

# *Graduating Student Survey*



*2008*

*Office of Institutional Research*



*Dallas Theological Seminary*

# **Graduating Student Survey 2008 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. Last 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 08-09 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 available through the office of Institutional Research.

## Demographics of 2008 Survey Sample

### Survey Response Rate

<b>Population:</b>	386 graduates (approximate)
<b>Sample size (N):</b>	213
<b>Response rate:</b>	<b>55%</b> (approximate)*

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\* The sample may include some students sent the survey who failed to graduate. It also includes some students who graduated in Spring or Summer 2007 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 = 213

	No.	% of those responding
<b>Sex</b>		
Male	154	72%
Female	59	28%
<b>Marital status</b>		
Single	55	26%
Married	158	74%
<b>Children living at home</b>		
Zero	187	75%
One	22	11%
Two	15	08%
Three	7	03%
Four	4	04%
More than four	1	02%
<b>Race or Ethnicity</b>		
African-American	15	07%
Asian American	11	05%
Hispanic American	4	02%
Caucasian American	165	79%
Native American	2	01%
Nonresident Alien	13	06%
<b>Age</b>		
Age 25 and under	31	15%
Age 26-30	75	35%
Age 31-35	26	12%
Age 36-40	28	13%
Age 41 and over	53	25%
<b>Citizenship</b>		
U.S. Citizen = Yes	194	91%
U.S. Citizen = No	19	09%

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

N = 213

	No.	% of those responding
<b>Academic program</b>		
C.G.S.	3	1%
MABS	35	17%
M.A./MC	4	2%
M.A./CE	36	17%
M.A./CE and MABS	3	1%
MABS and MACM	3	1%
MACM	11	5%
MABC	26	13%
M.A./BEL	0	0%
Th.M.	73	35%
S.T.M.	5	3%
D.Min.	7	4%
Ph.D.	2	1%
<b>Campus for majority of classes</b>		
Dallas	187	89%
Philadelphia	0	0%
Atlanta	5	2%
Houston	11	5%
Tampa Bay	5	2%
San Antonio	3	1%
Austin	1	1%

Tables 3a-c.  
Respondent enrollment patterns

	<b>% of courses taken . . . in evenings</b>		<b>. . . in summers</b>		<b>. . . in winter sessions</b>		<b>...online</b>	
	No.	% of resps.	No.	% of resps.	No.	% of resps.	No.	% of resps.
None	24	13%	21	11%	68	38%	54	30%
1-25%	121	64%	144	76%	104	58%	113	62%
26-50%	21	11%	22	12%	6	3%	10	11%
more than 50%	22	12%	2	1%	1	2%	4	2%
No response	25	N=188	9	N=189	34	N=179	32	N=181

Tables 3d-e.  
Respondent living in seminary housing

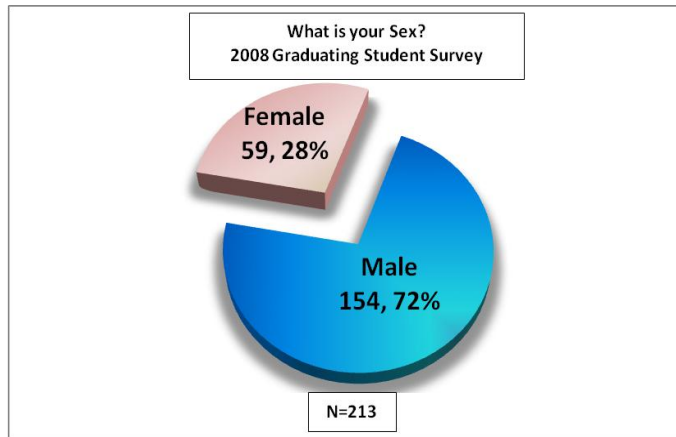
	<b>No. of semesters lived . . . in residence hall</b>		<b>. . . in Swiss Tower</b>	
	No.	% of resps.	No.	% of resps.
None	156	80%	155	82%
One	3	3%	2	1%
Two	12	5%	4	2%
Three or more	25	13%	27	14%
Missing	17	N=196	25	188

Table 3f.  
Respondent enrollment in Spiritual Formation

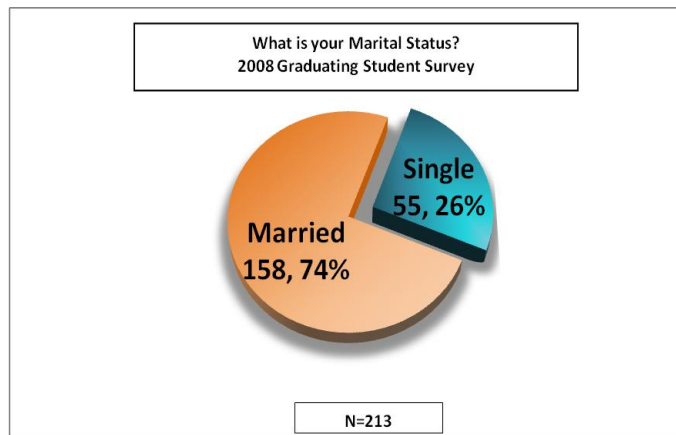
<b>No. of semesters completed a Spiritual Formation course</b>		
None	62	34%
One	7	4%
Two	9	5%
Three or more	106	57%
Not Applicable	29	N=184



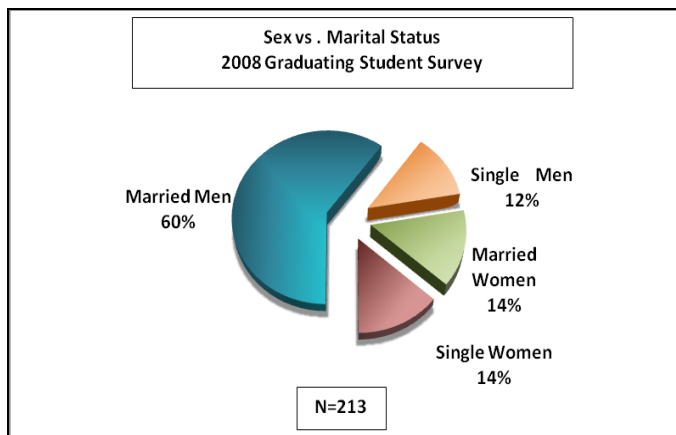
Graph 1.  
Sex



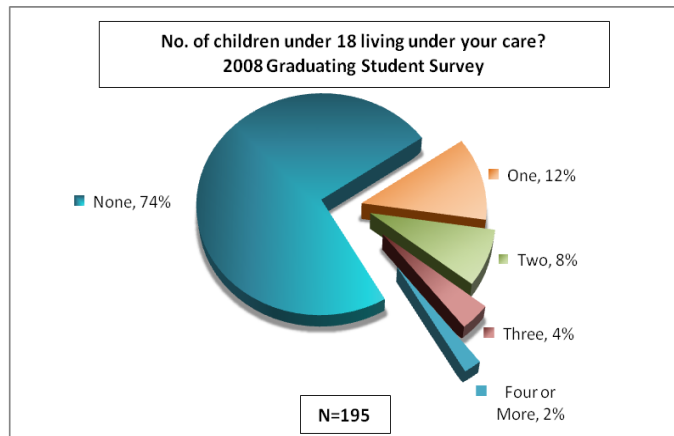
Graph 2.  
Marital Status



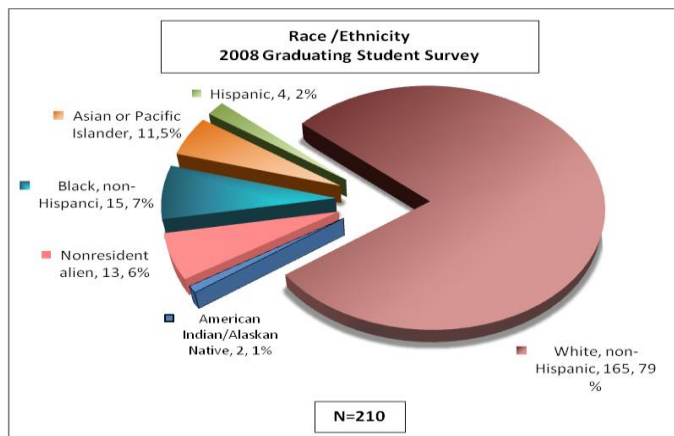
Graph 3.  
Marital Status Crosstabulated by Sex



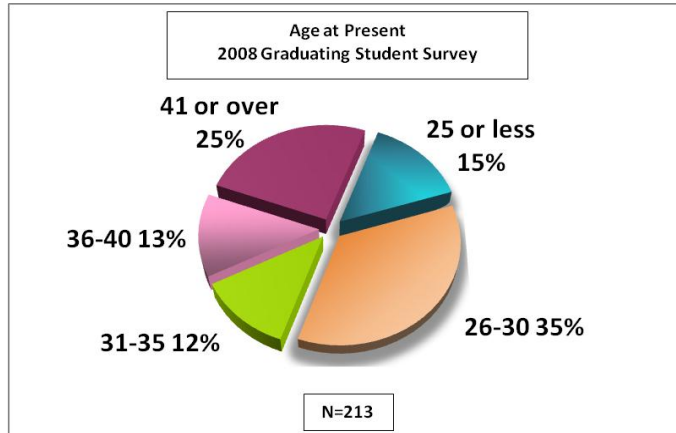
Graph 4.  
Number of Children



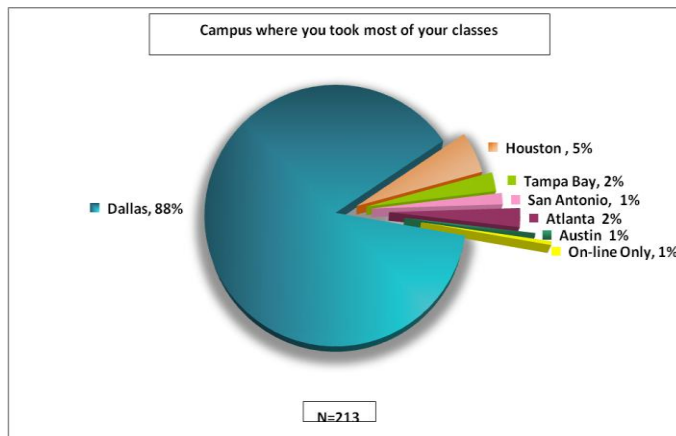
Graph 5.  
Race/Ethnicity



Graph 6.  
Age at Graduation



Graph 7.  
Campus



Graph 8.  
Academic Program

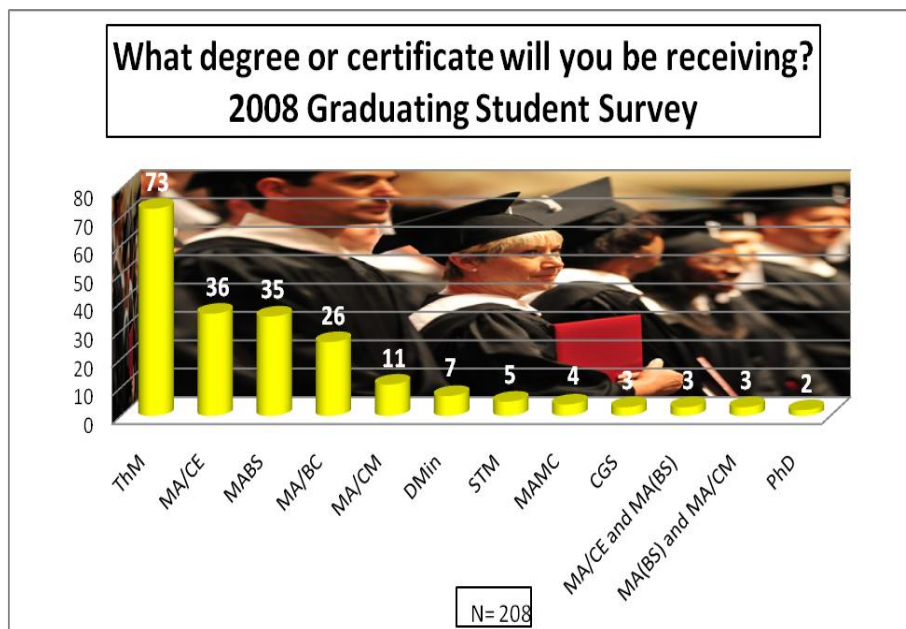


Table 4a.  
Degree Program \* Sex Cross tabulation

		Sex		Total
		M	F	
Degree Program	CGS	2	1	3
	MABS	29	6	35
	MA/CE	20	16	36
	MA/CM	6	5	11
	MA/BC	8	18	26
	MA/BEL	0	0	0
	ThM	66	7	73
	STM	4	1	5
	DMin	7	0	7
	PhD	2	0	2
	MAMC	1	3	4
	MA(BS) and MA/CM	3	0	3
	MA/CE and MA(BS)	3	0	3
	<b>Total</b>	<b>154</b>	<b>59</b>	<b>213</b>

Tables 4b-c.  
Ministry tracks or majors

<u>MA/CE</u>		<u>Th/M or STM</u>	
Christian School Administration	1	<i>Academic Ministries:</i>	35:
Adult Ministry	1	Old Testament	8
Church Educational Leadership	12	New Testament	8
Childrens Ministry	2	Bible Exposition	10
Family Life Ministry	1	Systematic Theology	5
Parachurch Ministry	5	Historical Theology	3
Women's Ministry	6	World Missions	1
Youth Ministry	6	Biblical Counseling	0
Not specified	2	AM Not Specified	0
		<i>Pastoral Ministry</i>	16:
		Pastoral Leadership	14
		Church Planting	1
		Urban Ministries	0
<b>Total MA/CE</b>	<b>36</b>	Chaplin	1
		Interdisciplinary (see Table 4c below)	17
		<i>Educational Leadership:</i>	1:
		Family Life Ministry	0
		Adult Ministry	1
		Youth Ministry	0
		Not specified	19
		<b>Total ThM and STM</b>	<b>88*</b>

\* Total ThM/STM = 78. Higher number here is from multi-track students.

Table 4d.  
Combinations of departments for Interdisciplinary Studies

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



## Evaluation of Survey Response

The response rate for this year's Graduating Student Survey is 55 percent based on a graduating class of 386 with 213 survey respondents. This is down 19% from last year where 74 percent of the 372 graduates completed the survey.

The estimated 55% response is a useful percentage for evaluating the opinions of the graduating class. The percentage of male and female respondents is the same as their percentages in the population. 74% of the respondents reported being married, which is a 5% decrease from last year and under represents the population by 2 percentage points.

Of the respondents who identified their race or ethnic category, 7% responded as African-Americans and 5% as Asian/Pacific Islanders. These were a one point over and one point under their populations respectively. 5.9% of graduates were African-American and 6.3% were Asian/Pacific Islander. Caucasians were slightly over-represented in the sample (79%, versus 74% of the population). Hispanics in the survey under represented the graduating population by 1.7 points at 2%, and non-resident aliens were 2 points under the graduating population at 6%.

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 35% taking the ThM (vs. 33% of the population), 17% taking the MA(BS) which is equal to the population, and 17% taking the MA/CE which is one point over the population.

In general, the survey sample represents the 2008 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 quarter of the respondents (25%) have one or more children living at home. About 12% 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 six points. Minorities under represents the population by two points. This year’s graduates are representative in age, with lower representation from minorities and extension students.

Table 5.  
Comparison of demographic segments from 2000-2008 survey samples

Percentage of graduates who were . . .	2000	2001	2002	2003	2004	2005	2006	2007	2008
Age 30 or lower	35.4%	35.0%	40.5%	37.0%	40.0%	34.0%	40.0%	47.0%	48.8%
Age 41 or higher	30.1%	32.9%	26.8%	26.5%	23.7%	27.0%	30.0%	32.0%	24.9%
Non-Caucasian	25.2%	22.6%	24.6%	25.0%	21.9%	16.0%	20.0%	24.0%	21.0%
Female	26.0%	26.0%	23.0%	25.2%	19.5%	29.0%	22.0%	25.0%	28.0%
Predominately from extensions	08.5%	08.2%	07.8%	10.4%	05.9%	10.0%	10.0%	13.0%	12.2%
Th.M. or S.T.M. programs	30.9%	31.7%	44.0%	42.2%	44.7%	45.0%	47.0%	41.0%	37.0%
D.Min. program	05.7%	06.0%	01.9%	03.8%	03.7%	01.0%	2.4%	4.0%	3.3%

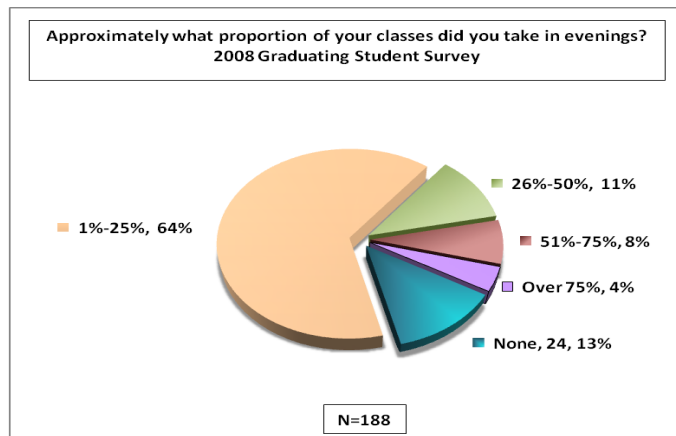
### Participation in Non-Traditional Course Scheduling

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

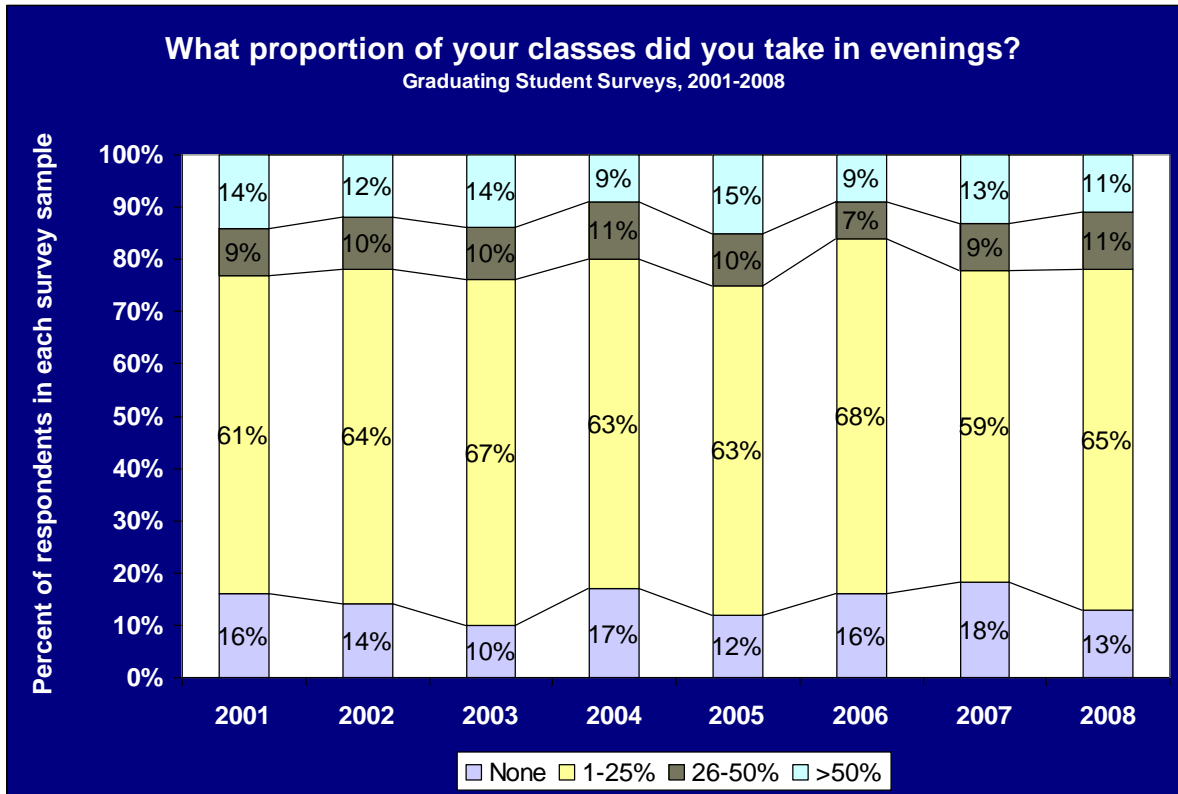
#### Evening Program

This year’s sample of graduating students indicated continued interest in evening courses. Only 13% reported taking no evening classes while 24% took over a quarter or more of their classes in the evening. Overall, evening class attendance was up over 5 percentage points from last year.

