ethnicity.

### *Student Persistence Rate Thresholds*

As noted earlier, the majority of NOBTS and Leavell College students are essentially part-time students, particularly those taking online classes. Therefore, it is not unusual for active students to go beyond 200% for the length of their degrees. Enrolled students typically are about half of the total graduates for that student class and degree. NOBTS has addressed this issue with a “Plus 3” initiative, encouraging students to take three more hours per semester so they can graduate earlier. However, credit hours taken by distance students (extension centers and online) still remain rather low per semester. Therefore, in addition to moving to the 200% graduation rates, NOBTS and Leavell College are beginning to track student persistence--that is, 200% plus the students who continue to be enrolled actively in the program beyond the 200% because it seems misleading to discount students who currently are enrolled. The persistence rate is *only* those students who are beyond the 200% time frame, but are still currently enrolled, persisting toward their degree. Degrees with high graduation rates thus tend to have lower persistence rates.

In light of the available data, the persistence threshold rates are recommended by the Institutional Assessment staff in consultation with the Provost and relevant program Deans and approved by the Assessment Oversight Committee and the President’s Cabinet. Using the 200% length of degree factor

increased graduation rates and thus lower persistence threshold rates:

- 24 % persistence rate for the AA degree
- 03 % persistence rate for the BA degree
- 03 % persistence rate for the MDiv graduate degree
- 03 % persistence rate for the shorter (<45 hours) non-MDiv graduate degree
- 03 % persistence rate for the longer (>45 hours) non-MDiv graduate degree, including the MMCM
- 0 % persistence rate for the DEdMin degree
- 17 % persistence rate for the DMin degree
- 25 % persistence rate for the EdD
- 38% persistence rate for the DMA
- 9% persistence rate for the PhD

**2021-2022 Results in Student Achievement in Retention/Persistence Threshold Rates**

<b>Degree</b>	<b>Currently Enrolled (Retention Rate*)</b>	<b>Persistence Rate**</b>	<b>Persistence Threshold</b>	<b>+/- Threshold (outcome)</b>	<b>Persistence Goal</b>
AA	9%	5%	30%	-25%	35%
BA	6%	3%	5%	-02%	10%
Master <45	3%	1%	20%	-19%	25%
Master >45	1%	0%	2%	-02	5%
MDiv	5%	3%	2%	+01%	5%
DEdMin***	0%	0%	2%	-02%	5%
DMin	6%	0%	10%	-10%	15%
EdD	0%	0%	10%	-10%	15%
DMA	33%	33%	10%	+23%	15%
PhD*	5%	0%	10%	-10%	15%

\*Retention Rate is defined as students who took at least one course during the reporting period and are within the 200% for program completion.

\*\*Persistence Rate is defined as students who took at least one course during the reporting period but are outside the 200% time frame for program completion.

\*\*\*The DEdMin persistence rate is misleading because many students who initially enrolled in the DEdMin degree subsequently transferred to the new EdD or the PhD Christian Education major. The PhD persistence rate is low because of its high graduation rate.

As we did with graduation rates, we disaggregated our retention (currently enrolled) and persistence rates by gender, race, and ethnicity to allow us another perspective in measuring student achievement. The retention and persistence rates in the following table are disaggregated by gender and race/ethnicity. However, for programs in which a student did not identify his or her specific ethnicity, we created a category of Non-specified.

A student who took classes in the 2020-2021 reporting period but neither graduated nor dropped out is categorized as retained (currently enrolled within the 200% time frame for degree completion) or persisting (beyond the 200% time frame). Due to the part-time nature of our students, we want to allow for those who persist beyond the 200% time frame for degree completion.

