

## Doctor of Philosophy Program

Jury Conducted June 7, 2019

**SLO 1:** The student will demonstrate mastery of knowledge of seminar and colloquium material and a breadth of knowledge in theological and religious studies and in other academic disciplines.

*ATS Degree Program Goal – J.1.2.1 Mastery of a body of knowledge related to a chosen field of study*

*ATS Degree Program Goal – J.1.2.2 Development of a sense of and a commitment to the vocation of theological scholarship in its dimension of learning*

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<b>Direct Measures</b>					
Oral Exam Rubric	70.8%	<b>F2018</b> 78% (7/9) met benchmark (2 were .05 below)  <b>S2019</b> 67% (4/6) met benchmark  Total: 72.5%	-2% from S2018  -11% from F2018  Total for 2018- 19: +1.7 (met)	71% at 2.85 or above out of 4.0	<ul style="list-style-type: none"> <li>• Communicate to Divisions the recommendation to hold mock orals to acclimate students to the exam</li> <li>• Plan event or video mock exam</li> <li>• Standardize and publish descriptions of oral exams</li> <li>• Encourage divisions to provide study guides</li> </ul>
<b>Indirect Measures</b>					
Senior Residency Survey  Rate faculty evaluation of the oral comprehensive examination:  Excellent, Good, Fair, Poor	80% excellent or good	<b>2017-2018</b> Excellent 12 Good 3  <b>2018-2019</b> Excellent 1  Total: 100%	Greater survey response this year.  Inadequate response this year.  +20%, but need more participants (met)	85% excellent or good	<ul style="list-style-type: none"> <li>• Follow up with students within one week after passing oral exams to encourage them to complete the survey</li> <li>• Include timeline—submit within 2 weeks of taking oral exam</li> <li>• Put survey in checklist</li> <li>• Include in doctoral manual</li> </ul>

**SLO 2:** The student will demonstrate excellence in research.

*ATS Degree Program Goal –J.1.2.1 Excellence in designing, implementing, and reporting research*

*ATS Degree Program Goal – J.1.2.2 Development of a sense of and a commitment to the vocation of theological scholarship in its dimension of research*

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<b>Direct Measures</b>					
Dissertation Defense Rubric	66.8%	<b>F2018</b> 50% met benchmark ( <i>N</i> = 6)  <b>S2019</b> 100% met benchmark ( <i>N</i> = 7)  Total: 75%	-8% from S2018  +50% from F2018  +8.2% (met)	71% at 3.25 or above out of 4.0	<ul style="list-style-type: none"> <li>In August faculty training, remind faculty to encourage students to review the dissertation defense rubric when preparing for the defense</li> <li>In correspondence about defense dates, include link to rubric</li> </ul>
Number of student paper presentations at academic society meetings	8%	<b>F2017-S2018</b> 8.8% (13/147) presented 15 papers—10.2%  <b>F2018-S2019</b> 10.5% (16/152) presented 20 papers—13.2%  Total average of papers presented: 11.7%	-0.4% from S2017  +1.7%  Improvement Total Average: +3.7 (met)	10% of nonrepeating headcount in academic year	<ul style="list-style-type: none"> <li>Encourage students in seminars and syllabi to present papers. Include dates for society meetings in syllabi</li> <li>Continue to publish submission deadlines in monthly newsletter to students and faculty</li> <li>Encourage faculty to require students to write presentation-ready papers in seminars</li> </ul>

Student awards	5 Awards	<p><b>Josh Peeler</b>, EHS Emerging Scholars Grant  <b>Anthony Daw</b>, ETS student paper 1<sup>st</sup> place  <b>Ron Lindo, Derek Kitterin</b>: Cunningham Travel  <b>Karla McGehee</b>: SPCE  McGee Doctoral Scholars:  <b>Tommy Doughty, Christina Sebastian</b>  Fellowships Awarded and begun 2018-2019:  Preaching: <b>Russ Zwerner</b>  OT: <b>Ron Lindo</b>  NT: <b>Jonathan Borland</b>  Counseling: <b>Jamie Klemashevich</b></p> <p><b>Total: 11</b></p>	+6 (Met)	6 Awards	<ul style="list-style-type: none"> <li>• Continue to publicize awards—NOBTS, regional, and national</li> </ul>
Student publications 2018-2019	12	<p><b>Obbie Todd</b>: 3 journal articles, 1 book chapter  <b>Brantley Scott</b>: 1 journal article</p> <p><b>F2018</b> 5 students in 3 divisions submitted 8 book reviews</p> <p><b>S2019</b> 3 students in 2 divisions submitted 4 book reviews</p> <p><b>Total: 17</b></p>	+5 (met)	13	<ul style="list-style-type: none"> <li>• Continue to announce when students publish</li> <li>• Encourage students in multiple venues to publish</li> </ul>

**Indirect Measures**

Alumni Survey  
(N = 17)

Not all seminars had research paper assignments (note: one person).