Graph 9.  
Proportion of Evening Courses in Curriculum of Graduating Students, 2008



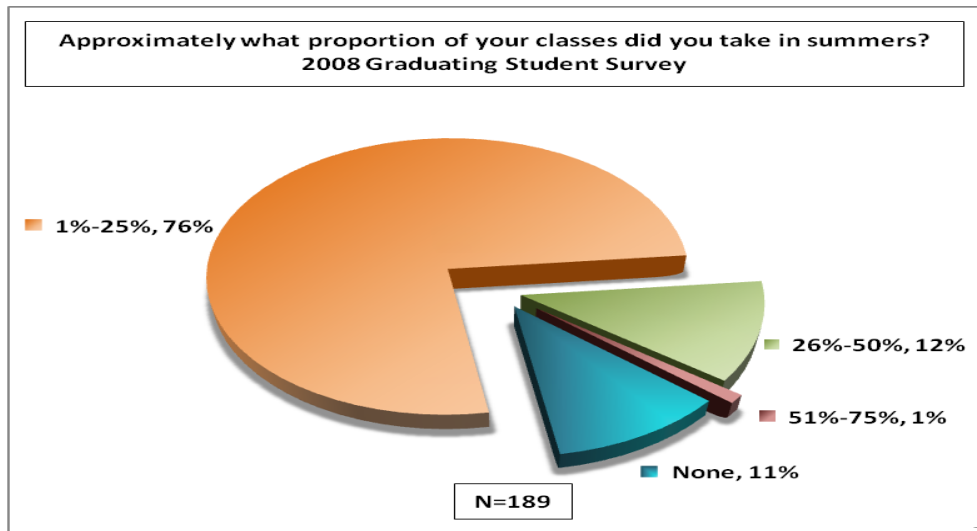
Graph 10.  
Proportion of Evening Courses in Curriculum of Graduating Students, 01-08



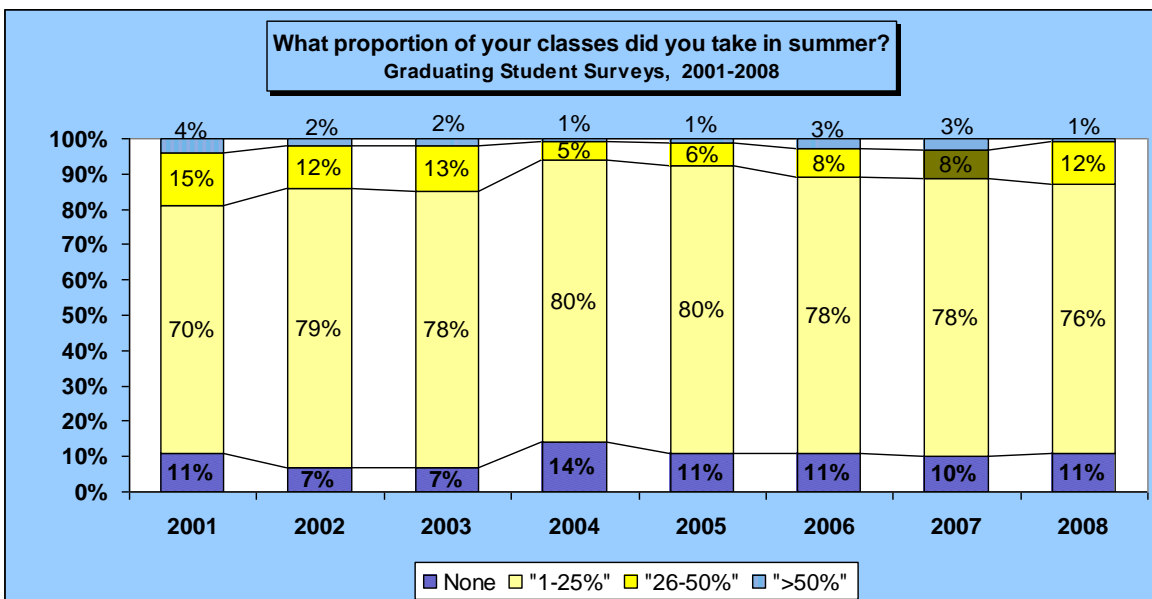
**Summer School**

Most students (90% of the survey sample) take a few of their courses during the summer, though only 13% took more than a quarter of their courses in summer. 76% took up to a quarter of their hours that way. The percentages of students reporting evening class attendance has held fairly 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. 11% 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, 2008



Graph 12.  
Proportion of Summer Courses in Curriculum of Graduating Students, 2001-2008

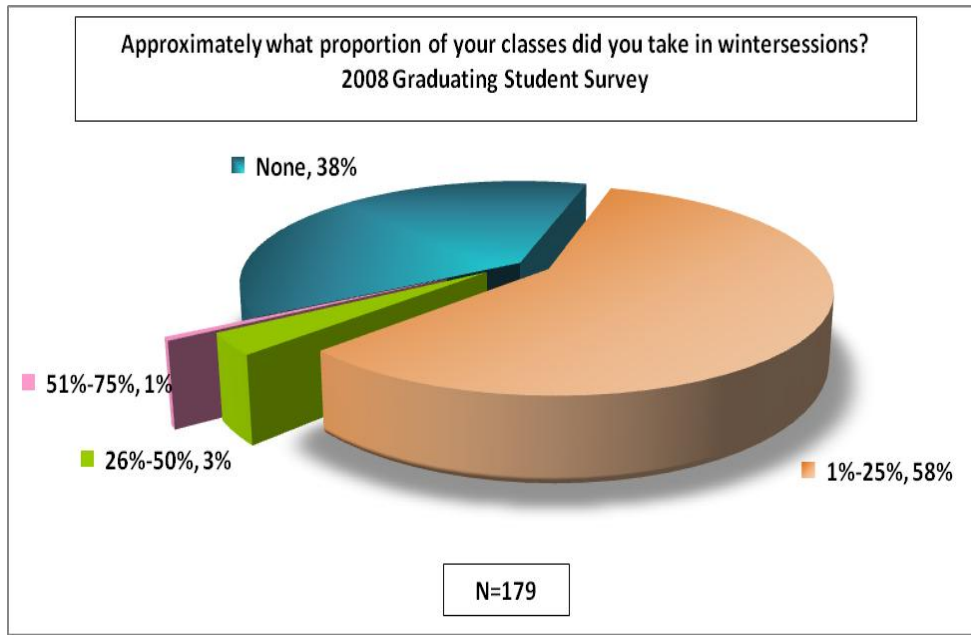




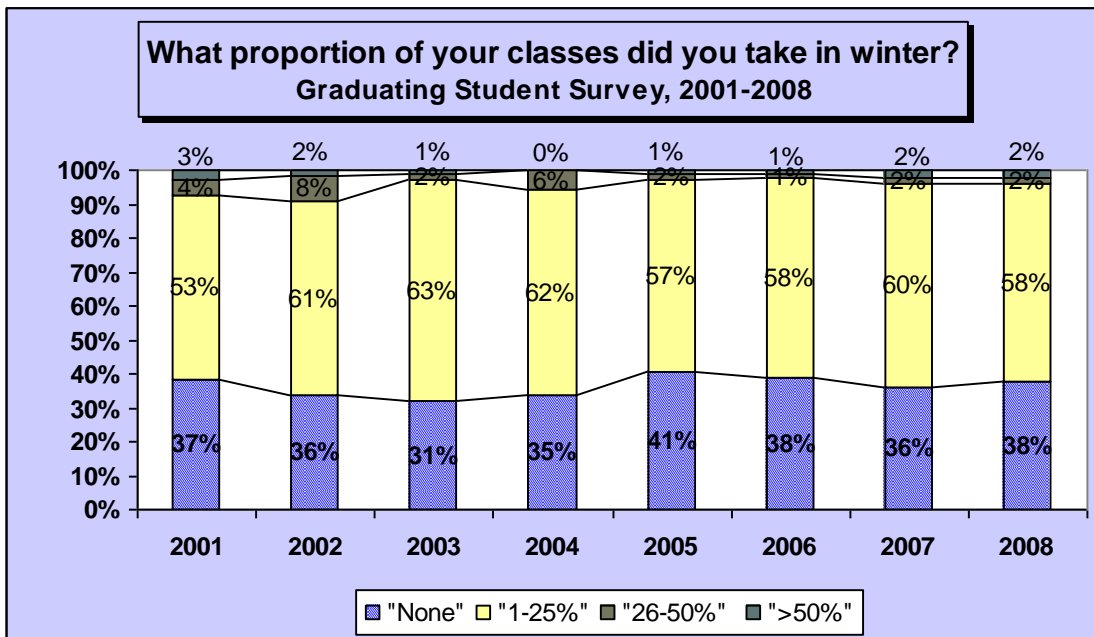
**Wintersession**

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 51%. Very few students take more than 25% of our classes in winter session, with only four percent responding affirmatively. .

Graph 13.  
Proportion of Winter Courses in Curriculum of Graduating Students, 2008



Graph 14.  
Proportion of Winter Courses in Curriculum of Graduating Students, 2000-2008



## 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

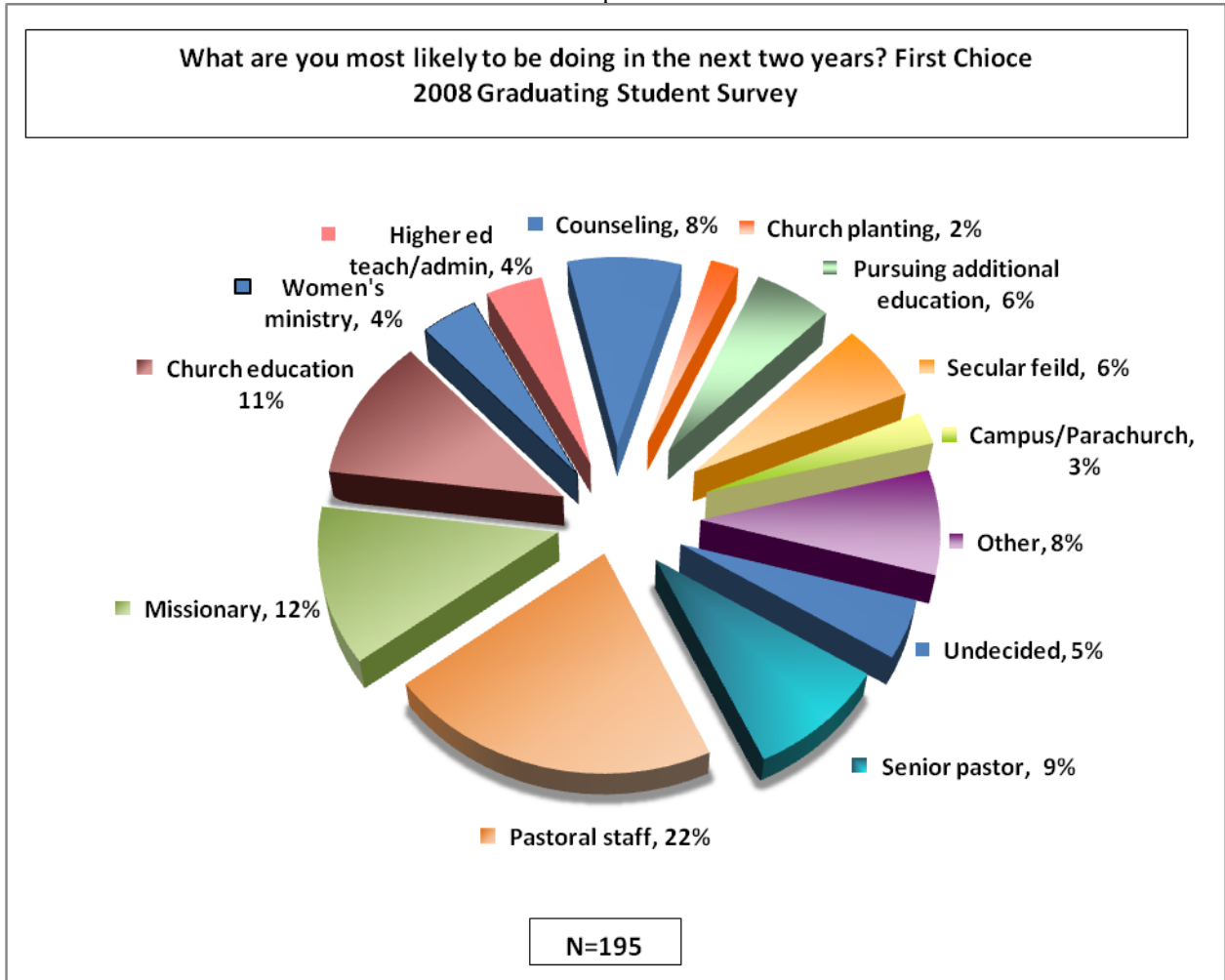
#### Plans in Next Two Years

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	18	8.5	9.2	9.2
Pastoral staff, not senior pastor	42	19.7	21.5	30.8
Missionary	24	11.3	12.3	43.1
Church edu (children, youth, adults)	22	10.3	11.3	54.4
Women's ministry	8	3.8	4.1	58.5
Higher ed teaching or administration	8	3.8	4.1	62.6
Counseling	16	7.5	8.2	70.8
Church planting	4	1.9	2.1	72.8
Pursuing additional education	11	5.2	5.6	78.5
Secular employment	12	5.6	6.2	84.6
Campus ministry, parachurch	5	2.3	2.6	87.2
Other	16	7.5	8.2	95.4
Undecided	9	4.2	4.6	100
Total	195	91.5	100	

Graph 15.



## Analysis of Vocational Plans

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

Table 7.  
Plans after graduation, by sex.  
2008 graduating students specifying sex and near-term vocational plans; N = 195.

What are your plans following graduation from seminary?	Sex	
	M	F
Senior pastor	18 12.8%	
Pastoral staff, not senior pastor	37 26.2%	5 9.3%
Missionary	20 14.2%	4 7.4%
Church education (children, youth, adults)	12 8.5%	10 18.5%
Women's ministry		8 14.8%
Higher ed teaching or administration	7 5.3%	1 1.9%
Counseling	7 5.0%	9 16.7%
Church planting	3 2.1%	1 1.9%
Pursuing additional education	8 5.7%	3 5.6%
Entering or continuing secular employment	9 6.4%	3 5.6%
Campus ministry, parachurch	3 2.1%	2 3.7%
Other	13 9.2%	3 5.6%
Undecided	4 2.8%	5 9.3%
Total	141 100.0%	54 100.0%

Percentages may not total to 100% because of rounding

39% of male respondents (55) 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 = 142.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM STM	DMin DMCE	PhD	Total
Senior pastor	0	3	2 MACE, 1 MACE/MABS	9	3	0	18
Pastoral staff	1	7	5 MACE, 1 MABC, 1 MABS/MACM	22	0	0	37
Missionary	0	1	1 MACE , 3 MACM, 2 MABC, 1 MACE/MABS	9	1	0	18
Church education	0	2	5 MACE, 2 MABC	2	1	0	12
Higher ed teaching or administration	0	3	1 MACE/MABS	1	1	0	6
Counseling	0	0	1 MACE, 3 MABC	3	0	0	7
Church planting	1	0	1 MACE	1	0	0	3
Additional education	0	1	1 MACM , 1 MABS and MACM	4	0	1	8
Secular employment	0	1	2 MACE, 1 MACM	5	0	0	9
Campus ministry, parachurch	0	1	1 MACE, 1 MACM	1	3	1	8
Other	0	3	2 MACE	6	0	1	12
Undecided	0	3		1	0	0	4
Total	2	25	20 MACE, 6 MACM, 8 MABC, 3 MACE and MABS, 2 MABS and MACM	64	9	3	142

Ten male respondents who selected “Other” wrote in their future ministries:

- Military Chaplaincy (Resp. 36: ThM PM/ST, age 31-35)
- Prison Ministry (Resp. 45: MACE, age 41+)
- Developing a career in media arts (Resp. 46: ThM MAM, age 41+)
- I am working at Pine Cove (Resp. 47: ThM PM, age 31-35)
- Healthcare Administration. (Resp. 73: MABS, age 26-30)
- Acting as a Christian Lawyer (Resp. 83: MABS age 26-30)
- Chaplain US Army (Resp. 92: ThM PM age 31-35)
- Discipleship (Resp. 13: MACE, age 26-30)
- Working in the Film Industry (Resp. 165 ThM MAM, age 26-30)
- Serving on ministerial (non-pastoral) staff at local bible church (Resp. 191: MACE, age 25 or less)

Six of the male MA graduates specified career goals that more closely align with our professional degree programs for senior pastorate. Five of these are in the 41+ age group and DTS sometimes admits those with the appropriate maturity and experience to a MA degree program while seeking the pastorate.

Table 9.  
Plans after graduation, **women only**.  
Female graduating students specifying their plans; N = 52.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM/STM	DMin	PhD	Total
Senior pastorate	0	0	0	0	0	0	0
Pastoral staff, not senior pastor	0	0	2 CE, 1 CM, 1 BC, 1 MC	0			5
Missionary	0	1	1 CE, 1 CM, 1 BC	0	0	0	4
Church education	1	1	4 CE, 1 CM,	2	0	0	9
Women's ministry	0	1	4 CE, 3 BC	0	0	0	8
Teach/admin higher education	0	0	1 BC	0	0	0	1
Counseling	0	0	1 CE, 7 BC,	1			9
Church planting	0	0	1 CE	0			1
Additional education	0	0	1 CM	1			2
Secular employment	0	1	2 MC	0			3
Parachurch campus ministry	0	0	1 CE	1			2
Other	0	1	1 CE	1			3
Undecided	0	1	1 CM, 1 BC,	2			5
Totals	2	6	15 CE, 5 CM, 14 BC, 2 MC	8	0	0	52

The goals of the female respondents are more evenly distributed among the choices offered in the survey. 57% of the women respondents selected one of four responses: counseling, church education (of children, youth, or adults), missionary, and women's ministry. Last year 42% of the women named one of these four responses.

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

Discipleship (Resp. 131: MACE, age 26-30)

Teaching and Coaching at the high school level. (Resp.198:MACE. [Youth], age 25 or less)

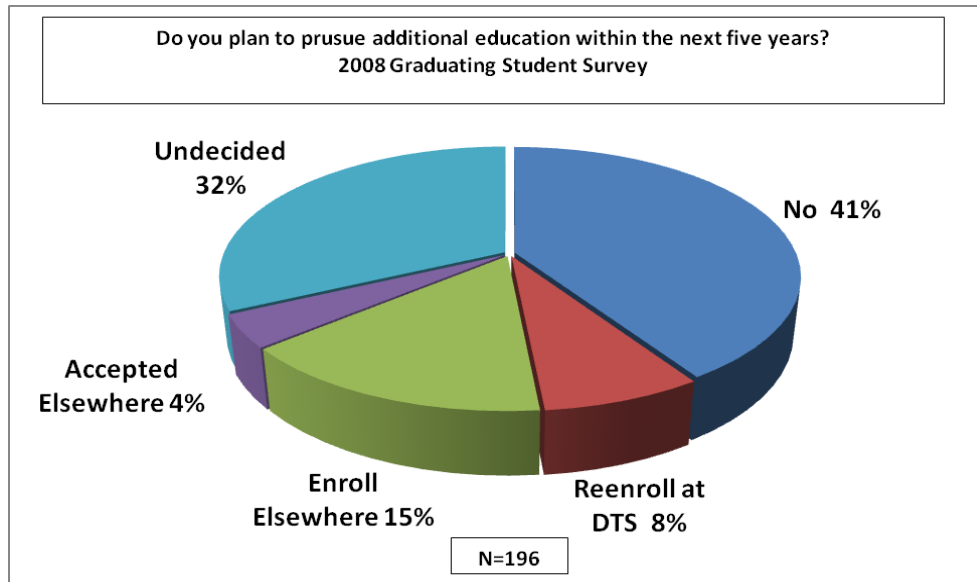
## Plans Regarding Additional Education

### 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	80	37.6	40.8	40.8
Yes, I plan to enroll at DTS	15	7.0	7.7	48.5
Yes, I plan to enroll elsewhere	30	14.1	15.3	63.8
Yes, I have been accepted elsewhere	8	3.8	4.1	67.9
I am presently undecided about further education	63	29.6	32.1	100.0
Total	196	92.1	100.0	
Missing	17	8.0		
Total	213	100.0		

Graph 16.



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

Tyndale or Institute for Creation Research (Resp. 1)  
 An Arabic school in Arabia (Resp. 27)  
 University of North Texas (Resps. 34\*)  
 Regent University (Resp. 42)  
 Temple University or University of Toronto (Resp. 43\*)  
 University of Iowa (Resp. 53)  
 Trinity University, University of Dallas, University of Texas (Resp. 73)

University of Denver, University of Colorado (Resp. 76)  
 SMU Law School (Resp. 83)  
 Wheaton, (Resp. 94)  
 Trinity Evangelical Divinity School (Resps. 126\*, 189\*)  
 Asbury Theological Seminary (Resp. 151)  
 University of California, Berkeley (Resp. 175)  
 Trinity Evangelical Divinity School (Resp. 189)  
 Westminster Seminary, Dallas (Resp. 211)

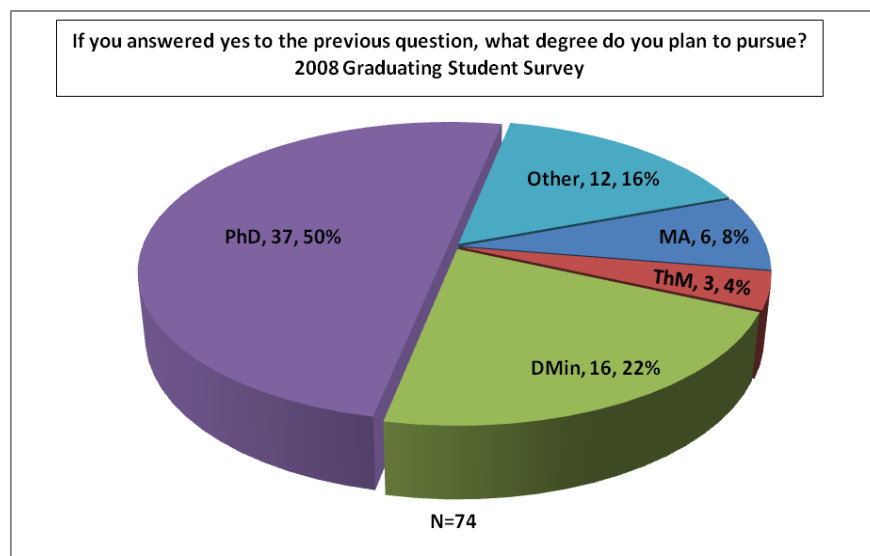
**Additional Degree Planned**

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

Table 11.

