



# *Graduating Student Survey*



**2009**

*Office of Institutional Research*



*Dallas Theological Seminary*

# **Graduating Student Survey 2009 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 09-10 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 2009 Survey Sample

### Survey Response Rate

<b>Population:</b>	419 graduates (approximate)
<b>Sample size (N):</b>	203
<b>Response rate:</b>	<b>50%</b> (approximate)*

---

\* The sample may include some students sent the survey who failed to graduate. It also includes some students who graduated in Spring or Summer 2008 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	139	68%
Female	64	32%
<b>Marital status</b>		
Single	45	22%
Married	158	78%
<b>Children living at home</b>		
Zero	124	62%
One	15	8%
Two	29	14%
Three	23	12%
Four	5	2%
More than four	4	2%
<b>Race or Ethnicity</b>		
African-American	14	7%
Asian American	18	9%
Hispanic American	8	4%
Caucasian American	146	75%
Native American	1	1%
Nonresident Alien	10	4%
<b>Age</b>		
Age 25 and under	6	3%
Age 26-30	77	38%
Age 31-35	37	18%
Age 36-40	24	12%
Age 41 and over	58	29%
<b>Citizenship</b>		
U.S. Citizen = Yes	186	91%
U.S. Citizen = No	17	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.	8	4%
MABS	38	19%
M.A./MC	3	2%
M.A./CE	28	14%
M.A./CE and MABS	3	1%
MABS and MACM	0	0%
MACM	13	6%
MABC	26	13%
M.A./BEL	0	0%
Th.M.	62	30%
S.T.M.	6	3%
D.Min.	11	5%
Ph.D.	1	1%
Other	4	2%
<b>Campus for majority of classes</b>		
Dallas	169	83%
Philadelphia	1	1%
Atlanta	3	2%
Houston	16	8%
Tampa Bay	3	2%
San Antonio	3	2%
Guatemala	3	2%



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	26	14%	22	11%	67	36%	42	23%
1-25%	125	66%	147	75%	107	57%	126	68%
26-50%	16	8%	21	11%	9	5%	17	8%
more than 50%	23	12%	5	3%	5	2%	1	1%
No response	13	N=190	8	N=195	15	N=188	17	N=186

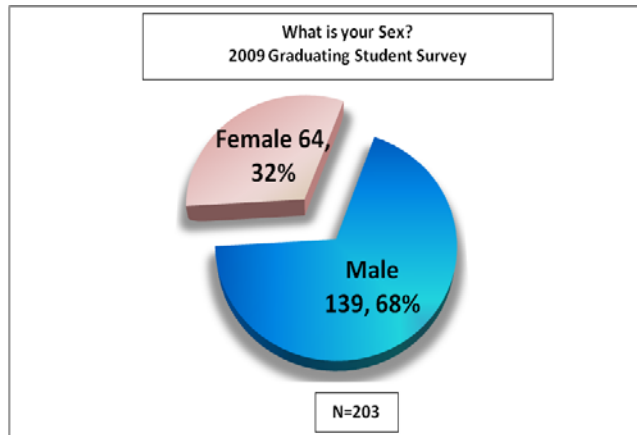
Tables 3d-e.  
Respondent living in seminary housing

	<b>No. of semesters lived . . . in residence hall</b>		<b>. . . in Swiss Tower</b>	
	No.	% of resps.	No.	% of resps.
None	160	83%	155	80%
One	5	3%	3	2%
Two	13	7%	9	5%
Three or more	14	7%	24	13%
Missing	11	N=192	9	194

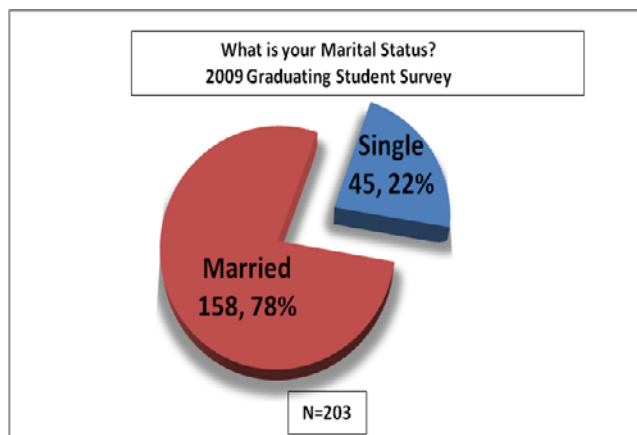
Table 3f.  
Respondent enrollment in Spiritual Formation

<b>No. of semesters completed a Spiritual Formation course</b>		
None	67	34%
One	10	5%
Two	8	4%
Three or more	110	57%
Missing	8	N=195

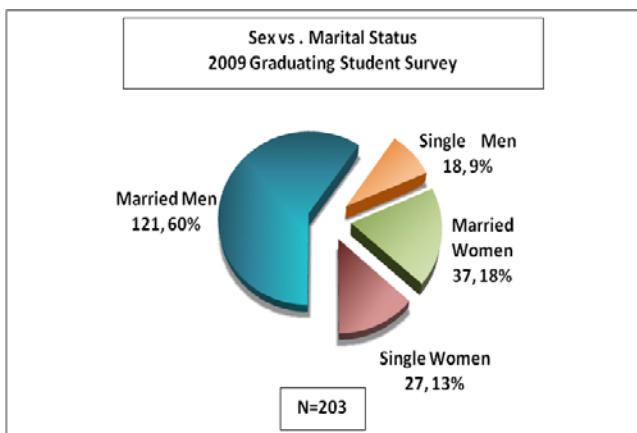
Graph 1.  
Sex



Graph 2.  
Marital Status

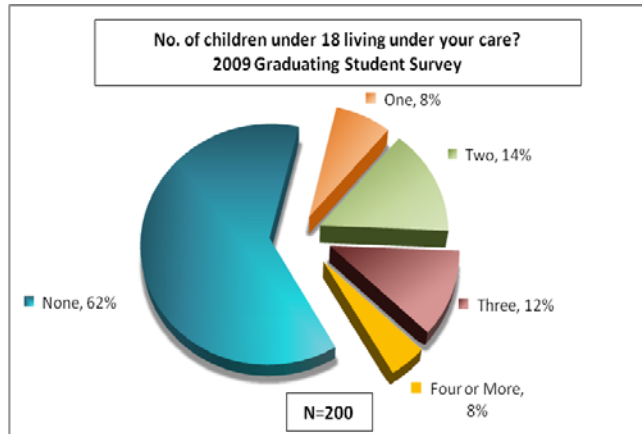


Graph 3.  
Marital Status Crosstabulated by Sex

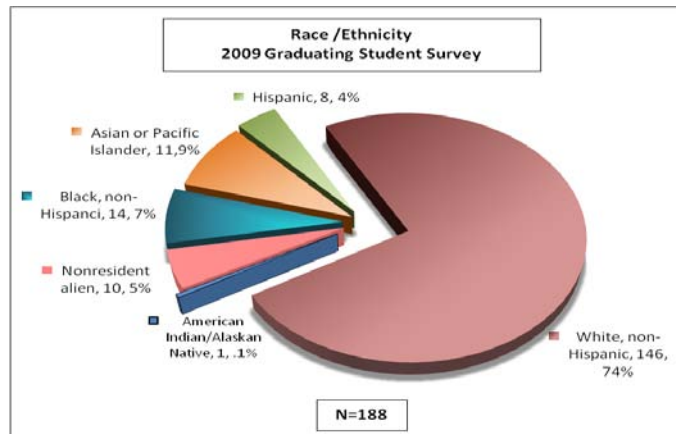




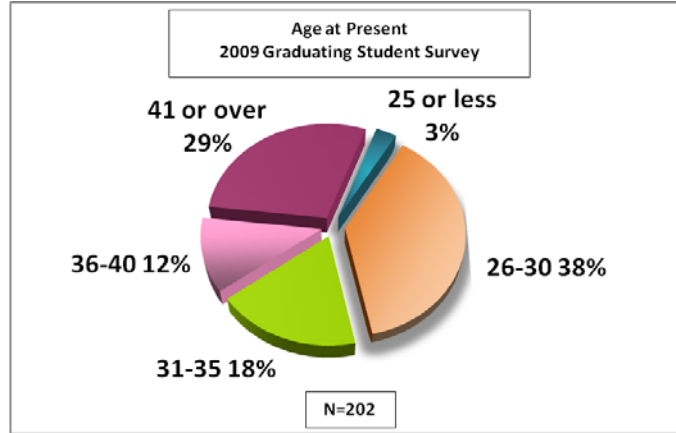
Graph 4.  
Number of Children



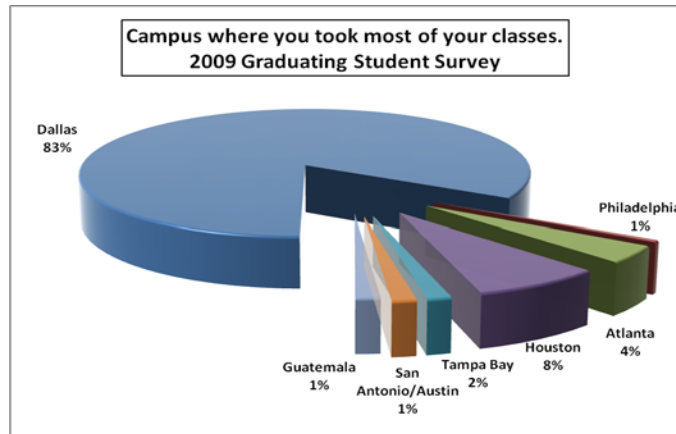
Graph 5.  
Race/Ethnicity



Graph 6.  
Age at Graduation



Graph 7.  
Campus



Graph 8.  
Academic Program





Table 4a.  
Degree Program \* Sex Cross tabulation

Degree Program	Sex		Total
	M	F	
CGS	3	5	8
MABS	27	11	38
MA/CE	15	13	28
MA/CM	8	5	13
MA/BC	7	19	26
ThM	54	8	62
STM	5	1	6
DMin	10	1	11
PhD	1	0	1
MAMC	3	0	3
MA/CE and MA(BS)	3	0	3
Other	3	1	4
Total	139	64	203

Tables 4b-c.  
Ministry tracks or majors

<u>MA/CE</u>		<u>Th/M or STM</u>	
Church Educational Leadership	9	<i>Academic Ministries:</i>	17:
Parachurch Ministry	5	Old Testament	4
Christian School Administration	1	New Testament	6
Women's Ministry	4	Bible Exposition	2
Not Specified	3	Systematic Theology	1
College Teaching	2	Historical Theology	1
Children's Ministry	1	World Missions	3
Family Life Ministry	1	Biblical Counseling	0
Educational Administration	1		
Youth Ministry	1		
		<i>Pastoral Ministry</i>	15:
<b>Total MA/CE</b>	<b>28</b>	Pastoral Leadership	9
		Church Planting	1
		Urban Ministries	0
		Chaplin	1
		Interdisciplinary (see Table 4c below)	17
		<i>Educational Leadership:</i>	2:
		Family Life Ministry	1
		Youth Ministry	2
		Not specified	19
		<b>Total ThM and STM</b>	<b>68</b>

Table 4d.  
Combinations of departments for Interdisciplinary Studies

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

### 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 2001-2009 survey samples

Percentage of graduates who were . . .	2001	2002	2003	2004	2005	2006	2007	2008	2009
Age 30 or lower	35%	41%	37%	40%	34%	40%	47%	49%	41%
Age 41 or higher	33%	27%	27%	24%	27%	30%	32%	25%	29%
Non-Caucasian	23%	25%	25%	22%	16%	20%	24%	21%	25%
Female	26%	23%	25%	20%	29%	22%	25%	28%	28%
Predominately from extensions	8%	7%	10%	6%	10%	10%	13%	12%	17%
Th.M. or S.T.M. programs	32%	44%	42%	45%	45%	47%	41%	37%	33%
D.Min. program	6%	2%	4%	5%	1%	2.4%	4%	3%	5%

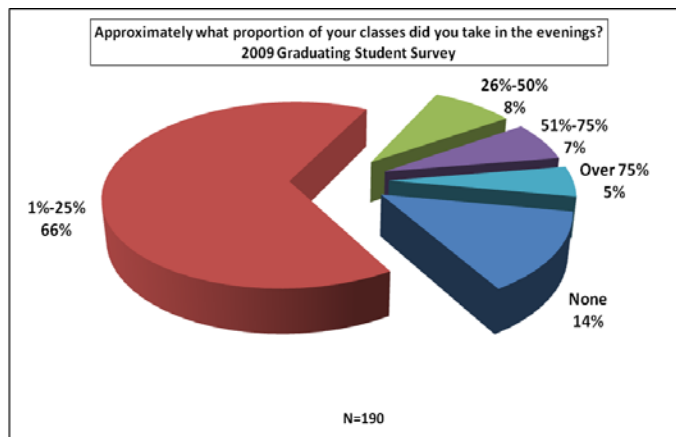
### Participation in Non-Traditional Course Scheduling

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

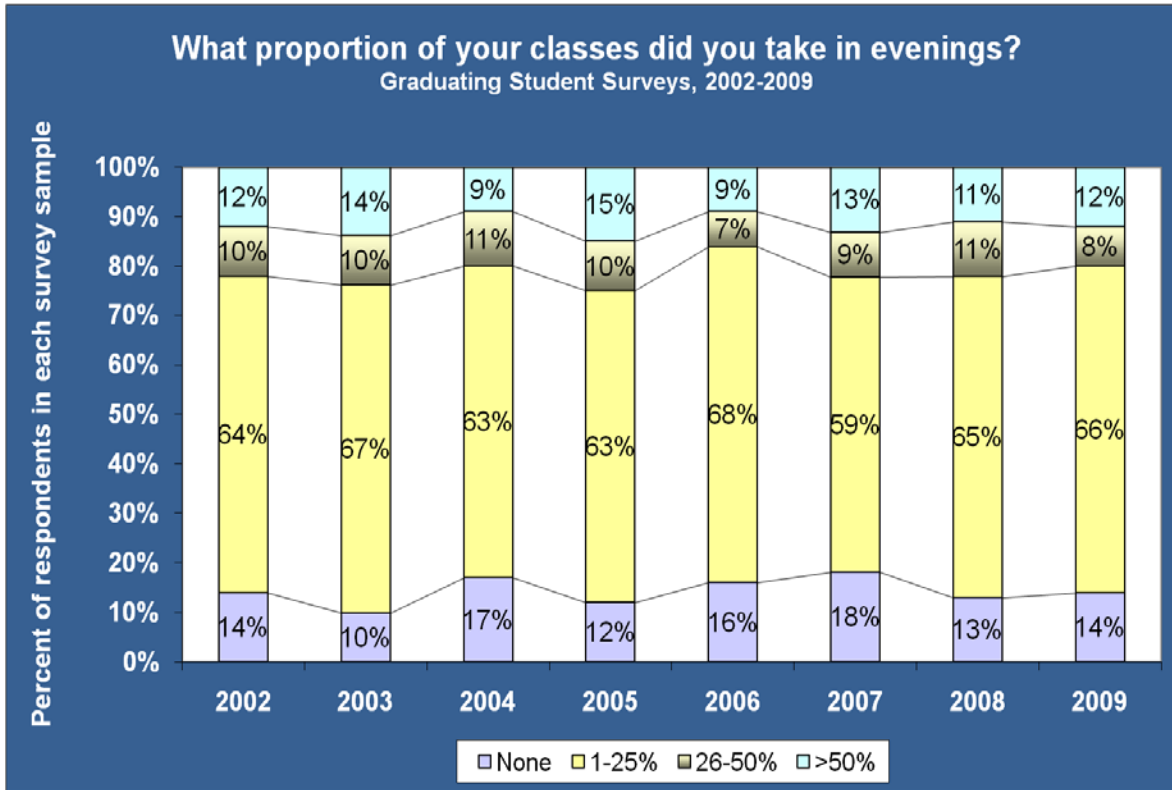
#### Evening Program

This year’s sample of graduating students indicated continued interest in evening courses. Only 14% reported taking no evening classes while 204% took over a quarter or more of their classes in the evening.

Graph 9.  
Proportion of Evening Courses in Curriculum of Graduating Students, 2009



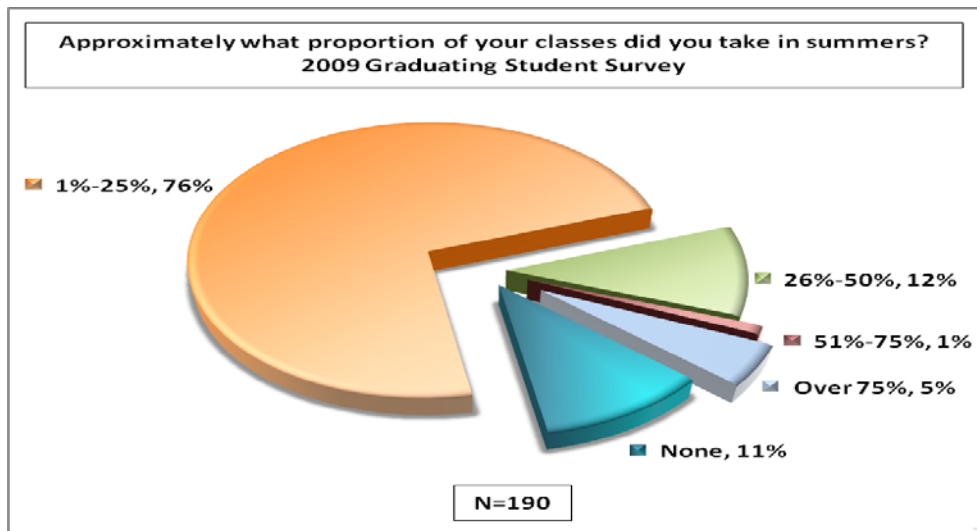
Graph 10.  
Proportion of Evening Courses in Curriculum of Graduating Students, 02-09



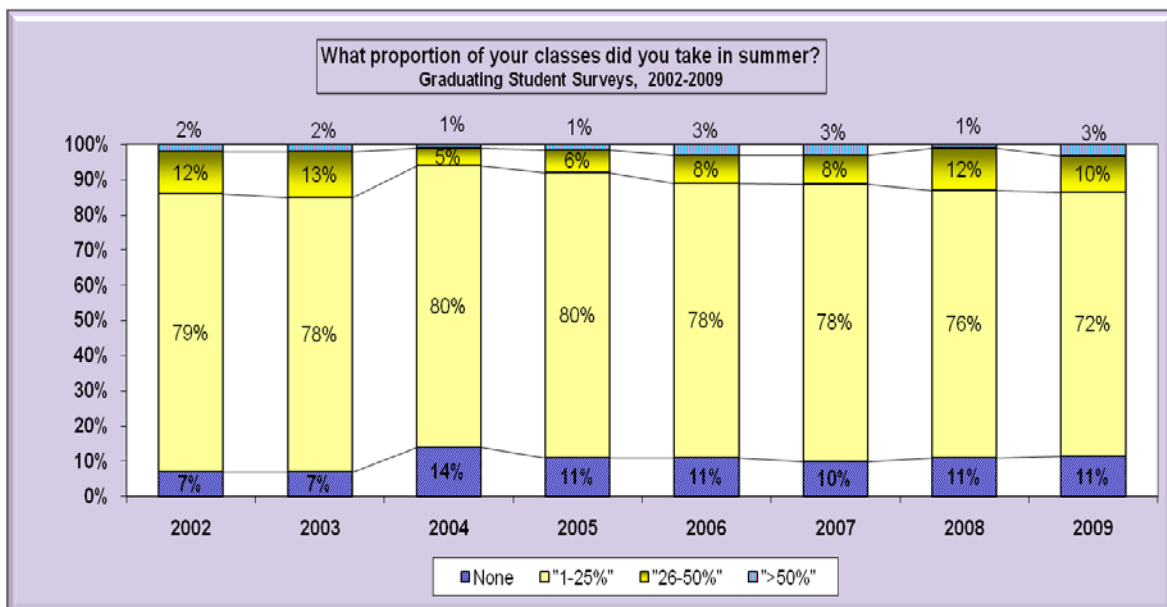
**Summer School**

Most students (89% of the survey sample) take a few of their courses during the summer, though only 18% took more than a quarter of their courses in that way. The percentages of students reporting summer 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 13 percent this year. Eleven percent 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, 2009



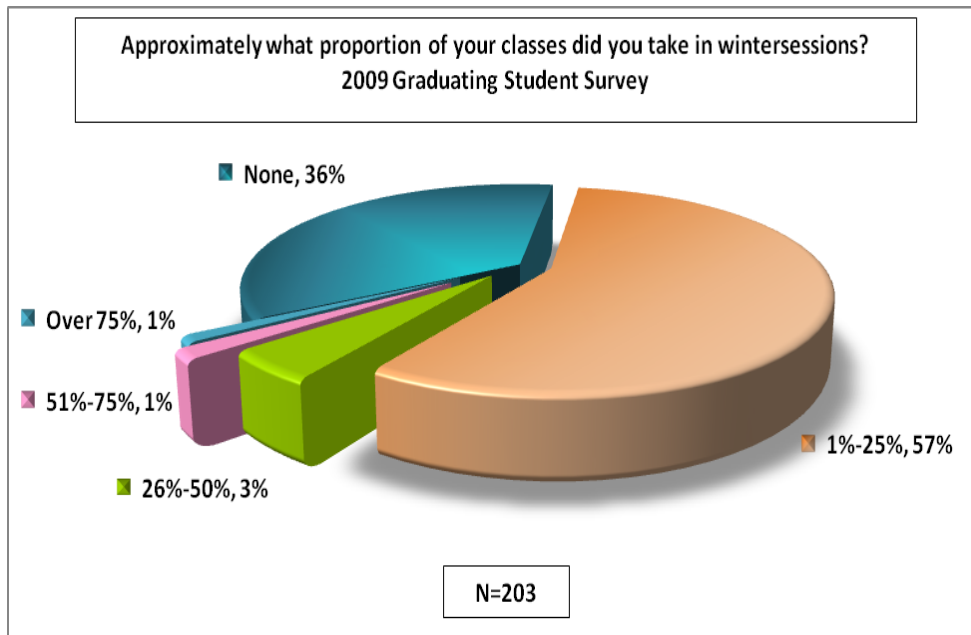
Graph 12.  
Proportion of Summer Courses in Curriculum of Graduating Students, 2001-2009



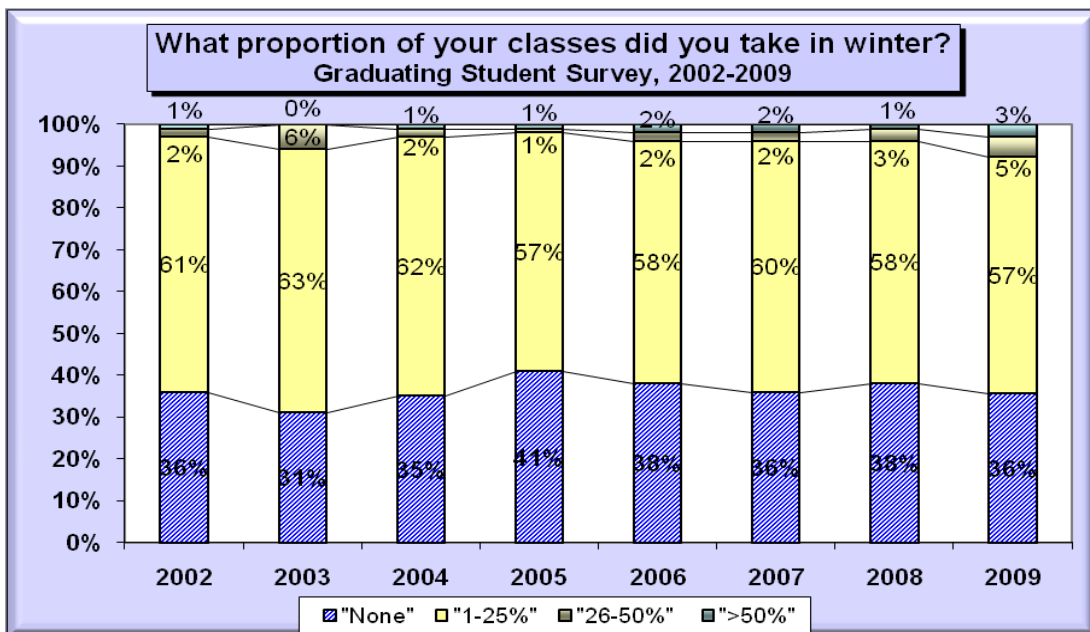
**Wintersession**

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. Eight percent of students took more than 25% of our classes in winter session. This is double the percentage of last year and the highest level in the last six years.

