

Graduating Student Survey Report



2007

Office of Institutional Research



Dallas Theological Seminary

Graduating Student Survey 2007 Report

**Office of Institutional Research and Effectiveness
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Graduating Student Survey Report

The Graduating Student Survey is one of the largest assessments conducted by the Office of Institutional Research at Dallas Theological Seminary. Since DTS graduates help fulfill our mission of building Godly servant leaders for the proclamation of the word and the building up of the body of Christ worldwide, we cherish their input and what we can learn from it. Every graduating student is asked to complete this survey and a high percentage (see below) responds. Both student learning outcomes as well as satisfaction with programs, departments and services are surveyed. This year, questions were added to the survey to measure how students felt they achieved the six core competencies of Dallas Seminary. These competencies are listed on page 6 of the 07-08 catalogue and include Biblical Interpretation, Theology, Communication, Christian Spirituality, Servant Leadership and Cultural Engagement. The results of the competencies survey component have been published separately. Contact the Office of Institutional Research to obtain a copy.

Procedure of Survey

The graduate student packets included directions to a link on the DTS website which presented the Graduating Student Survey. The survey asks the graduating student to evaluate over thirty Seminary departments and services (from “very dissatisfied” to “very satisfied”), and to assess the accomplishment (“strongly disagree” to “strongly agree”) of the Seminary's goals in his or her life. Several open-ended questions ask the student to pinpoint particular high points and areas needing improvement. Other questions gathered general demographic data and the respondents' near-term career and education plans.

A specimen of the survey instrument is included on the *salmon-colored* pages of this report.

Demographics of 2007 Survey Sample

Survey Response Rate

Population:	372 graduates (approximate)
Sample size (N):	276
Response rate:	74% (approximate)*

* The sample may include some students sent the survey who failed to graduate. It also includes some students who graduated in Spring or Summer 2006 who submitted their surveys after the deadline for last year's report. These differences are assumed to balance out year to year: those included from last year's population offset those who are not included now but whose late-submitted survey response will be included in next year's report. The DTS student body demographics are relatively stable from year to year.

Demographics of Survey Sample

Tables 1a-e.
Respondent sex, marital status,
children, race or ethnicity, and age

N = 276

	No.	% of those responding
Sex		
Male	207	75%
Female	69	25%
Marital status		
Single	57	21%
Married	219	79%
Children living at home		
Zero	178	65%
One	25	9%
Two	37	16%
Three	17	6%
Four	12	4%
More than four	1	0%
Race or Ethnicity		
African-American	18	7%
Asian American	10	4%
Hispanic American	11	4%
Caucasian American	210	77%
Native American	0	0%
Nonresident Alien	23	9%
Age		
Age 25 and under	50	18%
Age 26-30	78	28%
Age 31-35	37	13%
Age 36-40	22	8%
Age 41 and over	89	32%
Citizenship		
U.S. Citizen = Yes	249	90%
U.S. Citizen = No	27	10%

Tables 2a-b.
Respondent program
and campus where majority of classes was taken

N = 276

	No.	% of those responding
Academic program		
C.G.S.	7	3%
MABS	57	21%
M.A./MC	1	0%
M.A./CE	42	15%
M.A./CE and MABS	1	0%
MABS and MACM	2	1%
MACM	12	4%
MABC	20	7%
M.A./BEL	1	0%
Th.M.	113	41%
S.T.M.	2	1%
D.Min.	12	4%
Ph.D.	6	2%
Campus for majority of classes		
Dallas	237	87%
Philadelphia	1	0%
Atlanta	6	2%
Houston	16	6%
Tampa Bay	3	1%
San Antonio	4	2%
Austin	6	2%



Tables 3a-c.
Respondent enrollment patterns

	% of courses taken . . . in evenings		. . . in summers		. . . in winter sessions		...online*	
	No.	% of resps.	No.	% of resps.	No.	% of resps.	No.	% of resps.
None	46	19%	27	10%	89	35%	72	40%
1-25%	154	60%	210	78%	150	60%	105	57%
26-50%	22	8%	22	9%	6	3%	3	2%
more than 50%	35	13%	8	3%	4	2%	1	1%
No response	19	N=257	9	N=267	27	N=249	19	N=181

* This question was added this year, therefore response is based on n=200

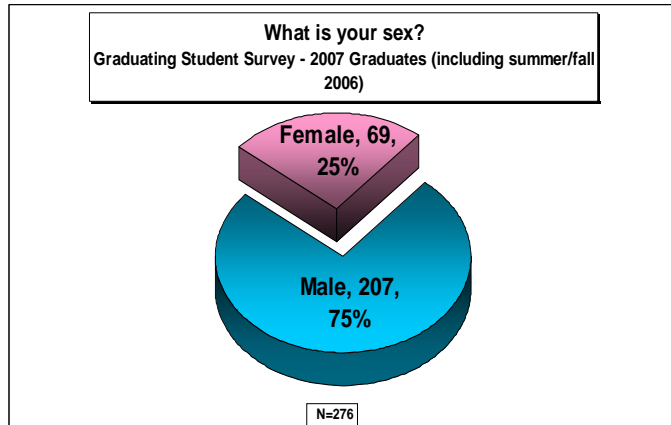
Tables 3d-e.
Respondent living in seminary housing

	No. of semesters lived . . . in residence hall		. . . in Swiss Tower	
	No.	% of resps.	No.	% of resps.
None	205	74%	209	76%
One	10	3%	2	1%
Two	12	5%	4	2%
Three or more	30	11%	41	15%
Not Applicable	19	7%	20	6%

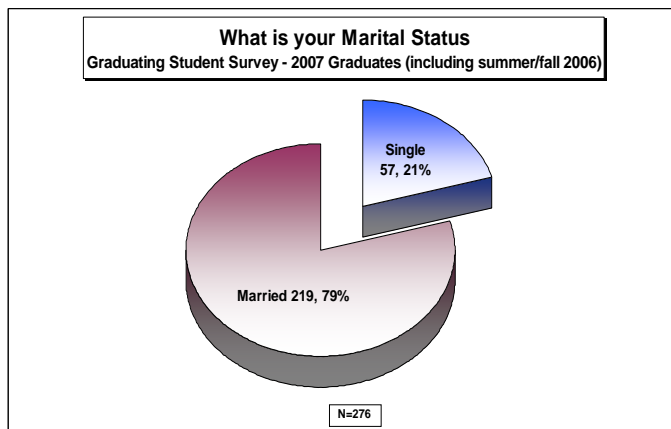
Table 3f.
Respondent enrollment in Spiritual Formation

No. of semesters completed a Spiritual Formation course		
None	92	34%
One	15	5%
Two	14	5%
Three	2	1%
Over three	139	50%
Not Applicable	14	5%

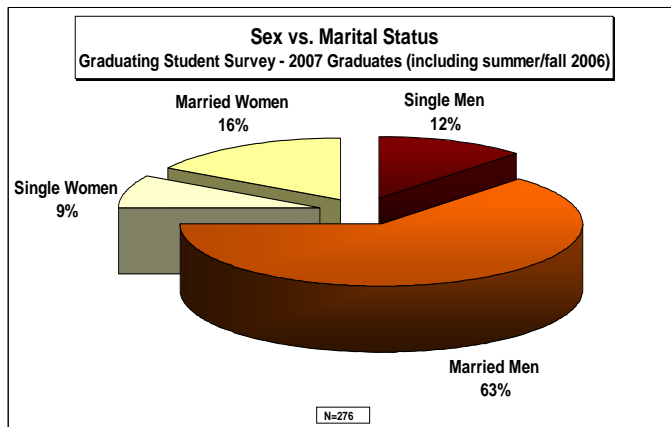
Graph 1.
Sex



Graph 2.
Marital Status

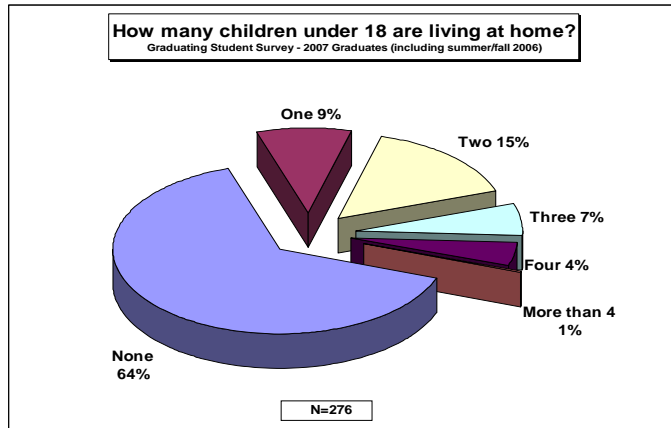


Graph 3.
Marital Status Crosstabulated by Sex

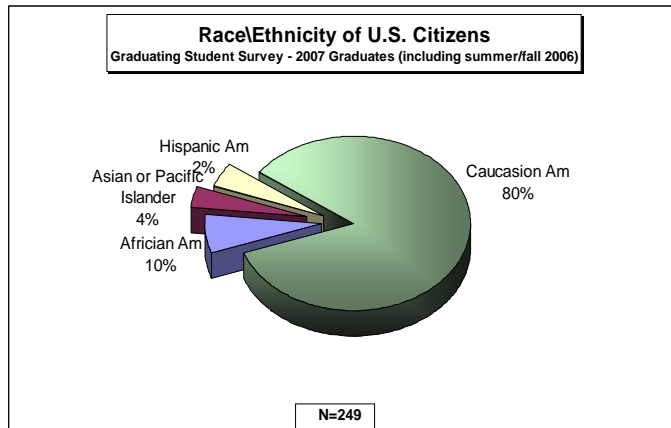




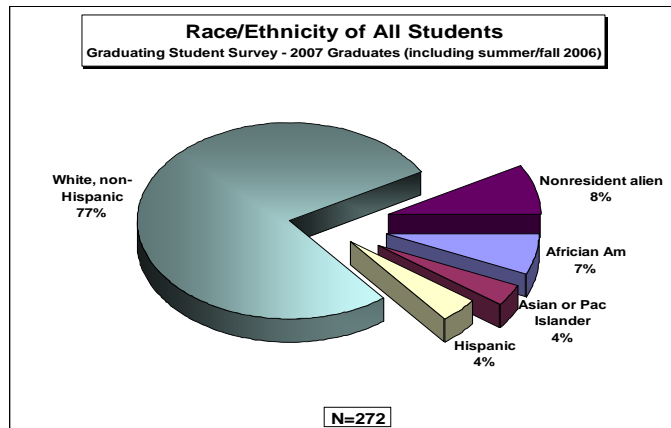
Graph 4.
Number of Children



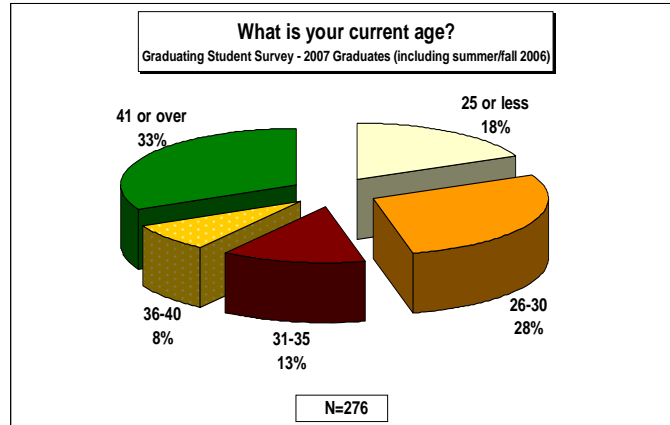
Graph 5a.
Race/Ethnicity and Citizenship



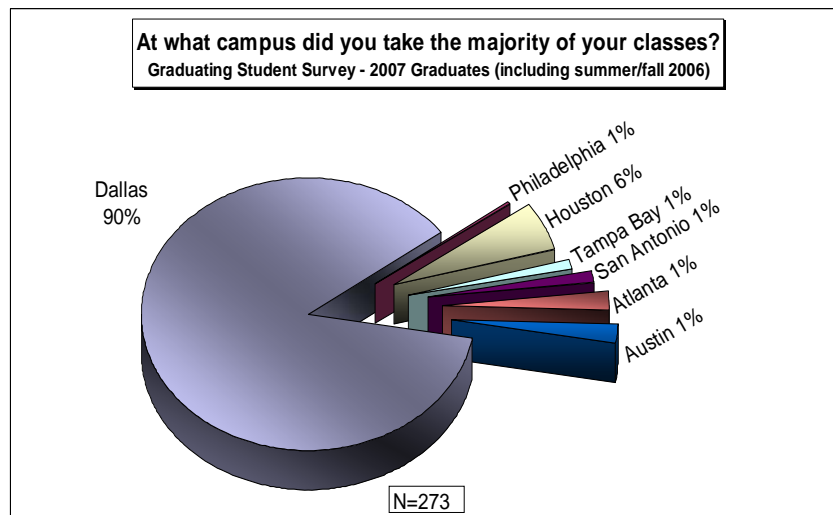
Graph 5b. Race/Ethnicity and Citizenship



Graph 6.
Age at Graduation



Graph 7.
Campus



Graph 8.
Academic Program

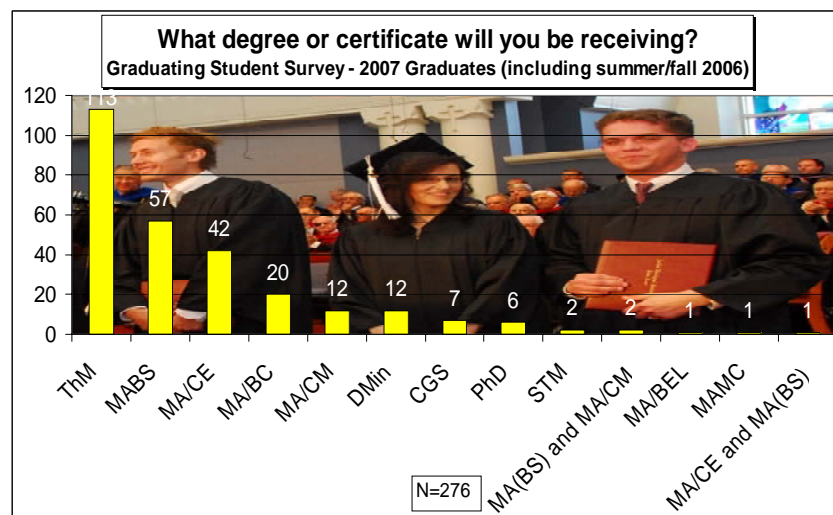




Table 4a.
Degree Program * Sex Cross tabulation

		Sex		Total
		M	F	
Degree Program	CGS	4	3	7
	MABS	41	16	57
	MA/CE	23	19	42
	MA/CM	7	5	12
	MA/BC	6	14	20
	MA/BEL	0	1	1
	ThM	103	10	113
	STM	2	0	2
	DMin	12	0	12
	PhD	6	0	6
	MAMC	0	1	1
	MA(BS) and MA/CM	2	0	2
	MA/CE and MA(BS)	1	0	1
	Total	207	69	276

Tables 4b-c.
Ministry tracks or majors

<u>MA/CE</u>		<u>Th/M or STM</u>	
Christian School Administration	4	<i>Academic Ministries:</i>	32:
Adult Ministry	2	Old Testament	4
Church Educational Leadership	8	New Testament	11
College Teaching	1	Bible Exposition	4
Family Life Ministry	1	Systematic Theology	3
Parachurch Ministry	7	Historical Theology	6
Women's Ministry	6	World Missions	3
Youth Ministry	6	Biblical Counseling	1
Not specified	7	AM Not Specified	0
		<i>Pastoral Ministry</i>	23:
		Pastoral Leadership	20
		Church Planting	1
		Urban Ministries	1
Total MA/CE	42	Chaplin	1
		Interdisciplinary (see Table 4c below)	30
		<i>Educational Leadership:</i>	4:
		Family Life Ministry	2
		Adult Ministry	1
		Youth Ministry	1
		Not specified	26
		Total ThM and STM	115

Table 4d.
Combinations of departments for Interdisciplinary Studies

	PM	CE	WM	HT
OT	3	2		
NT	2	2	1	
BE	4	1	2	
ST	2	2	1	1
HT	3	2	2	

Evaluation of Survey Response

The response rate for this year's Graduating Student Survey is 74%. There has been a marked increase since the survey was first conducted online with this year 12 percentage points higher than last year. The response rate has increased 26 percentage points over the past two years. It is now equal to the response percentage of the previous paper delivery.

The estimated 74% response is a useful percentage for evaluating the opinions of the graduating class. The percentage of male and female respondents is only two percentage points off from their percentages in the population. 79% of the respondents reported being married, which is a 3% increase from last year and under represents the population by 10 percentage points.

Of the respondents who identified their race or ethnic category, 7% responded as African-Americans and 4% as Asian/Pacific Islanders. These were a half point under and one point over their populations respectively. 6.5% of graduates were African-American and 3.2% were Asian/Pacific Islander. Caucasians were slightly over-represented in the sample (77.0%, versus 74% of the population). Hispanics in the survey over represented the graduating population by 1.5 points at 4%, as did non-resident aliens at 8%.

Considering the age bands of the graduates, they were all within 2 percent of their respective populations.

The sample roughly represents the mix of degrees in the graduating class, with 46% taking the ThM (vs. 43% of the population), 19% taking the MA(BS) (vs. 17% of the population), and 13% taking the MA/CE which is one point under the population.

In general, the survey sample represents the 2007 graduating class. Except as qualified in the preceding paragraphs, in all demographic areas the percentages of the survey sample approximate their percentages in the population.

Some of the survey questions do not correspond with reliable seminary-maintained data. About a third of the respondents (36%) have one or more children living at home. About 11% took the majority of their classes at extension campuses, mostly from Houston.

Comparison with Demographics of Previous Samples

Table 5 compares various segments of this year’s survey sample with previous years. This year’s data fairly approximates the population. The younger age group is over represented in the sample by five points. Minorities under represents the population by two points. This year’s graduates are representative in age, with lower representation from minorities and females and higher representations from extension students.

Table 5.
Comparison of demographic segments from 2000-2007 survey samples

Percentage of graduates who were . . .	2000	2001	2002	2003	2004	2005	2006	2007
Age 30 or lower	35.4%	35.0%	40.5%	37.0%	40.0%	34.0%	40.0%	47.0%
Age 41 or higher	30.1%	32.9%	26.8%	26.5%	23.7%	27.0%	30.0%	32.0%
Non-Caucasian	25.2%	22.6%	24.6%	25.0%	21.9%	16.0%	20.0%	24.0%
Female	26.0%	26.0%	23.0%	25.2%	19.5%	29.0%	22.0%	25.0%
Predominately from extensions	08.5%	08.2%	07.8%	10.4%	05.9%	10.0%	10.0%	13.0%
Th.M. or S.T.M. programs	30.9%	31.7%	44.0%	42.2%	44.7%	45.0%	47.0%	41.0%
D.Min. program	05.7%	06.0%	01.9%	03.8%	03.7%	01.0%	2.4%	4.0%

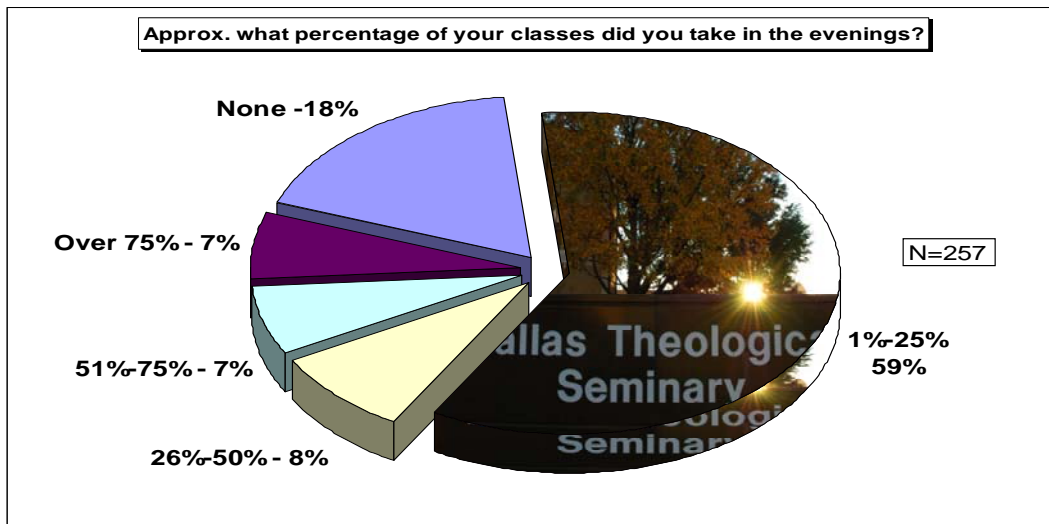
Participation in Non-Traditional Course Scheduling

Respondents were asked to quantify their percentages of evening, summer, winter, and online classes taken. These data are presented in Tables 3a through 3d.

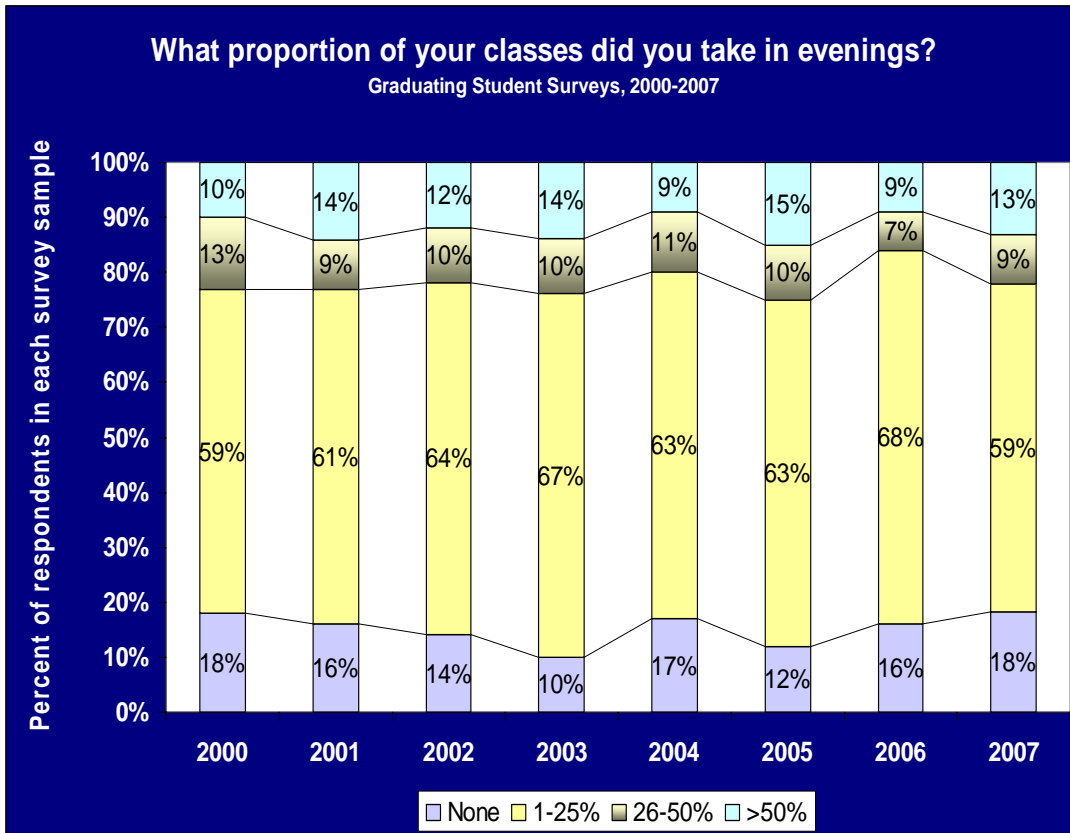
Evening Program

This year’s sample of graduating students indicated continued interest in evening courses. Students who reported taking 26 percent of their classes online increased by 7 percentage points. 22% took over a quarter or more of their classes in the evening, and 14% took half or more evening classes. Last year 15% took over a quarter and 8% took half or more.

