

## 2024-2025 Student Achievement Results with Discussion

The mission of NOBTS is to “prepare servants to walk with Christ, to proclaim His truth, and to fulfill His mission.” The programs offered at NOBTS prepare students for ministry, and students who matriculate at NOBTS must indicate their call to ministry as part of the application process. NOBTS is convinced that well-trained, well-equipped ministers are more effective at fulfilling their callings than those who lack this training. Students who complete their degree requirements are better equipped to fulfill their callings than those who lack this training. Those with complete degrees become eligible to take advanced degrees to become better prepared to walk with Christ, proclaim His truth, and fulfill His mission. The student achievement metrics NOBTS has selected thus are appropriate to a theological institution preparing students to minister in churches.

### Selected Metrics for Student Achievement

**Key Student Completion Indicator (KSCI).** NOBTS has chosen the IPEDS 8-Year Outcomes Measure (OM) as the institution’s Key Student Completion Indicator (KSCI) as required by SACSCOC. The following reasons explain the choice of the OM as our KSCI:

- First, NOBTS does not have stringent academic admission requirements. The main requirements are a statement of a call to ministry and a church endorsement, along with the prerequisite academic degrees. NOBTS does not require ACT or SAT scores for undergraduate admission. Particularly in the undergraduate program, we have a number of post-traditional students who felt a call to ministry later in life and thus have not been in academic institution for many years. Many students are from culture traditions in which they are the first person in their families to go to college. This lack of preparation impacts their degree completion.
- Second, the OM captures more students as it is not limited to first-time, full-time cohorts. Many of our students are part-time students because they are already 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 more than 40% of evangelical pastors, among whom are Southern Baptist pastors. These students service in both a secular and a ministry position. NOBTS’s Casey 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.
- Third, more than half of our students are distance students. Distance 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 the 2024-2025 academic year, undergraduate students averaged 12.4 credit hours per year. The 120-hour BA degree, then, would take nearly 9.5 years to complete at this rate, long after full-time students completed the degree.

Given these reasons, the IPEDS 8-Year Outcomes Measure best fits our institution. By looking at the trends of the 4-year, 6-year, and 8-year, we have a more comprehensive view of student success of all our degree-seeking undergraduates, not just first-time, full-time undergraduates. Additionally, OM captures undergraduates’ highest credential earned at 4, 6, and 8 years after

entry and provides information on the enrollment status for students who did not earn a credential after 8 years.

Data for the 8-Year Outcomes Measure derives directly from the IPEDS information submitted annually. Additionally, this measure aligns with strategic initiatives 1.1 (1.1.1), 2.1 (2.1), and 2.2 (2.2.1, 2.2.2) of the NOBTS 2024-2029 Strategic Plan. Of note: the strategic plan measures graduation rates of first-time/full-time students, but for student achievement, all students are included in the calculations for all measures. Therefore, a comparison of data for the strategic plan and student achievement will not be a valid comparison, though the data for student achievement measures provides a comprehensive look at completion rates and thus informs the strategic plan initiatives. The alignment to strategic initiatives 2.1 and 2.2 relates to the desire to increase the number of credit hours taken by undergraduate students. If students increase the number of credit hours taken, they have a higher chance of completing their degree more quickly.

**Graduation Rate.** NOBTS defines graduation rate as the percentage of students completing their degree programs within 200% of the expected time frame (see Table 1 below). Data is gathered from IPEDS report, the Association of Theological Schools (ATS) report, and the internal reports generated by the ORSS. As with the 8-Year Outcomes Measure, the 200% graduation rate measure (GR200%) aligns with strategic initiatives 1.1 (1.1.1, 1.1.2, 1.1.3), 2.1 (2.1.1, 2.1.2), and 2.2 (2.2.1, 2.2.2) of the NOBTS 2024-2029 Strategic Plan. Of note: the strategic plan measures graduation rates of first-time/full-time students, but for student achievement, all students are included in the calculations for all measures. Therefore, a comparison of data for the strategic plan and student achievement will not be a valid comparison, though the data for student achievement measures provides a comprehensive look at completion rates and thus informs the strategic plan initiatives. The alignment to strategic initiatives 2.1 and 2.2 relates to the desire to increase the number of credit hours taken by undergraduate students. If students increase the number of credit hours taken, they have a higher chance of completing their degree within the 200% time frame.

