ADULT STUDENT PRIORITIES SURVEY
2009-2011 DATA COMPARISON REPORT

Office of Institutional Research and Effectiveness
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Dallas Theological Seminary
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ADULT STUDENT PRIORITIES SURVEY
2009-2011 DATA COMPARISON REPORT

Executive Overview

This is a report of the results from the all-Seminary student survey conducted in Fall 2011, comparing them with the Fall 2009 administration. Seventy items are rated on 1–7 scales of importance and satisfaction; the difference of an item’s averages is its performance gap of unmet expectations. The issues of instruction quality and knowledgeable faculty are the students’ most important items, while the greatest performance gap is for the issue of maintaining a healthy balanced seminarian lifestyle. For nine of the 50 standard survey items, DTS student satisfaction is about the same as that of national norms; otherwise, DTS students are more satisfied. By comparing item importance with performance gaps, five items concern areas that DTS could claim as strengths of the school: the ability to register electronically, the Seminary’s good reputation, the fairness of DTS faculty in how they treat students, the availability of faculty outside of class, and having a one-stop enrollment location. In similar fashion, there are eleven survey items that are nominees for improvement: content of courses in major, student lifestyle balance, tuition value, major requirements clarity, course offering conflicts, servant leadership in the curriculum, conveniently scheduled courses, timely feedback from faculty, options in programs, equivalency of appropriate service to online students, and adequate financial aid. The school’s academic reputation is the most important of nine factors in the students’ decisions to enroll, while institutional size is the least important.

Survey Procedure

The survey was administered online through Noel-Levitz with passcode security and all students at all campuses were asked to participate. The survey period was October 2011, when 613 respondents. This is lower than the 740 students who responded in 2009, but still representing a response rate of about 30%.

Survey Results

The survey results are presented in Appendix 1, starting on page 8. The bulk of the survey comprised 50 standard expectations and 20 DTS custom expectations that the students were to rate in importance to them and in their satisfaction that the Seminary had met that expectation. Seven-point scales were used in each case:

**Importance:**
- 7 = very important
- 6 = important
- 5 = somewhat important
- 4 = neutral
- 3 = somewhat unimportant
- 2 = not very important
- 1 = not important at all

**Satisfaction:**
- 7 = very satisfied
- 6 = satisfied
- 5 = somewhat satisfied
- 4 = neutral
- 3 = somewhat dissatisfied
- 2 = dissatisfied
- 1 = not satisfied at all

The average of the student responses results in two scores for each expectation, "Importance" and "Satisfaction," between 1.00 and 7.00.
The data is listed in the following manner: Importance, Satisfaction/Standard Deviation, and Gap. The Gap shows the "performance gap," which is Importance minus Satisfaction. The lower the performance gap, the better, because students' satisfaction is higher with respect to its importance to the students.

Alongside the results from DTS students are the national scores listed in the same order (Importance, Satisfaction/Standard Deviation, and Gap). Following this is the mean difference. This is the difference in our students' satisfaction compared with the national group. Alongside the Mean Difference asterisks appear. These indicate when this mean difference between DTS students and nation students is statistically significant as follows:

* Difference statistically significant at the .05 level  
** Difference statistically significant at the .01 level,  
*** Difference statistically significant at the .001 level

Additionally, nine questions relating to students’ decision to enroll (71-79) asked only students’ felt importance. The seven-point Importance scale was used for these questions as well.

**Items of Note**

- The numbering reflects the 2011 survey.  
- For questions 51-68 no comparison of national survey is available as they are the DTS custom questions.  
- Where a question has been changed, for example Q63, I have included the current question and the previous similar one for comparison. The old version is indicated by the suffix “a” e.g. 63a.  
- Question 60 was a new question in 2011 with no previously asked equivalent.  
- Question 61 and 68, while the same question, were both asked in the 2011 survey with nearly identical average responses.

**About the Adult Student Priorities Survey™**

The Adult Student Priorities Survey measures your adult students' satisfaction with a wide range of college experiences. Principles of consumer theory serve as the basis for the survey's construction. Therefore, students are viewed as consumers who have a choice about whether to invest in education and where to enroll. In addition, students are seen as individuals who have definite expectations about what they want from their campus experience. From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution. Students rate each item in the survey by the importance of the specific expectation as well as their satisfaction with how well that expectation is being met. A performance gap is then determined by the difference in the importance rating and the

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satisfaction rating. Items with large performance gaps indicate areas on campus where students perceive their expectations are not being met adequately.

