

Graduating Student Survey



2010

*Office of Institutional Research
Dallas Theological Seminary*



Graduating Student Survey 2010 Report

Office of Institutional Research and Effectiveness

Mark A. Howell

Assistant Director

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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. Several changes were made to the Spring 2010 survey, which will be highlighted in this report.

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 2010 Survey Sample

Survey Response Rate

Population:	416 graduates (approximate)
Sample size (N):	240
Response rate:	58% (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 2009 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-f.
Respondent sex, marital status,
children, race or ethnicity, and age, citizenship
N = 240

	No.	% of those responding
Sex		
Male	178	75%
Female	60	25%
Marital status		
Single	51	21%
Married	187	78%
Children living at home		
Zero	12	30%
One	15	37%
Two	11	26%
Three	3	7%
Race or Ethnicity		
African-American	17	8%
Asian American	11	5%
Hispanic American	6	3%
Caucasian American	175	78%
Nonresident Alien	15	6%
Age		
Age 25 and under	10	4%
Age 26-30	77	32%
Age 31-35	39	17%
Age 36-40	34	14%
Age 41 and over	78	33%
Citizenship		
U.S. Citizen = Yes	214	90%
U.S. Citizen = No	23	10%

Tables 2a-b.
Respondent program
and campus where majority of classes was taken
N =240

	No.	% of those responding
Academic program		
C.G.S.	20	8%
MABS	33	14%
M.A./MC	7	3%
M.A./CE	44	19%
M.A./CE and MABS	4	1.5%
MABS and MAMC	2	1%
MACM	11	5%
MABC	18	8%
M.A./BEL	1	.5%
Th.M.	84	35%
S.T.M.	2	1%
D.Min.	8	3%
Other	3	1%
Campus for majority of classes		
Dallas	202	85%
Philadelphia	1	1%
Atlanta	6	2%
Houston	19	8%
Tampa Bay	4	2%
San Antonio	3	1%
Online Only	1	1%

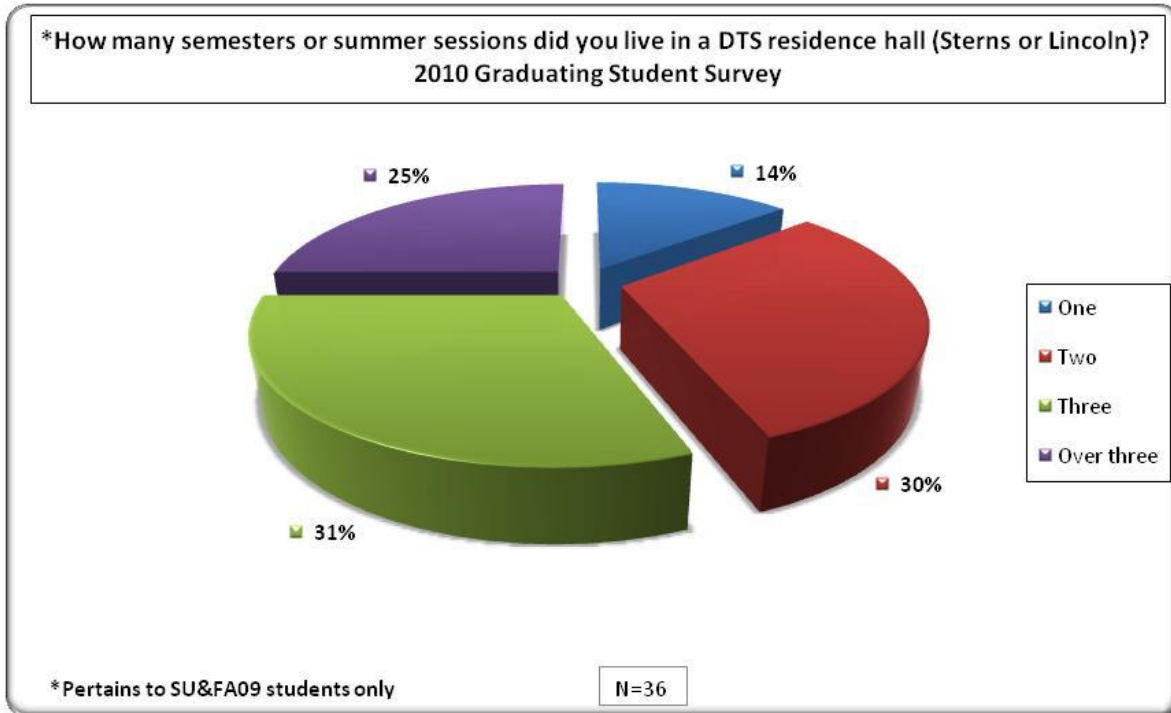
Seminary Housing

DTS Student housing has changed over the past few years with the closing of Lincoln Hall in 2006 and Sterns Hall in 2008. The survey questions have changed beginning in Spring 2010 to refer to the new Washington Tower residence which opened in June 2008. The closed locations were also removed from the survey; however, some respondents could have lived in both residences.

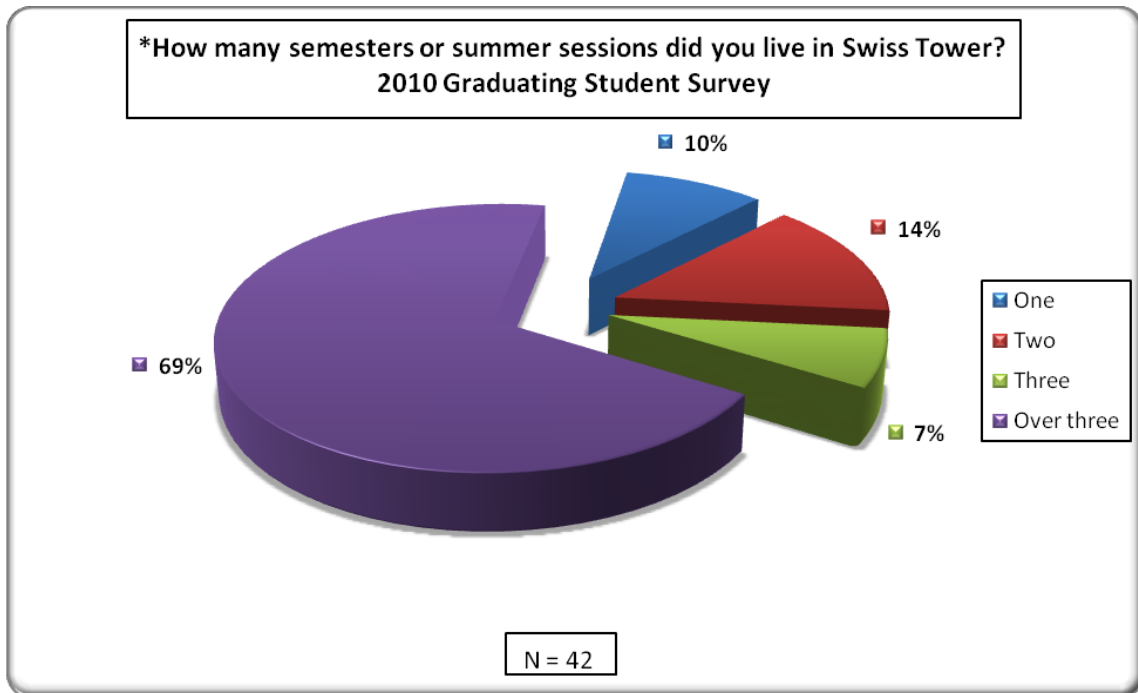
Tables 3a-c.
Respondents living in seminary housing

Semesters in residence hall			... in Swiss Tower		... in Washington	
SU09 and FA09 (Sterns, Lincoln)	No.	% of resps.	No.	% of resps.	No.	% of resps.
One	5	14%	4	10%	5	3%
Two	11	30%	6	14%	5	3%
Three or more	20	56%	32	76%	7	5%
Total	N=36	100%	N=42	100%	17	N=151

Graph 1.
Respondents living in seminary housing (now closed.)