	Frequency	Percent	Valid Percent	Cumulative Percent
MA	6	2.8	8.1	8.1
ThM	3	1.4	4.1	12.2
DMin	16	7.5	21.6	33.8
PhD	37	17.4	50.0	83.8
Other	12	5.6	16.2	100
Total	74	34.7	100	
Missing	139	65.3		
Total	213	100		

Graph 17.



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

- MBA or MHA (Resp.73)
- ThM in Bible exegesis (Resp. 134)
- MA/CE (Resp. 203)
- M.A. biblical studies (Resp. 204)
- MDiv (Resp. 211)

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Ph.D. in Bible Exposition (Resp.26)</li> <li>Education (Resp. 33)</li> <li>Chemical Engineering ( Resp. 38)</li> <li>Religion or Theology (Resp. 43)</li> <li>Cultural Anthropology (Resp. 46)</li> <li>History or Classics (Resp 53)</li> <li>Systematic Theology (Resp. 67)</li> <li>Education or Religion (Resp. 76)</li> </ul> | <ul style="list-style-type: none"> <li>New Testament Studies (Resp. 80)</li> <li>J.D. (Resp.83)</li> <li>Old Testament Studies (Resp. 108)</li> <li>Theology (Resp. 127)</li> <li>DMin (Resp.151)</li> <li>PhD. In Counseling/Play Therapy (Resp.152)</li> <li>DMin Leadership (Resp. 189)</li> <li>Counseling (Resp.205)</li> <li>History (Resp.208)</li> </ul> |
|---|--|





### **Analysis of Plans for Additional Education**

- 53 of the 196 respondents (27%) planned to pursue additional education within the next five years and specified their plans. This is a decrease of 14 percentage points from last year.
- 74 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 = 71.

**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	1	0	1	0	0	2
	MABS	3	2	2	2	2	11
	MA/CE	2	1	5	1	2	11
	MA/CM	0	0	2	1	2	5
	MA/BC	0	0	1	5	2	8
	ThM	0	0	2	20	2	24
	STM	0	0	1	3	0	4
	DMin	0	0	0	1	0	1
	PhD	0	0	0	1	0	1
	MAMC	0	0	0	0	1	1
	MA/CE and MA(BS)	0	0	1	0	0	1
	MA(BS) and MA/CM	0	0	0	1	1	2
	Total	6	3	15	35	12	71

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

Of the 71 respondents who indicated plans to seek another degree in the next five years, 13 (or 18%) 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 13 respondents

Table 13.

Dallas degrees earned vs. Dallas degrees planned.

Graduating students stating their expected next DTS degree in next 5 years; N = 13.

**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
	MA/CE	1	1	2	0	0	4
	MA/CM	0	0	1	0	0	1
	MA/BC	0	0	1	0	0	1
	ThM	0	0	1	4	0	5
	PhD	0	0	0	1	0	1
Total	2	1	5	5	0	13	

The percentage of graduates planning on further study at Dallas is 8%, a decrease of 19 percentage points from last year. Graph 18 displays these percentages since 2000.

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

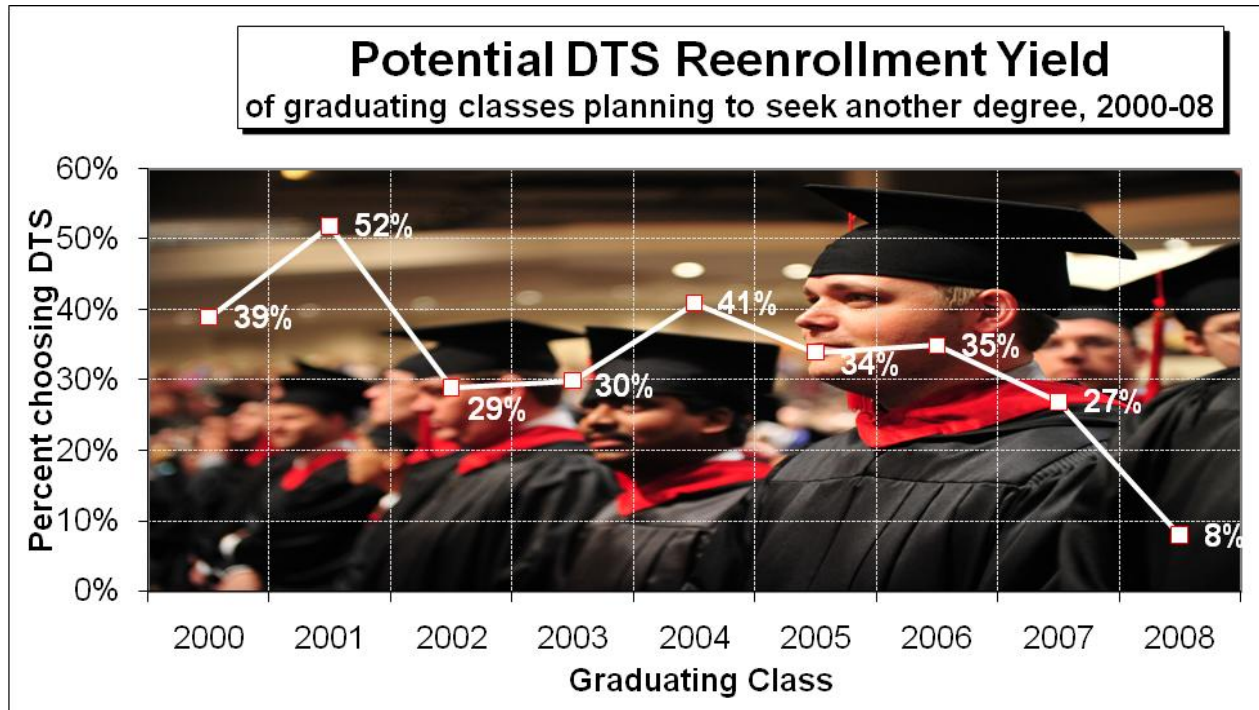
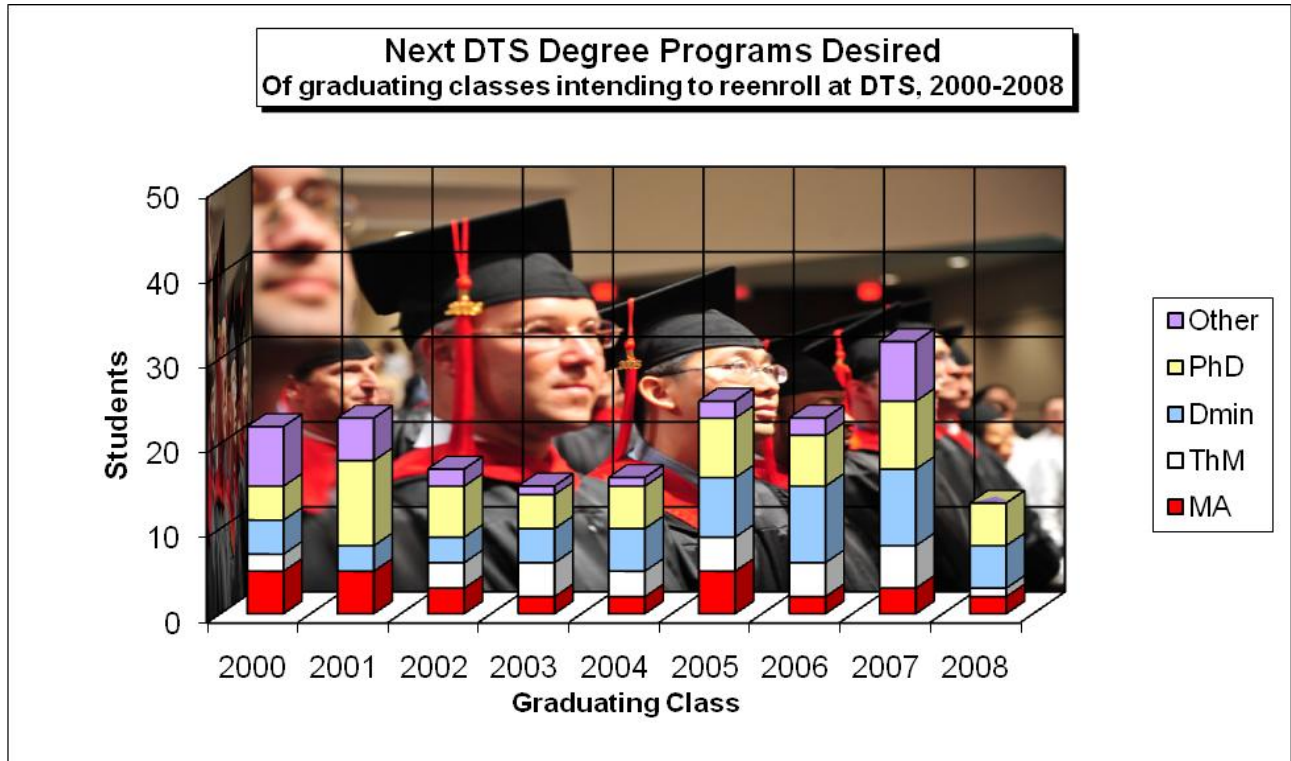


Table 14 compares this graduating class with those since 2000 regarding the number of respondents planning to pursue the DTS ThM, DMin, and PhD degrees. Graph 19 depicts these numbers of students along with those seeking MA and other degrees. From 1999 to 2001, 5.4% of the survey respondents indicated 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
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%
2008	213	1	5	5	13	6.1%

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. Five grads (4 with the Th.M., 1 with a Ph.D. TS) planned to pursue our Ph.D. degree. Their intended majors are one for bible exposition, one for Old Testament studies, and three undisclosed.

# Evaluation of Seminary Departments and Services

## 2008 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 2008 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  
2008 Graduate Student Survey , N = 213, **in the order asked on the survey**

tem #	Level of Satisfaction with..	# Resps	No Resp	'07 Avg.	'08 Avg.	'07 Pct.	'08 Pct.	'07-'08 Change in %age points
1	Admissions Office	189	24	4.41	4.41	<b>89.60%</b>	<b>92.00%</b>	2.40%
2	Registration Procedures	192	21	4.27	4.14	<b>89.10%</b>	<b>86.15%</b>	-2.95%
3	Registrar's Office services	191	22	4.2	4.07	<b>80.70%</b>	<b>80.10%</b>	-0.60%
4	Business Office services	177	36	4.36	4.28	<b>89.10%</b>	<b>88.10%</b>	-1.00%
5	Student Services	183	30	4.32	4.29	<b>86.90%</b>	<b>86.40%</b>	-0.50%
6	Field education	134	79	4.13	4.18	<b>75.60%</b>	<b>77.60%</b>	2.00%
7	Counseling services	95	118	4.09	3.97	<b>72.70%</b>	<b>70.50%</b>	-2.20%
8	Chapel programs	182	31	3.98	4.10	<b>78.90%</b>	<b>75.30%</b>	-3.60%
9	Spiritual Formation groups*	111	102	3.55	3.73	<b>54.80%</b>	<b>64.80%</b>	10.00%
10	Placement Office	100	113	3.88	3.89	<b>67.70%</b>	<b>69.00%</b>	1.30%
11	Financial Aid services	127	86	4.16	4.15	<b>78.80%</b>	<b>81.10%</b>	2.30%
12	Housing Office	98	115	3.88	3.64	<b>65.30%</b>	<b>65.30%</b>	0.00%
13	Student employment services	83	130	4	3.98	<b>69.20%</b>	<b>74.70%</b>	5.50%
14	Residence halls (Stearns, Lincoln)*	24	189	3.27	3.58	<b>54.60%</b>	<b>66.70%</b>	12.10%
15	On-campus apartments (Swiss Tower)*	29	184	4.49	4.34	<b>88.40%</b>	<b>93.10%</b>	4.70%
16	Food services at Dallas (Mitchell)	158	55	4.09	4.08	<b>81.20%</b>	<b>74.60%</b>	6.60%
17	Classroom conditions	191	22	4.46	4.31	<b>92.10%</b>	<b>93.20%</b>	1.10%
18	Turpin Library facilities and services	185	28	4.57	4.37	<b>95.30%</b>	<b>93.00%</b>	-2.30%
19	Your extension library (extension students only)*	18	195	3.48	2.83	<b>44.40%</b>	<b>38.90%</b>	-5.50%
20	Media Center (Mosher basement)	164	49	4.35	4.18	<b>86.60%</b>	<b>82.30%</b>	-4.30%
21	Student Computer Lab on your campus	160	53	4.4	4.19	<b>88.00%</b>	<b>84.40%</b>	-3.60%
22	DTS Book Center	194	19	4.49	4.39	<b>90.80%</b>	<b>91.80%</b>	1.00%
23	Parking at your campus	187	26	3.09	3.59	<b>41.40%</b>	<b>61.00%</b>	19.60%
24	Campus Police at your campus	179	34	4.38	4.24	<b>80.80%</b>	<b>85.50%</b>	4.70%
25	Written campus communications (e.g., Kerygma and Threshing Floor)	186	27	4.15	4.04	<b>80.80%</b>	<b>76.90%</b>	-3.90%
26	Copy Services on your campus	153	60	5.08	4.08	<b>79.00%</b>	<b>81.70%</b>	2.70%
27	Baylor Fitness Center in Dallas	138	75	4.72	4.55	<b>94.40%</b>	<b>92.00%</b>	-2.40%
28	Student Information Center at Dallas	131	82	4.28	4.06	<b>85.00%</b>	<b>71.80%</b>	-13.20%
29	Center for Christian Leadership	125	88	4.25	4.22	<b>80.10%</b>	<b>78.40%</b>	-1.70%
30	Electronic campus communications (e.g., web sites and email)	189	24	4.37	4.32	<b>88.60%</b>	<b>87.80%</b>	-0.80%
31	International Student services*	12	201	4.29	3.75	<b>82.40%</b>	<b>66.70%</b>	-15.70%
32	Academic Dean's Office	123	90	4.29	4.03	<b>83.70%</b>	<b>73.10%</b>	-10.60%
33	Doctor of Ministry Office (D.Min. graduates only)*	6	207	4.82	4.33	<b>100%</b>	<b>83.30%</b>	-16.70%
34	Ph.D. Studies Office ( <b>no data this year</b> )*	2	211	4.67		<b>100%</b>		
35	Student government	140	73	3.74	3.59	<b>61.20%</b>	<b>50.00%</b>	-11.20%
36	Online course administration**	135	78		3.97		<b>77.00%</b>	

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

\*\* This is a new question so no comparison data is available.

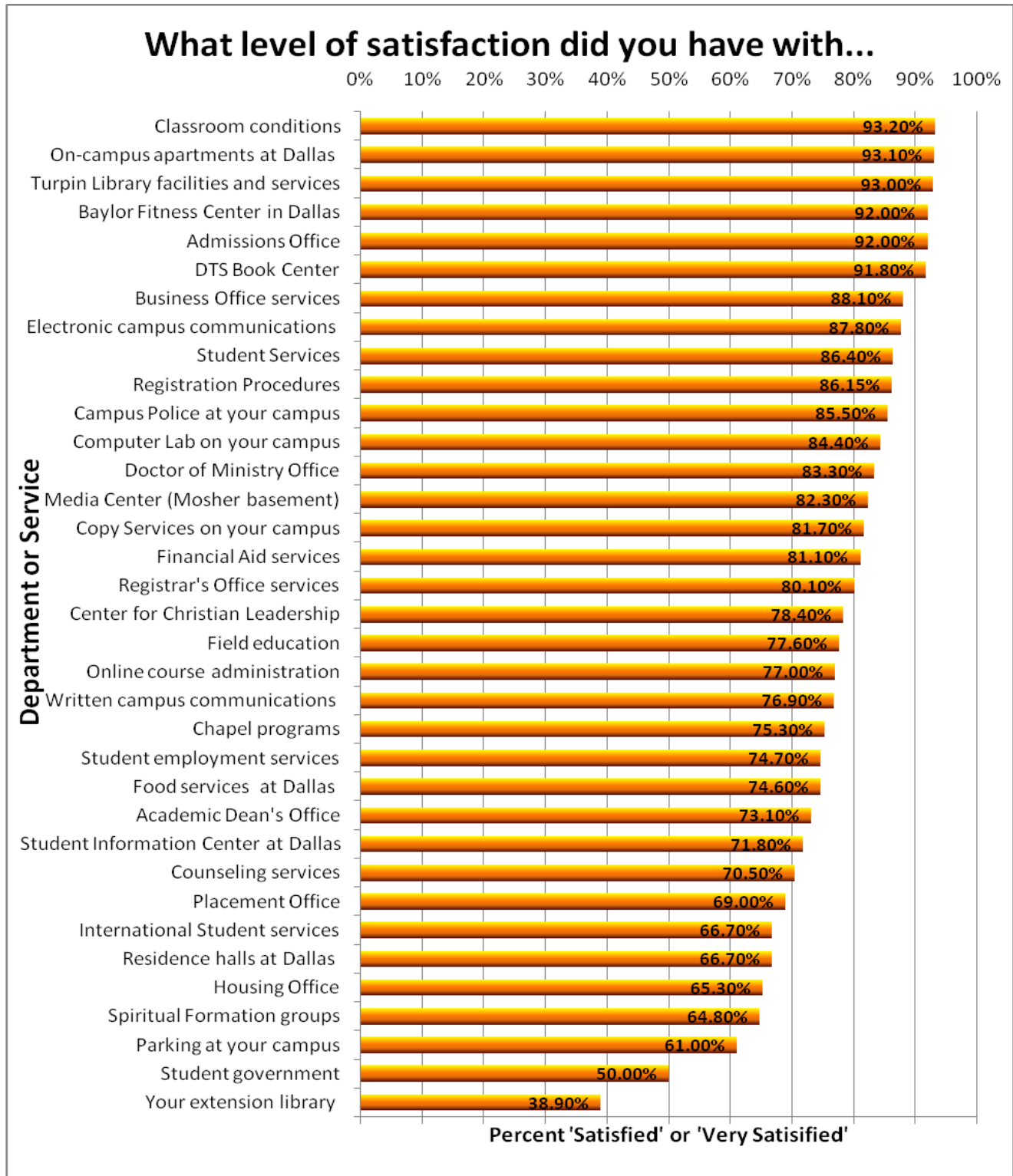
Table 16.  
Summary of Satisfaction with Departments and Services  
2008 Graduate Student Survey , N = 213, **in descending order of percent satisfied**

Item #	Level of Satisfaction with..	# Resps	No Resp	'07 Avg.	'08 Avg.	'07 Pct.	'08 Pct.	'07-'08 Change in %age points
17	Classroom conditions	191	22	4.46	4.31	<b>92.10%</b>	<b>93.20%</b>	1.10%
15	On-campus apartments (Swiss Tower)*	29	184	4.49	4.34	<b>88.40%</b>	<b>93.10%</b>	4.70%
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1	Admissions Office	189	24	4.41	4.41	<b>89.60%</b>	<b>92.00%</b>	2.40%
27	Baylor Fitness Center in Dallas	138	75	4.72	4.55	<b>94.40%</b>	<b>92.00%</b>	-2.40%
22	DTS Book Center	194	19	4.49	4.39	<b>90.8%</b>	<b>91.80%</b>	1.00%
4	Business Office services	177	36	4.36	4.28	<b>89.10%</b>	<b>88.10%</b>	-1.00%
30	Electronic campus communications (e.g., web sites and email)	189	24	4.37	4.32	<b>88.60%</b>	<b>87.80%</b>	-0.80%
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24	Campus Police at your campus	179	34	4.38	4.24	<b>80.80%</b>	<b>85.50%</b>	4.70%
21	Student Computer Lab on your campus	160	53	4.4	4.19	<b>88.00%</b>	<b>84.40%</b>	-3.60%
33	Doctor of Ministry Office (D.Min. graduates only)*	6	207	4.82	4.33	<b>100%</b>	<b>83.30%</b>	-16.70%
20	Media Center (Mosher basement)	164	49	4.35	4.18	<b>86.60%</b>	<b>82.30%</b>	-4.30%
26	Copy Services on your campus	153	60	5.08	4.08	<b>79.00%</b>	<b>81.70%</b>	2.70%
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23	Parking at your campus	187	26	3.09	3.59	<b>41.40%</b>	<b>61.00%</b>	19.60%
35	Student government	140	73	3.74	3.59	<b>61.20%</b>	<b>50.00%</b>	-11.20%
19	Your extension library (extension students only)*	18	195	3.48	2.83	<b>44.40%</b>	<b>38.90%</b>	-5.50%
34	Ph.D. Studies Office ( <b>No Data this Year</b> )*	2	211	4.67		<b>100%</b>	<b>0.00%</b>	

\*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=213)





## 2001-2008 Survey Responses

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

Table 17.  
Average Satisfaction with Departments and Services  
2001-2008 Graduate Student Survey Responses

