

## Student Success in Graduation Rates and Retention/Persistence Rates

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:

| Degree                  | 100% Rate | 200% rate |
|-------------------------|-----------|-----------|
| 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.

A recent IPEDS survey (as reported at a SACSCOC presentation by Alexei Matveev in 2018) is 23% for the associate degree and 47% for the baccalaureate degree. 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 121 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 2020-2021 academic year, NOBTS had higher graduation rates than other Evangelical seminaries in the Professional MA degrees and Professional Doctoral degrees, but much lower rates in the longer MDiv degree and the PhD degree. The Professional MA degrees were 6% above the average Evangelical school and the Professional Doctoral degrees were 15% above the average Evangelical school. The PhD degree was 11% below the average Evangelical school, and the NOBTS MDiv graduation rate of 32% was 19% below fellow Evangelical schools in the ATS. 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

| Degree                   | NOBTS | All ATS<br>Seminaries | Evangelical<br>Seminaries |
|--------------------------|-------|-----------------------|---------------------------|
| MDiv                     | 32%   | 59%                   | 51%                       |
| Professional MA in . . . | 54%   | 52%                   | 48%                       |
| Academic MA (Disc)       | 43%   | 52%                   | 45%                       |
| ProDoc                   | 54%   | 48%                   | 39%                       |
| ThM                      | **    | 47%                   | 27%                       |
| PhD                      | 45%   | 53%                   | 56%                       |

*\*Source: 2020-2021 ATS Strategic Information Report for NOBTS, figured at 200%.*

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

Therefore, although our aspirational goals are higher, taking into account our historic patterns of graduation rates and comparing 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 in comparison 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 (2020-2021) (based on IPEDS Outcomes Measures 200% Completion Rate)

| Degree     | Class   | Graduation<br>Rate | Graduation<br>Threshold | +/- Threshold<br>(Outcome) | Graduation<br>Goal |
|------------|---------|--------------------|-------------------------|----------------------------|--------------------|
| AA         | 2016-17 | 12%                | 10%                     | +2%                        | 15%                |
| BA         | 2012-13 | 42%                | 30%                     | +12%                       | 40%                |
| Master <45 | 2014-15 | 57%                | 30%                     | +27%                       | 40%                |
| Master >45 | 2012-13 | 68%                | 40%                     | +28%                       | 50%                |
| MMCM       | 2012-13 | 100%               | 40%                     | +60%                       | 50%                |
| MDiv       | 2012-13 | 33%                | 30%                     | +3%                        | 35%                |
| DEdMin     | 2012-13 | 77%                | 30%                     | +47%                       | 35%                |
| DMin       | 2012-13 | 45%                | 45%                     | 0%                         | 50%                |
| EdD        | 2010-11 | 25%                | 55%                     | -30%                       | 60%                |
| DMA        | 2010-11 | 63%                | 55%                     | +8%                        | 60%                |
| PhD        | 2010-11 | 65%                | 55%                     | +10                        | 60%                |

The only degree category not reaching the anticipated graduation threshold was the EdD program. This 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.

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. A complete breakdown by specific groups by gender, race, and ethnicity is included as an appendix [Appendix A--Graduation Rates by Program, Gender, and Ethnicity long form]. 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. For example, the associate degree cohort of 2020-2021 started the 2016-2017 academic year. Twenty-five students were part of that cohort. Of those twenty-five, eight were females and seventeen were males. Two females 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, one Black/African American male and one Black/African American were enrolled, and neither of them graduated, resulting in graduation rates of 0%. However, the small number of 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 numbers of graduates in the undergraduate programs, more males than females graduated. However, within some of the specific ethnic groups, females had higher graduation rates. Hispanic females had the highest AA degree graduation rate, and Asian females had the highest BA graduation rate. One possible explanation for the higher male graduation rate 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 both groups of MA degrees, females graduated at a higher rate than males based on the total number of graduates, though the spread between the genders is lower than the spread between genders in the undergraduate programs. Excluding the “not specified” category, females had higher graduation rates across all ethnicities except Anglos in the MA > 45 hour program. The “gold standard” graduate program is the MDiv. Males graduated at more than twice the rate of females overall, and across all ethnicities, males had much higher rates of graduation. 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 did not show any great gender gaps in the overall graduation rate. However, Black/African American men and Anglo females had graduation rates of 100%. These high rates may 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.

Of the three research doctoral programs, the EdD and DMA are much smaller, with four and eight students enrolled in their respective programs. Anglos have much higher graduation rates than other ethnic groups. In our PhD program, the graduation rates show more breadth across genders and ethnicities. Asian females and Black/African American males both had 100% graduation rates, and females had higher graduation rates overall. The one anomaly in our research doctoral programs is the overall graduation rate of -30% in the EdD degree. The very small cohort contributes to this low rate, as well as the transfer problem to the sister cognate degrees mentioned earlier.

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.

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

| AA                 |                  |                |                 |              |                              |                            |           |
|--------------------|------------------|----------------|-----------------|--------------|------------------------------|----------------------------|-----------|
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 33%              | 10%            | 7%              | 10%          | +10%                         | 0%                         | 15%       |
| Non-Minority Stud. | 33%              | 14%            | 20%             | 10%          | +23%                         | +23%                       | 15%       |
| AA Total           | 25%              | 60%            | 12%             | 10%          | +15%                         | +35%                       | 15%       |
| BA                 |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 42%              | 37%            | 44%             | 30%          | +12%                         | +7%                        | 40%       |
| Non-Minority Stud. | 30%              | 42%            | 39%             | 30%          | 0%                           | +12%                       | 40%       |
| BA Total           | 36%              | 44%            | 42%             | 30%          | +6%                          | +14%                       | 40%       |
| MA < 45            |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 80%              | 56%            | 61%             | 30%          | +50%                         | +26%                       | 40%       |
| Non-Minority Stud. | 60%              | 56%            | 57%             | 30%          | +30%                         | +26%                       | 40%       |
| MA < 45 Total      | 70%              | 55%            | 57%             | 30%          | +40%                         | +25%                       | 40%       |