**2021-2022 Retention and Persistence Rates by Program, Gender, Race, and Ethnicity**  
(based on IPEDS Outcomes Measures 200% Completion Rate)

Undergraduate programs

AA										
Ethnicity/ Race	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	-	-	-	-	30%	30%	-	-	35%	35%
Black/Af Am	-	-	-	-			-	-		
Hisp/Latino	-	100%	-	100%			-	+70%		
Not specified*	-	-	-	-			-	-		
Anglo	-	14%	-	-			-	-		
AA Total	-	11%	-	6%			-	-24%		
BA										
Ethnicity/ Race	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Am Ind/Alas	-	-	-	-	5%	5%	-	-	10%	10%
Asian	-	-	-	-			-	-		
Black/Af Am	100%	-	100%	-			+95%	-		
Haitian	-	67%	-	33%			-	+28%		
Hisp/Latino	50%	0%	50%	-			+45%	-		
Indian Am.	-	-	-	-			-	-		
Not specified*	3%	3%	3%	1%			-02%	-04%		
Anglo	-	10%	-	3%			-	-02%		
BA Total	6%	6%	6%	2%			+01%	03%		

Graduate Programs

MA < 45										
Ethnicity/ Race	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	-	-	-	-	20%	20%	-	-	25%	25%
Black/Af Am	-	-	-	-			-	-		
Hisp/Latino	-	-	-	-			-	-		
2+ races	-	-	-	-			-	-		
Not specified*	-	-	-	-			-	-		
Anglo	11%	2%	11%	-			-09%	-		
MA<45 Tot	11%	1%	11%	-	-09%	-				
MA > 45										
Ethnicity/ Race	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

Am Ind/Alas	-	-	-	-	2%	2%	-	-	5%	5%
Black/Af Am	-	-	-	-			-	-		
Hisp/Latino	-	-	-	-			-	-		
Not specified*	-	5%	-	-			-	-		
Anglo	-	-	-	-			-	-		
MA>45 Tot	-	3%	-	-			-	-		
<b>MDiv</b>										
	<b>Retention Rate</b>		<b>Persistence Rate</b>		<b>Persistence Threshold</b>		<b>+/- Persist. Threshold</b>		<b>Persistence Goal</b>	
<b>Ethnicity/ Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	-	11%	-	11%	2%	2%	-	+09%	5%	5%
Black/Af Am	33%	44%	-	33%			-	+31%		
Haitian	-	-	-	-			-	-		
Hisp/Latino	100%	-	-	-			-	-		
Not specified*	-	3%	-	2%			-	+0%		
Anglo	-	2%	-	-			-	-		
MDiv Total	-	3%	-	-			-	-		
MM Total	0	0	0	0						

**Doctoral Programs**

<b>DMin</b>										
	<b>Retention Rate</b>		<b>Persistence Rate</b>		<b>Persistence Threshold</b>		<b>+/- Persist. Threshold</b>		<b>Persistence Goal</b>	
<b>Ethnicity/ Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	-	-	-	-	10%	10%	-	-	15%	15%
Black/Af Am	-	-	-	-			-	-		
Anglo	-	8%	-	-			-	-		
DMin Total	-	6%	-	-			-	-		
<b>DEdMin</b>										
	<b>Retention Rate</b>		<b>Persistence Rate</b>		<b>Persistence Threshold</b>		<b>+/- Persist. Threshold</b>		<b>Persistence Goal</b>	
<b>Ethnicity/ Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Hisp/Latino	-	-	-	-	2%	2%	-	-	5%	5%
Not specified*	-	-	-	-			-	-		
Anglo	-	-	-	-			-	-		
DEdMin Tot	-	-	-	-			-	-		
<b>Edd</b>										
	<b>Retention Rate</b>		<b>Persistence Rate</b>		<b>Persistence Threshold</b>		<b>+/- Persist. Threshold</b>		<b>Persistence Goal</b>	
<b>Ethnicity/ Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Not specified*	-	-	-	-	10%	10%	-	-	15%	15%
Anglo	-	-	-	-			-	-		
Edd Total	-	-	-	-			-	-		
<b>DMA</b>										