Graph 9.
Proportion of Evening Courses in Curriculum of Graduating Students, 2007



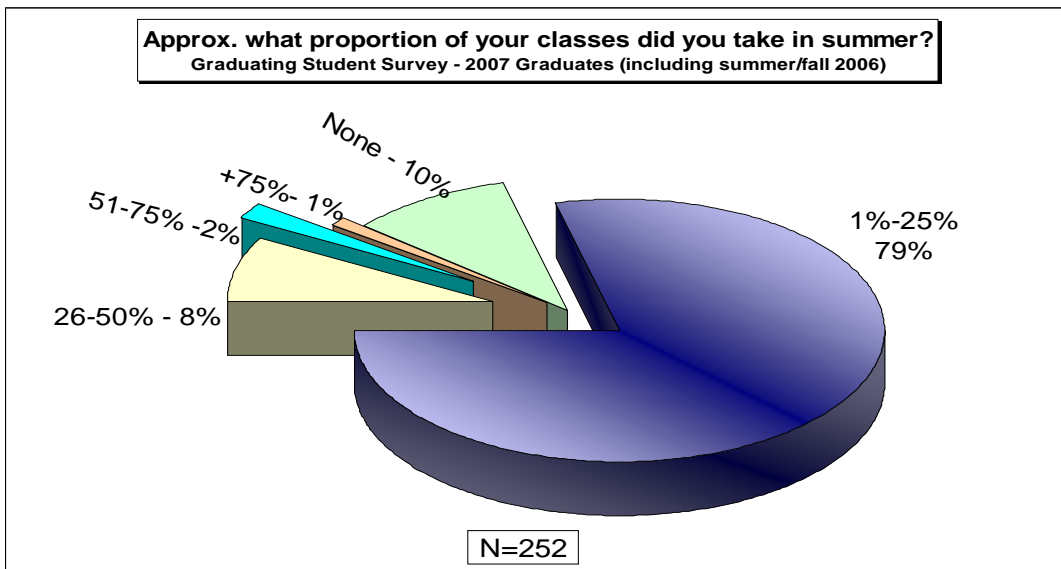
Graph 10.
Proportion of Evening Courses in Curriculum of Graduating Students, 00-07



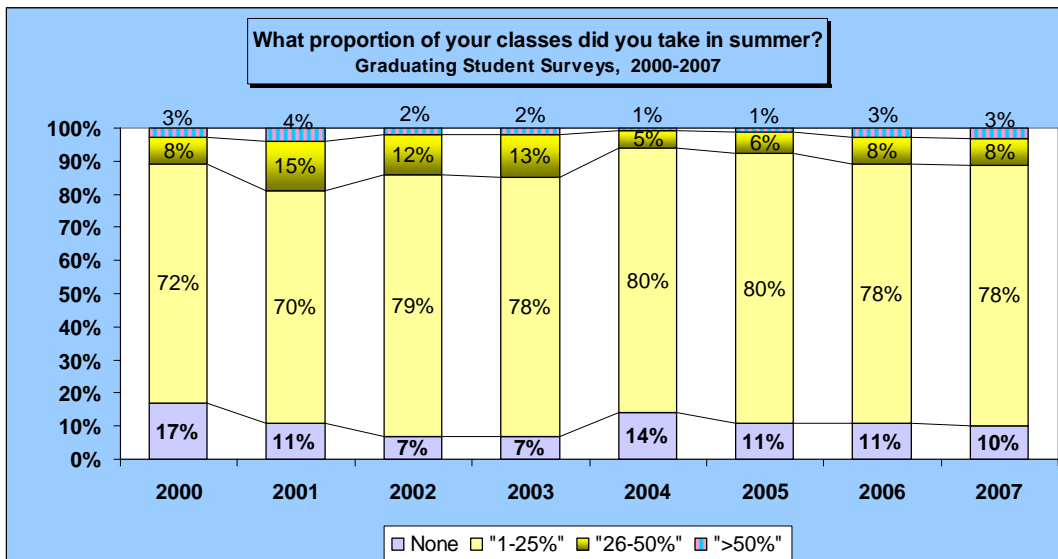
Summer School

Most students (90% of the survey sample) take a few of their courses during the summer, though only 12% took more than a quarter of their courses in summer. 79% took up to a quarter of their hours that way. The percentages of students reporting evening class attendance has held steady for the last five years. The percentage of summer-intensive students (more than 25% of courses taken in summer) was 14% in 2002 and is 11 percent this year. 10% of the sampled students never took a single summer class, with the average for the last five years being 11%.

Graph 11.
Proportion of Summer Courses in Curriculum of Graduating Students, 2007



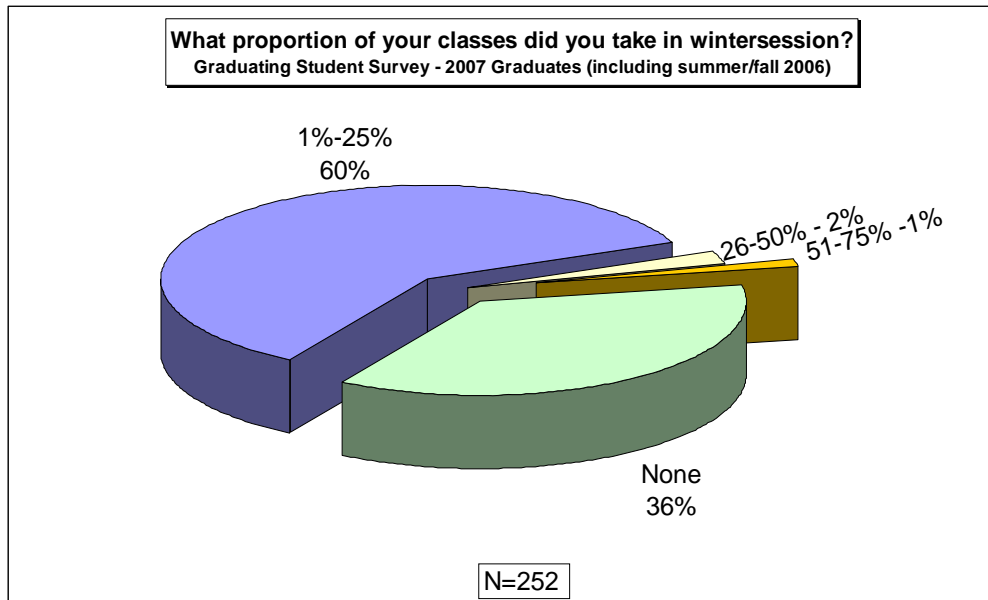
Graph 12.
Proportion of Summer Courses in Curriculum of Graduating Students, 2000-2007



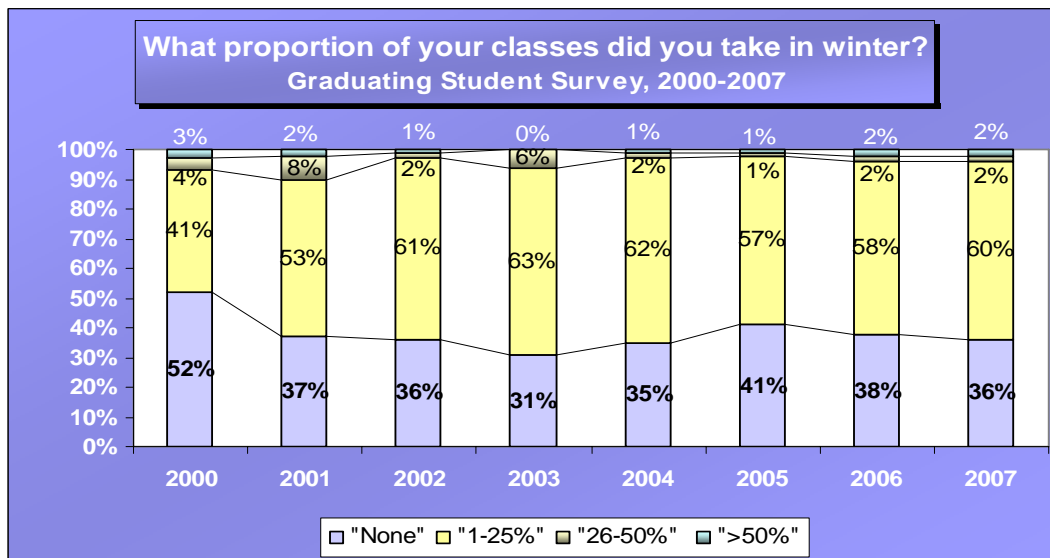
Wintersession

Typical of recent years, about two-thirds of the sampled students took at least one class in the weeks between the fall and spring semesters. The five year average is 36%. Very few students take more than 25% of our classes in wintersession, with only four percent responding affirmatively. .

Graph 13.
Proportion of Winter Courses in Curriculum of Graduating Students, 2007



Graph 14.
Proportion of Winter Courses in Curriculum of Graduating Students, 2000-2007



Future Plans of Graduating Students

Survey Questions 8-10 ask the respondent to specify what they most likely will be doing in the next two years, whether they plan to pursue additional education and where, and what their next degree will be.

Near Future Vocational Plans

Plans in Next Two Years

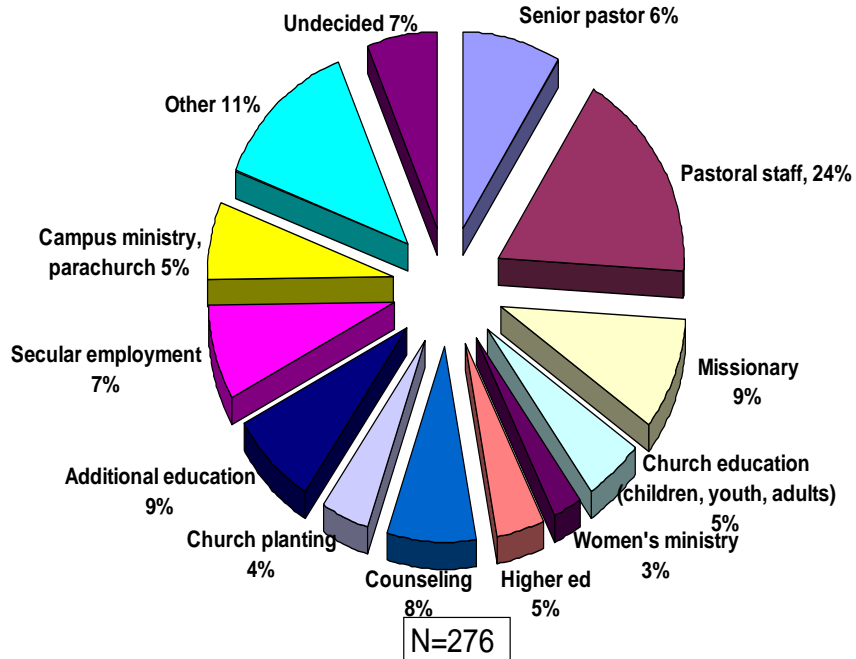
Survey Question 8 asks, “What are you most likely to be doing in the next two years?” and provides a selection of choices. 26% plan on serving either as a senior pastor or on the pastoral staff.

Table 6.
What are you most likely to be doing in the next two years?

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior pastor	24	8.7	8.7	8.7
Pastoral staff, not senior pastor	48	17.4	17.4	26.1
Missionary	25	9.1	9.1	35.1
Church education (children, youth, adults)	15	5.4	5.4	40.6
Women's ministry	7	2.5	2.5	43.1
Higher ed teaching or administration	11	4.0	4.0	47.1
Counseling	22	8.0	8.0	55.1
Church planting	11	4.0	4.0	59.1
Pursuing additional education	22	8.0	8.0	67.0
Entering or continuing secular employment	21	7.6	7.6	74.6
Campus ministry, parachurch	18	6.5	6.5	81.2
Other	35	12.7	12.7	93.8
Undecided	17	6.2	6.2	100.0
Total	276	100	100	

Graph 15.

**What are you most likely to be doing in the next two years?
Graduating Student Survey - 2007 Graduates (including summer/fall 2006)**



Analysis of Vocational Plans

Table 7 shows the career plans of the respondents by their sex.

Table 7.
Plans after graduation, by sex.
2007 graduating students specifying sex and near-term vocational plans; N = 276.

What are your plans following graduation from seminary?	Sex	
	M	F
Senior pastor	24 11.6%	
Pastoral staff, not senior pastor	47 22.7%	1 1.4%
Missionary	20 9.7%	5 7.2%
Church education (children, youth, adults)	11 5.3%	4 5.8%
Women's ministry		7 10.1%
Higher ed teaching or administration	11 5.3%	
Counseling	9 4.3%	13 18.8%
Church planting	8 3.9%	3 4.3%
Pursuing additional education	18 8.9%	4 5.8%
Entering or continuing secular employment	15 7.2%	6 8.7%
Campus ministry, parachurch	12 5.8%	6 8.7%
Other	22 10.6%	13 18.8%
Undecided	10 4.8%	7 10.1%
Total	207 100.0%	69 100.0%

Percentages may not total to 100% because of rounding

34% of male respondents (71) are seeking a pastoral staff position or the senior pastorate. No female respondent indicated that she intended to become a senior pastor in the next two years.

Tables 8 and 9 break down the future plans of the male and female respondents, respectively, by their degree programs.

Table 8.
Plans after graduation, **men only** specifying near-term vocational plans; N = 207.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM STM	DMin DMCE	Ph D	Total
Senior pastor	0	3	1 MACE	13	7	0	24
Pastoral staff	0	4	12 9 MACE, 1 MACM, 1 MABC, 1 MACE/MABS	30	0	1	47
Missionary	0	3	4 3 MA/CM, 1 MABS/MACM	13	0	0	20
Church education	0	3	4 3 MACE, 1 MA/BC	3	0	1	11
Higher ed teaching or administration	0	2	2 MACE	3	1	3	11
Counseling	0	4	4 MABC	1	0	0	9
Church planting	0	2		6	0	0	8
Additional education	1	1	2 MACE	14	0	0	18
Secular employment	2	7	3 2 MACE, 1 MABS/MACM	3	0	0	15
Campus ministry, parachurch	0	1		7	3	1	12
Other	1	8	7 4 MA/CE, 3 MACM	5	1	0	22
Undecided	0	3		7	0	0	10
Total	4	41	39 23 MACE, 7 MACM, 6 MABC, 1 MACE and MABS, 2 MABS and MACM	105	12	6	207

Twenty-one male respondents who selected “Other” wrote in their future ministries:

- Hospital Chaplaincy (Resp. 6: MA/CE [CHUR], age 41+)
- Pastoring small church plus working (Resp. 12: MACM, age 41+)
- Working at DTS and consulting churches (Resp. 55: MACM, age 31-35)
- Army Chaplain (Resp. 74: ThM AM [NT], age 31-35)
- Editing Christian Education Curriculum. (Resp. 77: DMIN, age 41+)
- Church Music (Resp. 89: MA(BS) age 41+)
- Public Service (Resp. 90: MA(BS) age 41+)
- Provide Theological Education for Church Planters in India (Resp. 103: ThM ST/PM, age 36-40)
- Teaching Bible in High School (Resp. 105 ThM BE, age 26-30)
- Youth ministry and secular employment (Resp. 113: ThM ST, age 26-30)
- Teaching physical education and coaching basketball at the St. Mark's School of Texas (Resp. 154: MACM CM, age 26-30)
- Church education and continuance of employment (Resp. 167: MABS, age 26-30)
- Evangelist (Resp. 197: MACE, age 31-35)
- Teaching in Public Education (Resp. 198: MACE, age 31-35)
- Secular employment, church ministry, and continuing education (Resp. 201: MABS, age 41+)
- Christian stewardship/development with donors and churches (Resp. 205: MABS, age 41+)
- Both Teaching and Secular Employment (Resp. 215: MABS age 41+)
- Army Chaplain (Resp. 228: ThM NT, age 36-40)
- Starting a business (Resp. 242: MABS, age 36-40)
- Unknown (Resp. 248: ThM BE/PM, age 41+)
- Teaching part-time/planting a church (Resp. 275: MACE, age 31-35)

Two of the 21 male MA and CGS graduates specified career goals that more closely align with our professional degree programs: 1 for senior pastorate, and 1 for Hospital Chaplaincy. The M.A.[BS] graduate who expects to serve as senior pastor is Respondent 12, age 41+ and married, and is pursuing a DMin at Southwestern.



Table 9.
Plans after graduation, **women only**.
Female graduating students specifying their plans; N = 70.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM/STM	DMin	PhD	Total
Senior pastorate							0
Pastoral staff, not senior pastor			1 CE				1
Missionary			1CE, 2 CM, 1 BEL	1			5
Church education		2	1 CE	1			4
Women's ministry	1	2	4 CE				7
Teach/admin higher education							0
Counseling			13 BC				13
Church planting		2		1			3
Additional education	1	1	1 CE	1			4
Secular employment		2	1 CE, 1CM	2			6
Parachurch campus ministry			3 CE, 1CM, 1MC	1			6
Other	1	3	5 CE, 2 CM	3			14
Undecided		4	2 CE, 1BC				7
Totals	3	16	40	10			70

The goals of the female respondents are more evenly distributed among the choices offered in the survey. 42% of the women respondents selected one of four responses: counseling, church education (of children, youth, or adults), missionary, and women's ministry. Last year 47% of the women named one of these four responses.

The fourteen female respondents who selected "other" wrote in their future ministries:

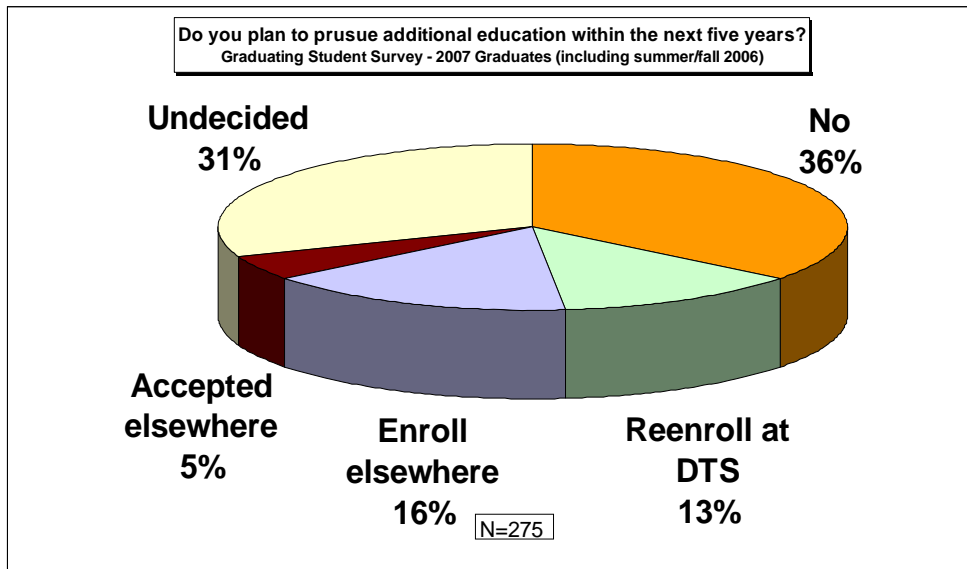
- Assisting Missions Pastor (Resp. 16: MABS, age 41+)
- Being a home fellowship to reach Jewish people, as well as a ministry to disciple and train physically challenged adults to be spiritually mature and mentor troubled youth. (Resp.19:ThM. [ID], age 41+)
- Urban Mission Ministry (Resp. 27: MACE, age 41+)
- Pursing and promoting the arts (Resp. 48: CGS, age 41+)
- Working at DTS and consulting with churches (Resp.55: MACM, age31-35)
- Working as an Admin (Resp. 96: MACM, age 26-30)
- Serving in a parachurch ministry. (Resp. 111: MACE, age 26-30)
- Marriage to a pastor, and teaching in private school children's education.. (Resp. 132:MACE, age 25 or less)
- Teaching at a Christian school (Resp. 134: ThM, age 26-30)
- Mom for now & serving in local church. (Resp. 153: MABS, age 26-30)
- Director of a non-profit. (Resp. 158: MACE, age 41+)
- Chaplaincy. (Resp. 209: MABS, age 41+)
- Supporting my husband in ministry, also a student here. (Resp. 231: MACE, age 26-30)
- Filming a documentary entitled 'Looking for God in America'. (Resp. 243: ThM, age 41+)

Plans Regarding Additional Education
Plans to Pursue Additional Education in Next Five Years

Table 10.
 Do you plan to pursue additional education within the next five years?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	98	35.5	35.6	35.6
Yes, I plan to enroll at DTS	35	12.7	12.7	48.4
Yes, I plan to enroll elsewhere	44	15.9	16.0	64.4
Yes, I have been accepted elsewhere	13	4.7	4.7	69.1
I am presently undecided about further education	85	30.8	30.9	100.0
Total	275	99.6	100.0	
Missing	1	0.4		
Total	276	100.0		

Graph 16.



Schools mentioned in plans to enroll elsewhere; * = respondent mentioned having been accepted:

- Southern Methodist University (Resp. 5)
- Southwestern (Resp. 12)
- SBTS (Resps. 52*, 65)
- Texas A&M University (Resp. 81)
- Mid American Baptist Theological Seminary (Resp. 98)
- Southern Evangelical Seminary, NC (Resp. 103)
- School of Evangelical Theology - Belgium (Resp. 113)
- University of Wales (Resp. 134)
- Wright State University (Resp. 145)
- University of Durham, G.B. (Resps. 159*, 275)
- El Centro College (Resp. 169*)
- University of North Texas (Resps. 180*, 241)

- Southwestern Baptist Theological Seminary (Resp. 188*)
- Southwestern Assemblies of God (Resp. 189*)
- Liberty University (Resp. 212*)
- Language school in Costa Rica (Resp. 228*)
- Argosy (Resp. 229)
- University of Edinburgh (Resp. 243)
- The Master's Seminary (Resp. 256)
- Saint Louis University (Resp. 264*)

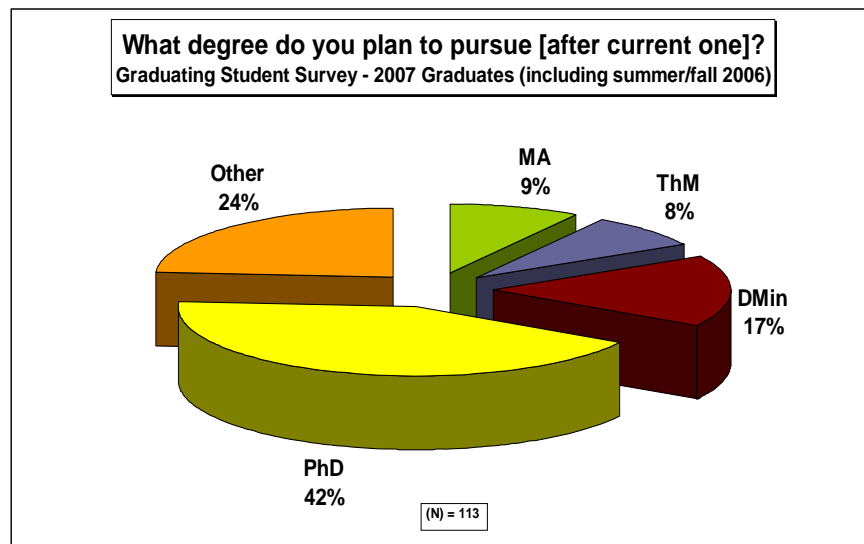
Additional Degree Planned

Those who affirmed they would pursue additional education were asked what degree they would pursue.

Table 11.

	Frequency	Percent	Valid Percent	Cumulative Percent
MA	10	3.6	8.8	8.8
ThM	9	3.3	8.0	16.8
DMin	19	6.9	16.8	33.6
PhD	48	17.4	42.5	76.1
Other	27	9.8	23.9	100.0
Total	113	40.9	100.0	
Missing	163	59.1		
Total	276	100.0		

Graph 17.



The educational fields of the M.A. degrees sought are:

- Christian Counseling (Resps. 9,177)
- Biblical Counseling (Resp. 153)
- Counseling (Resps. 27, 193,194)
- Bible (Resp. 26)
- Media and Communication (Resp. 48)
- MACE (Resp. 86)
- History (Resp. 189)
- Linguistics (Resp. 217)
- Masters of Business Administration (Resp. 236)

The educational fields of the Ph.D. degrees sought are:

Peace Studies or Conflict Resolution (Resp.14)
 D Min or Ph D in leadership (Resp. 18)
 Theological Studies Resp.23, 135)
 Historical Theology (Resp.51,87,99,113, 218, 264)
 Systematic Theology (Resp. 52)
 Higher Ed (Resp 55, 180)
 Biblical Studies OT (Resp. 60)
 Semitics (Resp.62,117)
 NT, Church History, or Theology (Resp. 67)
 Biblical Theology (Resp. 74)
 Early Christian Atonement Conceptions (Resp.100)
 Christian Apologetics (Resp. 103)
 Theology (Resp. 105,130,134)
 Counseling or Psychology (Resp. 142, 173, 234)
 Missiology (Resp.146)
 Psychology (Resp.157, 230)
 Jewish Literature of 2nd Temple Period (Resp. 159)
 Preaching (Resp.188)
 Anthropology (Resp.192,222)
 Sociology or Anthropology (Resp. 195)
 Christian Education (Resp. 196)
 NT studies (Resp. 199, 265)
 Counseling (Resp. 156,212, 227)
 Theology and Media Arts (Resp. 243)
 Old Testament (Resp.249)
 Religion/Post Evangelicalism. (Resp.275)

Analysis of Plans for Additional Education

- 113 of the 276 respondents (41%) planned to pursue additional education within the next five years and specified their plans. This is within a percent of the response from last year.
- 113 respondents specified both their current degree and the type of program they planned to pursue. Table 12 cross-tabulates these planned degrees according to the DTS program they are graduating from. N.B.: This table omits those who specified they were uncertain about whether to pursue an additional degree.