Table A below shows the expected completion time and 200% completion time for the levels of each program at NOBTS.

**Table A: Graduation Rates by Expected Completion Time and 200% Time**

Program	Expected Completion Time	200% Completion Time
Associate of Arts (AA)	2 years	4 years
Bachelor of Arts (BA)	4 years	8 years
Master of Arts (MA)	2 years	4 years
MA in Counseling (MAC)*	3 years	6 years
Master of Divinity (MDiv)	3 years	6 years
Master of Theology (ThM)	2 years	4 years
ProDoc (DMin, DEdMin)	2 years	4 years
Doctor of Education (EdD)	3 years	6 years
Doctor of Musical Arts (DMA)	3 years	6 years
Doctor of Philosophy (PhD)	4 years	8 years

*\*This MA program is longer than the other MA programs because of CACREP and licensing requirements and thus has a longer expected completion time. For this reason, it is listed independent of the other MA programs.*

**Retention Rate.** NOBTS defines retention rate as the percentage of matriculated students from the previous fall cohort who re-enrolled in the reporting year fall semester (fall-to-fall comparison). This metric allows NOBTS to capture potential barriers to graduation during a specific semester within a program. Data is gathered via IPEDS reports and internal reports generated by ORSS. This measure aligns with strategic initiatives 1.1 (all three subgoals) 2.1 (all three subgoals) and 2.2 (both subgoals) in the NOBTS 2024-2025 Strategic Plan.

**Course Completion Rate.** NOBTS defines course completion rate as the percentage of courses completed with a passing grade. Since not all students will graduate, the course completion rate allows NOBTS to capture achievement at the classroom level as a means to gauge student success. For the undergraduate and graduate programs, passing grades are A, B, C, D, I, or P. For advanced programs (ThM and all doctoral degrees), passing grades are A, B, I, and P. Data is gathered via internal reports generated by ORSS. This measure aligns with strategic initiatives 1.1 (all three subgoals), 2.1 (all three subgoals), and 2.2 (both subgoals) in the NOBTS 2024-2029 Strategic Plan.

**Placement Rate.** NOBTS defines placement rate as the percentage of graduates who enter vocational ministry, whether paid or unpaid, at or upon graduation. Data is gathered via an internal graduate ministry survey given to all graduates during the semester of their graduation and thus relies on self-reported data. This measure aligns with strategic initiatives 1.1 (all three subgoals), 2.1 (all three subgoals), and 2.2 (both subgoals) in the NOBTS 2024-2029 Strategic Plan.

#### *Metric Standards*

For each of the metrics, NOBTS has identified thresholds and goals for student achievement at the various program levels.

**Thresholds of Acceptability.** The threshold of acceptability is the score below which the unit should not drop. NOBTS developed its thresholds for student achievement to be consistent with its mission statement, to reflect on historical patterns, and, when possible, to compare its results with national benchmarks. Prior to the 2022-2023 academic year, the thresholds were recommended initially by the IE staff in consultation with the academic leaders who provided oversight in the particular area. The recommendations were presented to the Assessment Oversight Committee (AOC) for approval. However, beginning in 2022-2023, NOBTS revised its student achievement metrics and set the thresholds based on a three-year rolling average of the results, also known as the benchmark.

For each program level, the threshold of acceptability is set within three points of the benchmark. The use of the rolling average as a benchmark allows for an understanding of long-term trends while smoothing out any fluctuations in the data.

If the institutional average falls below the threshold of acceptability, the IE office will analyze the data for trends. If necessary, the IE office will consult with specific academic program personnel and the provost to determine what actions steps may need to be taken or to adjust the threshold based on data trends.

**Goals.** Student achievement goals are the desired performance outcomes for the selected metrics. They are based on an analysis of the data trends for the individual programs. As with

the thresholds, the goals are based on the three-year rolling average (benchmark). The goal or target is set one point higher than the benchmark.