Graph 13.  
Proportion of Winter Courses in Curriculum of Graduating Students, 2009



Graph 14.  
Proportion of Winter Courses in Curriculum of Graduating Students, 2000-2009



## 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

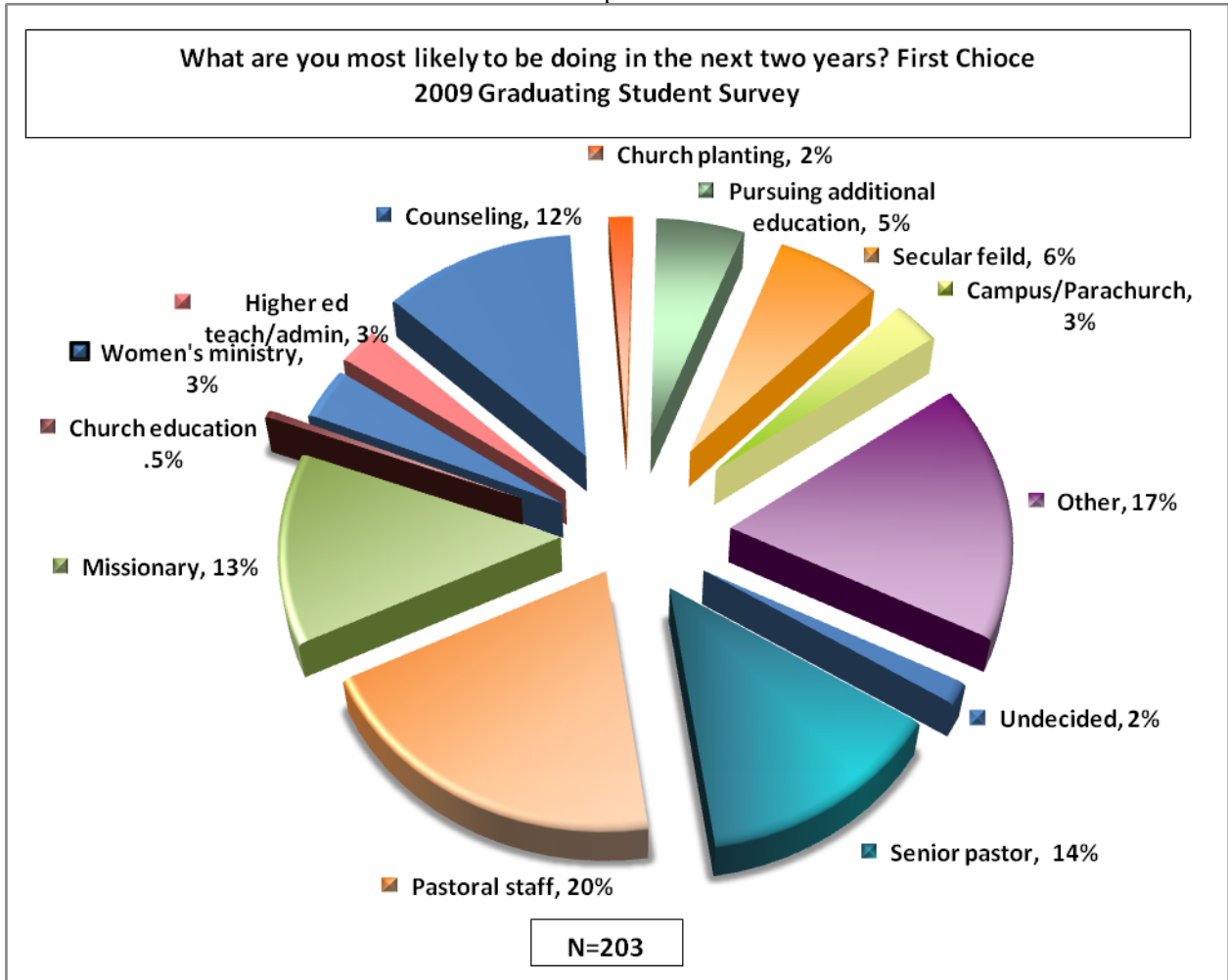
Survey Question 8 asks, “What are you most likely to be doing in the next two years?” and provides a selection of choices. Thirty four percent plan on serving either as a senior pastor or on the pastoral staff.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior pastor	28	13.8	13.8	13.8
Pastoral staff, not senior pastor	41	20.2	20.2	34.0
Missionary	26	12.8	12.8	46.8
Church edu (children, youth, adults)	1	.5	.5	47.3
Women's ministry	7	3.4	3.4	50.7
Higher ed teaching or administration	5	2.5	2.5	53.2
Counseling	24	11.8	11.8	65.0
Church planting	3	1.5	1.5	66.5
Pursuing additional education	11	5.4	5.4	71.9
Secular employment	13	6.4	6.4	78.3
Campus ministry, parachurch	6	3.0	3.0	81.3
Other	35	17.2	17.2	98.5
Undecided	3	1.5	1.5	100
Total	203	100.0	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.  
2009 graduating students specifying sex and near-term vocational plans; N = 203.

What are your plans following graduation from seminary?	Sex	
	M	F
Senior pastor	28 20.1%	
Pastoral staff, not senior pastor	35 25.2%	6 9.3%
Missionary	19 13.7%	7 10.9%
Church education (children, youth, adults)		1 1.6%
Women's ministry		7 10.9%
Higher ed teaching or administration	5 3.6%	
Counseling	6 4.3%	18 28.1%
Church planting	3 2.2%	
Pursuing additional education	9 6.5%	2 3.1%
Entering or continuing secular employment	9 6.5%	4 6.3%
Campus ministry, parachurch	5 3.4%	1 1.6%
Other	20 14.4%	15 23.4%
Undecided		3 4.7%
Total	139 100.0%	64 100.0%

Percentages may not total to 100% because of rounding

Forty five percent of male respondents (63) 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		3	4 MA/CE, 1 MACM	13	7		28
Pastoral staff	1	8	5 MA/CE, 3 MACM, 1 MABC, 1 MA/CE and MA(BS)	15	1		35
Missionary	2	1	3 MACM, 1 MA/CE	10	2		19
Church education							
Higher ed teaching or administration		2	1 MA/CE	1		1	5
Counseling			5 MABC, 1 MA(BS) and MABC				6
Church planting		2	1 MA/CE and MA(BS)	1			3
Additional education		3		6			9
Secular employment	1	4	1 MA/CM, 1 MAMC	2			9
Campus ministry, parachurch			2 MA/CE, 1 MABC, 1 MAMC	1			5
Other		5	1 MAMC, 1 MA/CE and MABS, 2 MA/CE	11			20
Total	4	28	15 MA/CE, 8 MACM, 7 MABC, 3 MAMC, 3 MA/CE and MABS, 1 MABS and MABC	59	10	1	139

Eight 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 = 64.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM/STM	DMin	PhD	Total
Senior pastorate							
Pastoral staff, not senior pastor	1	1	4 CE				6
Missionary	1	1	1CE, 4 CM				7
Church education	1						1
Women's ministry	1	1	2 CE, 2 BC		1		7
Teach/admin higher education			1 BC				
Counseling		1	17 BC,				18
Church planting							
Additional education			1 CM, 1CE and MC	1			2
Secular employment		3	1 CM				4
Parachurch campus ministry				1			1
Other	1	4	6 CE,	4			15
Undecided				3			3
Totals	5	11	13 CE, 5 CM, 19 BC, 1 MC	9	1		64

The goals of the female respondents are more evenly distributed among the choices offered in the survey. 50% of the women respondents selected one of three responses: counseling, missionary, and women's ministry. Counseling is by far the largest ministry goal for women students, receiving 28% of the responses.

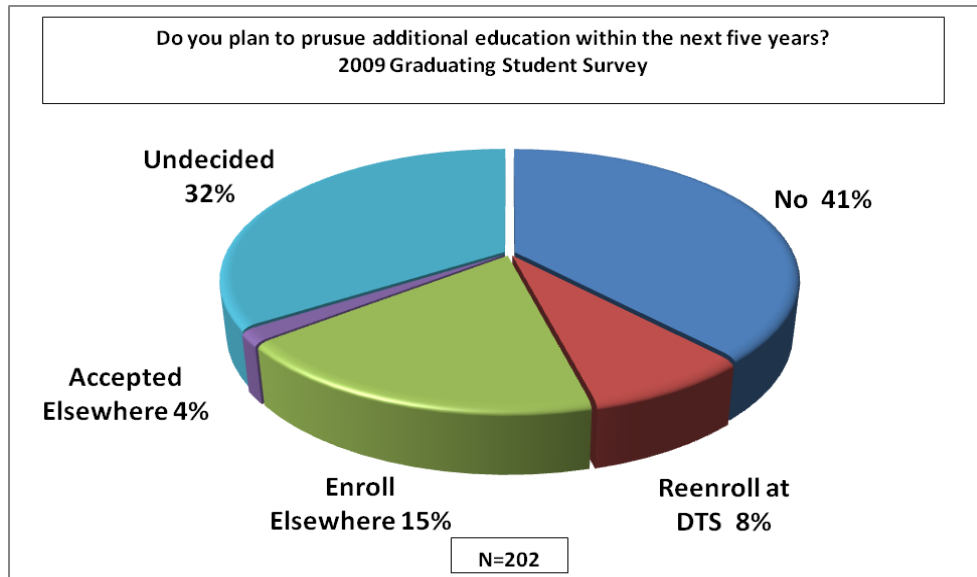
## Plans Regarding Additional Education

### 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	77	37.9	38.1	38.1
Yes, I plan to enroll at DTS	16	7.9	7.9	46.0
Yes, I plan to enroll elsewhere	37	18.2	18.3	64.4
Yes, I have been accepted elsewhere	3	1.5	1.5	65.8
I am presently undecided about further education	69	34.0	34.2	100.0
Total	202	99.5	100.0	
Missing	1	.5		
Total	203	100.0		

Graph 16.



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

Nashotah House certificate in Anglican studies (Resp. 18)  
 An Arabic school in Arabia (Resp. 26)  
 Westminster or RTS (Resps. 59,86)  
 SMU Law School (Resp. 60)  
 Spanish Language School (Resp. 70)  
 Southwestern Baptist Theological Seminary (Resp. 87\*)

University of North Texas (Resp. 162)  
 Phoenix (Resp. 164)  
 Kampen in Netherlands (Resp. 172)  
 Hunter, The City University of New York (Resp. 139\*)  
 Brite Divinity School, (Resp. 153\*)

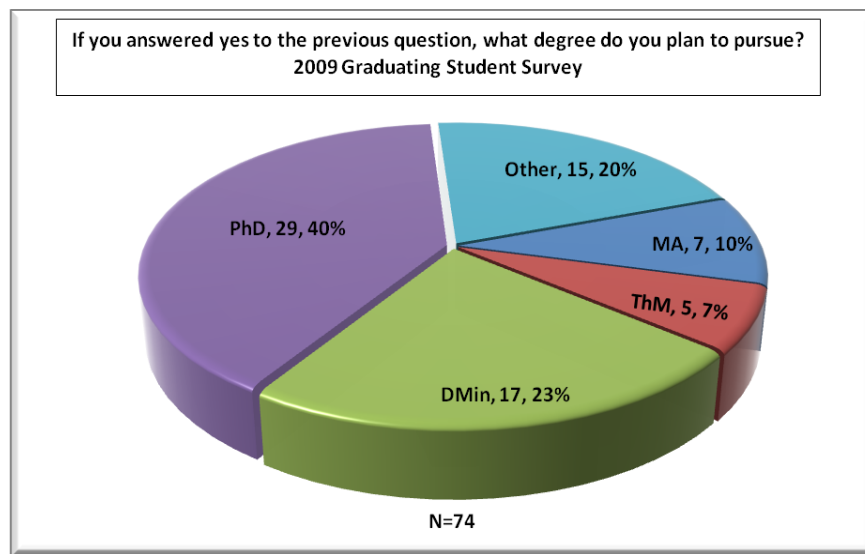
### Additional Degree Planned

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.



### Analysis of Plans for Additional Education

- 73 of the 203 respondents (28%) planned to pursue additional education within the next five years and specified their plans. This is a increase of 3 percentage points from last year.
- 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 = 73.

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

Graduating Degree Program	Planning to pursue additional degree:					Total
	MA	ThM	DMin	PhD	Other	
CGS	2					2
MABS	3	3	1	4	3	14
MA/CE	2		7	3	1	13
MA/CM		1			3	4
MA/BC						
ThM		1	5	14	6	26
STM			2	4		6
DMin				2	1	3
PhD						
MAMC				2		2
MA/CE and MA(BS)			2			2
MA/CE and MAMC					1	1
Total	7	5	17	29	15	73

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

Of the 73 respondents who indicated plans to seek another degree in the next five years, 16 (or 21%) 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 16 respondents

Table 13.

Dallas degrees earned vs. Dallas degrees planned.

Graduating students stating their expected next DTS degree in next 5 years; N = 16.

**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	
CGS	2					2
MA(BS)		2	1	1		4
MA/CE			4			4
MA/CM					1	1
ThM				4		4
STM			1			1
Total	2	2	6	5	1	16

The percentage of graduates planning on further study at Dallas is 28%, up 3 percentage points from last year. Graph 18 displays these percentages since 2001.

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

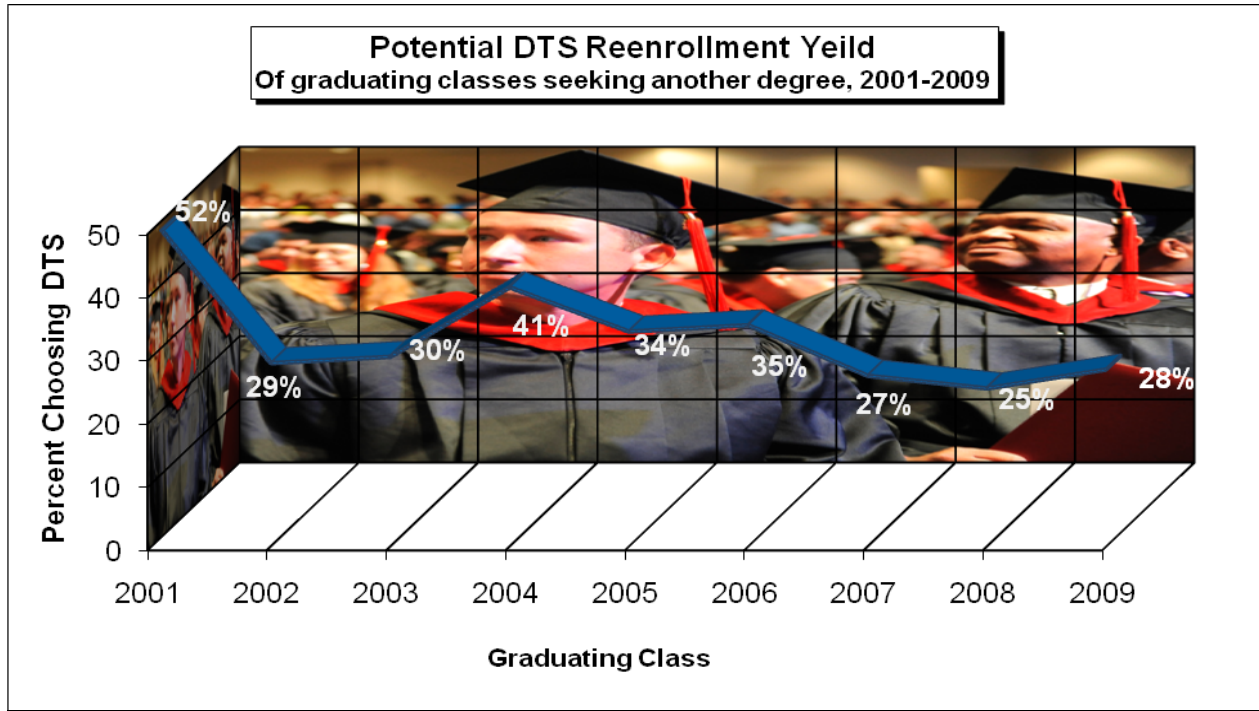


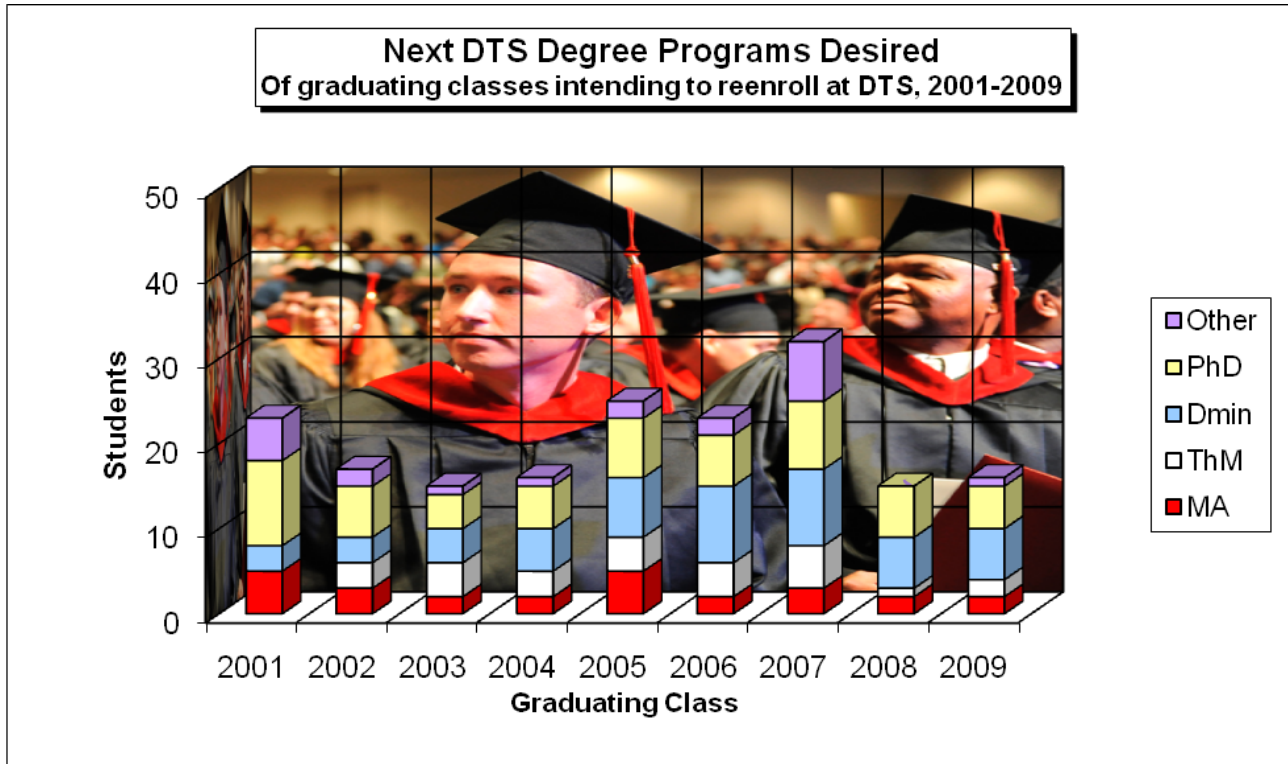
Table 14 compares this graduating class with those since 2000 regarding the number of respondents planning to pursue the DTS ThM, DMin, and PhD degrees. Graph 19 depicts these numbers of students along with those seeking MA and other degrees

Table 14.  
2000-2009 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	6	6	15	7.0%
2009	203	2	6	5	13	6.4%



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



# Evaluation of Seminary Departments and Services

## 2009 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 2009 responses in the order that they appear on the survey.