| MA > 45            |                  |                |                 |              |                              |                            |           |
|--------------------|------------------|----------------|-----------------|--------------|------------------------------|----------------------------|-----------|
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 77%              | 61%            | 70%             | 40%          | +37%                         | +21%                       | 50%       |
| Non-Minority Stud. | 56%              | 67%            | 63%             | 40%          | +16%                         | +27%                       | 50%       |
| MA > 45 Total      | 72%              | 63%            | 68%             | 40%          | +32%                         | +23%                       | 50%       |
| MDiv               |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 15%              | 31%            | 28%             | 30%          | -15%                         | +1%                        | 35%       |
| Non-Minority Stud. | 21%              | 51%            | 45%             | 30%          | +21%                         | +21%                       | 35%       |
| MDiv Total         | 17%              | 36%            | 33%             | 30%          | -13%                         | +6%                        | 35%       |
| DMin               |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 0%               | 18%            | 17%             | 45%          | -45%                         | -37%                       | 50%       |
| Non-Minority Stud. | 100%             | 67%            | 67%             | 45%          | +55%                         | +22%                       | 50%       |
| DMin Total         | 50%              | 45%            | 45%             | 45%          | +5%                          | 0%                         | 50%       |
| DEdMin             |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 0%               | 100%           | 100%            | 30%          | -30%                         | +70%                       | 35%       |
| Non-Minority Stud. | 0%               | 80%            | 73%             | 30%          | -30%                         | +50%                       | 35%       |
| DEdMin Total       | 0%               | 83%            | 77%             | 30%          | -30%                         | +53%                       | 35%       |
| EdD                |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 0%               | 0%             | 0%              | 55%          | -55%                         | -55%                       | 60%       |
| Non-Minority Stud. | 100%             | 0%             | 50%             | 55%          | +45%                         | -55%                       | 60%       |
| EdD Total          | 50%              | 0%             | 25%             | 55%          | -5%                          | -55%                       | 60%       |
| DMA                |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 0%               | 50%            | 33%             | 55%          | -55%                         | -5%                        | 60%       |
| Non-Minority Stud. | 100%             | 50%            | 60%             | 55%          | +45%                         | -5%                        | 60%       |
| DMA Total          | 50%              | 50%            | 50%             | 55%          | -5%                          | -5%                        | 60%       |
| PhD                |                  |                |                 |              |                              |                            |           |
| Ethnicity/Race     | Female Grad Rate | Male Grad Rate | Total Grad Rate | Grad Thresh. | +/- Thresh. (Outcome) Female | +/- Thresh. (Outcome) Male | Grad Goal |
| Minority Students  | 100%             | 60%            | 71%             | 55%          | +45%                         | +5%                        | 60%       |
| Non-Minority Stud. | 75%              | 53%            | 59%             | 55%          | +20%                         | -2%                        | 60%       |
| PhD Total          | 80%              | 54%            | 62%             | 55%          | +25%                         | -1%                        | 60%       |

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
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**Results in Student Achievement in Retention/Persistence Threshold Rates**

| Degree     | Currently Enrolled (Retention) | Persistence Rate | Persistence Threshold | +/- Threshold (outcome) | Persistence Goal |
|------------|--------------------------------|------------------|-----------------------|-------------------------|------------------|
| AA         | 28%                            | 44%              | 30%                   | +14%                    | 35%              |
| BA         | 3%                             | 5%               | 5%                    | 0%                      | 10%              |
| Master <45 | 7%                             | 9%               | 20%                   | -13%                    | 25%              |
| Master >45 | 7%                             | 6%               | 2%                    | +4%                     | 5%               |
| MDiv       | 4%                             | 5%               | 2%                    | +3%                     | 5%               |
| DEdMin*    | 0%                             | 0%               | 2%                    | -2%                     | 5%               |
| DMin       | 18%                            | 31%              | 10%                   | +21%                    | 15%              |
| EdD        | 25%                            | 25%              | 10%                   | +15%                    | 15%              |
| DMA        | 62%                            | 38%              | 10%                   | +28%                    | 15%              |
| PhD*       | 9%                             | 6%               | 10%                   | -4%                     | 15%              |

*\*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 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. However, for programs in which no student identified a specific gender, we have divided the data into the categories of Not Specified and Non-Minority. A complete breakdown by specific ethnic groups is included as an appendix [Appendix B--Retention and Persistence Rates by Gender and Ethnicity long form]. The following explanation derives from both the long form and the truncated data presented in the table below.

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.

In the *undergraduate programs*, our retention and persistence rates are higher for the associate degree than for the BA, particularly for Black/African American males. In the associate degree, females have a higher retention rate overall, though the overall persistence rate is nearly the same for males and females. 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, 25, 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.

The BA retention and persistence rates are much more modest, perhaps 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 completion rates with the exception of African Americans. All other ethnic/racial groups had retention and persistence rates lower than 10%. 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, all retention and persistence rates are lower than 5%. No trends are noted among gender or ethnic groups. This program has the highest graduation rates in the graduate program, which explains the very low retention and persistence rates.

In the two *professional doctoral programs*, 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. Asian students have the highest retention and persistence rates, and overall females have higher retention and persistence rates.

In the three *research doctoral programs*, males have higher retention and persistence rates than females in the DMA and PhD. Among ethnic groups, Asians 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.

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

| AA                 |                |      |                  |      |                       |      |                        |      |                  |      |
|--------------------|----------------|------|------------------|------|-----------------------|------|------------------------|------|------------------|------|
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 33%            | 50   | 3%               | 50%  | 30%                   | 30%  | +3%                    | 20%  | 35%              | 35%  |
| Non-Minority       | 67%            | 29%  | 33%              | 29%  |                       |      | +3%                    | -1%  |                  |      |
| AA Total           | 38%            | 24%  | 25%              | 24%  |                       |      | -5%                    | -6%  |                  |      |
| BA                 |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 5%             | 6%   | 5%               | 6%   | 5%                    | 5%   | 0%                     | +1%  | 10%              | 10%  |
| Non-Minority       | 0%             | 3%   | 0%               | 3%   |                       |      | -5%                    | -2%  |                  |      |
| BA Total           | 2%             | 3%   | 2%               | 3%   |                       |      | -3%                    | -2%  |                  |      |
| MA < 45            |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 33%            | 0%   | 0%               | 0%   | 20%                   | 20%  | -20%                   | -20% | 25%              | 25%  |
| Non-Minority       | 0%             | 9%   | 0%               | 6%   |                       |      | -20%                   | -13% |                  |      |
| MA < 45 Tot        | 10%            | 6%   | 0%               | 4%   |                       |      | -20%                   | -14% |                  |      |
| MA > 45            |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 0%             | 33%  | 0%               | 5%   | 2%                    | 2%   | -2%                    | +3%  | 5%               | 5%   |
| Non-Minority       | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| MA > 45 Tot        | 3%             | 5%   | 3%               | 3%   |                       |      | +1%                    | +1%  |                  |      |
| MDiv               |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 0%             | 0%   | 0%               | 0%   | 2%                    | 2%   | -2%                    | -2%  | 5%               | 5%   |
| Non-Minority       | 0%             | 4%   | 0%               | 2%   |                       |      | -2%                    | 0%   |                  |      |
| MDiv Total         | 0%             | 4%   | 0%               | 3%   |                       |      | -2%                    | +1%  |                  |      |