Graph 2.
Respondents living in married student housing



Graph 3.
Respondents living in Washington Towers (New 2010)

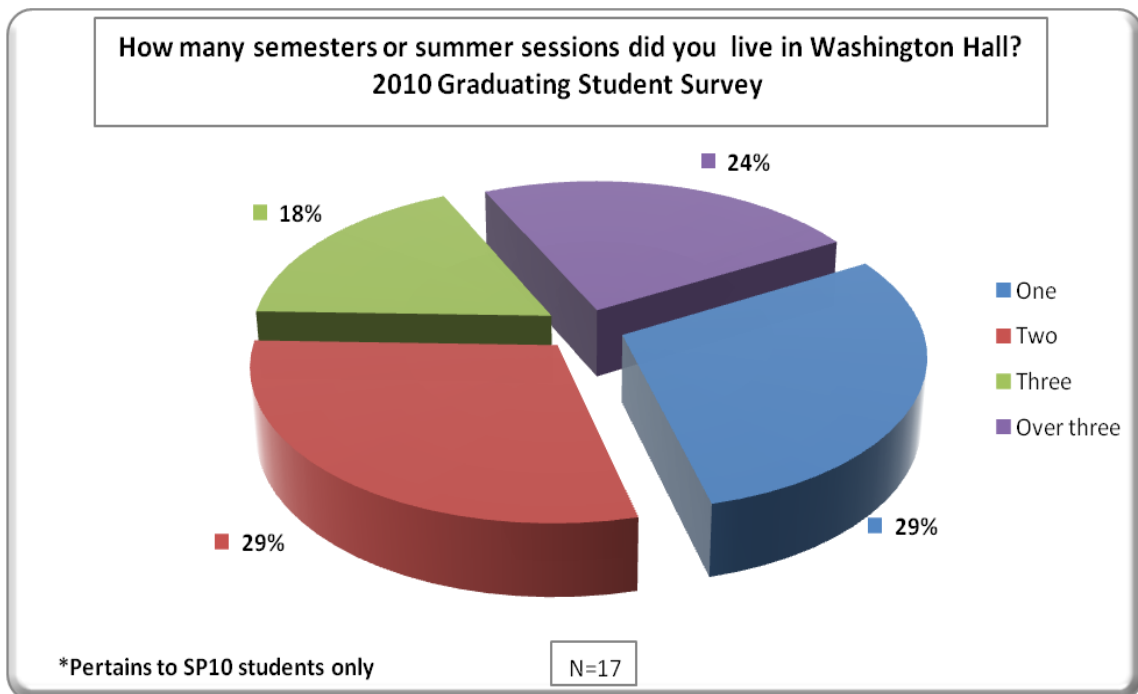


Table 3d.
Respondent enrollment in Spiritual Formation

No. of semesters completed a Spiritual Formation course		
None	15	9%
One	15	9%
Two	10	6%
Three or more	134	76%
Missing	66	N=174

Table 4a.
Degree Program * Sex Cross tabulation

		Sex		Total
		M	F	
Degree Program	CGS	14	6	20
	MABS	26	7	33
	MA/CE	26	18	44
	MA/CM	9	2	11
	MA/BC	6	12	18
	MA/BEL	0	1	1
	ThM	78	6	84
	STM	2	0	2
	DMin	8	0	8
	PhD	1	0	1
	DMCE	2	0	2
	MAMC	0	6	6
	MA/CE and MA(BS)	3	1	4
	MABS and MAMC	1	0	1
	Other	2	1	3
	Total	178	60	238

Tables 4b-c.
Ministry tracks or majors

MA/CE		Th/M or STM	
Church Educational Leadership	13	<i>Academic Ministries:</i>	26:
Parachurch Ministry	3	Old Testament	3
Christian School Administration	1	New Testament	8
Women's Ministry	3	Bible Exposition	4
College Teaching	1	Systematic Theology	2
Children's Ministry	3	Historical Theology	6
Family Life Ministry	7	World Missions	2
Educational Administration	1	Jesus Studies	1
Youth Ministry	4		
Adult Ministry	2	<i>Pastoral Ministry</i>	7:
		Pastoral Leadership	5
Total MA/CE	38	Parachurch	2
		Interdisciplinary (see Table 4c below)	27
		<i>Educational Leadership:</i>	4:
		Church Educational Leadership	1
		Youth Ministry	1
		Women's Ministry	2
		Total Th.M. and STM	62

Table 4d.
Combinations of departments for Interdisciplinary Studies

	PM	BC	CE	PM	WM	SF&L
OT		2	1	2	1	
NT			1	7	1	
BE	3				1	
JS						
ST			1	2	2	
HT				1	2	

Educational Funding and Debt

For the Spring 2010 Graduating Student survey (N=150), questions were added about educational debt and the funding of DTS programs by students. Three questions involve debt and debt payment. Only 24% of students report entering with educational debt, while 32% report graduating with educational debt. Of the 114 students reporting no educational debt upon entering, 25% incurred some educational debt during their program. Additionally, a matrix of 9 sources of funding was provided for ranking according to importance in supporting graduate studies.

Graph 4.
Importance of sources of income for funding education (New 2010)