## Discussion of Results

Annual student achievement reports capture program-level outcomes in relation to institutional thresholds and goals. The IE office evaluates the data for each of the metrics; results are compared to previous years' results to note any trends. The Associate Vice-President for Accreditation and Assessment and the Director of Institutional Effectiveness consult with the Provost and the Registrar regarding any concerns.

### ***IPEDS 8-Year Outcomes Measure (OM)***

The 8-Year Outcomes Measures data sets submitted to IPEDS present the numbers by headcount rather than percent, showing the low number of students in the some of our programs. Those low numbers greatly impact the percentages posted in 08.1.B as the status of one or two students can swing the percentages. For example, for the cohort represented by the 2024-2025 numbers, we had only 6 students pursuing the LCC. One student completing or not completing the program swings the percentages by nearly 17%.

The OM for the 2016-2017 entering cohort is presented in Table B below, disaggregated by undergraduate program level: Church Leadership Certificates (CLC), which are 8-hour certificates; Leavell College Certificate (LCC), an 18-hour certificate; Associate of Arts (AA); and Bachelor of Arts (BA). The total undergraduate outcomes measure also is provided. As noted earlier, NOBTS has designated the OM as our KSCI.

**Table B: 2024-2025 8-Year Outcomes Measure (cohort based)**

Program	Benchmark (3-yr rolling avg)			2024-2025 OM			OM Thresholds (3 pts below bench)			+/- Threshold			OM Goals		
	4-yr	6-yr	8-yr	4-yr	6-yr	8-yr	4-yr	6-yr	8-yr	4-yr	6-yr	8-yr	4-yr	6-yr	8-yr
CLC	35%	36%	36%	29%	31%	31%	32%	33%	33%	-3%	-2%	-2%	36%	37%	37%
LCC	28%	28%	28%	50%	50%	50%	25%	25%	25%	+ 25%	+ 25%	+ 25%	29%	29%	29%
AA	13%	18%	17%	12%	12%	20%	10%	15%	14%	+2%	-3%	-6%	14%	19%	18%
BA	25%	36%	40%	20%	35%	38%	22%	33%	37%	-2%	+2%	+1%	26%	36%	38%
Total UG	30%	35%	37%	25%	33%	34%	27%	32%	34%	-2%	-1%	0%	31%	36%	38%

Church Leadership Certificates. The 4-year, 6-year, and 8-year OM rates for the CLCs all fell below the threshold, at -3%, -2%, and -2% respectively. These 8-hour certificates function on a 2-year cycle, and students are not degree-seeking students. They take the courses in person in the evenings or completely online, and if students miss a course, they have to wait two years to take it again. Also, the target demographic for the church leadership certificates is lay-people who desire basic training to be effective in lay leadership in their churches. One group of students working towards their CLC is made up of men and women in a Christian drug and alcohol rehab program. Another group of students working towards their CLC are wives of current students studying for the ministry. Both of these groups are transient, and while they could complete their certificates from a distance either online or as part of our

FLEX format, they may delay completion during their transition period. Thus, the fact that this group did not meet any of the thresholds does not pose a concern. The program coordinator for the certificate programs is aware that the thresholds were not met, and this is the first year in the previous seven years that the thresholds were not met. The low percentage “miss” rates, at this point, then, require no action plans.

Leavell College Certificate. The thresholds for all three time periods were met. In fact, they were exceeded by 25% for this cohort of students. However, the numbers for the LCC need to be interpreted in light of the fact that very few students enroll in this program. Since the coursework consists of required courses for the AA and BA degrees, advisors and faculty encourage students to become degree-seeking students. Because of the small number of students in the program, one or two students not completing their credential can swing the percentages greatly. In fact, for three of the past five cohorts, completion rates for the 4-, 6-, and 8-year time frames were 0%. Thus, the fact that the thresholds were exceeded by 25% is not a reason to adjust thresholds.

Associate of Arts. For this cohort of students, the 6- and 8-year thresholds were not met, by 3% and 6% respectively. In this cohort, 25 students were pursuing the AA, so one student represents 4% of the cohort. Thus, the percentages below the threshold represent no more than two students. Additionally, advisors and faculty often encourage AA students to move to the BA since all of the courses taken in the AA transfer directly into the BA. The program coordinator for the BA, working with the Associate Dean of the college, agrees that the action plans addressing the missed threshold for retention rates would work for the missed thresholds here as well: adding a short reflection assignment in the required *Introduction to College and Vocation* course whereby students reflect on their choice of program and potential fears they have about school, and having a note-writing campaign for faculty to write notes to AA students encouraging them to persevere.