	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Black/Af Am	-	-	-	-	10%	10%	-	-	15%	15%
Anglo	100%	-	100%	-			+90	-		
DMA Total	100%	-	100%	-			+90%	-		
PhD										
	Retention Rate		Persistence Rate		Persistence Threshold		+/- Persist. Threshold		Persistence Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
African	-	-	-	-	10%	10%	-	-	15%	15%
Asian	-	-	-	-						
Black/Af Am	-	-	-	-						
Anglo	20%	-	-	-						
PhD Total	13%	-	-	-						

*\*These programs' data was void of specific ethnic or racial categories, so "Not Specified" is used in place of "Minority" for comparison.*

In the undergraduate programs, our retention and persistence rates are higher for the associate degree than for the BA. In the associate degree, only four of the twenty-two students in the cohort were female; one graduated and the others dropped out, which explains the null retention and persistence rates for all females. Hispanics have a much higher retention rate than Anglos. The higher overall retention and persistence rates for the associate degree could be due to the nature of our associate degree students: many of our undergraduate students are nontraditional, first-generation college students who enroll in the AA as the first step towards the BA. These students take courses at a slower pace. Additionally, the small number of students in this program, twenty-two, could result in large percentage changes if even one or two students move from the retention phase to the persistence phase. For these reasons, the persistence threshold and goal are highest for this degree program.

In the BA program, females and males have the same overall retention rates, and females have a slightly higher persistence rate than males. The 100% retention and persistence rate for African-American females is explained by the fact that only one African-American female is in the cohort; she did not graduate but continues to take courses. The higher retention rate for Haitians likewise can be explained by the lower numbers in the cohort: all three Haitians are males. One graduated and the other two continue to take courses. The more modest BA retention and persistence rates perhaps are due to specific strategies focused on the undergraduate experience. We have created a house system and employed a dedicated college-life staff person to focus on student success and a graduation rate within four years rather than eight years. Given that statistics show a high correlation between the drop-out rate and the number of years to complete a degree, we want our students to aim for degree completion within the normal time frame.

In the graduate programs, our shorter MA degrees show overall low retention and persistence rates. Males have a lower retention rate than females in the MA degrees less than 45 hours. In both of the shorter MA programs, Anglos make up 67% of the student body; those in other ethnicities have a higher drop-out rate and thus are neither persisting nor retaining. Because these programs are shorter than our MDiv, students may be more likely to complete the degree with the normal time frame rather than the 200% time frame.

In our MDiv program, which is our program with the highest number of students system-wide, the retention and persistence rates vary widely across gender and ethnicity. Fewer females enroll in the MDiv, though they have slightly lower retention and persistence rates than males. Hispanics and African Americans have the highest retention rates, and African Americans have the highest persistence rates. This program has the lowest graduation rates in the graduate program, but students in general continue to pursue their degree.

In the two *professional doctoral programs*, the DMin and the DEdMin, the retention and persistence rates are strikingly different. The DEdMin retention and persistence rates of 0% can be explained by the low number of students in the program, the migration of those students to the EdD, and the program coordinator’s push to have students complete the degree in the regular time frame. The DMin rates show trends both in gender and ethnicity. Anglo male students have the highest retention and persistence rates, consistent with the fact that Anglo males have the highest headcount in both of those programs, comprising 72% of the cohort.

In the three *research doctoral programs* (EdD, DMA, and PhD), females have higher retention rates than males in the DMA and PhD, and they also have higher persistence rates in the DMA. Among ethnic groups, Anglos have higher retention and persistence rates. The higher retention and persistence rates could be due partially to the robust nature of the programs: students remain in the program past the normal time for degree completion, though these degrees do have higher graduation rates than many of our other degrees. Thus, students are staying longer, but they are completing their degrees.

Because no overall trends or anomalies emerged with gender and ethnicity, we have used the same thresholds and persistence rates for these groups as for the cohorts as a whole.