Because the Adult Student Priorities Survey results in three different scores for each item, a significant amount of information is generated for institutional decision makers. Importance score ratings reflect how strongly students feel about the expectation (the higher the score, the more important it is to a student, hence the stronger the expectation). Satisfaction ratings show how satisfied students are that your institution has met the expectation (the higher the score, the more satisfied the student). Performance gap scores (importance rating minus satisfaction rating) show how well you are meeting the expectation overall. A large performance gap score for an item (e.g., 1.5) indicates that the institution is not meeting students' expectations, whereas a small or zero gap score (e.g., .50) indicates that an institution is meeting students' expectations, and a negative gap score (e.g., -.25) indicates that an institution is exceeding students' expectations.

In addition to the information provided by the three measurements for each item, inventory composite scales offer a "global" perspective of your students' responses. The scales provide a good overview of your institution's strengths and areas in need of improvement.

Student responses are compared to a national group of students who have completed the Adult Student Priorities Survey. This group includes students at four year and two-year, public and private institutions. The students in this national group are 25 years and older.

Analysis of Survey Results

Outliers

The item of highest importance to students in 2011 was 35. The quality of instruction I receive in my program is excellent. In 2009, item 35 was tied for highest importance with 42. Nearly all faculty are knowledgeable in their field.

The item with the most-positive performance gap in 2011 (i.e., the item with the least satisfaction compared to importance) was 64. I maintain a healthy balance between studies, employment, family, ministry, and devotional life. As it was in 2009, this item’s performance gap is notably larger than the next closest item. 23. Adequate financial aid is available for most adult students.

The item of least importance to students in both 2011 and 2009 was 33. Channels are readily available for adult students to express complaints.

The item with the least-positive performance gap in both 2011 and 2009 (i.e., the item with the greatest satisfaction compared to importance) was 12. Computer labs are adequate and accessible for adult students.
Non-distinctives of Dallas Theological Seminary

Items 1–50 are standard survey items that can be compared with a national group of students (“national norms”). For all but nine of the 50 normed items, the satisfaction of DTS students is greater than the national norm with the probability of survey sampling error p < .05. The remaining 9 items indicate areas of non-distinction that might be investigated as to why DTS is not better than national norms:

8. My academic advisor is available at times that are convenient for me.
11. My academic advisor is concerned about my success as an individual.
16. I am able to register for classes I need with few conflicts.
19. My academic advisor is knowledgeable about requirements in my major.
23. Adequate financial aid is available for most adult students.
26. Faculty provide timely feedback about my progress.
32. My classes provide opportunities to improve my technology skills.
44. When students enroll at this institution, they develop a plan to complete their degree.
50. My advisor helps me apply my academic major to specific career goals.

Areas to Claim as Strengths

The graphs on pages 18–19 chart the 2011 and 2009 ASPS Importance versus Gap for DTS students. The red lines distinguish sections. The vertical red line sections Importance results in half. The horizontal red lines section Gap results in quarters.

The shaded purple box encloses those survey items that students indicated greater than average importance and the smallest performance gaps. These items are the most important relative strengths to which we may validly lay claim, listed in descending rating of importance:

31. I am able to register for classes by personal computer, fax, or telephone.
27. This institution has a good reputation within the community.
14. Faculty are fair and unbiased in their treatment of individual students.¶
40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
45. I am able to complete most of my enrollment tasks in one location.¶

¶ Items 14 and 45 were not among the 2009 areas to claim as strengths.
**Areas to Consider for Improvement**

The shaded red box encloses those survey items that students indicated greater than average importance and the largest performance gaps. These items would be the most important relative weaknesses to target for improvement, listed in descending rating of importance:

4. The content of the courses within my major is valuable.
64. I maintain a healthy balance between studies, employment, family, ministry, and devotional life.
21. Tuition paid is a worthwhile investment.
41. Major requirements are clear and reasonable.
16. I am able to register for classes I need with few conflicts.
66. The curriculum is helping me model and equip others in servant leadership.
3. Classes are scheduled at times that are convenient for me.
26. Faculty provide timely feedback about my progress.†
49. There are sufficient options within my program of study.
61,68. Students taking online classes receive appropriate service equivalent to those at the Dallas campus.∗
23. Adequate financial aid is available for most adult students.†

**Importance of Factors in Decision to Enroll**

*Items 61/68 were not among the 2009 areas to target as weaknesses.
†There is no significant difference in satisfaction between DTS students and the national norms for items 23 and 26.*
APPENDIX