Bachelor of Arts. The 4-year threshold for this group missed the mark by 2%. While we desire all of our BA students to complete their program in four years, the reality is that our demographic struggles in this area. The president addresses this concern every semester during orientation by showing students a PowerPoint slide of how long it would take them to graduate if they did not take 15 hours per semester. Recent efforts in this area also include a “plus three” initiative, encouraging students to take 3 more hours every semester, and encourage students to take advantage of the tuition cap. Undergraduate students taking 12 hours can take an additional six hours—up to 18 hours total—for no extra tuition costs. Thus, the school is aware that our students struggle to complete their programs in four years and have been addressing it.

Total Undergraduate. The total undergraduate OM rates at 4 and 6 years—2% and -1% respectively—did not meet the threshold, and the 8-year rate matched the threshold. Given the composition of our undergraduate student body, these rates are not surprising. As indicated earlier in the explanation of OM as our KSCI, NOBTS undergraduate students often take longer than the expected time to complete their program. As indicated in the narrative for the BA in the previous paragraph, the school has targeted the issue of non-completion in the expected time frame. The 2% and 1% “miss” rates, thus, require no other measures at this time beyond what NOBTS already is doing.

In addition to disaggregating by program level, NOBTS disaggregates the 8-Year Outcomes Measure by gender and by race/ethnicity. A detailed disaggregated report for the 2024-2025 8-Year Outcomes Measure is available from the student achievement webpage by clicking a link. Additionally, academic administrators and program coordinators interested in real-time data can access the Power BI dashboard and choose the characteristics by which to disaggregate the data. This information can help them target specific means to address any concerns or draw inferences based on areas of growth.

Of the 590 students in this cohort, 34% were female, 55% were male, and 11% did not specify a gender. The higher number of male students makes sense given NOBTS's connection to the Southern Baptist Convention (SBC). The SBC reserves the role of pastor for males, and as NOBTS prepares students for ministry, it makes sense that more undergraduate students would be male. In terms of gender completion rates at the 4-, 6-, and 8-year marks, of those who completed a credential, male completers outnumber female completers by double-digit numbers, as shown in Table C below. Again, the gap between male and female completers correlates to the gender composition of the student body of this cohort, and that gender composition aligns with the mission of the institution and the broader SBC.

**Table C: 8-Year Outcomes Measures Completions by Gender**

Gender	4 years	6 years	8 years
Female	38%	35%	34%
Male	57%	61%	63%
Non-specified	05%	04%	04%

A more detailed breakdown of gender completers by program level is posted on the Student Achievement webpage. Of note is that female completers outnumber male completers at the 4-year mark for the LCC, the AA, and the BA. This statistic correlates to a 2023 BestCollege study that indicates that women are more likely than men to complete a four-year college degree in four years.

Finally, NOBTS also disaggregates this student achievement metric by race/ethnicity. For the cohort represented in the 2024-2025 IPEDS data, 219 of the 590 undergraduates did not specify an ethnicity representing 37%. In order to discuss numbers more specifically, we have removed the non-specified reporters from the total, making the adjusted total of students in the cohort 371. Using that number, 76% of the students identify as White, 22% identify as Black or African American, and <1% each identify as Asian, African, American Indian/Native Alaskan, or 2+ races. This racial gap is not surprising since the Southern Baptist Convention is largely a White convention, according to the Pew Research Center.

A more detailed breakdown of race and ethnicity by program level is posted on the Student Achievement webpage. None of the completion rates related to gender and ethnicity is surprising. One encouraging trend is the closing gap between Whites and African-Americans at the 8-year mark for the BA. For this cohort, 31% of the BA 8-year completers were African-American, as opposed to 28% of White BA completers.

NOBTS recognizes the need to increase diversity. In the 2020-2025 Strategic Plan (now retired), goal 1.c was to “increase diversity throughout the institution.” Although that goal related

more to diversity of the faculty, the intent was to diversify the faculty to mirror the composition of the student body.