III. Department or Service	2001	2002	2003	2004	2005	2006	2007	2008
1 Admissions Office	93%	90%	90%	86%	87%	91%	90%	92%
2 Registration procedures	88%	89%	90%	83%	84%	87%	89%	86%
3 Registrar's Office services	93%	91%	89%	81%	71%	81%	81%	80%
4 Business Office services	85%	80%	86%	82%	80%	82%	89%	88%
5 Student Services	79%	84%	85%	87%	88%	82%	87%	86%
6 Field Education			47%	66%	82%	78%	76%	78%
7 Counseling services	55%	77%	61%	69%	76%	75%	73%	71%
8 Chapel programs	73%	83%	70%	75%	77%	71%	79%	75%
9 Spiritual Formation groups**	46%	54%	62%	56%	71%	63%	55%	65%
10 Placement Office	61%	70%	74%	70%	70%	69%	68%	69%
11 Financial Aid services	73%	80%	78%	72%	77%	74%	79%	81%
12 Housing Office	60%	65%	75%	68%	66%	69%	65%	65%
13 Student employment services	58%	59%	66%	65%	67%	65%	62%	75%
14 Residence halls at Dallas**	48%	60%	44%	62%	57%	39%	55%	67%
15 On-campus apartments at Dallas**			87%	89%	100%	95%	88%	93%
16 Food services at Dallas	83%	88%	81%	76%	75%	76%	81%	75%
17 Classroom conditions	96%	94%	92%	88%	88%	93%	92%	93%
18 Turpin Library facilities/services	94%	93%	95%	92%	89%	96%	95%	93%
19 Your extension library**			67%	67%	30%	69%	44%	39%
20 Media Center (Mosher basement)	86%	92%	93%	91%	90%	88%	87%	82%
21 Student Computer Lab	86%	89%	92%	88%	88%	92%	88%	84%
22 DTS Book Center	77%	87%	90%	88%	92%	92%	91%	92%
23 Parking at your campus	55%	50%	61%	64%	58%	67%	41%	61%
24 Campus Police at your campus	89%	89%	89%	92%	88%	88%	81%	86%
25 Written communications	73%	78%	71%	80%	79%	82%	81%	77%
26 Copy Services on your campus			78%	77%	78%	75%	79%	82%
27 Baylor Fitness Center at Dallas	91%	90%	93%	92%	90%	90%	94%	92%
28 Student Info. Center at Dallas	81%	84%	84%	82%	89%	79%	85%	72%
29 Center for Christian Leadership	68%	67%	81%	77%	72%	81%	80%	78%
30 Electronic communications			83%	83%	85%	91%	89%	88%
31 International Student services**	65%	69%	71%	89%	100%	88%	82%	67%
32 Academic Dean's Office	71%	75%	74%	79%	74%	76%	84%	73%
33 D.Min. Office**			85%	100%	100%	80%	100%	83%
34 Ph.D. Office**			58%	100%	100%	75%	100%	
35 Student government	59%	61%	45%	64%	54%	61%	61%	50%
36 Online Course Administration						New	for 08	77%
<i>Mean of satisfaction averages</i>	75%	78%	77%	79%	79%	77%	79%	78%
<i>Median of satisfaction averages</i>	75%	82%	81%	81%	80%	78%	81%	78%

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

## Analysis of Evaluation of Departments and Services

Changes to the campus including the new single student housing and the new parking lot account for large improvements in scores when compared to last year. Satisfied respondents to item 14 “Residence halls at Dallas” increased 12 percentage points from last year, and parking increased 20 percentage points from last year to 61% responding as satisfied. The DMIN program had a decrease in satisfaction, however with a relatively small N, such fluctuations year to year are expected and the PhD program did not have any data to report, with only one student responding “neutral” to the question. Spiritual Formation Groups showed a 10 percent increase in satisfaction, raising the percent satisfied to 64.8%. International Student Services and the Student Information Center both had lower numbers than the previous year. (ISS down 16 percentage points to 67% and SIC down 13 percentage points to 72%)

The survey includes an open-ended question inviting suggestions for improvements for these departments and services. Responses are categorized in Appendix 1 on pages 13-15 (Spiritual Formation and Extension Program) and pages 18-24 (all others).

## Extension Services Evaluation

One question pertains particularly to our extension campuses III.19 Your Extension Library. The previous two years graduates were 69 and 44 percent satisfied; this year’s graduates are 39% satisfied. The 18 extension students who responded to this question are cross-tabulated with their campuses thusly:

Campus	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Houston	1	2	1	6	1	11
Tampa Bay	1	0	1	0	0	2
Atlanta	0	1	0	0	0	1
San Antonio	1	1	1	0	0	3
Austin	0	1	0	0	0	1
Total	3	5	3	6	1	18

Although only a small number of students responded, this area has shown a steady decrease in student satisfaction over the last three years and 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 (**’08 Avg.**) represents the composite degree of agreement with each goal. The percentage of agreement (**’08 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.



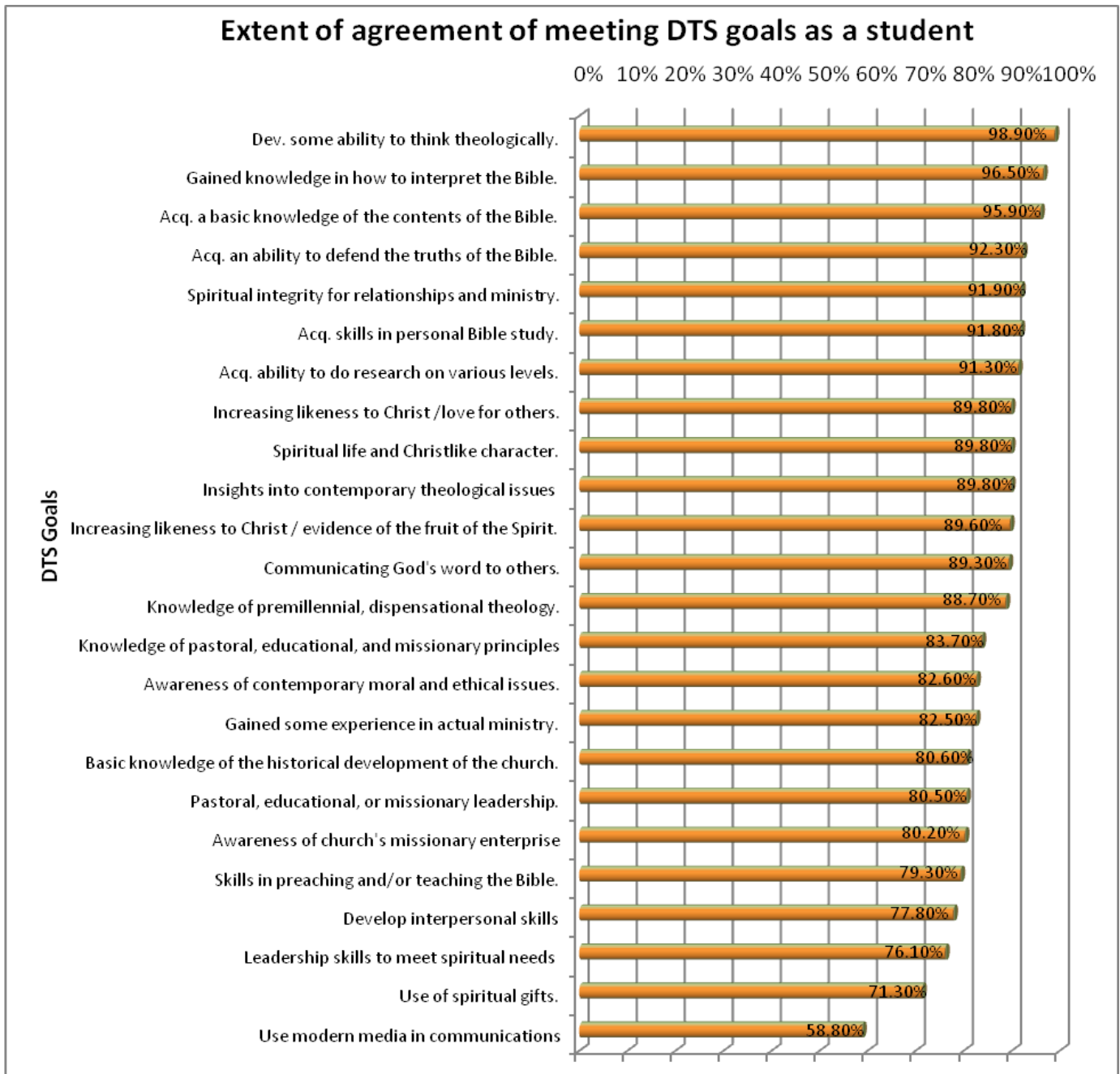
Table 18.  
 Summary of Graduate Agreement with Seminary Goals  
 2008 Graduate Student Survey, N = 213, **in the order asked on the survey**  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Item #	Level of Agreement with..	# Resps	No Resp	'07 Avg.	'08 Avg.	'07 Pct.	'08 Pct.	'07-'08 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	195	18	4.61	<b>4.58</b>	94.20%	<b>95.90%</b>	1.70%
2	Acquired skills in personal Bible study.	195	18	4.56	<b>4.47</b>	91.90%	<b>91.80%</b>	-0.10%
3	Gained knowledge in how to interpret the Bible.	196	17	4.66	<b>4.6</b>	95.30%	<b>96.50%</b>	1.20%
4	Acquired a basic knowledge of systematic theology.	0	213	4.6	<b>0</b>	90.90%	<b>0.00%</b>	NA%
5	Acquired a basic knowledge of premillennial, dispensational theology.	194	19	4.22	<b>4.31</b>	79.90%	<b>88.70%</b>	8.80%
6	Developed some ability to think theologically.	196	17	4.66	<b>4.61</b>	94.50%	<b>98.90%</b>	4.40%
7	Gained insights into contemporary theological issues and how to evaluate them.	195	18	4.37	<b>4.34</b>	86.10%	<b>89.80%</b>	3.70%
8	Acquired an ability to defend the truths of the Bible.	195	18	4.43	<b>4.37</b>	90.90%	<b>92.30%</b>	1.40%
9	Gained an awareness of contemporary moral and ethical issues.	196	17	4.19	<b>4.09</b>	80.30%	<b>82.60%</b>	2.30%
10	Acquired a basic knowledge of the historical development of the church.	191	22	4.31	<b>4.16</b>	82.10%	<b>80.60%</b>	-1.50%
11	Developed skills in preaching and/or teaching the Bible.	189	24	4.2	<b>4.15</b>	81.80%	<b>79.30%</b>	-2.50%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	191	22	4.31	<b>4.17</b>	86.50%	<b>83.70%</b>	-2.80%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	190	23	4.14	<b>4.09</b>	78.80%	<b>80.50%</b>	1.70%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	192	21	4.34	<b>4.15</b>	85.00%	<b>80.20%</b>	-4.80%
15	Developed a deepening, maturing relationship with God.	0	213	4.26	<b>0</b>	83.90%	<b>0.00%</b>	NA%
16	Developed the use of my spiritual gifts.	192	21	4.09	<b>3.96</b>	77.80%	<b>71.30%</b>	-6.50%
17	Developed leadership skills to help meet the spiritual needs of the world.	193	20	4.1	<b>4.01</b>	80.70%	<b>76.10%</b>	-4.60%
18	Developed some interpersonal skills essential for effectiveness in ministry.	194	19	4.11	<b>4.07</b>	79.60%	<b>77.80%</b>	-1.80%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	196	17	4.42	<b>4.36</b>	89.50%	<b>89.30%</b>	-0.20%
20	Gained some experience in actual ministry.	195	18	4.27	<b>4.18</b>	81.80%	<b>82.50%</b>	0.70%
21	Developed ability to use modern media in communication.	192	21	3.74	<b>3.65</b>	64.20%	<b>58.80%</b>	-5.40%
22	Acquired ability to do research on various levels.	195	18	4.32	<b>4.34</b>	88.30%	<b>91.30%</b>	3.00%
23	Matured in spiritual integrity for relationships and ministry.	196	17	4.39	<b>4.3</b>	90.90%	<b>91.90%</b>	1.00%
24	Matured in spiritual life and Christlike character.	196	17	4.27	<b>4.26</b>	85.40%	<b>89.80%</b>	4.40%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	196	17	4.22	<b>4.23</b>	83.80%	<b>89.80%</b>	6.00%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	194	19	4.2	<b>4.2</b>	83.20%	<b>89.60%</b>	6.40%

Table 19.  
Summary of Graduate Agreement with Seminary Goals  
2008 Graduate Student Survey, N = 213, **in order of agreement percentage**  
NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Item #	Level of Agreement with..	# Resp	No Resp	'07 Avg.	'08 Avg.	'07 Pct.	'08Pct.	'07-'08 Change in %age Points
6	Developed some ability to think theologically.	196	17	4.66	<b>4.61</b>	94.50%	<b>98.90%</b>	4.40%
3	Gained knowledge in how to interpret the Bible.	196	17	4.66	<b>4.6</b>	95.30%	<b>96.50%</b>	1.20%
1	Acquired a basic knowledge of the contents of the Bible.	195	18	4.61	<b>4.58</b>	94.20%	<b>95.90%</b>	1.70%
8	Acquired an ability to defend the truths of the Bible.	195	18	4.43	<b>4.37</b>	90.90%	<b>92.30%</b>	1.40%
23	Matured in spiritual integrity for relationships and ministry.	196	17	4.39	<b>4.3</b>	90.90%	<b>91.90%</b>	1.00%
2	Acquired skills in personal Bible study.	195	18	4.56	<b>4.47</b>	91.90%	<b>91.80%</b>	-0.10%
22	Acquired ability to do research on various levels.	195	18	4.32	<b>4.34</b>	88.30%	<b>91.30%</b>	3.00%
7	Gained insights into contemporary theological issues and how to evaluate them.	195	18	4.37	<b>4.34</b>	86.10%	<b>89.80%</b>	3.70%
24	Matured in spiritual life and Christlike character.	196	17	4.27	<b>4.26</b>	85.40%	<b>89.80%</b>	4.40%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	196	17	4.22	<b>4.23</b>	83.80%	<b>89.80%</b>	6.00%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	194	19	4.2	<b>4.2</b>	83.20%	<b>89.60%</b>	6.40%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	196	17	4.42	<b>4.36</b>	89.50%	<b>89.30%</b>	-0.20%
5	Acquired a basic knowledge of premillennial, dispensational theology.	194	19	4.22	<b>4.31</b>	79.90%	<b>88.70%</b>	8.80%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	191	22	4.31	<b>4.17</b>	86.50%	<b>83.70%</b>	-2.80%
9	Gained an awareness of contemporary moral and ethical issues.	196	17	4.19	<b>4.09</b>	80.30%	<b>82.60%</b>	2.30%
20	Gained some experience in actual ministry.	195	18	4.27	<b>4.18</b>	81.80%	<b>82.50%</b>	0.70%
10	Acquired a basic knowledge of the historical development of the church.	191	22	4.31	<b>4.16</b>	82.10%	<b>80.60%</b>	-1.50%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	190	23	4.14	<b>4.09</b>	78.80%	<b>80.50%</b>	1.70%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	192	21	4.34	<b>4.15</b>	85.00%	<b>80.20%</b>	-4.80%
11	Developed skills in preaching and/or teaching the Bible.	189	24	4.2	<b>4.15</b>	81.80%	<b>79.30%</b>	-2.50%
18	Developed some interpersonal skills essential for effectiveness in ministry.	194	19	4.11	<b>4.07</b>	79.60%	<b>77.80%</b>	-1.80%
17	Developed leadership skills to help meet the spiritual needs of the world.	193	20	4.1	<b>4.01</b>	80.70%	<b>76.10%</b>	-4.60%
16	Developed the use of my spiritual gifts.	192	21	4.09	<b>3.96</b>	77.80%	<b>71.30%</b>	-6.50%
21	Developed ability to use modern media in communication.	192	21	3.74	<b>3.65</b>	64.20%	<b>58.80%</b>	-5.40%
4	Acquired a basic knowledge of systematic theology.	0	213	4.6	<b>0</b>	90.90%	<b>0.00%</b>	NA%
15	Developed a deepening, maturing relationship with God.	0	213	4.26	<b>0</b>	83.90%	<b>0.00%</b>	NA%

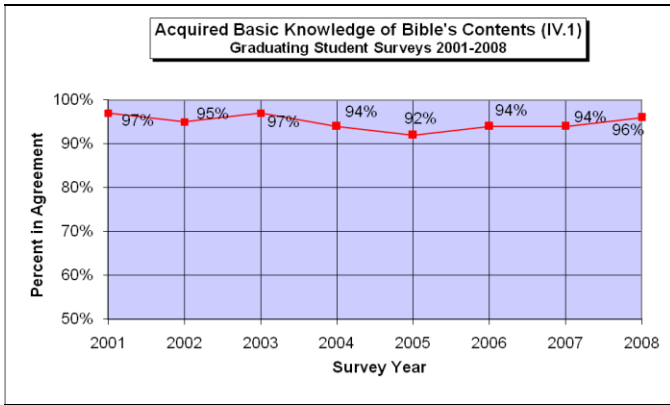
Graph 21.  
 Graduate Self-Assessment of Meeting DTS Goals.  
 2008 Graduating Student Survey



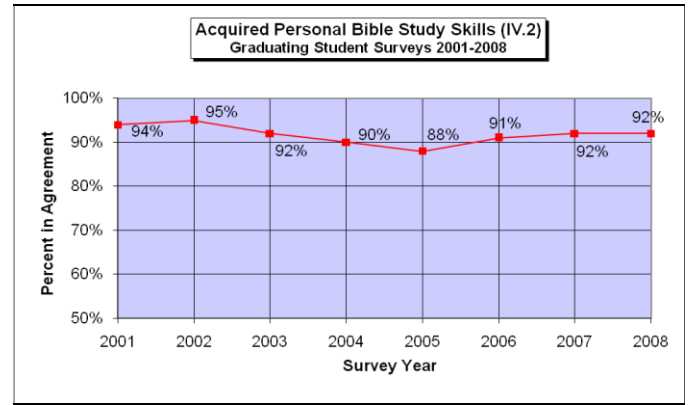
2001-2008 Survey Results

Graph 21, parts 1 to 26, depict each item's average over eight 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.

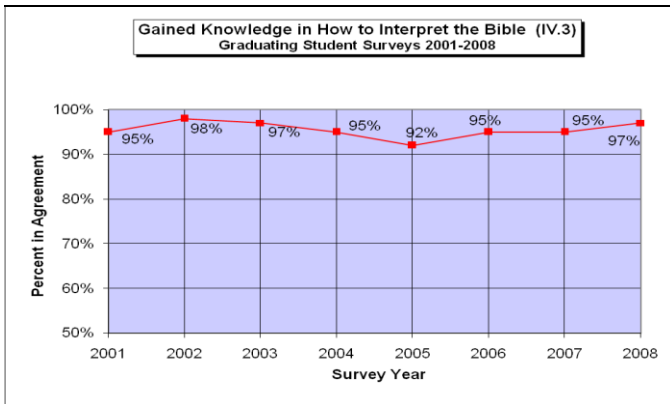
Graph 21-1



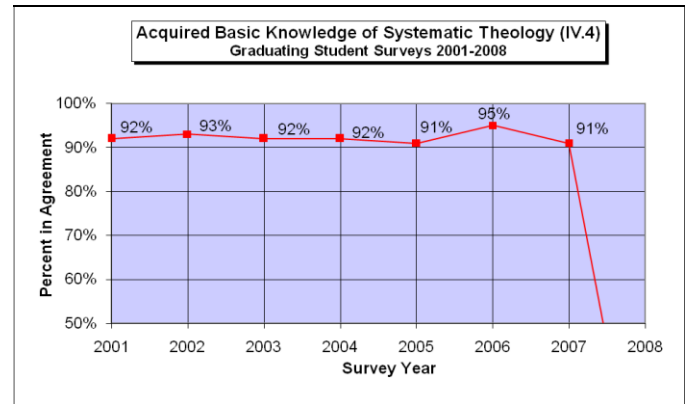
Graph 21-2



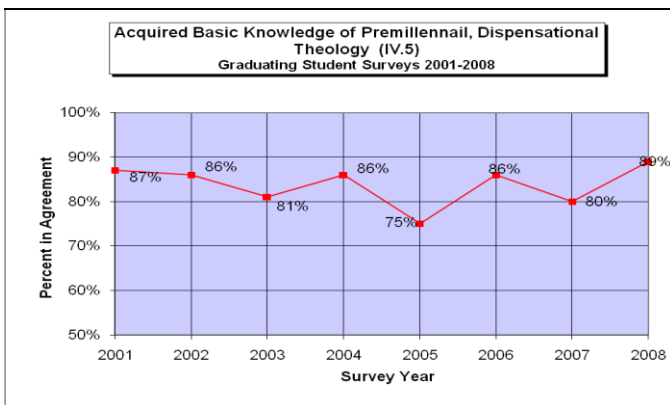
Graph 21-3



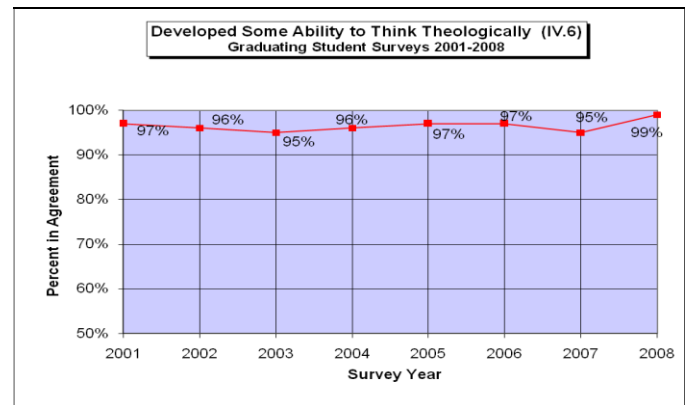
Graph 21-4 (08 Data Unavailable)