| DMin               |                    |      |                  |      |                       |      |                        |      |                  |      |
|--------------------|--------------------|------|------------------|------|-----------------------|------|------------------------|------|------------------|------|
|                    | Currently Enrolled |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female             | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 100%               | 29%  | 100%             | 29%  | 10%                   | 10%  | +90                    | +19% | 15%              | 15%  |
| Non-Minority       | 0%                 | 7%   | 0%               | 5%   |                       |      | -10%                   | -5%  |                  |      |
| DMin Total         | 50%                | 17%  | 50%              | 16%  |                       |      | +40%                   | +6%  |                  |      |
| DEdMin*            |                    |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate     |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female             | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Not Specified      | --                 | 0%   | --               | 0%   | 2%                    | 2%   | --                     | -2%  | 5%               | 5%   |
| Non-Minority       | 0%                 | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| DEdMin Tot         | 0%                 | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| Edd                |                    |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate     |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female             | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 100%               | 0    | 100%             | --   | 10%                   | 10%  | +90                    | --   | 15%              | 15%  |
| Non-Minority       | 0%                 | 0%   | 0%               | 0%   |                       |      | -10%                   | -10% |                  |      |
| Edd Total          | 50%                | 0%   | 50%              | 0%   |                       |      | +40%                   | +6%  |                  |      |
| DMA                |                    |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate     |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female             | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 100%               | 50%  | 0%               | 50%  | 10%                   | 10%  | -10                    | +40% | 15%              | 15%  |
| Non-Minority       | 0%                 | 75%  | 0%               | 50%  |                       |      | -10%                   | +40% |                  |      |
| DMA Total          | 50%                | 67%  | 0%               | 50%  |                       |      | -10%                   | +40% |                  |      |
| PhD                |                    |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate     |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity          | Female             | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Minority           | 0%                 | 20%  | 0%               | 0%   | 10%                   | 10%  | -10                    | -10% | 15%              | 15%  |
| Non-Minority       | 0%                 | 11%  | 0%               | 11%  |                       |      | -10%                   | +1%  |                  |      |
| PhD Total          | 0%                 | 13%  | 0%               | 8%   |                       |      | -10%                   | -2%  |                  |      |

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

### 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 rate.

**Results in Student Achievement in Student Academic Success Rates**

| Degree     | Dropped Out | Student Success Rate | Student Success Threshold | +/- Threshold (outcome) | Student Success Goal |
|------------|-------------|----------------------|---------------------------|-------------------------|----------------------|
| AA         | 44%         | 56%                  | 40%                       | +16%                    | 50%                  |
| BA         | 54%         | 47%                  | 40%                       | +7%                     | 50%                  |
| Master <45 | 38%         | 66%                  | 60%                       | +6%                     | 70%                  |
| Master >45 | 26%         | 74%                  | 60%                       | 14%                     | 65%                  |
| MDiv       | 63%         | 37%                  | 35%                       | 2%                      | 40%                  |
| DEdMin     | 23%         | 77%                  | 30%                       | 47%                     | 35%                  |
| DMin       | 24%         | 76%                  | 60%                       | +16%                    | 70%                  |
| EdD        | 50%         | 50%                  | 60%                       | +10%                    | 70%                  |
| DMA        | 0%          | 100%                 | 60%                       | +40%                    | 70%                  |
| PhD        | 29%         | 71%+                 | 60%                       | +11%                    | 70%                  |

The *associate degree* dropout rate in 2020-2021 was somewhat high at 44%. The associate graduation rate was just 12%, although the persistence rate was 44%. The IPEDS average graduate rate was 23%, which means that we were 21% above 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 54%), but lower than the *Master of Divinity* (MDiv) degree dropout rate of 63%. The BA degree had a graduation rate of 41%, but a 4% persistence rate, which made it 11% above the graduation rate threshold and 1% below the persistence rate. However, the graduation rate was 6% below the IPEDS average. The MDiv degree had a 33% graduation rate and a 5% persistence rate, which was 3% above the graduation rate threshold and 2% above the persistence rate threshold. Both of these degrees are rather long (121 hours for the BA and 84 hours for the MDiv). Therefore, the 4% persistence rate in the BA degree and the 5% 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 38% and 26% respectively. They have graduation rates of 56% and 68% respectively and persistence rates of 7% and 6% respectively. The MAs less than 45 hours were 26% above the graduation rate threshold and 13% below

the persistence rate threshold. The MAs longer than 45 hours were 28% over the graduation rate threshold and 4% above the persistence rate threshold.

In our *professional doctoral programs* (DEdMin and DMin), the graduation rates were 77% and 45% respectively, which were 3% (DEdMin) and 47% (DMin) above the anticipated threshold. Student persistence for the DEdMin was 0%, meeting the threshold of 0%. We attribute the 0% persistence threshold due to the fact that students no longer can continue in the program past the 200% mark. Student persistence for the DMin was 31%, which was 21% above the threshold. In the *research doctoral programs*, the graduation rate was 57%, which was 27% above the threshold, and the persistence rate was 37%, which was 7% above the threshold. The doctoral degrees have our best-prepared students and thus have the highest graduation and persistence rates.

#### *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 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. However, for programs in which no student identified a specific gender, we have divided the data into the categories of Not Specified and Non-Minority. A complete breakdown by specific ethnic groups is included as an appendix [Appendix C--Student Academic Success Rates by Gender and Ethnicity long form]. The following explanation derives from both the long form and the truncated data presented in the table below.

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

| AA                 |               |      |                      |      |                           |      |                               |      |                      |      |
|--------------------|---------------|------|----------------------|------|---------------------------|------|-------------------------------|------|----------------------|------|
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 33%           | 50%  | 67%                  | 50%  | 40%                       | 40%  | +27%                          | +10% | 50%                  | 50%  |
| Non-Minority       | 33%           | 57%  | 67%                  | 43%  |                           |      | +27%                          | -7%  |                      |      |
| AA Total           | 50%           | 71%  | 50%                  | 29%  |                           |      | +10%                          | -11% |                      |      |
| BA                 |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 58%           | 65%  | 42%                  | 35%  | 40%                       | 40%  | +2%                           | -5%  | 50%                  | 50%  |
| Non-Minority       | 70%           | 56%  | 30%                  | 44%  |                           |      | -10%                          | +4%  |                      |      |
| BA Total           | 61%           | 54%  | 39%                  | 46%  |                           |      | -1%                           | +6%  |                      |      |
| MA < 45            |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 33%           | 50%  | 67%                  | 50%  | 60%                       | 60%  | +7%                           | -10% | 70%                  | 70%  |
| Non-Minority       | 40%           | 39%  | 60%                  | 61%  |                           |      | 0%                            | +1%  |                      |      |
| MA < 45 Tot        | 30%           | 41%  | 70%                  | 59%  |                           |      | 10%                           | -1%  |                      |      |
| MA > 45            |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 0%            | 33%  | 100%                 | 67%  | 60%                       | 60%  | +40%                          | +7%  | 65%                  | 65%  |
| Non-Minority       | 44%           | 33%  | 56%                  | 67%  |                           |      | -4%                           | +7%  |                      |      |
| MA > 45 Tot        | 26%           | 34%  | 74%                  | 66%  |                           |      | +14%                          | +6%  |                      |      |
| MDiv               |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 67%           | 52%  | 33%                  | 48%  | 35%                       | 35%  | -2%                           | +13% | 40%                  | 40%  |
| Non-Minority       | 79%           | 47%  | 21%                  | 53%  |                           |      | -14%                          | +18% |                      |      |
| MDiv Total         | 83%           | 60%  | 17%                  | 40%  |                           |      | -18%                          | +5%  |                      |      |