Table of results from the Adult Student Priorities Survey, comparing data from 2011 with data from 2009.
<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>2009</th>
<th>Mean Difference</th>
<th>2011</th>
<th>2009</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult students are made to feel welcome at this institution</td>
<td>Import 6.14, Satis / SD 6.19 / 1.05, Gap -0.05</td>
<td>Import 6.24, Satis / SD 5.96 / 1.24, Gap 0.28</td>
<td>Mean Difference 0.23 ***</td>
<td>Import 6.21, Satis / SD 6.16 / 1.08, Gap 0.05</td>
<td>Import 6.19, Satis / SD 5.95 / 1.23, Gap 0.24</td>
<td>Mean Difference 0.21 ***</td>
</tr>
<tr>
<td>2. Faculty care about me as an individual</td>
<td>Import 6.43, Satis / SD 6.00 / 1.15, Gap 0.43</td>
<td>Import 6.37, Satis / SD 5.71 / 1.35, Gap 0.66</td>
<td>Mean Difference 0.29 ***</td>
<td>Import 6.48, Satis / SD 5.99 / 1.17, Gap 0.49</td>
<td>Import 6.34, Satis / SD 5.72 / 1.32, Gap 0.62</td>
<td>Mean Difference 0.27 ***</td>
</tr>
<tr>
<td>3. Classes are scheduled at times that are convenient for me</td>
<td>Import 6.42, Satis / SD 5.59 / 1.40, Gap 0.83</td>
<td>Import 6.59, Satis / SD 5.72 / 1.43, Gap 0.87</td>
<td>Mean Difference -0.13 *</td>
<td>Import 6.44, Satis / SD 5.59 / 1.36, Gap 0.85</td>
<td>Import 6.60, Satis / SD 5.71 / 1.42, Gap 0.89</td>
<td>Mean Difference -0.12 *</td>
</tr>
<tr>
<td>4. The content of the courses within my major is valuable</td>
<td>Import 6.79, Satis / SD 6.25 / 1.02, Gap 0.54</td>
<td>Import 6.69, Satis / SD 5.88 / 1.21, Gap 0.81</td>
<td>Mean Difference 0.37 ***</td>
<td>Import 6.82, Satis / SD 6.27 / 0.91, Gap 0.55</td>
<td>Import 6.68, Satis / SD 5.88 / 1.17, Gap 0.80</td>
<td>Mean Difference 0.39 ***</td>
</tr>
<tr>
<td>5. Classroom locations are safe and secure for all students</td>
<td>Import 6.07, Satis / SD 6.45 / 0.82, Gap -0.38</td>
<td>Import 6.38, Satis / SD 6.22 / 1.06, Gap 0.16</td>
<td>Mean Difference 0.23 ***</td>
<td>Import 6.07, Satis / SD 6.40 / 0.81, Gap -0.33</td>
<td>Import 6.34, Satis / SD 6.16 / 1.07, Gap 0.18</td>
<td>Mean Difference 0.24 ***</td>
</tr>
<tr>
<td>6. Financial aid counselors are helpful to adult students</td>
<td>Import 5.83, Satis / SD 5.52 / 1.47, Gap 0.31</td>
<td>Import 6.24, Satis / SD 5.32 / 1.65, Gap 0.92</td>
<td>Mean Difference 0.20 *</td>
<td>Import 5.92, Satis / SD 5.70 / 1.38, Gap 0.22</td>
<td>Import 6.13, Satis / SD 5.22 / 1.63, Gap 0.91</td>
<td>Mean Difference 0.48 ***</td>
</tr>
<tr>
<td>7. The staff at this institution are caring and helpful</td>
<td>Import 6.45, Satis / SD 6.20 / 1.05, Gap 0.25</td>
<td>Import 6.46, Satis / SD 5.80 / 1.31, Gap 0.66</td>
<td>Mean Difference 0.40 ***</td>
<td>Import 6.50, Satis / SD 6.23 / 0.98, Gap 0.27</td>
<td>Import 6.43, Satis / SD 5.79 / 1.29, Gap 0.64</td>
<td>Mean Difference 0.44 ***</td>
</tr>
<tr>
<td>8. My academic advisor is available at times that are convenient for me</td>
<td>Import 5.84, Satis / SD 5.57 / 1.43, Gap 0.27</td>
<td>Import 6.29, Satis / SD 5.52 / 1.59, Gap 0.77</td>
<td>Mean Difference 0.05</td>
<td>Import 5.80, Satis / SD 5.76 / 1.29, Gap 0.04</td>
<td>Import 6.25, Satis / SD 5.50 / 1.56, Gap 0.75</td>
<td>Mean Difference 0.26 ***</td>
</tr>
<tr>
<td>9. Billing policies are reasonable for adult students</td>
<td>Import 6.18, Satis / SD 5.78 / 1.25, Gap 0.40</td>
<td>Import 6.29, Satis / SD 5.32 / 1.52, Gap 0.97</td>
<td>Mean Difference 0.46 ***</td>
<td>Import 6.16, Satis / SD 5.70 / 1.32, Gap 0.46</td>
<td>Import 6.27, Satis / SD 5.23 / 1.53, Gap 1.04</td>
<td>Mean Difference 0.47 ***</td>
</tr>
<tr>