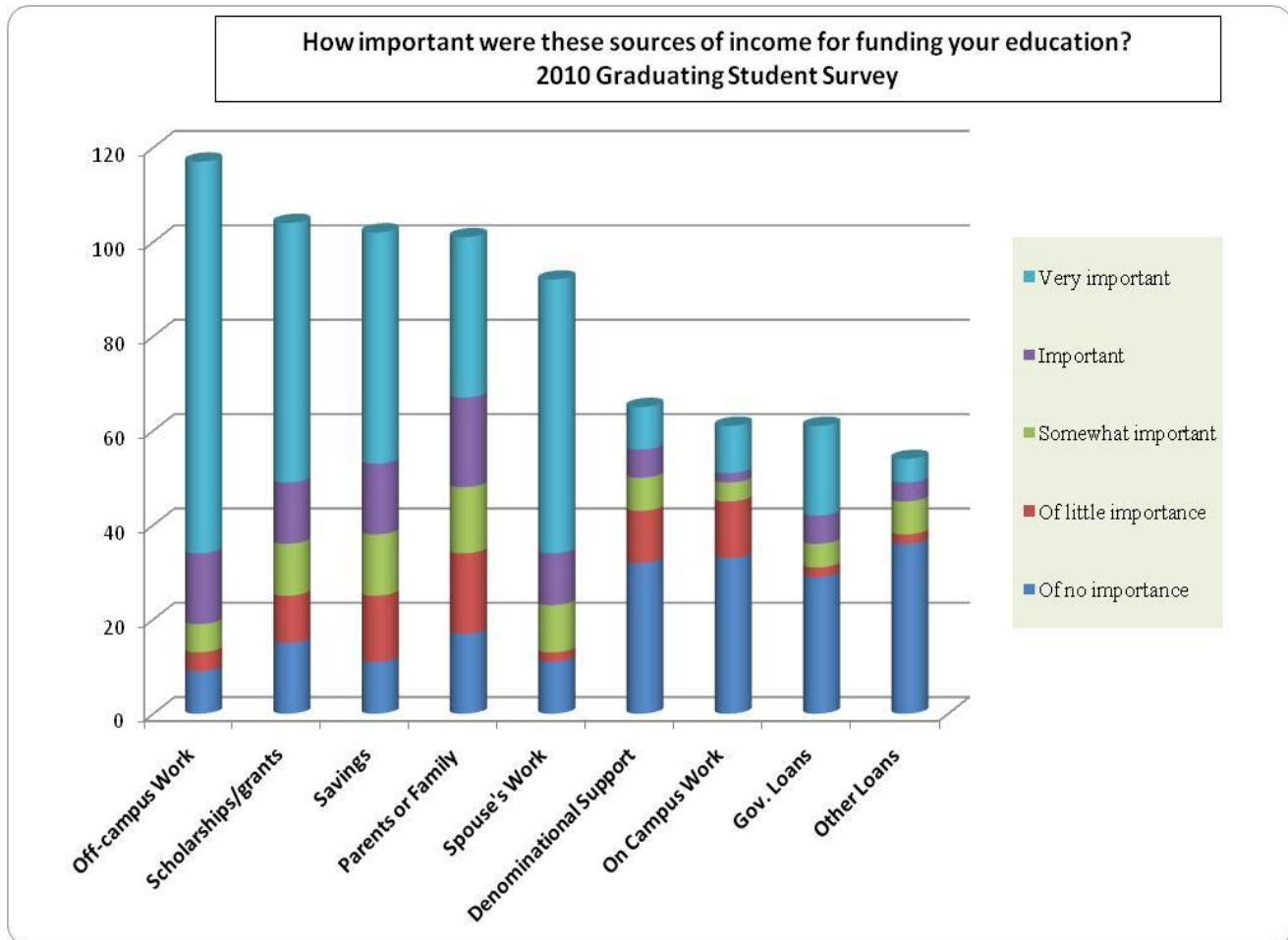


Table 5a.
How important was on-campus work in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	33	54.1
Of little importance	12	19.7
Somewhat important	4	6.6
Important	2	3.3
Very Important	10	16.4
Total	61	100.0

Graph 5.
Importance of on-campus work as a source of funding graduate studies.

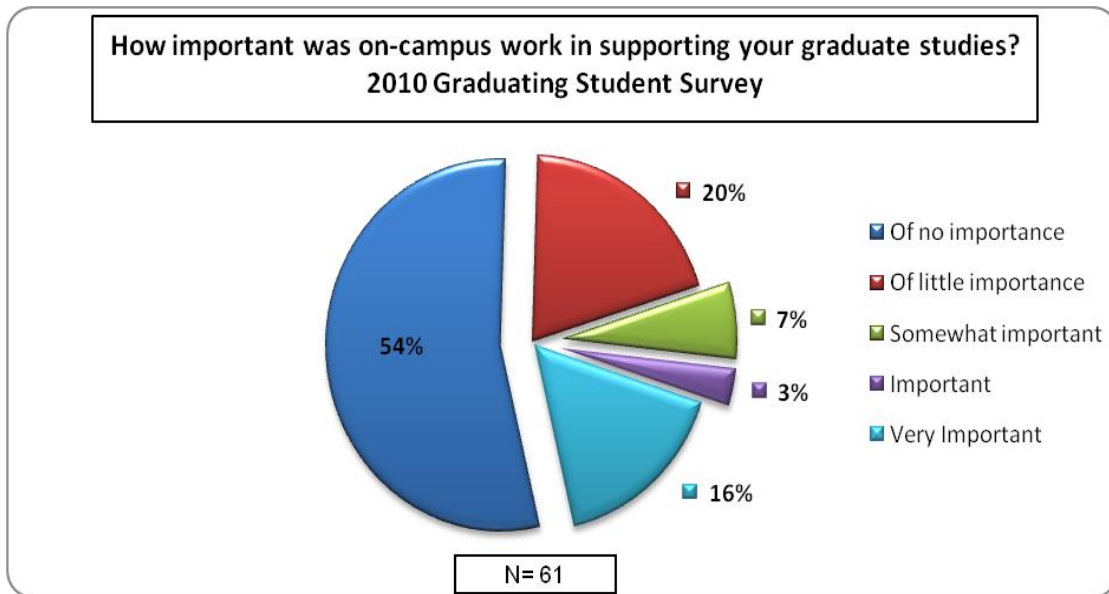


Table 5b.
How important was scholarships/grants in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	15	14.4
Of little importance	10	9.6
Somewhat important	11	10.6
Important	13	12.5
Very Important	55	52.9
Total	104	100.0

Graph 6.

Importance of scholarships/grants as a source of funding graduate studies.

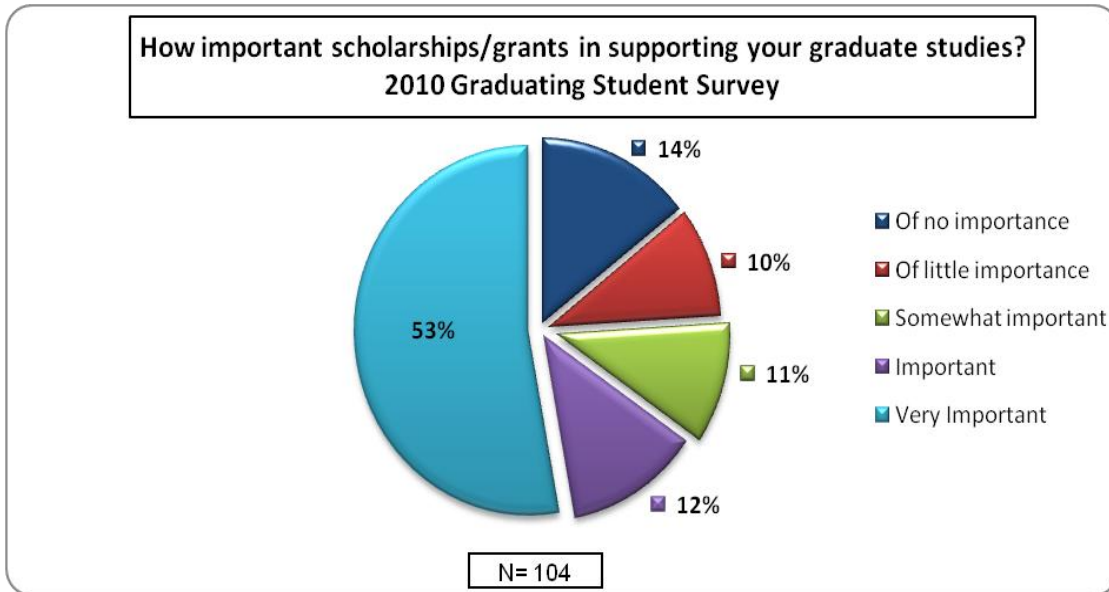


Table 5c.

How important was off-campus work in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	9	7.7
Of little importance	4	3.4
Somewhat important	6	5.1
Important	15	12.8
Very Important	83	70.9
Total	117	100.0

Graph 7.

Importance of off-campus work as a source of funding graduate studies.