| DMin               |               |      |                      |      |                           |      |                               |      |                      |      |
|--------------------|---------------|------|----------------------|------|---------------------------|------|-------------------------------|------|----------------------|------|
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 0%            | 52%  | 100%                 | 48%  | 60%                       | 60%  | +40%                          | +8%  | 70%                  | 70%  |
| Non-Minority       | 0%            | 29%  | 100%                 | 71%  |                           |      | +40%                          | +11% |                      |      |
| DMin Total         | 0%            | 39%  | 100%                 | 61%  |                           |      | +4%                           | +1%  |                      |      |
| DEdMin*            |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Not Specified      | 100%          | 20%  | --                   | 100% | 30%                       | 30%  | --                            | +70% | 35%                  | 35%  |
| Non-Minority       | 100%          | 20%  | 0%                   | 48%  |                           |      | -30%                          | +18% |                      |      |
| DEdMin Tot         | 100%          | 17%  | 0%                   | 83%  |                           |      | -30%                          | +53% |                      |      |
| Edd                |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 0%            | --   | 100%                 | ---  | 60%                       | 60%  | +40%                          | --   | 70%                  | 70%  |
| Non-Minority       | 0%            | 100% | 100%                 | 0%   |                           |      | +40%                          | -60% |                      |      |
| Edd Total          | 0%            | 100% | 100%                 | 0%   |                           |      | +40%                          | -60% |                      |      |
| DMA                |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity/<br>Race | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 0%            | 0%   | 100%                 | 100% | 60%                       | 60%  | +40%                          | +40% | 70%                  | 70%  |
| Non-Minority       | 0%            | 0%   | 100%                 | 100% |                           |      | +40%                          | +40% |                      |      |
| DMA Total          | 0%            | 0%   | 100%                 | 100% |                           |      | +40%                          | +40% |                      |      |
| PhD                |               |      |                      |      |                           |      |                               |      |                      |      |
|                    | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| Ethnicity          | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Minority           | 0%            | 20%  | 100%                 | 80%  | 60%                       | 60%  | +40%                          | +20% | 70%                  | 70%  |
| Non-Minority       | 25%           | 37%  | 75%                  | 63%  |                           |      | +15%                          | +3%  |                      |      |
| PhD Total          | 20%           | 33%  | 80%                  | 67%  |                           |      | +20%                          | +7%  |                      |      |

\*These two 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, success rates were higher for minority groups than for Anglo students. Although males had higher student success rates overall in both the AA and BA degrees, Hispanic, Anglo, and Asian females had the highest rates among females. Black/African American males and

Hispanic/Latino females had student success rates of 100%, an encouraging trend since many of our undergraduate students are first-generation college students. A significant gap between genders (24%) is shown for Anglo students in the AA degree, as compared to the gap for Anglo students (14%) for the BA.

In the *graduate programs*, the overall student success rates in the shorter master's degrees were higher than the student success rates for the longer MDiv. In the shorter MAs, females have higher student success rates than males. Black/African American females had student success rates of 100% for both shorter MAs. Minority students had a lower success rate (55%) in the MAs < 45 hours) than non-minority students (61%), but in the MAs > 45 hours, minority students had a higher student success rate (80%) than non-minority students (63%). For the MDiv degree, males had overwhelmingly 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. Only a slight difference in student success rates was seen between minority students (44%) and non-minority students (46%). Although the overall student success rate of 35% for the MDiv is lower than for the shorter MAs, the 84-hour length of the MDiv degree is likely explanation.

In the *professional doctoral degrees*, gender seems to affect student success rates based on the program. In the DEdMin, the student success rates for males (83%) 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 61%. The ethnic breakdown for the DEdMin cannot be determined as the only two reporting categories were Non-Minority (Anglo) and Not Specified. For the DMin, the group with the highest student success rate was Black/African American (100%). The lowest ethnic group in terms of student success was Asians, with 43%. The Anglo success rate of 72% fell in the middle of the other ethnic groups.

Students in the *research doctoral programs* had the highest student success rates overall. Females had higher rates than males in the EdD and the PhD, and in the DMA, females tied with males. In the EdD, all female groups (Asian, Anglo, and Not Specified) had student success rates of 100%, and all male groups (Anglo and Not-Specified) had rates of 0%. This anomaly should not be used to draw conclusions as that program is among the smallest at NOBTS. In the DMA, all ethnic groups and genders had student success rates of 100%.

In the PhD, minority groups had higher student success rates than Anglos. Asian females and Black/African American males had student success rates of 100%. For Anglo students, the gender gap between females (75%) and males (63%) was just 12% as compared to the gender gap for Asians (33%). However, the student success rates for all ethnicity and both genders exceeded 63%.

The gender gap overall for students in all programs is just 3%, with males slightly ahead with a 50% student success rate compared to females with a 47% student success rate.

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 numerous 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.

In addition to measuring employment of students at the time of graduation, we also survey their employment a year after graduation to discover whether they have continued in ministry. Graduates being offered larger church opportunities after graduation is not unusual, so this survey is a better gauge of their full-time employment after graduation. Of course, sometimes graduates find that they are not suited for ministry, so they go into a different vocation.

Having examined the employment patterns of recent graduates, we set the threshold for students at graduation serving in a full-time or part-time paid position at graduation at 40% and those serving in some type of ministry position at 70%. A year after graduation, our threshold for student employment is 50% of students serving in a paid position and 80% of students serving in some ministry position.

### Results of Student Success in Paid Employment in Ministry at Graduation

| Semester  | Paid Full-time or Part-time Ministry at Graduation | Thres-hold | +/- Thres-hold | Goal | Volunteer Ministry at Graduation | Total Serving in Ministry | Thres-hold | +/- Thres-hold | Goal |
|-----------|--|------------|----------------|------|----------------------------------|---------------------------|------------|----------------|------|
| Fall 16   | 60%  | 40%        | 20%            | 50%  | 23%                              | 83%                       | 70%        | +13%           | 80%  |
| Spring 17 | 42%  |            | 2%             |      | 39%                              | 81%                       |            | +11%           |      |
| Fall 17   | 50%  |            | +10%           |      | 33%                              | 83%                       |            | +13%           |      |
| Spring 18 | 77%  |            | +37%           |      | 11%                              | 88%                       |            | +18%           |      |
| Fall 18   | 67%  |            | +27%           |      | 18%                              | 85%                       |            | +15%           |      |
| Spring 19 | 56%  |            | +16%           |      | 27%                              | 83%                       |            | +13%           |      |
| Fall 19   | 65%  |            | +15%           |      | 26%                              | 91%                       |            | +21%           |      |
| Spring 20 | 61%  |            | +21%           |      | 25%                              | 86%                       |            | +16%           |      |
| Fall 20   | 57%  |            | +17%           |      | 23%                              | 80%                       |            | +13%           |      |
| Spring 21 | 61%  |            | +21%           |      | 25%                              | 86%                       |            | +16%           |      |
| Average   | 59.6%  |            | 18.6%          |      | 25%                              | 84.6%                     |            | 14.9%          |      |

*\*Data is drawn from a Graduating Student Questionnaire taken at each graduation.*

Employment and church service of our graduates are comparatively high. In the last five years of graduation classes, about 60% of the graduates were already serving in a full-time or part-time ministry position, and nearly 85% were serving in some church leadership role. Based on this track record, the thresholds have been determined to be at least 40% serving in a paid (part-time or full-time) ministry position and at least 70% serving in some ministry position, as noted in the above chart. NOBTS also monitors two other figures regarding employment of students who earned graduate and doctoral degrees. The first is the employment of graduate alumni one year post-graduation, which is drawn from a report to

ATS each year; the second is employment by PhD graduates, as tracked by our Research Doctoral Degrees office.