<td>10. Admissions representatives are knowledgeable</td>
<td>Import 6.18, Satis / SD 6.12 / 1.08, Gap 0.06</td>
<td>Import 6.31, Satis / SD 5.67 / 1.39, Gap 0.64</td>
<td>Mean Difference 0.45 ***</td>
<td>Import 6.18, Satis / SD 6.13 / 1.09, Gap 0.05</td>
<td>Import 6.28, Satis / SD 5.60 / 1.38, Gap 0.68</td>
<td>Mean Difference 0.53 ***</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>11. My academic advisor is concerned about my success as an individual.</td>
<td>6.21</td>
<td>5.61 / 1.46</td>
<td>0.60</td>
<td>6.37</td>
<td>5.48 / 1.63</td>
<td>0.89</td>
</tr>
<tr>
<td>12. Computer labs are adequate and accessible for adult students.</td>
<td>5.37</td>
<td>6.10 / 1.10</td>
<td>-0.73</td>
<td>6.06</td>
<td>5.44 / 1.62</td>
<td>0.62</td>
</tr>
<tr>
<td>13. The amount of student parking is adequate.</td>
<td>5.93</td>
<td>5.71 / 1.41</td>
<td>0.22</td>
<td>6.01</td>
<td>5.05 / 1.89</td>
<td>0.96</td>
</tr>
<tr>
<td>14. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.42</td>
<td>6.30 / 0.94</td>
<td>0.12</td>
<td>6.53</td>
<td>5.77 / 1.37</td>
<td>0.76</td>
</tr>
<tr>
<td>15. Library resources and services are adequate for adults.</td>
<td>6.34</td>
<td>6.13 / 1.12</td>
<td>0.21</td>
<td>6.26</td>
<td>5.46 / 1.53</td>
<td>0.80</td>
</tr>
<tr>
<td>16. I am able to register for classes I need with few conflicts.</td>
<td>6.52</td>
<td>5.70 / 1.39</td>
<td>0.82</td>
<td>6.56</td>
<td>5.60 / 1.55</td>
<td>0.96</td>
</tr>
<tr>
<td>17. Business office hours are convenient for adult students.</td>
<td>5.90</td>
<td>5.65 / 1.28</td>
<td>0.25</td>
<td>6.20</td>
<td>5.52 / 1.42</td>
<td>0.68</td>
</tr>
<tr>
<td>18. Parking lots are well-lighted and secure.</td>
<td>5.99</td>
<td>6.04 / 1.12</td>
<td>-0.05</td>
<td>6.18</td>
<td>5.50 / 1.50</td>
<td>0.68</td>
</tr>
<tr>
<td>19. My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.32</td>
<td>5.87 / 1.29</td>
<td>0.45</td>
<td>6.54</td>
<td>5.77 / 1.48</td>
<td>0.77</td>
</tr>
<tr>
<td>20. Registration processes are reasonable and convenient for adults.</td>
<td>6.33</td>
<td>6.12 / 1.13</td>
<td>0.21</td>
<td>6.46</td>
<td>5.81 / 1.38</td>
<td>0.65</td>
</tr>
<tr>
<td>Item</td>
<td>2011 Import</td>
<td>Satis / SD</td>
<td>Gap</td>
<td>2011 Import</td>
<td>Satis / SD</td>
<td>Gap</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>21. Tuition paid is a worthwhile investment.</td>
<td>6.69</td>
<td>6.01/1.17</td>
<td>0.68</td>
<td>6.63</td>
<td>5.35/1.58</td>
<td>1.28</td>
</tr>
<tr>
<td>22. Security staff respond quickly in emergencies.</td>
<td>6.34</td>
<td>6.02/1.19</td>
<td>0.32</td>
<td>6.22</td>
<td>5.20/1.44</td>
<td>1.02</td>
</tr>
<tr>
<td>23. Adequate financial aid is available for most adult students.</td>
<td>6.25</td>
<td>5.17/1.70</td>
<td>1.08</td>
<td>6.47</td>
<td>5.29/1.67</td>
<td>1.18</td>
</tr>
<tr>
<td>24. There is a commitment to academic excellence at this institution.</td>
<td>6.68</td>
<td>6.43/1.00</td>
<td>0.25</td>
<td>6.63</td>
<td>5.80/1.35</td>
<td>0.83</td>
</tr>
<tr>
<td>25. Admissions representatives respond to adult students' unique needs.</td>
<td>6.07</td>
<td>5.88/1.23</td>
<td>0.19</td>
<td>6.27</td>
<td>5.59/1.40</td>
<td>0.68</td>
</tr>
<tr>
<td>26. Faculty provide timely feedback about my progress.</td>
<td>6.35</td>
<td>5.45/1.39</td>
<td>0.90</td>
<td>6.48</td>
<td>5.51/1.46</td>
<td>0.97</td>
</tr>
<tr>
<td>27. This institution has a good reputation within the community.</td>
<td>6.42</td>
<td>6.40/0.93</td>
<td>0.02</td>
<td>6.39</td>
<td>5.68/1.39</td>
<td>0.71</td>
</tr>
<tr>
<td>28. My academic advisor is accessible by telephone and e-mail.</td>