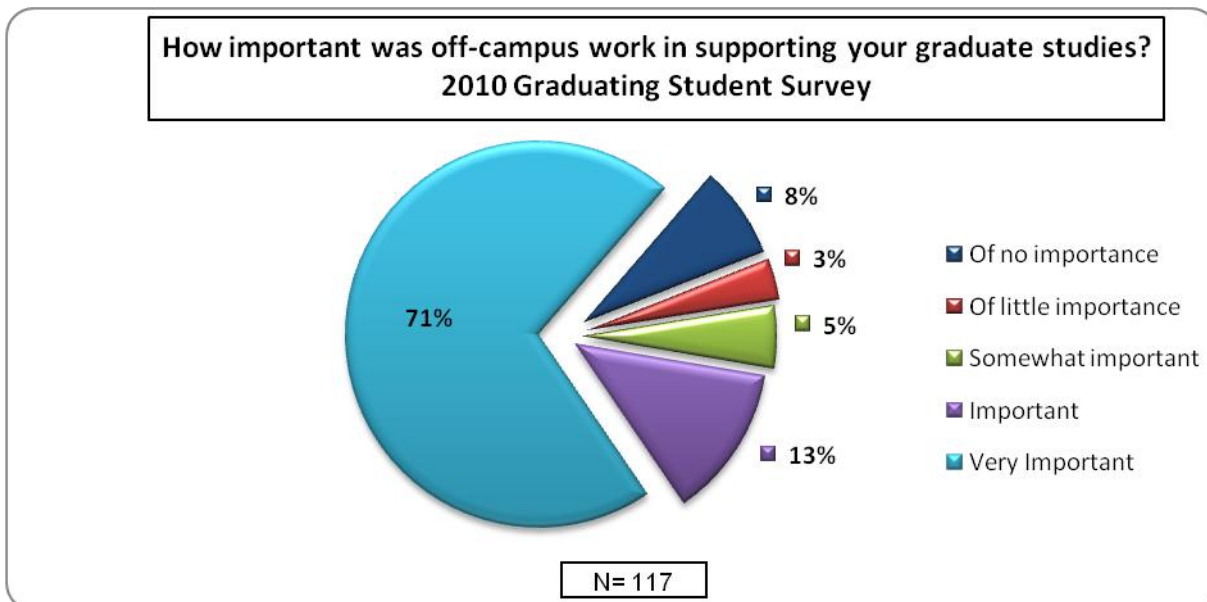


Table 5d.
How important was your spouse's work in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	11	12.0
Of little importance	2	2.2
Somewhat important	10	10.9
Important	11	12.0
Very Important	58	63.0
Total	92	100.0

Graph 8.
Importance of spouses work as a source of funding graduate studies.

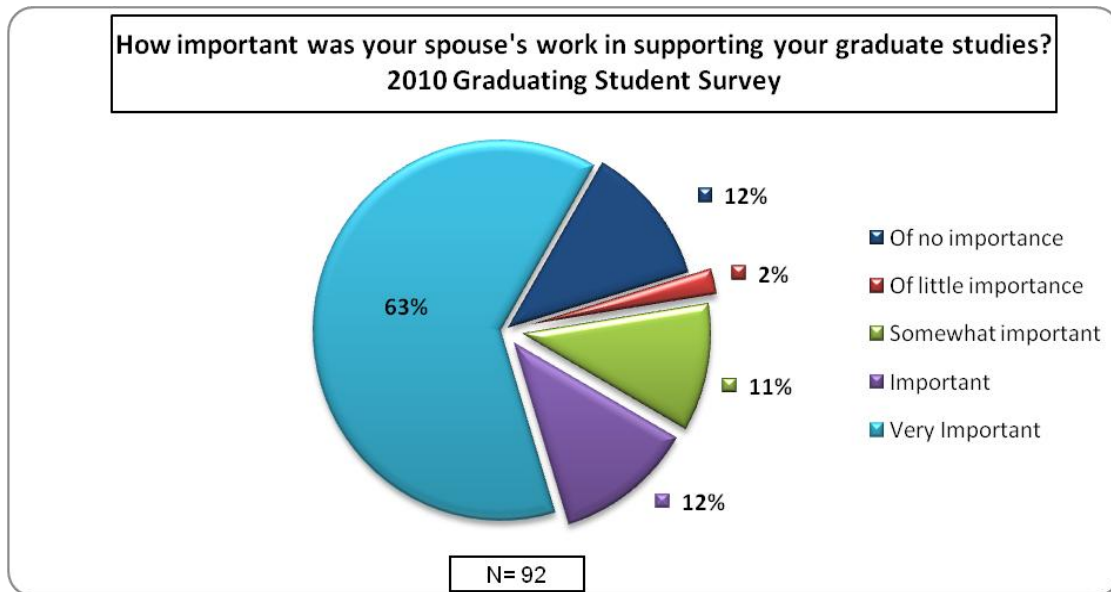


Table 5e.
How important was your savings in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	11	10.8
Of little importance	14	13.7
Somewhat important	13	12.7
Important	15	14.7
Very Important	49	48.0
Total	102	100.0

Graph 9.
Importance of savings as a source of funding graduate studies.

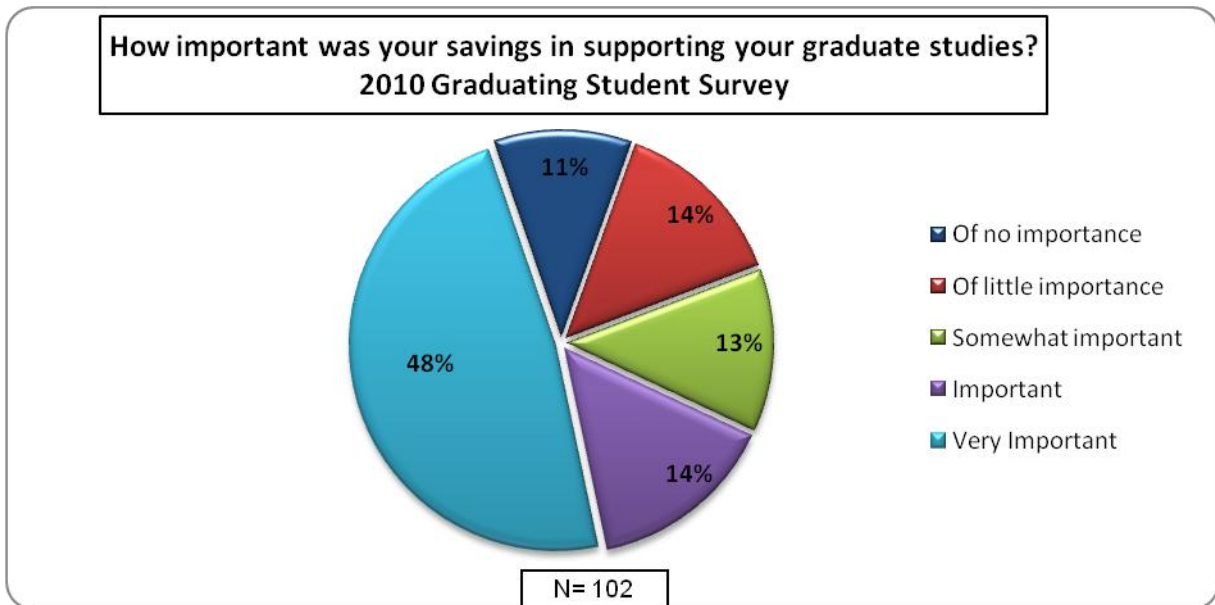


Table 5f.
How important was parent's family in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	17	16.8
Of little importance	17	16.8
Somewhat important	14	13.9
Important	19	18.8
Very Important	34	33.7
Total	101	100.0

Graph 10.
Importance of parents and family as a source of funding graduate studies.