**Results of Student Success in Paid Employment in Ministry  
among Recent Graduate Program Alumni\***

| <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%                           |

*\*Data is drawn from a report to ATS about our alumni each year.*

One year after graduating, over 68% of master's degree alumni and over 92% of doctoral graduates are serving in full-time or part-time ministry positions. Just 8% 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 2011 to 2021\***

| <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> |
|---|--|---------------------------------------|--------------|----------------------------|------------------|----------------------|-------------|
| 141                                       | 61 (43.3%)                             | 73 (51.8%)                            | 4 (2.8)      | 98%                        | 80%              | +18%                 | 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 2011 to 2021, 98% are employed, just over 95% 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<br>Graduates | CPCE* | 100%                   | 90%                              | +10%                 | 77%  |
|                   | NCE** | 100%                   | 95%                              | +5%                  | N/A  |
| 2018<br>Graduates | CPCE* | 100%                   | 90%                              | +10%                 | 77%  |
|                   | NCE** | 100%                   | 95%                              | +5%                  | N/A  |
| 2019<br>Graduates | CPCE* | 94%                    | 90%                              | +4%                  | 71%  |
|                   | NCE** | 100%                   | 95%                              | +5%                  | N/A  |
| 2020<br>Graduates | CPCE* | 100%                   | 90%                              | +10%                 | 77%  |
|                   | NCE** | N/A                    | 95%                              | N/A                  | N/A  |
| 2021<br>Graduates | CPCE* | 100%                   | 90%                              | +10%                 | 86%  |
|                   | NCE** | N/A                    | 95%                              | N/A                  | N/A  |

*\*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 2020-2021 NOBTS licensure-track counseling students, 100% of the students nearing graduation passed the CPCE exam their senior year, surpassing the national mean by 18% and 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.

## APPENDICES

Appendix A--Graduation Rates by Program, Gender, and Ethnicity long form

Appendix B--Retention and Persistence Rates by Gender and Ethnicity long form

Appendix C--Student Academic Success Rates by Gender and Ethnicity long form



**Graduation Rates by Program, Gender, and Ethnicity**  
(based on IPEDS Outcomes Measures Eight-Year Completion Rate)

| <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> |
| Black/Af. Am.     | 0%                      | 0%                    | 0%                     | 10%                | -10%                                | -10%                              | -10                                | 15%              |
| Hisp./Latino      | 50%                     | 0%                    | 20%                    |                    | +40%                                | +40%                              | +10                                |                  |
| Not specified     | 0%                      | 0%                    | 0%                     |                    | -10%                                | -10%                              | +10                                |                  |
| White             | 33%                     | 14%                   | 20%                    |                    | +23%                                | +23%                              | +10                                |                  |
| AA Total          | 25%                     | 60%                   | 12%                    |                    | +15%                                | +35%                              | +2                                 |                  |
| <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.      | 0%                      | 0%                    | 0%                     | 30%                | -30%                                | -30%                              | -30                                | 40%              |
| Asian             | 67%                     | 63%                   | 64%                    |                    | +37%                                | +33%                              | +34                                |                  |
| Black/Af. Am      | 33%                     | 18%                   | 21%                    |                    | +3%                                 | -12%                              | -9                                 |                  |
| Haitian           | --                      | 20%                   | 20%                    |                    | --                                  | -10%                              | -10                                |                  |
| Hisp./Latino      | 17%                     | 31%                   | 26%                    |                    | -13%                                | +1%                               | -4                                 |                  |
| Not specified     | 60%                     | 72%                   | 70%                    |                    | +30%                                | +42%                              | +40                                |                  |
| Two+ races        | --                      | 0%                    | 0%                     |                    | --                                  | -30%                              | -30                                |                  |
| White             | 30%                     | 42%                   | 39%                    |                    | 0%                                  | +12%                              | -9                                 |                  |
| BA Total          | 36%                     | 43%                   | 41%                    |                    | +6%                                 | +13%                              | +11                                |                  |
| <b>MA &lt; 45</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.      | 0%                      | --                    | 0%                     | 30%                | -30%                                | --                                | -30                                | 40%              |
| Asian             | 100%                    | 50%                   | 67%                    |                    | +70%                                | +20%                              | +47                                |                  |
| Black/Af. Am.     | 100%                    | 50%                   | 60%                    |                    | +70%                                | +20%                              | +30                                |                  |
| Hisp./Latino      | --                      | 100%                  | 100%                   |                    | --                                  | +70%                              | +70                                |                  |
| Indian-Am.        | --                      | 0%                    | 0%                     |                    | --                                  | -30%                              | -30                                |                  |
| Not specified     | 100%                    | 55%                   | 62%                    |                    | +70%                                | +25%                              | +32                                |                  |
| White             | 60%                     | 55%                   | 55%                    |                    | +30%                                | +25%                              | +25                                |                  |
| MA < 45 Tot.      | 70%                     | 55%                   | 57%                    |                    | +40%                                | +25%                              | +27                                |                  |
| <b>MA &gt; 45</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%                    | 67%                   | 80%                    | 40%                | +60%                                | +27%                              | +40                                | 50%              |
| Not specified     | 76%                     | 60%                   | 69%                    |                    | +36%                                | +20%                              | +29                                |                  |
| White             | 56%                     | 67%                   | 63%                    |                    | +16%                                | +27%                              | +23                                |                  |
| MA > 45 Tot.      | 72%                     | 63%                   | 68%                    |                    | +32%                                | +23%                              | +28                                |                  |
| <b>MDiv</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> |