Student Academic Success Rates

To gain a broader perspective of our students’ academic success, we set thresholds for student success rates based on comparing two student groups: the dropout rate and the student success rate. The student success rate is the graduation rate plus the persistence.

**2021-2022 Results in Student Achievement in Student Academic Success Rates**

Degree	Dropped Out	Student Success Rate	Student Success Threshold	+/- Threshold (outcome)	Student Success Goal
AA	86%	14%	40%	-26%	50%
BA	53%	47%	40%	+7%	50%
Master <45	43%	57%	60%	-3%	70%
Master >45	40%	60%	60%	0%	65%
MDiv	59%	41%	35%	+6%	40%
DEdMin	33%	67%	30%	+37%	35%
DMin	33%	67%	60%	+7%	70%
EdD	--	--	60%	-60%	70%
DMA	0%	100%	60%	+40%	70%
PhD	26%	74%	60%	+14%	70%

The *associate degree* dropout rate in 2021-2022 was quite high at 86%. The associate graduation rate was just 9%, although the persistence rate was 5%. The IPEDS average graduation rate was 40.6%, which means that we were nearly 32% below the IPEDS average. We believe our dropout rate to be due at least to these four factors:

- (a) associate students tend to be non-traditional, part-time students, some of whom take just one course per semester, and thus do not graduate at the prescribed times;
- (b) those in our prison programs do not receive their diplomas until they receive their BA degrees, so their graduation is delayed at least two years;
- (c) associate degree students at extension centers or online are part-time students who make slow progress toward their degrees; and
- (d) some students enter as associate degree students but decide to pursue the BA degree instead and never formally graduate with the associate degree, a move that our former student information system could not track.

Drawing from the charts above, the *baccalaureate degree* dropout rate was also high (about 53%), but lower than the *Master of Divinity* (MDiv) degree dropout rate of 59%. The BA degree had a graduation rate of 44%, but a 9% persistence rate, which made it 14% above the graduation rate threshold and 4% below the persistence rate threshold. However, the graduation rate was 21.5% below the IPEDS average (65.5%). The MDiv degree had a 38% graduation rate and a 3% persistence rate, which was 8% above the graduation rate threshold and 1% above the persistence rate threshold. Both of these degrees are rather long (120 hours for the BA and 84 hours for the MDiv). Therefore, the 9% persistence rate in the BA degree and the 3% persistence rate in the MDiv seem reasonable for mostly part-time students. The COVID pandemic also was a contributing factor to these lower rates of persistence. While this level of student achievement is far from ideal, it is reasonable for this makeup of students.

We have divided our *shorter master's degrees* into two categories based on the number of hours required to complete the degrees: MAs shorter than 45 semester hours and MAs longer than 45 semester hours. These shorter master's degrees have significantly lower dropout rates of 43% and 40% respectively. They have graduation rates of 56% and 60% respectively and persistence rates of 1% and 0% respectively. The MAs less than 45 hours were 26% above the graduation rate threshold and 19% below the persistence rate threshold. The MAs longer than 45 hours were 20% over the graduation rate threshold and 2% below the persistence rate threshold. These rates seem reasonable, again, due to the large number of part-time students and COVID-related factors.

In our *professional doctoral programs* (DEdMin and DMin), the graduation rates were 67% and 67% respectively, which were 37% (DEdMin) and 22% (DMin) above the anticipated threshold. Student persistence for the DEdMin was 0%, which is 2% below the threshold. Student persistence for the DMin was 0%, which was 10% below the threshold. We have three *research doctoral programs* (EdD, DMA, and PhD). The EdD is somewhat of an anomaly with a graduation and persistence rates of 0%. We attribute the 0% graduation and persistence rates to the fact that students no longer can continue in the program past the 200% mark and to the overall small cohort (three students). For the DMA, the graduation rate of 67% was 12% above the threshold. The persistence rate of 33% was 23% above the threshold. Of the three students in the DMA cohort, two graduated and one persisted, resulting in a student success rate of 100%. For the PhD, the graduation rate of 74% was 19% above the threshold, and the persistence rate of 0% was 10% below the threshold. The doctoral degrees have our best-prepared students and thus have the highest graduation rate and the highest student success rates (excluding the EdD).