Table 12.

Dallas degrees earned vs. degrees planned from any school.

Graduating students stating their expected next degree in next 5 years; N = 113.

Degree Program * If you answered yes to the previous question, what degree do you plan to pursue? Crosstabulation

Graduating with:		Planning to pursue additional degree:					Total
		MA	ThM	DMin	PhD	Other	
Degree Program	CGS	3	0	0	0	0	3
	MABS	3	5	0	2	10	20
	MACE	3	1	7	3	3	17
	MACM	0	0	1	2	0	3
	MABC	0	0	0	6	3	9
	MABEL	0	0	0	0	0	0
	ThM	1	3	10	31	10	55
	STM	0	0	1	1	0	2
	PhD	0	0	0	2	1	3
	DMCE	0	0	0	1	0	1
	Total	10	9	19	48	27	113

These data should remind us that our own student body comprises a submarket for our degree programs.

Of the 113 respondents who indicated plans to seek another degree in the next five years, 31 (or 27%) plan to earn it at DTS and specified a degree program. Table 13 is the subset of Table 12 reflecting the degree plans of these 31 respondents

Table 13.

Dallas degrees earned vs. Dallas degrees planned.

Graduating students stating their expected next DTS degree in next 5 years; N = 31.

Degree Program * If you answered yes to the previous question, what degree do you plan to pursue? Crosstabulation

Graduated with:		Planning to pursue additional DTS degree:					Total
		MA	ThM	DMin	PhD	Other	
Degree Program	CGS	1	0	0	0	0	1
	MABS	1	4	0	0	4	9
	MACE	1	1	6	0	1	9
	ThM	0	0	3	6	1	10
	DMin	0	0	0	2	0	2
Total	3	5	9	8	6	31	

The percentage of graduates planning on further study at Dallas is 27%, a decrease of 8 percentage points from last year. Graph 18 displays these percentages since 1999.

Graph 18.
Percentage of graduating students intending further study who chose Dallas.

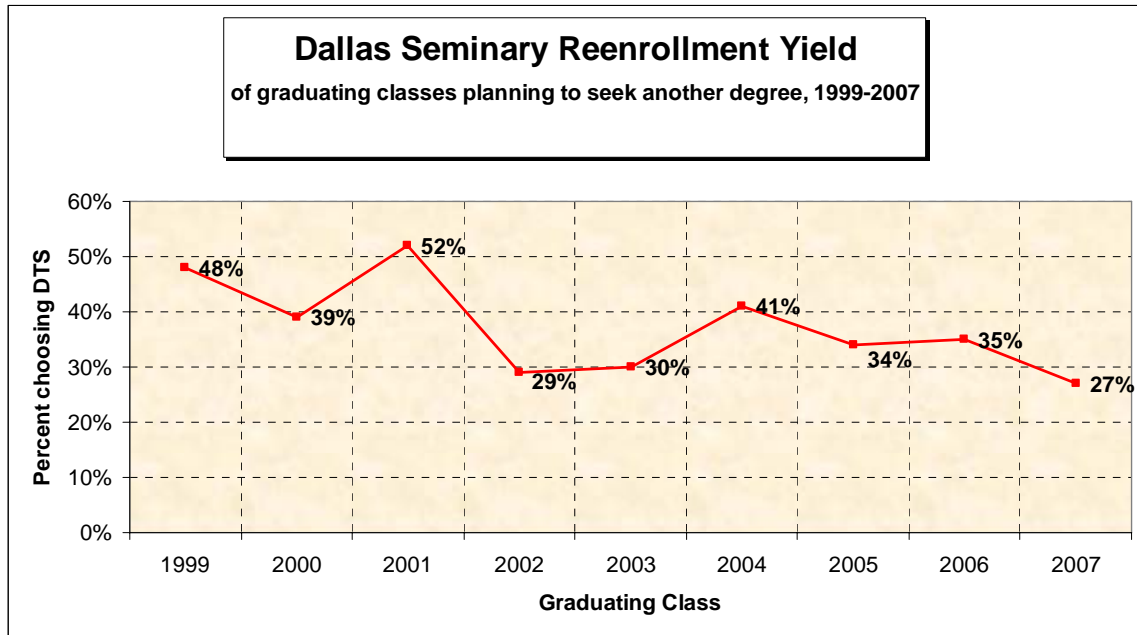
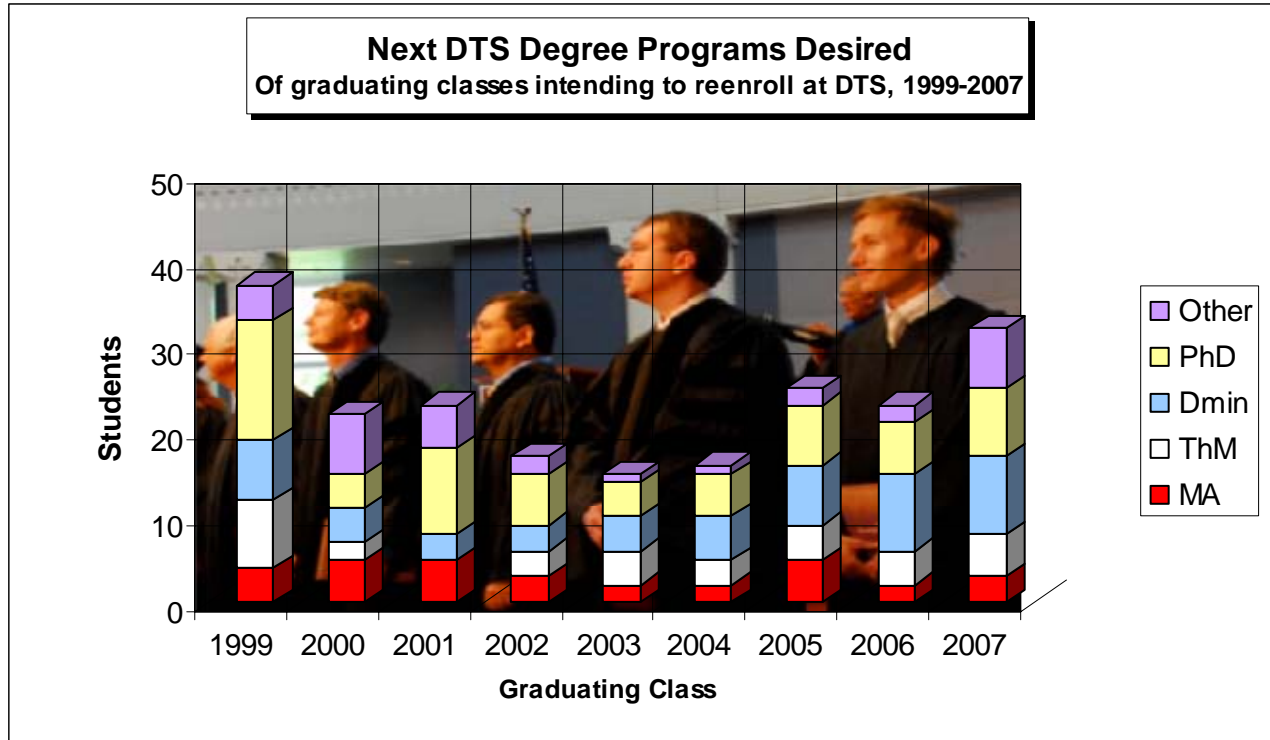


Table 14 compares this graduating class with those since 1999 regarding the number of respondents planning to pursue the DTS ThM, DMin, and PhD degrees. Graph 19 depicts these numbers of students along with those seeking MA and other degrees. From 1999 to 2001, 5.4% of the survey respondents indicated plans to pursue a DTS PhD. That percentage in the years 2005 to 2007 declined to 3.3%.

Table 14.
1999-2007 Dallas degrees planned.

Survey year:	Survey sample	Plan to pursue Dallas ThM	Plan to pursue Dallas DMin	Plan to pursue Dallas PhD	Total	% of survey sample
1999	267	6	11	18	35	13.1%
2000	246	3	6	6	15	6.1%
2001	234	0	5	16	21	9.0%
2002	257	3	5	10	18	7.0%
2003	212	5	6	7	18	8.5%
2004	190	4	7	9	20	10.5%
2005	157	4	7	7	18	11.5%
2006	211	4	9	6	19	9.0%
2007	276	5	9	8	22	8.0%

Graph 19.
Degree programs desired by graduating students
intending further study who choose Dallas.



There has been only limited interest in M.A. graduates proceeding on to the Th.M. program. Eight grads (6 with the Th.M., 2 with the DMin.) planned to pursue our Ph.D. degree. Their intended majors are four for theological studies, three for Old Testament, and one for New Testament.

Evaluation of Seminary Departments and Services

2007 Survey Responses

Survey Items III.1 to III.34 ask the respondent to express the level of satisfaction with departments and services. The scale was:

- 1 = Extremely dissatisfied
- 2 = Dissatisfied
- 3 = Neutral
- 4 = Satisfied
- 5 = Extremely satisfied

- The average score represents the composite degree of satisfaction with each department or service by those responding.
- The results of certain survey questions were limited to subpopulations affected by those questions:

Office	Survey sample limited to
Spiritual Formation groups	respondents who completed at least one semester of SF
Residence halls at Dallas	respondents who lived at least one semester in the residence halls
On-campus apartments at Dallas	respondents who lived at least one semester in Swiss Tower
Your extension library	students who studied primarily at an extension
International student services	nonresident alien students
D.Min. office	D.Min graduates
Ph.D. office	Ph.D. graduates

- The results are reported in two ways: by average and by the percentage of respondents who rated the department or service with a 4 or a 5 (i.e., they were satisfied or extremely satisfied). This “satisfaction percentage” offers a more useful benchmark by which to measure departmental services, for two reasons. First, the averaging of Likert (“1 to 5”) scales combine discrete rating criteria (“Very dissatisfied,” “Dissatisfied,” “Neutral,” etc.) that some people would not consider appropriate to reduce to a linear score. Second, the concept of a student who is satisfied with a service is intuitively

Table 15 presents the 2007 responses in the order that they appear on the survey.

Table 16 and Graph 20 present the data in descending order of satisfaction percentage.



Table 15.
Summary of Satisfaction with Departments and Services
2007 Graduate Student Survey , N = 276, **in the order asked on the survey**

tem #	Level of Satisfaction with..	# Resps	No Resp	'06 Avg.	'07 Avg.	'06 Pct.	'07 Pct.	'06-'07 Change in %age points
1	Admissions Office	270	6	4.33	4.41	90.9%	89.6%	-1.3%
2	Registration Procedures	274	2	4.24	4.27	86.7%	89.1%	2.4%
3	Registrar's Office services	270	6	4.12	4.20	81.2%	80.7%	-.5%
4	Business Office services	249	27	4.12	4.36	82.3%	89.1%	6.8%
5	Student Services	244	32	4.18	4.32	82.2%	86.9%	4.7%
6	Field education	176	100	4.10	4.13	77.7%	75.6%	-2.1%
7	Counseling services	128	148	4.07	4.09	74.8%	72.7%	-2.1%
8	Chapel programs	260	16	3.91	4.10	70.5%	78.9%	8.4%
9	Spiritual Formation groups*	157	27	3.68	3.55	62.8%	54.8%	-8.0%
10	Placement Office	127	149	4.00	3.88	69.2%	67.7%	-1.5%
11	Financial Aid services	179	97	4.04	4.16	73.7%	78.8%	-5.1%
12	Housing Office	124	152	3.88	3.88	69.4%	65.3%	-4.1%
13	Student employment services	94	182	3.88	4.00	65.2%	69.2%	4.0%
14	Residence halls at Dallas (Stearns, Lincoln)*	44	27	3.13	3.27	38.7%	54.6%	15.9%
15	On-campus apartments at Dallas (Swiss Tower)*	43	24	4.70	4.49	95.3%	88.4%	-6.9%
16	Food services at Dallas (Mitchell)	218	58	3.99	4.09	75.7%	81.2%	5.5%
17	Classroom conditions	268	8	4.41	4.46	92.7%	92.1%	-.6%
18	Turpin Library facilities and services	257	19	4.55	4.57	95.6%	95.3%	-.3%
19	Your extension library (extension students only)*	27	9	4.00	3.48	68.8%	44.4%	-24.4%
20	Media Center (Mosher basement)	217	59	4.30	4.35	88.4%	86.6%	-1.8%
21	Student Computer Lab on your campus	217	59	4.47	4.40	92.3%	88.0%	-4.3%
22	DTS Book Center	270	6	4.42	4.49	91.9	90.8	-1.1%
23	Parking at your campus	268	8	3.75	3.09	67.1%	41.4%	-25.7%
24	Campus Police at your campus	246	30	4.31	4.38	87.8%	80.8%	-7.0%
25	Written campus communications (e.g, Kerygma and Threshing Floor)	256	20	4.13	4.15	81.8%	80.8%	-1.0%
26	Copy Services on your campus	176	100	4.08	4.19	75.4%	79.0%	3.6%
27	Baylor Fitness Center in Dallas	180	96	4.55	4.72	90.4%	94.4%	4.0%
28	Student Information Center at Dallas	159	117	4.11	4.28	79.1%	85.0%	5.9%
29	Center for Christian Leadership	160	116	4.16	4.25	81.1%	80.1%	1.0%
30	Electronic campus communications (e.g., web sites and email)	263	13	4.36	4.37	91.3%	88.6%	2.7%
31	International Student services*	17	10	4.25	4.29	87.6%	82.4%	-5.2%
32	Academic Dean's Office	147	129	4.09	4.29	75.8%	83.7%	7.9%
33	Doctor of Ministry Office (D.Min. graduates only)*	11	1	4.20	4.82	80.0%	100%	20.0%
34	Ph.D. Studies Office (Ph.D. graduates only)*	6	0	4.50	4.67	75.0%	100%	25.0%
35	Student government	152	124	3.79	3.74	60.6%	61.2%	0.6%

*Sample size is restricted to those with direct experience with this area of assessment

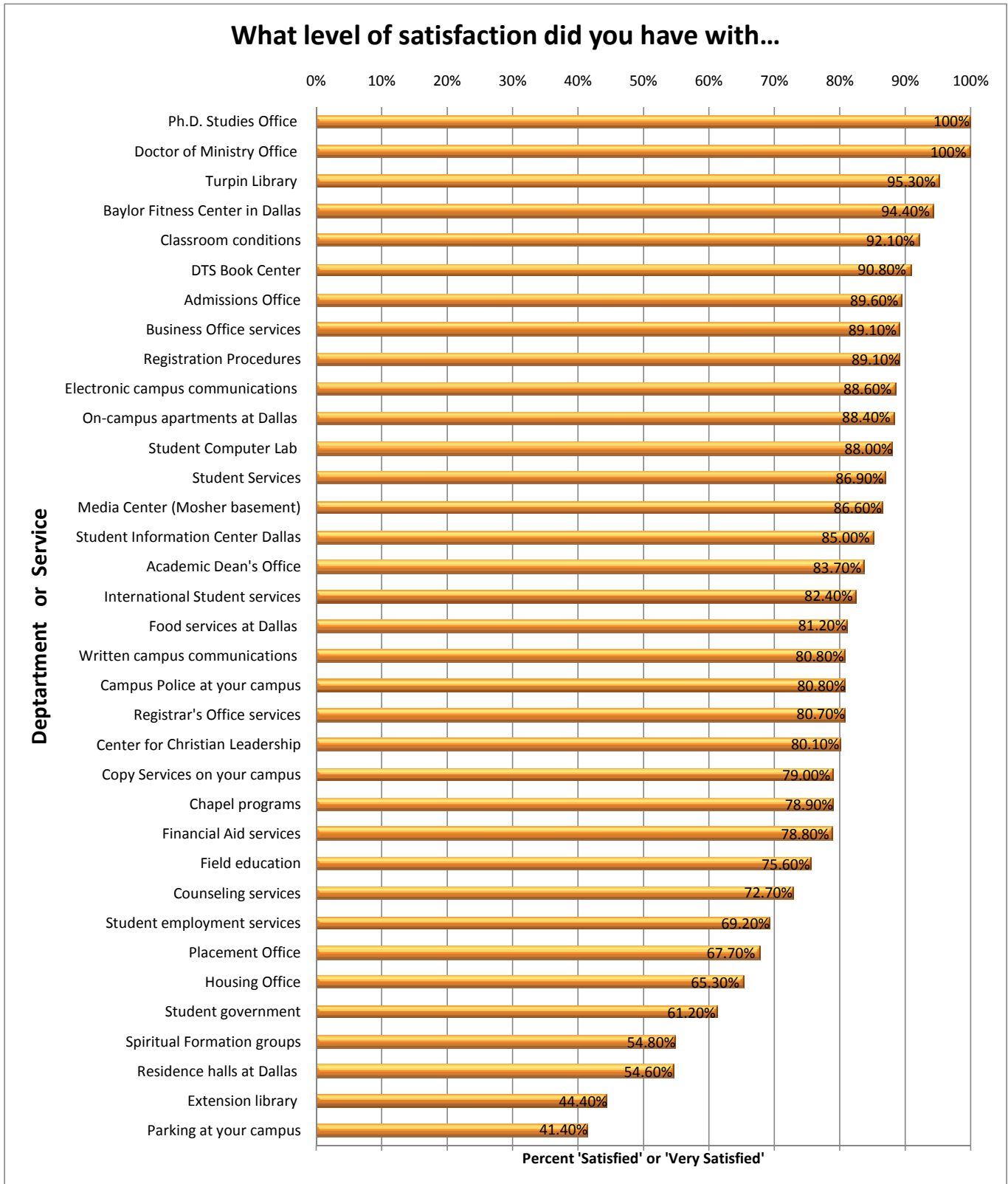
Table 16.
Summary of Satisfaction with Departments and Services
2007 Graduate Student Survey , N = 276, **in descending order of percent satisfied**

Item #	Level of Satisfaction with..	# Resps	No Resp	'06 Avg.	'07 Avg.	'06 Pct.	'07 Pct.	'06-'07 Change in %age points
33	Doctor of Ministry Office (D.Min. grads only)*	11	1	4.2	4.82	80.00%	100%	20.0%
34	Ph.D. Studies Office (Ph.D. grads only)*	6	0	4.5	4.67	75.00%	100%	25.0%
18	Turpin Library facilities and services	257	19	4.55	4.57	95.60%	95.3%	-0.3%
27	Baylor Fitness Center in Dallas	180	96	4.55	4.72	90.40%	94.4%	4.0%
17	Classroom conditions	268	8	4.41	4.46	92.70%	92.1%	-0.6%
22	DTS Book Center	270	6	4.42	4.49	91.9%	90.8%	-1.1%
1	Admissions Office	270	6	4.33	4.41	90.90%	89.6%	-1.3%
2	Registration Procedures	274	2	4.24	4.27	86.70%	89.1%	2.4%
4	Business Office services	249	27	4.12	4.36	82.30%	89.1%	6.8%
30	Electronic campus comm. (web sites and email)	263	13	4.36	4.37	91.30%	88.6%	2.7%
15	On-campus apartments at Dallas (Swiss Tower)*	43	24	4.7	4.49	95.30%	88.4%	-6.9%
21	Student Computer Lab on your campus	217	59	4.47	4.4	92.30%	88.0%	-4.3%
5	Student Services	244	32	4.18	4.32	82.20%	86.9%	4.7%
20	Media Center (Mosher basement)	217	59	4.3	4.35	88.40%	86.6%	-1.8%
28	Student Information Center at Dallas	159	117	4.11	4.28	79.10%	85.0%	5.9%
32	Academic Dean's Office	147	129	4.09	4.29	75.80%	83.7%	7.9%
31	International Student services*	17	10	4.25	4.29	87.60%	82.4%	-5.2%
16	Food services at Dallas (Mitchell)	218	58	3.99	4.09	75.70%	81.2%	5.5%
24	Campus Police at your campus	246	30	4.31	4.38	87.80%	80.8%	-7.0%
25	Written campus communications (e.g. Kerygma and Threshing Floor)	256	20	4.13	4.15	81.80%	80.8%	-1.0%
3	Registrar's Office services	270	6	4.12	4.2	81.20%	80.7%	-0.5%
29	Center for Christian Leadership	160	116	4.16	4.25	81.10%	80.1%	1.0%
26	Copy Services on your campus	176	100	4.08	4.19	75.40%	79.0%	3.6%
8	Chapel programs	260	16	3.91	4.1	70.50%	78.9%	8.4%
11	Financial Aid services	179	97	4.04	4.16	73.70%	78.8%	-5.1%
6	Field education	176	100	4.1	4.13	77.70%	75.6%	-2.1%
7	Counseling services	128	148	4.07	4.09	74.80%	72.7%	-2.1%
13	Student employment services	94	182	3.88	4	65.20%	69.2%	4.0%
10	Placement Office	127	149	4.0	3.88	69.20%	67.7%	-1.5%
12	Housing Office	124	152	3.88	3.88	69.40%	65.3%	-4.1%
35	Student government	152	124	3.79	3.74	60.60%	61.2%	0.6%
9	Spiritual Formation groups*	157	27	3.68	3.55	62.80%	54.8%	-8.0%
14	Residence halls at Dallas (Stearns, Lincoln)*	44	27	3.13	3.27	38.70%	54.6%	15.9%
19	Your extension library (extension students only)*	27	9	4.0	3.48	68.80%	44.4%	-24.4%
23	Parking at your campus	268	8	3.75	3.09	67.10%	41.4%	-25.7%

*Sample size is restricted to those with direct experience with this area of assessment



Graph 20. Satisfaction with Departments and Services, in Descending Order of Mean (N=276)



2001-2007 Survey Responses

Table 17 presents the satisfaction percentages of each department or service on the most recent seven years of Graduating Student Surveys.

Table 17.
Average Satisfaction with Departments and Services
2001-2007 Graduate Student Survey Responses

III.	<u>Department or Service</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
1	Admissions Office	93%	90%	90%	86%	87%	91%	90%
2	Registration procedures	88%	89%	90%	83%	84%	87%	89%
3	Registrar's Office services	93%	91%	89%	81%	71%	81%	81%
4	Business Office services	85%	80%	86%	82%	80%	82%	89%
5	Student Services	79%	84%	85%	87%	88%	82%	87%
6	Field Education			47%	66%	82%	78%	76%
7	Counseling services	55%	77%	61%	69%	76%	75%	73%
8	Chapel programs	73%	83%	70%	75%	77%	71%	79%
9	Spiritual Formation groups**	46%	54%	62%	56%	71%	63%	55%
10	Placement Office*	61%	70%	74%	70%	70%	69%	68%
11	Financial Aid services	73%	80%	78%	72%	77%	74%	79%
12	Housing Office	60%	65%	75%	68%	66%	69%	65%
13	Student employment services	58%	59%	66%	65%	67%	65%	62%
14	Residence halls at Dallas**	48%	60%	44%	62%	57%	39%	55%
15	On-campus apartments at Dallas**			87%	89%	100%	95%	88%
16	Food services at Dallas	83%	88%	81%	76%	75%	76%	81%
17	Classroom conditions	96%	94%	92%	88%	88%	93%	92%
18	Turpin Library facilities/services	94%	93%	95%	92%	89%	96%	95%
19	Your extension library**			67%	67%	30%	69%	44%
20	Media Center (Mosher basement)	86%	92%	93%	91%	90%	88%	87%
21	Student Computer Lab	86%	89%	92%	88%	88%	92%	88%
22	DTS Book Center	77%	87%	90%	88%	92%	92%	91%
23	Parking at your campus	55%	50%	61%	64%	58%	67%	41%
24	Campus Police at your campus	89%	89%	89%	92%	88%	88%	81%
25	Written communications	73%	78%	71%	80%	79%	82%	81%
26	Copy Services on your campus			78%	77%	78%	75%	79%
27	Baylor Fitness Center at Dallas	91%	90%	93%	92%	90%	90%	94%
28	Student Info. Center at Dallas	81%	84%	84%	82%	89%	79%	85%
29	Center for Christian Leadership	68%	67%	81%	77%	72%	81%	80%
30	Electronic communications			83%	83%	85%	91%	89%
31	International Student services**	65%	69%	71%	89%	100%	88%	82%
32	Academic Dean's Office	71%	75%	74%	79%	74%	76%	84%
33	D.Min. Office**			85%	100%	100%	80%	100%
34	Ph.D. Office**			58%	100%	100%	75%	100%
35	Student government	59%	61%	45%	64%	54%	61%	61%
	<i>Mean of satisfaction averages</i>	75%	78%	77%	79%	79%	77%	79%
	<i>Median of satisfaction averages</i>	75%	82%	81%	81%	80%	78%	81%

*Called "Ministry Placement Services" on pre-2003 surveys

**Averages since 2003 only include students appropriate to that category



Analysis of Evaluation of Departments and Services

Some of the largest changes since last year in student satisfaction with departments and services were directly related to the building of new student housing. Item 14 “Residence halls at Dallas” increased 16 percentage points from last year to satisfaction, while parking decreased 26 percentage points from last year to responding as satisfied. The PhD and DMIN program both had a large positive change in satisfaction, however with a relatively small N, such fluctuations year to year are expected. Chapel programs showed an 8.4 percent increase in satisfaction, raising the percent satisfied to 78.8%.