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

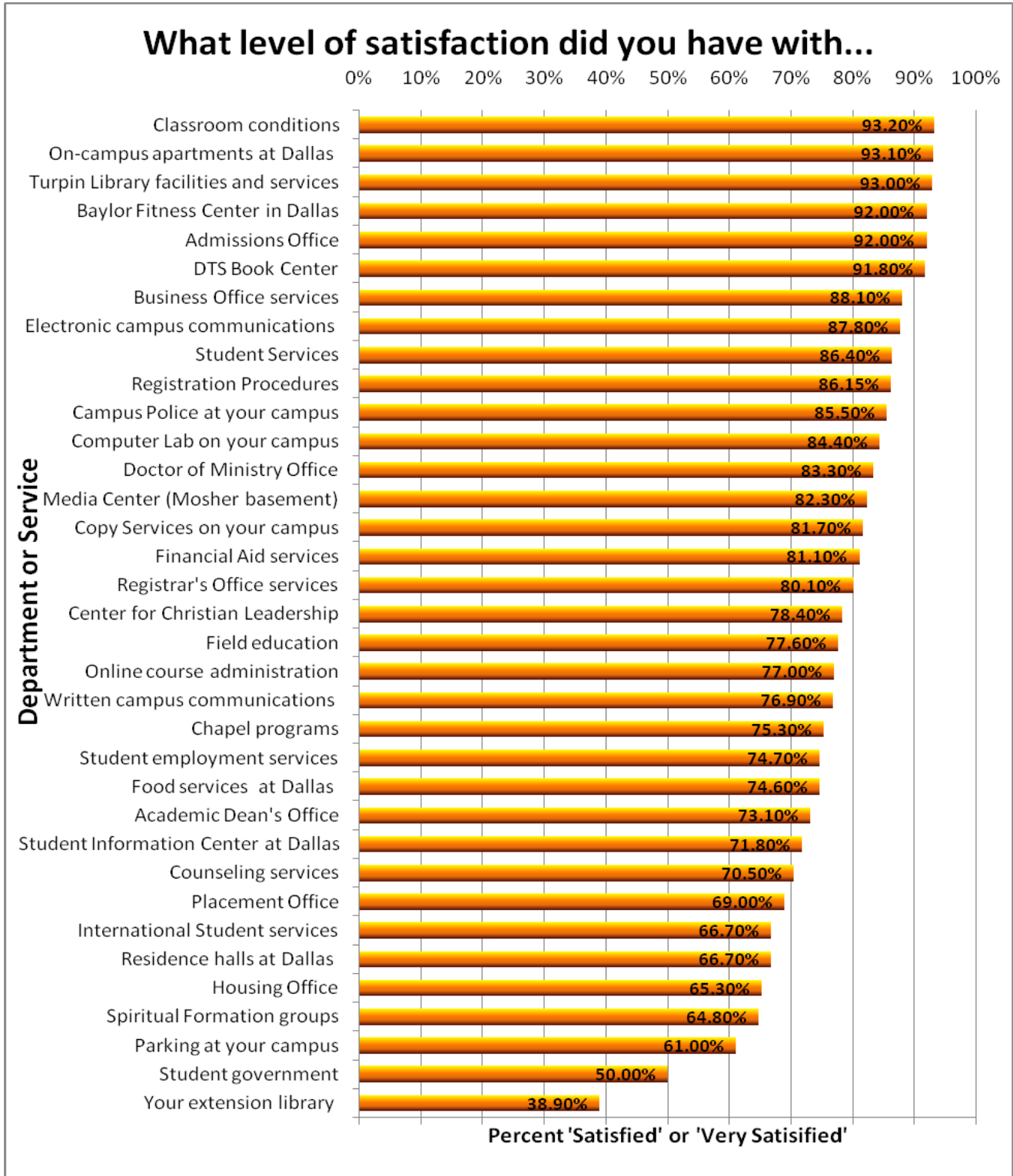


Table 15.  
Summary of Satisfaction with Departments and Services  
2009 Graduate Student Survey , N = 203, **in the order asked on the survey**

tem #	Level of Satisfaction with..	# Resps	No Resp	'08 Avg.	'09 Avg.	'08 Pct.	'09 Pct.	'08-'09 Change in %age points
1	Admissions Office	200	3	4.41	4.47	<b>92.00%</b>	<b>93.00%</b>	1.00%
2	Registration Procedures	201	2	4.14	4.18	<b>86.15%</b>	<b>86.10%</b>	-0.05%
3	Registrar's Office services	200	3	4.07	4.16	<b>80.10%</b>	<b>84.00%</b>	3.90%
4	Business Office services	186	17	4.28	4.22	<b>88.10%</b>	<b>84.40%</b>	-3.70%
5	Student Services	184	19	4.29	4.29	<b>86.40%</b>	<b>88.60%</b>	2.20%
6	Field education	130	73	4.18	4.05	<b>77.60%</b>	<b>76.10%</b>	-1.50%
7	Counseling services	108	95	3.97	4.10	<b>70.50%</b>	<b>77.80%</b>	7.30%
8	Chapel programs	185	18	4.10	4.08	<b>75.30%</b>	<b>78.40%</b>	3.10%
9	Spiritual Formation groups*	130	64	3.73	3.66	<b>64.80%</b>	<b>62.30%</b>	-2.50%
10	Placement Office	98	105	3.89	3.58	<b>69.00%</b>	<b>56.10%</b>	-12.90%
11	Financial Aid services	130	73	4.15	3.97	<b>81.10%</b>	<b>73.80%</b>	-7.30%
12	Housing Office	93	110	3.64	3.67	<b>65.30%</b>	<b>67.70%</b>	2.40%
13	Student employment services	73	130	3.98	3.85	<b>74.70%</b>	<b>64.40%</b>	-10.30%
14	Residence halls (Stearns, Lincoln)*	45	146	3.58	3.47	<b>66.70%</b>	<b>58.30%</b>	-8.40%
15	On-campus apartments (Swiss Tower)*	52	141	4.34	4.23	<b>93.10%</b>	<b>85.10%</b>	-8.00%
16	Food services at Dallas (Mitchell)	157	46	4.08	3.92	<b>74.60%</b>	<b>73.90%</b>	-0.70%
17	Classroom conditions	197	6	4.31	4.35	<b>93.20%</b>	<b>93.40%</b>	0.20%
18	Turpin Library facilities and services	184	19	4.37	4.45	<b>93.00%</b>	<b>93.00%</b>	0.00%
19	Your extension library (extension students only)*	26	8	2.83	3.77	<b>38.90%</b>	<b>69.30%</b>	30.4%
20	Media Center (Mosher basement)	161	42	4.18	4.15	<b>82.30%</b>	<b>80.80%</b>	-1.50%
21	Student Computer Lab on your campus	159	1	4.19	4.19	<b>84.40%</b>	<b>78.60%</b>	-5.80%
22	DTS Book Center	193	10	4.39	4.36	<b>91.80%</b>	<b>92.20%</b>	0.40%
23	Parking at your campus	186	17	3.59	3.75	<b>61.00%</b>	<b>69.90%</b>	8.90%
24	Campus Police at your campus	184	19	4.24	4.26	<b>85.50%</b>	<b>86.90%</b>	1.40%
25	Written campus communications (e.g., Kerygma and Threshing Floor)	193	10	4.04	4.26	<b>76.90%</b>	<b>82.40%</b>	5.50%
26	Copy Services on your campus	151	52	4.08	3.97	<b>81.70%</b>	<b>74.90%</b>	-6.80%
27	Baylor Fitness Center in Dallas	127	76	4.55	4.47	<b>92.00%</b>	<b>88.90%</b>	-3.10%
28	Student Information Center at Dallas	129	74	4.06	4.04	<b>71.80%</b>	<b>72.90%</b>	1.10%
29	Center for Christian Leadership	116	87	4.22	4.04	<b>78.40%</b>	<b>71.50%</b>	-6.90%
30	Electronic campus communications (e.g., web sites and email)	194	9	4.32	4.72	<b>87.80%</b>	<b>87.60%</b>	-0.20%
31	International Student services*	12	5	3.75	4.33	<b>66.70%</b>	<b>68.40%</b>	1.70%
32	Academic Dean's Office	126	77	4.03	4.01	<b>73.10%</b>	<b>73.10%</b>	-10.60%
33	Doctor of Ministry Office (D.Min. graduates only)*	11	0	4.33	4.18	<b>83.30%</b>	<b>63.60%</b>	-19.70%
34	Ph.D. Studies Office *	1	0		5.00		<b>100</b>	100%
35	Student government	132	71	3.59	3.45	<b>50.00%</b>	<b>41.70%</b>	-8.30%
36	Online course administration	156	47	3.97	4.03	<b>77.00%</b>	<b>78.20%</b>	1.20%

\*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)



**2001-2009 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  
2001-2009 Graduate Student Survey Responses

III.	Department or Service	2002	2003	2004	2005	2006	2007	2008	2009
1	Admissions Office	90%	90%	86%	87%	91%	90%	92%	93%
2	Registration procedures	89%	90%	83%	84%	87%	89%	86%	86%
3	Registrar's Office services	91%	89%	81%	71%	81%	81%	80%	84%
4	Business Office services	80%	86%	82%	80%	82%	89%	88%	84%
5	Student Services	84%	85%	87%	88%	82%	87%	86%	89%
6	Field Education		47%	66%	82%	78%	76%	78%	76%
7	Counseling services	77%	61%	69%	76%	75%	73%	71%	78%
8	Chapel programs	83%	70%	75%	77%	71%	79%	75%	78%
9	Spiritual Formation groups**	54%	62%	56%	71%	63%	55%	65%	62%
10	Placement Office	70%	74%	70%	70%	69%	68%	69%	56%
11	Financial Aid services	80%	78%	72%	77%	74%	79%	81%	74%
12	Housing Office	65%	75%	68%	66%	69%	65%	65%	68%
13	Student employment services	59%	66%	65%	67%	65%	62%	75%	64%
14	Residence halls at Dallas**	60%	44%	62%	57%	39%	55%	67%	58%
15	On-campus apartments at Dallas**		87%	89%	100%	95%	88%	93%	85%
16	Food services at Dallas	88%	81%	76%	75%	76%	81%	75%	74%
17	Classroom conditions	94%	92%	88%	88%	93%	92%	93%	93%
18	Turpin Library facilities/services	93%	95%	92%	89%	96%	95%	93%	93%
19	Your extension library**		67%	67%	30%	69%	44%	39%	69%
20	Media Center (Mosher basement)	92%	93%	91%	90%	88%	87%	82%	81%
21	Student Computer Lab	89%	92%	88%	88%	92%	88%	84%	79%
22	DTS Book Center	87%	90%	88%	92%	92%	91%	92%	92%
23	Parking at your campus	50%	61%	64%	58%	67%	41%	61%	70%
24	Campus Police at your campus	89%	89%	92%	88%	88%	81%	86%	87%
25	Written communications	78%	71%	80%	79%	82%	81%	77%	82%
26	Copy Services on your campus		78%	77%	78%	75%	79%	82%	75%
27	Baylor Fitness Center at Dallas	90%	93%	92%	90%	90%	94%	92%	89%
28	Student Info. Center at Dallas	84%	84%	82%	89%	79%	85%	72%	73%
29	Center for Christian Leadership	67%	81%	77%	72%	81%	80%	78%	72%
30	Electronic communications		83%	83%	85%	91%	89%	88%	88%
31	International Student services**	69%	71%	89%	100%	88%	82%	67%	68%
32	Academic Dean's Office	75%	74%	79%	74%	76%	84%	73%	73%
33	D.Min. Office**		85%	100%	100%	80%	100%	83%	64%
34	Ph.D. Office**		58%	100%	100%	75%	100%		100%
35	Student government	61%	45%	64%	54%	61%	61%	50%	42%
36	Online Course Administration					New	In 2008	77%	78%
	<i>Mean of satisfaction averages</i>	78%	77%	79%	79%	77%	79%	78%	77%
	<i>Median of satisfaction averages</i>	82%	81%	81%	80%	78%	81%	78%	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  
 2009 Graduate Student Survey , N = 213, **in the order asked on the survey**  
 NB: Questions 4 and 13 were not recorded last year due to an error in the online instrument.

Item #	Level of Agreement with..	# Resps	No Resp	'08 Avg.	'09 Avg.	'08 Pct.	'09 Pct.	'08-'09 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	165	38	4.58	<b>4.67</b>	95.90%	<b>96.40%</b>	0.50%
2	Acquired skills in personal Bible study.	158	45	4.47	<b>4.55</b>	91.80%	<b>91.70%</b>	-0.10%
3	Gained knowledge in how to interpret the Bible.	165	38	4.60	<b>4.68</b>	96.50%	<b>97.60%</b>	1.10%
4	Acquired a basic knowledge of systematic theology.	164	39	0	<b>4.40</b>	0.00%	<b>92.7%</b>	NA%
5	Acquired a basic knowledge of premillennial, dispensational theology.	168	35	4.31	<b>4.70</b>	88.70%	<b>98.20%</b>	9.50%
6	Developed some ability to think theologically.	141	62	4.61	<b>4.64</b>	98.90%	<b>95.00%</b>	-3.90%
7	Gained insights into contemporary theological issues and how to evaluate them.	167	36	4.34	<b>4.43</b>	89.80%	<b>92.20%</b>	2.40%
8	Acquired an ability to defend the truths of the Bible.	165	38	4.37	<b>4.50</b>	92.30%	<b>93.40%</b>	1.10%
9	Gained an awareness of contemporary moral and ethical issues.	167	36	4.09	<b>4.21</b>	82.60%	<b>83.20%</b>	0.60%
10	Acquired a basic knowledge of the historical development of the church.	161	42	4.16	<b>4.21</b>	80.60%	<b>87.00%</b>	6.40%
11	Developed skills in preaching and/or teaching the Bible.	159	44	4.15	<b>4.16</b>	79.30%	<b>83.10%</b>	3.80%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	165	38	4.17	<b>4.22</b>	83.70%	<b>84.80%</b>	1.10%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	165	38	4.09	<b>4.14</b>	80.50%	<b>81.20%</b>	0.70%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	165	38	4.15	<b>4.19</b>	80.20%	<b>82.50%</b>	2.30%
15	Developed a deepening, maturing relationship with God.	145	58	0	<b>4.32</b>	0.00%	<b>91.00%</b>	NA%
16	Developed the use of my spiritual gifts.	167	36	3.96	<b>4.19</b>	71.30%	<b>85.00%</b>	13.70%
17	Developed leadership skills to help meet the spiritual needs of the world.	169	34	4.01	<b>4.14</b>	76.10%	<b>81.70%</b>	5.60%
18	Developed some interpersonal skills essential for effectiveness in ministry.	168	35	4.07	<b>4.09</b>	77.80%	<b>79.80%</b>	2.00%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	168	35	4.36	<b>4.43</b>	89.30%	<b>90.50%</b>	1.20%
20	Gained some experience in actual ministry.	165	38	4.18	<b>4.32</b>	82.50%	<b>90.30%</b>	7.80%
21	Developed ability to use modern media in communication.	165	38	3.65	<b>3.72</b>	58.80%	<b>61.80%</b>	3.00%
22	Acquired ability to do research on various levels.	165	38	4.34	<b>4.40</b>	91.30%	<b>94.70%</b>	3.40%
23	Matured in spiritual integrity for relationships and ministry.	168	35	4.30	<b>4.35</b>	91.90%	<b>91.00%</b>	-0.90%
24	Matured in spiritual life and Christlike character.	169	34	4.26	<b>4.32</b>	89.80%	<b>88.80%</b>	-1.00%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	169	34	4.23	<b>4.27</b>	89.80%	<b>88.20%</b>	-1.60%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	169	34	4.20	<b>4.24</b>	89.60%	<b>86.40%</b>	-3.20%

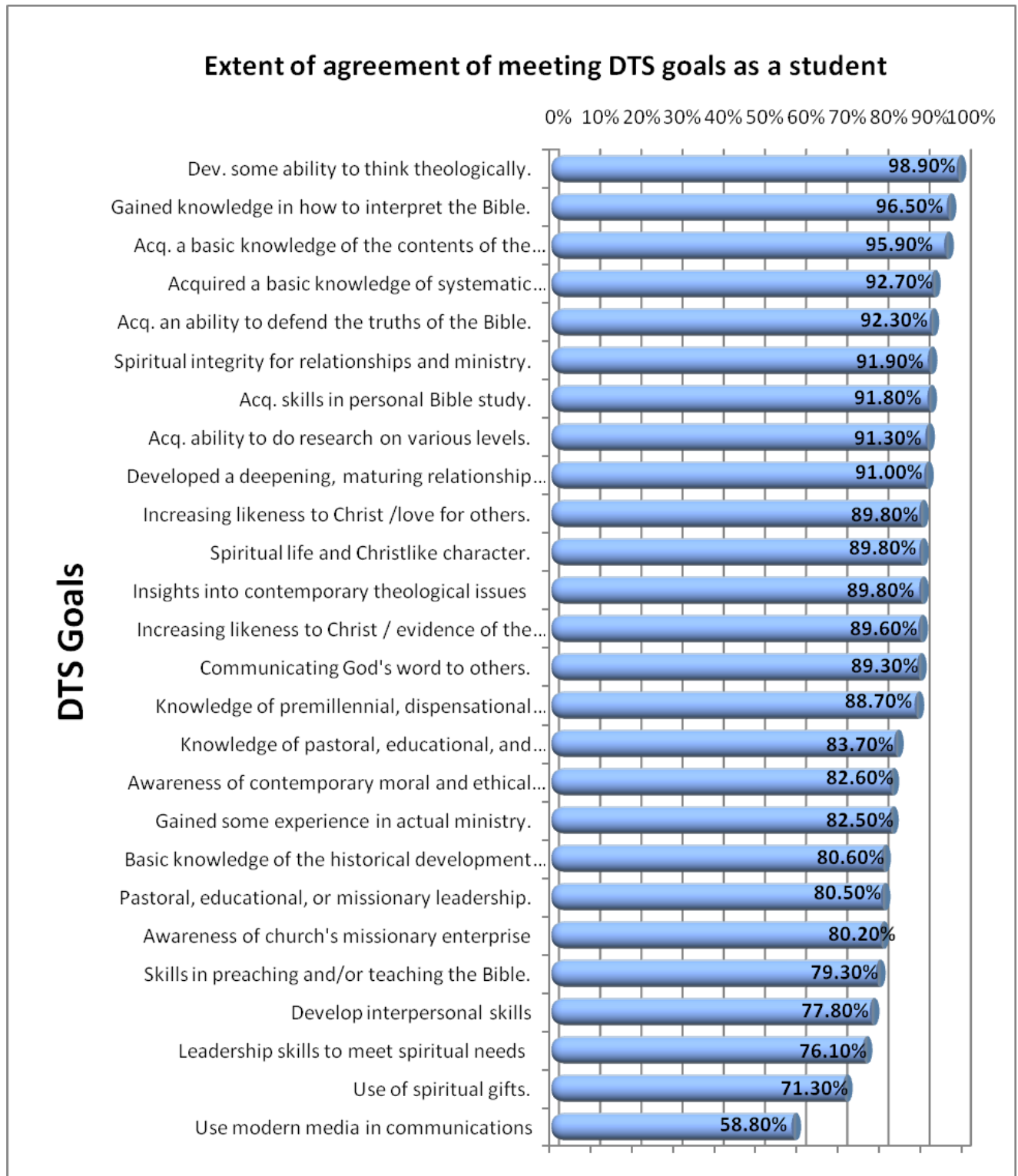
Table 19.  
 Summary of Graduate Agreement with Seminary Goals  
 2009 Graduate Student Survey , N = 203, **in order of agreement percentage**  
 NB: Questions 4 and 13 were not recorded this year due to an error in the online instrument.

