

Dedman HU Religious Studies PHD

2018-2019

Completed

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Mission

The Graduate Program in Religious Studies comprises programs of study leading to the M.A. and Ph.D. degrees. The primary goal of both degree programs is to prepare persons for academic leadership in the field, and hence for professional careers as teacher-scholars in colleges, universities, and schools of theology.

Outcomes/Objectives	Measure	Target	Findings
1 GOAL Student Learning Outcomes for GPRS PhD Degree A list of the four Student Learning Outcomes for students in the Graduate Program in Religious Studies			
Outcome has action plan	1.1.1	1.1.1.1 Not Met	From June 2017 to January 2019, 14

Outcomes/Objectives	Measure	Target	Findings
<p>1.1</p> <p>SLO 1: Expertise in History and Development</p> <p>Students will demonstrate expertise in the history and development of their chosen field of study.</p> <p>Supported Initiatives (3)</p> <p>STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> ● To enhance the academic quality and stature of the university. ● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. ● To improve teaching and learning. <p>ACTION PLAN In Progress</p> <p>Since the success rate is about where we would like it to be, we will closely monitor the data to see if the exam scores remain where they</p>	<p>Evaluation of Historical Exams 2016-2018</p> <p>The following exams in the six fields of the GPRS evaluate the student's expertise in the historical or developmental aspects of the field: Hebrew Bible: Ancient Near Eastern, Hellenistic, and Greco-Roman Texts and Contexts; Hermeneutics and Basic Topics of Hebrew Bible Studies New Testament: Background of the New Testament; History of the Interpretation of the New Testament Christian Tradition: Survey of the history of Christian Doctrine and Theology; Survey over the History of Christian Ethics and Institutions; Ecclesiastical History; Intellectual and Cultural History Systematic Theology: Historical Theology Religious Ethics: History of Christian Ethics Religion and Culture: Modern Study of Religion; Religion and Comparative Perspective</p>	<p>Target for Grades on Historical or Developmental Exams</p> <p>Within the last two years, 80% of students will score with Honors (i.e., 92 and above) on the Historical Exams.</p>	<p>students took the Historical/Developmental Exams. Of these, 10 (71.42%) scored with Honors (92) or above.</p> <p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>The scores are slightly below where the target was set. Last year they were slightly above. We will wait for two years to see if this range is exceptional. If it appears to be steady, we may either raise the target or change the exams.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>are, or trend either up or down. DUE 6/1/2019</p>			
<p>Outcome has action plan</p> <p>1.2</p> <p>SLO 2: Expertise in Contemporary Methodologies</p> <p>Students will demonstrate expertise in contemporary methodologies of their chosen field of study.</p> <p>Supported Initiatives (3)</p> <p>STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> To enhance the academic quality and stature of the university. Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. To improve teaching and learning. <p>ACTION PLAN In Progress</p> <p>Since the success rate is about</p>	<p>1.2.1</p> <p>Evaluation of Methodologies Exams 2016-2018</p> <p>The following exams in five fields of the GPRS evaluate the student's expertise in contemporary methodologies used in the field:</p> <p>Hebrew Bible: Methodologies of Hebrew Bible Studies; Dissertation Exam. New Testament: Contemporary Methods of Interpretation; Dissertation Exam. Systematic Theology: Systematic Theology; Philosophical Theology; Moral Theology. Religious Ethics: Contemporary Theological Ethics; Philosophical Ethics; Biblical, Applied, or Religious Ethics. Religion and Culture: Contemporary Theories and Critiques of Religion and Culture; Dissertation Exam</p>	<p>1.2.1.1 Partially Met</p> <p>Target for Grades on Contemporary Methodologies Exams</p> <p>Within the last two years, 80% of students will score with Honors (i.e., 92 and above) on the Methodologies Exams.</p>	<p>From June 2017 to January 2019, 24 students took the Contemporary Methodologies Exam. Of these 19 (79.1%) scored with Honors (92) or above.</p> <p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>The scores are right at where the target was set. Last year, they were the same (79%). We will wait for two years to see if this range is exceptional. If it appears to be steady, we may either raise the target or change the exams.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>where we would like it to be, we will closely monitor the data to see if the exam scores remain where they are, or trend either up or down.</p> <p>DUE 6/1/2019</p>			
<p>Outcome has action plan</p> <p>1.3</p> <p>SLO 3: Proficiency in Writing and Research</p> <p>Students will demonstrate proficiency in writing and research within their chosen field of study.</p> <p>Supported Initiatives (3)</p> <p>STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> To enhance the academic quality and stature of the university. To improve teaching and learning. Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. 	<p>1.3.1</p> <p>Evaluation of Dissertations 2015-2017</p> <p>Every Dissertation is evaluated with the following scores: Honors, High Pass, Pass, Fail</p>	<p>1.3.1.1 Not Met</p> <p>Target for Dissertation Evaluations</p> <p>Within the past three years, 90% of dissertations score either Honors or High Pass.</p>	<p>From the years 2016-2019, nineteen dissertations were approved. Of these, 79% of the dissertations were scored either Honors (37%) or High Pass (42%).</p> <p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>The results this year is significantly below where it was last year (at around 90%). This is probably due to a few of the students who have been in the program for a protracted length of time trying to (hurriedly) finish their dissertations before their time runs out. This, undoubtedly, produced a few sub-par dissertations, which skews the overall average.</p>
	<p>1.3.2</p>	<p>1.3.2.1 Exceeded</p>	<p>From the years 2016-2019, nineteen</p>