The survey includes an open-ended question inviting suggestions for improvements for these departments and services. Responses are categorized in Appendix 1 on pages 16-17 (Spiritual Formation and Field Education) and pages 24-36 (all others).

Extension Services Evaluation

One question pertains particularly to our extension campuses III.19 Your Extension Library. The previous years graduates were 69% satisfied; this years graduates are 44% satisfied. The 27 extension students who responded to this question are cross-tabulated with their campuses thusly:

Campus	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Houston	1	7	5	2	15
Tampa Bay			1		1
Philadelphia				1	1
Atlanta		2			2
San Antonio		2	1		3
Austin	1	2	2		5
Total	2	13	9	3	27

Although only a small number of students responded, this area deserves additional assessment in order to adjudge the students library experiences.

Evaluation of the Seminary Experience

Section IV of the Graduating Student Survey ask the respondent to express the level of agreement with statements of the student's meeting the Seminary's goals, in two parts: goals that the Seminary has for all students in general and goals that are specific to the student's academic program.

The response is on a Likert scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

Self-Assessment of Attaining General Seminary Goals

The average score (**'07 Avg.**) represents the composite degree of agreement with each goal. The percentage of agreement (**'07 Pct.**) indicates, out of all respondents to a survey item, how many assessed at a 4 (“agree”) or 5 (“strongly agree”). Table 18 displays the results for all respondents in the order the questions appear on the survey. Table 19 and Graph 21 order the data by the percentage of agreement.

Table 18.
Summary of Graduate Agreement with Seminary Goals
2007 Graduate Student Survey , N = 276, in the order asked on the survey

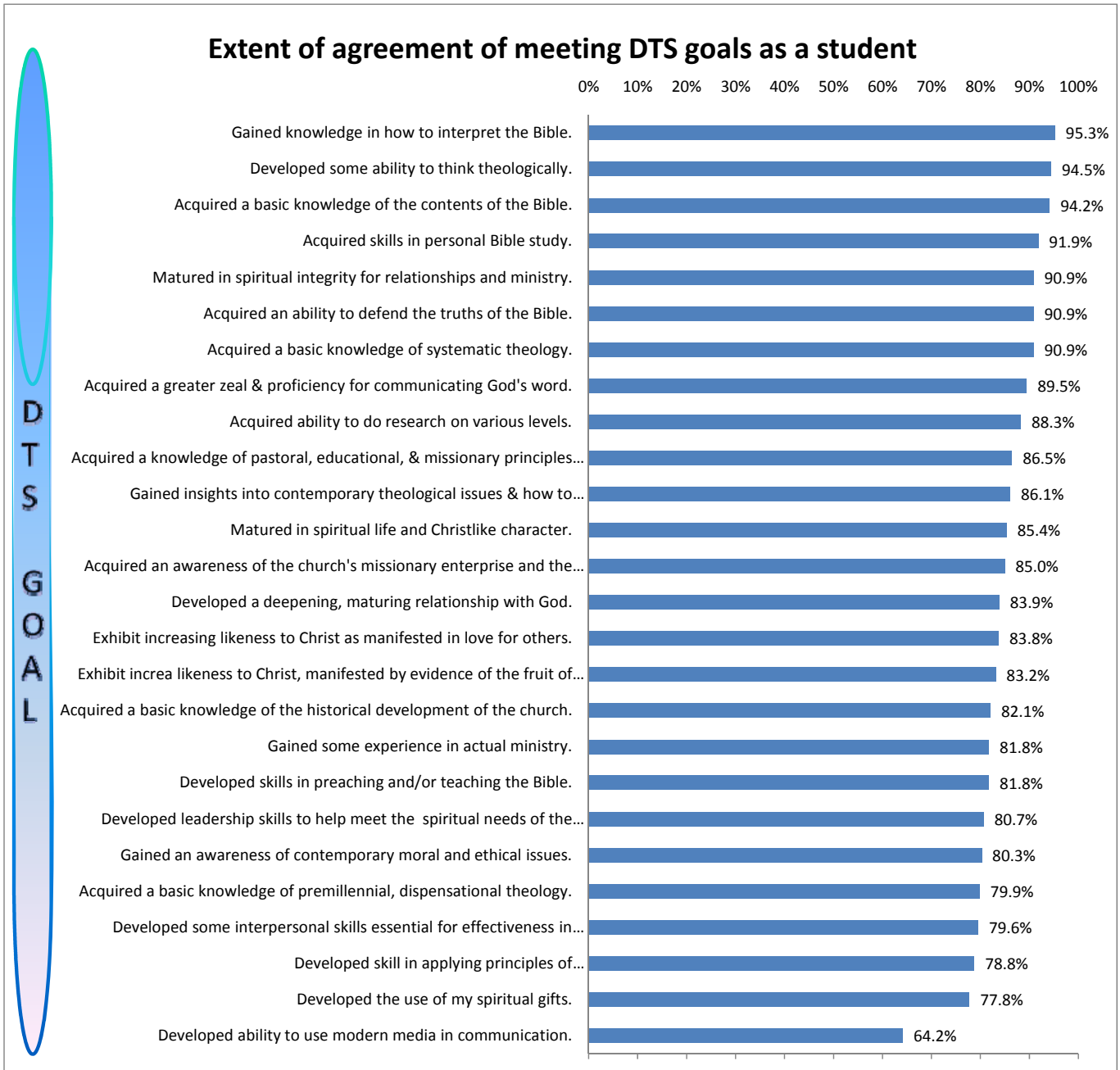
Item #	Level of Agreement with..	# Resps	No Resp	'06 Avg.	'07 Avg.	'06Pct.	'07 Pct.	'06-'07 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	274	2	4.55	4.61	94.3%	94.2%	-.1%
2	Acquired skills in personal Bible study.	273	3	4.53	4.56	90.5%	91.9%	1.4%
3	Gained knowledge in how to interpret the Bible.	274	2	4.59	4.66	94.8%	95.3%	.5%
4	Acquired a basic knowledge of systematic theology.	273	3	4.59	4.60	94.8%	90.9%	-3.9%
5	Acquired a basic knowledge of premillennial, dispensational theology.	274	2	4.27	4.22	85.8%	79.9%	-5.9%
6	Developed some ability to think theologically.	272	4	4.60	4.66	96.7%	94.5%	-2.2%
7	Gained insights into contemporary theological issues and how to evaluate them.	274	2	4.32	4.37	89.6%	86.1%	3.5%
8	Acquired an ability to defend the truths of the Bible.	273	3	4.32	4.43	89.6%	90.9%	1.3%
9	Gained an awareness of contemporary moral and ethical issues.	274	2	4.08	4.19	80.1%	80.3%	.2%
10	Acquired a basic knowledge of the historical development of the church.	276	0	4.29	4.31	83.3%	82.1%	1.2%
11	Developed skills in preaching and/or teaching the Bible.	274	2	4.10	4.20	77.7%	81.8%	4.1%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	274	2	4.15	4.31	82.0%	86.5%	4.5%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	273	3	4.04	4.14	76.3%	78.8%	2.5%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	274	2	4.17	4.34	87.1%	85.0%	-2.1%
15	Developed a deepening, maturing relationship with God.	274	2	4.27	4.26	85.8%	83.9%	-1.9%
16	Developed the use of my spiritual gifts.	274	2	4.02	4.09	77.5%	77.8%	-0.3%
17	Developed leadership skills to help meet the spiritual needs of the world.	274	2	4.05	4.10	78.4%	80.7%	2.3%
18	Developed some interpersonal skills essential for effectiveness in ministry.	274	2	4.04	4.11	76.1%	79.6%	3.5%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	274	2	4.36	4.42	90.1%	89.5%	-0.6%
20	Gained some experience in actual ministry.	274	2	4.21	4.27	81.8%	81.8%	0.0%
21	Developed ability to use modern media in communication.	274	2	3.64	3.74	64.2%	64.2%	0.0%
22	Acquired ability to do research on various levels.	274	2	4.21	4.32	85.6%	88.3%	2.7%
23	Matured in spiritual integrity for relationships and ministry.	274	2	4.22	4.39	89.6%	90.9%	1.3%
24	Matured in spiritual life and Christlike character.	274	2	4.17	4.27	86.7%	85.4%	-1.3%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	272	4	4.15	4.22	85.3%	83.8%	-1.5%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	274	2	4.12	4.20	84.8%	83.2%	-1.6%



Table 19.
Summary of Graduate Agreement with Seminary Goals
2006 Graduate Student Survey , N = 211, **in order of agreement percentage**

Item #	Level of Agreement with..	# Resp	No Resp	'04 Avg.	'05 Avg.	'04 Pct.	'05 Pct.	'04-'05 Change in %age Points
3	Gained knowledge in how to interpret the Bible.	274	2	4.59	4.66	94.8%	95.3%	0.5%
6	Developed some ability to think theologically.	272	4	4.6	4.66	96.7%	94.5%	-2.2%
1	Acquired a basic knowledge of the contents of the Bible.	274	2	4.55	4.61	94.3%	94.2%	-0.1%
2	Acquired skills in personal Bible study.	273	3	4.53	4.56	90.5%	91.9%	1.4%
4	Acquired a basic knowledge of systematic theology.	273	3	4.59	4.6	94.8%	90.9%	-3.9%
8	Acquired an ability to defend the truths of the Bible.	273	3	4.32	4.43	89.6%	90.9%	1.3%
23	Matured in spiritual integrity for relationships and ministry.	274	2	4.22	4.39	89.6%	90.9%	1.3%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	274	2	4.36	4.42	90.1%	89.5%	-0.6%
22	Acquired ability to do research on various levels.	274	2	4.21	4.32	85.6%	88.3%	2.7%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	274	2	4.15	4.31	82.0%	86.5%	4.5%
7	Gained insights into contemporary theological issues and how to evaluate them.	274	2	4.32	4.37	89.6%	86.1%	3.5%
24	Matured in spiritual life and Christlike character.	274	2	4.17	4.27	86.7%	85.4%	-1.3%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	274	2	4.17	4.34	87.1%	85.0%	-2.1%
15	Developed a deepening, maturing relationship with God.	274	2	4.27	4.26	85.8%	83.9%	-1.9%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	272	4	4.15	4.22	85.3%	83.8%	-1.5%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	274	2	4.12	4.2	84.8%	83.2%	-1.6%
10	Acquired a basic knowledge of the historical development of the church.	276	0	4.29	4.31	83.3%	82.1%	1.2%
11	Developed skills in preaching and/or teaching the Bible.	274	2	4.1	4.2	77.7%	81.8%	4.1%
20	Gained some experience in actual ministry.	274	2	4.21	4.27	81.8%	81.8%	0%
17	Developed leadership skills to help meet the spiritual needs of the world.	274	2	4.05	4.1	78.4%	80.7%	2.3%
9	Gained an awareness of contemporary moral and ethical issues.	274	2	4.08	4.19	80.1%	80.3%	0.2%
5	Acquired a basic knowledge of premillennial, dispensational theology.	274	2	4.27	4.22	85.8%	79.9%	-5.9%
18	Developed some interpersonal skills essential for effectiveness in ministry.	274	2	4.04	4.11	76.1%	79.6%	3.5%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	273	3	4.04	4.14	76.3%	78.8%	2.5%
16	Developed the use of my spiritual gifts.	274	2	4.02	4.09	77.5%	77.8%	-0.3%
21	Developed ability to use modern media in communication.	274	2	3.64	3.74	64.2%	64.2%	0%

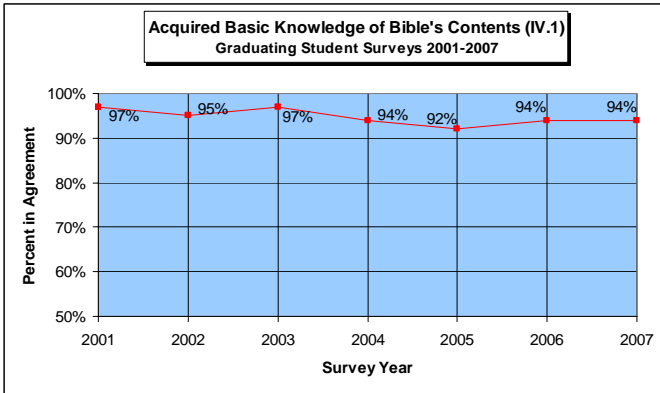
Graph 21.
 Graduate Self-Assessment of Meeting DTS Goals.
 2007 Graduating Student Survey



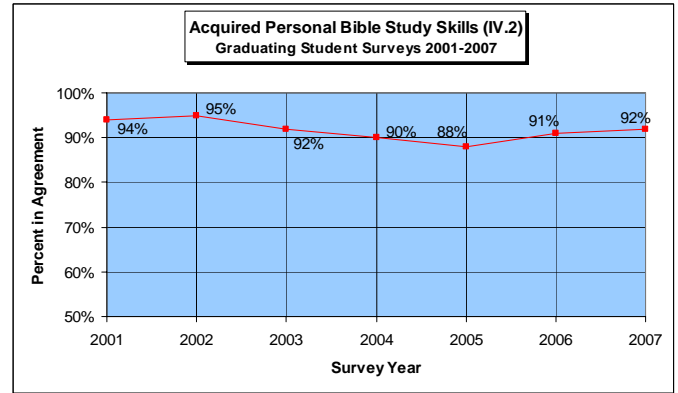
2001-2007 Survey Results

Graph 21, parts 1 to 26, depict each item's average over five years. The graphs all retain the same scale along the vertical (y) axis to facilitate comparisons between goals. Years with zero values indicate that that question was not asked on that year's survey.