Rationale for Student Success in Employment from the NOBTS Mission Statement

The purpose of training at NOBTS and Leavell College is “to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.” This mission is not limited, however, to full-time vocational ministers. As was mentioned earlier, NOBTS and Leavell College have programs that attract bi-vocational ministers--those who are serving in both a ministry position and a secular job. Many of our students, particularly in certificate programs, are lay ministers in churches or ministries who have no interest in full-time vocational service. Therefore, our goal is for successful graduates to serve in some way in a local church or ministry.

Again, disaggregation by gender and ethnicity provides another perspective for student achievement. The student success data in the following table is disaggregated by gender and race/ethnicity. The following explanation derives from the data presented in the table below.

**2021-2022 Student Academic Success Rates by Program, Gender, Race, and Ethnicity**  
(based on IPEDS Outcomes Measures 200% Completion Rate)

Undergraduate Programs

AA										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	0%	0%	100%	100%	40%	40%	+60%	+60%	50%	50%
Black/Af Am	-	-	-	-			-	-		
Hisp/Latino	-	0%	-	100%			-	+60%		
Not specified	-	-	-	-			-	-		
Anglo	-	89%	-	11%			-	-29%		
AA Total	75%	69%	25%	31%			-15%	-09%		
BA										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Am Ind/Alas	0%	-	100%	-	40%	40%	+60%	-	50%	50%
Asian	-	50%	-	50%			-	+10%		
Black/Af Am	0%	60%	100%	40%			+60%	0%		
Haitian	-	34%	-	66%			-	26%		
Hisp/Latino	0%	75%	100%	25%			+60%	-15%		
Indian Am.	-	-	-	-			-	-		
Not specified	45%	59%	55%	41%			+15%	+01%		
Anglo	08%	64%	92%	36%			+52%	-14%		
BA Total	34%	60%	66%	40%			+26%	0%		

Graduate Programs

MA < 45										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	--	0%	--	100%	60%	60%	--	+40%	70%	70%
Black/Af Am	--	50%	--	50%			--	-10%		
Hisp/Latino	-	-	-	-			-	-		
2+ races	--	33%	--	67%			--	+07%		
Not specified	--	0%	--	100%			--	+40%		
Anglo	33%	45%	67%	55%			+07	-05%		
MA<45 Tot	33%	44%	67%	56%			+07	-04%		
MA > 45										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	-	-	-	-	60%	60%	-	-	65%	70%
Black/Af Am	33%	-	67%	-			+07%	--		
Hisp/Latino	-	-	-	-			--	-		
Not specified	68%	59%	32%	41%			-28%	-19%		
Anglo	86%	52%	14%	48%			-46%	-12%		
MA>45 Tot	39%	41%	61%	59%			+01%	-01%		
MDiv										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	50%	45%	50%	55%	35%	35%	+15%	+20%	40%	40%
Black/Af Am	67%	67%	33%	33%			-02%	-02%		
Haitian	--	--	--	--			--	--		
Hisp/Latino	--	--	--	--			--	--		
Not specified	68%	57%	32%	43%			-03%	+08%		
Anglo	86%	52%	14%	48%			-21%	+13%		
MDiv Tota7	73%	56%	27%	44%			-08%	+09%		

Doctoral Programs

DMin										
Ethnicity/ Race	Drop Out Rate		Student Success Rate		Student Success Threshold		+/- Student Success Threshold		Student Success Goal	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	0	75	100	25			+40	-35		