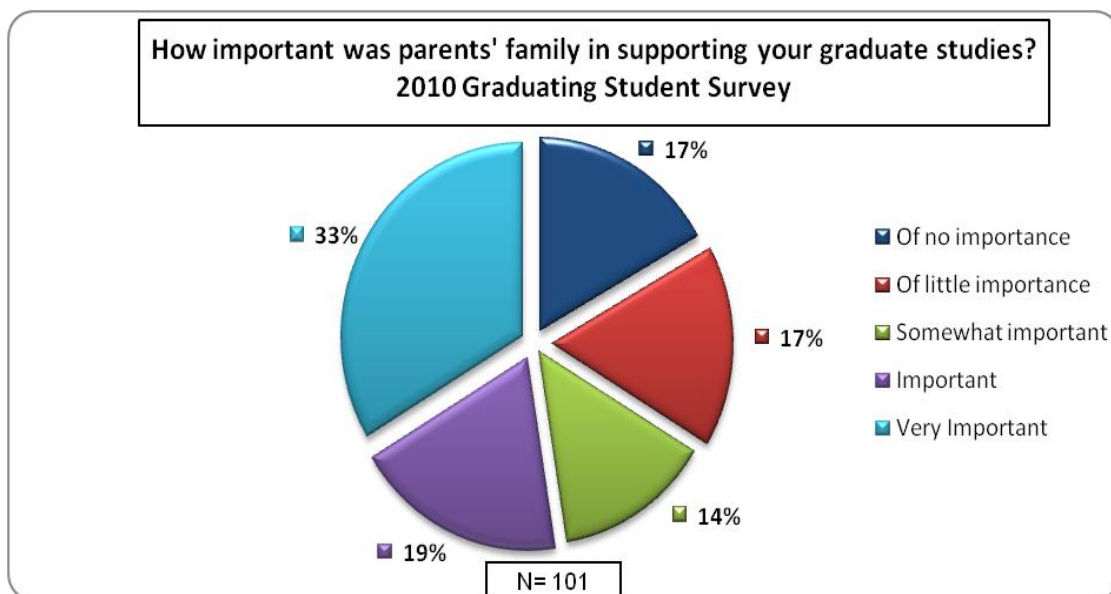


Table 5g.
How important was denominational support in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	32	49.2
Of little importance	11	16.9
Somewhat important	7	10.8
Important	6	9.2
Very Important	9	13.8
Total	65	100.0

Graph 11.
Importance denominational support as a source of funding graduate studies.

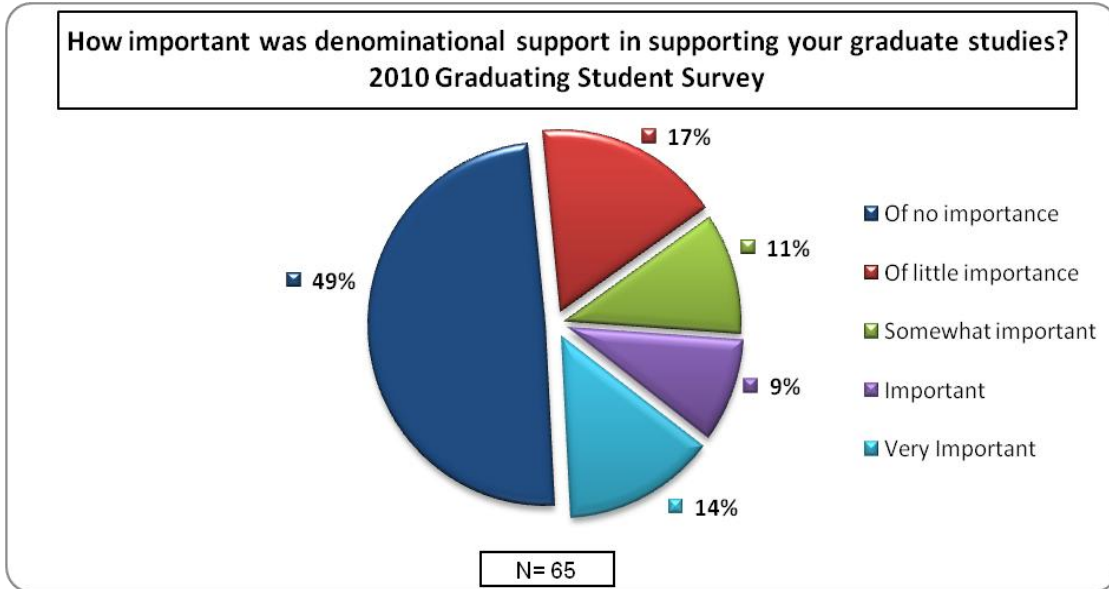


Table 5h.
How important was government loans in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	29	47.5
Of little importance	2	3.3
Somewhat important	5	8.2
Important	6	9.8
Very Important	19	31.1
Total	61	100.0

Graph 12.
Importance of government loans as a source of funding graduate studies.

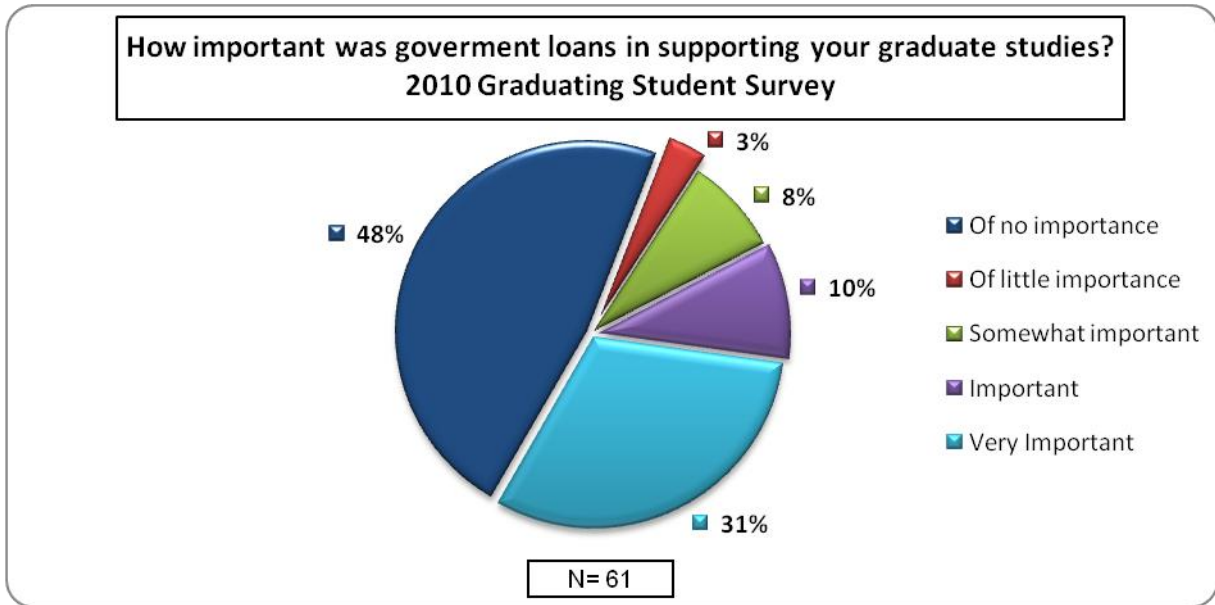


Table 5i.
How important were other loans in supporting your graduate studies?

	Frequency	Valid Percent
Of no importance	36	66.7
Of little importance	2	3.7
Somewhat important	7	13.0
Important	4	7.4
Very Important	5	9.3
Total	54	100.0

Graph 13.
Importance of other loans as a source of funding graduate studies.