Graph 21-5

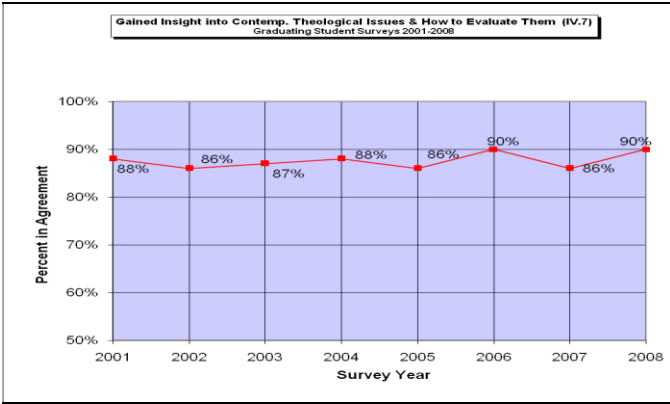


Graph 21-6

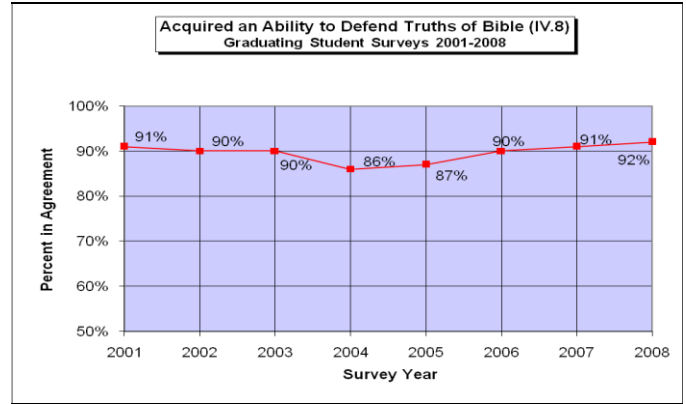




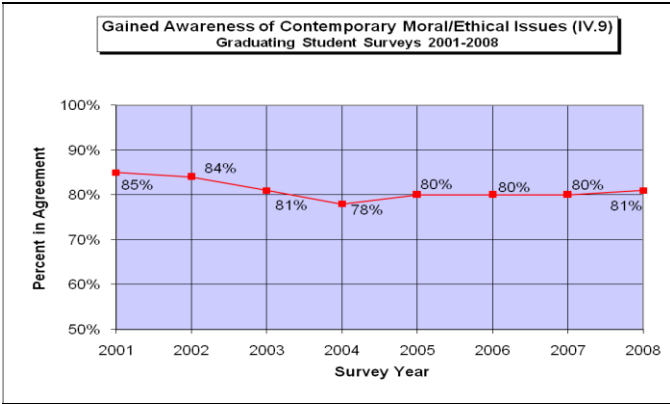
Graph 21-7



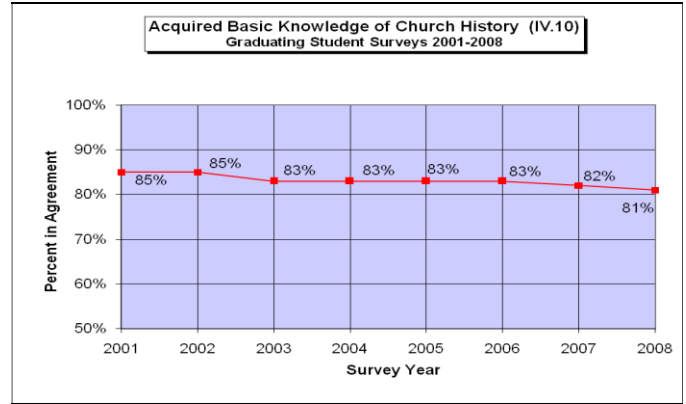
Graph 21-8



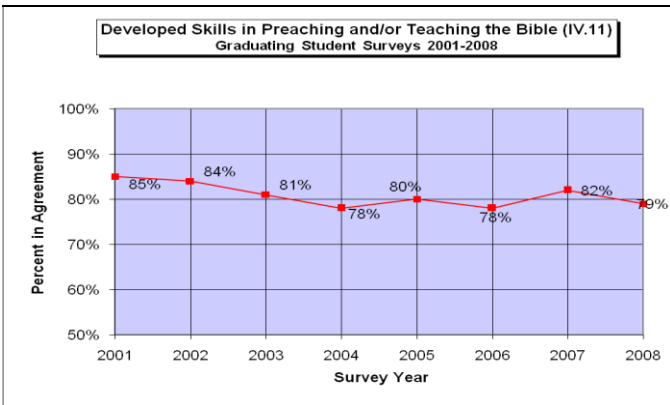
Graph 21-9



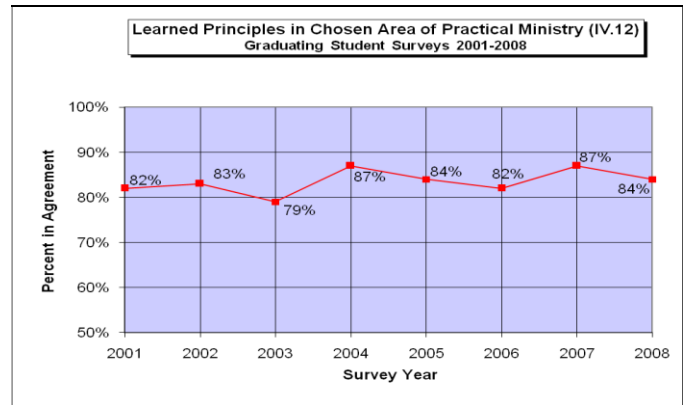
Graph 21-10



Graph 21-11



Graph 21-12





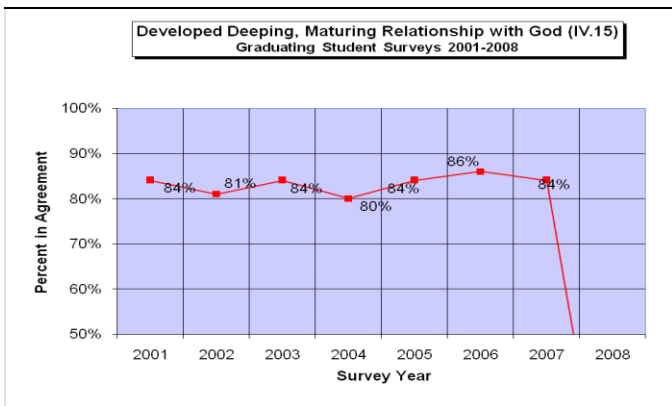
Graph 21-13



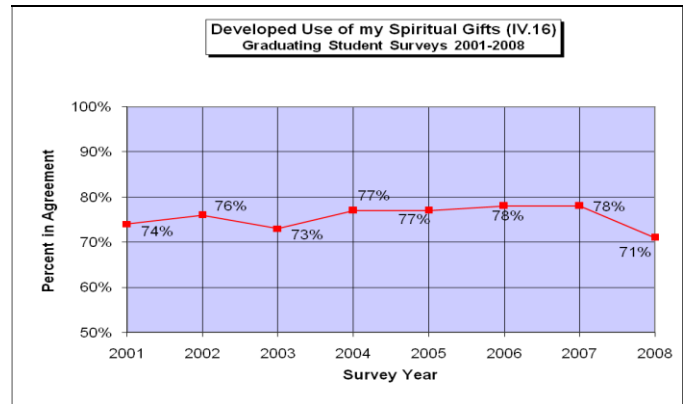
Graph 21-14



Graph 21-15(08 Data Unavailable)



Graph 21-16



Graph 21-17



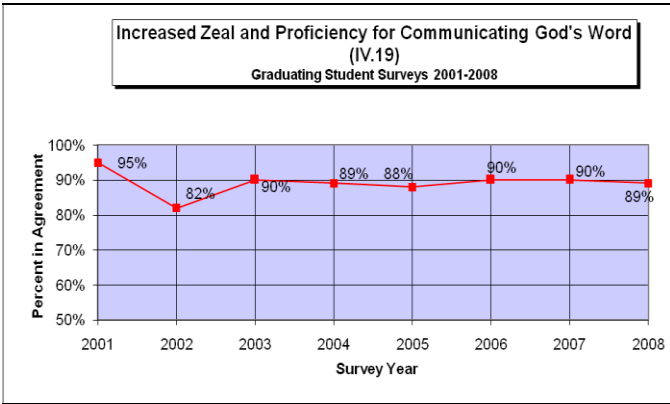
Graph 21-18







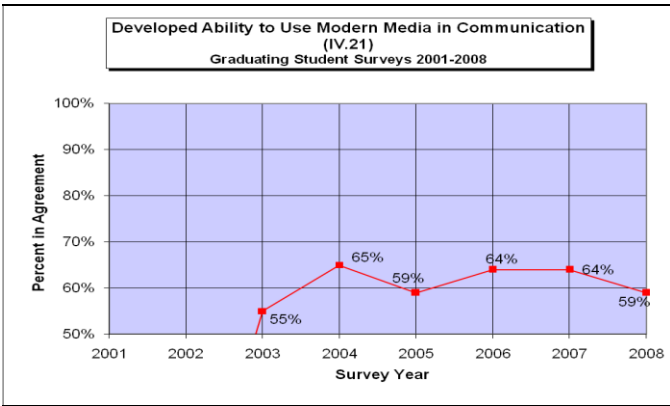
Graph 21-19



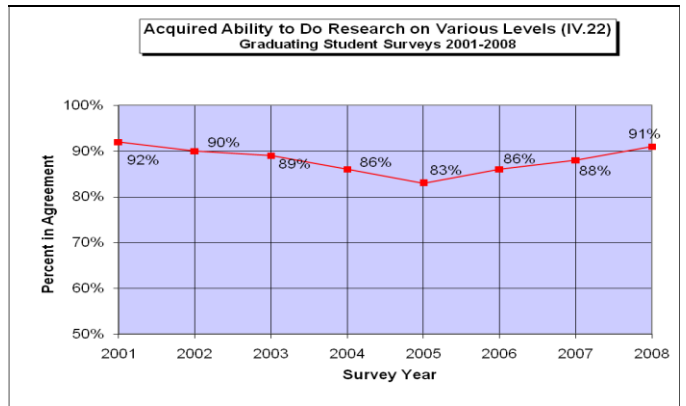
Graph 21-20



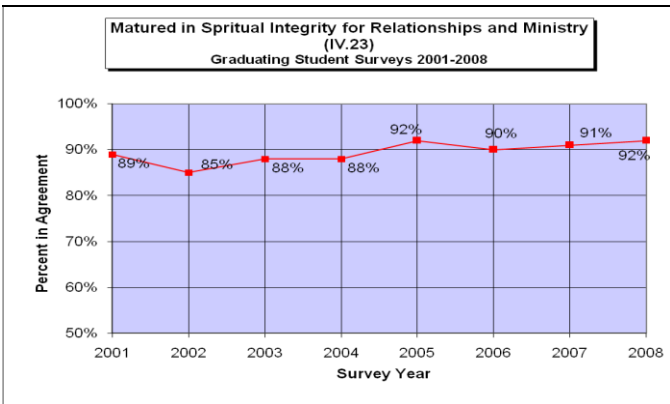
Graph 21-21



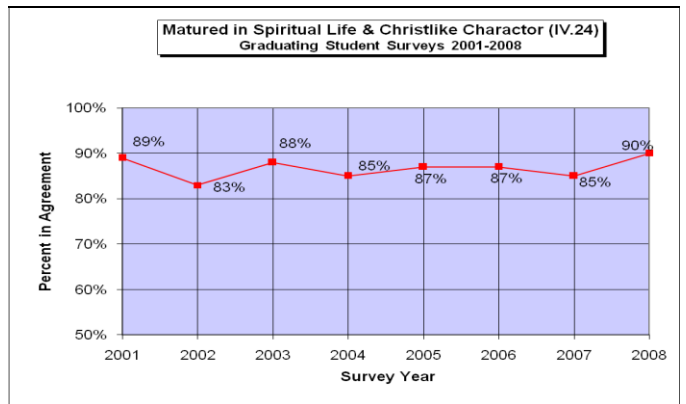
Graph 21-22



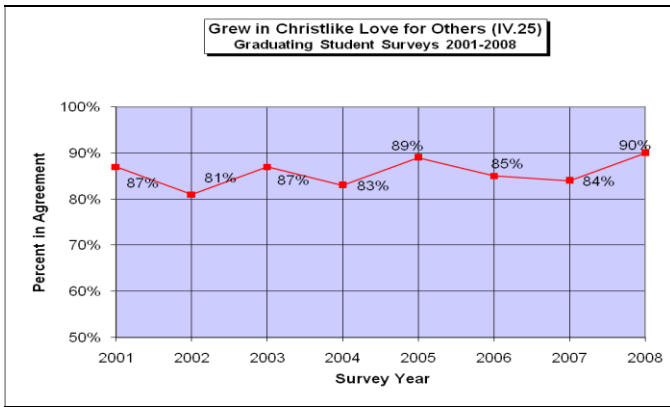
Graph 21-23



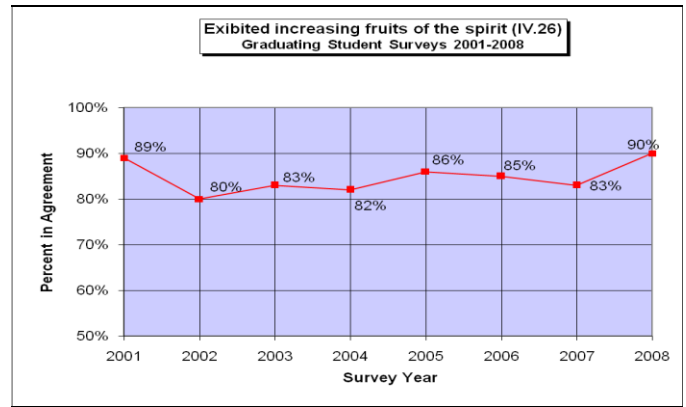
Graph 21-24



Graph 21-25



Graph 21-26



**Analysis of 2008 Data by Demographic Group**

Tables 20 through 32 break out the averages and the agreement percentages of various subpopulations in the 2008 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**  
 2008 Graduate Student Survey , N = 78, in the order asked on the survey  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Sect.		No	07	08	07 %	08 %
IV.	<i>During my student days at DTS, I:</i>	Resps.	Resp.	Avg.	Agree	Agreement
Item						
1	Acquired a basic knowledge of the contents of the Bible.	73	5	4.59	<b>4.52</b>	94.40% <b>95.90%</b>
2	Acquired skills in personal Bible study.	73	5	4.59	<b>4.47</b>	91.20% <b>91.70%</b>
3	Gained knowledge in how to interpret the Bible.	73	5	4.69	<b>4.59</b>	95.70% <b>97.20%</b>
4	Acquired a basic knowledge of systematic theology.	0	78	4.62	<b>0</b>	91.30% <b>0.00%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	73	5	4.09	<b>4.23</b>	75.70% <b>89.10%</b>
6	Developed some ability to think theologically.	73	5	4.75	<b>4.56</b>	95.60% <b>97.30%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	73	5	4.45	<b>4.26</b>	89.60% <b>84.90%</b>
8	Acquired an ability to defend the truths of the Bible.	73	5	4.43	<b>4.3</b>	89.50% <b>90.40%</b>
9	Gained an awareness of contemporary moral and ethical issues.	73	5	4.07	<b>3.96</b>	77.40% <b>76.70%</b>
10	Acquired a basic knowledge of the historical development of the church.	73	5	4.6	<b>4.23</b>	92.10% <b>89.00%</b>
11	Developed skills in preaching and/or teaching the Bible.	73	5	4.43	<b>4.25</b>	89.60% <b>96.60%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	73	5	4.35	<b>4.03</b>	87.90% <b>78.10%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	72	6	4.17	<b>4.01</b>	80.00% <b>79.20%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	73	5	4.4	<b>4.11</b>	85.20% <b>79.40%</b>
15	Developed a deepening, maturing relationship with God.	0	78	4.09	<b>0</b>	76.50% <b>0.00%</b>
16	Developed the use of my spiritual gifts.	73	5	4.1	<b>3.75</b>	79.20% <b>65.80%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	73	5	4.04	<b>3.89</b>	76.50% <b>76.70%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	73	5	4.15	<b>3.96</b>	79.10% <b>76.70%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	73	5	4.46	<b>4.25</b>	92.10% <b>89.10%</b>
20	Gained some experience in actual ministry.	73	5	4.29	<b>4.21</b>	83.50% <b>83.60%</b>
21	Developed ability to use modern media in communication.	73	5	3.54	<b>3.59</b>	57.40% <b>54.70%</b>
22	Acquired ability to do research on various levels.	73	5	4.46	<b>4.32</b>	92.20% <b>91.80%</b>
23	Matured in spiritual integrity for relationships and ministry.	73	5	4.33	<b>4.15</b>	89.50% <b>86.30%</b>
24	Matured in spiritual life and Christlike character.	73	5	4.16	<b>4.04</b>	79.20% <b>83.60%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	73	5	4.11	<b>4.12</b>	77.20% <b>89.00%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	73	5	4.09	<b>4.08</b>	75.60% <b>86.30%</b>

Table 21.  
 Summary of Graduate Agreement with Seminary Goals: **MA/CGS only**  
 2008 Graduate Student Survey , N = 108, in the order asked on the survey  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Item	<i>During my student days at DTS, I:</i>	No Resps.	07 Resp.	08 Avg.	07 % Agree	08 % Agree
1	Acquired a basic knowledge of the contents of the Bible.	97	11	4.67	<b>4.68</b>	96.20% <b>99.00%</b>
2	Acquired skills in personal Bible study.	97	11	4.57	<b>4.46</b>	93.90% <b>91.80%</b>
3	Gained knowledge in how to interpret the Bible.	98	10	4.64	<b>4.6</b>	95.40% <b>94.90%</b>
4	Acquired a basic knowledge of systematic theology.	0	108	4.65	<b>0.0</b>	94.60% <b>0.00%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	96	12	4.39	<b>4.42</b>	87.80% <b>92.70%</b>
6	Developed some ability to think theologically.	98	10	4.61	<b>4.63</b>	94.70% <b>100.00%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	97	11	4.29	<b>4.37</b>	84.00% <b>93.90%</b>
8	Acquired an ability to defend the truths of the Bible.	97	11	4.41	<b>4.42</b>	92.30% <b>93.80%</b>
9	Gained an awareness of contemporary moral and ethical issues.	98	10	4.31	<b>4.19</b>	84.00% <b>89.80%</b>
10	Acquired a basic knowledge of the historical development of the church.	95	13	4.09	<b>4.09</b>	76.30% <b>74.70%</b>
11	Developed skills in preaching and/or teaching the Bible.	92	16	4.01	<b>4.01</b>	76.40% <b>72.90%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	95	13	4.25	<b>4.25</b>	84.70% <b>87.40%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	94	14	4.07	<b>4.07</b>	76.90% <b>84.10%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	95	13	4.35	<b>4.35</b>	87.80% <b>78.90%</b>
15	Developed a deepening, maturing relationship with God.	0	108	4.38	<b>0</b>	88.60% <b>0.00%</b>
16	Developed the use of my spiritual gifts.	94	14	4.07	<b>4.07</b>	75.50% <b>76.60%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	95	13	4.13	<b>4.13</b>	84.70% <b>77.90%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	96	12	4.06	<b>4.06</b>	80.20% <b>78.20%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	98	10	4.35	<b>4.35</b>	87.00% <b>89.80%</b>
20	Gained some experience in actual ministry.	98	10	4.26	<b>4.26</b>	81.60% <b>82.60%</b>
21	Developed ability to use modern media in communication.	95	13	3.83	<b>3.83</b>	67.10% <b>64.30%</b>
22	Acquired ability to do research on various levels.	97	11	4.16	<b>4.16</b>	84.00% <b>92.80%</b>
23	Matured in spiritual integrity for relationships and ministry.	98	10	4.41	<b>4.41</b>	90.80% <b>96.00%</b>
24	Matured in spiritual life and Christlike character.	98	10	4.35	<b>4.35</b>	89.30% <b>94.90%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	98	10	4.3	<b>4.3</b>	89.20% <b>90.90%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	96	12	4.27	<b>4.27</b>	87.80% <b>91.60%</b>