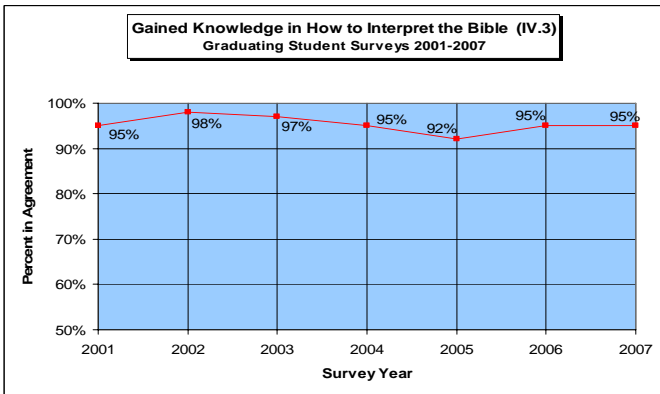
Graph 21-1



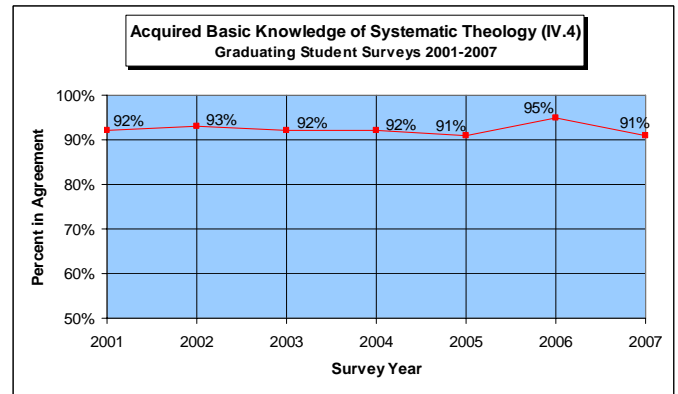
Graph 21-2



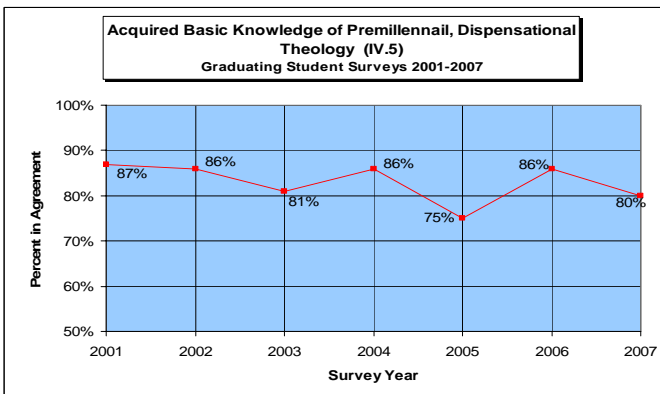
Graph 21-3



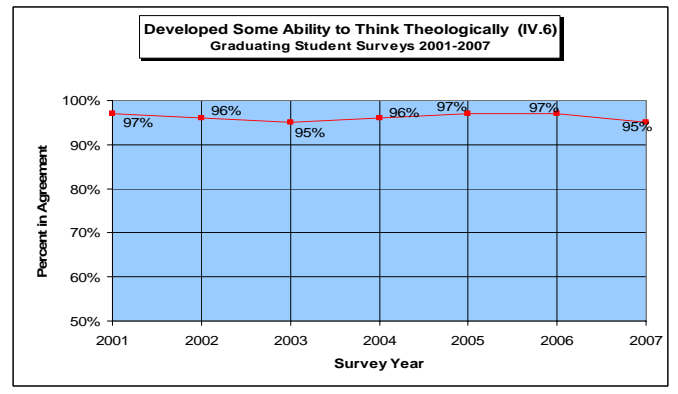
Graph 21-4



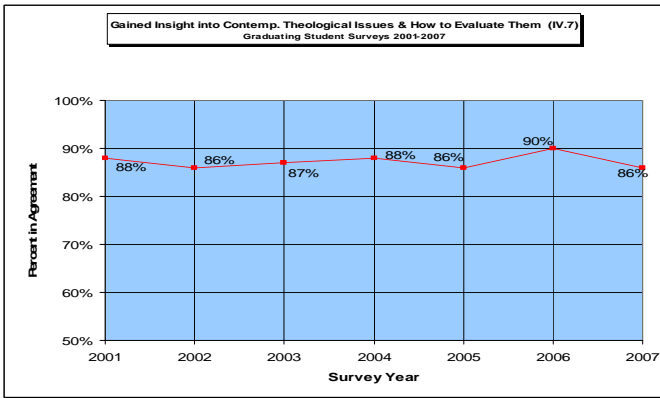
Graph 21-5



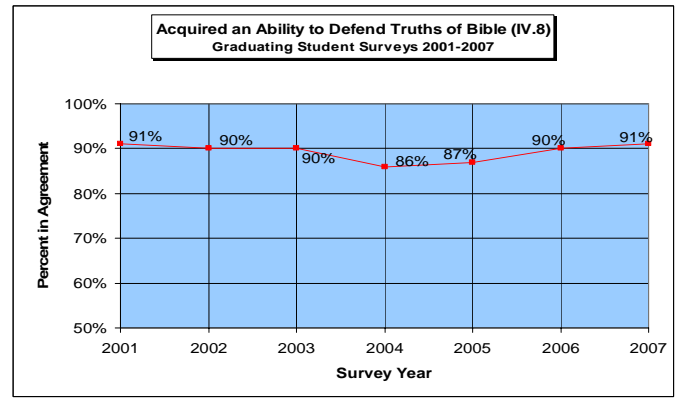
Graph 21-6



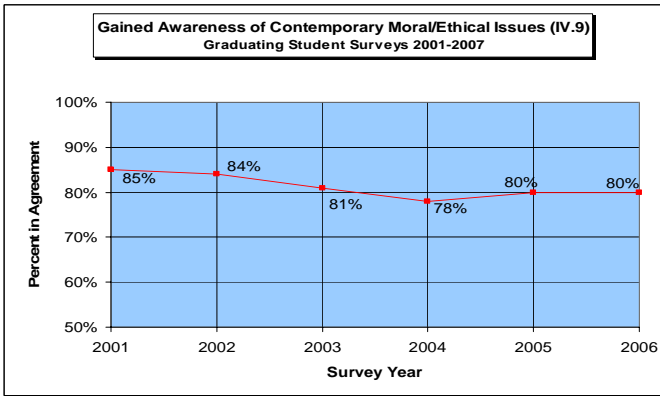
Graph 21-7



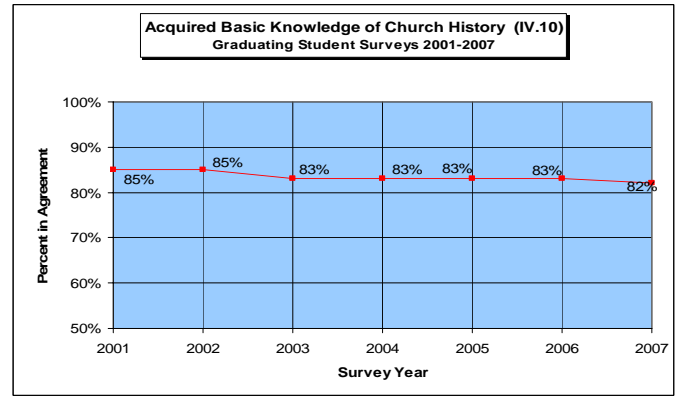
Graph 21-8



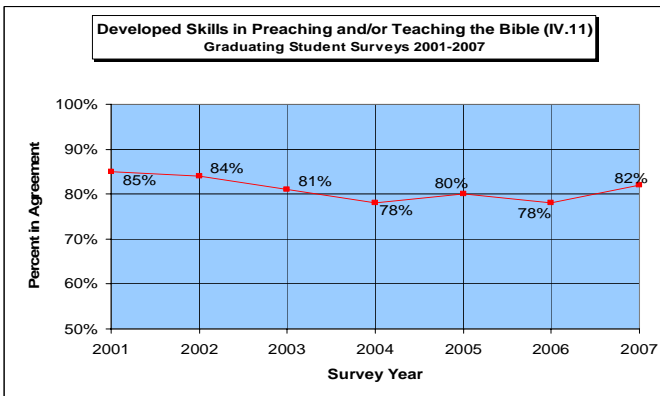
Graph 21-9



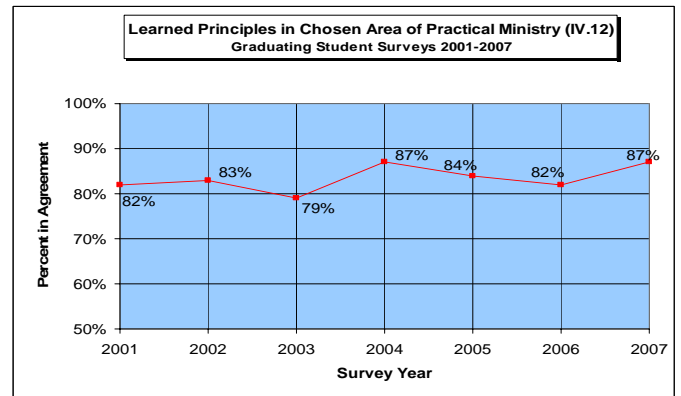
Graph 21-10



Graph 21-11

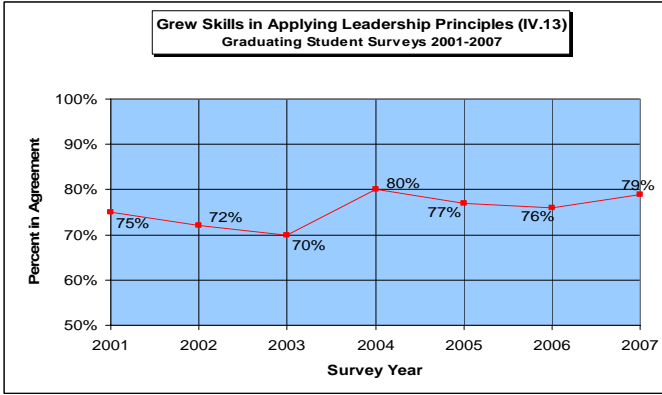


Graph 21-12





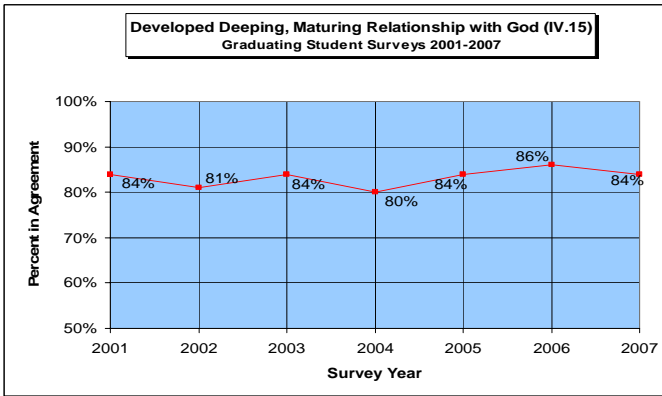
Graph 21-13



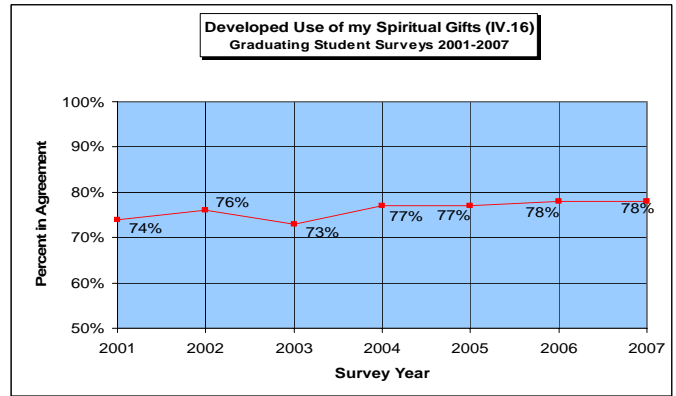
Graph 21-14



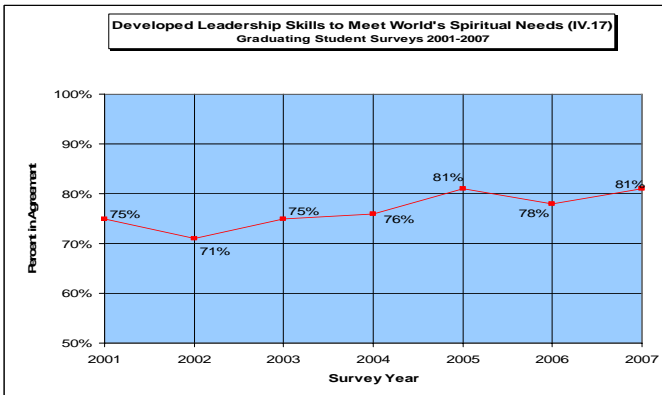
Graph 21-15



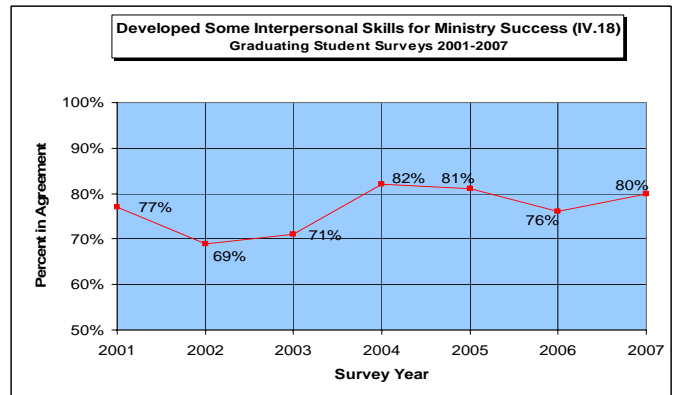
Graph 21-16



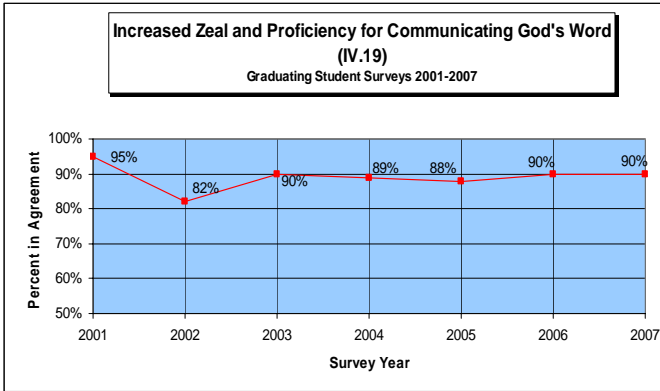
Graph 21-17



Graph 21-18



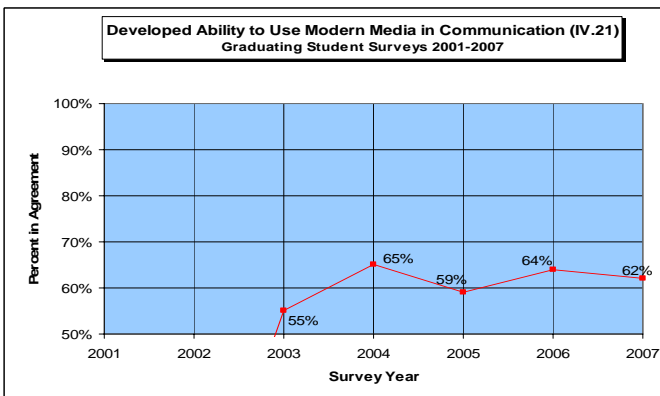
Graph 21-19



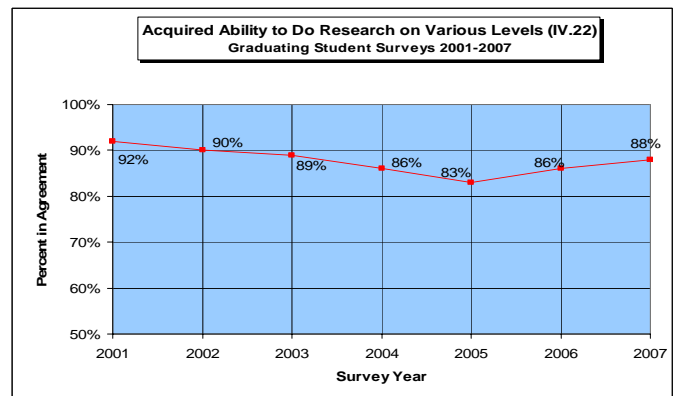
Graph 21-20



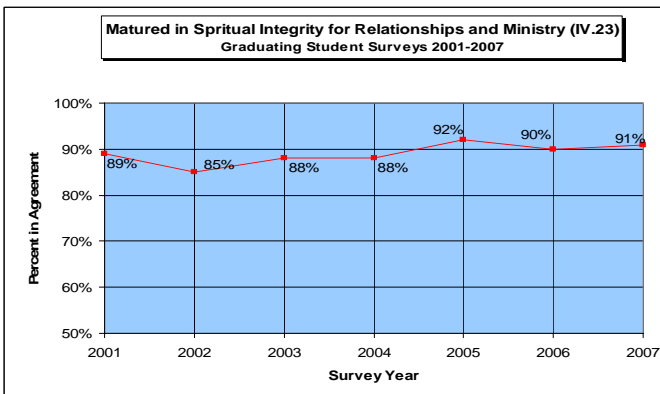
Graph 21-21



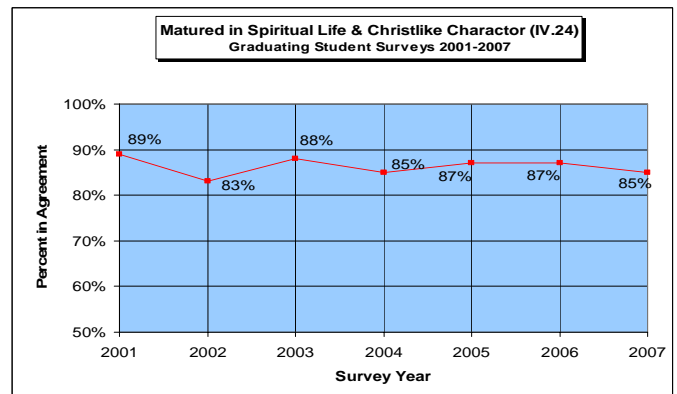
Graph 21-22



Graph 21-23



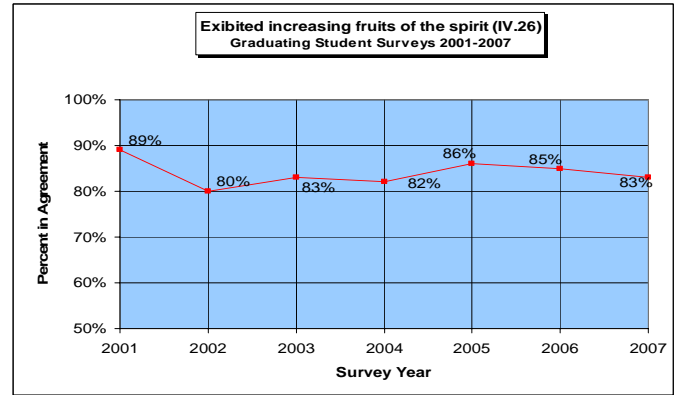
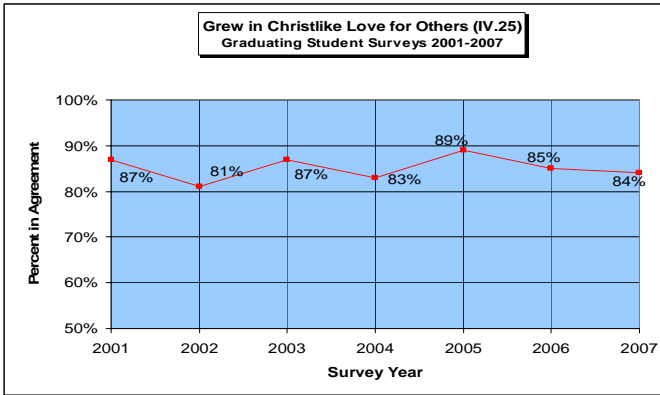
Graph 21-24





Graph 21-25

Graph 21-26



Analysis of 2007 Data by Demographic Group

Tables 20 through 32 break out the averages and the agreement percentages of various subpopulations in the 2007 survey sample. Tables 20-24 compare students satisfaction with seminary goals between the ThM, M.A./CGS, and Main Campus, Extension Campus respondents. Specific degree programs are further broken down by charts 24-32 depicting the students agreement with institutional goals and their response to program specific questions.

To facilitate comparison, the scores for all respondents are repeated in the portion of every institutional goals table, enclosed by dark lines.

These averages and percentages may be useful for establishing assessment goals for institutional effectiveness.

Table 20.
Summary of Graduate Agreement with Seminary Goals: **ThM/STM only**
2007 Graduate Student Survey , N = 115, in the order asked on the survey

Sect. IV. Item	<i>During my student days at DTS, I:</i>	No Resps.	06 Resp.	07 Avg.	06 % Agree	07 % Agreement	
1	Acquired a basic knowledge of the contents of the Bible.	115	0	4.57	4.59	95.0%	94.4%
2	Acquired skills in personal Bible study.	114	1	4.63	4.59	95.0%	91.2%
3	Gained knowledge in how to interpret the Bible.	115	0	4.71	4.69	97.0%	95.7%
4	Acquired a basic knowledge of systematic theology.	115	0	4.67	4.62	99.0%	91.3%
5	Acquired a basic knowledge of premillennial, dispensational theology.	115	0	4.25	4.09	83.0%	75.7%
6	Developed some ability to think theologically.	114	1	4.72	4.75	99.0%	95.6%
7	Gained insights into contemporary theological issues and how to evaluate them.	115	0	4.40	4.45	91.0%	89.6%
8	Acquired an ability to defend the truths of the Bible.	115	0	4.39	4.43	92.0%	89.5%
9	Gained an awareness of contemporary moral and ethical issues.	115	0	3.98	4.07	75.0%	77.4%
10	Acquired a basic knowledge of the historical development of the church.	115	1	4.62	4.60	94.9%	92.1%
11	Developed skills in preaching and/or teaching the Bible.	115	0	4.48	4.43	93.0%	89.6%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	115	0	4.28	4.35	88.0%	87.9%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	115	0	4.17	4.17	83.0%	80.0%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	115	0	4.26	4.40	90.0%	85.2%
15	Developed a deepening, maturing relationship with God.	115	0	4.29	4.09	85.0%	76.5%
16	Developed the use of my spiritual gifts.	115	1	4.15	4.10	85.0%	79.2%
17	Developed leadership skills to help meet the spiritual needs of the world.	115	0	4.21	4.04	86.0%	76.5%
18	Developed some interpersonal skills essential for effectiveness in ministry.	115	0	4.14	4.15	79.0%	79.1%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	115	0	4.52	4.46	95.0%	92.1%
20	Gained some experience in actual ministry.	115	0	4.36	4.29	90.0%	83.5%
21	Developed ability to use modern media in communication.	115	0	3.62	3.54	63.0%	57.4%
22	Acquired ability to do research on various levels.	115	0	4.30	4.46	87.0%	92.2%
23	Matured in spiritual integrity for relationships and ministry.	115	0	4.21	4.33	90.0%	89.5%
24	Matured in spiritual life and Christlike character.	115	0	4.14	4.16	86.0%	79.2%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	114	1	4.08	4.11	83.0%	77.2%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	115	0	4.06	4.09	82.9%	75.6%



Table 21.
 Summary of Graduate Agreement with Seminary Goals: **MA/CGS only**
 2007 Graduate Student Survey , N = 132, in the order asked on the survey

Item	<i>During my student days at DTS, I:</i>	No		06	07	06 %	07 %
		Resps.	Resp.	Avg.	Avg.	Agree	Agree
1	Acquired a basic knowledge of the contents of the Bible.	131	1	4.57	4.67	93.6%	96.2%
2	Acquired skills in personal Bible study.	131	1	4.44	4.57	85.1%	93.9%
3	Gained knowledge in how to interpret the Bible.	131	1	4.49	4.64	92.5%	95.4%
4	Acquired a basic knowledge of systematic theology.	130	2	4.55	4.65	91.5%	94.6%
5	Acquired a basic knowledge of premillennial, dispensational theology.	131	1	4.34	4.39	89.4%	87.8%
6	Developed some ability to think theologically.	131	1	4.53	4.61	94.7%	94.7%
7	Gained insights into contemporary theological issues and how to evaluate them.	131	1	4.28	4.29	90.5%	84.0%
8	Acquired an ability to defend the truths of the Bible.	131	1	4.21	4.41	86.1%	92.3%
9	Gained an awareness of contemporary moral and ethical issues.	131	1	4.16	4.31	84.1%	84.0%
10	Acquired a basic knowledge of the historical development of the church.	131	1	4.01	4.09	73.5%	76.3%
11	Developed skills in preaching and/or teaching the Bible.	131	1	3.73	4.01	62.8%	76.4%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	131	1	4.05	4.25	77.7%	84.7%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	130	2	3.90	4.07	70.3%	76.9%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	131	1	4.10	4.35	86.0%	87.8%
15	Developed a deepening, maturing relationship with God.	131	1	4.27	4.38	86.1%	88.6%
16	Developed the use of my spiritual gifts.	131	1	3.92	4.07	72.0%	75.5%
17	Developed leadership skills to help meet the spiritual needs of the world.	131	1	3.91	4.13	71.7%	84.7%
18	Developed some interpersonal skills essential for effectiveness in ministry.	131	1	3.96	4.06	74.2%	80.2%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	131	1	4.22	4.35	84.0%	87.0%
20	Gained some experience in actual ministry.	131	1	4.11	4.26	75.0%	81.6%
21	Developed ability to use modern media in communication.	131	1	3.72	3.83	67.8%	67.1%
22	Acquired ability to do research on various levels.	131	1	4.11	4.16	83.7%	84.0%
23	Matured in spiritual integrity for relationships and ministry.	131	1	4.28	4.41	90.4%	90.8%
24	Matured in spiritual life and Christlike character.	131	1	4.23	4.35	88.3%	89.3%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	130	2	4.24	4.30	87.3%	89.2%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	131	1	4.20	4.27	86.1%	87.8%

Table 22.
Summary of Graduate Agreement with Seminary Goals: **Main Dallas campus only**
2007 Graduate Student Survey , N = 237, in the order asked on the survey

Sect. IV.	<i>During my student days at DTS, I:</i>	No Resps.	06 Resp.	07 Avg.	07 Avg.	06 % Agree	07 % Agreement
1	Acquired a basic knowledge of the contents of the Bible.	237	0	4.53	4.59	93.7%	93.7%
2	Acquired skills in personal Bible study.	236	1	4.50	4.56	89.6%	91.9%
3	Gained knowledge in how to interpret the Bible.	237	0	4.58	4.65	94.8%	95.0%
4	Acquired a basic knowledge of systematic theology.	237	0	4.56	4.58	94.2%	89.9%
5	Acquired a basic knowledge of premillennial, dispensational theology.	237	0	4.22	4.16	84.4%	78.0%
6	Developed some ability to think theologically.	236	1	4.59	4.67	96.3%	94.0%
7	Gained insights into contemporary theological issues and how to evaluate them.	237	0	4.31	4.35	89.6%	85.7%
8	Acquired an ability to defend the truths of the Bible.	237	0	4.29	4.41	89.0%	89.8%
9	Gained an awareness of contemporary moral and ethical issues.	237	0	4.03	4.16	78.7%	79.3%
10	Acquired a basic knowledge of the historical development of the church.	237	0	4.27	4.29	82.2%	81.1%
11	Developed skills in preaching and/or teaching the Bible.	237	0	4.09	4.19	77.1%	80.2%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	237	0	4.13	4.29	81.3%	86.1%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	236	1	4.00	4.13	75.0%	78.0%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	237	0	4.13	4.33	86.4%	84.8%
15	Developed a deepening, maturing relationship with God.	237	0	4.22	4.19	84.4%	81.9%
16	Developed the use of my spiritual gifts.	237	0	3.99	4.04	76.4%	75.1%
17	Developed leadership skills to help meet the spiritual needs of the world.	237	0	4.03	4.07	77.5%	78.9%
18	Developed some interpersonal skills essential for effectiveness in ministry.	237	0	4.02	4.09	75.4%	77.6%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	237	0	4.33	4.37	89.1%	88.2%
20	Gained some experience in actual ministry.	237	0	4.20	4.26	81.5%	81.0%
21	Developed ability to use modern media in communication.	237	0	3.59	3.71	62.1%	63.3%
22	Acquired ability to do research on various levels.	237	0	4.18	4.32	84.1%	87.8%
23	Matured in spiritual integrity for relationships and ministry.	237	0	4.18	4.36	89.0%	90.3%
24	Matured in spiritual life and Christlike character.	237	0	4.13	4.25	86.0%	84.4%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	235	2	4.11	4.20	84.3%	83.0%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	237	0	4.09	4.18	83.8%	81.9%



Table 23.
Summary of Graduate Agreement with Seminary Goals: **Extension campuses only**
2007 Graduate Student Survey , N = 36, **in the order asked on the survey**

Sect. IV.	<i>During my student days at DTS, I:</i>	Resps.	No Resp.	06 Avg.	07 Avg.	06 % Agree	07 % Agreement
Item							
1	Acquired a basic knowledge of the contents of the Bible.	36	0	4.84	4.72	100.0%	97.3%
2	Acquired skills in personal Bible study.	36	0	4.79	4.61	100.0%	91.7%
3	Gained knowledge in how to interpret the Bible.	36	0	4.68	4.75	94.8%	97.2%
4	Acquired a basic knowledge of systematic theology.	35	1	4.84	4.74	100.0%	97.2%
5	Acquired a basic knowledge of premillennial, dispensational theology.	37	0	4.79	4.58	100.0%	91.7%
6	Developed some ability to think theologically.	35	1	4.68	4.63	100.0%	97.1%
7	Gained insights into contemporary theological issues and how to evaluate them.	36	0	4.42	4.47	89.5%	88.9%
8	Acquired an ability to defend the truths of the Bible.	35	1	4.58	4.57	94.8%	97.1%
9	Gained an awareness of contemporary moral and ethical issues.	36	0	4.53	4.39	94.7%	86.1%
10	Acquired a basic knowledge of the historical development of the church.	36	0	4.53	4.44	94.7%	88.9%
11	Developed skills in preaching and/or teaching the Bible.	36	0	4.21	4.28	84.2%	91.7%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	36	0	4.37	4.42	89.5%	88.9%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	36	0	4.42	4.42	89.4%	83.3%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	36	0	4.53	4.44	94.7%	86.1%
15	Developed a deepening, maturing relationship with God.	36	0	4.74	4.72	100.0%	97.2%
16	Developed the use of my spiritual gifts.	36	0	4.37	4.42	89.5%	94.4%
17	Developed leadership skills to help meet the spiritual needs of the world.	36	0	4.28	4.33	88.8%	91.6%
18	Developed some interpersonal skills essential for effectiveness in ministry.	36	0	4.26	4.28	84.2%	91.7%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	36	0	4.74	4.72	100.0%	97.2%
20	Gained some experience in actual ministry.	36	0	4.26	4.33	84.2%	86.1%
21	Developed ability to use modern media in communication.	36	0	4.16	4.00	84.2%	72.2%
22	Acquired ability to do research on various levels.	36	0	4.47	4.36	100.0%	94.4%
23	Matured in spiritual integrity for relationships and ministry.	36	0	4.63	4.61	94.8%	97.3%
24	Matured in spiritual life and Christlike character.	36	0	4.63	4.47	94.8%	94.5%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	36	0	4.53	4.36	94.8%	91.6%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	36	0	4.47	4.36	94.7%	94.6%

Table 24.
Summary of Graduate Agreement with Seminary Goals: **Dallas vs. Extension**
2007 Graduate Student Survey **in descending order of difference in agreement**

Sect. IV.	<i>During my student days at DTS, I:</i>	07 Dallas Avg.	07 Ext. Avg.	07 % Dallas Agree	07 % Ext. Agree	% Δ
16	Developed the use of my spiritual gifts.	4.04	4.42**	75.10%	94.40%	19.3
15	Developed a deepening, maturing relationship with God.	4.19	4.72***	81.90%	97.20%	15.3
18	Developed some interpersonal skills essential for effectiveness in ministry.	4.09	4.28	77.60%	91.70%	14.1
5	Acquired a basic knowledge of premillennial, dispensational theology.	4.16	4.58*	78.00%	91.70%	13.7
17	Developed leadership skills to help meet the spiritual needs of the world.	4.07	4.33	78.90%	91.60%	12.7
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	4.18	4.36	81.90%	94.60%	12.7
11	Developed skills in preaching and/or teaching the Bible.	4.19	4.28	80.20%	91.70%	11.5
24	Matured in spiritual life and Christlike character.	4.25	4.47	84.40%	94.50%	10.1
19	Acquired a greater zeal and proficiency for communicating God's word to others.	4.37	4.72**	88.20%	97.20%	09.0
21	Developed ability to use modern media in communication.	3.71	4	63.30%	72.20%	08.9
25	Exhibited an increasing likeness to Christ as manifested in love for others.	4.2	4.36	83.00%	91.60%	08.6
10	Acquired a basic knowledge of the historical development of the church.	4.29	4.44	81.10%	88.90%	07.8
4	Acquired a basic knowledge of systematic theology.	4.58	4.74	89.90%	97.20%	07.3
8	Acquired an ability to defend the truths of the Bible.	4.41	4.57	89.80%	97.10%	07.3
23	Matured in spiritual integrity for relationships and ministry.	4.36	4.61*	90.30%	97.30%	07.0
9	Gained an awareness of contemporary moral and ethical issues.	4.16	4.39	79.30%	86.10%	06.8
22	Acquired ability to do research on various levels.	4.32	4.36	87.80%	94.40%	06.6
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	4.13	4.42	78.00%	83.30%	05.3
20	Gained some experience in actual ministry.	4.26	4.33	81.00%	86.10%	05.1
1	Acquired a basic knowledge of the contents of the Bible.	4.59	4.72	93.70%	97.30%	03.6
7	Gained insights into contemporary theological issues and how to evaluate them.	4.35	4.47	85.70%	88.90%	03.2
6	Developed some ability to think theologically.	4.67	4.63	94.00%	97.10%	03.1
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	4.29	4.42	86.10%	88.90%	02.8
3	Gained knowledge in how to interpret the Bible.	4.65	4.75	95.00%	97.20%	02.2
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	4.33	4.44	84.80%	86.10%	01.3
2	Acquired skills in personal Bible study.	4.56	4.61	91.90%	91.70%	0.02

*There is a real difference between this subgroup's mean and that of its inverse subgroup with error probability
*...with p<.05. **... with p<.01. ***... with p<.001.