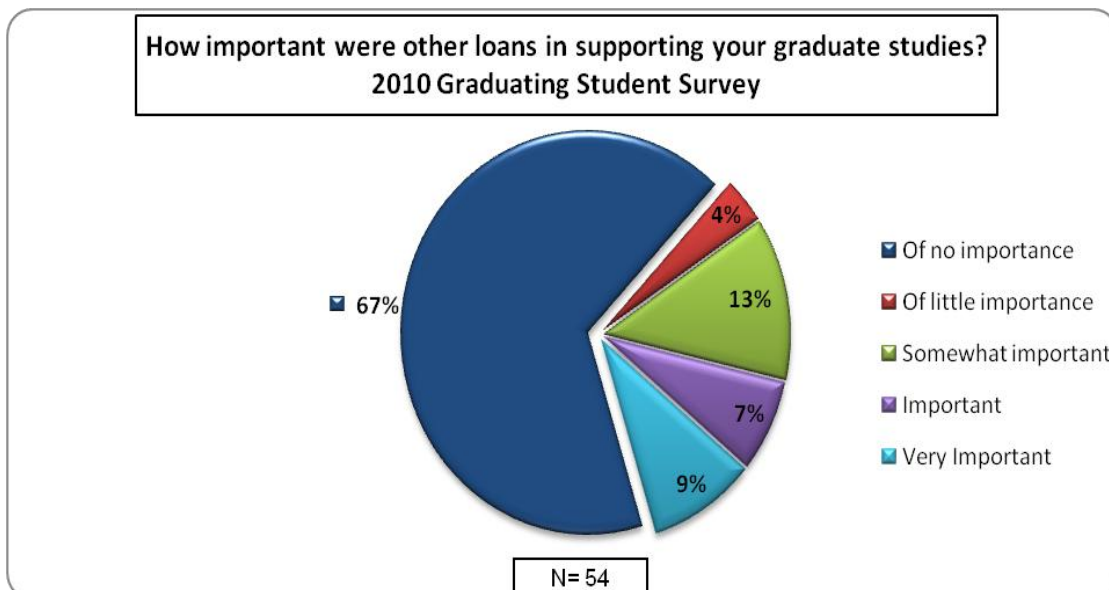


Table 6a.
How much educational debt did you bring with you when you started at DTS?

	Frequency	Valid Percent
None	114	76.0
Less than \$10,000	11	7.3
\$10,000 to \$19,999	13	8.7
\$20,000 to \$29,999	10	6.7
\$30,000 to \$39,999	2	1.3
Total	150	100.0

Graph 14.
Education debt acquired before DTS program

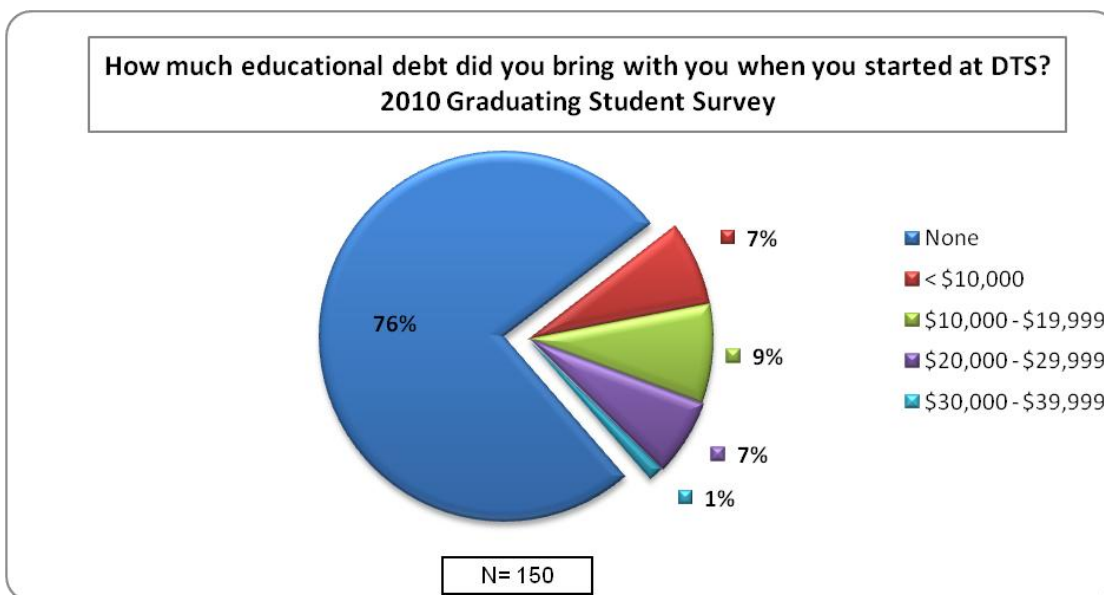


Table 6b.
How much educational debt did you incur at this institution?

	Frequency	Valid Percent
None	103	68.2
Less than \$10,000	18	11.9
\$10,000 to \$19,999	18	11.9
\$20,000 to \$29,999	10	6.6
\$30,000 to \$39,999	2	1.3
Total	151	100.0

Graph 15.
Educational debt acquired while at DTS.

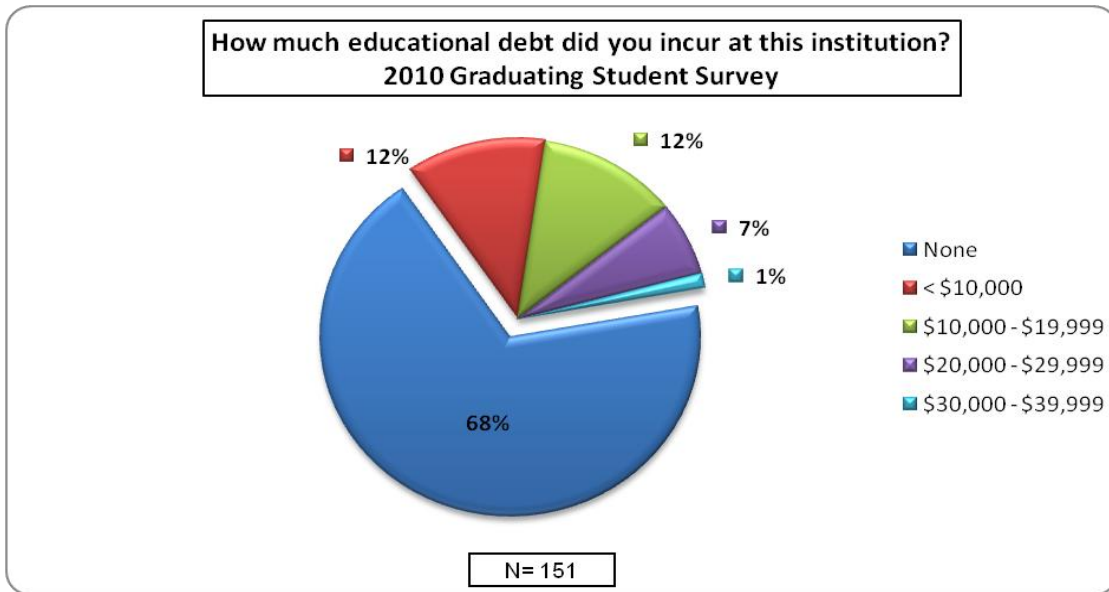
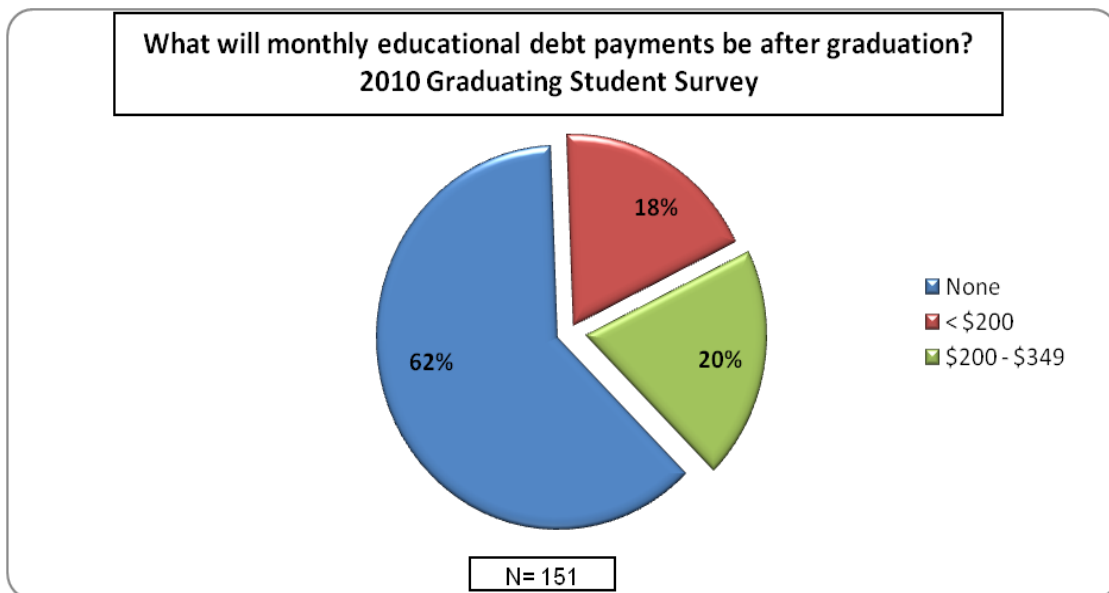