<td>6.14</td>
<td>6.00/1.27</td>
<td>0.14</td>
<td>6.44</td>
<td>5.82/1.49</td>
<td>0.62</td>
</tr>
<tr>
<td>29. I seldom get the &quot;run-around&quot; when seeking information at this institution.</td>
<td>6.32</td>
<td>5.82/1.44</td>
<td>0.50</td>
<td>6.45</td>
<td>5.29/1.72</td>
<td>1.16</td>
</tr>
<tr>
<td>30. Academic support services adequately meet the needs of adult students.</td>
<td>6.17</td>
<td>5.88/1.26</td>
<td>0.29</td>
<td>6.33</td>
<td>5.52/1.43</td>
<td>0.81</td>
</tr>
<tr>
<td>Item</td>
<td>2011</td>
<td>2009</td>
<td>Mean Difference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
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<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. I am able to register for classes by personal computer, fax, or telephone.</td>
<td>6.44</td>
<td>6.52 / 0.98</td>
<td>-0.08</td>
<td>0.63</td>
<td>***</td>
<td>6.47</td>
</tr>
<tr>
<td>32. My classes provide opportunities to improve my technology skills.</td>
<td>4.97</td>
<td>5.53 / 1.31</td>
<td>-0.56</td>
<td>0.44</td>
<td>0.01</td>
<td>5.09</td>
</tr>
<tr>
<td>33. Channels are readily available for adult students to express complaints.</td>
<td>5.61</td>
<td>5.26 / 1.54</td>
<td>0.35</td>
<td>1.13</td>
<td>0.30</td>
<td>***</td>
</tr>
<tr>
<td>34. I receive complete information on the availability of financial aid.</td>
<td>6.04</td>
<td>5.52 / 1.47</td>
<td>0.52</td>
<td>1.18</td>
<td>0.35</td>
<td>***</td>
</tr>
<tr>
<td>35. The quality of instruction I receive in my program is excellent.</td>
<td>6.83</td>
<td>6.40 / 0.89</td>
<td>0.43</td>
<td>0.91</td>
<td>0.63</td>
<td>***</td>
</tr>
<tr>
<td>36. Vending or snack bar food options are readily available.</td>
<td>4.48</td>
<td>5.65 / 1.34</td>
<td>-1.17</td>
<td>0.25</td>
<td>0.54</td>
<td>***</td>
</tr>
<tr>
<td>37. Part-time faculty are competent as classroom instructors.</td>
<td>6.42</td>
<td>5.99 / 1.14</td>
<td>0.43</td>
<td>0.77</td>
<td>0.31</td>
<td>***</td>
</tr>
<tr>
<td>38. Career services are adequate and accessible for adult students.</td>
<td>6.05</td>
<td>5.46 / 1.37</td>
<td>0.59</td>
<td>0.99</td>
<td>0.29</td>
<td>**</td>
</tr>
<tr>
<td>39. This institution responds quickly to my requests for information.</td>
<td>6.32</td>
<td>5.99 / 1.15</td>
<td>0.33</td>
<td>0.91</td>
<td>0.48</td>
<td>***</td>
</tr>
<tr>
<td>Item</td>
<td>Dallas Theological Seminary</td>
<td>National Adult Students</td>
<td>Mean Difference</td>
<td>Dallas Theological Seminary</td>
<td>National Adult Students</td>
<td>Mean Difference</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
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<td>-----------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.</td>
<td>6.29 / 6.20 / 1.01</td>
<td>0.09 / 6.49 / 5.94 / 1.27 / 0.55 / 0.26 / ***</td>
<td></td>
<td>6.33 / 6.26 / 0.99</td>
<td>0.07 / 6.48 / 5.94 / 1.24 / 0.54 / 0.32 / ***</td>
<td></td>
</tr>
<tr>
<td>41. Major requirements are clear and reasonable.</td>
<td>6.58 / 6.05 / 1.11</td>
<td>0.53 / 6.61 / 5.82 / 1.34 / 0.79 / 0.23 / ***</td>
<td></td>
<td>6.62 / 6.13 / 1.04</td>
<td>0.49 / 6.60 / 5.81 / 1.31 / 0.79 / 0.32 / ***</td>
<td></td>
</tr>
<tr>
<td>42. Nearly all faculty are knowledgeable in their field.</td>
<td>6.82 / 6.61 / 0.74</td>
<td>0.21 / 6.68 / 6.05 / 1.17 / 0.63 / 0.56 / ***</td>
<td></td>
<td>6.83 / 6.64 / 0.62</td>
<td>0.19 / 6.66 / 6.03 / 1.15 / 0.63 / 0.61 / ***</td>
<td></td>
</tr>
<tr>
<td>43. This institution offers a variety of payment plans for adult students.</td>
<td>6.00 / 5.88 / 1.31</td>