Item #	Level of Agreement with..	# Resp	No Resp	'08 Avg.	'09 Avg.	'08 Pct.	'09Pct.	'08-'09 Change in %age Points
6	Developed some ability to think theologically.	165	38	4.61	<b>4.61</b>	98.90%	<b>98.90%</b>	4.40%
3	Gained knowledge in how to interpret the Bible.	196	17	4.6	<b>4.6</b>	96.50%	<b>96.50%</b>	1.20%
1	Acquired a basic knowledge of the contents of the Bible.	195	18	4.58	<b>4.58</b>	95.90%	<b>95.90%</b>	1.70%
4	Acquired a basic knowledge of systematic theology.	0	213	0	<b>0</b>	0.00%	<b>92.70%</b>	92.7%
8	Acquired an ability to defend the truths of the Bible.	195	18	4.37	<b>4.37</b>	92.30%	<b>92.30%</b>	1.40%
23	Matured in spiritual integrity for relationships and ministry.	196	17	4.3	<b>4.3</b>	91.90%	<b>91.90%</b>	1.00%
2	Acquired skills in personal Bible study.	195	18	4.47	<b>4.47</b>	91.80%	<b>91.80%</b>	-0.10%
22	Acquired ability to do research on various levels.	195	18	4.34	<b>4.34</b>	91.30%	<b>91.30%</b>	3.00%
15	Developed a deepening, maturing relationship with God.	0	213	0	<b>0</b>	0.00%	<b>91.00%</b>	91%
7	Gained insights into contemporary theological issues and how to evaluate them.	195	18	4.34	<b>4.34</b>	89.80%	<b>89.80%</b>	3.70%
24	Matured in spiritual life and Christlike character.	196	17	4.26	<b>4.26</b>	89.80%	<b>89.80%</b>	4.40%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	196	17	4.23	<b>4.23</b>	89.80%	<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>	89.60%	<b>89.60%</b>	6.40%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	196	17	4.36	<b>4.36</b>	89.30%	<b>89.30%</b>	-0.20%
5	Acquired a basic knowledge of premillennial, dispensational theology.	194	19	4.31	<b>4.31</b>	88.70%	<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	4.17	<b>4.17</b>	83.70%	<b>83.70%</b>	-2.80%
9	Gained an awareness of contemporary moral and ethical issues.	196	17	4.09	<b>4.09</b>	82.60%	<b>82.60%</b>	2.30%
20	Gained some experience in actual ministry.	195	18	4.18	<b>4.18</b>	82.50%	<b>82.50%</b>	0.70%
10	Acquired a basic knowledge of the historical development of the church.	191	22	4.16	<b>4.16</b>	80.60%	<b>80.60%</b>	-1.50%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	190	23	4.09	<b>4.09</b>	80.50%	<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	4.15	<b>4.15</b>	80.20%	<b>80.20%</b>	-4.80%
11	Developed skills in preaching and/or teaching the Bible.	189	24	4.15	<b>4.15</b>	79.30%	<b>79.30%</b>	-2.50%
18	Developed some interpersonal skills essential for effectiveness in ministry.	194	19	4.07	<b>4.07</b>	77.80%	<b>77.80%</b>	-1.80%
17	Developed leadership skills to help meet the spiritual needs of the world.	193	20	4.01	<b>4.01</b>	76.10%	<b>76.10%</b>	-4.60%
16	Developed the use of my spiritual gifts.	192	21	3.96	<b>3.96</b>	71.30%	<b>71.30%</b>	-6.50%
21	Developed ability to use modern media in communication.	192	21	3.65	<b>3.65</b>	58.80%	<b>58.80%</b>	-5.40%





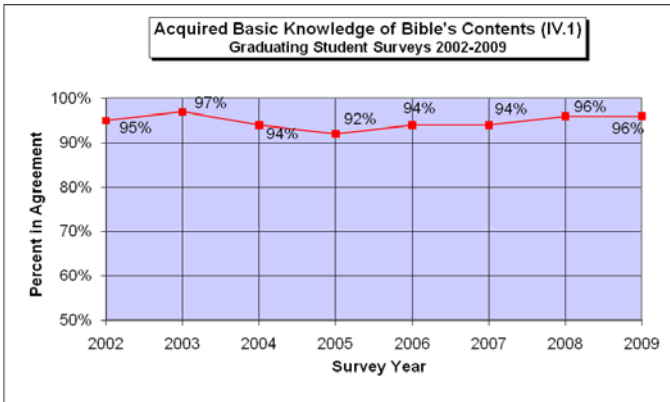
Graph 21.  
Graduate Self-Assessment of Meeting DTS Goals.  
2009 Graduating Student Survey



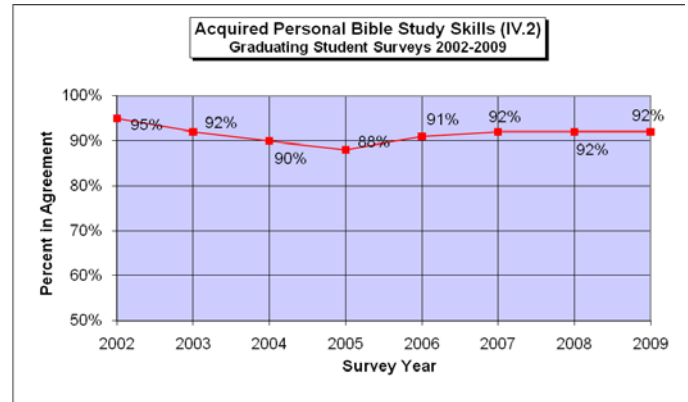
2001-2009 Survey Results

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



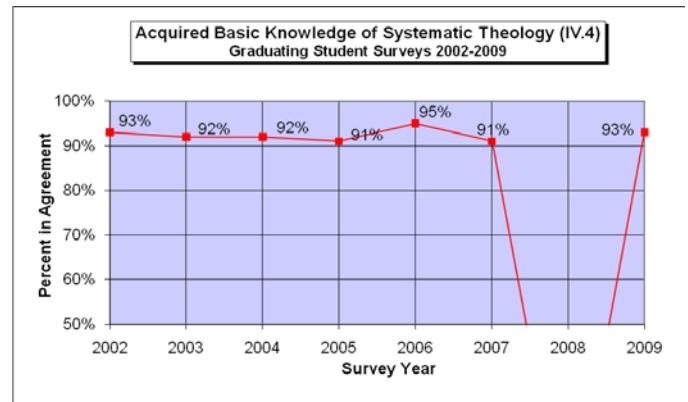
Graph 21-2



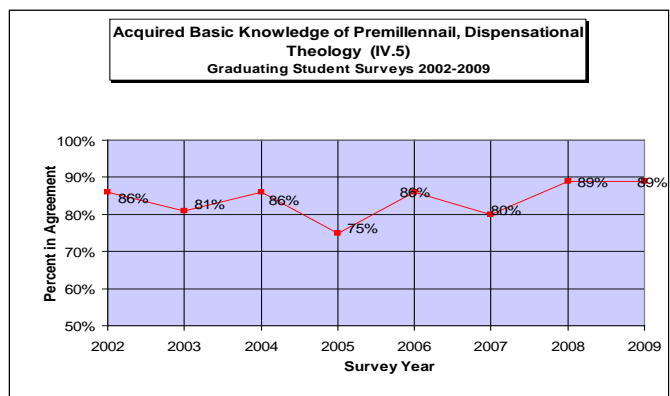
Graph 21-3



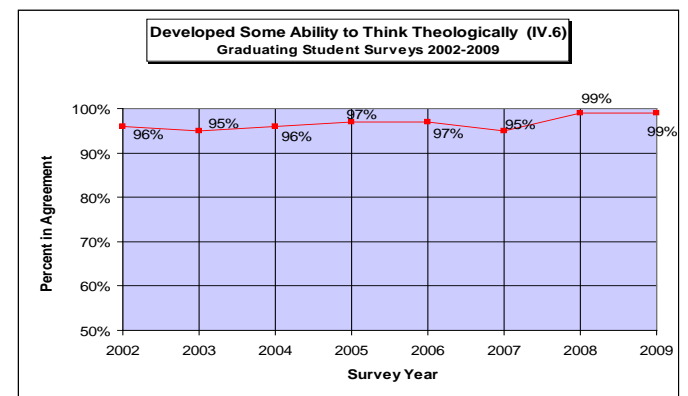
Graph 21-4 (08 Data Unavailable)



Graph 21-5

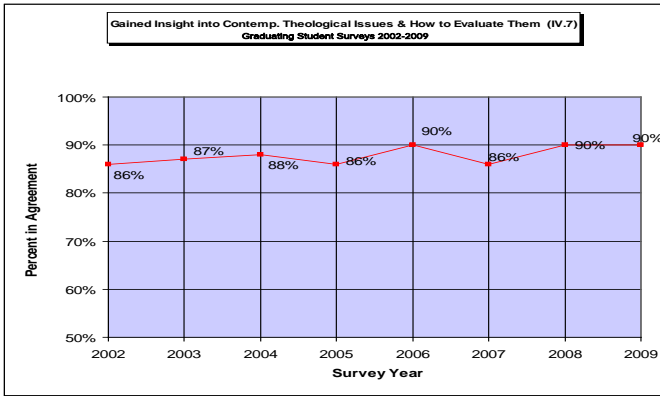


Graph 21-6

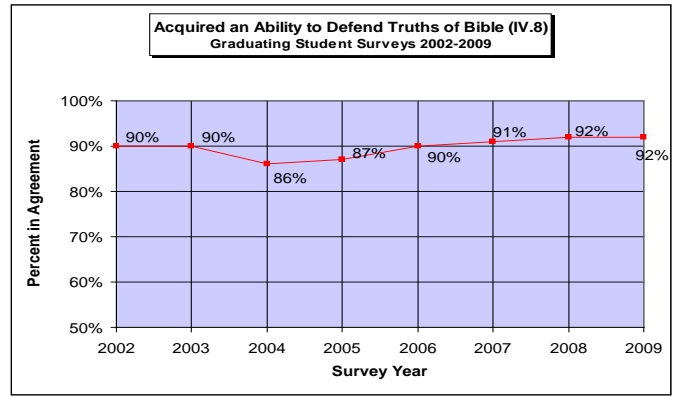




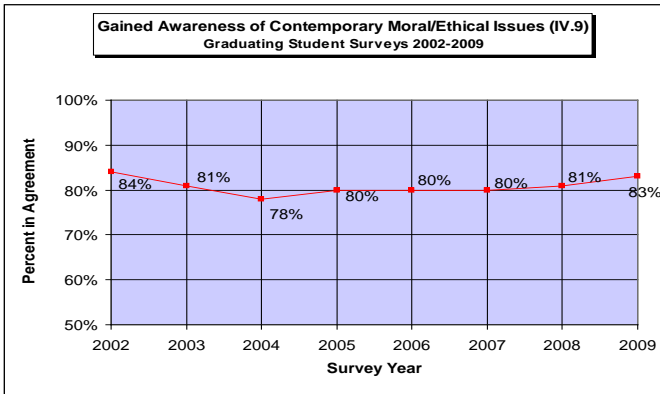
Graph 21-7



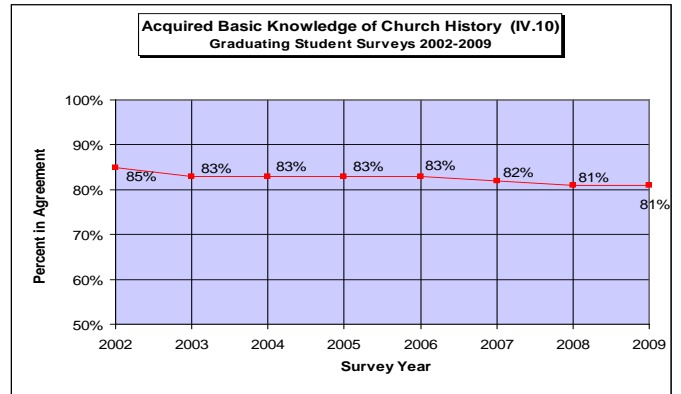
Graph 21-8



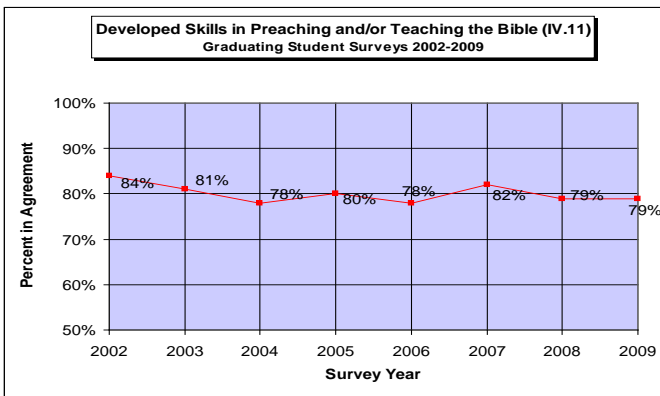
Graph 21-9



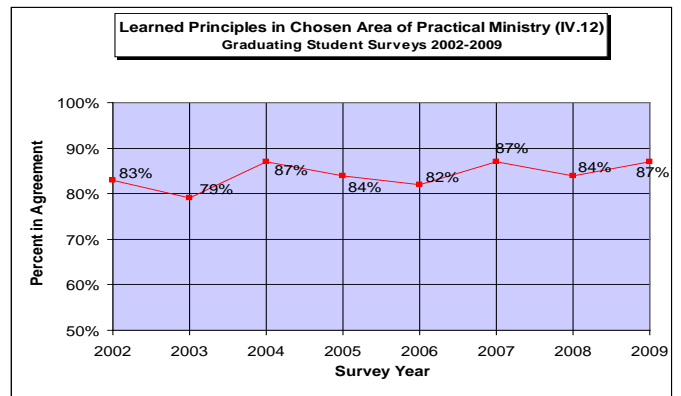
Graph 21-10



Graph 21-11



Graph 21-12



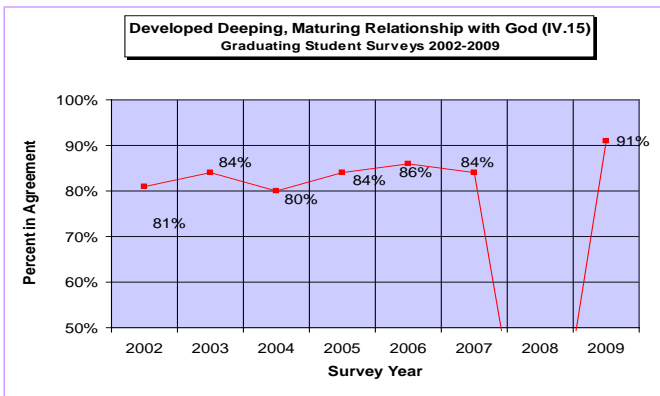
Graph 21-13



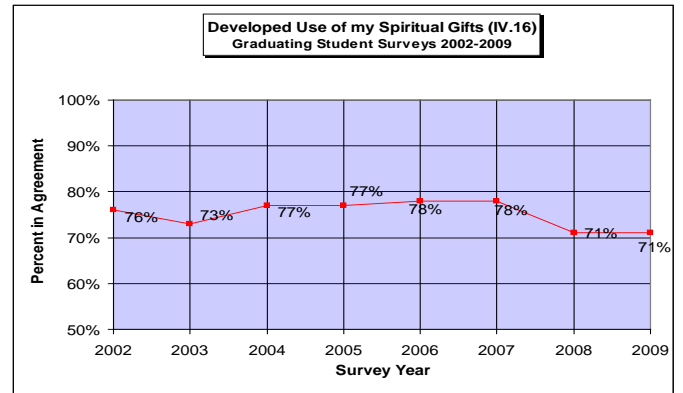
Graph 21-14



Graph 21-15(08 Data Unavailable)