**Special Investigation of Spiritual Development**

The survey follows up on respondents who did not agree with (i.e., they rated less than 4) the following seminary goals which relate to growth in the spiritual life:

23. Matured in spiritual integrity for relationships and ministry.
24. Matured in spiritual life and Christlike character.
25. Exhibited an increasing likeness to Christ as manifested in love for others.
26. Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.

30 of 115 (or 26%) Th.M. and STM graduates in the survey sample indicated a lack of agreement with at least one of these four items. This is the same response as last year.

21 of 132 (or 16%) of non-Th.M. or STM graduates in the survey sample indicated a lack of agreement with at least one of these four items. In last year's report, the percentage was 21%.

These respondents were asked a clarifying question: to what were deficiencies in spiritual development due?

The 26 Th.M. and STM respondents (from above) answered the clarifying question thusly:

Deficiencies in the program:	2 respondents	(7%)
Both deficiencies in the program and in personal responsibilities:	17 respondents	(57%)
Deficiencies in personal responsibilities:	7 respondents	(23%)
Replied <i>Not Applicable</i> to clarifying question	4 respondents	(13%)

The 21 non-Th.M. or STM respondents answered the clarifying question thusly:

Deficiencies in the program:	3 respondents	(14%)
Both deficiencies in the program and in personal responsibilities:	8 respondents	(38%)
Deficiencies in personal responsibilities:	5 respondents	(24%)
Replied <i>Not Applicable</i> to clarifying question	5 respondents	(24%)

An open-ended question invited suggestions for improvement that would lead to their agreement with these three survey items. These suggestions appear in full in Appendix 1.

This year's report re-emphasizes last year's suggestions for improving the assessments of spiritual goals.

Suggestion #1: Revise or replace the SF Curriculum. This is supported by respondents 155, 210

Suggestion #2: Only allow experienced and qualified students to lead SF. This is supported by respondents 94

Suggestion #3 synthesized from this year's results: Show students how to balance academics with vibrant spiritual life This is supported by respondents 30, 86, 97, 114

Miscellaneous suggestions that may, in part, reinforce the previous summaries:

I liked least.... The focus on academic competency in the classroom that does seem to overtly contain a spiritual life component. On the one hand, one does not expect this in PhD program. On the other hand, one questions if DTS's desire to be academically relevant happens at the expense of seeking to encourage this important part of theological training. [Resp. 30]

I liked least.... Current Spiritual Formation system [Resp. 86]

I liked least.... Spiritual formation group - my leader had been a Christian for less time than anyone in the group and was rather immature[Resp. 94]

I liked least.... the focus on academic excellence versus spiritual growth. I understand that it is impossible to objectively quantify spiritual growth, but I would like to see more of an emphasis on spiritual formation/discipleship. Great strides have been made in this direction, but providing even more opportunities for spiritual formation would be beneficial! [Resp. 97]

I liked least.... ...the potential for focusing on academics at the expense of spiritual growth. [Resp. 114]

I liked least.... the structure and method for Spiritual Formation and Field Education. It's not formation, it's just more information. [Resp. 155]

I liked least.... lack of overt and conscious attention to spiritual formation. . . it seems to be an 'add-on' but is not reflected in what drives the decision-making process [Resp. 210]



Assessment of Specific Degree Programs: Introduction

2007 is the seventh year that graduating students were asked to assess items specific to the masters programs designed for advanced research (Master of Theology and Master of Sacred Theology) and for specific professions (Master of Arts in Christian Education, Cross-cultural Ministries, and Biblical Counseling,). Biblical Exegesis and Linguistics had only one respondent this year and thus was not broken out here. Assessment items for the general purpose Master of Arts (Biblical Studies) and for the two doctoral programs: Doctor of Philosophy and Doctor of Ministry programs were added in 2003, however with only six PhD respondents and twelve DMin respondents for 2007 the doctoral programs were not included this year. They did answer all questions with 100% agreement.

Survey results for each degree program are presented in the following sequence:

1. Program-specific survey items for the years it was gathered:
 - the number of respondents to the question (N),
 - the average or mean of the ratings on a 1-5 Likert scale, and
 - the percentage of agreement (i.e., the percentage who rated it a 4 or a 5).
2. Institution-wide items in the previous section of this report that were answered differently.
3. Respondent suggestions for improving the program.
4. An analysis of the results.

The Master of Theology (Th.M.) and Master of Sacred Theology (S.T.M.)

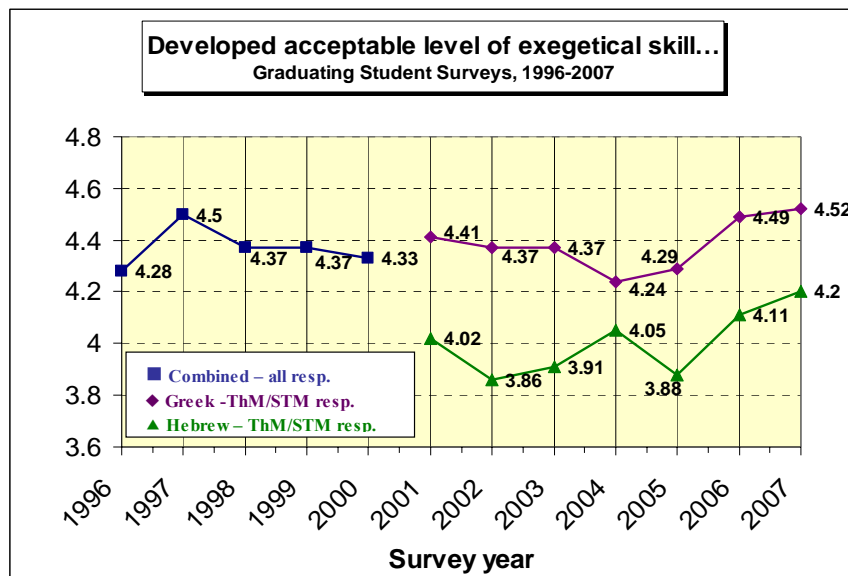
Program-specific survey items

Table 31 presents the responses by students graduating in either the ThM or the STM. For the ThM degree, separate questions T1 and T2 are asked for exegetical skills in Greek and in Hebrew, whereas before 2001 there was a general question on exegetical skills. Graph 20-1 displays how this year's responses compare to those on previous editions of the survey that asked all respondents about their exegetical skills without distinguishing the language. Graph 20-2 presents the averages for question T3.

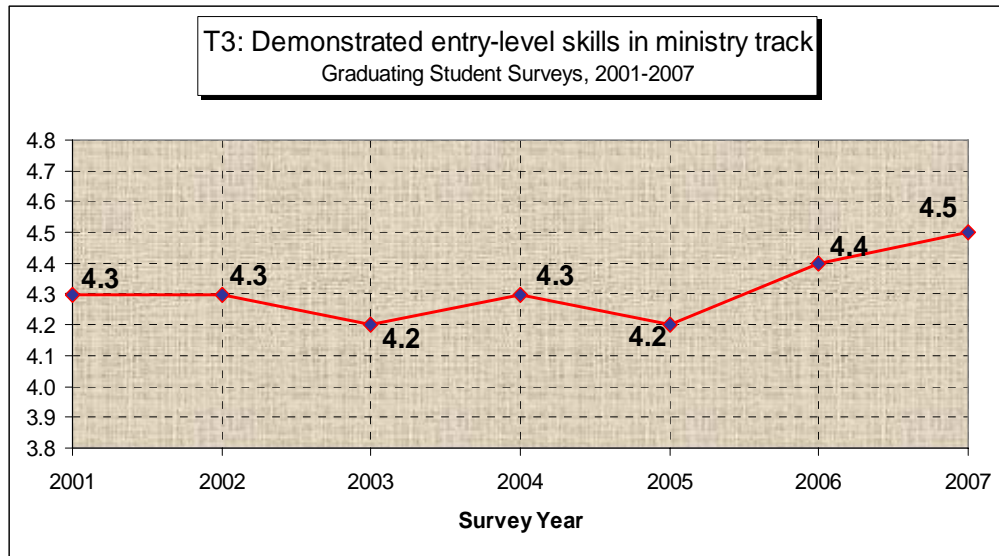
Table 25.
ThM (and STM) program-specific questions

Year	T1: Developed acceptable skills in Hebrew exegesis			T2: Developed acceptable skills in Greek exegesis			T3: Demonstrated entry-level skills in ministry track		
	N=	Mean	%Agree	N=	Mean	%Agree	N=	Mean	%Agree
2001	46	4.02	76%	46	4.41	94%	46	4.28	94%
2002	102	3.86	72%	102	4.37	94%	101	4.27	89%
2003	89	3.91	74%	89	4.37	93%	87	4.22	89%
2004	80	4.05	79%	80	4.24	89%	80	4.34	86%
2005	69	3.88	74%	69	4.29	87%	69	4.16	86%
2006	100	4.11	79%	100	4.49	94%	99	4.38	91%
2007	114	4.20	84%	114	4.52	93%	115	4.52	90%

Graph 20-1.



Graph 20-2.



Th.M. Graduates’ Assessment of Institutional Goals

Th.M. graduates’ self-assessment of institutional goals are broken out in Table 20 on page 38. Those items that Th.M. graduates clearly evaluated higher or lower than non-Th.M. graduates are:

Table26

Educational Goals Self-Assessment 2007 Graduating Student Survey		ALL Non-ThM RESPONDENTS N = 159		ThM only N = 115	
Qstn		Mean	% agreed (rated 4 or 5)	Mean	% agreed (rated 4 or 5)
IV.	During my student days at DTS, I:				
5	acquired a basic knowledge of premillennial, dispensational theology.	4.31	83.0%	4.09	75.7%
9	Gained an awareness of contemporary moral and ethical issues.	4.28	82.3%	4.07	77.4%
10	acquired a basic knowledge of the historical development of the church.	4.09	74.9%	4.60***	92.1%
11	developed skills in preaching and/or teaching the Bible.	4.03	76.1%	4.43***	89.6%
20	Gained some experience in actual ministry.	4.25	80.5%	4.29	83.5%

*There is a real difference between this subgroup’s mean and that of its inverse subgroup with error probability p<.05.
 . . . with p<.01. *. . . with p<.001.

S.T.M. students were not broken out as a subgroup because there were only four in the survey sample.

Student Suggestions for Improving the Th.M. Program*

Exegesis in general

I liked least.... The languages. The lack of practical application of the languages to teaching and preaching was very disappointing. The instruction should be grounded in the real world by teaching students how to develop and use the Greek and Hebrew within the time frames of modern ministry. ... I was disappointed with my education related to using Greek and Hebrew in a practical way in sermons and lesson development. I only had one class session (75 min) in which Dr. Gordon Johnston (OT104 class) spent time teaching us to recognize what was important to study in a passage of scripture. I feel that learning to identify what we need to exegete is as important as knowing how to exegete it. I feel there should be more emphasis on the use of computer tools. Many of the language teachers do not even know how to effectively use their own computers. Languages are taught like they were taught 50 years ago and teach a process that only works if a pastor is allowed 30 hours to prepare a message - that is not the world we live in today. My worst stewardship of time was spent in memorizing paradigms that professors in other departments admitted that you forget after six months - that time could have been better spent learning how to use the language in a practical way. I have come to doubt the ability of the language faculty to use the Greek and Hebrew in any way other than scholarly discussions, and that is the reason they are unable to teach a practical use of the Biblical languages. I did not learn to use the languages for long term ministry. I don't understand why a D.Min student can take computer tools for use in ministry and Th.M. students can't. [Resp. 2]

I believe I would've benefited more from taking 2 survey courses in OT and NT and then focussing on theology and exegesis. I'd rather add tools that will prepare me for a lifetime of learning Scripture then engage in cursory expository overviews. [Resp. 76]

I thought there should be more continuity between the languages and preaching. I enjoyed studying the languages. I see their value. However, languages are very academic and time consuming. It is hard to know what to do with them to make them practical in the pastorate. Perhaps this is why I have heard so many pastors say they have not used the languages since seminary. On another note, many churches have in their constitution that Robert's Rules of Order are to govern the way their meetings are run. Somewhere in Pastoral ministries should be a section covering the rudiments on how to run church from a business side, especially the meetings, but including how to read and put together a typical church budget. I know of one pastor, a DTS grad, who recently thought Robert's Rules of Order gave him the right to have his entire staff attend a church board meeting to vote in order to sway an election in his favor. Unfortunately, most of us probably don't have the least idea of how to properly run meetings in the church or run a church from the business side and it can create trouble. There has got to be some kind of basic professional etiquette that is common (or at least should be). Also, learning how to use the 3 main Bible language software programs efficiently would be good. [Resp. 147]

Old Testament exegesis specifically

Do not try to cram so much in to the first semester of Hebrew [Resp. 52]

Hebrew needs to move at a slower pace, with more credit hours available to learn the content. At least, that's my best guess at a solution. [Resp. 63]

I rated my training in Hebrew a 3, but I do not think that the seminary did a poor job. I worked hard in that class and feel that the grade I earned was deserved. I struggled with that language, but in the end, I acquired great skills to exegete texts in Hebrew. [Resp. 95]

The whole approach to Biblical languages (especially Hebrew) needs to be rethought and overhauled to make it more usable and practical. [Resp. 98]

* No S.T.M. students wrote in suggestions to improve that program.



I transferred in from another seminary and had already taken 6 months of Hebrew. I asked the admissions department if there was any reason to take Greek before Hebrew as outlined in the catalog, and was told that I would be fine to continue on in Hebrew, which I did. I wish I had done differently. Both socially and academically I would strongly advise entering students to take Greek first as the exegetical method is much more clearly presented in the NT dept over the OT. Also, if you take Hebrew as a first year student you are in class with 3rd-4th year students and then end up taking Greek in your 3rd-4th year and the majority of your classmates are newly entering students. I found this sacrificed the depth of relationship that could have been attained had I gone according to the catalog. The exception to this would obviously be if a student has done significant study in either language and would be able to test into 2nd or 3rd semester Hebrew (in my case I still had to take first semester Hebrew). [Resp. 110]

New Testament exegesis specifically

For biblical exegesis, I really do not know how to assemble into a cohesive unit everything I was taught. The exegetical assignments in the N.T. dept. did not serve to help my understanding of the text [Resp. 249]

Ministry preparation and field education

The seminary could improve by... giving more attention to NT introduction and OT introduction issues, because the popular media trumps them up and we have to be able to intelligently provide answers and guidance to our congregations. [Resp. 99]

Improve teaching in general

I am in the ThM program and focused on research and development of my ability to study, understand, apply and teach the text. When we are being fed continual information and spitting it back out for four years, our spiritual life can take a hit, as mine has. I look forward to my defrost period but do not for one second regret my decision to come here. You can't have it all. It is not realistic to get all fives. I take personal responsibility for my relationship with God. I would encourage the school to seriously consider how far the education of the ThM program has slipped since Dr. Hoehner's time. I feel ashamed to have honor's on my diploma when much greater scholars have gone before me and not achieved it because the course work was much more demanding. The BE classes and ST classes are for the most part hardly challenging. It seems like the languages are hard so everything else has been softened. I also served as a grader. I think there needs to be a written exam or easy requirement that must be met before students can be accepted into the ThM program. It is a research degree and a graduate degree. There needs to be a demonstrated proficiency of the language or we are setting the students up for failure. I love this school and what for what it stands. I pray that it does not become a Princeton or Harvard. As Dr Hanna has stated that no conservative seminary has survived the fourth generation before they lost their theological roots. DTS is in its fourth generation. [Resp. 74]

I liked least.... Course work is not rigorous enough and does not prepare one for future scholarship. There is the assumption that ThM students are the same as MA students and they simply are not. There needs to be division and there needs to be more expected of ThM students like reading primary sources.[Resp. 87]

Additional comments that mentioned specifically the Th.M. program or its students:

I also especially liked the rigorous biblical and theological focus, and hope those will be made even more rigorous for non-ThM students (rather than watered-down). I currently attend a Southern Baptist church, and work with several Southwestern grads in my volunteer work there. Based on informal conversations and discussions about biblical and theological issues, I believe I have received a broader and MUCH deeper education because of DTS's focus on those two disciplines, plus a more well-defined framework for thinking about issues related to them. [Resp. 47]

The seminary could improve by... Maintaining a high standard of education in the ThM program. It is a research degree (not for everyone). [Resp. 74]

I liked least.... In order to get a ThM, I was required to sit through several CE classes that contributed almost nothing to my educational experience. The preaching classes were a waste of money. We spent half of the semester on two 20-minute sermons. (I have been teaching 2 hours per week for the last three years.) This was almost meaningless. I changed my sermon style to take out most of the content and add stories in order to get an A in the class. My congregation told me they would never hire me if I taught like that. However I am not looking for a large audience. [Resp. 82]

The seminary loads you up on busy work--assignments that are not necessary. If they just trusted us to do one big paper or project at the end of the semester, like other graduate schools, then I could be a lot more free to read my Bible or be involved in my local church. [Resp. 87 ThM]

The lack of a philosophy department severely impairs the ability of DTS to round out the educational experience of its students. An intro to philosophy class, a philosophy of religions class, a class on apologetics, or a class on ethics would enhance the curriculum tremendously. Someone may respond that DTS does offer courses in philosophy. If it does, it does so only infrequently and at remote locations, such as Southwestern Baptist Theological Seminary. The philosophy courses are not accessible to many students, and they are not required. The fact remains that there is not a philosophy department or sub-department or a professor who specializes in philosophy. [Resp. 123 ThM]

Analysis of Th.M. and S.T.M. Graduates' Responses

- Regarding their exegetical skills, graduating Th.M. students for the last seven years have self-assessed their abilities in Greek higher than their abilities in Hebrew. About 84% (an increase of 5 percentage points from last year) of Th.M. students agree that they have attained an acceptable skill level in Hebrew, compared to 90% agreement for Greek. Both Greek and Hebrew have shown an increase in the last two years, with Greek increasing four percentage points and Hebrew increasing ten percentage points.
- Th.M. graduates are less likely than other students to agree that they gained a basic knowledge of premillennial, dispensational theology; 76% agreed with that criterion. This is a decrease from last year, which obtained an 83% agreement.
- Th.M. graduates are less likely to agree that their spiritual life was strengthened and matured through seminary study. Anecdotal comments suggest this is due both to the academic rigor of their program combined with the academic atmosphere of Dallas Seminary, and the length of the Th.M. program.
- Th.M. graduates consider themselves better prepared than other students in church history and in preaching and teaching. There is a significant difference on these questions between the means of ThM graduates answers versus all non-ThM respondents.
- Th.M. graduates are less likely to agree that they gained an awareness of contemporary moral and ethical issues. Biblical counseling M.A. students who get more focused training on the subject were in 100 percent agreement.
- Th.M. graduates are more likely than other students to agree that they gained some experience in actual ministry at DTS. Anecdotal comments attribute some of this to church involvement while in seminary.
- Three improvements continue to be suggested for the process of spiritual development. (1) Build mentoring opportunities into Spiritual Formation, preferably with faculty. (2) Increase the percentage of the curricular workload devoted to student reflection, personal growth, and practical skill development. (3) Revise or replace the curriculum used in the Spiritual Formation groups.



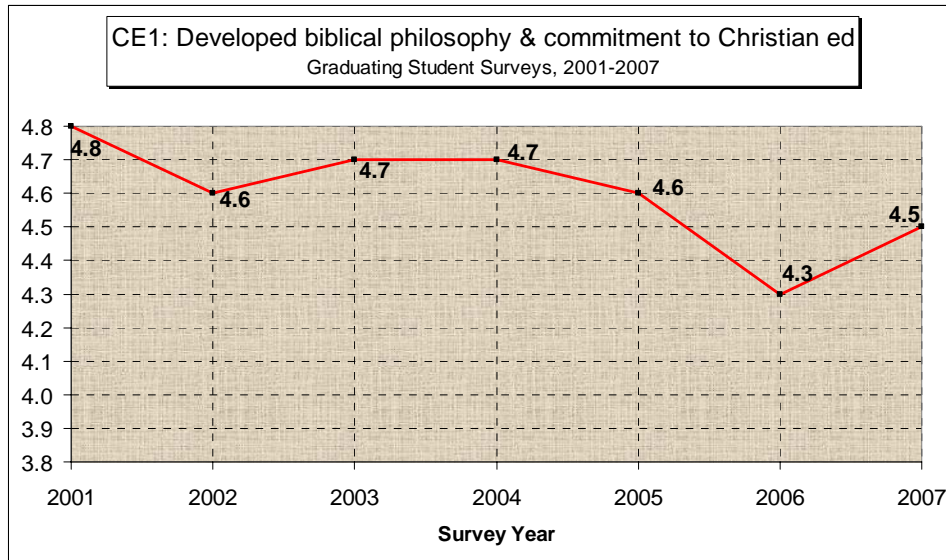
The Master of Arts in Christian Education (M.A./CE)

Program-specific survey items

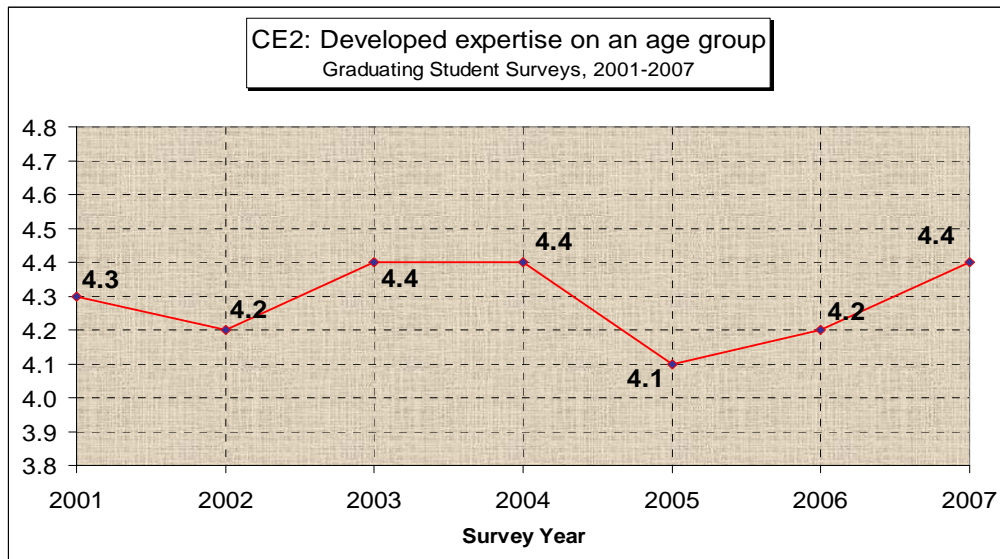
Table 27.
M.A./CE program-specific questions

CE1: Developed biblical philosophy & commitment to Christian ed				CE2: Developed expertise on an age-group			CE3: Utilitized methods and materials for an age-group			CE4: Exhibited godly leadership with spiritual maturity			CE5: Organized, administered, & evaluated an educational program		
Year	N:	Mean	% Agree	N:	Mean:	% Agree	N:	Mean :	Agree :	N:	Mean :	Agree :	N:	Mean :	Agree :
2001	27	4.81	96	27	4.33	89	27	4.33	89	28	4.50	96	28	4.54	93
2002	30	4.57	93	30	4.20	83	30	4.20	77	29	4.31	86	30	4.47	87
2003	29	4.69	100	29	4.38	86	29	4.45	93	29	4.52	100	29	4.45	93
2004	23	4.74	100	23	4.39	87	23	4.43	91	23	4.57	100	23	4.57	96
2005	19	4.63	89	19	4.12	79	19	4.12	79	19	4.32	89	19	4.37	84
2006	27	4.33	89	27	4.19	81	27	4.19	78	27	4.26	85	27	4.30	89
2007	42	4.52	98	42	4.40	88	42	4.48	93	42	4.57	95	42	4.64	93

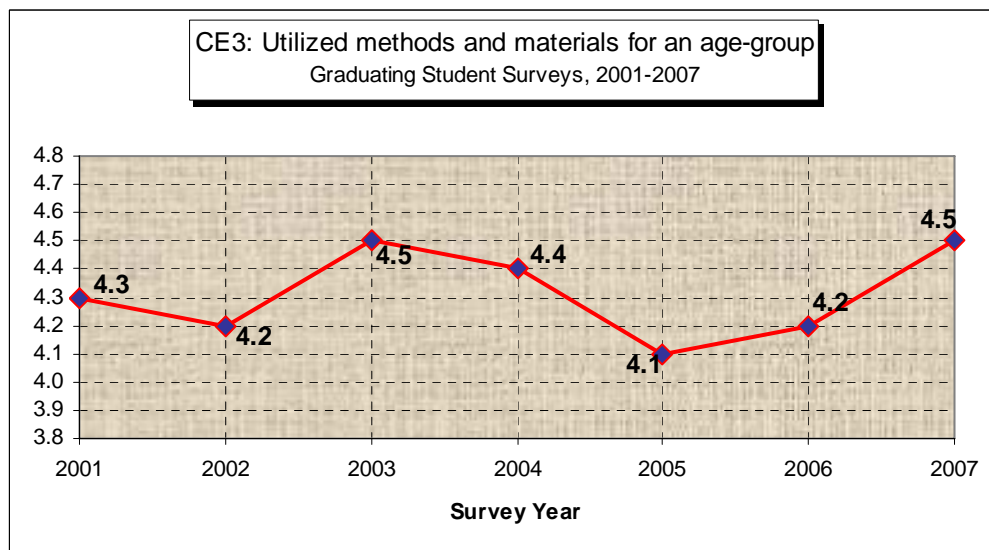
Graph 21-1.