|                  |                         |                       |                        |                    |                                     |                                   |                                    |                  |
|------------------|-------------------------|-----------------------|------------------------|--------------------|-------------------------------------|-----------------------------------|------------------------------------|------------------|
| African          | --                      | 100%                  | 100%                   | 30%                | --                                  | +70%                              | +70                                | 35%              |
| Asian            | 40%                     | 67%                   | 56%                    |                    | +10%                                | +37%                              | +26                                |                  |
| Black/Af. Am.    | 0%                      | 38%                   | 33%                    |                    | -30%                                | +8%                               | +3                                 |                  |
| Haitian          | --                      | 0%                    | 0%                     |                    | --                                  | -30%                              | -30                                |                  |
| Hisp./Latino     | 0%                      | 20%                   | 17%                    |                    | -30%                                | -10%                              | -13                                |                  |
| Not specified    | 7%                      | 27%                   | 24%                    |                    | -3%                                 | -3%                               | -6                                 |                  |
| White            | 21%                     | 51%                   | 45%                    |                    | +21%                                | +21%                              | +15                                |                  |
| MDiv Total       | 17%                     | 36%                   | 33%                    |                    | -13%                                | +6%                               | +3                                 |                  |
| <b>DMin</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            | 0%                      | 7%                    | 7%                     | 45%                | -45%                                | -38%                              | +38                                | 50%              |
| Black/Af. Am.    | --                      | 100%                  | 100%                   |                    | --                                  | +55%                              | -45                                |                  |
| Hisp./Latino     | 0%                      | 0%                    | 0%                     |                    | -45%                                | -45%                              | -45                                |                  |
| Not specified    | --                      | 0%                    | 0%                     |                    | --                                  | -45%                              | -45                                |                  |
| White            | 100%                    | 67%                   | 67%                    |                    | +55%                                | +22%                              | +22                                |                  |
| DMin Total       | 50%                     | 45%                   | 45%                    |                    | +5%                                 | 0%                                | 0                                  |                  |
| <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> |
| Not specified    | --                      | 100%                  | 100%                   | 30%                | --                                  | +70%                              | +70                                | 35%              |
| White            | 0%                      | 80%                   | 73%                    |                    | -30%                                | +50%                              | +43                                |                  |
| DEdMin Total     | 0%                      | 83%                   | 77%                    |                    | -30%                                | +53%                              | +47                                |                  |
| <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> |
| Asian            | 0%                      | --                    | 0%                     | 55%                | -55%                                | --                                | -55                                | 60%              |
| Not specified    | --                      | 0%                    | 0%                     |                    | --                                  | -55%                              | -55                                |                  |
| White            | 100%                    | 0%                    | 50%                    |                    | +45%                                | -55%                              | -5                                 |                  |
| Edd Total        | 50%                     | 0%                    | 25%                    |                    | -5%                                 | -55%                              | -30                                |                  |
| <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> |
| Asian            | 100%                    | --                    | 0%                     | 55%                | +45                                 | --                                | -55                                | 60%              |
| Black/Af. Am.    | --                      | 0%                    | 0%                     |                    | --                                  | -55%                              | -55                                |                  |
| Hisp./Latino     | --                      | 100%                  | 100%                   |                    | --                                  | +45%                              | +45                                |                  |
| White            | 100%                    | 50%                   | 60%                    |                    | +45%                                | -5%                               | +15                                |                  |
| DMA Total        | 100%                    | 50%                   | 63%                    |                    | +45%                                | -5%                               | +8                                 |                  |
| <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%                    | 67%                   | 86%                    | 55%                | +45%                                | +12%                              | +31                                | 60%              |
| Black/Af. Am.    | --                      | 100%                  | 100%                   |                    | --                                  | +45%                              | +45                                |                  |
| White            | 75%                     | 53%                   | 59%                    |                    | +20%                                | -2%                               | +4                                 |                  |



|           |     |     |     |  |      |     |     |  |
|-----------|-----|-----|-----|--|------|-----|-----|--|
| PhD Total | 80% | 58% | 65% |  | +25% | +3% | +10 |  |
|-----------|-----|-----|-----|--|------|-----|-----|--|

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

| AA                 |                |      |                  |      |                       |      |                        |      |                  |      |
|--------------------|----------------|------|------------------|------|-----------------------|------|------------------------|------|------------------|------|
| Ethnicity/<br>Race | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Black/Af Am        | 0%             | 100% | 0%               | 100% | 30%                   | 30%  | -30%                   | +70% | 35%              | 35%  |
| Hisp/Latino        | 50%            | 33%  | 50%              | 33%  |                       |      | +20%                   | +3%  |                  |      |
| Not specified      | 0%             | 0%   | 0%               | 0%   |                       |      | -30%                   | -30% |                  |      |
| Anglo              | 67%            | 29%  | 33%              | 29%  |                       |      | +3%                    | -1%  |                  |      |
| AA Total           | 38%            | 24%  | 25%              | 24%  |                       |      | -5%                    | -6%  |                  |      |
| BA                 |                |      |                  |      |                       |      |                        |      |                  |      |
| Ethnicity/<br>Race | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Am Ind/Alas        | 0%             | 0%   | 0%               | 0%   | 5%                    | 5%   | -5%                    | -5%  | 10%              | 10%  |
| Asian              | 0%             | 0%   | 0%               | 0%   |                       |      | -5%                    | -5%  |                  |      |
| Black/Af Am        | 0%             | 13%  | 0%               | 13%  |                       |      | -5%                    | +6%  |                  |      |
| Haitian            | --             | 0%   | --               | 0%   |                       |      | --                     | -5%  |                  |      |
| Hisp/Latino        | 17%            | 0%   | 17%              | 0%   |                       |      | +12%                   | -5%  |                  |      |
| Not specified      | 0%             | 0%   | 0%               | 0%   |                       |      | -5%                    | -5%  |                  |      |
| Two+ races         | --             | 0%   | --               | 0%   |                       |      | --                     | -5%  |                  |      |
| Anglo              | 0%             | 3%   | 0%               | 3%   |                       |      | -5%                    | -2%  |                  |      |
| BA Total           | 2%             | 3%   | 2%               | 3%   |                       |      | -3%                    | -2%  |                  |      |
| MA < 45            |                |      |                  |      |                       |      |                        |      |                  |      |
| Ethnicity/<br>Race | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Am Ind/Alas        | 0%             | --   | 0%               | --   | 20%                   | 20%  | -20%                   | --   | 25%              | 25%  |
| Asian              | 0%             | 0%   | 0%               | 0%   |                       |      | -20%                   | -20% |                  |      |
| Black/Af Am        | 100%           | 0%   | 100%             | 0%   |                       |      | +80%                   | -20% |                  |      |
| Hisp/Latino        | --             | 0%   | --               | 0%   |                       |      | --                     | -20% |                  |      |
| Indian Am.         | --             | 0%   | --               | 0%   |                       |      | --                     | -20% |                  |      |
| Not specified      | 0%             | 0%   | 0%               | 0%   |                       |      | -20%                   | -20% |                  |      |
| Anglo              | 0%             | 9%   | 0%               | 6%   |                       |      | -20%                   | -13% |                  |      |
| MA<45 Tot          | 10%            | 6%   | 0%               | 4%   |                       |      | -20%                   | -14% |                  |      |
| MA > 45            |                |      |                  |      |                       |      |                        |      |                  |      |
| Ethnicity/<br>Race | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Black/Af Am        | 0%             | 33%  | 0%               | 0%   | 2%                    | 2%   | -2%                    | -2%  | 5%               | 5%   |
| Not specified      | 4%             | 5%   | 4%               | 5%   |                       |      | +2%                    | +3%  |                  |      |
| Anglo              | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| MA>45 Tot          | 3%             | 5%   | 3%               | 3%   |                       |      | +1%                    | +1%  |                  |      |