<td>0.12 / 6.27 / 5.38 / 1.52 / 0.89 / 0.50 / ***</td>
<td></td>
<td>6.15 / 5.92 / 1.26</td>
<td>0.23 / 6.24 / 5.35 / 1.51 / 0.89 / 0.57 / ***</td>
<td></td>
</tr>
<tr>
<td>44. When students enroll at this institution, they develop a plan to complete their degree.</td>
<td>6.13 / 5.61 / 1.37</td>
<td>0.52 / 6.47 / 5.68 / 1.48 / 0.79 / -0.07 /</td>
<td></td>
<td>6.18 / 5.61 / 1.36</td>
<td>0.57 / 6.44 / 5.61 / 1.47 / 0.83 / 0.00 /</td>
<td></td>
</tr>
<tr>
<td>45. I am able to complete most of my enrollment tasks in one location.</td>
<td>6.25 / 6.27 / 1.05</td>
<td>-0.02 / 6.46 / 5.99 / 1.30 / 0.47 / 0.28 / ***</td>
<td></td>
<td>6.29 / 6.30 / 1.03</td>
<td>-0.01 / 6.45 / 5.92 / 1.32 / 0.53 / 0.38 / ***</td>
<td></td>
</tr>
<tr>
<td>46. This institution provides timely responses to student complaints.</td>
<td>6.03 / 5.63 / 1.41</td>
<td>0.40 / 6.27 / 5.08 / 1.67 / 1.19 / 0.55 / ***</td>
<td></td>
<td>6.14 / 5.75 / 1.34</td>
<td>0.39 / 6.22 / 5.07 / 1.62 / 1.15 / 0.68 / ***</td>
<td></td>
</tr>
<tr>
<td>47. Bookstore hours are convenient for adult students.</td>
<td>5.75 / 5.65 / 1.44</td>
<td>0.10 / 6.01 / 5.08 / 1.71 / 0.93 / 0.57 / ***</td>
<td></td>
<td>5.90 / 5.54 / 1.42</td>
<td>0.36 / 6.00 / 5.01 / 1.71 / 0.99 / 0.53 / ***</td>
<td></td>
</tr>
<tr>
<td>48. I am aware of whom to contact for questions about programs and services.</td>
<td>6.09 / 5.55 / 1.39</td>
<td>0.54 / 6.36 / 5.40 / 1.59 / 0.96 / 0.15 / *</td>
<td></td>
<td>6.17 / 5.57 / 1.35</td>
<td>0.60 / 6.34 / 5.37 / 1.58 / 0.97 / 0.20 / **</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>2011</td>
<td>2009</td>
<td>Mean Difference</td>
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</tr>
<tr>
<td>49. There are sufficient options within my program of study.</td>
<td>6.33</td>
<td>6.45</td>
<td>0.33 ***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. My advisor helps me apply my academic major to specific career goals.</td>
<td>6.10</td>
<td>6.08</td>
<td>0.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. The seminary's student orientation meets the needs of incoming students.</td>
<td>6.02</td>
<td>6.17</td>
<td>0.37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. The hours that my campus library is open are sufficient for my study needs.</td>
<td>6.20</td>
<td>6.35</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. The curriculum is helping me gain competence in the area of written communication.</td>
<td>6.18</td>
<td>6.17</td>
<td>0.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. The curriculum is helping me gain competence in the area of oral communication.</td>
<td>6.17</td>
<td>6.17</td>
<td>0.42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53A. The curriculum is helping me gain competence in the area of communication, both written and oral.</td>
<td>6.45</td>
<td>6.45</td>
<td>0.26</td>
<td></td>
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</tr>
<tr>
<td>Item</td>
<td>2011 Import</td>
<td>2011 Satis / SD</td>
<td>Gap</td>
<td>2009 Import</td>
<td>2009 Satis / SD</td>
<td>Gap</td>
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</tr>
<tr>
<td>55. The curriculum is helping me gain competence in biblical interpretation.</td>
<td>6.77</td>
<td>6.48 / 0.91</td>
<td>0.29</td>
<td>6.80</td>
<td>6.50 / 0.76</td>
<td>0.30</td>
</tr>
<tr>
<td>56. The Seminary demonstrates a commitment to meeting the needs of women students.</td>
<td>6.03</td>
<td>5.92 / 1.25</td>
<td>0.11</td>
<td>6.30</td>
<td>5.98 / 1.25</td>
<td>0.32</td>
</tr>
<tr>
<td>57. Chapel services on the Dallas campus foster spiritual growth and community.</td>