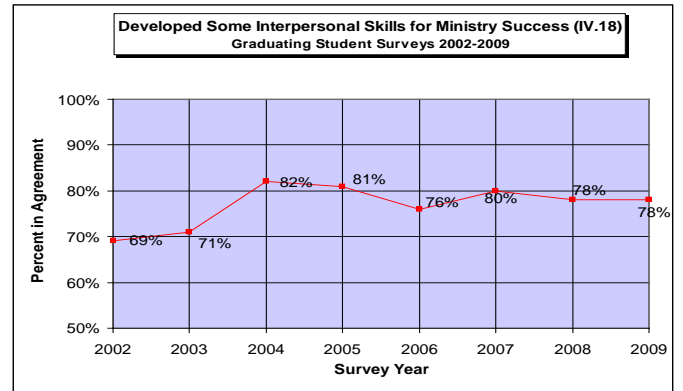
Graph 21-16



Graph 21-17

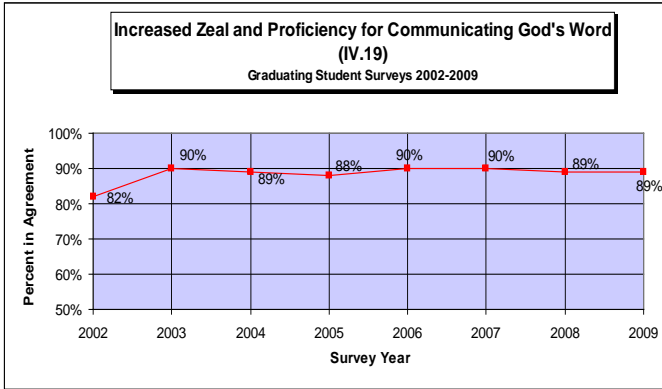


Graph 21-18

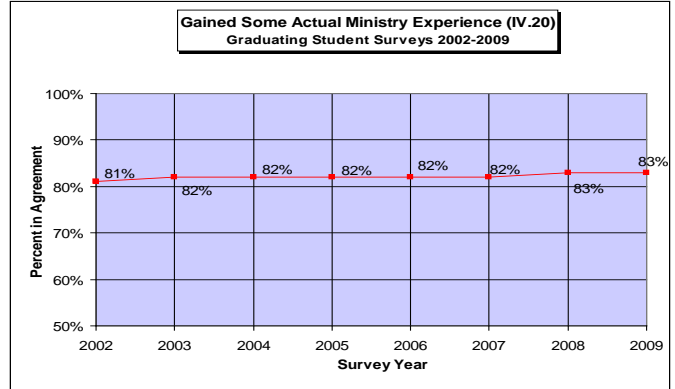




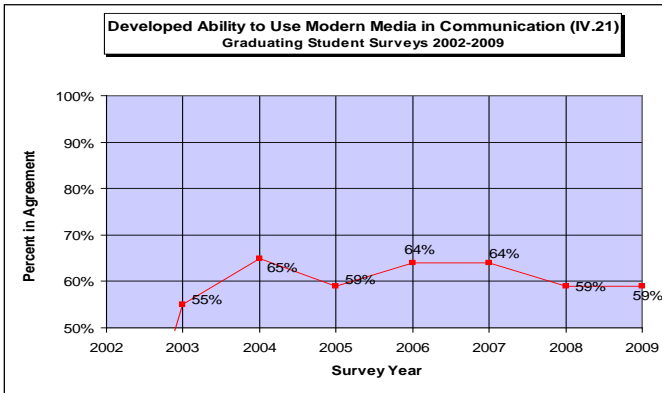
Graph 21-19



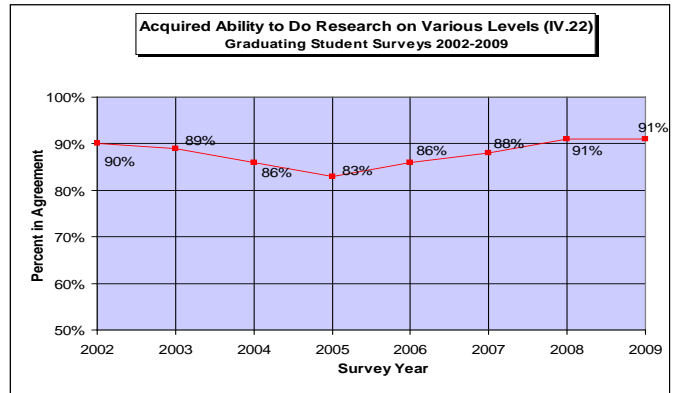
Graph 21-20



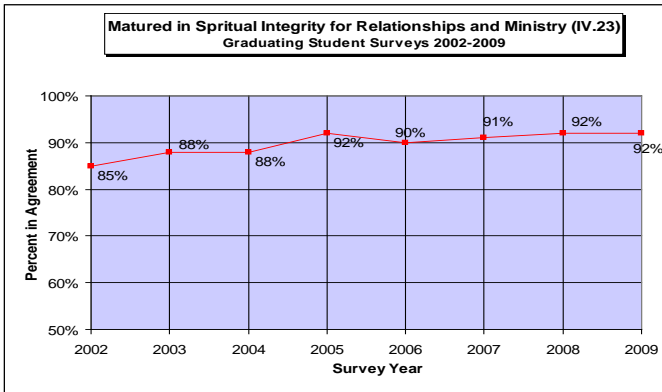
Graph 21-21



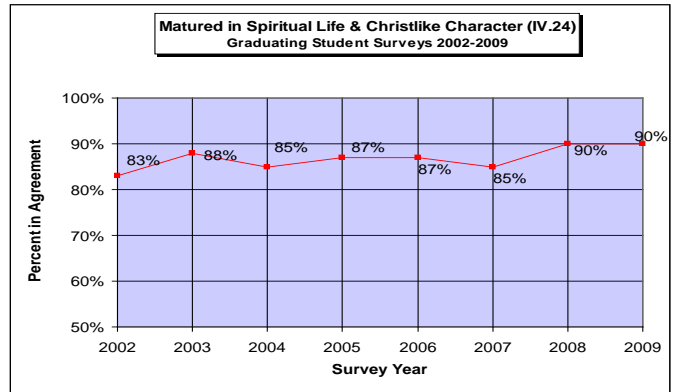
Graph 21-22



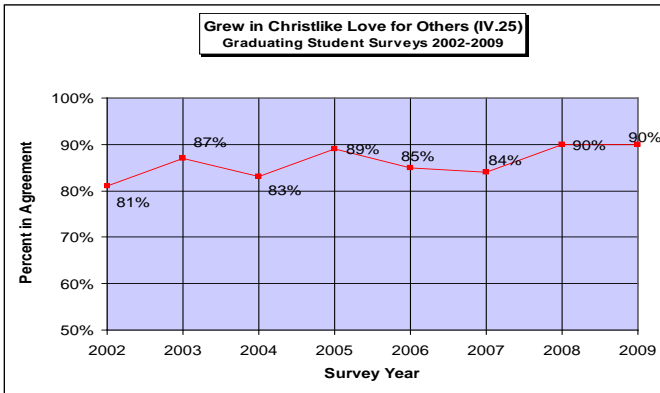
Graph 21-23



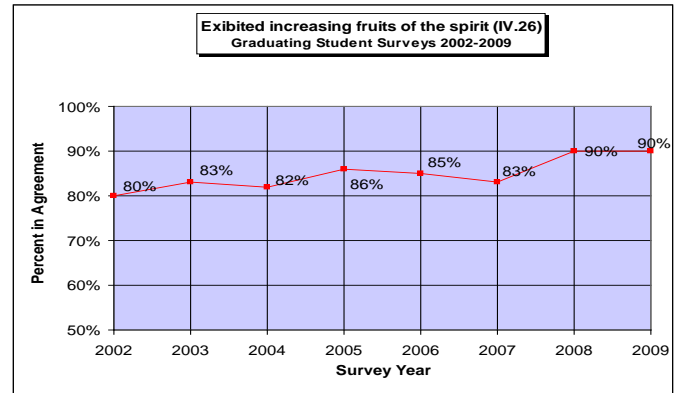
Graph 21-24



Graph 21-25



Graph 21-26



**Analysis of 2009 Data by Demographic Group**

Tables 20 through 32 break out the averages and the agreement percentages of various subpopulations in the 2009 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**  
 2009 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	08	09	08 %	09 %
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.	59	9	4.52	<b>4.68</b>	95.90% <b>94.90%</b>
2	Acquired skills in personal Bible study.	60	8	4.47	<b>4.5</b>	91.70% <b>90.00%</b>
3	Gained knowledge in how to interpret the Bible.	59	9	4.59	<b>4.66</b>	97.20% <b>96.60%</b>
4	Acquired a basic knowledge of systematic theology.	58	10	0	<b>4.19</b>	0.00% <b>87.90%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	60	8	4.23	<b>4.73</b>	89.10% <b>96.70%</b>
6	Developed some ability to think theologically.	47	21	4.56	<b>4.74</b>	97.30% <b>97.90%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	60	8	4.26	<b>4.42</b>	84.90% <b>88.00%</b>
8	Acquired an ability to defend the truths of the Bible.	59	9	4.3	<b>4.44</b>	90.40% <b>93.20%</b>
9	Gained an awareness of contemporary moral and ethical issues.	59	9	3.96	<b>4.10</b>	76.70% <b>76.30%</b>
10	Acquired a basic knowledge of the historical development of the church.	57	11	4.23	<b>4.42</b>	89.00% <b>93.00%</b>
11	Developed skills in preaching and/or teaching the Bible.	58	10	4.25	<b>4.38</b>	96.60% <b>96.50%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	59	9	4.03	<b>4.08</b>	78.10% <b>78.00%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	60	8	4.01	<b>4.10</b>	79.20% <b>80.00%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	58	10	4.11	<b>4.09</b>	79.40% <b>81.00%</b>
15	Developed a deepening, maturing relationship with God.	47	21	0	<b>4.04</b>	0.00% <b>87.20%</b>
16	Developed the use of my spiritual gifts.	60	8	3.75	<b>4.13</b>	65.80% <b>85.00%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	60	8	3.89	<b>4.12</b>	76.70% <b>83.30%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	60	8	3.96	<b>4.10</b>	76.70% <b>83.30%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	60	8	4.25	<b>4.37</b>	89.10% <b>91.70%</b>
20	Gained some experience in actual ministry.	59	9	4.21	<b>4.20</b>	83.60% <b>88.20%</b>
21	Developed ability to use modern media in communication.	60	8	3.59	<b>3.63</b>	54.70% <b>58.40%</b>
22	Acquired ability to do research on various levels.	60	8	4.32	<b>4.43</b>	91.80% <b>96.70%</b>
23	Matured in spiritual integrity for relationships and ministry.	60	8	4.15	<b>4.13</b>	86.30% <b>88.30%</b>
24	Matured in spiritual life and Christlike character.	60	8	4.04	<b>4.17</b>	83.60% <b>89.00%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	60	8	4.12	<b>4.08</b>	89.00% <b>86.70%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	60	8	4.08	<b>4.05</b>	86.30% <b>85.00%</b>

Table 21.  
 Summary of Graduate Agreement with Seminary Goals: **MA/CGS only**  
 2009 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.	08 Resp.	09 Avg.	08 % Agree	09 % Agreement
1	Acquired a basic knowledge of the contents of the Bible.	81	24	4.68	<b>4.65</b>	99.00% <b>96.30%</b>
2	Acquired skills in personal Bible study.	75	30	4.46	<b>4.55</b>	91.80% <b>92.00%</b>
3	Gained knowledge in how to interpret the Bible.	81	24	4.6	<b>4.72</b>	94.90% <b>97.60%</b>
4	Acquired a basic knowledge of systematic theology.	82	23	0.0	<b>4.55</b>	0.00% <b>96.63%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	82	23	4.42	<b>4.67</b>	92.70% <b>98.80%</b>
6	Developed some ability to think theologically.	72	33	4.63	<b>4.57</b>	100.00% <b>93.10%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	82	23	4.37	<b>4.43</b>	93.90% <b>92.70%</b>
8	Acquired an ability to defend the truths of the Bible.	82	23	4.42	<b>4.55</b>	93.80% <b>95.20%</b>
9	Gained an awareness of contemporary moral and ethical issues.	82	23	4.19	<b>4.24</b>	89.80% <b>86.60%</b>
10	Acquired a basic knowledge of the historical development of the church.	80	25	4.09	<b>4.06</b>	74.70% <b>80.00%</b>
11	Developed skills in preaching and/or teaching the Bible.	76	29	4.01	<b>3.96</b>	72.90% <b>71.00%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	80	25	4.25	<b>4.30</b>	87.40% <b>88.80%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	80	25	4.07	<b>4.15</b>	84.10% <b>80.00%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	82	23	4.35	<b>4.24</b>	78.90% <b>82.90%</b>
15	Developed a deepening, maturing relationship with God.	73	32	0	<b>4.51</b>	0.00% <b>93.10%</b>
16	Developed the use of my spiritual gifts.	81	24	4.07	<b>4.25</b>	76.60% <b>85.20%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	82	23	4.13	<b>4.16</b>	77.90% <b>80.50%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	82	23	4.06	<b>4.06</b>	78.20% <b>78.10%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	82	23	4.35	<b>4.48</b>	89.80% <b>89.00%</b>
20	Gained some experience in actual ministry.	80	25	4.26	<b>4.40</b>	82.60% <b>92.60%</b>
21	Developed ability to use modern media in communication.	82	23	3.83	<b>3.70</b>	64.30% <b>61.00%</b>
22	Acquired ability to do research on various levels.	82	23	4.16	<b>4.38</b>	92.80% <b>93.90%</b>
23	Matured in spiritual integrity for relationships and ministry.	82	23	4.41	<b>4.46</b>	96.00% <b>92.70%</b>
24	Matured in spiritual life and Christlike character.	82	23	4.35	<b>4.40</b>	94.90% <b>87.80%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	82	23	4.3	<b>4.37</b>	90.90% <b>90.20%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	82	23	4.27	<b>4.33</b>	91.60% <b>87.80%</b>





Table 22.  
 Summary of Graduate Agreement with Seminary Goals: **Main Dallas campus only**  
 2009 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.	08 Resp.	09 Avg.	08 % Agree	09 % Agreement
1	Acquired a basic knowledge of the contents of the Bible.	134	35	4.55	<b>4.67</b>	95.3% <b>96.30%</b>
2	Acquired skills in personal Bible study.	127	42	4.44	<b>4.53</b>	90.7% <b>90.60%</b>
3	Gained knowledge in how to interpret the Bible.	134	35	4.59	<b>4.67</b>	96.5% <b>97.70%</b>
4	Acquired a basic knowledge of systematic theology.	134	35	0.00	<b>4.37</b>	00.0% <b>92.60%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	136	33	4.27	<b>4.72</b>	87.8% <b>98.50%</b>
6	Developed some ability to think theologically.	118	51	4.60	<b>4.65</b>	98.9% <b>95.80%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	136	33	4.30	<b>4.42</b>	88.5% <b>91.10%</b>
8	Acquired an ability to defend the truths of the Bible.	134	35	4.33	<b>4.49</b>	91.3% <b>93.30%</b>
9	Gained an awareness of contemporary moral and ethical issues.	135	34	4.06	<b>4.14</b>	81.5% <b>80.00%</b>
10	Acquired a basic knowledge of the historical development of the church.	130	39	4.14	<b>4.26</b>	80.4% <b>87.00%</b>
11	Developed skills in preaching and/or teaching the Bible.	128	41	4.11	<b>4.13</b>	78.4% <b>82.00%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	133	36	4.17	<b>4.18</b>	84.1% <b>83.50%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	134	35	4.08	<b>4.10</b>	78.0% <b>79.00%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	133	36	4.13	<b>4.20</b>	80.3% <b>82.00%</b>
15	Developed a deepening, maturing relationship with God.	120	49	0.00	<b>4.28</b>	00.0% <b>90.00%</b>
16	Developed the use of my spiritual gifts.	136	33	3.94	<b>4.14</b>	70.7% <b>83.90%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	137	32	3.99	<b>4.08</b>	76.6% <b>80.30%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	136	33	4.05	<b>4.04</b>	77.9% <b>78.70%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	136	33	4.33	<b>4.38</b>	87.8% <b>89.00%</b>
20	Gained some experience in actual ministry.	133	36	4.18	<b>4.31</b>	83.1% <b>91.80%</b>
21	Developed ability to use modern media in communication.	134	35	3.63	<b>3.65</b>	57.9% <b>59.00%</b>
22	Acquired ability to do research on various levels.	137	32	4.33	<b>4.42</b>	90.7% <b>96.30%</b>
23	Matured in spiritual integrity for relationships and ministry.	137	32	4.29	<b>4.32</b>	91.3% <b>91.90%</b>
24	Matured in spiritual life and Christlike character.	137	32	4.24	<b>4.29</b>	89.0% <b>89.10%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	137	32	4.23	<b>4.23</b>	89.6% <b>87.60%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	137	32	4.19	<b>4.20</b>	89.0% <b>85.40%</b>

Table 23.  
 Summary of Graduate Agreement with Seminary Goals: **Extension campuses only**  
 2009 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. IV.	<i>During my student days at DTS, I:</i>	No Resps.	08 Resp.	09 Avg.	08 % Agree	09 % Agreement
Item						
1	Acquired a basic knowledge of the contents of the Bible.	31	3	4.72	<b>4.29</b>	100.0% <b>96.80%</b>
2	Acquired skills in personal Bible study.	31	3	4.61	<b>4.38</b>	100.0% <b>96.70%</b>
3	Gained knowledge in how to interpret the Bible.	31	3	4.75	<b>4.74</b>	95.6% <b>96.80%</b>
4	Acquired a basic knowledge of systematic theology.	30	4	0.00	<b>4.53</b>	00.0% <b>93.30%</b>
5	Acquired a basic knowledge of premillennial, dispensational theology.	32	2	4.58	<b>4.63</b>	95.5% <b>96.90%</b>
6	Developed some ability to think theologically.	23	11	4.63	<b>4.57</b>	100.0% <b>91.30%</b>
7	Gained insights into contemporary theological issues and how to evaluate them.	31	3	4.47	<b>4.48</b>	100.0% <b>96.80%</b>
8	Acquired an ability to defend the truths of the Bible.	31	3	4.57	<b>4.55</b>	100.0% <b>93.60%</b>
9	Gained an awareness of contemporary moral and ethical issues.	32	2	4.39	<b>4.50</b>	91.3% <b>96.90%</b>
10	Acquired a basic knowledge of the historical development of the church.	31	3	4.44	<b>4.26</b>	82.6% <b>87.10%</b>
11	Developed skills in preaching and/or teaching the Bible.	31	3	4.28	<b>4.29</b>	87.0% <b>87.10%</b>
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	32	2	4.42	<b>4.38</b>	81.8% <b>90.60%</b>
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	31	3	4.42	<b>4.29</b>	81.8% <b>87.10%</b>
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	32	2	4.44	<b>4.19</b>	81.9% <b>84.40%</b>
15	Developed a deepening, maturing relationship with God.	25	9	0.00	<b>4.56</b>	00.0% <b>96.00%</b>
16	Developed the use of my spiritual gifts.	31	3	4.42	<b>4.39</b>	76.2% <b>90.30%</b>
17	Developed leadership skills to help meet the spiritual needs of the world.	32	2	4.33	<b>4.38</b>	72.7% <b>87.50%</b>
18	Developed some interpersonal skills essential for effectiveness in ministry.	32	2	4.28	<b>4.31</b>	77.3% <b>84.40%</b>
19	Acquired a greater zeal and proficiency for communicating God's word to others.	32	2	4.72	<b>4.66</b>	100.0% <b>96.90%</b>
20	Gained some experience in actual ministry.	32	2	4.33	<b>4.38</b>	78.3% <b>84.40%</b>
21	Developed ability to use modern media in communication.	31	3	4.00	<b>4.00</b>	66.7% <b>74.20%</b>
22	Acquired ability to do research on various levels.	32	2	4.36	<b>4.31</b>	95.7% <b>87.60%</b>
23	Matured in spiritual integrity for relationships and ministry.	31	3	4.61	<b>4.45</b>	95.7% <b>87.10%</b>
24	Matured in spiritual life and Christlike character.	32	2	4.47	<b>4.44</b>	95.5% <b>87.60%</b>
25	Exhibited an increasing likeness to Christ as manifested in love for others.	32	2	4.36	<b>4.47</b>	91.3% <b>90.70%</b>
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	32	2	4.36	<b>4.41</b>	95.4% <b>90.60%</b>



Table 24.

Summary of Graduate Agreement with Seminary Goals: **Dallas vs. Extension**  
 2009 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>	09 Dallas Avg.	09 Ext. Avg.	09 % Dallas Agree	09 % Ext. Agree	% Δ
9	Gained an awareness of contemporary moral and ethical issues.*	4.14	4.50	80.00%	96.90%	16.9%
21	Developed ability to use modern media in communication.	3.65	4.00	59.00%	74.20%	15.2%
22	Acquired ability to do research on various levels.	4.42	4.31	96.30%	87.60%	8.7%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	4.10	4.29	79.00%	87.10%	8.1%
19	Acquired a greater zeal and proficiency for communicating God's word to others.*	4.38	4.66	89.00%	96.90%	7.9%
20	Gained some experience in actual ministry.	4.31	4.38	91.80%	84.40%	7.4%
17	Developed leadership skills to help meet the spiritual needs of the world.	4.08	4.38	80.30%	87.50%	7.2%
12	Acquired knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	4.18	4.38	83.50%	90.60%	7.1%
16	Developed the use of my spiritual gifts.	4.14	4.39	83.90%	90.30%	6.4%
2	Acquired skills in personal Bible study.	4.53	4.65	90.60%	96.70%	6.1%
15	Developed deepening, maturing relationship with God.	4.28	4.56	90.00%	96.00%	6.0%
7	Gained insights into contemporary theological issues and how to evaluate them.	4.42	4.48	91.10%	96.80%	5.7%
18	Developed some interpersonal skills essential for effectiveness in ministry.	4.04	4.31	78.70%	84.40%	5.7%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	4.20	4.41	85.40%	90.60%	5.2%
11	Developed skill in preaching and/or teaching the Bible.	4.13	4.29	82.00%	87.10%	5.1%
23	Matured in spiritual integrity for relationships and ministry.	4.32	4.45	91.90%	87.10%	4.8%
6	Developed some ability to think theologically.	4.65	4.57	95.80%	91.30%	4.5%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	4.23	4.47	87.60%	90.70%	3.1%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	4.2	4.19	82.00%	84.40%	2.4%
5	Acquired a basic knowledge of premillennial, dispensational theology.	4.72	4.63	98.50%	96.90%	1.6%
24	Matured in spiritual life and Christlike character.	4.29	4.44	89.10%	87.60%	1.5%
3	Gained knowledge in how to interpret the Bible.	4.67	4.74	97.70%	96.80%	.90%
4	Acquired a basic knowledge of systematic theology.	4.37	4.53	92.60%	93.30%	.70%
8	Acquired an ability to defend the truths of the Bible.	4.49	4.55	93.30%	93.60%	.30%
10	Acquired a basic knowledge of the historical development of the church.	4.26	4.26	87.00%	87.10%	.10%
1	Acquired a basic knowledge of the contents of the Bible.	4.67	4.68	96.30%	96.80%	.01%

\*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.

14 of 78 (or 18%) 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%.

15 of 109 (or 14%) 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 8%.

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:

Both deficiencies in the program and in personal responsibilities:	10 respondents	(71%)
Deficiencies in personal responsibilities:	4 respondents	(29%)

The 15 non-Th.M. or STM respondents answered the clarifying question thusly:

Both deficiencies in the program and in personal responsibilities:	10 respondents	(66%)
Deficiencies in personal responsibilities:	5 respondents	(34%)

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 65, 69, 72, 179, 181.

*Suggestion #2: Only allow experienced and qualified people to lead SF.* This is supported by respondent 52, 105. Respondent 173 added that Biblical Counseling students could be utilized in the SF process.

*Suggestion #3 synthesized from this year's results: Show students how to balance academics with vibrant spiritual life* This is supported by respondents 27, 36, 55, 178



# Assessment of Specific Degree Programs:

## Introduction

2009 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 one PhD respondents for 2009 this program was 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 Doctor of Ministry (DMIN)

### Program-specific survey items

Table 25 presents the responses by students graduating from the DMIN program. Eleven of the 25 DMIN graduates completed the survey (44%).

Table 25.  
2009 DMIN program-specific questions N=11

D1: Evaluated personal, spiritual, and professional development in ministry		D2: Charted a course for lifelong learning and improvement in ministry		D3: Assessed and constructed ministries from a biblical theology in 2 or more contemp contexts		D4: Conducted applied research of professional, doctoral-level breadth and depth in chosen field		D5: Articulated and defended evangelical theology in the practice of ministry		D6: Enhanced identified ministry skills	
Mean	%Agree	Mean	%Agree	Mean	%Agree	Mean	%Agree	Mean	%Agree	Mean	%Agree
4.55	100%	4.09	81.9%	4.36	81.8%	4.82	100%	4.36	81.8%	4.73	100%

### DMIN Graduates' Assessment of Institutional Goals

DMIN. graduates' self-assessment of institutional goals are broken out in Table 20 on page 38. Those items that DMIN. graduates clearly evaluated statistically different than non-DMIN. graduates are:

Educational Goals Self-Assessment 2009 Graduating Student Survey		Non DMIN RESPONDENTS N = 135		DMIN only N = 11	
Qstn		Mean	% agreed (rated 4 or 5)	Mean	% agreed (rated 4 or 5)
IV.	<b>During my student days at DTS, I:</b>				
10	Acquired a basic knowledge of the historical development of the church.	4.24	86.7%	4.71*	100%
11	Developed skills in preaching or teaching the bible.	4.12	81.8%	4.70*	100%
13	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in ministry.	4.18	84.0%	4.89***	100%
17	Developed skill in applying principles of pastoral, educational, or missionary leadership.	4.10	80.0%	4.80**	100%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	4.42	89.9%	4.78*	100%

\*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  $p < .001$ .



## **Student Suggestions for Improving the DMIN 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 Theology (Th.M.) and Master of Sacred Theology (S.T.M.)**

### **Program-specific survey items**



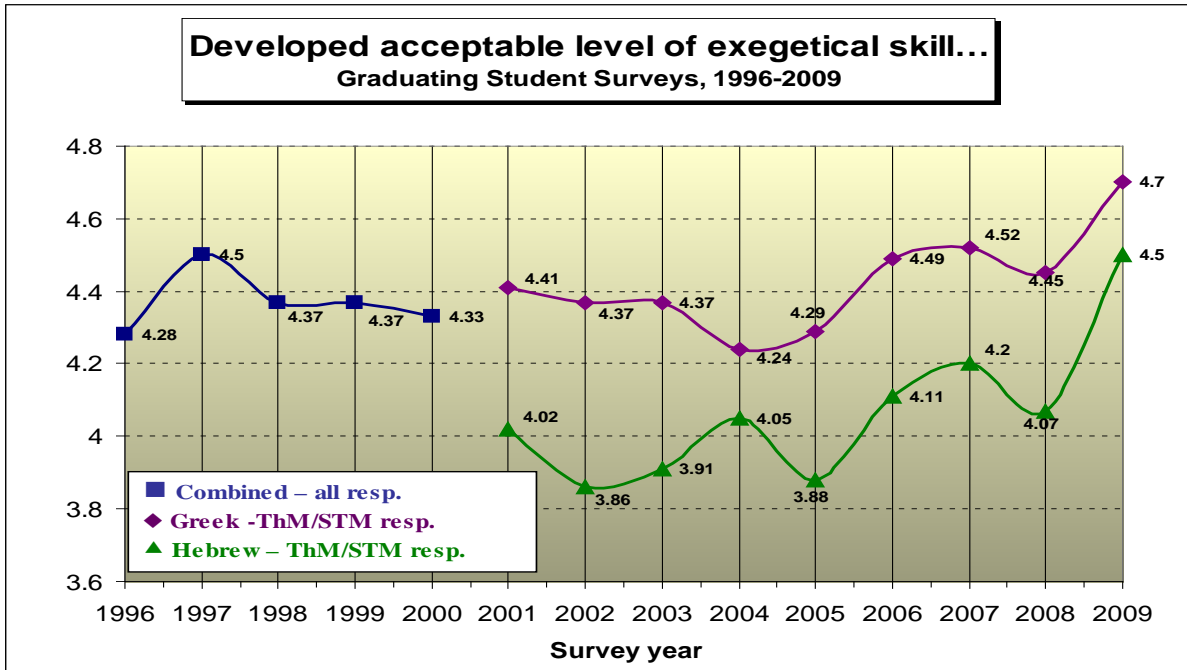


Table 31 presents the responses by students graduating in either the ThM or the STM. For the ThM degree, separate questions T1 and T2 are asked for exegetical skills in Greek and in Hebrew, whereas before 2001 there was a general question on exegetical skills. Graph 20-1 displays how this year's responses 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.