Table 6c.
How much will your monthly educational debt payments be after graduation?

	Frequency	Valid Percent
None	91	61.9
Less than \$200	27	18.4
\$200to \$349	29	19.7
Total	147	100.0

Graph 16.
Estimated monthly debt payments after graduation from DTS.



Debt by Age

Table 6d.
How much educational debt did you bring with you when you started at DTS?

Age	None	< \$10,000	\$10,000 - \$19,999	\$20,000 - \$29,999	\$30,000- \$39,999	Total
25 or >	6	2	1	0	0	9
26-30	34	4	7	6	0	51
31-35	17	2	1	1	1	22
36-40	16	1	2	1	0	20
41 or <	41	2	1	1	1	46
Total	114	11	12	9	2	148

Graph 17.
Educational debt incurred at DTS by age group divided at 30.

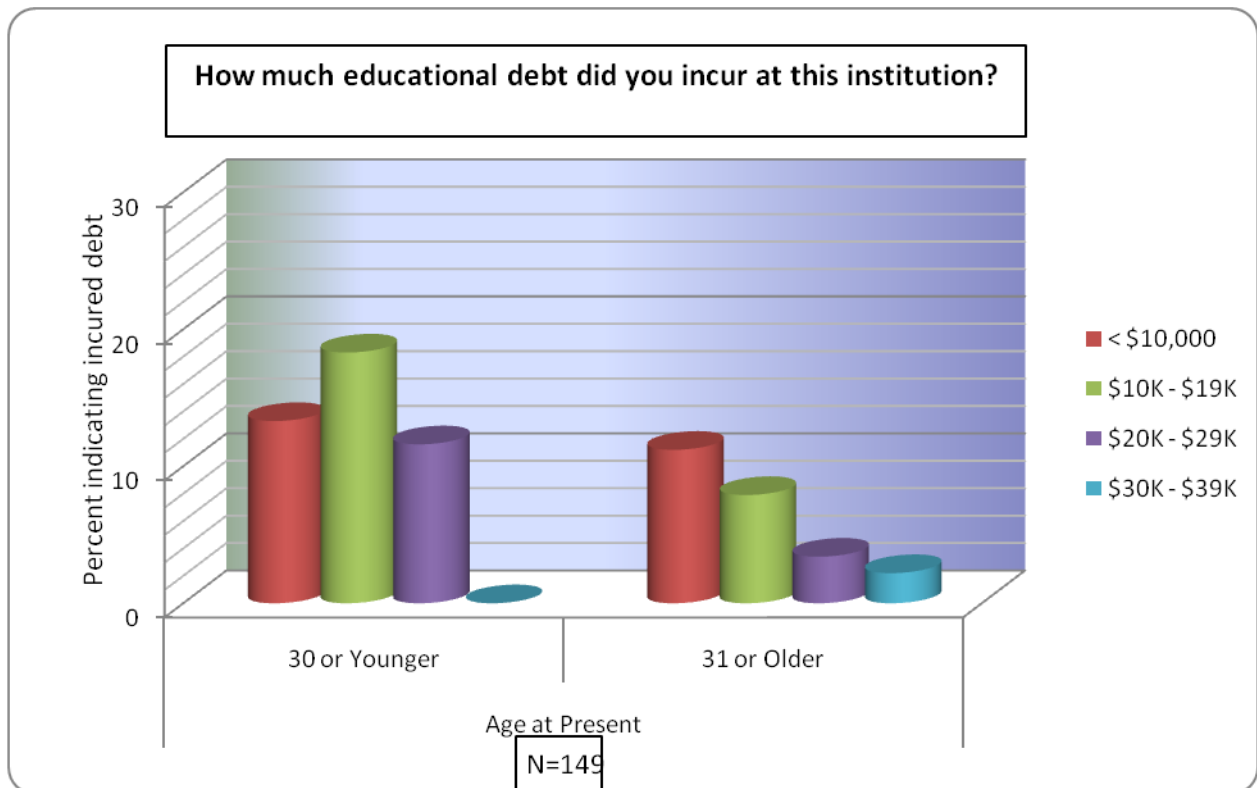
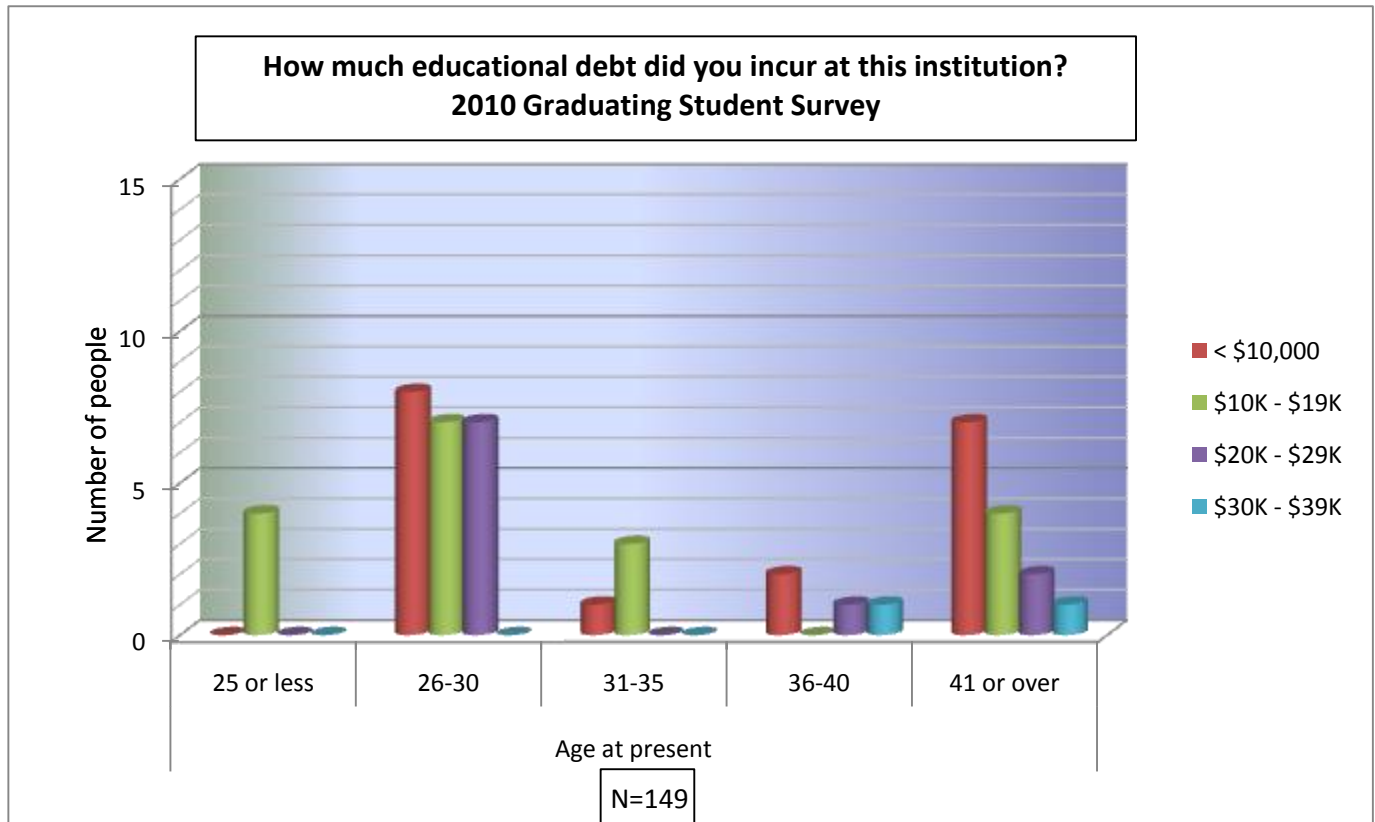