<td>5.96</td>
<td>5.62 / 1.52</td>
<td>0.34</td>
<td>6.15</td>
<td>5.86 / 1.31</td>
<td>0.29</td>
</tr>
<tr>
<td>58. The curriculum is helping me gain competence in Christian spirituality.</td>
<td>6.55</td>
<td>6.15 / 1.12</td>
<td>0.40</td>
<td>6.70</td>
<td>6.14 / 1.15</td>
<td>0.56</td>
</tr>
<tr>
<td>59. The Seminary demonstrates a commitment to meeting the needs of (noninternational) minority students.</td>
<td>5.99</td>
<td>5.86 / 1.33</td>
<td>0.13</td>
<td>6.14</td>
<td>5.90 / 1.27</td>
<td>0.24</td>
</tr>
<tr>
<td>60. The curriculum is helping me gain competence in communication through electronic media.</td>
<td>5.44</td>
<td>5.51 / 1.39</td>
<td>-0.07</td>
<td>6.10</td>
<td>5.90 / 1.27</td>
<td>0.20</td>
</tr>
<tr>
<td>Item</td>
<td>2011</td>
<td>2009</td>
<td>Mean Difference</td>
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<tr>
<td>61. Students taking online classes receive appropriate service</td>
<td>Dallas</td>
<td>National Adult Students</td>
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<tr>
<td>equivalent to those at the Dallas campus.</td>
<td>Seminary</td>
<td>Students</td>
<td></td>
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<tr>
<td>Mean Difference</td>
<td>0.85</td>
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<tr>
<td>62. The curriculum helps me improve my competence in the area of</td>
<td>Dallas</td>
<td>National Adult Students</td>
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<tr>
<td>theology.</td>
<td>Seminary</td>
<td>Students</td>
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<tr>
<td>Mean Difference</td>
<td>0.28</td>
<td></td>
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<tr>
<td>63. The curriculum is helping me gain competence in engagement with</td>
<td>Dallas</td>
<td>National Adult Students</td>
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<td>different cultures.</td>
<td>Seminary</td>
<td>Students</td>
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<tr>
<td>Mean Difference</td>
<td>0.48</td>
<td></td>
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<tr>
<td>63a. The curriculum helps me improve my competence in the area</td>
<td>Dallas</td>
<td>National Adult Students</td>
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<td>of engagement with the world’s cultures.</td>
<td>Seminary</td>
<td>Students</td>
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<tr>
<td>Mean Difference</td>
<td>0.60</td>
<td></td>
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<tr>
<td>64. I maintain a healthy balance between studies, employment,</td>
<td>Dallas</td>
<td>National Adult Students</td>
<td></td>
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<tr>
<td>family, ministry, and devotional life.</td>
<td>Seminary</td>
<td>Students</td>
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<tr>
<td>Mean Difference</td>
<td>1.48</td>
<td></td>
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<tr>
<td>65. The S.F. classes I have enrolled in have made an overall</td>
<td>Dallas</td>
<td>National Adult Students</td>
<td></td>
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<tr>
<td>positive contribution to my personal life.</td>
<td>Seminary</td>
<td>Students</td>
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<tr>
<td>Mean Difference</td>
<td>0.68</td>
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<td>Item</td>
<td>2011 Import</td>
<td>2011 Satis Mean ± SD</td>
<td>2011 Gap</td>
<td>2009 Import</td>
<td>2009 Satis Mean ± SD</td>
<td>2009 Gap</td>