Black/Af Am	--	0	--	100			--	+40		
Anglo	--	22	--	78			--	+18		
DMin Total	0	34	100	66	60%	60%	+40	+06	70%	70%
<b>DEdMin</b>										
	<b>Drop Out Rate</b>		<b>Student Success Rate</b>		<b>Student Success Threshold</b>		<b>+/- Student Success Threshold</b>		<b>Student Success Goal</b>	
<b>Ethnicity/Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Hisp/Latino	--	0%	--	100%	30%	30%	--	+70%	35%	35%
Not specified	--	--	--	--			--	--		
Anglo	--	--	100%	--			+70%	--		
DEdMin Tot	--	33%	--	67%			--	+37%		
<b>Edd</b>										
	<b>Drop Out Rate</b>		<b>Student Success Rate</b>		<b>Student Success Threshold</b>		<b>+/- Student Success Threshold</b>		<b>Student Success Goal</b>	
<b>Ethnicity/Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Not specified	--	--	--	--	60%	60%	--	--	70%	70%
Anglo	--	--	--	--			--	--		
Edd Total	--	--	--	--			--	--		
<b>DMA</b>										
	<b>Drop Out Rate</b>		<b>Student Success Rate</b>		<b>Student Success Threshold</b>		<b>+/- Student Success Threshold</b>		<b>Student Success Goal</b>	
<b>Ethnicity/Race</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Black/Af Am	--	0%	--	100%	60%	60%	--	+40%	70%	70%
Anglo	0%	--	100%	--			+40%	--		
DMA Total	0%	50%	100%	50%			+40%	-10%		
<b>PhD</b>										
	<b>Drop Out Rate</b>		<b>Student Success Rate</b>		<b>Student Success Threshold</b>		<b>+/- Student Success Threshold</b>		<b>Student Success Goal</b>	
<b>Ethnicity</b>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian	0%	--	100%	--	60%	60%	+40%	--	70%	70%
Black/Af Am	0%	--	100%	--			+40%	--		
Anglo	20%	30%	80%	70%			+20%	+10%		
PhD Total	12%	36%	88%	64%			+28%	+04%		

*Student Academic Success Rate: The combined graduation rate and persistence rate.*

*Note: The Drop Out Rate and the Student Success Rate should equal 100%.*

In the *undergraduate programs*, success rates were higher for minority groups than for Anglo students in the AA, though in the BA, the ethnic disparity is not as acute. Asian males and females had 100% success rates in the AA and Asian males had a 100% success rate in the BA. Also in the BA, American Indian/Alaskan females, Black/African American females, and Hispanic/Latino females had student success rates of 100% and Hispanic males had a 100% success rate in the AA, all encouraging trends since many of our undergraduate students are first-generation college students. A small gap between

genders (6%) is shown for Anglo students in the AA degree, with males being slightly more successful, compared to the wider gap for Anglo students (26%) in the BA, with females being more successful.

In the *graduate programs*, the overall student success rates in the shorter master's degrees were much higher than the student success rates for the longer MDiv. In these shorter MAs, females have higher student success rates than males. Of students who identified an ethnicity, Asian females had a 100% success rate in the MAs<45 hours, though all other ethnic groups had success rates above 50%. For MAs>45 hours, Black/African-American females had the highest success rate (67%).

For the MDiv degree, males had much higher student success rates than females. Because this degree is the "gold standard" degree for preparing students for ministerial vocations, and since the Southern Baptist Convention churches reserve the pastoral role for males, this discrepancy in student success rates between the genders is not surprising. Asian students overall had the highest student success rates for the MDiv, followed by Black/African-Americans and then Anglos. Although the overall student success rate of 41% for the MDiv is lower than for the shorter MAs (MA<45 hours is 57% and MAs>4 hours is 60%), the longer length of the MDiv degree is likely explanation.