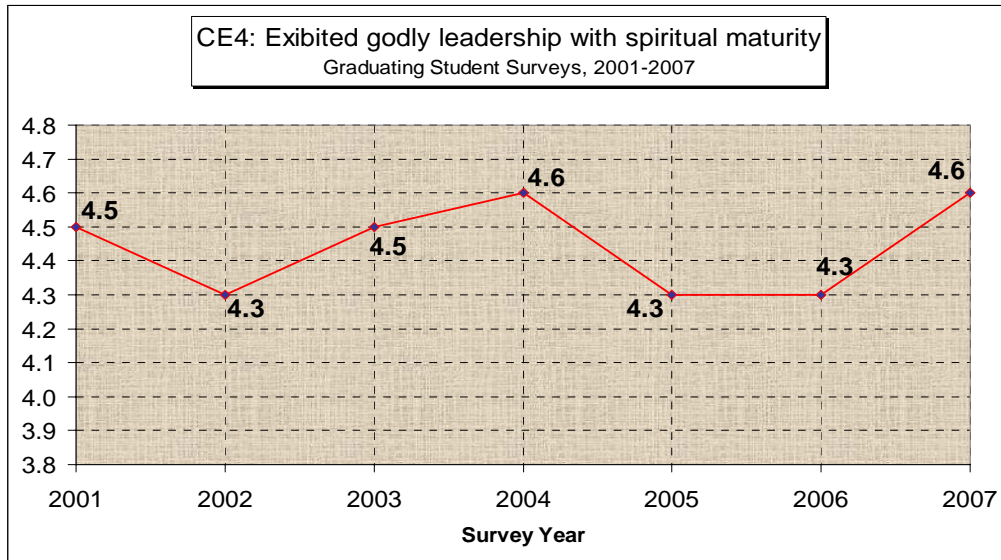
Graph 21-2.



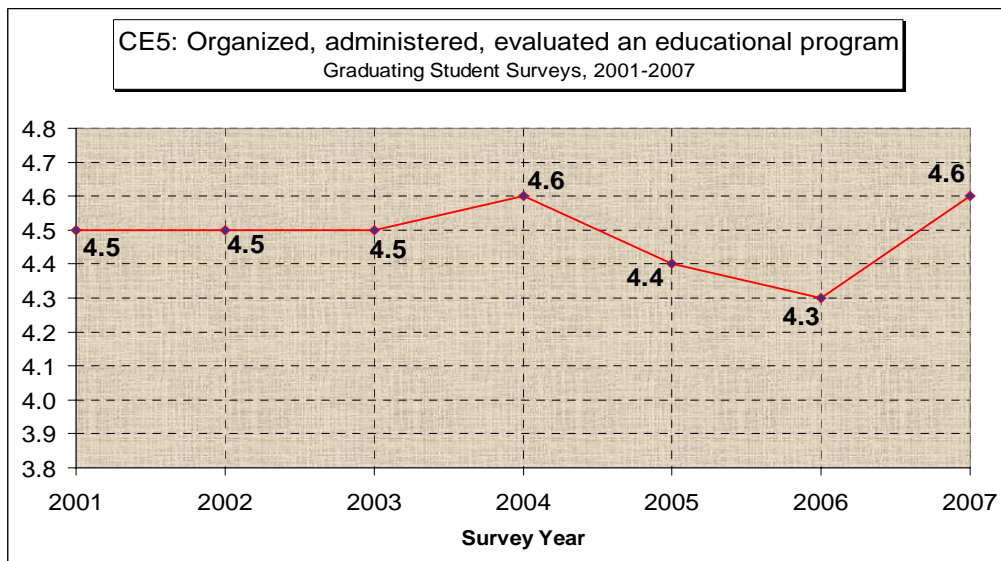
Graph 21-3.



Graph 21-4.



Graph 21-5.



Student Suggestions For Improving the MACE Program

The seminary could improve by... a. Availability of an intentional mentor/peer relationship begun/introduced at the beginning of Fall semester, for first year students - with a student in the same study concentration ~b. Ongoing and improved development of internship program on the seminary side - primarily a lengthy written exercise, with a great deal of paperwork to fill out - needs a stronger flesh-and-blood component. ~c. Greater emphasis on prayer. [Resp. 18]

The seminary could improve by... Adding some classes specifically for para-church organizations, raising support, working in other cultural contexts – but not African American, more classes on discipleship classes. Also, I believe that there should be a Men's ministry track in CE. We cannot affect change in the church if we do not impact men and spur them on to be better fathers, husbands, workers and fellow believers. It is incongruous to have a women's ministry track without a men's?? [Resp. 33]

The seminary could improve by... strengthening the CE program options. Some of the classes were very weak and need improvement (Christian Home). Teaching Process was the most beneficial class I had within the department and I was blessed to take it. [Resp. 41]

The seminary could improve by... Placing a certification program for Teachers in the CE department. I feel if DTS offered a certification program for student/teachers there would be more students at DTS.~EX: ACSI Certification [Resp. 187]

Additional comments that mentioned specifically the MACE program or its students:

I liked least.... the limited number of classes we can take at the extensions and the fact that one cannot get a CE degree by attending during the summer since for the last two summers, no CE classes were available during summer sessions that educators could attend. [Resp. 274]

Analysis of M.A./CE Graduates' Responses

- All of the program specific survey items have shown an increase in student agreement from last year. Some of these increases are fairly large in terms of percentage points.
- MACE graduates form the subgroup with the highest level agreement with Question III.21: “developed ability to use modern media in communication.” 81% of MACE grads agreed with this, compared with 61% for all non MACE grads. This is not surprising given that the Christian Education department is the home of the audiovisual media courses and the MACE program is one of the two programs that require a media course.
- MACE graduates feel that they have acquired a basic knowledge of premillennial dispensational theology (86%), with agreement ten percentage points higher than ThM students.
- Program specific question CE3 asked graduates if they felt they had utilized methods and materials that were appropriate for a specific age group. This question saw the largest increase (15 percentage points) from last year with 93% of graduates agreeing compared to 78% agreement last year.

The Master of Arts in Cross-Cultural Ministry (MACM)

Program-specific survey items

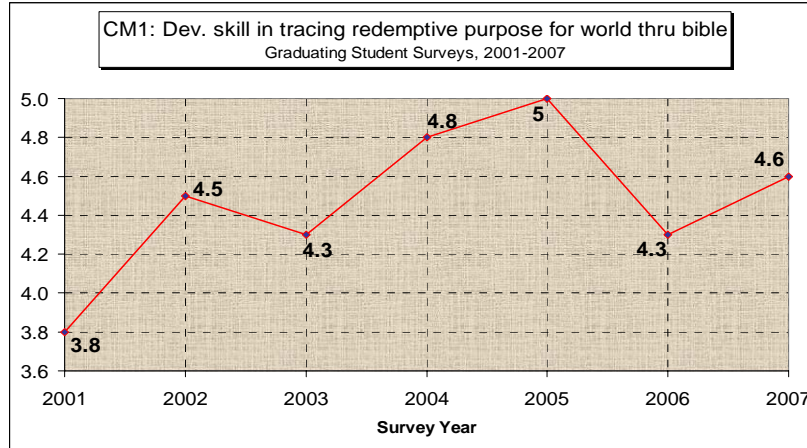
Table 28.
MACM program-specific questions

During my student days at DTS I:

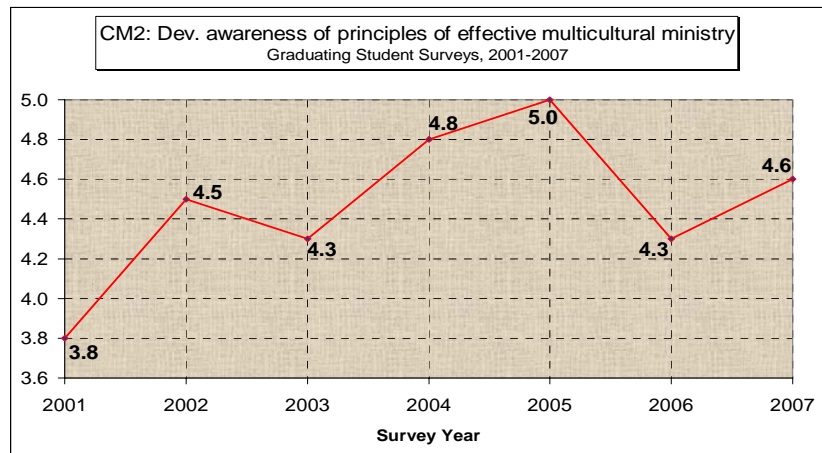
CM1: developed skill in tracing redemptive purpose for world thru Bible				CM2: developed awareness of principles of effective multicultural ministry			CM3: developed familiarity with missions-related social sciences			CM4: communicated Bible effectively in an intercultural context			CM5: developed accurate profile of target ministry country or area			CM6: designed an effective strategy for intercultural ministry		
Year	N:	Mean	%Agree	N:	Mean	Agree	N	Mean:	Agree:	N	Mean:	Agree	N:	Mean:	Agree:	N:	Mean:	Agree
2001	4	3.80	75	4	4.50	100	4	4.80	100	4	3.30	50	4	3.50	50	4	3.80	75
2002	6	4.50	100	6	4.70	100	6	4.50	100	6	4.30	100	6	4.30	100	6	3.80	67
2003	4	4.30	75	4	4.50	100	4	4.50	100	4	4.30	75	4	4.00	75	4	4.0	75
2004	10	4.80	100	10	4.60	90	10	4.80	100	10	4.60	90	10	4.20	80	10	5.0	90
2005	8	5.00	100	8	4.90	100	8	4.50	88	8	4.50	88	8	4.80	100	8	4.6	100
2006	11	4.27	91	11	4.18	91	11	4.27	91	11	3.80	80	11	3.82	73	11	4.00	73
2007	12	4.92	100	12	5.00	100	12	4.83	100	12	4.67	91.7	12	4.67	100	12	4.58	92

Note: Because of the small numbers of MACM graduates in each survey sample, differences in means may not be significant.

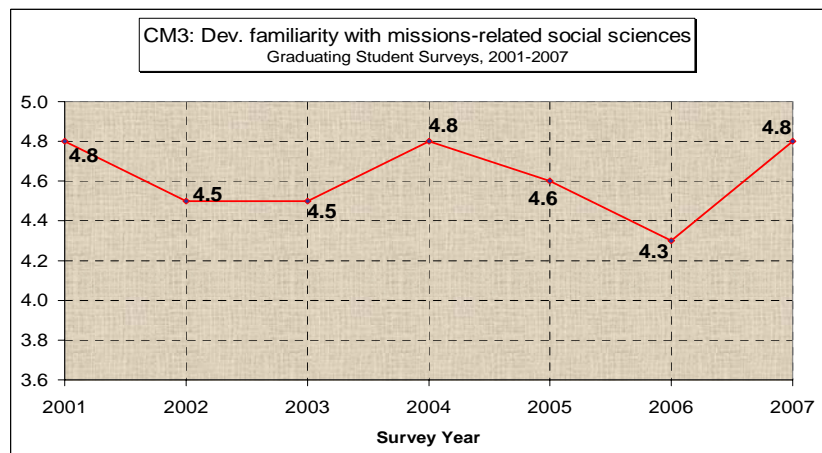
Graph 22-1.



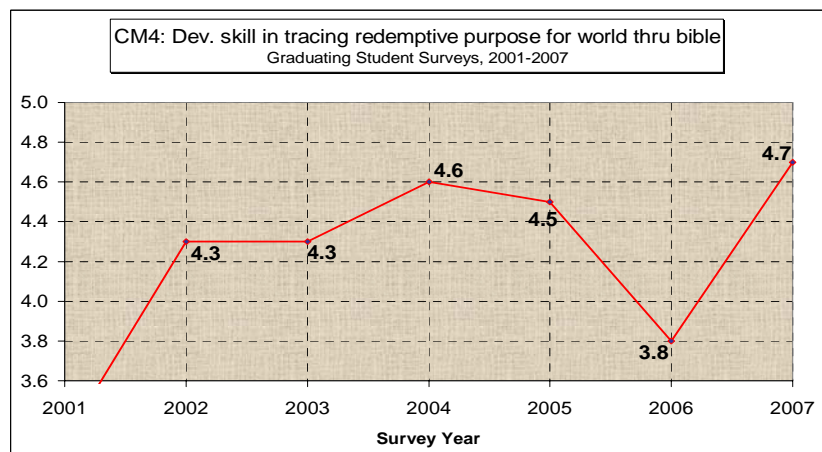
Graph 22-2.



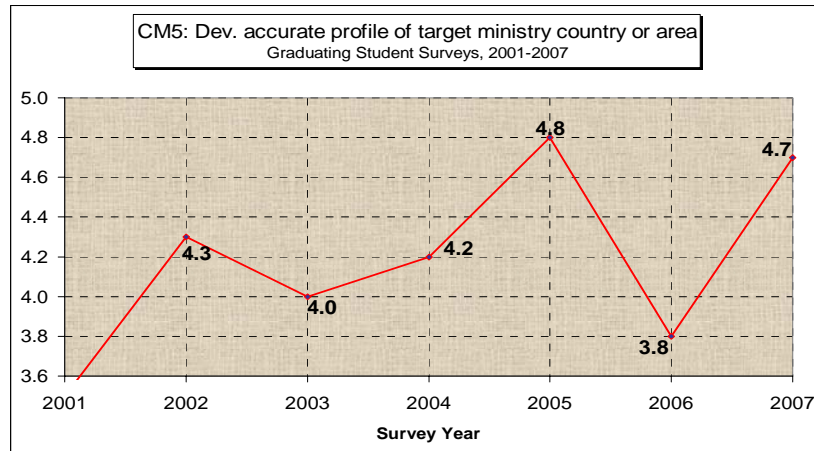
Graph 22-3.



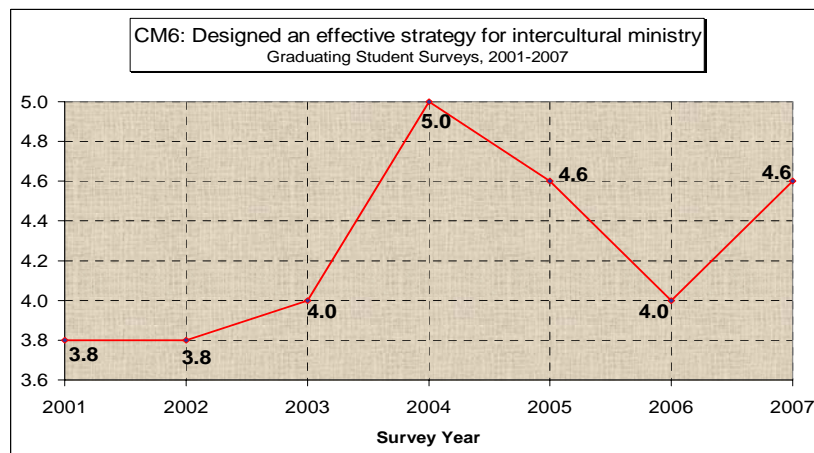
Graph 22-4.



Graph 22-5.



Graph 22-6.



MACM Graduates’ Assessment of Institutional Goals

MACM graduates unanimously agreed that they gained knowledge in how to interpret the bible. This is five percentage points higher than all respondents.

MACM graduates reported less agreement (50%) with development of their spiritual gifts, compared to 79% agreement from all respondents.

Other areas where MACM graduates differed markedly from the population.

- Acquired a basic knowledge of the historical development of the church.

- (58% agreement vs. 82% overall),

- Acquired ability to do research on various levels.

- (67% agreement vs. 88% overall),

- Acquired a greater zeal and proficiency for communicating God’s word to others.

- (67% agreement vs. 90% overall), and

- Developed skill in applying principles of pastoral, educational, or missionary leadership.

- (100% agreement vs. 79% overall).

Student Comments Regarding the MACM Program

I liked least.... The unwavering stance on accommodating students with varying Bible backgrounds. I appreciate the idea of the tests that can be taken to get credit for classes which students have possibly had in the past. However, it is not reasonable to think that a student is going to be able to prepare for those tests in the middle of the first year of seminary (when life feels extremely hectic for students who take a heavy workload). Ultimately, because I graduated with a Bible degree from a Christian University, I was frustrated by the repetition of the BE and theology classes. I did not have time or energy to test out of those classes during my first year at DTS, and I assumed that the seminary would teach those classes at a higher level. In hindsight, I wish that I would have tried to test out of everything because those classes were not helpful OR I wish that I would have had the freedom to take other classes instead (ex: take the 'Sermon on the Mount' class instead of the 'Gospels' class that I already had in undergrad). [Resp. 154 MACM]

The seminary could improve by... Encouraging (requiring?) students to impact the community in which they live and study. If DTS is committed to making the BIBLE come alive in people's lives it would do well to see it manifested in the community, rather than to overlook it or give more importance to large churches and large ministries in communities already saturated by the gospel. I would love to see more of a focus (not INSTEAD of evangelism, but in addition to it) on social justice and the following of Jesus that requires us to understand that 'what you DO matters' and that Jesus loved on the poor and undesirable. [Regarding WEC week, I would really like to see the WEC video be more geared towards Missions and Outreach than making old jokes about dating and the missions field or parodying existing films. I respect the artist's creativity but feel distinctly gypped at the contents.] [Resp. 170 MACM]

I believe it would be helpful for all MA students to be required to be in an SF group. The accountability is crucial to character growth. [Resp. 268 MACM]

Analysis of MACM Graduates' Responses

- Eight of the twelve MACM graduates agreed that they developed their ability to use modern media in communication. This shows improvement since 2003 when none of the four graduates agreed with this statement and a slight improvement from last year.
- 12 out of 12 MACM students agreed that they acquired knowledge of pastoral, educational and missionary principles basic to serving in their chosen area of ministry (Question 12.) and that they acquired an awareness of the church's missionary enterprise and the spiritual needs of the world (Question 14.) These responses are 13 and 15 percentage points higher than all respondents, respectively.
- MACM graduates responded higher this year to all six of the program specific survey questions, which had been trending down. The largest improvement is in CM5 which asked about the development of an accurate profile of a target ministry country or area. Last year the agreement was 73% with this years responses twenty seven percentage points higher at 100 percent agreement.

The Master of Arts in Biblical Counseling (MABC)

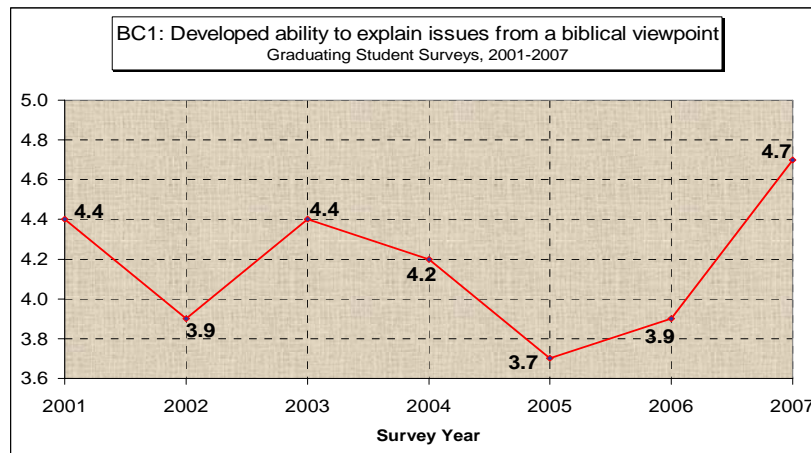
Program-specific survey items

Table 30.
MABC program-specific questions

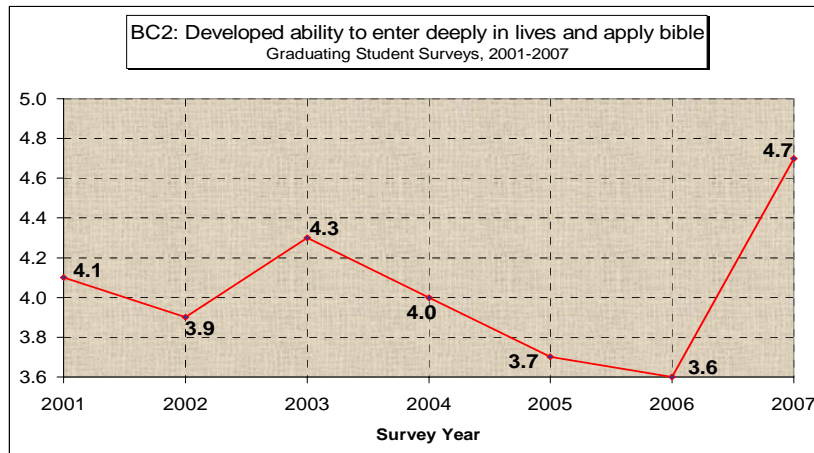
During my student days at DTS I:

BC1: developed ability to explain issues from biblical viewpoint				BC2: developed ability the ability to enter deeply in lives and apply Bible			BC3: developed skills in evaluating psychology acc. To bible/theology			BC4: developed deep level of integrity			BC5: developed deep level of commitment to helping people			BC6: developed ministry skills in biblically based counseling		
Year	N:	Mean	%Agree	N:	Mean	Agree	N	Mean:	Agree:	N	Mean:	Agree	N:	Mean:	Agree:	N:	Mean:	Agree
2001	11	4.40	91	11	4.10	82	11	4.60	100	11	4.30	82	11	4.60	100	11	4.10	82
2002	13	3.90	85	13	3.90	77	13	4.20	85	13	3.90	77	13	4.60	100	13	4.20	85
2003	15	4.40	93	15	4.30	87	15	4.30	87	15	4.40	100	15	4.50	100	15	4.30	93
2004	14	4.20	93	14	4.00	71	14	4.20	86	14	3.60	50	14	4.30	93	14	4.40	93
2005	17	3.70	71	17	3.70	76	17	3.60	71	17	4.00	88	17	4.40	100	17	3.80	76
2006	12	3.92	75	12	3.58	67	12	4.33	83	11	4.18	91	12	4.58	100	12	4.08	83
2007	20	4.70	95	20	4.65	95	20	4.70	90	20	4.75	100	20	4.90	100	19	4.74	100

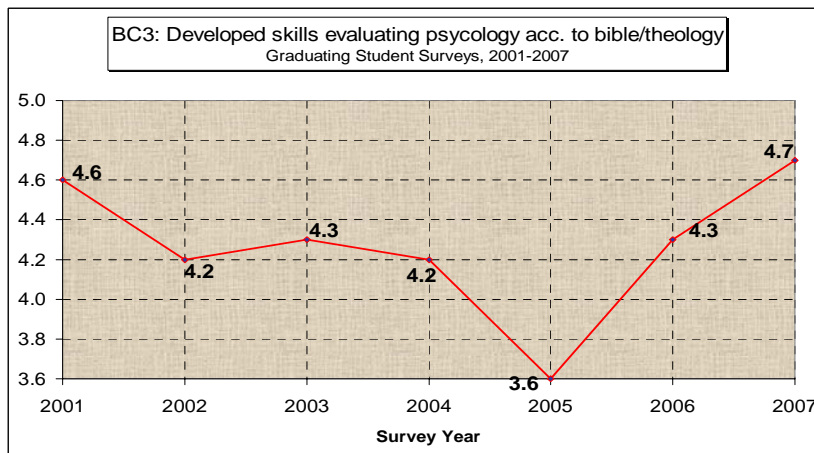
Graph 23-1.