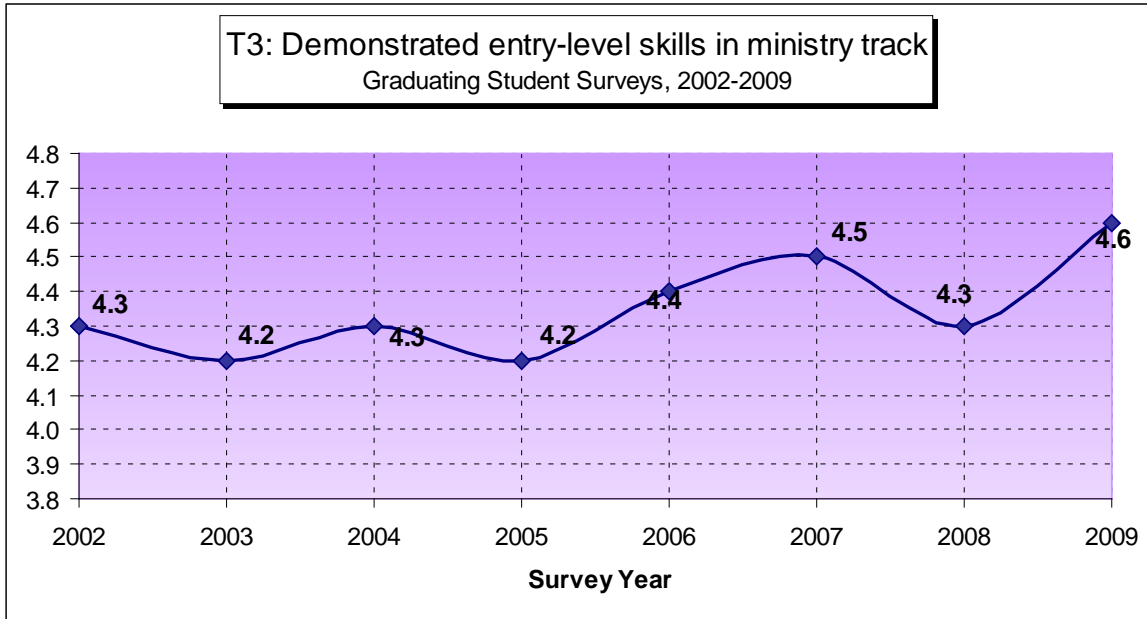
Table 25.  
ThM (and STM) program-specific questions

T1: Developed acceptable skills in Hebrew exegesis				T2: Developed acceptable skills in Greek exegesis			T3: Demonstrated entry-level skills in ministry track		
Year	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%
2009	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 2009 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]

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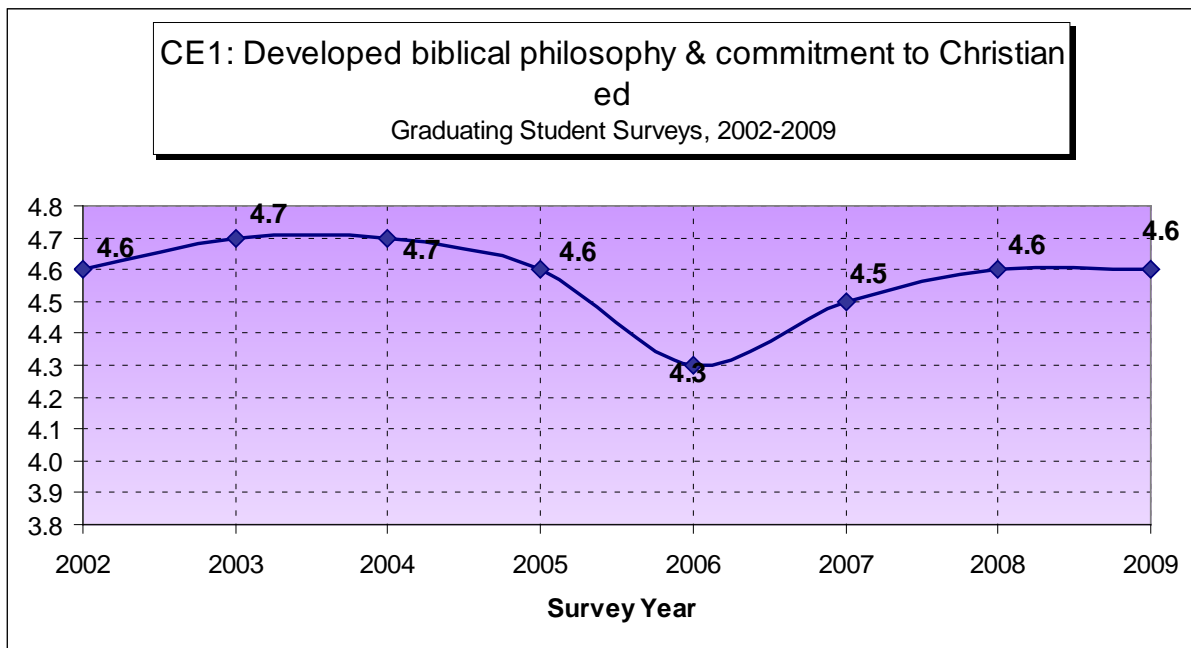
## The Master of Arts in Christian Education (M.A./CE)

### Program-specific survey items

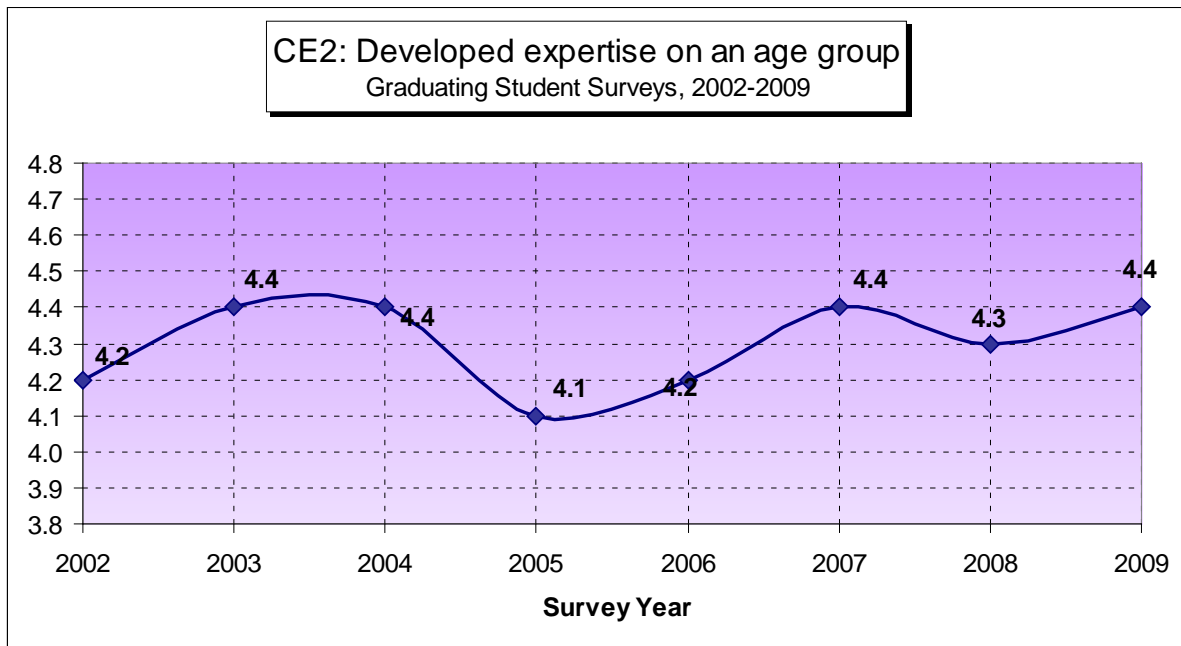
Table 27.  
M.A./CE program-specific questions

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
2009	36	4.59	94	36	4.32	88.2	36	4.38	91	36	4.59	97	36	4.35	85.3

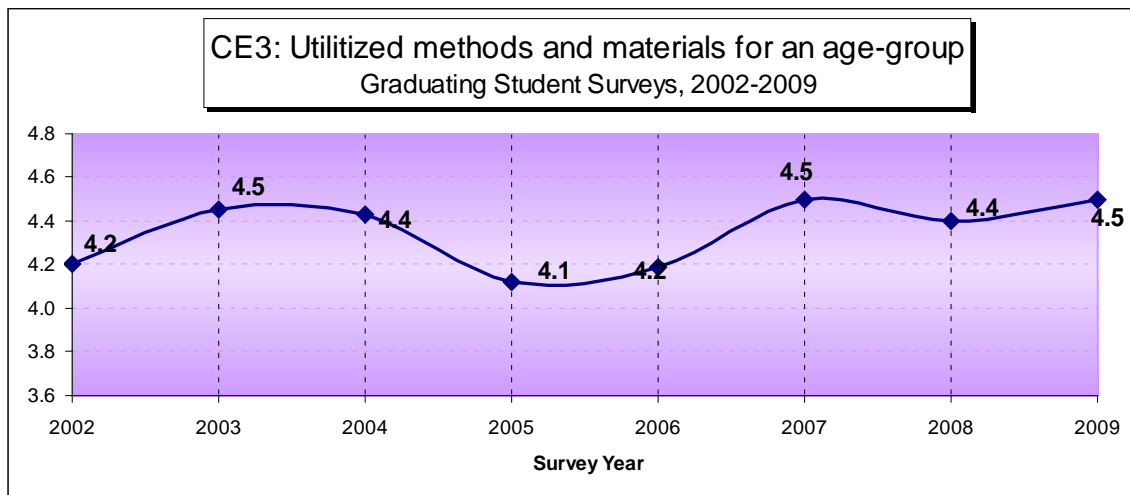
Graph 21-1.



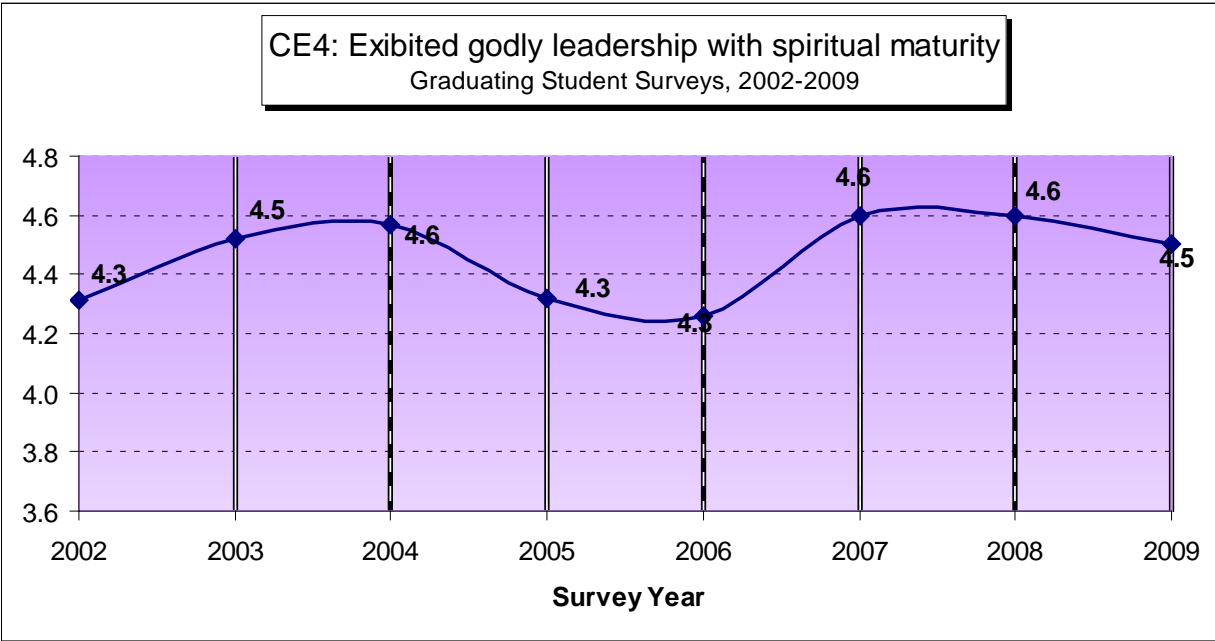
Graph 21-2.



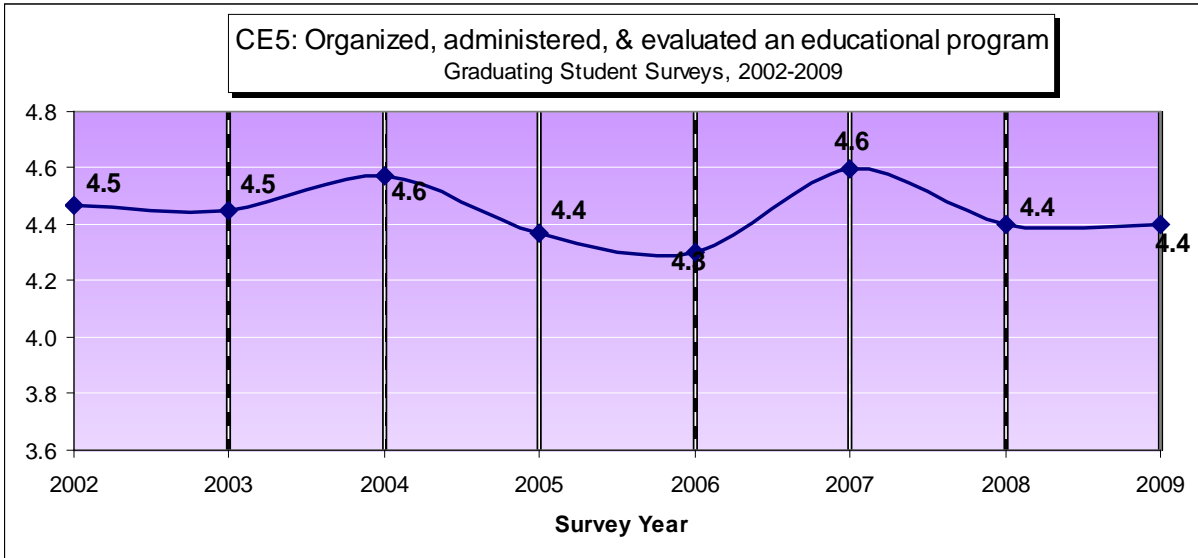
Graph 21-3.



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

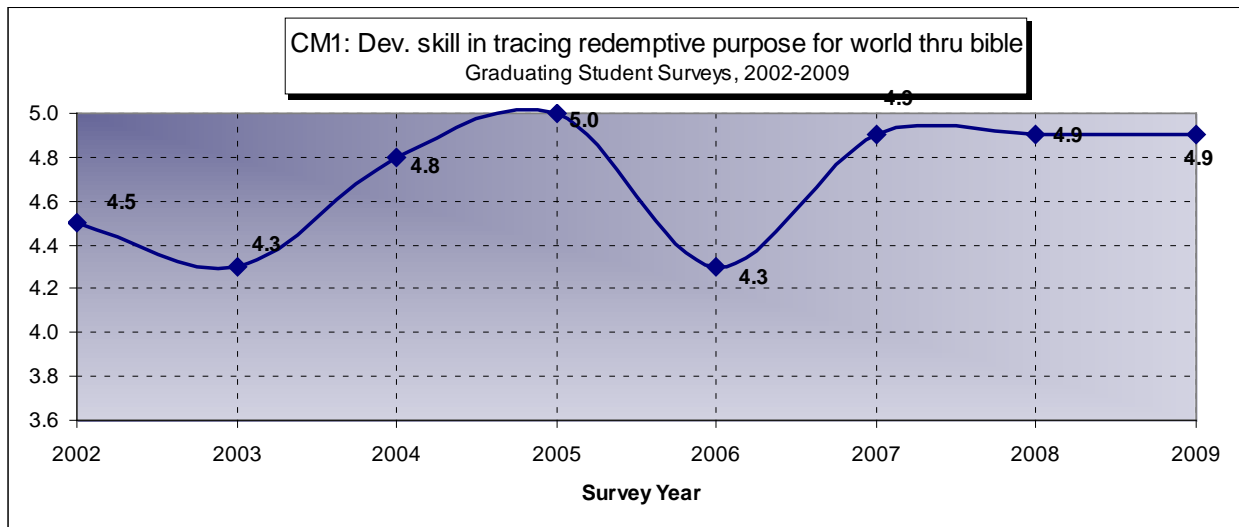
Table 28.  
MACM program-specific questions

During my student days at DTS I:

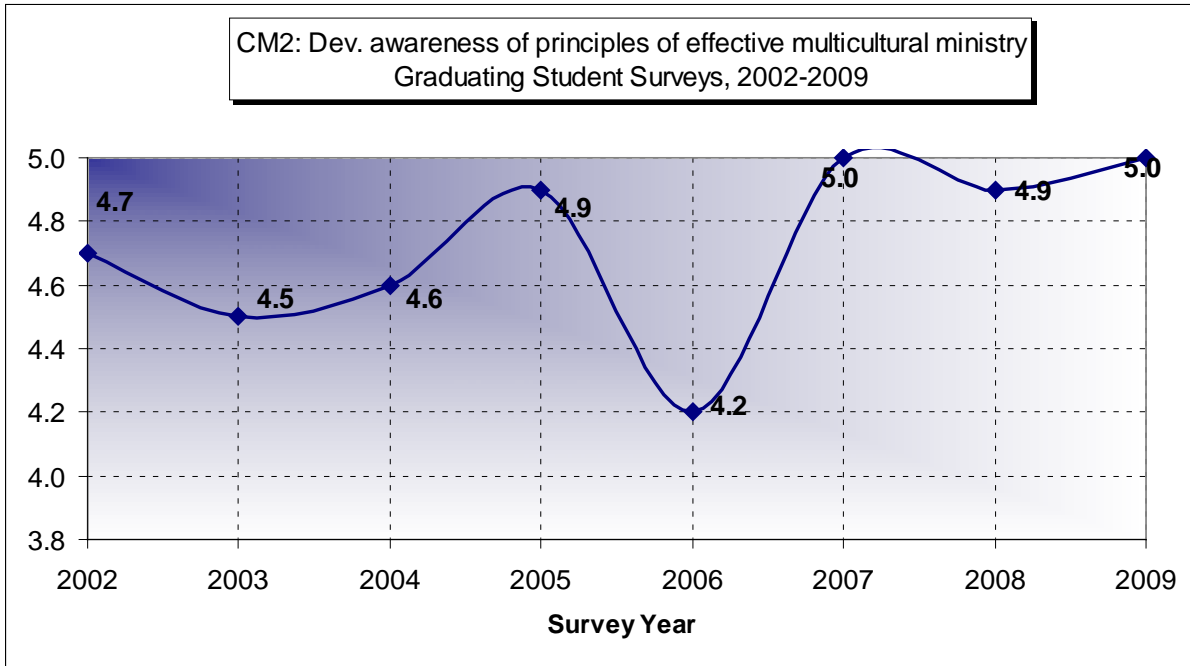
CM1: developed skill in tracing redemptive purpose for world thru Bible				CM2: developed awareness of principles of effective multicultural ministry			CM3: developed familiarity with missions-related social sciences			CM4: communicated Bible effectively in an intercultural context			CM5: developed accurate 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
2009	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.

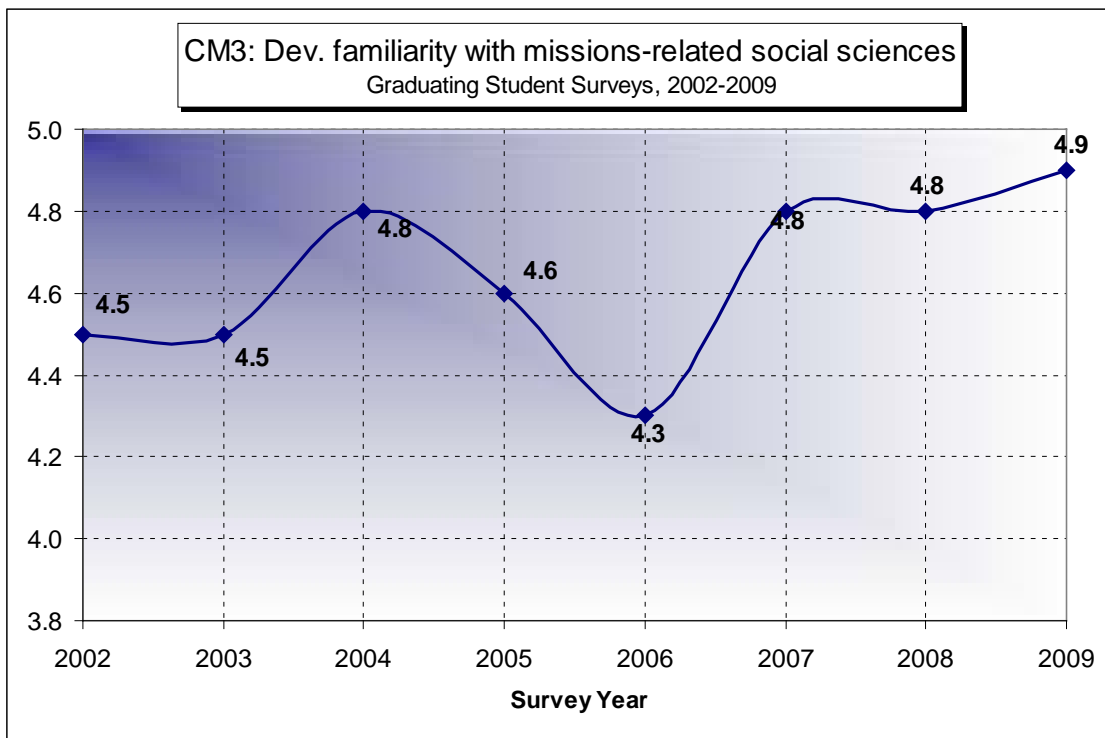
Graph 22-1.