In the *professional doctoral degrees* (DMin and DEdMin), gender seems to affect student success rates based on the program. In the DEdMin, the student success rates for males (667%) far outweighed the 0% success rate for females. Again, this program is among the smallest at NOBTS, which might account for such a discrepancy. In the DMin, which has a much more robust enrollment, females had a student success rate of 100% as compared to males, whose student success rate was 66%. With respect to ethnicity, Hispanic/Latino males and Anglo females had the highest success rates in the DEdMin. For the DMin, the groups with the highest student success rate were Asian females (100%) and Black/African American males (100%).

Students in two of the three *research doctoral programs* (DMA and PhD) had the highest student success rates overall. Females had higher success rates than males in both the DMA and the PhD. The EdD, among the smallest programs at NOBTS, shows misleading student success data with 0% student success rates across all genders and ethnicities. In this particular degree, students cannot continue past the 200% completion rate: they either graduate within the 200% timeframe or they don't. In the EdD cohort of three students, none graduated within the 200% timeframe, so they were not permitted to continue. They were not technically drop-outs. Thus, the remaining narrative for this section will concern only the DMA and PhD.

In the DMA, Black/African-American males and Anglo females had the highest success rates (100%) while in the PhD, Asian and Black/African females had the highest student success rates (10%). In the PhD, minority groups had higher student success rates than Anglos. Asian females and Black/African American females had student success rates of 100%, while Anglo females had an 80% success rate and Anglo males had a 70% success rate. However, the student success rates for all ethnicities and both genders exceeded 70%. Because data show no major trends among ethnicities and genders, NOBTS has chosen to keep the student success thresholds and goals the same for all students.

#### *Rationale for the Criteria/Threshold for Student Success in Employment*

Having theological training generally makes ministry candidates more attractive to churches. Because NOBTS has eleven extension centers across the five southeastern states in addition to internet course accessibility wherever our students are located, NOBTS and Leavell College students can already serve in ministry positions wherever they are, without having to move to the main campus. Therefore, the majority of our students are already serving in some ministry position even before graduation. Many students (particularly certificate students) are serving in volunteer positions. They came to NOBTS or Leavell

College simply to improve their service in these lay minister positions. Therefore, both paid positions and volunteer positions are taken into account in measuring student success in employment.

**Results of Student Success in Paid Employment in Ministry at Graduation\***

<b>Year/Degree Graduated</b>	<b>Paid Full-Time Ministry Employment</b>	<b>Paid Part-Time Ministry Employment</b>	<b>Total Ministry Employment</b>	<b>Pursuing an Advanced Degree</b>	<b>Seeking Employment</b>	<b>No Longer in Ministry</b>
2018-19 master's degree alumni	59%	13%	72%	10%	5%	3%
2018-19 doctoral degree alumni	73%	15%	88%	0%	4%	0%
2019-20 master's degree alumni	55%	11%	66%	14%	9%	3%
2019-20 doctoral degree alumni	78%	13%	91%	0%	9%	0%
2020-21 master's degree alumni	49%	19%	68%	13%	8%	0%
2020-21 doctoral degree alumni	81%	11%	92%	0%	0%	0%
2021-21 master's degree alumni	64%	13%	77%	8%	3%	1%
2020-22 doctoral degree alumni	79%	7%	86%	7%	0%	0%

*\*Data is drawn from a graduating student questionnaire taken at each graduation.*

One year after graduating, over 77% of master's degree graduates and 86% of doctoral graduates are serving in full-time or part-time ministry positions. Just 3% of master's degree graduates and 0% of doctoral graduates are still seeking employment. Doctoral employment is unusually high because all Doctor of Ministry (DMin) and Doctor of Educational Ministry (DEdMin) degrees require employment in ministry as a condition of admission to the degree. Almost all our DMA and PhD students have either academic or ministry employment also.