Because the 8-Year Outcomes Measure by gender and ethnicity mirror the genders and ethnicities of the composition of the students in the graduation cohort, NOBTS sees no concerns specific to the OM. None of the categories are considered at risk. However, NOBTS continues to monitor trends, particularly by comparing previous years' OM rates and looking at rolling averages.

Finally, though NOBTS reports 8-Year Outcomes Measures data by Pell and non-Pell status, as required by IPEDS, we only recently began awarding the Pell Grant. Thus, many of our recent cohorts for the OM began at a time when we did not offer the Pell Grant, so disaggregating by Pell does not provide us useful information at this time. In the coming years, particularly if we receive PEP status, disaggregation by Pell/non-Pell status may prove more useful.

### ***Graduation Rate (GR200)***

A three-year trend of the institutional graduation rate is presented in Table D below. The three-year rate is an appropriate snapshot as NOBTS revised the means by which it measures student success following the 2021-2022 academic year. Thus, results starting with the 2022-2023 academic year track one-for-one with results for 2023-2024 and 2024-2025.

**Table D: Institutional Three-Year Graduation Rate (at 200% of Expected Time) (cohort-based)**

2022-2023 Grad Rate	2023-2024 Grad Rate	2024-2025 Grad Rate	Three-Year Rolling Average	Threshold	+/- Threshold	Grad Rate Goal
53%	50%	52%	51.67%	49%	+03	51.67%

The institutional graduation rate of 52% exceeded the threshold of 49%, and graduation rates have consistently hovered around 50% for the past three years. While this rate may seem low, it makes sense given the niche of our school, as explained above in the information on our KSCI.

Graduation rates by program level, along with the benchmarks, thresholds, and goals for those programs, are presented in Table E below. As noted earlier, thresholds are set at three points below the benchmark, and goals are set at 1 point above the benchmark. Using the rolling average as a basis for thresholds and benchmarks allows NOBTS to set a realistic window for the acceptable minimum achievement and aspirational achievement.

**Table E: 2024-2025 200% Graduation Rates (cohort based)**

Program	Benchmark (3-year rolling average)	2024-2025 Graduation Rate	Grad Rate Threshold (3 points below benchmark)	+/- Threshold	Grad Rate Goal
Undergraduate					
AA	09%	18%	6%	+03%	10%

BA	52.33%	53%	49%	+04%	53%
Graduate					
MA	57.33%	60%	54%	+06%	58%
MDiv	51.67%	52%	49%	+03%	53%
Advanced					
DMin	43%	56%	40%	+16%	44%
DEdMin	41%	50%	38%	+12%	42%
EdD	25%	N/A	25%	N/A	26%
DMA	57%	100%	54%	+46%	58%
PhD	46%	42%	43%	-01%	47%

All but one program met the graduation threshold for the 2024-2025 academic year. The DMA program was well over the threshold. However, that program is a small program such that 2 or 3 students graduating or not graduating within 200% of the expected time can swing the graduation rate greatly. Thus, that 46% rate above the threshold, while certainly something to monitor, should not be seen as a concern or as a reason to adjust the threshold.

The one program not meeting the graduation threshold, the PhD program, was just one percentage point below the threshold. The one point is small enough not to be a concern. The two previous years' graduation rates were 50% and 46%, showing a slight downward trend.

Annually, NOBTS disaggregates graduation rate by gender and by race/ethnicity. A detailed disaggregated report for the 2024-2025 graduation rate is available from the student achievement webpage by clicking a link. Additionally, academic administrators and program coordinators interested in real-time data can access the Power BI dashboard and choose the characteristics by which to disaggregate the data. This information can help them target specific means to address any concerns or draw inferences based on areas of growth.

Based on the disaggregated data, it is no surprise that male graduates outnumber female graduates at all program levels. Of all graduates, 20.7% were female and 72.8% were males, with 7% not specified. Since NOBTS prepares people for ministry, and since the majority of Southern Baptist ministers are male, this proportionately higher number of male graduates is not surprising. Excluding the programs that had no females in the cohort, the widest gap in male/female graduation rate was in the DMin program. This gap makes sense: DMin students must be actively involved in ministry, and the majority of ministers in the SBC are male. The closest gap in the male/female graduation rate was at the MA level. The female graduation rate for the MA was 40.7%, and the male graduation rate for the MA was 59.3%. Since the MA level includes degrees in areas such as Christian Education, Cross-Cultural Studies, Counseling, Discipleship, and Ministry to Women among others, more women enroll in those programs.