Outcomes/Objectives	Measure	Target	Findings
<p>ACTION PLAN In Progress</p> <p>The target of the scores of dissertations is significantly below what it was last year. The possible reasons for this aberration are stated in the discussion of the data. We should keep the target for two more years and monitor the data to see if this was, as suspected, an aberration. The target of the scores of oral defenses seems at this point to be perhaps too low; we should, however, closely monitor the data for two more years to see if this trend continues.</p> <p>DUE 6/1/2020</p>	<p>Evaluation of Defenses 2015-2017</p> <p>Every Oral Defense of a dissertation is evaluated with the following scores: Honors, High Pass, Pass, Fail</p>	<p>Target for Oral Defense Evaluations</p> <p>Within the past three years, 90% of oral defenses of dissertations score either Honors or High Pass.</p>	<p>dissertations were defended orally. Of these, 94.7% of the dissertations were scored either Honors (58%) or High Pass (37%).</p> <p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>The target was exceeded. At this point, however, we should see if this was an aberration or if the exceeded trend continues. The one defense that was scored as a "Pass" was one of the students who are trying to finished before an August deadline. These types of aberrations may occur occasionally.</p>
<p style="background-color: #d9ead3; padding: 2px;">Outcome has action plan</p> <p>1.4</p> <p>SLO 4: Active Participation in the Guild</p> <p>Students will actively participate in the wider academic guild of their chosen field of study.</p> <p>Supported Initiatives (3)</p>	<p>1.4.1</p> <p>GPRS Students - Conferences Attendance 2015-2017</p> <p>GPRS Students will actively participate in the guild by attending regional and national religious studies conferences.</p>	<p>1.4.1.1 Exceeded</p> <p>Target for Participation in the Guild</p> <p>For the previous year (June to May), 90% of GPRS students attended at least one regional or national conference relevant for their field of study.</p>	<p>For the previous year, 95.5% of GPRS students attended at least one regional or national conference that was relevant for their field of study. Of those who did attend, 52.4% attended more than one conference, and 57% head leadership roles (speaker/panelist) at a conference.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>STRATEGIC INITIATIVES</p> <ul style="list-style-type: none"> ● To enhance the academic quality and stature of the university. ● To improve teaching and learning. ● Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies. <p>ACTION PLAN In Progress</p> <p>For now, we will continue to encourage our students to attend conferences.</p> <p>DUE 6/1/2020</p>			<p>PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p>These results are very satisfying. Part of the success of our attendance rate is due to funds being available from both the GPRS budget as well as the Graduate Program budget to supplement student expenses for these conferences.</p>

Outcomes/Objectives	Measure	Target	Findings
<p>2 GOAL Program Goal for GPRS PhD Degree</p> <p>A list of the Program Goal for the Graduate Program in Religious Studies.</p>			

Outcomes/Objectives	Measure	Target	Findings
<p data-bbox="128 175 562 215">Outcome has action plan</p> <p data-bbox="128 232 170 264">2.1</p> <p data-bbox="128 285 495 358">Program Goal 1: Placement of Graduates</p> <p data-bbox="128 383 527 500">Graduates of the GPRS will find a position related to the field of religious studies.</p> <p data-bbox="128 524 422 557">Supported Initiatives (3)</p> <p data-bbox="128 578 436 610">STRATEGIC INITIATIVES</p> <ul data-bbox="128 621 562 1084" style="list-style-type: none"> ● To enhance the academic quality and stature of the university. ● To strengthen scholarly research, creative achievement, and opportunities for innovation. ● Increase involvement of students in practical, field-based experiential learning on campus, in the local community, and around the world. <p data-bbox="128 1122 510 1154">ACTION PLAN In Progress</p> <p data-bbox="128 1170 527 1369">We will attempt to contact by email, mail, of telephone the graduates from the previous five years to determine their employment status.</p> <p data-bbox="128 1385 239 1458">DUE 6/1/2020</p>	<p data-bbox="592 180 653 212">2.1.1</p> <p data-bbox="592 237 982 310">Contact List of Graduates since 2015</p> <p data-bbox="592 350 1010 594">Through email contact with GPRS graduates every six months, we determine where they are employed and whether that employment is academic and/or related to their degree.</p>	<p data-bbox="1062 180 1341 212">2.1.1.1 Partially Met</p> <p data-bbox="1062 237 1499 269">Target for Placement of Graduates</p> <p data-bbox="1062 293 1451 448">Within four years of graduation, 70% of our graduates will find employment directly related to their field of study.</p>	<p data-bbox="1533 180 1971 951">From May 2016 to May 2019, twenty students have graduated with their PhD degrees from the GPRS. Of these, 5 (25%) are tenure-track or permanent position Assistant Professors at colleges or universities; 4 (20%) are Adjunct Professors at colleges or universities; 3 (15%) are administrators in religious studies programs or research fellows in religious studies programs at universities; 4 (20%) are either in other professions; 4 (20%) did not reply to our query. Thus, among the graduates 60% are in positions that relate to their graduate degree in religion.</p> <p data-bbox="1533 976 1971 1179">PLANS FOR IMPROVEMENT (WHAT WILL BE DONE NEXT? HOW WILL THE DATA BE USED? HOW DOES THE FINDINGS DIFFER FROM PRIOR YEARS?)</p> <p data-bbox="1533 1219 1971 1503">The data are partially skewed by not knowing about the employment status of some of the students. Unfortunately, the past two years have had two aspects working against us: the job market for academic positions in religion is</p>

Outcomes/Objectives	Measure	Target	Findings
			at an all-time low and (ironically) we have had a large number of graduates. Of the four students who did not respond to our query, three of them are graduates from this year.