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<tr>
<td>66. The curriculum is helping me model and equip others in servant leadership.</td>
<td>6.43</td>
<td>5.82 ± 1.21</td>
<td>0.61</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>66a. The curriculum helps me improve my competence in the area of transformational leadership.</td>
<td>6.43</td>
<td>5.82 ± 1.21</td>
<td>0.61</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>67. The Seminary demonstrates a commitment to meeting the needs of international students.</td>
<td>6.16</td>
<td>6.05 ± 1.18</td>
<td>0.11</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>68. Students taking online classes receive appropriate service equivalent to those at the Dallas campus.</td>
<td>6.28</td>
<td>5.44 ± 1.58</td>
<td>0.84</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>68a. Students studying at extension campuses receive service equivalent to those studying at the main Dallas campus.</td>
<td></td>
<td></td>
<td></td>
<td>6.22</td>
<td>5.59 ± 1.36</td>
<td>0.63</td>
</tr>
<tr>
<td>Item</td>
<td>2011</td>
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<td>2009</td>
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<td></td>
<td>Dallas Theological Seminary</td>
<td>National Adult Students</td>
<td>Dallas Theological Seminary</td>
<td>National Adult Students</td>
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<td></td>
<td>Import</td>
<td>Satis / SD</td>
<td>Gap</td>
<td>Import</td>
<td>Satis / SD</td>
<td>Gap</td>
</tr>
<tr>
<td>71. Cost as factor in decision to enroll.</td>
<td>5.39</td>
<td>5.94</td>
<td></td>
<td>5.44</td>
<td>5.89</td>
<td></td>
</tr>
<tr>
<td>72. Financial aid/scholarship opportunities as factor in decision to</td>
<td>5.01</td>
<td>5.90</td>
<td></td>
<td>5.14</td>
<td>5.79</td>
<td></td>
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<tr>
<td>enroll.</td>
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<tr>
<td>73. Academic reputation as factor in decision to enroll.</td>
<td>6.61</td>
<td>6.24</td>
<td></td>
<td>6.58</td>
<td>6.23</td>
<td></td>
</tr>
<tr>
<td>74. Size of institution as factor in decision to enroll.</td>
<td>3.84</td>
<td>5.26</td>
<td></td>
<td>4.19</td>
<td>5.22</td>
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</tr>
<tr>
<td>75. Future employment opportunities as factor in decision to enroll.</td>
<td>4.70</td>
<td>6.06</td>
<td></td>
<td>4.88</td>
<td>6.03</td>
<td></td>
</tr>
<tr>
<td>76. Recommendations from family/friends/employer as factor in decision</td>
<td>5.72</td>
<td>5.41</td>
<td></td>
<td>5.75</td>
<td>5.39</td>
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<tr>
<td>to enroll.</td>
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<tr>
<td>77. Campus location (close to home/work) as factor in decision to</td>
<td>4.56</td>
<td>6.01</td>
<td></td>
<td>4.72</td>
<td>6.05</td>
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<td>enroll.</td>
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<tr>
<td>78. Availability of evening/weekend courses as factor in decision to</td>
<td>4.55</td>
<td>6.11</td>
<td></td>
<td>4.72</td>
<td>6.12</td>
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<td>enroll.</td>
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<tr>
<td>79. Personalized attention prior to enrollment as factor in decision</td>
<td>4.79</td>
<td>5.81</td>
<td></td>
<td>4.93</td>
<td>5.78</td>
<td></td>
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<tr>
<td>to enroll.</td>
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