In terms of race and ethnicity, white graduates outnumber the other races and ethnicities, as expected based on the Pew Research Center article noted earlier. Of all graduates, 67% were white, 12.35% were other races, and the remainder of graduates did not specify race. Of the non-white graduates, 5.25% were Black/African American, 4.6% were Asian, 1.9% identified as more than one race, 1.2% were Haitian, and 0.6% were American Indian/Alaska Native. Additionally, the overall racial composition of the 2024-2025 graduation cohort was 65.87% White. Of the remaining students in the cohort, 7.17% were Black/African American, 6.28%



were Asian, 1.13% identify as more than one race, 0.64% were Haitian, 0.32% were American Indian/Alaskan Native, and 0.16% were African. The remaining students in the cohort did not specify a race. The graduation rates aligned with the racial composition of the students in the cohort.

Because the graduation rates by gender and ethnicity mirror the genders and ethnicities of the composition of the students in the graduation cohort, NOBTS sees no concerns specific to the graduation rates. None of the categories are considered at risk. However, NOBTS continues to monitor trends, particularly by comparing previous years' graduation rates and looking at rolling averages.

### **Retention Rate**

A three-year trend of institutional retention rate by degree level is presented in Table F below. The three-year rate is an appropriate snapshot as NOBTS revised the means by which it measures student success following the 2021-2022 academic year. Thus, results starting with the 2022-2023 academic year track one-for-one with results for 2023-2024 and 2024-2025.

In the chart below, the "N/A" designation means that no students were in the cohort. The "0%" designation means that students were in the cohort but none matriculated from the previous fall to the fall of the reporting year.

**Table F: 2024-2025 Retention Rates (cohort based)**

Program	Benchmark (3-year rolling average)	2024- 2025 Retention Rate	Retention Rate Threshold (3 points below benchmark)	+/- Threshold	Retention Rate Goal (1 point above benchmark)
Undergraduate					
AA	41.33%	24%	38%	-14%	42%
BA	82.67%	82%	79%	+03%	84%
Graduate					
MA	78%	75%	75%	0%	79%
MDiv	76.33%	75%	73%	+02%	77%
Advanced					
DMin	77.67%	100%	75%	+25%	79%
DEdMin	50%	50%	47%	+03%	51%
EdD	25%	N/A	22%	N/A	26%
DMA	50%	100%	47%	+53%	51%
PhD	83.67%	69%	81%	-12%	85%

Two programs did not meet their thresholds for retention rate. The results were shared with the appropriate administrators, who determined action plans to address the lack. For the AA program, its small size could be a contributing factor. If only a few students choose not to return from one fall to the next, it causes a large swing in the percentage rates. For the AA program, the two previous years' retention rates were 100% and 0%, so wild fluctuations happen in that small program. The Dean and Associate Dean of Leavell College reflected on the numbers and

offered some insights, including students switching from the AA to BA or the non-traditional nature of many of our AA students. Their suggested action plan includes adding a short reflection assignment in the required *Introduction to College and Vocation* course whereby students reflect on their choice of program and potential fears they have about school, and having a note-writing campaign for faculty to write notes to AA students encouraging them to persevere.

Finally, the PhD program shows a retention rate of 12% below the threshold. Previous years' retention rates were 90% and 92%, so the lower rate of 69% bears scrutiny. Per the PhD Director, possible reasons include recent large graduating classes could be contributing to the lower retention rate. The lower retention rate for the PhD could be an anomaly. He created an action plan focused on support for PhD candidates, improved tracking for student progress, and targeted supervisor training.

Annually, NOBTS disaggregates retention rate by gender and by race/ethnicity. A detailed disaggregated report for the 2024-2025 retention rate is available from the student achievement webpage by clicking a link. Additionally, academic administrators and program coordinators interested in real-time data can access the Power BI dashboard and choose the characteristics by which to disaggregate the data. This information can help them target specific means to address any concerns or draw inferences based on areas of growth.