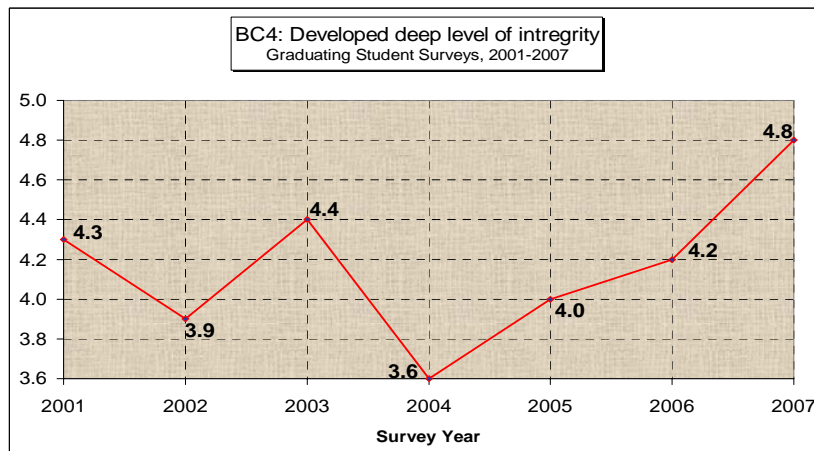
Graph 23-2.



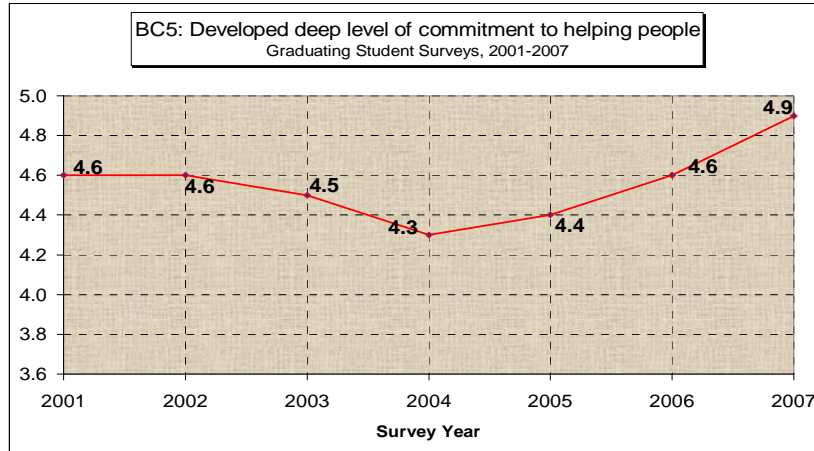
Graph 23-3.



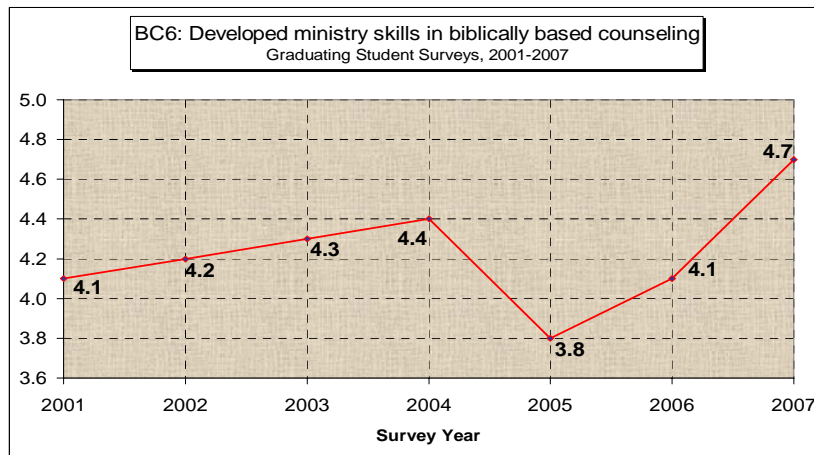
Graph 23-4.



Graph 23-5.



Graph 23-6.



MABC Graduates' Assessment of Institutional Goals

For all of the items listed below, there is a statistically significant difference between the averages of MABC graduates and all other graduates. Asterisks indicate those averages where MABC grads additionally averaged higher or lower than other M.A. grads, again with statistically significant differences.

Table 31

Educational Goals Self-Assessment 2007 Graduating Student Survey		ALL RESP. N = 274		MA only N = 131		MA/BC only N = 20	
Qstn		Mean	% agreed	Mean	% agreed	Mean	% agreed
IV. During my student days at DTS, I:							
10	acquired a basic knowledge of the historical development of the church.	4.3	82.1%	4.0	76.3%	3.60*	55.0%
17	developed leadership skills to meet the spiritual needs of the world.	4.1	80.7%	4.1	84.7%	4.50**	95.0%
18	developed some interpersonal skills essential for effectiveness in ministry.	4.1	79.6%	4.0	80.2%	4.70***	100.0%

There is a real difference between the means of MABC grads and M.A. grads with other majors, *with error probability $p < .05$. **...with $p < .01$ ***...with $p < .001$

Student Suggestions For Improving the MABC Program

Deg Improvements

The seminary could improve by... Changing the counseling program. I feel fairly well equipped to enter the counseling field. However, when coworkers at my practicum spoke about their counseling programs I was amazed at the level of training they were given. More was expected of them than is of DTS counseling students and they were given more opportunities to focus on a specialty. Also, I believe that the practicum's should not happen at such an early stage in the program. [Resp. 143]

The seminary could improve by... Making the counseling classes more professional, make them harder. They are easier than my freshman college classes. Not up to par with other DTS standard for classes [Resp. 156]

The seminary could improve by... More true Biblical counseling classes. [Resp. 181]

Additional comments that mentioned specifically the MABC program or its students:

The seminary could improve by... When I graduated last August with a counseling degree I never saw a listing for counseling positions available, outside of Dallas, TX. I wish the monthly listing would have counseling positions available!! [Resp. 212]

Analysis of MABC Graduates' Responses

- MABC program specific survey items showed a marked increase from last year, with four out of five (one already at 100 percent) going up an average of sixteen percentage points.
- MABC graduates agreed more than other MA students by 11 percentage points that they matured in their spiritual life and Christlike character and that they exhibited an increasing likeness to Christ as manifested in love for others. Both these questions received 100 percent agreement.



The Master of Arts (Biblical Studies) (M.A.[BS]) and Certificate of Graduate Studies (C.G.S.)

Program-specific survey items

Table 32a.

MABS and C.G.S. program-specific questions: MABS respondents only

MA1: demonstrated an increasing involvement in the local church or other ministries.				MA2: Demonstrated leadership skills within a local church or other group			MA3: Ministered in evangelism within a local church or other group		
Year	N=	Mean	% Agree	N=	Mean	% Agree	N=	Mean	% Agree
2001									
2002									
2003	42	4.40	93%	42	4.50	95%	42	4.10	76%
2004	34	4.10	74%	34	4.30	76%	34	4.10	79%
2005	28	4.00	82%	28	4.00	82%	28	3.80	68%
2006	38	4.39	87%	38	4.50	95%	38	4.18	76%
2007	56	4.14	80%	56	4.23	84%	56	3.91	71%

Table 32b.

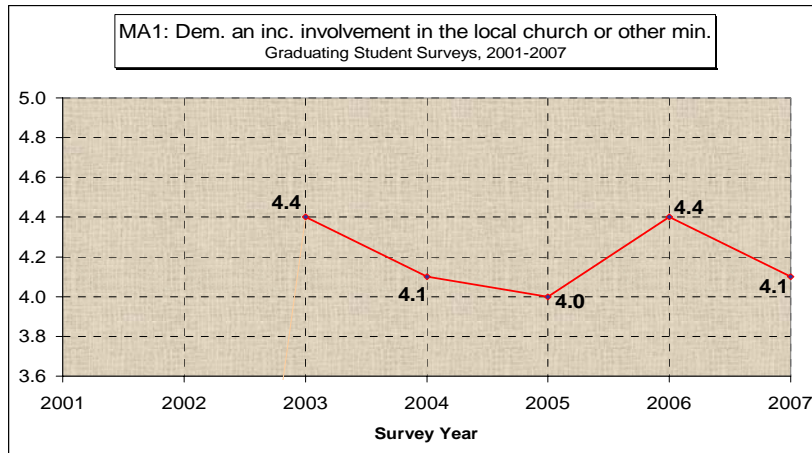
MABS and C.G.S. program-specific questions: C.G.S. respondents only

MA1: demonstrated an increasing involvement in the local church or other ministries.				MA2: Demonstrated leadership skills within a local church or other group			MA3: Ministered in evangelism within a local church or other group		
Year	N=	Mean	% Agree	N=	Mean	% Agree	N=	Mean	% Agree
2001									
2002									
2003	4	4.30	100%	4	4.30	100%	4	4.70	100%
2004	7	4.30	86%	7	4.40	86%	7	3.30	71%
2005	5	2.80	60%	5	4.60	100%	5	3.80	60%
2006	3	4.00	67%	3	4.00	67%	3	4.00	67%
2007	7	4.00	71%	7	3.86	57%	7	3.71	43%

2003 was the first year that these items appeared on the Graduating Student Survey.

Graphs 25-1 through 25-3 depict the MABS means.

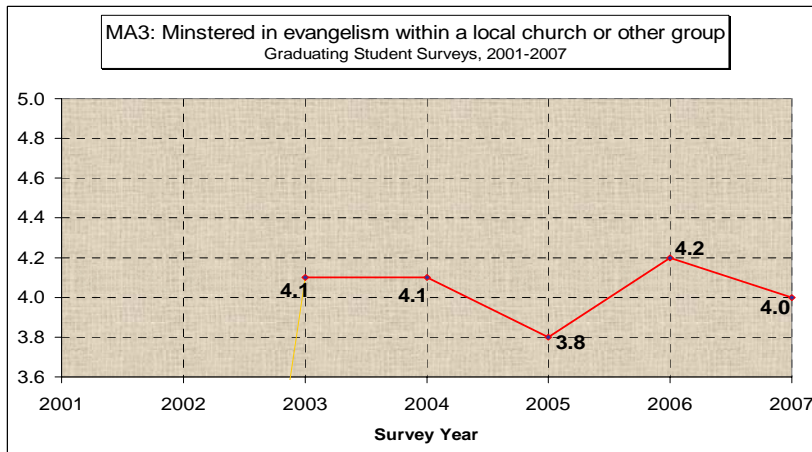
Graph 25-1.



Graph 25-2.



Graph 25-3.





MABS Graduates' Assessment of Institutional Goals

For all of the items listed below, there is a statistically significant difference between the averages of MABS graduates and all other graduates. Asterisks indicate those averages where MABS grads additionally averaged higher or lower than other M.A. grads, again with statistically significant differences.

Table 33

Educational Goals Self-Assessment 2007 Graduating Student Survey		ALL RESP. N = 157		MA only N = 131		MA(BS) only N = 56	
		Mean	% agreed	Mean	% agreed	Mean	% agreed
Qstn							
IV. During my student days at DTS, I:							
5	acquired a basic knowledge of premillennial, dispensational theology	4.22	79.9%	4.39	87.8%	4.50	91.1%
10	acquired a basic knowledge of the historical development of the church	4.31	82.1%	4.09	76.3%	4.43**	89.3%
15	Developed a deepening, maturing relationship with God.	4.26	83.9%	4.38	88.6%	4.36	85.7%
22	Acquired ability to do research on various level	4.32	88.3%	4.16	84.0%	4.16	85.7%

There is a real difference between the means of M.A./BS grads and M.A. grads with other majors, *with error probability p<.05. **...with p<.01

Student Suggestions For Improving the MABS Program

Additional comments that mentioned specifically or allude clearly to the MABS program or its students:

The Seminary could improve by . . . 1. Assign student 'mentors' to incoming students. I learned more from my fellow students about research tools, seminary expectations, etc. than from any of the formal communications in the classrooms or by the seminary . . . (3) Assign academic advisors for extension students at extension sites. (Resp. 3)

The seminary could improve by... having more consistency in the material taught in the classroom. Each professor presents very different material and has very different emphasis when teaching identical courses. I have been disappointed when more of the basics are not taught in the classroom. [Resp. 64]

C.G.S. graduates suggestions for strengthening that program.

The seminary could improve by... I'd like to see a place where opposing views can be expressed. I guess there is no time in class but no debate is allowed. I guess opposing views are presented but sometimes professors have little true understanding of the nuance of opposing views, making them sort of straw men. [Resp. 125]

The seminary could improve by... finding a way to pay the teachers more and make them take vacations so they have more time to rest. Seriously. I often felt the teachers were wore down and they suffered for it. [Resp. 216]

Analysis of MABS and C.G.S. Graduates' Responses

- Overall the MABS students percentages of agreement with the 26 seminary goals were closely in-line with all respondents. Most answers only vary by two or three percent. The largest difference in agreement was in item IV. 21 Developed the ability to use modern media in communication, in which the MABS students agreement was 10 points below all respondents. Also Item IV Gained some experience in actual ministry was 10 points below all students at 74% agreement instead of 82%.
- MABS graduates give more emphatic agreement than other students that they learned about (IV. 5) premillennial dispensational theology (10 percentage points higher than other graduates.) This result lacks face validity to some theology professors. The students' self-assessment should be validated by other means, including course grades in core theology courses and assessment of common assignments.
- Anecdotally, there is continuing confusion of MABS students, based on their survey comments regarding the difference between the MABS degree and the Th.M. for professional ministry preparation. Perhaps this is an area where expectations could be managed during the admissions process to alleviate the apparent misperception.

Comments on Seminary Experience

Appendix 1 categorizes and details students' responses to open-ended questions about the Seminary's academic affairs, administrative departments, general reputation, and overall appreciation for their education.

Everybody should read the general encouragement that concludes Appendix 1 and be reminded of our students' appreciation for studying at Dallas Seminary.

Demographic Index of Respondents

Graduating Student Survey, Spring 2007 (incl. Fall 2006)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
136	M	M	0	WH	USB	26-30	THM	AM	
137	F	S	0	WH	USB	26-30	THM	EL	
138	M	M	0	AM	USB	41 +	THM	PM	
139	M	M	1	WH	USB	31-35	THM	PM	
140	M	S	0	WH	USB	31-35	THM	CM	
141	M	M	0	WH	USB	26-30	MACM	CM	
142	M	M	0	WH	PERM	31-35	MABC	BC	
143	F	M	0	WH	USB	31-35	MABC	BC	
144	M	M	1	WH	USB	26-30	THM	PM	
145	M	S	0	AS	USB	25 -	THM	ID	
146	M	M	0	NO	VISA	41 +	THM	PM	
147	M	M	4	WH	USB	41 +	THM	PM	
148	M	M	0	WH	USB	26-30	THM	MAM	
149	M	S	0	WH	USB	26-30	THM	EVD	
150	M	M	0	BL	USB	41 +	MACE	CE	Hst
151	M	M	0	NO	VISA	26-30	THM	ID	
152	F	M	0	WH	USB	41 +	MACE	CE	
153	F	M	1	WH	USB	26-30	MABS	BS	
154	M	M	0	WH	USB	26-30	MACM	CM	
155	M	M	0	WH	USB	36-40	MABM	BS	
156	F	M	0	WH	USB	26-30	MABS	BS	
157	F	S	0	WH	USB	25 -	MABC	BC	
158	F	M	2	BL	USB	41 +	MACE	WOM	
159	M	M	3	WH	USB	41 +	THM	AM	
160	M	M	0	WH	USB	25 -	MACE	CE	
161	F	M	0	WH	USB	41 +	MACE	CE	
162	M	M	0	WH	USB	41 +	MACE	CE	Atl
163	F	M	0	WH	USB	26-30	MAMC	MC	
164	F	M	0	NO	VISA	26-30	CGS		
165	M	S	0	WH	USB	36-40	MACE	CE	
166	F	M	1	WH	USB	26-30	MACE	CE	
167	M	M	NA	WH	USB	26-30	MABS	BS	
168	F	M	0	WH	USB	36-40	MABC	BC	
169	F	M	0	WH	USB	26-30	MABS	BS	
170	F	S	NA	WH	USB	26-30	MACM	CM	
171	M	M	3	WH	USB	36-40	THM	PM	
172	M	M	0	WH	USB	26-30	THM	PM	
173	F	M	0	WH	USB	25 -	MABC	BC	
174	M	M	0	WH	USB	26-30	MABC	BC	
175	M	M	0	WH	USB	26-30	MACE	CE	
176	F	M	NA	BL	NAT	31-35	MABC	BC	
177	M	M	0	WH	USB	31-35	MACE	CE	
178	M	S	0	WH	USB	25 -	MACM	CM	
179	F	S	0	WH	USB	26-30	MABC	BC	
180	M	M	0	WH	USB	26-30	MACE	CE	
181	F	M	0	WH	USB	41 +	MABC	BC	
182	M	M	0	WH	USB	25 -	THM	PM	
183	F	M	0	WH	USB	41 +	MABC	BC	
184	M	M	0	NO	VISA	31-35	THM	ID	
185	F	S	0	WH	USB	26-30	MACM	CM	
186	F	M	0	WH	USB	26-30	MACE	CE	
187	M	M	0	HI	USB	26-30	MACE	CE	
188	M	M	2	NO	VISA	31-35	THM	ID	
189	M	M	4	WH	USB	41 +	CGS		
190	M	M	0	WH	USB	26-30	MACE	CE	
191	M	M	0	WH	USB	26-30	MACM	CM	
192	M	M	1	WH	USB	26-30	MACM	CM	
193	F	M	0	WH	USB	26-30	MACE	CE	
194	F	M	0	NO	VISA	26-30	MACE	CE	Hst
195	F	S	0	WH	USB	25 -	MABS	BS	
196	M	M	1	WH	USB	26-30	MACE	CE	
197	M	M	2	WH	USB	31-35	MACE	CE	
198	M	S	0	WH	USB	31-35	MACE	CE	
199	M	M	0	WH	USB	26-30	THM	ID	
200	M	M	3	WH	USB	41 +	MACE	CE	
201	M	M	0	WH	USB	41 +	MABS	BS	Hst
202	M	M	2	WH	USB	41 +	MABS	BS	
203	M	M	3	WH	USB	41 +	THM	AM	
204	F	M	3	WH	USB	41 +	MABS	BS	S. Ant
205	M	M	0	WH	USB	41 +	MABS	BS	Atl
206	M	M	2	WH	NAT	41 +	THM	AM	
207	M	M	2	WH	USB	36-40	MABS	BS	No
208	M	M	4	BL	USB	41 +	THM	PM	
209	F	M	1	WH	USB	41 +	MABS	BS	Tpa

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
210	M	M	0	WH	USB	41 +	PHD	BS	
211	M	M	0	WH	USB	26-30	THM	AM	
212	M	S	0	WH	USB	26-30	MABS	BS	
213	M	M	0	WH	USB	41 +	MABS	BS	Ast
214	F	M	0	WH	USB	41 +	MABS	BS	Ast
215	M	M	2	WH	USB	41 +	MABS	BS	
216	M	S	0	WH	USB	31-35	CGS		
217	M	M	0	WH	USB	26-30	THM	AM	
218	M	M	1	WH	USB	31-35	THM	AM	
219	M	M	2	WH	USB	36-40	THM	PM	
220	M	S	0	WH	USB	26-30	THM	EVD	
221	F	M	0	WH	USB	26-30	THM	ID	
222	M	M	1	WH	USB	26-30	THM	PM	
223	M	M	3	WH	USB	31-35	THM	PM	
224	M	M	0	WH	USB	26-30	THM	PM	
225	M	M	0	WH	USB	26-30	THM	ID	
226	F	S	0	HI	USB	26-30	MABC	BC	
227	M	M	0	WH	USB	26-30	THM	ID	
228	M	M	0	WH	USB	36-40	THM	AM	
229	M	S	0	WH	USB	26-30	MABC	BC	
230	F	M	NA	WH	USB	26-30	MACM	CM	
231	F	M	0	WH	USB	26-30	MACE	CE	
232	M	M	0	WH	USB	26-30	MACE	CE	
233	F	S	NA	NO	VIS	31-35	MABL	BL	
234	M	M	0	WH	USB	26-30	MABC	BC	
235	M	S	0	WH	USB	26-30	MABS	BS	
236	M	M	1	WH	USB	26-30	MABS	BS	Ast
237	M	M	1	WH	USB	26-30	THM	PM	
238	F	M	0	NO	VIS	26-30	MACE	CE	
239	M	S	0	WH	USB	26-30	MABS	BS	
240	F	S	3	WH	USB	41 +	MACE	CE	
241	M	M	2	WH	USB	41 +	MABS	BS	
242	M	M	0	WH	USB	36-40	MABS	BS	
243	F	S	0	UN	USB	41 +	THM	MAM	
244	M	M	3	WH	USB	36-40	MABS	BS	
245	F	S	0	WH	USB	41 +	THM		
246	M	M	2	NO	VIS	31-35	PHD	BS	
247	M	M	1	WH	USB	41 +	MABS	BS	S. Ant
248	M	M	4	WH	USB	41 +	THM	ID	
249	M	S	0	WH	USB	31-35	THM	ID	
250	M	M	0	AS	NAT	41 +	MABS	BS	Hst
251	M	M	0	WH	USB	41 +	THM	MAM	
252	M	M	2	WH	USB	31-35	PHD	BS	
253	M	S	0	NO	VIS	25 -	MACE	CE	
254	M	M	0	WH	USB	26-30	MABS	BS	
255	F	S	0	BL	PER	41 +	CGS		
256	M	M	2	BL	USB	41 +	THM	PM	
257	M	S	0	WH	USB	36-40	MABS	BS	
258	M	M	2	WH	USB	41 +	MABS	BS	Ast
259	F	M	0	BL	USB	26-30	THM	ID	
260	M	M	2	NO	VIS	41 +	THM	AM	
261	M	M	NA	WH	USB	41 +	MABS	BS	NA
262	M	M	0	WH	USB	26-30	THM	CM	
263	M	M	0	BL	USB	26-30	MACE	CE	
264	M	M	0	AS	USB	36-40	THM	ID	
265	M	M	NA	WH	USB	26-30	THM	AM	
266	F	M	1	BL	USB	41 +	MABS	BS	Hst
267	F	M	NA	WH	USB	41 +	MABS	BS	Atl
268	F	M	0	WH	USB	31-35	MACM	CM	
269	F	S	NA	NO	VIS	26-30	MABC	BC	
270	M	S	0		USB	41 +	MABS	BS	Hst
271	M	M	0	WH	USB	26-30	MACE	CE	
272	M	S	0	NO	VIS	26-30	MABC	BC	
273	M	M	4	WH	USB	41 +	MACE	CE	
274	F	M	0	WH	USB	41 +	MABS	BS	Atl
275	M	M	NA	HI	USB	31-35	MACE	CE	
276	M	S	0	WH	USB	25 -	MABS	BS	

Key to Ministry Tracks:

ADUL=Adult Ministry	CM=Cross Cultural Min	PARM=Parchr Min
AM=Academic Ministries	COTE=College Teaching	PM=Pastoral Min
BS = Biblical Studies	COUN=Counseling Min	PSLD=Pas Ldrshp
BT = Bible Translation	CSA=Christ School Admin	TS=Theo Studies
CE = Christian Ed	EL=Educational Ldshp	YOUT=Youth Min
CHIL=Children's Min	EVD=Evnglsm & Displshp	
CHPL=Church Planting	FAMI=Fam Life Ministry	
CHUR Church Ed Ldrshp	ID=Interdisciplinary	