Table 22.  
 Summary of Graduate Agreement with Seminary Goals: **Main Dallas campus only**  
 2008 Graduate Student Survey , N = 187, in the order asked on the survey  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Sect. IV. Item	<i>During my student days at DTS, I:</i>	No Resps.	07 Resp.	08 Avg.	07 % Agree	08 % Agreement	
1	Acquired a basic knowledge of the contents of the Bible.	172	15	4.59	<b>4.55</b>	93.7%	<b>95.3%</b>
2	Acquired skills in personal Bible study.	172	15	4.56	<b>4.44</b>	91.9%	<b>90.7%</b>
3	Gained knowledge in how to interpret the Bible.	173	14	4.65	<b>4.59</b>	95.0%	<b>96.5%</b>
4	Acquired a basic knowledge of systematic theology.	0	187	4.58	<b>0.00</b>	89.9%	<b>00.0%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	172	15	4.16	<b>4.27</b>	78.0%	<b>87.8%</b>
6	Developed some ability to think theologically.	173	14	4.67	<b>4.60</b>	94.0%	<b>98.9%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	173	14	4.35	<b>4.30</b>	85.7%	<b>88.5%</b>
8	Acquired an ability to defend the truths of the Bible.	172	15	4.41	<b>4.33</b>	89.8%	<b>91.3%</b>
9	Gained an awareness of contemporary moral and ethical issues.	173	14	4.16	<b>4.06</b>	79.3%	<b>81.5%</b>
10	Acquired a basic knowledge of the historical development of the church.	168	19	4.29	<b>4.14</b>	81.1%	<b>80.4%</b>
11	Developed skills in preaching and/or teaching the Bible.	166	21	4.19	<b>4.11</b>	80.2%	<b>78.4%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	169	18	4.29	<b>4.17</b>	86.1%	<b>84.1%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	168	19	4.13	<b>4.08</b>	78.0%	<b>78.0%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	170	17	4.33	<b>4.13</b>	84.8%	<b>80.3%</b>
15	Developed a deepening, maturing relationship with God.	0	187	4.19	<b>0.00</b>	81.9%	<b>00.0%</b>
16	Developed the use of my spiritual gifts.	171	16	4.04	<b>3.94</b>	75.1%	<b>70.7%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	171	16	4.07	<b>3.99</b>	78.9%	<b>76.6%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	172	15	4.09	<b>4.05</b>	77.6%	<b>77.9%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	173	14	4.37	<b>4.33</b>	88.2%	<b>87.8%</b>
20	Gained some experience in actual ministry.	172	15	4.26	<b>4.18</b>	81.0%	<b>83.1%</b>
21	Developed ability to use modern media in communication.	171	16	3.71	<b>3.63</b>	63.3%	<b>57.9%</b>
22	Acquired ability to do research on various levels.	172	15	4.32	<b>4.33</b>	87.8%	<b>90.7%</b>
23	Matured in spiritual integrity for relationships and ministry.	173	14	4.36	<b>4.29</b>	90.3%	<b>91.3%</b>
24	Matured in spiritual life and Christlike character.	173	14	4.25	<b>4.24</b>	84.4%	<b>89.0%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	173	14	4.20	<b>4.23</b>	83.0%	<b>89.6%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	172	15	4.18	<b>4.19</b>	81.9%	<b>89.0%</b>

Table 23.  
 Summary of Graduate Agreement with Seminary Goals: **Extension campuses only**  
 2008 Graduate Student Survey , N = 26, **in the order asked on the survey**  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Sect.	<i>During my student</i>		No	07	08	07 %	08 %
IV.	<i>days at DTS, I:</i>	Resps.	Resp.	Avg.	Avg.	Agree	Agreement
Item							
1	Acquired a basic knowledge of the contents of the Bible.	23	3	4.84	<b>4.72</b>	100.0%	<b>100.0%</b>
2	Acquired skills in personal Bible study.	23	3	4.79	<b>4.61</b>	100.0%	<b>100.0%</b>
3	Gained knowledge in how to interpret the Bible.	23	3	4.68	<b>4.75</b>	94.8%	<b>95.6%</b>
4	Acquired a basic knowledge of systematic theology.	26	0	4.84	<b>0.00</b>	100.0%	<b>00.0%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	22	4	4.79	<b>4.58</b>	100.0%	<b>95.5%</b>
6	Developed some ability to think theologically.	23	3	4.68	<b>4.63</b>	100.0%	<b>100.0%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	22	4	4.42	<b>4.47</b>	89.5%	<b>100.0%</b>
8	Acquired an ability to defend the truths of the Bible.	23	3	4.58	<b>4.57</b>	94.8%	<b>100.0%</b>
9	Gained an awareness of contemporary moral and ethical issues.	23	3	4.53	<b>4.39</b>	94.7%	<b>91.3%</b>
10	Acquired a basic knowledge of the historical development of the church.	23	3	4.53	<b>4.44</b>	94.7%	<b>82.6%</b>
11	Developed skills in preaching and/or teaching the Bible.	23	3	4.21	<b>4.28</b>	84.2%	<b>87.0%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	22	4	4.37	<b>4.42</b>	89.5%	<b>81.8%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	22	4	4.42	<b>4.42</b>	89.4%	<b>81.8%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	22	4	4.53	<b>4.44</b>	94.7%	<b>81.9%</b>
15	Developed a deepening, maturing relationship with God.	0	26	4.74	<b>0.00</b>	100.0%	<b>00.0%</b>
16	Developed the use of my spiritual gifts.	21	5	4.37	<b>4.42</b>	89.5%	<b>76.2%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	22	4	4.28	<b>4.33</b>	88.8%	<b>72.7%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	22	4	4.26	<b>4.28</b>	84.2%	<b>77.3%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	23	3	4.74	<b>4.72</b>	100.0%	<b>100.0%</b>
20	Gained some experience in actual ministry.	23	3	4.26	<b>4.33</b>	84.2%	<b>78.3%</b>
21	Developed ability to use modern media in communication.	21	5	4.16	<b>4.00</b>	84.2%	<b>66.7%</b>
22	Acquired ability to do research on various levels.	23	3	4.47	<b>4.36</b>	100.0%	<b>95.7%</b>
23	Matured in spiritual integrity for relationships and ministry.	23	3	4.63	<b>4.61</b>	94.8%	<b>95.7%</b>
24	Matured in spiritual life and Christlike character.	23	3	4.63	<b>4.47</b>	94.8%	<b>95.5%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	23	3	4.53	<b>4.36</b>	94.8%	<b>91.3%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	22	4	4.47	<b>4.36</b>	94.7%	<b>95.4%</b>



Table 24.

Summary of Graduate Agreement with Seminary Goals: **Dallas vs. Extension**  
 2008 Graduate Student Survey **in descending order of difference in agreement**  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Sect. IV.	<i>During my student days at DTS, I:</i>	08 Dallas Avg.	08 Ext. Avg.	08 % Dallas Agree	08 % Ext. Agree	% Δ
19	Acquired a greater zeal and proficiency for communicating God's word to others.	4.33*	4.72	87.80%	100.00%	12.2%
7	Gained insights into contemporary theological issues and how to evaluate them.	4.3**	4.47	88.50%	100.00%	11.5%
9	Gained an awareness of contemporary moral and ethical issues.	4.06	4.39	81.50%	91.30%	9.8%
2	Acquired skills in personal Bible study.	4.44	4.61	90.70%	100.00%	9.3%
21	Developed ability to use modern media in communication.	3.63	4	57.90%	66.70%	8.8%
8	Acquired an ability to defend the truths of the Bible.	4.33**	4.57	91.30%	100.00%	8.7%
11	Developed skills in preaching and/or teaching the Bible.	4.11	4.28	78.40%	87.00%	8.6%
5	Acquired a basic knowledge of premillennial, dispensational theology.	4.27	4.58	87.80%	95.50%	7.7%
24	Matured in spiritual life and Christlike character.	4.24	4.47	89.00%	95.50%	6.5%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	4.19	4.36	89.00%	95.40%	6.4%
16	Developed the use of my spiritual gifts.	3.94	4.42	70.70%	76.20%	5.5%
22	Acquired ability to do research on various levels.	4.33	4.36	90.70%	95.70%	5.0%
20	Gained some experience in actual ministry.	4.18	4.33	83.10%	78.30%	4.8%
1	Acquired a basic knowledge of the contents of the Bible.	4.55*	4.72	95.30%	100.00%	4.7%
23	Matured in spiritual integrity for relationships and ministry.	4.29	4.61	91.30%	95.70%	4.4%
17	Developed leadership skills to help meet the spiritual needs of the world.	3.99	4.33	76.60%	72.70%	3.9%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	4.08	4.42	78.00%	81.80%	3.8%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	4.17	4.42	84.10%	81.80%	2.3%
10	Acquired a basic knowledge of the historical development of the church.	4.14	4.44	80.40%	82.60%	2.2%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	4.23	4.36	89.60%	91.30%	1.7%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	4.13	4.44	80.30%	81.90%	1.6%
6	Developed some ability to think theologically.	4.6	4.63	98.90%	100.00%	1.1%
3	Gained knowledge in how to interpret the Bible.	4.59	4.75	96.50%	95.60%	0.9%
18	Developed some interpersonal skills essential for effectiveness in ministry.	4.05	4.28	77.90%	77.30%	0.6%
4	Acquired a basic knowledge of systematic theology.	0	0	0.00%	0.00%	0.0%
15	Developed a deepening, maturing relationship with God.	0	0	0.00%	0.00%	0.0%

\*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.

12 of 78 (or 15%) Th.M. and 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 26%.

11 of 135 (or 8%) 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 16%.

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

The 12 Th.M. and STM respondents (from above) answered the clarifying question thusly:

Deficiencies in the program:	3 respondents	(25%)
Both deficiencies in the program and in personal responsibilities:	7 respondents	(58%)
Deficiencies in personal responsibilities:	2 respondents	(17%)

The 11 non-Th.M. or STM respondents answered the clarifying question thusly:

Deficiencies in the program:	1 respondents	(9%)
Both deficiencies in the program and in personal responsibilities:	7 respondents	(64%)
Deficiencies in personal responsibilities:	3 respondents	(27%)

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 11, 16,

*Suggestion #2: Only allow experienced and qualified people to lead SF.* This is supported by respondents 71, 131, 202

*Suggestion #3 synthesized from this year's results: Show students how to balance academics with vibrant spiritual life* This is supported by respondents 16, 47, 149, 154, 190





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

Change the curriculum of Spiritual Formation to spiritual life disciplines and accountability. Mandate a disciple-making class(es). Have more required PM spiritual life classes and mentoring with professors. [Resp. 16]

Program is just so long that it wears on you after a while. Took a toll on my personal walk with Christ and made it a challenge to look at Christianity outside of an academic lens. [Resp 47]

The program demands so much time that it leaves little room for spiritual growth. There is nothing within the DTS program that I believe focuses on the students spiritual life. I know that spiritual life is suppose to attempt to meet this need, but from my experience it did not. Since I am a student that commutes, it left little room to build relationships with guys that stayed in Plano, Denton, Cedar Hill, etc. There was really no opportunity to fellowship and build a relationship. Also, there is such a focus on academics that integrity, and character seem to be pushed to the side. I will be spending the next couple of years getting back to the basics of having quality time with the Lord. [Resp. 51]

Spiritual Formation needs to be changed. I, and many of us are very involved in our church, which is what we are supposed to be, especially in seminary. In my church, I am super involved in an amazing community group. Spiritual Formation asked me to divide my time/life between them and my church. Spiritual Formation can never be the type of community that exists in the church and it is not fair that I was asked to do that. I did give 100% to my church community group, because that is where I felt that I was called. And so, my Spiritual Formation group suffered in that, which was not fair for them. None of them are involved in a church, so they don't have anything besides SF. So, while Spiritual Formation has great purposes, it is not fair for the students who are involved in their church and isn't that what we are supposed to be doing? [Resp.185]

# Assessment of Specific Degree Programs:

## Introduction

2008 is the eighth 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 two PhD respondents and seven DMin respondents for 2008 the doctoral programs were not included this year.

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

1. Program-specific survey items for the years it was gathered:
  - number of respondents to the question (N),
  - average or mean of the ratings on a 1-5 Likert scale, and
  - 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.)

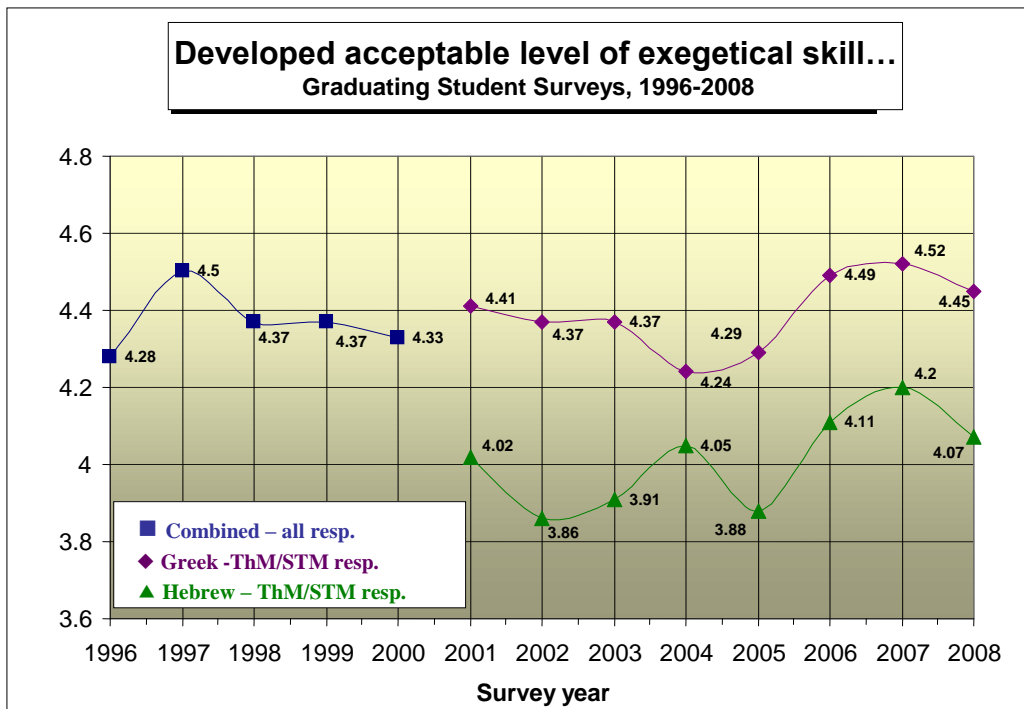
### Program-specific survey items

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.

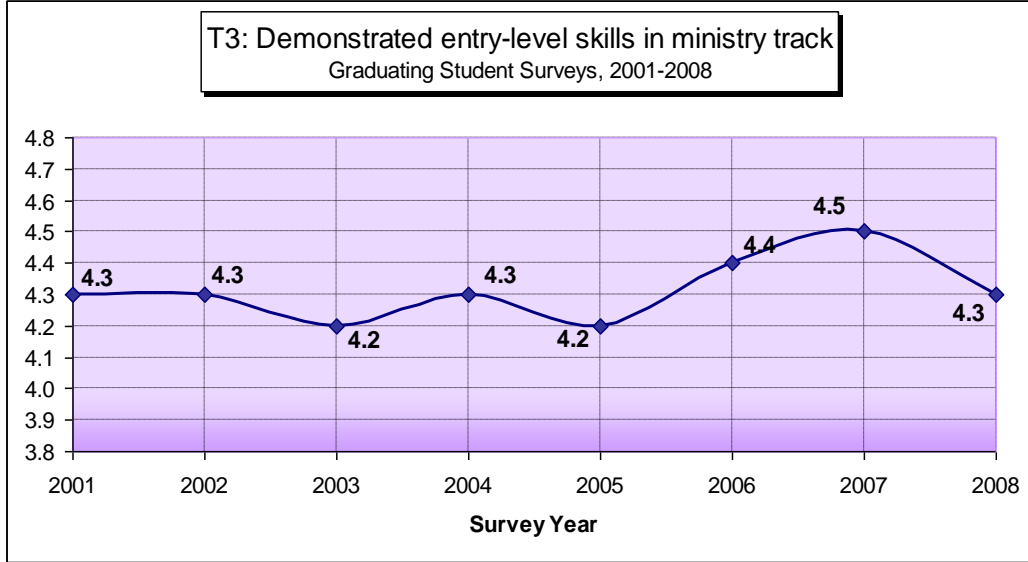
Table 25.  
ThM (and STM) program-specific questions

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%
2008	74	4.07	81%	74	4.45	97%	74	4.34	91%

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 statistically different than non-Th.M. graduates are:

Table 26

Educational Goals Self-Assessment 2008 Graduating Student Survey		ALL Non-ThM RESPONDENTS N = 135		ThM only N = 78	
		Mean	% agreed (rated 4 or 5)	Mean	% agreed (rated 4 or 5)
Qstn					
IV.	<b>During my student days at DTS, I:</b>				
16	Developed the use of my spiritual gifts.	4.08	74.8%	3.75*	65.8%
23	Matured in spiritual integrity for relationships and ministry.	4.38	95.1%	4.15*	86.3%
24	Matured in spiritual life and Christlike character.	4.38	93.5%	4.04***	83.6%

\*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 5 in the survey sample.



## **Student Suggestions for Improving the Th.M. or STM Program**

### Exegesis in general

Why can't we have one or two OT survey classes, one or two NT survey classes, and then be required to take OT and NT exegetical electives? We would learn lots more this way, we would maintain and develop our Greek and Hebrew skills, and we could still easily cover every book of the Bible...Students would learn much more information (both qualitatively and quantitatively) if we transferred more content to the OT and NT departments. [Resp. 108]

Developing two tracks for Biblical languages. One for those wanting to pursue academic and one for those wanting to pursue pastoral ministries. The pastoral ministries track would focus more on practical uses of the language and less on rote memorization of paradigms (which most people forget within a year or two)[Resp. 128]

### Old Testament exegesis specifically

Thought that the third and fourth Hebrew classes were ineffective. Felt like the fourth class was a repeat of the third and that most of what we did in that class was busy work. [Resp. 47]

I don't know if there is anything that the seminary could do. I really struggled with Hebrew and still don't feel very comfortable with my own assessment of the text. I do feel I could evaluate academic commentaries and will probably have to rely on much of their work. [Resp. 63]

Hebrew needs to be longer over the course of the student. I knew a good year of Greek before coming so that helped. But the languages really need about 4 days of classes (not two) a week for the first year. The more consistently you are in the language the more it is learned. In fact, six sentences a day and vocab quizzes and one hour of class 4 times a week is perfect. But that is not what is offered at DTS. This can be done with classes offered early in the morning (end by 8:30ish) or in the evening. Otherwise there is too much work for too little class time the first year of Hebrew. It needs to be medium/manageable workload and class time more frequently. As far as the prep side preaching classes and teaching classes should be increased a bit more. Preaching needs to tie the theology of man and sin and what is faith and how to grow it and hermeneutics better to its courses. Otherwise it is just a cheap method that is aimless in achieving its goals. I also think more practice in teaching to specific learning styles would be helpful... There needs to be an abbreviated track for those who have a Biblical studies undergrad degree.[Resp. 80]

Why do we only take 10 hours of Hebrew language (the two hours of OTI don't count) when we take 15 of Greek????? This is unfair. We should get 15 hours of Hebrew as well as 15 hours of Greek...or at least we should require 12 and 12. Greek is a more highly inflected language which means that it is actually easier to interpret correctly. Hebrew is less inflected which means that it is more difficult to interpret correctly. If there must be a discrepancy in the credit hours of language taken, then the discrepancy is currently backwards. If anything, students should take more Hebrew since they have to really know a language with less morphology in order to interpret it correctly. [Resp. 108]

I feel like I need more work in Hebrew, but I feel like it is my responsibility to work hard to continue to learn in this area. [Resp. 156]

### Ministry preparation and field education

With most of the items that I gave a neutral it is because I came in with an undergraduate degree in Bible and Theology plus five years of full-time Senior Pastoral experience. It seems that the DTS Th.M. program is designed for students who have a secular undergraduate degree and little ministry experience. So for me, the program did little to enhance the knowledge and skills I had already obtained. (Resp) 30

More training in Pastoral CARE for THM guys in the pastoral ministry track. Hospital visitation, home visitation, caring for the sick, care for the elderly, caring for the homeless, caring for leaders, caring for a congregation etc. This was my only disappointment with the whole of the DTS education. (Resp) 133

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

I think there is a need for a theology class which addresses comparative systems. This would be helpful so that dispensationalist is put in contrast to other approaches to theology (covenant, etc.). It seems that people have an expectation that having a ThM means I would have this knowledge and I don't feel that I do. [Resp 76]  
Specifically in terms of STM, I guess more time should be allocated for the students to grasp the subject and think over it. [Resp. 205]

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

- Regarding their exegetical skills, graduating Th.M. students for the last eight years have self-assessed their abilities in Greek higher than their abilities in Hebrew. About 81% (an decrease of 3 percentage points from last year)of Th.M. students agree that they have attained an acceptable skill level in Hebrew, compared to 97% agreement for Greek. Greek evaluations have increased in the last two years, with a seven percentage point increase 08 following a four percentage point increase the previous year.
- Th.M. graduates are less likely than other students to agree that they gained a basic knowledge of premillennial, dispensational theology; This year there was a 13 percentage point increase over last year with 89% in agreement. This is still below the MA respondents, with 92 percent in agreement.
- Th.M. graduates consider themselves better prepared than other students in church history and in preaching and teaching
- Th.M. graduates are less likely to agree that they gained and 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.
- 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. In questions 16, 23 and 24 regarding spiritual life and spiritual gifts, there was a significant difference of mean between the ThM respondents and all non ThM respondents.

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.