| MDiv               |                |      |                  |      |                       |      |                        |      |                  |      |
|--------------------|----------------|------|------------------|------|-----------------------|------|------------------------|------|------------------|------|
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| African            | --             | 0%   | --               | 0%   | 2%                    | 2%   | --                     | -2%  | 5%               | 5%   |
| Asian              | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| Black/Af Am        | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| Haitian            | --             | 0%   | --               | 0%   |                       |      | --                     | -2%  |                  |      |
| Hisp/Latino        | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| Not specified      | 0%             | 5%   | 0%               | 5%   |                       |      | -2%                    | +5%  |                  |      |
| Anglo              | 0%             | 4%   | 0%               | 2%   |                       |      | -2%                    | 0%   |                  |      |
| MDiv Total         | 0%             | 4%   | 0%               | 3%   |                       |      | -2%                    | +1%  |                  |      |
| MM                 |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Not specified      | 0%             | 0%   | 0%               | 0%   | 2%                    | 2%   | -2%                    | -2%  | 5%               | 5%   |
| Anglo              | --             | 0%   | --               | 0%   |                       |      | --                     | -2%  |                  |      |
| MM Total           | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| DMin               |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Asian              | 100%           | 33%  | 100%             | 33%  | 10%                   | 10%  | +90%                   | +23% | 15%              | 15%  |
| Black/Af Am        | --             | 0%   | --               | 0%   |                       |      | --                     | -10% |                  |      |
| Not specified      | --             | 33%  | --               | 33%  |                       |      | --                     | +23% |                  |      |
| Anglo              | 0%             | 7%   | 0%               | 5%   |                       |      | -10%                   | -5%  |                  |      |
| DMin Total         | 50%            | 17%  | 50%              | 16%  |                       |      | +40%                   | +6%  |                  |      |
| DEdMin             |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Not specified      | --             | 0%   | --               | 0%   | 2%                    | 2%   | --                     | -2%  | 5%               | 5%   |
| Anglo              | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| DEdMin Tot         | 0%             | 0%   | 0%               | 0%   |                       |      | -2%                    | -2%  |                  |      |
| Edd                |                |      |                  |      |                       |      |                        |      |                  |      |
|                    | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
| Ethnicity/<br>Race | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Asian              | 100%           | --   | 100%             | --   | 10%                   | 10%  | +90%                   | --   | 15%              | 15%  |
| Not specified      | --             | 0%   | --               | 0%   |                       |      | --                     | -10% |                  |      |
| Anglo              | 0%             | 0%   | 0%               | 0%   |                       |      | -10%                   | -10% |                  |      |
| Edd Total          | 50%            | 0%   | 50%              | 0%   |                       |      | +40%                   | +6v  |                  |      |
| DMA                |                |      |                  |      |                       |      |                        |      |                  |      |

| Ethnicity/<br>Race | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|--------------------|----------------|------|------------------|------|-----------------------|------|------------------------|------|------------------|------|
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Asian              | 100%           | --   | 100%             | --   | 10%                   | 10%  | +90%                   | --   | 15%              | 15%  |
| Black/Af Am        | --             | 100% | --               | 100% |                       |      | --                     | +90% |                  |      |
| Hisp/Latino        | --             | 0%   | --               | 0%   |                       |      | --                     | -10% |                  |      |
| Anglo              | 0%             | 75%  | 0%               | 50%  |                       |      | -10%                   | +40% |                  |      |
| DMA Total          | 50%            | 67%  | 0%               | 50%  |                       |      | -10%                   | +40% |                  |      |
| <b>PhD</b>         |                |      |                  |      |                       |      |                        |      |                  |      |
| Ethnicity          | Retention Rate |      | Persistence Rate |      | Persistence Threshold |      | +/- Persist. Threshold |      | Persistence Goal |      |
|                    | Female         | Male | Female           | Male | Female                | Male | Female                 | Male | Female           | Male |
| Asian              | 0%             | 33%  | 0%               | 67%  | 10%                   | 10%  | -10%                   | +57% | 15%              | 15%  |
| Black/Af Am        | --             | 0%   | -                | 0%   |                       |      | --                     | -10% |                  |      |
| Anglo              | 0%             | 11%  | 0%               | 11%  |                       |      | -10%                   | +1%  |                  |      |
| PhD Total          | 0%             | 13%  | 0%               | 8%   |                       |      | -10%                   | -2%  |                  |      |

Retention Rate: Students who took at least one course during the reporting period and are within the 200% time frame for program completion

Persistence Rate: Students who took at least one course during the reporting period but are outside the 200% time frame for program completion

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

| AA                 |               |      |                      |      |                           |      |                               |      |                      |      |
|--------------------|---------------|------|----------------------|------|---------------------------|------|-------------------------------|------|----------------------|------|
| Ethnicity/<br>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 |
| Black/Af Am        | 100%          | 0%   | 0%                   | 100% | 40%                       | 40%  | -40%                          | +60% | 50%                  | 50%  |
| Hisp/Latino        | 0%            | 67%  | 100%                 | 33%  |                           |      | +60%                          | -7%  |                      |      |
| Not specified      | 100%          | 100% | 0%                   | 0%   |                           |      | -40%                          | -40% |                      |      |
| Anglo              | 33%           | 57%  | 67%                  | 43%  |                           |      | +27%                          | -7%  |                      |      |
| AA Total           | 50%           | 71%  | 50%                  | 29%  |                           |      | +10%                          | -11% |                      |      |
| BA                 |               |      |                      |      |                           |      |                               |      |                      |      |
| Ethnicity/<br>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        | 100%          | 100% | 0%                   | 0%   | 40%                       | 40%  | -40%                          | -40% | 50%                  | 50%  |
| Asian              | 33%           | 38%  | 67%                  | 62%  |                           |      | +27%                          | +22% |                      |      |
| Black/Af Am        | 67%           | 65%  | 33%                  | 35%  |                           |      | -7%                           | -5%  |                      |      |
| Haitian            | --            | 80%  | --                   | 20%  |                           |      | --                            | -20% |                      |      |
| Hisp/Latino        | 67%           | 69%  | 33%                  | 31%  |                           |      | -7%                           | -9%  |                      |      |
| Not specified      | 40%           | 30%  | 60%                  | 70%  |                           |      | +20%                          | +30% |                      |      |
| Two+ races         | --            | 100% | --                   | 0%   |                           |      | --                            | -40% |                      |      |
| Anglo              | 70%           | 56%  | 30%                  | 44%  |                           |      | -10%                          | +4%  |                      |      |
| BA Total           | 61%           | 54%  | 39%                  | 46%  |                           |      | -1%                           | +6%  |                      |      |
| MA < 45            |               |      |                      |      |                           |      |                               |      |                      |      |
| Ethnicity/<br>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        | 100%          | --   | 0%                   | --   | 60%                       | 60%  | -60%                          | --   | 70%                  | 70%  |
| Asian              | 0%            | 50%  | 100%                 | 50%  |                           |      | +40%                          | -10% |                      |      |
| Black/Af Am        | 0%            | 50%  | 100%                 | 50%  |                           |      | +40%                          | -10% |                      |      |
| Hisp/Latino        | --            | 0%   | --                   | 100% |                           |      | --                            | +40% |                      |      |
| Indian Am.         | --            | 100% | --                   | 0%   |                           |      | --                            | -60% |                      |      |
| Not specified      | 0%            | 40%  | 100%                 | 60%  |                           |      | +40%                          | 0%   |                      |      |
| Anglo              | 40%           | 39%  | 60%                  | 61%  |                           |      | 0%                            | +1%  |                      |      |
| MA<45 Tot          | 30%           | 41%  | 70%                  | 59%  |                           |      | 10%                           | -1%  |                      |      |
| MA > 45            |               |      |                      |      |                           |      |                               |      |                      |      |
| Ethnicity/<br>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 |