In some courses students did not get feedback; papers were not returned; professor did not respond to e-mails.

Only certain students were encouraged to present papers at academic meetings.

Not enough help with research and writing. Constructive criticism needed.

- Include the following as talking points in August faculty training:
  - Greater focus on research
  - Emphasize faculty feedback and peer review on student papers
  - Encourage timely response to student correspondence
  - Consider caps on large seminars to create margin for faculty feedback

**SLO 3:** The student will demonstrate proficiency in imparting the knowledge of the chosen field through teaching and other communication skills.

*ATS Degree Program Goal –J.1.2.1 Advance theological understanding for the sake of church, academy, and society*

*ATS Degree Program Goal – J.1.2.2 Development of a sense of and a commitment to the vocation of theological scholarship in its dimension of teaching*

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<b>Direct Measures</b>					
Teaching Presentation Rubric	75.7%	<b>F2018</b> 20% (2/10) met the benchmark.  <b>S2019</b> 22% (2/9) met the benchmark.  Total average: 21% met benchmark	0% from S2018  +2% from F2018  -54.7 (did not meet) Note: changes already in place	70% at 4.0 or above out of 5.0  <b>Note:</b> reset from 2.7 out of 3.0 to a 5.0 scale	<ul style="list-style-type: none"> <li>Change teaching presentation rubric to reflect goals for the Teaching in Higher Education program seminar</li> <li>Update new rubric to 5-point evaluation scale; add teaching plan to rubric</li> </ul>
Number of students teaching contract classes	<b>2015-2016</b> 23% (28/122) students taught 79 courses	<b>2016-2017</b> 16.8% (22/131) taught 53 classes <b>2017-2018</b> 7.5% (11/147) taught 12 classes <b>2018-2019</b> 6.6% (10/152) taught 14 classes	-9.3% from 2016-17 to 2017-18  -0.9% from 2017-2018 to 2018-19  -16.4%: 2018-19 total to baseline (did not meet)	10% of nonrepeating headcount  (SYNC reduces teaching opportunities to online or extension centers)	<ul style="list-style-type: none"> <li>Encourage divisions to use students with ThMs as instructors or co-teachers of contract courses</li> <li>Track teaching in non-NOBTS venues</li> <li>Encourage faculty mentors to allow PhD students to teach sessions in their semester courses and workshops and emphasize that students need the practice</li> </ul>
<b>Indirect Measures</b>					
Mentoring Survey	65% excellent or adequate	How much help did you receive? Excellent 3 Adequate 1 Minimal 1 <u>None 1</u> Total: 67%	+2% (met)	70% excellent or adequate	<ul style="list-style-type: none"> <li>Create a document stating expectations for chairs and teaching mentors—making contact, addressing common issues, etc. Point to resources to help</li> <li>Remind chairs and teaching mentors to follow students who are teaching in NOBTS courses</li> </ul>
Student awards		<b>Fabio Castellanos, Christina Sebastian:</b> Wabash Teaching Seminar scholarships			

**SLO 4:** The student will express commitment to the vocation of theological scholarship.

*ATS Degree Program Goal – J.1.2.2 Development of a sense of and a commitment to the vocation of theological scholarship*

Measures	Baseline	Results Last Year	Improvement	New Benchmark	Action Plan Steps to Achieve the New Benchmark
<b>Direct Measures</b>					
Graduates (recent) employed in academic settings F 2018 (N = 6) S 2019 (N = 8)  Total graduates:14	2.0  Total graduates/ total employed	<b>F2018</b> Academic appointments: 0 Adjuncts: 1  <b>S2019</b> Academic appointments: 2 Adjuncts: 3  Total employed: 6/14	1 more adjunct than 2017-2018  Same number of adjuncts as in 2017-2018  <b>Total: 2.3 (met)</b>	2.1	<ul style="list-style-type: none"> <li>Review current information soliciting practices</li> <li>Life After Seminary Event that focuses on employability in academic settings (note: similar to spring 19 event for minority students—check with Chris Shaffer)</li> </ul>
Graduates publishing and presenting	3.0	3 graduates made 4 presentations	+1 (met)	3.0	<ul style="list-style-type: none"> <li>See Action plan for SLO 2, Student Publications</li> </ul>
<b>Indirect Measures</b>					
Question 30 on the 2018-2019 course evaluation: Participation in the course encouraged a commitment to the vocation of theological scholarship.  Alumni survey (N = 17)	3.895 out of 4.0	<b>F2018</b> 3.88 (N = 139)  <b>S2019</b> 3.95 (N = 113)  Students should be helped to navigate academic job market and understand what is expected of them.	-.08 from S2016 (N = 86)  +.07 from F2018  Average: 3.915 (met)	3.9	<ul style="list-style-type: none"> <li>Encourage professors to encourage students in their seminars to present papers to academic societies through regional and annual meetings as well as through publications.</li> <li>See Action plan for SLO 2, Student Publications</li> </ul>