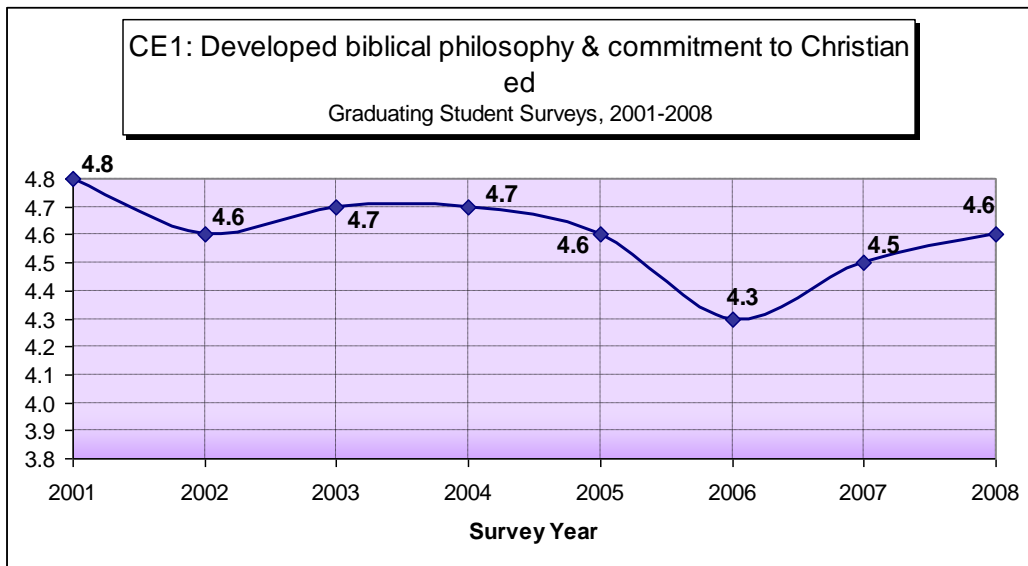
## The Master of Arts in Christian Education (M.A./CE)

### Program-specific survey items

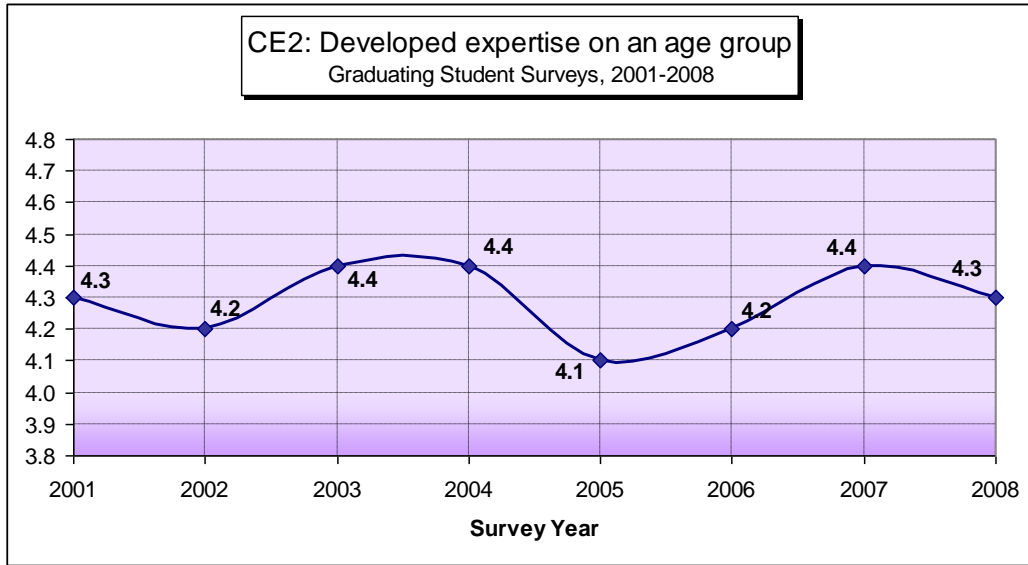
Table 27.  
M.A./CE program-specific questions

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
2008	36	4.59	94	36	4.32	88.2	36	4.38	91	36	4.59	97	36	4.35	85.3

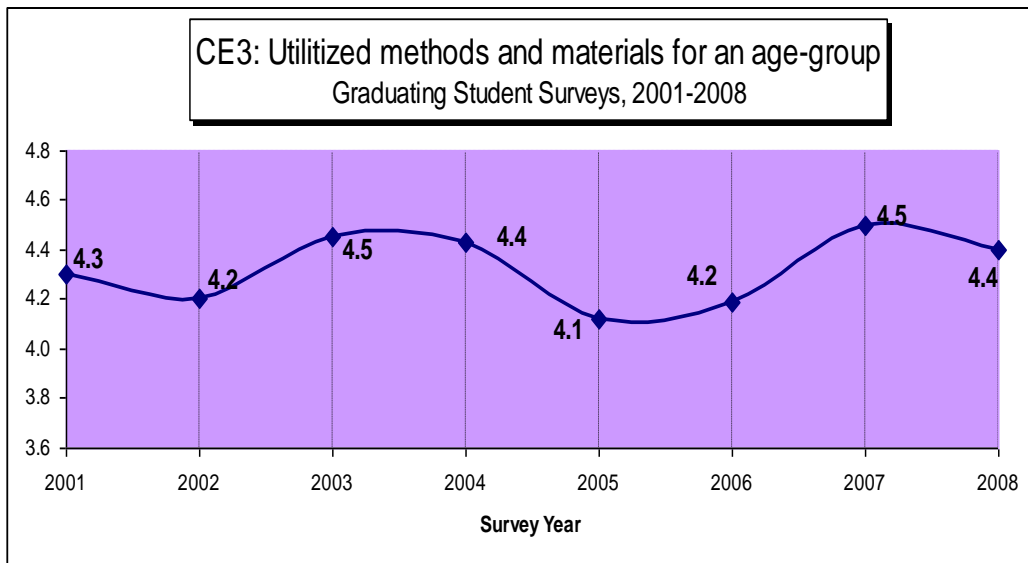
Graph 21-1.



Graph 21-2.

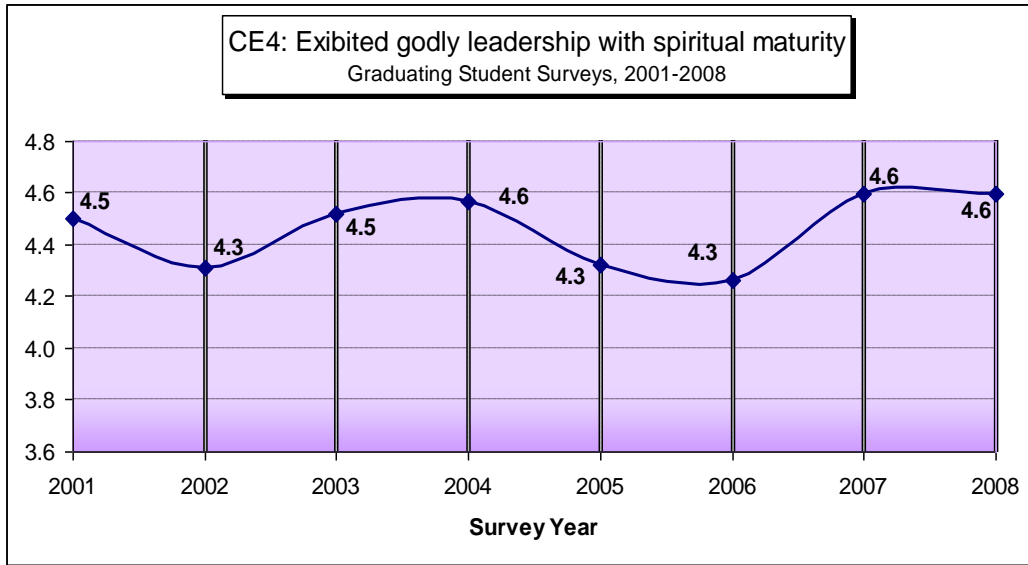


Graph 21-3.

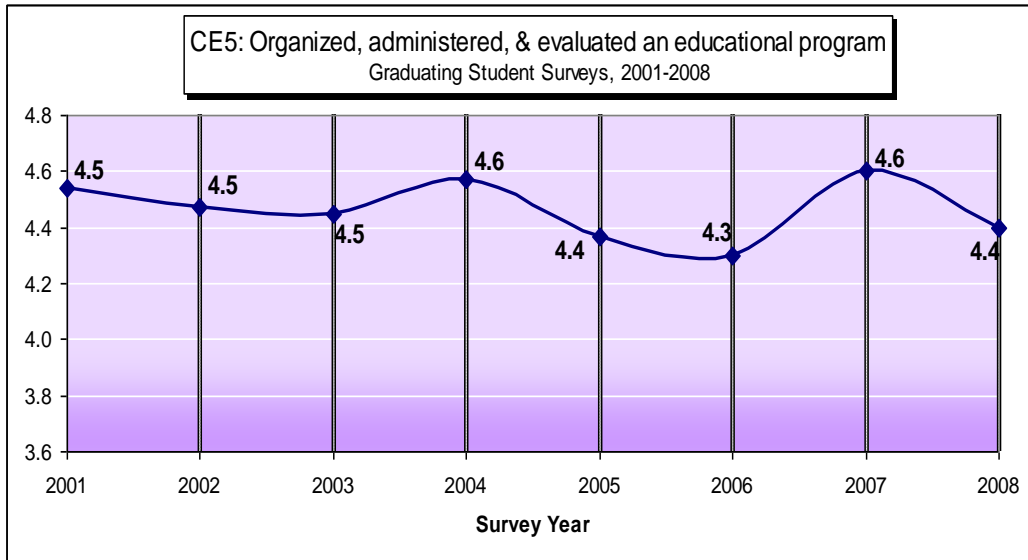




Graph 21-4.



Graph 21-5.



### **Student Suggestions For Improving the MACE Program**

As an MACE student I feel a lack of understanding of church history. I learned about being a leader, but don't feel I had much experience actually leading. This is an area I feel quite disappointed in with my time at DTS. [Resp. 113]

MACE needs to focus more on how to minister to people, outside the Sunday School model. MACE needs to require their students to take counseling classes, to learn how to deal with people and issues, and there needs to be more practical learning, outside of Sunday School. My classes all seemed to focus on Sunday School, or a church with that model. A lot of churches are moving away from that model, I am, and I felt like the DTS classes were still focusing only on this model. I am entering my ministry feeling 100% prepared in biblical knowledge and theology, but not prepared on how to directly minister to my youth and develop my parachurch ministry. [Resp. 211]

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

DTS has been a great, enriching experience for me. Because of my studies I am a different person and as a result my effectiveness in ministry has increased. I have been in school for 6 years and I have seen DTS consistently strive to make things more available to extension students. I am especially thankful for the implementation of the MACE degree in Houston [Resp. 20]

### **Analysis of M.A./CE Graduates' Responses**

- Of the five program specific questions CE1 "Developed a biblical philosophy and commitment to Christian education" showed a slight increase from last year (.07 increase in mean), with the other four questions either the same or down slightly. All the questions scores are higher than the low points for each one which occurred in 2005-06.
- MACE graduates form the subgroup with the highest level agreement with Question III.21: "developed ability to use modern media in communication." Although down seven percentage points from last year, 74% of MACE grads agreed with this question. This is fifteen percentage points higher than the 59% agreement 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 (94%), with agreement five percentage points higher than ThM students.

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

### Program-specific survey items

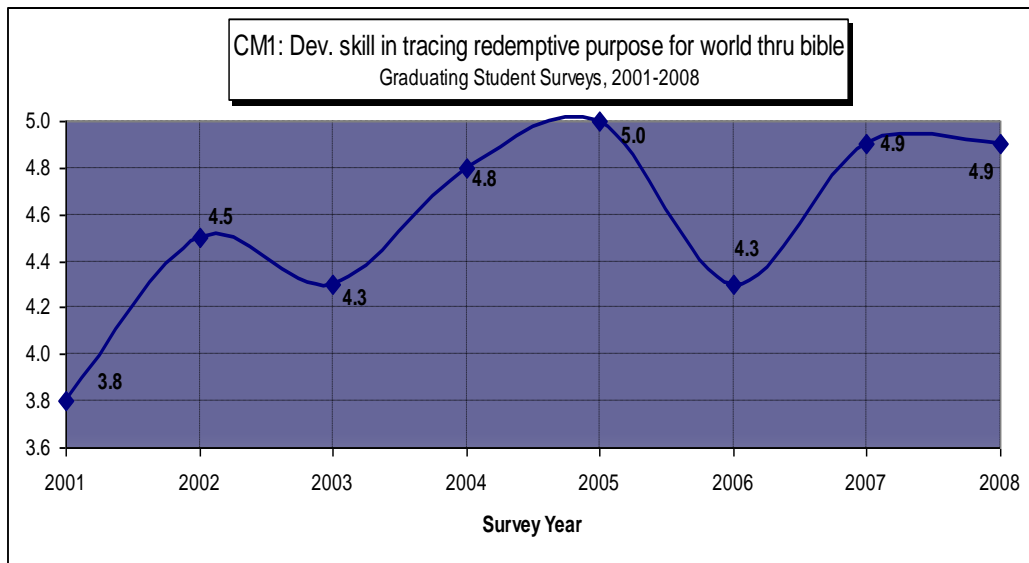
Table 28.  
MACM program-specific questions

During my student days at DTS I:

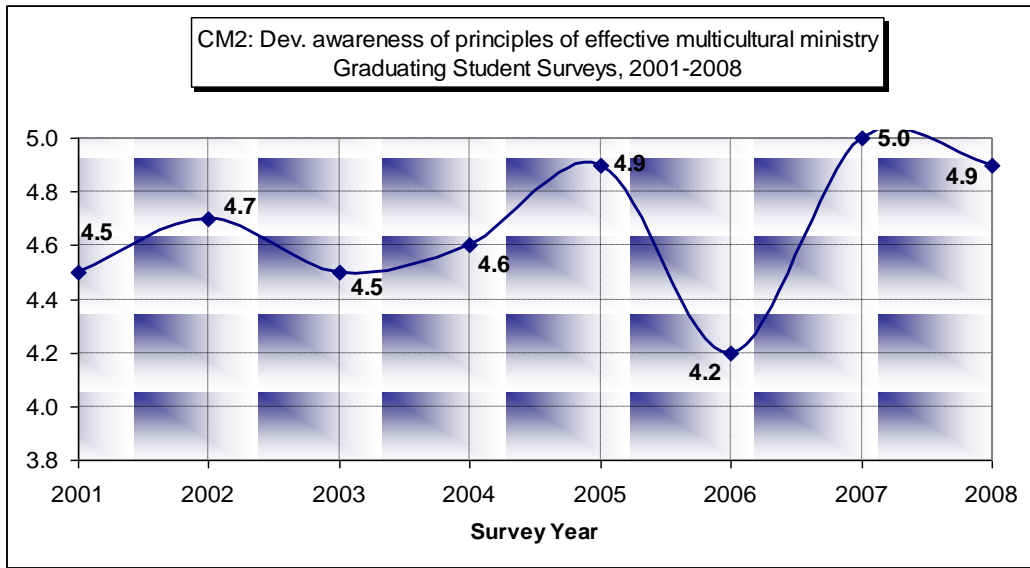
CM1: developed skill in tracing redemptive purpose for world thru Bible				CM2: developed awareness of principles of effective multicultural ministry			CM3: developed familiarity with missions-related social sciences			CM4: communicated Bible effectively in an intercultural context			CM5: developed accurate 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
2008	11	4.89	100	11	4.89	100	11	4.78	100	11	4.33	88.9	11	4.11	77.7	11	4.33	100

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

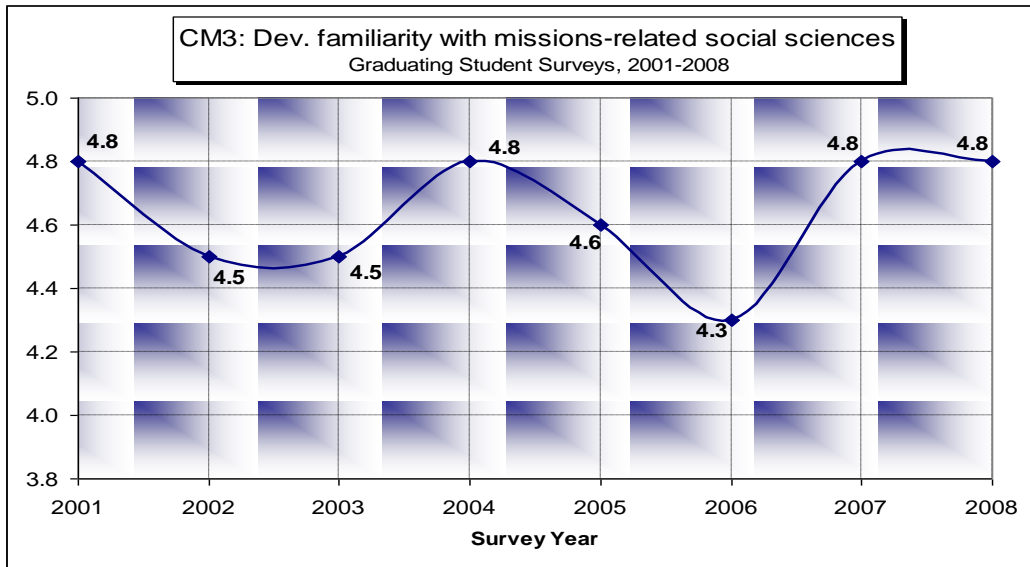
Graph 22-1.



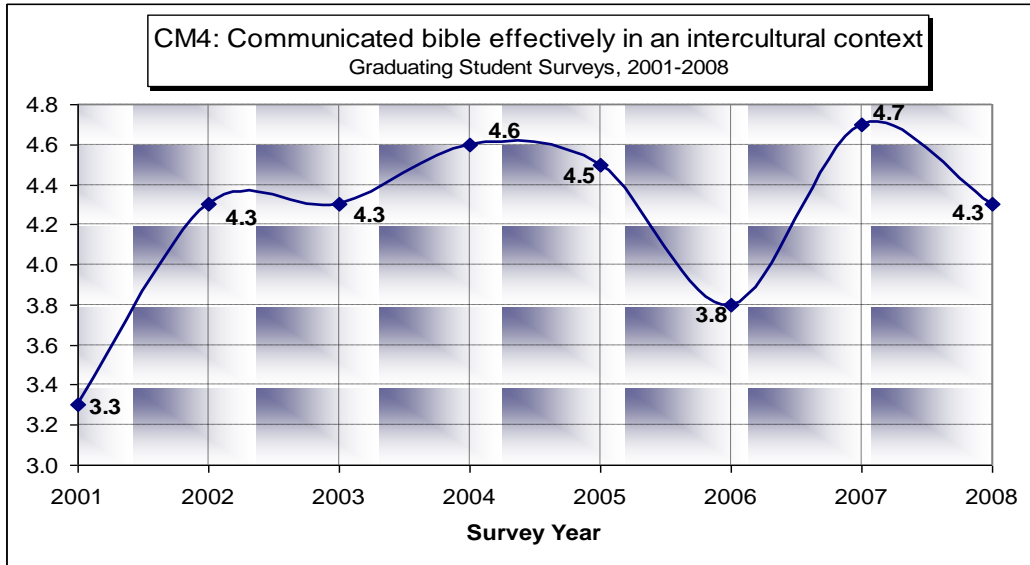
Graph 22-2.



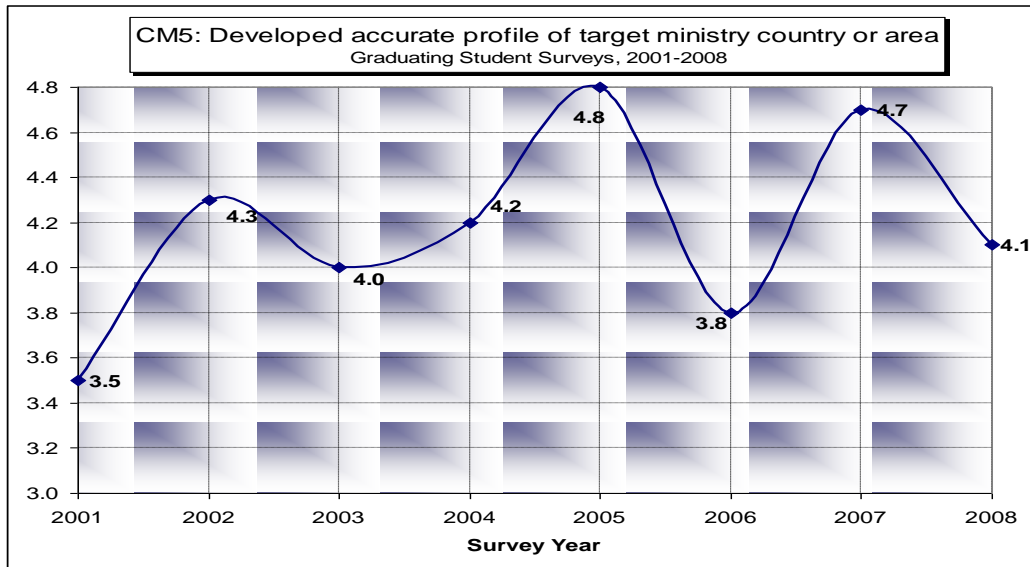
Graph 22-3.



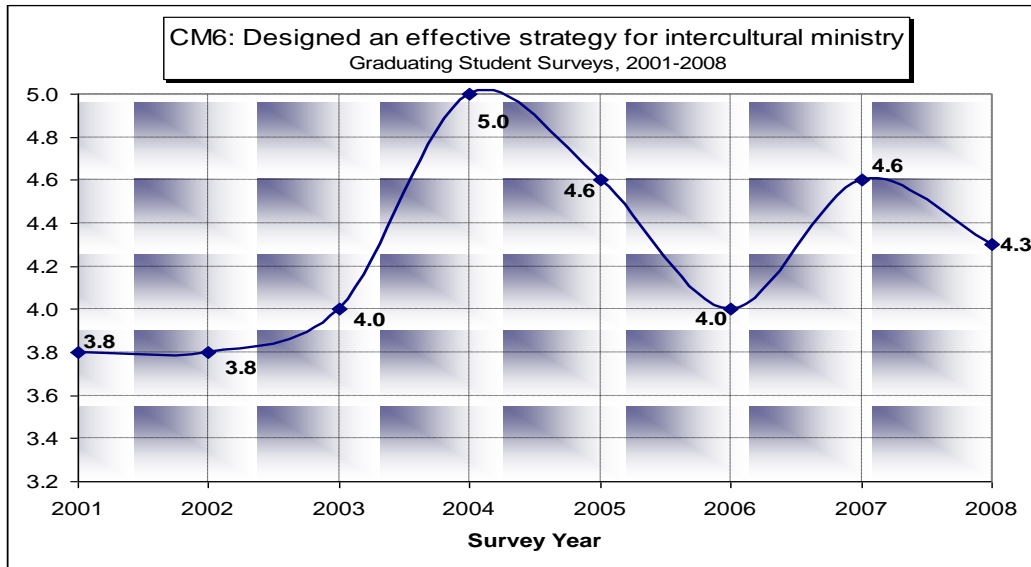
Graph 22-4.