#### *Course Completion Rates*

NOBTS uses course completion rates to measure student success at the classroom level. The course completion rates for 2024-2025 are presented below in Table G.

**Table G: 2024-2025 Course Completion Rates (non-cohort based)**

Program	Benchmark (3-year rolling average)	Course Comp. Rate	Course Comp. Rate Threshold (3 points below benchmark)	+/- Threshold	Course Comp. Rate Goal (1 point above benchmark)
Undergraduate					
AA	86.33%	86%	83%	+03%	87%
BA	88%	89%	85%	+04%	89%
Graduate					
MA	92.67%	94%	90%	+04%	94%
MDiv	90%	91%	87%	+04%	91%
Advanced					
DMin	92.33%	88%	89%	-01%	93%
DEdMin	93.67%	95%	91%	+04%	95%
EdD	96.67%	97%	94%	+03%	98%
DMA	93.67%	94%	91%	+03%	95%
PhD	96.33%	98%	93%	+05%	97%

Course completion rates at NOBTS are high. All but one program met the threshold. The one program that did not meet the threshold, the DMin program, was just one percentage point below the threshold. However, with a course completion rate of 88%, the one percent lack was determined to be unremarkable. All of the course completion rates for 2024-2025 fall within 6 percentage points of the threshold, indicating that course completion rates are consistent and stable.

### *Placement Rates*

The mission of NOBTS is to “prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.” One logical end result of this mission is for NOBTS students to serve in the churches and para-church ministries of the Southern Baptist Convention (SBC). SBC churches are autonomous and hire their own ministers; the convention does not place pastors and ministers in churches. Thus, the best means to track placement rates is for students to self-report if they are serving in a church, whether paid or unpaid. The placement rates for 2024-2025 are presented below in Table H below.

**Table H: 2024-2025 Placement Rates (non-cohort based)**

Program	Benchmark (3-year rolling average)	Placement Rate	Placement Rate Threshold (3 points below benchmark)	+/- Threshold	Placement Rate Goal (1 point above benchmark)
Undergraduate					
AA	83.3%	100%	80%	+20%	84%
BA	75.67%	74%	72%	+02%	78%
Graduate					
MA	82%	76%	79%	-03%	83%
MDiv	86%	80%	83%	+03%	87%
Advanced					
DMin	97%	100%	94%	+06%	98%
DEdMin	100%	100%	97%	+03%	100%
EdD	75%	50%	72%	-22%	76%
DMA	90%	100%	87%	+13%	91%
PhD	87.3%	90%	84%	+06%	88%

*\*The data for this table comes from a survey given to graduating students during the semester of their graduation. Previously, placement rate data were gathered 12-18 months post-graduation and yielded low returns. Having graduates complete the survey as part of their requirements to graduate results in much higher returns, thus making the information more representative of the placement rates of our students. These results are self-reported. Since churches in the Southern Baptist Convention hire their own ministers, such self-reported data is the most viable option for gathering information on ministerial placement, whether vocational or non-vocational, since no official mechanism exists in the SBC for such data to be gathered.*

Two program levels did not meet their thresholds for placement rate. Regarding the MA programs, the following action plan was created: (1) Increase student awareness of the Church Ministry Relations (CMS) office and the services they provide by recommending CMR have a table at graduation rehearsal; (2) Ensure that the CMR office is communicating with students in all graduate programs, especially the MA programs; and (3) Allot time in the September 2025

Graduate Dean's Council to discuss how we are ensuring that our MA curricula equips students for careers in fields relevant to their courses of study.

For the EdD, it is a program that has been rebirthed at NOBTS over the last few years with increasing enrollment. The graduation rate has been limited since the enrollment began small to restart this academic degree program. Another consideration is marketplace: some students are not seeking the EdD for primary ministry vocation employment but for teaching placements, corporate management from a Christian perspective, or leadership in various non-profit settings. The EdD director indicated that he would work with faculty teaching *Introduction to Educational Research and Writing* and *Educational Career and Context* courses to communicate to students the vocational opportunities related to ministry.