**Employment of PhD Graduates from 2012 to 2022\***

<b>PhD Graduates Responding to Survey</b>	<b>Serving in an Academic Position</b>	<b>Serving in a Ministry Position</b>	<b>Other</b>	<b>Percentage Employed</b>	<b>Threshold</b>	<b>+/- Threshold</b>	<b>Goal</b>
47	22	31	0	100%	90%	+10%	90%

*\*This chart represents a longitudinal study of PhD program graduates over 10 years, from 2011–2021.*

Because the PhD cohorts are small, a longitudinal survey provides a better picture of post-graduation employment of our PhD graduates. Among PhD graduates from 2012 to 2022, 100% are employed, with all of them in an academic or ministry position.

*Rationale for Student Success in Counseling Licensure from the NOBTS Mission Statement*

In keeping with the NOBTS mission statement “to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission,” we desire our counseling graduates to be well-equipped and effective. Because licensure is required for many ministry positions, particularly Counseling, we desire a high “pass” rate on licensure tests (i.e., above the regional or national average).

NOBTS licensure track counseling students take the CPCE (Counseling Preparation Comprehensive Examination), which is preparatory for licensing tests. One baseline that was considered in establishing the threshold for success was that the national mean was 85.6% in 2017, 87.7% in 2018, and 84.66% in 2019, which is required for a “pass.” The threshold was proposed by the Institutional Effectiveness staff in consultation with the Counseling division and approved by the Assessment Oversight Committee and the President’s Cabinet. In keeping with the NOBTS mission statement to fulfill Christ’s mission (including a love for others), NOBTS seeks the threshold of our students to average scoring in the 90<sup>th</sup> percentile of those passing, since those counseling programs are intended to lead to licensure.

The NCE (National Counselor’s Exam) is required for LPC (Licensed Professional Counselor) licensure. The national passing score rate has never been over 65% correct answers, and 90% of the persons who take the NCE each year achieve a passing score. In keeping with the NOBTS mission statement to prepare servant leaders to fulfill Christ’s mission (including a love for others), the threshold sought by NOBTS is 95% of graduates passing the NCE, since these counseling programs are designed to lead to licensure.

*Results of NOBTS Student Success in Counseling Licensure*

		<b>NOBTS Pass Rate</b>	<b>NOBTS Grad Pass Threshold</b>	<b>+/- Threshold</b>	<b>NOBTS Grads Scoring above National Mean</b>
2017 Graduates	CPCE*	100%	90%	+10%	77%
	NCE**	100%	95%	+5%	N/A
2018 Graduates	CPCE*	100%	90%	+10%	77%
	NCE**	100%	95%	+5%	N/A
2019 Graduates	CPCE*	94%	90%	+4%	71%
	NCE **	100%	95%	+5%	N/A
2020 Graduates	CPCE*	100%	90%	+10%	77%
2021 Graduates	CPCE*	100%	90%	+10%	86%

2022 Graduates	CPCE*	100%	90%	+10%	100%
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*\*To predict our licensure pass rate, we use the results of the comprehensive exam, the Counselor Preparation Comprehensive Exam (CPCE©), a comprehensive multiple-choice examination that covers the eight core CACREP areas. Students must pass the CPCE prior to graduation. Passing is calculated as 1 Standard Deviation above or below the national mean.*

*\*\*The NCE is the National Counselor Examination, which is required nationwide for Professional Counselor licensure. NCE passage rates are self-reported in an annual counseling graduate survey. Percentages represent voluntary respondents and those who had taken the exam at the time of the survey. Beginning with the 2019-2020 academic year, the Counseling department no longer reports the NOBTS passing rate for the NCE because students take the test after graduation. Any data would be self-reported in alumni surveys and would not provide accurate data of passing rates. Additionally, CACREP, national accreditors for counseling programs, requires only CPCE passing rates as a predictor of student success on the NCE.*

Among 2021-2022 NOBTS licensure-track counseling students, 100% of the students nearing graduation passed the CPCE exam their senior year, with all of them also surpassing the national mean and exceeding the NOBTS threshold by 10%. Each year the Counseling faculty does an assessment after the tests are completed to discover and select at least one area for “focus in learning” in order to improve scores.