

New Orleans Baptist Theological Seminary
Summary of Juried Reviews

Degree Program: Doctor of Education

Date: May 12, 2022

Faculty Jury: Dr. Stone, Dr. Peavey, Dr. Odom, Dr. Emily Dean, Dr. McMillan, Dr. Lemke, Dr. Vandercook

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean's Council as it considers what curricular improvements may need to be proposed to the faculty.

1. If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - Unlike many other institutions, we are able to provide a program for the scholar/practitioner in the context of theological education that incorporates the best of research doctoral and professional doctoral programs..
 - Mentorship with both Faculty and Field Mentors
 - Distance Education option, Except for few workshops, delivery is synchronous virtual
 - Unique electives in Research Doctoral and Professional Doctoral programs
 - Grand effort of communication of the degree and its benefits

2. If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - Modest student body (community of scholars)
 - Weak indirect measures
 - Dependence upon individual course assessment instead of summative assessments
 - Curriculum revisions limited true assessment

3. Please note any **recommended or proposed curricular improvements** needed related to SLOs.
 - Fully implement DiPP (Dissertation in Professional Practice) and use for assessment
 - Approved two new syllabi for special event workshops
 - Use of Mid-Career Assessment Workshop with EdD breakout group giving educational career context
 - Add/Include Rubrics from assessments (Professional Portfolio)

4. Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)
 - Rewrite Student Learning Objectives
 - Create End of Program Survey as new measure
 - Greater emphasis on DiPP as primary assessment
 - Reflection in proficiency exam and DiPP as part of Indirect Measures
 - Include selected questions from the GSQ (Graduate Student Questionnaire) as indirect measure.