Graph 22-2.

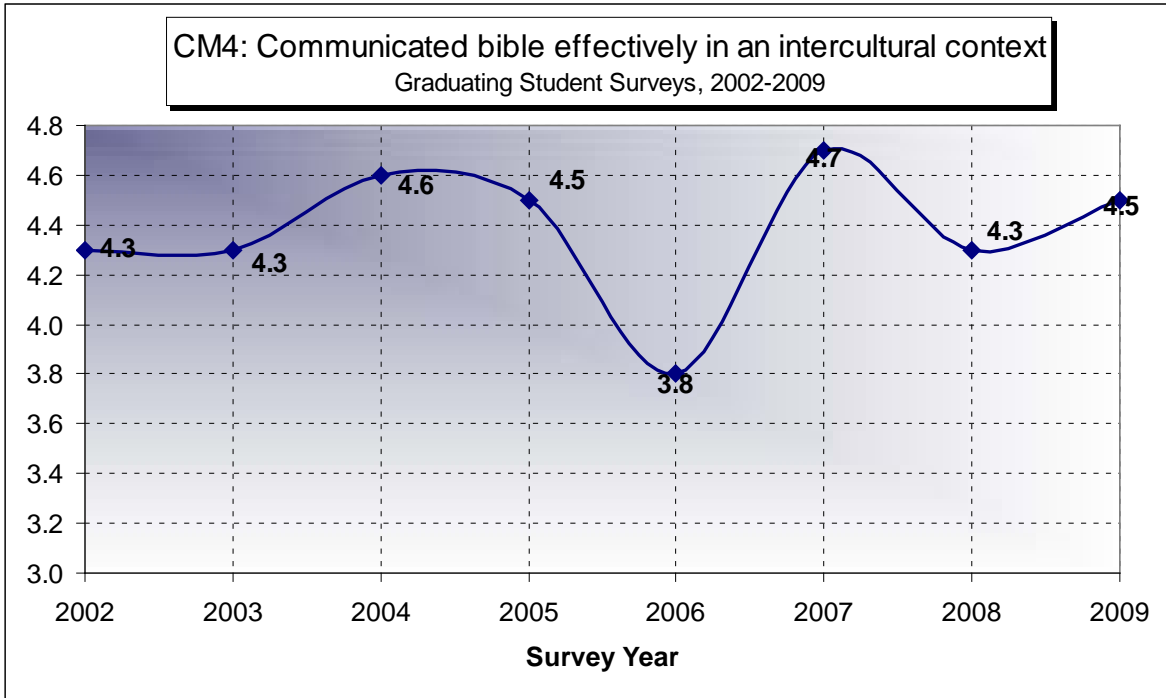


Graph 22-3.

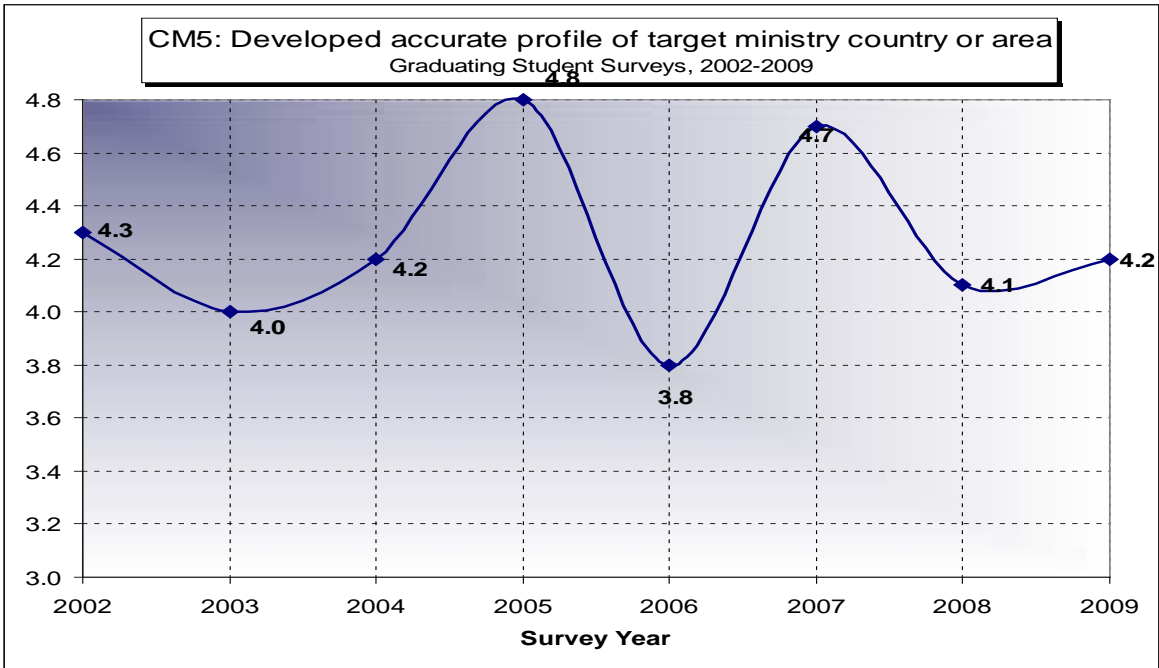




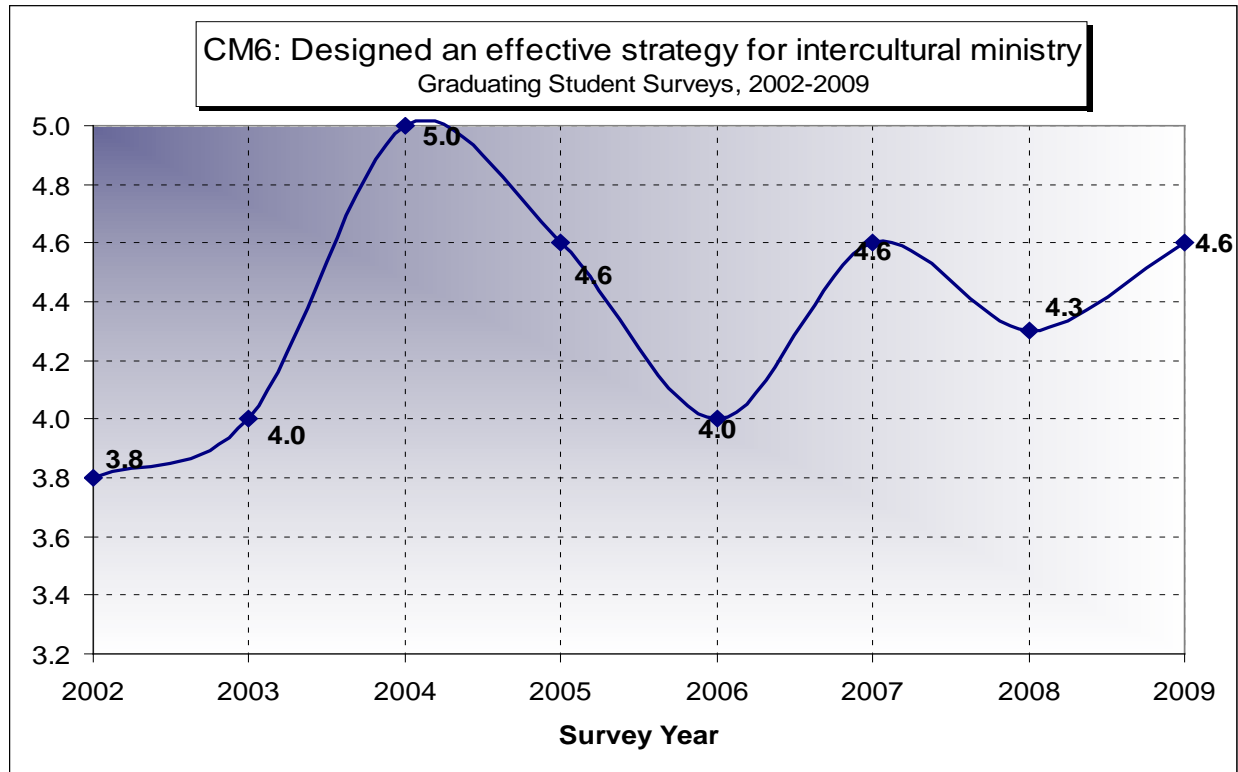
Graph 22-4.



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)

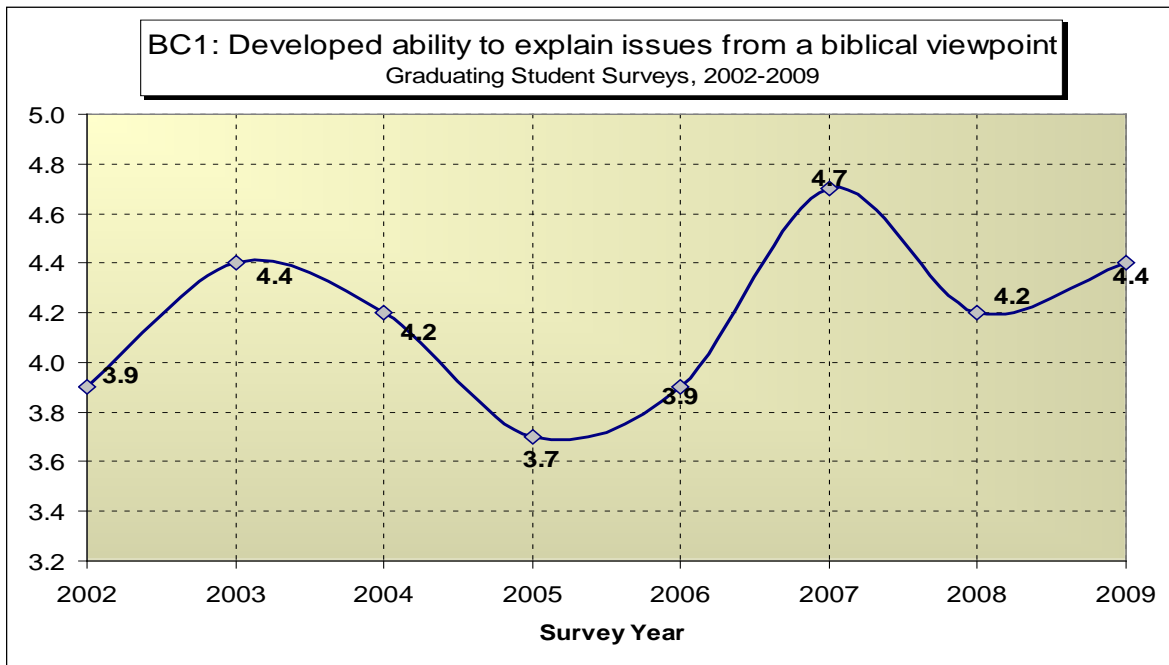
### Program-specific survey items

Table 30.  
MABC program-specific questions

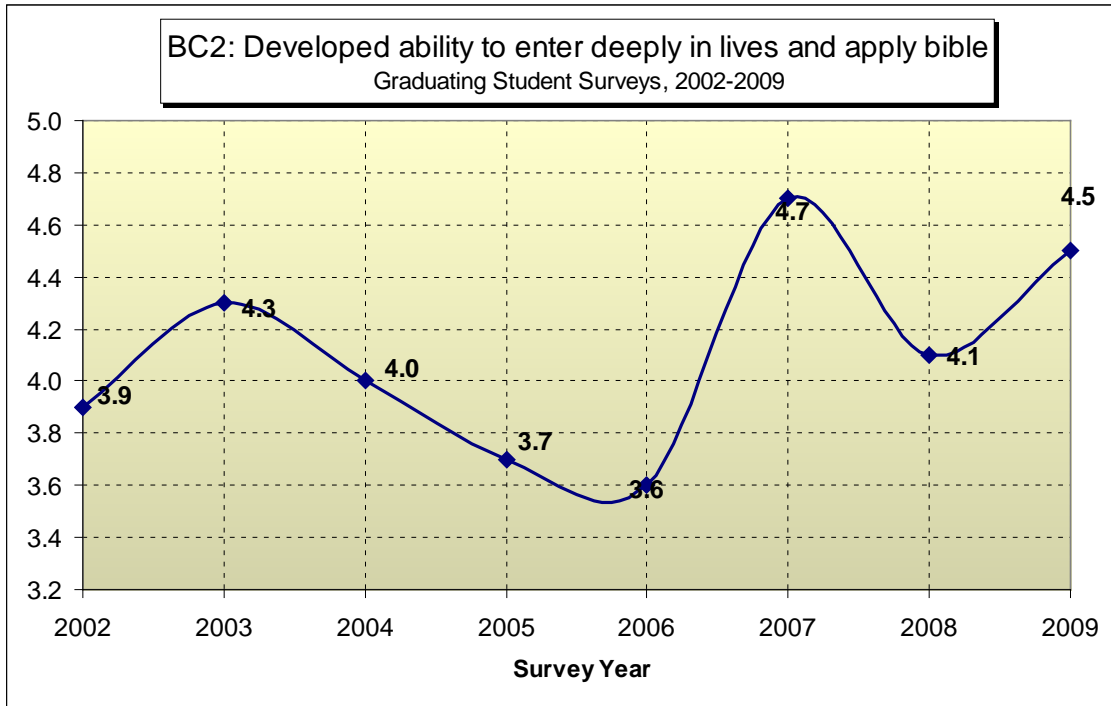
During my student days at DTS I:

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
2009	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

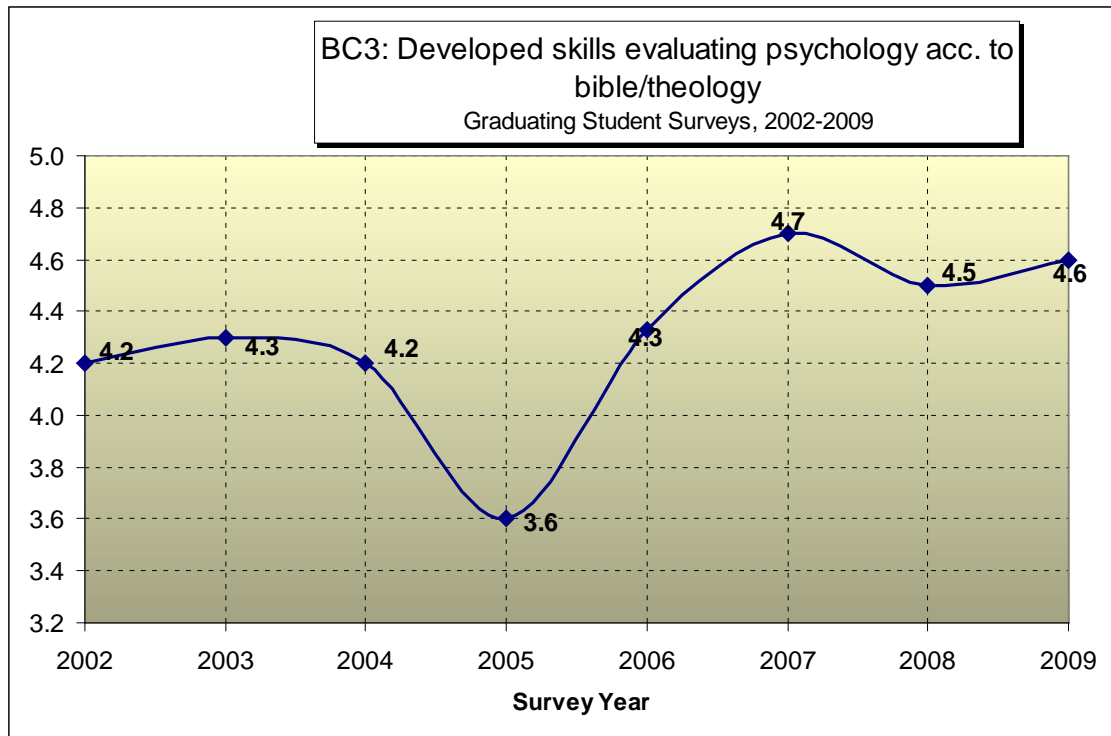
Graph 23-1.



Graph 23-2.

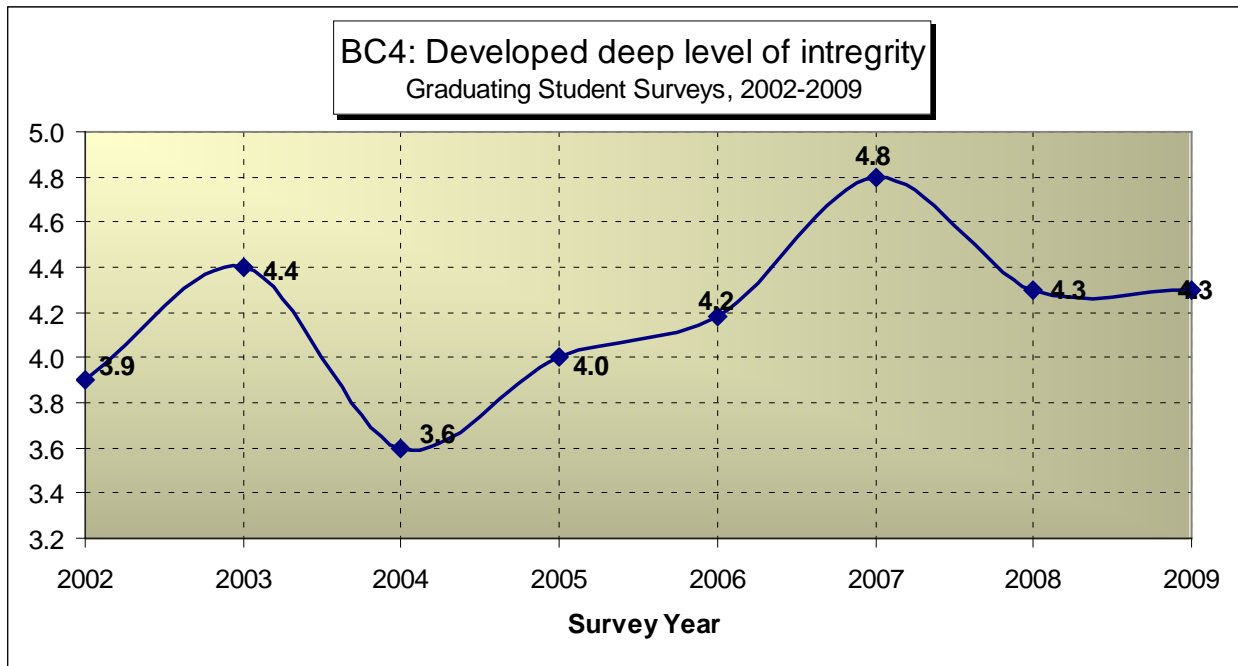


Graph 23-3.