|                            |                      |      |                             |      |                                  |      |                                      |      |                             |      |
|----------------------------|----------------------|------|-----------------------------|------|----------------------------------|------|--------------------------------------|------|-----------------------------|------|
| Black/Af Am                | 0%                   | 33%  | 100%                        | 67%  | 60%                              | 60%  | +40%                                 | +27% | 65%                         | 70%  |
| Not specified              | 21%                  | 35%  | 70%                         | 65%  |                                  |      | +10%                                 | +5%  |                             |      |
| Anglo                      | 44%                  | 33%  | 56%                         | 67%  |                                  |      | -4%                                  | +7%  |                             |      |
| MA>45 Tot                  | 26%                  | 34%  | 74%                         | 66%  |                                  |      | +14%                                 | +6%  |                             |      |
| <b>MDiv</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/<br/>Race</b> | Female               | Male | Female                      | Male | Female                           | Male | Female                               | Male | Female                      | Male |
| African                    | --                   | 0%   | --                          | 100% | 35%                              | 35%  | --                                   | +65% | 40%                         | 40%  |
| Asian                      | 60%                  | 33%  | 40%                         | 67%  |                                  |      | +5%                                  | +22% |                             |      |
| Black/Af Am                | 100%                 | 63%  | 0%                          | 37%  |                                  |      | -35%                                 | +2%  |                             |      |
| Haitian                    | --                   | 100% | --                          | 0%   |                                  |      | --                                   | -35% |                             |      |
| Hisp/Latino                | 100%                 | 80%  | -                           | 20%  |                                  |      | --                                   | -15% |                             |      |
| Not specified              | 93%                  | 68%  | 7%                          | 32%  |                                  |      | -28%                                 | -3%  |                             |      |
| Anglo                      | 79%                  | 47%  | 21%                         | 53%  |                                  |      | -14%                                 | +18% |                             |      |
| MDiv Total                 | 83%                  | 60%  | 17%                         | 40%  |                                  |      | -18%                                 | +5%  |                             |      |
| <b>DMin</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/<br/>Race</b> | Female               | Male | Female                      | Male | Female                           | Male | Female                               | Male | Female                      | Male |
| Asian                      | 0%                   | 59%  | 100%                        | 41%  | 60%                              | 60%  | +60%                                 | -19% | 70%                         | 70%  |
| Black/Af Am                | --                   | 0%   | --                          | 100% |                                  |      | --                                   | +40% |                             |      |
| Not specified              | --                   | 67%  | --                          | 33%  |                                  |      | --                                   | -27% |                             |      |
| Anglo                      | 0%                   | 29%  | 100%                        | 71%  |                                  |      | +40%                                 | +11% |                             |      |
| DMin Total                 | 0%                   | 39%  | 100%                        | 61%  |                                  |      | +4%                                  | +1%  |                             |      |
| <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/<br/>Race</b> | Female               | Male | Female                      | Male | Female                           | Male | Female                               | Male | Female                      | Male |
| Not specified              | 100%                 | 20%  | --                          | 100% | 30%                              | 30%  | --                                   | +70% | 35%                         | 35%  |
| Anglo                      | 100%                 | 20%  | 0%                          | 48%  |                                  |      | -30%                                 | +18% |                             |      |
| DEdMin Tot                 | 100%                 | 17%  | 0%                          | 83%  |                                  |      | -30%                                 | +53% |                             |      |
| <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/<br/>Race</b> | Female               | Male | Female                      | Male | Female                           | Male | Female                               | Male | Female                      | Male |
| Asian                      | 0                    | --   | 100%                        | --   | 60%                              | 60%  | +40%                                 | -    | 70%                         | 70%  |
| Not specified              | --                   | 100% | --                          | 100% |                                  |      | --                                   | +40% |                             |      |
| Anglo                      | 0%                   | 100% | 100%                        | 0%   |                                  |      | +40%                                 | -60% |                             |      |
| Edd Total                  | 0%                   | 100% | 100%                        | 0%   |                                  |      | +40%                                 | -60% |                             |      |
| <b>DMA</b>                 |                      |      |                             |      |                                  |      |                                      |      |                             |      |

|                            | 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 |
| <b>Ethnicity/<br/>Race</b> |               |      |                      |      |                           |      |                               |      |                      |      |
| Asian                      | 0%%           | --   | 100%                 | --   | 60%                       | 60%  | +40%                          | --   | 70%                  | 70%  |
| Black/Af Am                | --            | 0%   | --                   | 100% |                           |      | --                            | +40% |                      |      |
| Hisp/Latino                | --            | 0%   | --                   | 100% |                           |      |                               |      |                      |      |
| Anglo                      | 0%            | 0%   | 100%                 | 100% |                           |      | +40%                          | +40% |                      |      |
| DMA Total                  | 0%            | 0%   | 100%                 | 100% |                           |      | +40%                          | +40% |                      |      |
| <b>PhD</b>                 |               |      |                      |      |                           |      |                               |      |                      |      |
|                            | Drop Out Rate |      | Student Success Rate |      | Student Success Threshold |      | +/- Student Success Threshold |      | Student Success Goal |      |
| <b>Ethnicity</b>           | Female        | Male | Female               | Male | Female                    | Male | Female                        | Male | Female               | Male |
| Asian                      | 0%            | 33%  | 100%                 | 67%  | 60%                       | 60%  | +40%                          | +7%  | 70%                  | 70%  |
| Black/Af Am                | --            | 20%  | --                   | 100% |                           |      | --                            | +40% |                      |      |
| Anglo                      | 25%           | 37%  | 75%                  | 63%  |                           |      | +15%                          | +3%  |                      |      |
| PhD Total                  | 20%           | 33%  | 80%                  | 67%  |                           |      | +20%                          | +7%  |                      |      |

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

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