Graph 22-5.



Graph 22-6.



### MACM Graduates' Assessment of Institutional Goals

MACM graduates unanimously agreed with 14 of the 26 questions (54%). The reliability of these scores however, is affected by the low number (N) of respondents (11 out of 25 MACM students) in the graduating class. This 44 percent response rate is 10 percentage points under the response rate for the overall graduating class.

MACM graduates reported less agreement (64%) with development of their spiritual gifts, compared to 71% agreement from all respondents.

### Student Comments Regarding the MACM Program

Powerpoint skills are kind of assumed, and not really taught. Also, more instruction in how to teach, and how to conduct Bible studies would be appreciated, even if the student in question is not going for a Th.M. I don't remember those topics even being addressed. [Resp 27]

Not sure how I would change it but Only in 1 class, not in the missions department, did I feel demanded ministry development (evangelism). It seems it should be a larger part of the seminary experience. All of my missions classes but one had requirements in that regard. [Resp 48]

The MACM program could be improved by...Creating more practical activities in real world ministry. [Resp. 208]

### Analysis of MACM Graduates' Responses

- MACM graduates responded slightly lower this year to four of the six of the program specific survey questions compared to last year. The reliability of these scores however, is affected by the low number (N) of respondents (11 out of 25 MACM students) in the graduating class.

## The Master of Arts in Biblical Counseling (MABC)

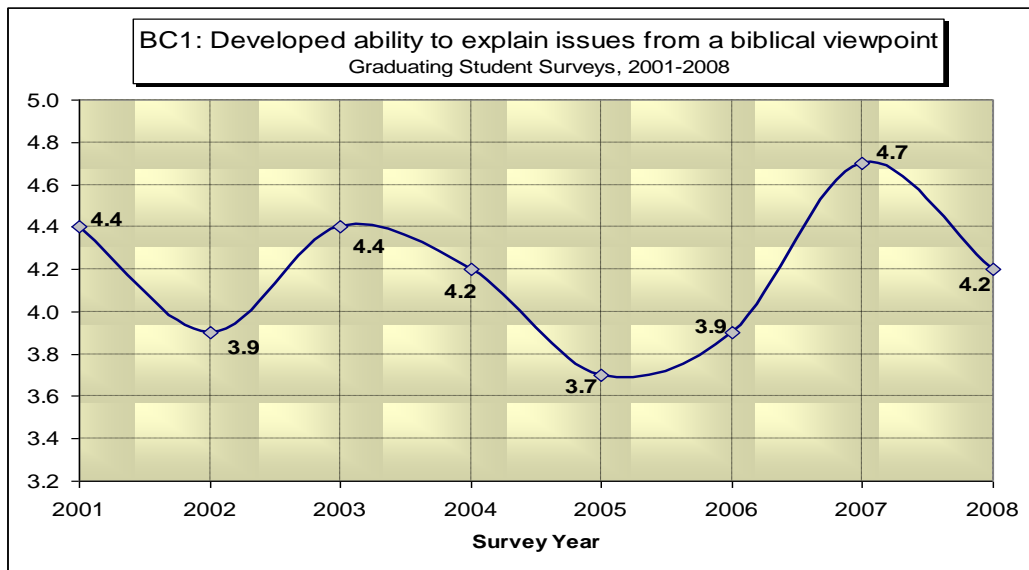
### Program-specific survey items

Table 30.  
MABC program-specific questions

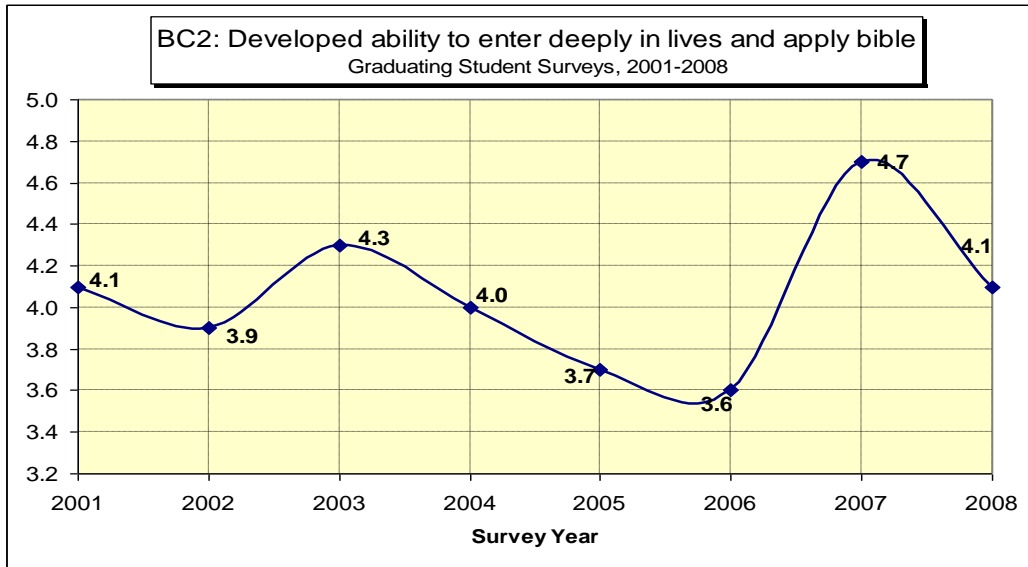
During my student days at DTS I:

BC1: developed ability to explain issues from biblical viewpoint				BC2: developed 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
2008	26	4.17	82.6	26	4.09	78	26	4.48	96	26	4.30	91	26	4.61	96	26	4.23	82

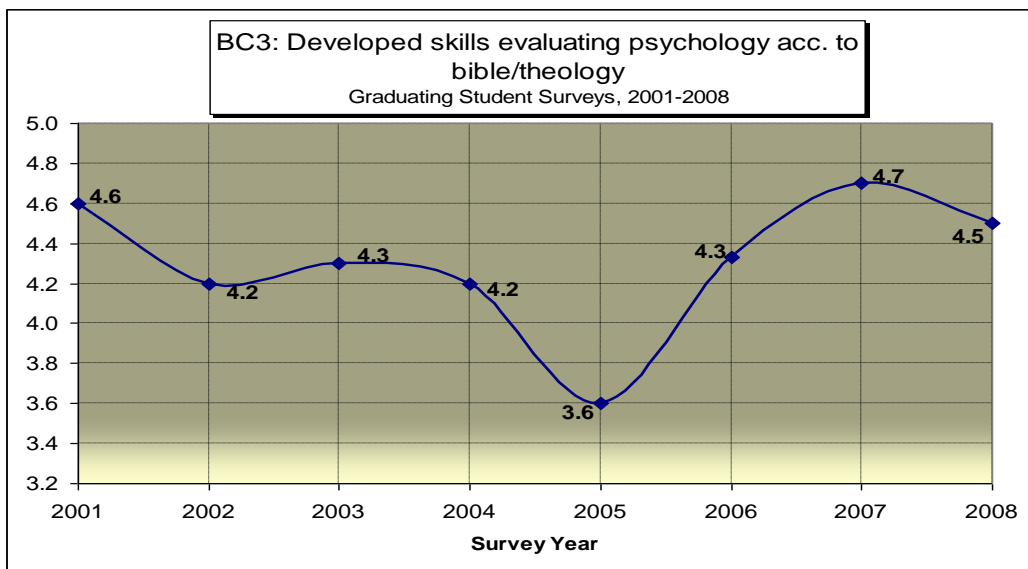
Graph 23-1.



Graph 23-2.

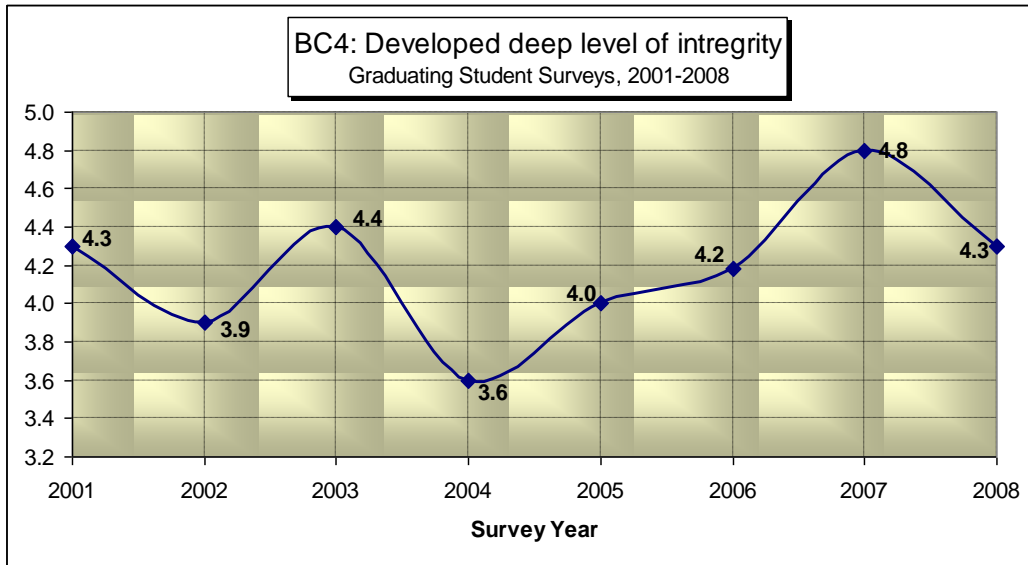


Graph 23-3.

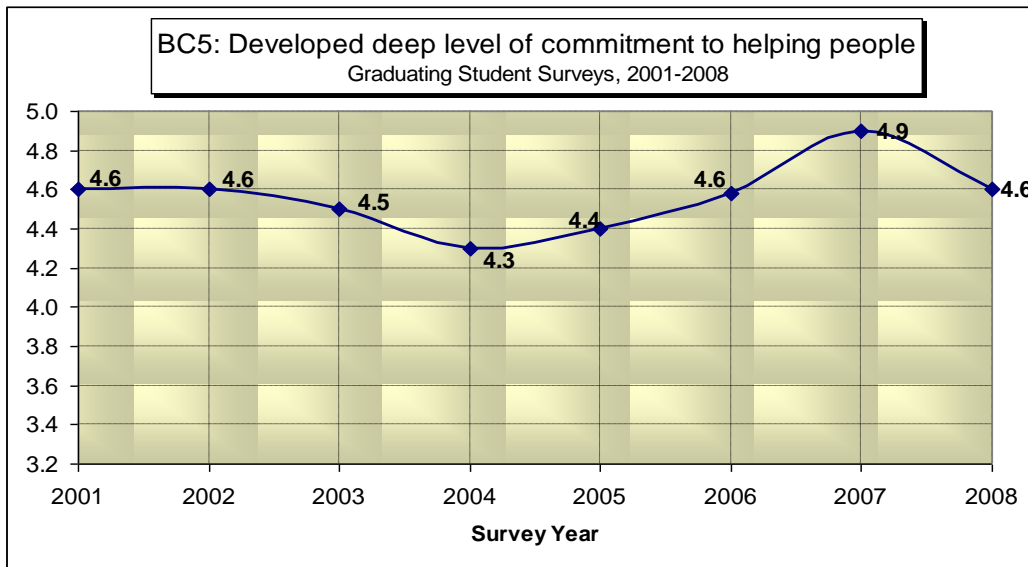




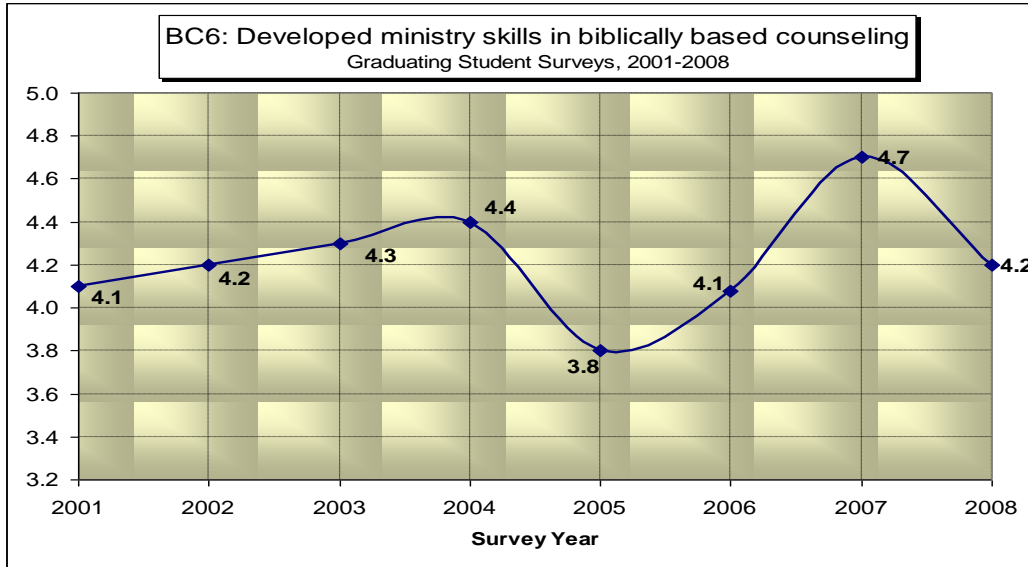
Graph 23-4.



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 = 174		MA only N = 108		MA/BC only N = 22	
Qstn		Mean	% agreed	Mean	% agreed	Mean	% agreed
<b>IV. During my student days at DTS, I:</b>							
9	Gained an awareness of contemporary moral and ethical issues.	4.05	81.0%	4.19	89.8%	4.36*	95.4%
10	Acquired a basic knowledge of the historical development of the church.	4.25	84.1%	4.09	74.7%	3.43*	52.4%

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**

The Placement Services are not developed for Counseling students so do not apply to me. This leaves me felt me feeling dissatisfied in the area of career resources[Resp.110]

In the last few semesters, I have been struck by the lack of biblical direction in the counseling classes. I understand that students are given BE and ST classes as a requirement for graduation from the BC program, but I do not see a lot of Biblical truths being stressed in dealing with counseling of a client other than the understanding that the student is to "work out" their own way of integrating the scriptures within their own modality of integrative counseling. I would like to see each class bring more scripture into how to do the work of counseling. Perhaps a class that would focus on passages to use in marital or individual counseling situation. I have stated to my instructors many times lately that I do not want a cookie cutter or formula to follow but a rough guidance of "These scriptures I have found useful when dealing with this particular issue in counseling" would be nice. [Resp. 142]

Reevaluate the required courses for the counseling program and possibly change or morph some of the classes, ie career counseling, professional development, so that they are more efficient at teaching counseling skills.[Resp. 176]

In the counseling program students are not required to take any church history classes. I think that there should be some integration of the history of the church in all programs [Resp 194]

The seminary should hire teachers to teach students...not only counselors. While the counselors are excellent at counseling techniques, this season of learning could be further enhanced by people who are passionate about teaching counseling, not just counseling. [Resp. 195]

**Analysis of MABC Graduates’ Responses**

- MABC students were less likely to agree this year that they developed ministry skills in biblically based counseling. There was a .5 reduction in mean and an 18 percentage point decrease in graduate agreement with this goal (BC6).
- MABC graduates were less likely to agree that they “acquired a greater zeal and proficiency for communicating God’s word to others” with a 16 percentage point reduction from last year.

**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%
2008	29	4.62	97%	29	4.59	100%	29	4.21	72%

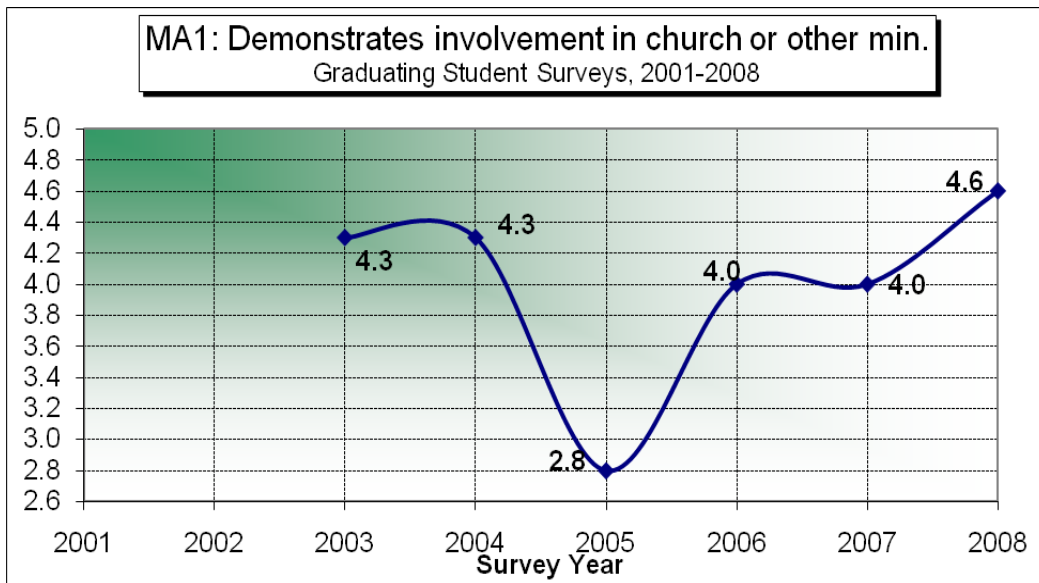
Table 32b.  
MABS and C.G.S. program-specific questions: C.G.S. respondents only

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%
2008	1	3.00	0%	1	3.00	0%	1	5.00	100%

\*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.

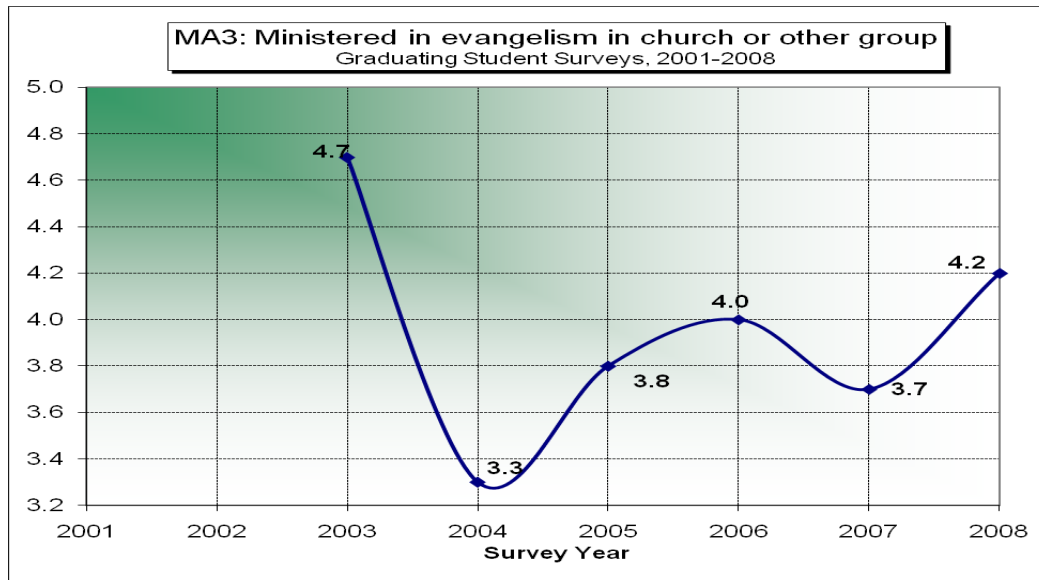


Graph 25-2.





Graph 25-3.



### 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 . . . Require or develop a leadership course that is relevant to world missions. [Resp 31]

Providing a way for the students to really explore various aspects of Christianity... Teach diverse ideas about theology. DTS has a strong view of prophesy and the events of eschatology. However, it seems as though the profs are scared that the students will turn away if they explore other theologies (liberal, pluralist, etc.) I think it would enhance our faith if we were enabled to really understand the world around us. [Resp 204]

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

- Overall the MABS student's 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. 10 "Acquired a basic knowledge of the historical development of the church", in which the MABS students agreement was 10 points above all respondents. Also Item IV.11 "Developed skills in preaching and/or teaching the bible" was expectedly 22 points below all students at 57% agreement instead of 79%.
- MABS graduates give more emphatic agreement than other students that they (IV. 1) "Acquired a basic knowledge of the contents of the bible", scoring this question at 100 percent agreement. (5 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 2008 (incl. Fall 2007)

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

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
201	F	M	NA	BL	USB	41 +	MACE	CE	
202	M	M	NA	WH	USB	26-30	MACE	CE	
203	F	M	NA	WH	USB	41 +	CGS		
204	F	M	NA	WH	VISA	25 -	MABS	BS	HO
205	F	M	NA	WH	VISA	26-30	STM	OT	
206	M	M	NA	NO	USB	26-30	STM	BE	
207	M	S	0	NO	PERM	25 -	MACE	CE	
208	M	M	NA	WH	USB	26-30	MACM	CM	
209	F	S	NA	WH	USB	26-30	NOND		
210	F	S	NA	AS	USB	25 -	MACE	CE	
211	F	S	NA	WH	NAT	25 -	MACE	CE	
212	M	M	NA	WH	USB	25 -	MACE	CE	
213	F	S	NA	HI	USB	25 -	MABS	BS	HO

### 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=Evnglism & Displshp	
CHPL=Church Planting	FAMI=Fam Life Ministry	
CHUR Church Ed Ldrshp	ID=Interdisciplinary	