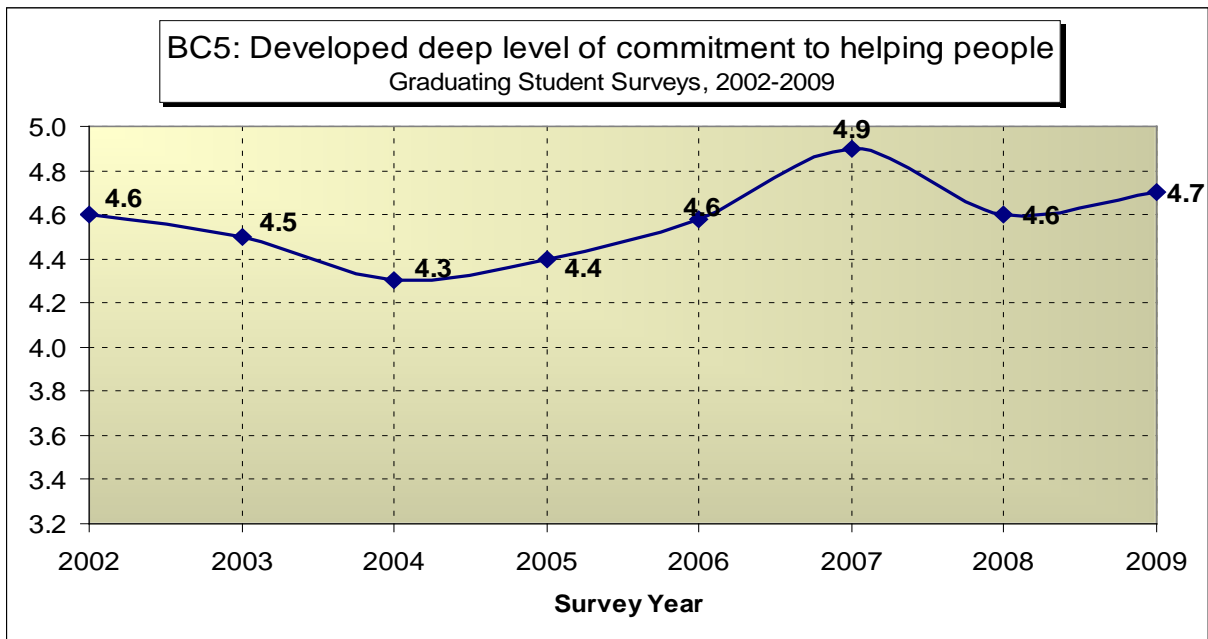




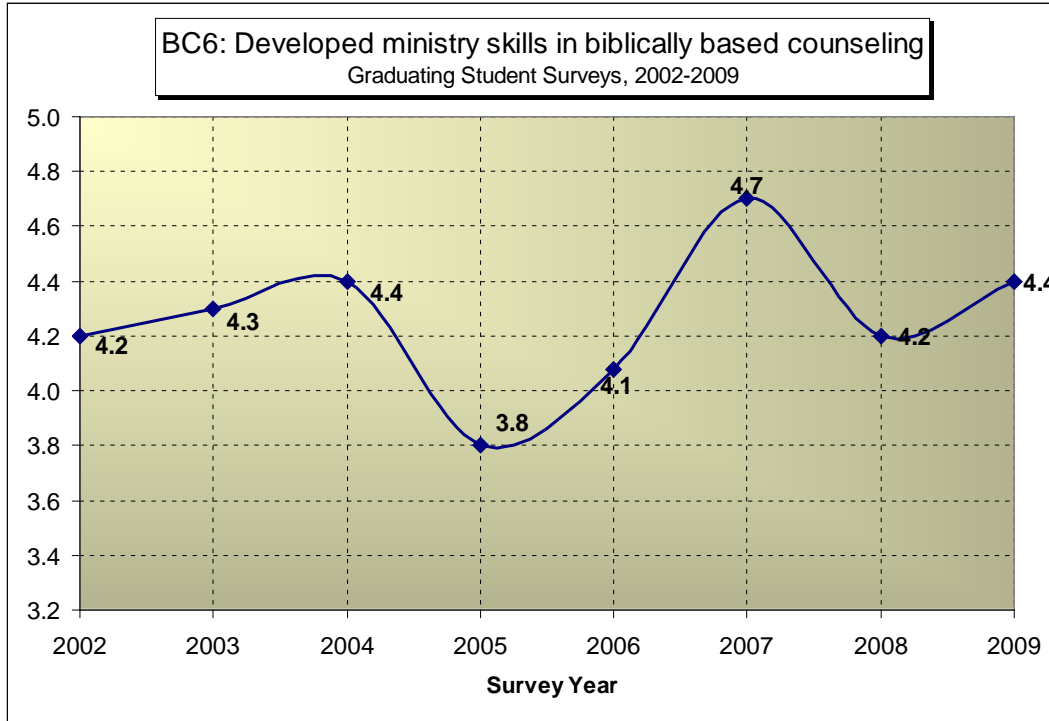
Graph 23-4.



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%
2009	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

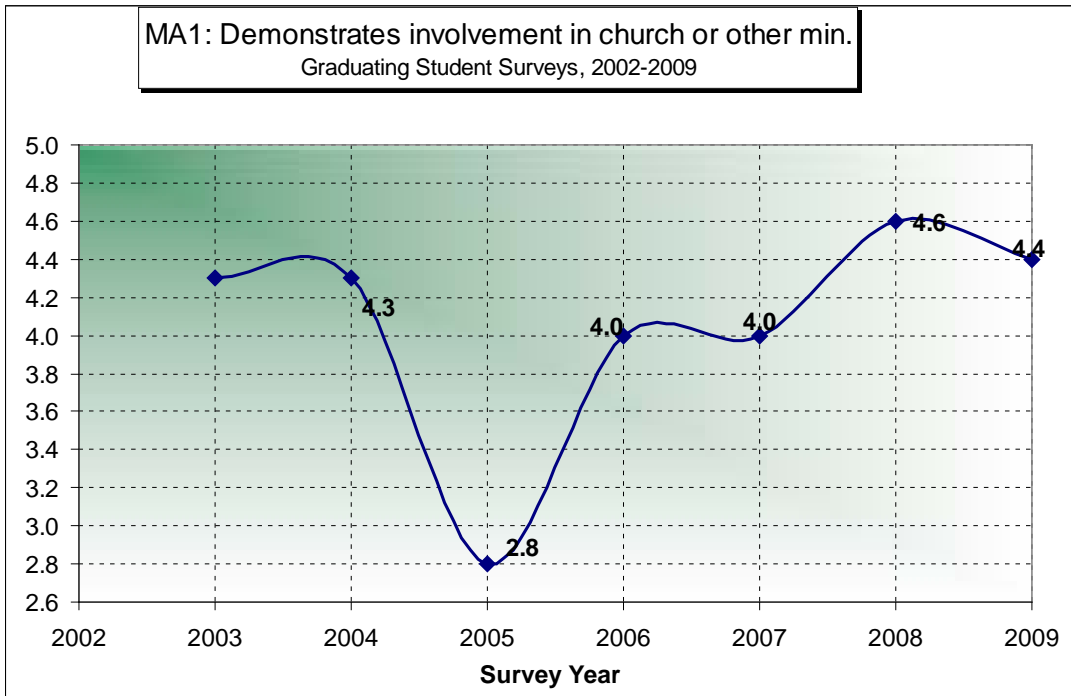
MA1: demonstrated an increasing involvement in the local church or other ministries.				MA2: Demonstrated leadership skills within a local church or other group			MA3: Ministered in evangelism within a local church or other group		
Year	N=	Mean	% Agree	N=	Mean	% Agree	N=	Mean	% Agree
2001									
2002									
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%
2009	1	3.00	0%	1	3.00	0%	1	5.00	100%

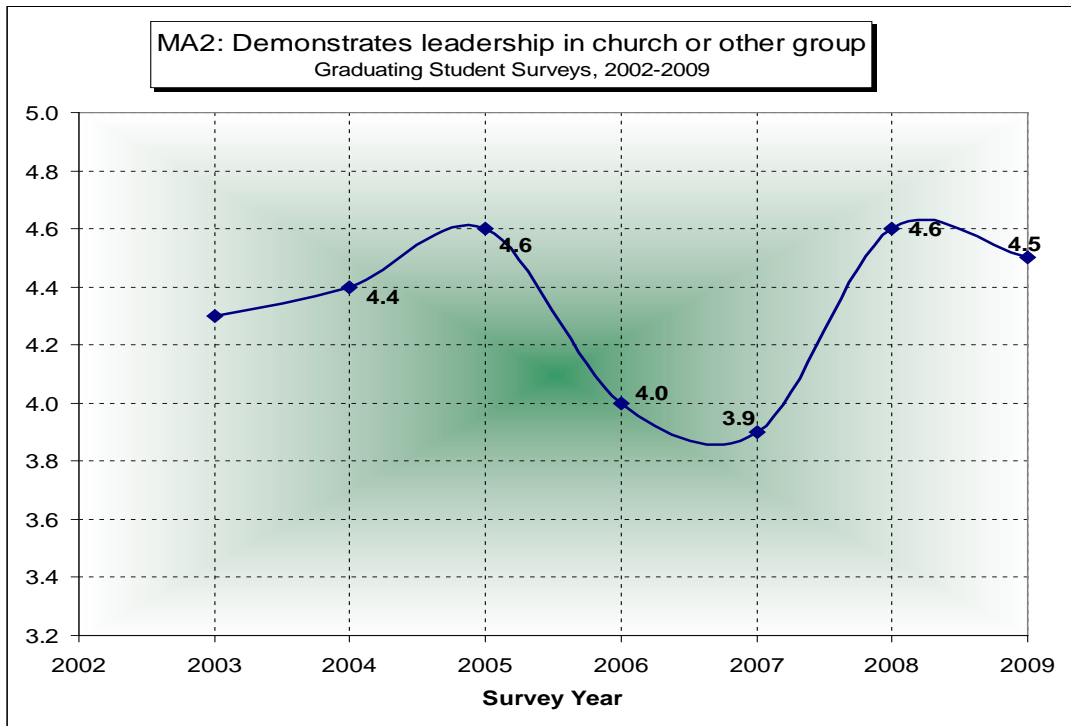
\*2003 was the first year that these items appeared on the Graduating Student Survey.

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

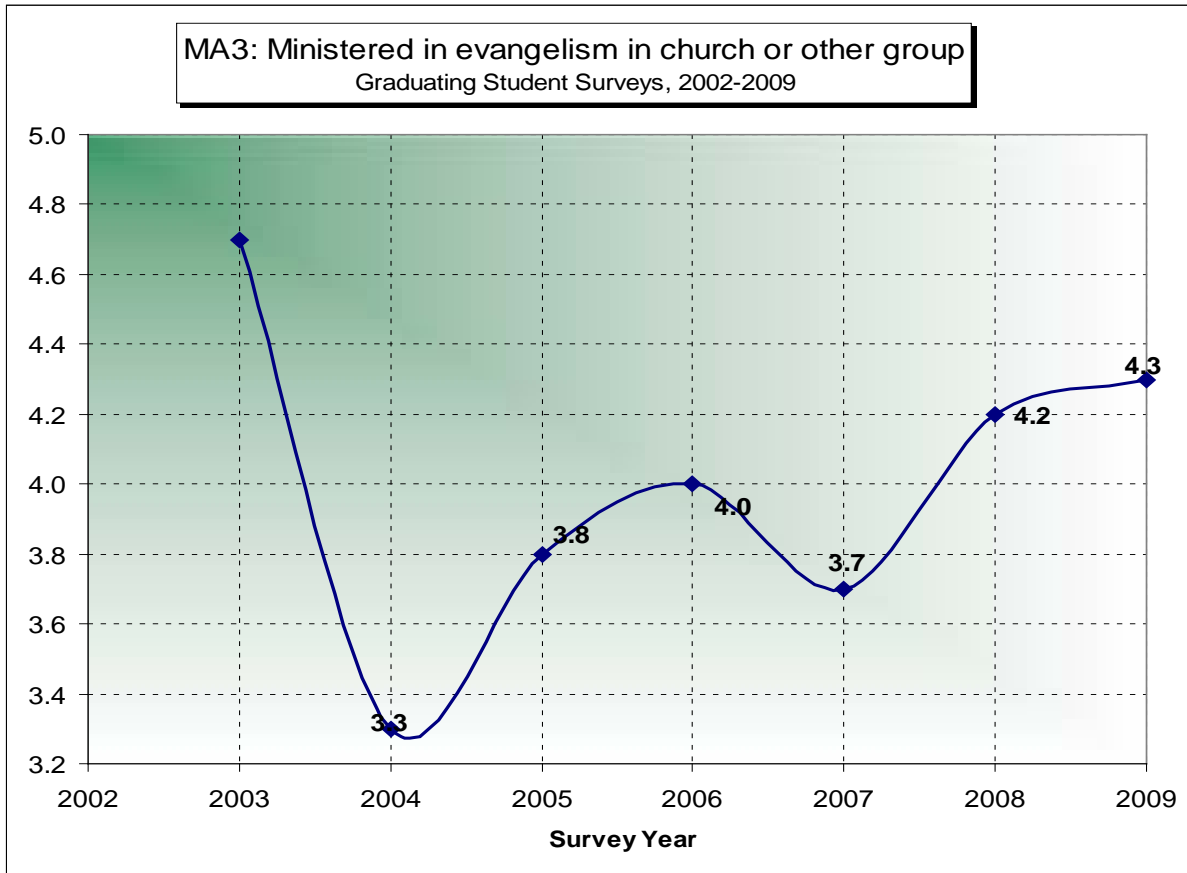
Graph 25-1.



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 2009 (incl. Fall 2008)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext.
1	M	M	3	WH	USB	41 +	DMIN	DMIN	GT
2	M	M	3	--	VISA	--	DMIN	DMIN	GT
3	M	M	2	WH	USB	41 +	WTH	non	
4	M	M	2	HI	PERM	41 +	DMIN	DMIN	GT
5	M	M	4	WH	USB	41 +	DMIN	DMIN	
6	M	M	2	WH	USB	41 +	DMIN	DMIN	
7	M	M	NA	--	TX	41 +	CGS	Cert	
8	F	M	2	WH	USB	41 +	MACE	CE	
9	F	S	NA	AS	NAT	41 +	THM	ID	
10	M	M	3	WH	USB	41 +	MABS	BS	
11	F	M	NA	WH	USB	41 +	CGS	Cert	
12	M	M	9	WH	USB	41 +	DMIN	DMIN	
13	M	M	7	WH	USB	41 +	DMIN	DMIN	PA
14	F	M	3	BL	USB	41 +	MABS	BS	HO
15	F	S	NA	WH	USB	36-	MABS	BS	
16	F	M	2	AS	NAT	41 +	MACE	CE	HO
17	M	M	NA	WH	USB	31-	THM	AM	
18	M	M	NA	WH	USB	26-	THM	ID	
19	M	M	2	WH	USB	41 +	MACE	CE	HO
20	F	M	2	WH	USB	41 +	DMIN	DMIN	
21	M	M	2	BL	USB	41 +	THM	PM	HO
22	F	S	NA	AS	NAT	31-	MACM	CM	
23	M	M	2	--	USB	36-	MABS	BS	GA
24	M	M	3	WH	USB	36-	THM	EVD	
25	M	M	3	WH	USB	36-	THM	PM	
26	M	M	NA	--	USB	26-	MACM	CM	
27	M	M	4	NO	VISA	36-	MABM	BS	
28	M	M	NA	AS	NAT	41 +	PhD	BS	
29	M	S	NA	--	USB	31-	THM	ID	
30	M	S	NA	WH	USB	26-	MAMC	MC	
31	M	M	NA	HI	PERM	41 +	DMIN	DMIN	GT
32	M	M	1	WH	USB	26-	THM	PM	
33	M	M	NA	UN	USB	41 +	MABS	BS	GA
34	M	M	2	--	USB	41 +	MACE	CE	
35	M	M	1	NO	VISA	36-	STM	NT	
36	M	M	NA	--	USB	31-	THM	PM	
37	M	M	NA	BL	USB	36-	MABS	BS	
38	M	M	NA	WH	USB	26-	MABS	BS	
39	M	M	2	--	USB	31-	MABS	BS	GA
40	M	M	NA	UN	USB	31-	THM	PM	
41	M	M	1	HI	USB	31-	CGS	Cert	
42	M	M	3	WH	USB	31-	THM	CM	
43	M	M	2	WH	USB	36-	MACM	CM	
44	F	S	NA	--	VISA	41 +	THM	AM	
45	M	M	NA	WH	USB	36-	CGS	Cert	GA
46	M	M	NA	WH	USB	26-	THM	PM	
47	M	S	NA	--	USB	26-	THM	AM	
48	M	M	NA	WH	USB	31-	THM	AM	
49	M	S	NA	AS	PERM	31-	MABS	BS	
50	M	M	1	WH	USB	26-	MACE	CE	
51	M	MD	3	WH	USB	41 +	MABS	BS	GA
52	F	M	NA	BL	USB	41 +	THM	PA	
53	M	M	2	WH	USB	41 +	MACE	CE	
54	M	M	NA	--	USB	36-	THM	MAM	
55	M	M	3	WH	USB	36-	THM	AM	
56	F	M	1	WH	USB	36-	MABS	BS	HO
57	M	M	3	WH	USB	36-	THM	PM	GA
58	M	M	NA	WH	USB	26-	MAMC	MC	
59	M	M	1	WH	USB	31-	MACM	CM	
60	M	M	NA	WH	USB	26-	MABS	BS	
61	M	M	3	WH	USB	41 +	MABS	BS	FL
62	F	M	2	--	USB	41 +	MACE	CE	SA
63	F	M	NA	--	VISA	41 +	THM	AM	
64	M	M	3	BL	USB	41 +	THM	EL	
65	M	M	NA	WH	USB	31-	THM	AM	
66	M	M	NA	WH	USB	26-	MACE	CE	
67	M	M	3	WH	USB	36-	STM	OT	
68	F	M	NA	WH	USB	26-	THM	ID	
69	F	M	NA	WH	USB	26-	MACE	CE	
70	M	M	NA	WH	USB	26-	THM	ID	

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext.
71	F	M	NA	WH	USB	26-30	THM	CE	
72	F	M	NA	WH	USB	26-30	THM	CE	
73	F	S	NA	--	USB	26-30	MABS	BT	
74	M	M	NA	WH	USB	26-30	THM	CM	
75	F	M	3	WH	USB	41 +	MABS	BS	FL
76	M	M	NA	--	USB	26-30	THM	AM	
77	F	M	3	WH	USB	41 +	THM	CE	
78	M	M	3	BL	USB	41 +	MABS	PM	HO
79	M	M	4	WH	USB	41 +	MABC	MC	
80	M	M	NA	WH	USB	31-35	THM	PM	
81	M	M	NA	HI	USB	31-35	THM	PM	
82	F	M	NA	AS	USB	31-35	MABC	CE	
83	M	M	4	WH	USB	41 +	MABS	BS	FL
84	F	M	NA	WH	USB	26-30	THM	BS	
85	M	M	NA	--	USB	31-35	MACE	AM	
86	M	M	NA	WH	USB	31-35	THM	PM	
87	M	M	NA	HI	USB	26-30	MABS	AM	
88	F	M	2	WH	NAT	41 +	THM	BS	
89	M	S	NA	WH	USB	31-35	THM	ID	
90	M	M	3	WH	USB	41 +	DMIN	BS	HO
91	M	M	3	WH	USB	41 +	THM	CM	
92	M	S	NA	WH	USB	26-30	THM	AM	
93	M	M	5	BL	USB	41 +	THM	BS	HO
94	F	S	NA	WH	USB	31-35	DMIN	Cert	AU
95	M	M	2	AS	NAT	41 +	THM	BS	HO
96	F	S	NA	WH	USB	41 +	THM	BC	
97	M	M	1	AS	NAT	31-35	MACE	PM	
98	M	M	2	WH	USB	31-35	THM	AM	
99	M	M	NA	BL	USB	36-40	THM	CE	AU
100	M	M	2	WH	USB	31-35	THM	MAM	
101	M	M	1	WH	USB	36-40	THM	CE	HO
102	M	S	NA	AS	USB	26-30	MABS	ID	
103	M	M	NA	WH	USB	26-30	THM	ID	
104	M	M	3	BL	USB	41 +	THM	CE	HO
105	M	M	1	WH	USB	41 +	MABS	PM	
106	F	S	NA	--	USB	26-30	MACM	BC	
107	M	S	NA	WH	USB	36-40	THM	BS	HO
108	M	S	NA	--	USB	26-30	THM	ID	
109	F	S	NA	WH	USB	26-30	MABS	BS	
110	F	M	NA	--	USB	26-30	MACE	BC	
111	M	M	NA	WH	USB	31-35	MACM	BS	
112	M	S	NA	WH	USB	26-30	THM	ID	
113	M	M	NA	WH	USB	31-35	MACE	BC	
114	M	M	2	WH	USB	31-35	MABS	PM	
115	M	M	NA	WH	USB	26-30	THM	ID	
116	M	M	NA	WH	USB	26-30	THM	PM	
117	M	M	NA	NO	VISA	31-35	THM	DMIN	
118	F	M	2	WH	USB	41 +	MACM	BS	
119	F	S	NA	WH	NAT	41 +	MABS	EVD	
120	F	M	NA	WH	USB	31-35	THM	BS	HO
121	M	M	NA	WH	USB	26-30	MACE	AM	
122	M	M	2	WH	USB	31-35	THM	CE	
123	F	M	NA	WH	USB	26-30	THM	BC	
124	F	M	NA	HI	USB	26-30	MABS	BC	
125	M	M	NA	WH	USB	26-30	MAMC	AM	
126	F	M	NA	WH	USB	26-30	NOND	BC	
127	F	M	NA	WH	USB	26-30	THM	BC	
128	M	M	1	WH	USB	31-35	THM	ID	
129	M	M	NA	--	USB	26-30	MABS	BC	
130	M	M	NA	WH	USB	26-30	THM	ID	
131	F	M	NA	--	USB	26-30	NSTU	CM	
132	M	M	NA	WH	USB	26-30	MABC	ID	
133	F	S	2	BL	USB	41 +	THM	CE	HO
134	M	M	3	WH	USB	31-35	MABS	ID	
135	M	M	2	WH	USB	41 +	MACE	DMIN	GA

# Demographic Index of Respondents

## Graduating Student Survey, Spring 2009 (incl. Fall 2008)

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

Resp	Sex	Mar	Kid	Race	Citz	Age	Prgrm	Track	Ext
201	M	M	NA	WH	USB	25 -	MACE	CE	
202	F	M	NA	WH	USB	25 -	CGS	Cert	

### Key to Ministry Tracks:

AM=Academic Ministries	CM=Cross Cultural Min	MAM=Media Arts Min
BC=Counseling Min	CHUR Church Ed Ldrshp	MC=Media Comm
BE=Bible Exposition	D.Min=Doctor of Min.	NT=New Testament
BS=Biblical Studies	EL=Educational Ldrshp	OT=Old Testament
BT=Bible Translation	EVD=Evanglism & Displshp	PA=Parachr Min
CE=Christian Ed	ID=Interdisciplinary	PM=Pastoral Min
Cert=Certificate		