Table 6e.
How much educational debt did you incur at this institution?

Age	None	< \$10,000	\$10,000 - \$19,999	\$20,000 - \$29,999	\$30,000- \$39,999	Total
25 or >	5	0	4	0	0	9
26-30	29	8	7	7	0	51
31-35	18	1	3	0	0	22
36-40	16	2	0	1	1	20
41 or <	33	7	4	2	1	47
Total	101	18	18	10	2	149

Graph 18.
Educational debt incurred at DTS by age (only respondents who indicated some debt.)



Comparison with Demographics of Previous Samples

Table 5 compares various segments of this year’s survey sample with previous years. This year’s data fairly approximates the population. The younger age group is over represented in the sample by five points. Minorities under represents the population by eleven points. This year’s graduates are representative in age, sex, and campus location.

Table 7.
Comparison of demographic segments from 2002-2010 survey samples

Percentage of graduates who were . . .	2002	2003	2004	2005	2006	2007	2008	2009	2010
Age 30 or lower	41%	37%	40%	34%	40%	47%	49%	41%	41%
Age 41 or higher	27%	27%	24%	27%	30%	32%	25%	29%	33%
Non-Caucasian	25%	25%	22%	16%	20%	24%	21%	25%	31%
Female	23%	25%	20%	29%	22%	25%	28%	28%	23%
Predominately from extensions	7%	10%	6%	10%	10%	13%	12%	17%	16%
Th.M. or S.T.M. programs	44%	42%	45%	45%	47%	41%	37%	33%	37%
D.Min. program	2%	4%	5%	1%	2.4%	4%	3%	5%	7%

Participation in Non-Traditional Course Scheduling

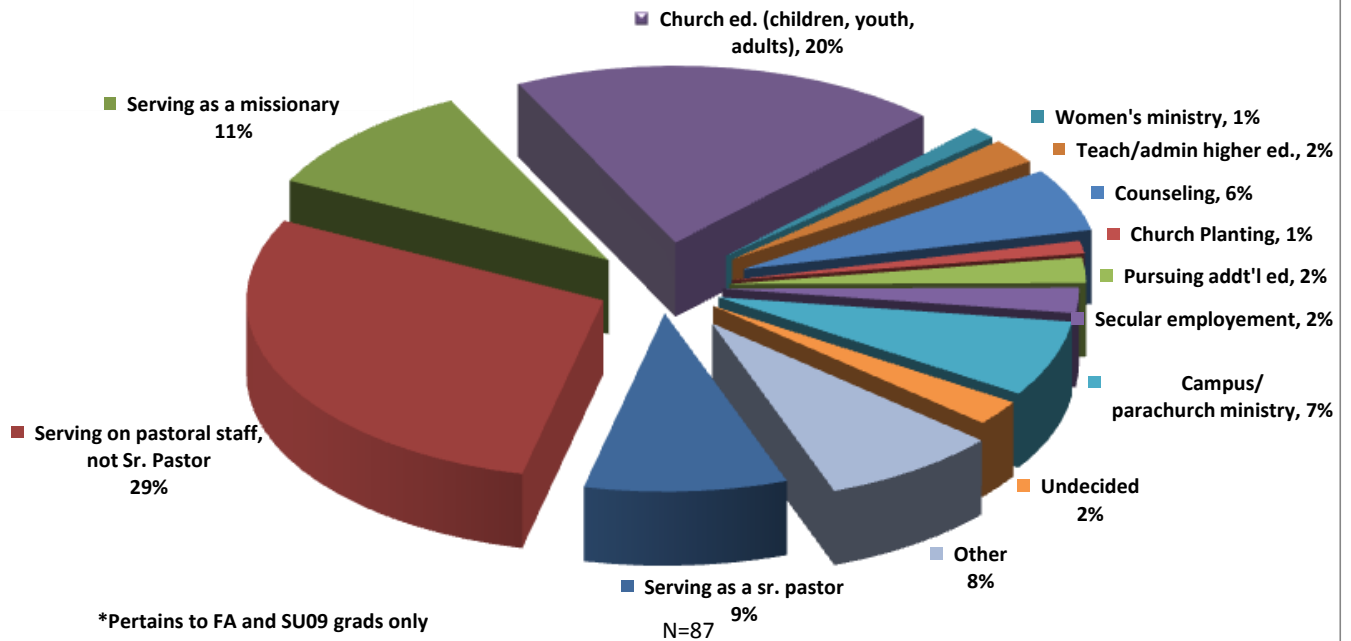
Respondents were asked to quantify their percentage of classes taken in non-traditional times or formats. Most students (85%) have participated in summer intensives and a majority (79%) has participated in online instruction.

Table 8a-d.
Percentage of evening, summer, winter, and online classes.

	% of courses taken . . . in evenings		. . . in summers		. . . in winter sessions		...online	
	No.	% of resps.	No.	% of resps.	No.	% of resps.	No.	% of resps.
None	20	10%	5	3%	24	16%	5	3%
1-25%	131	64%	166	84%	115	76%	154	78%
26-50%	26	13%	24	12%	11	7%	30	15%
> 50%	27	13%	2	1%	1	1%	7	4%
No response	36	N=204	43	N=197	89	N=151	44	N=196

Graph 19.

***What are you most likely to be doing in the next 2 years? (1st Choice)
2010 Graduating Student Survey**



2010 Short Term Vocational Plans with Context

Table 10a.
What are you most likely to be doing in the next 2 years? (2010 Only)

	Frequency	Percent	Valid Percent	Cumulative %
Senior pastor	9	6.0	6.0	6.0
Pastoral staff, not senior pastor	37	24.5	24.5	30.5
Missionary	16	10.6	10.6	41.1
Church edu (children, youth, adults)	9	6.0	6.0	47.0
Women's ministry	2	1.3	1.3	48.3
Higher ed teaching or administration	7	4.6	4.6	53.0
Counseling	8	5.3	5.3	58.3
Media arts	6	4.0	4.0	62.3
Church planting	4	2.6	2.6	64.9
Pursuing additional education	11	7.3	7.3	72.2
Secular employment	9	6.0	6.0	78.1
Campus ministry, parachurch	8	5.3	5.3	83.4
Undecided	11	7.3	7.3	90.7
Other	14	9.3	9.3	100
Total	151	100.0	100.0	

Graph 20
Short term goals (2010 Respondents only)

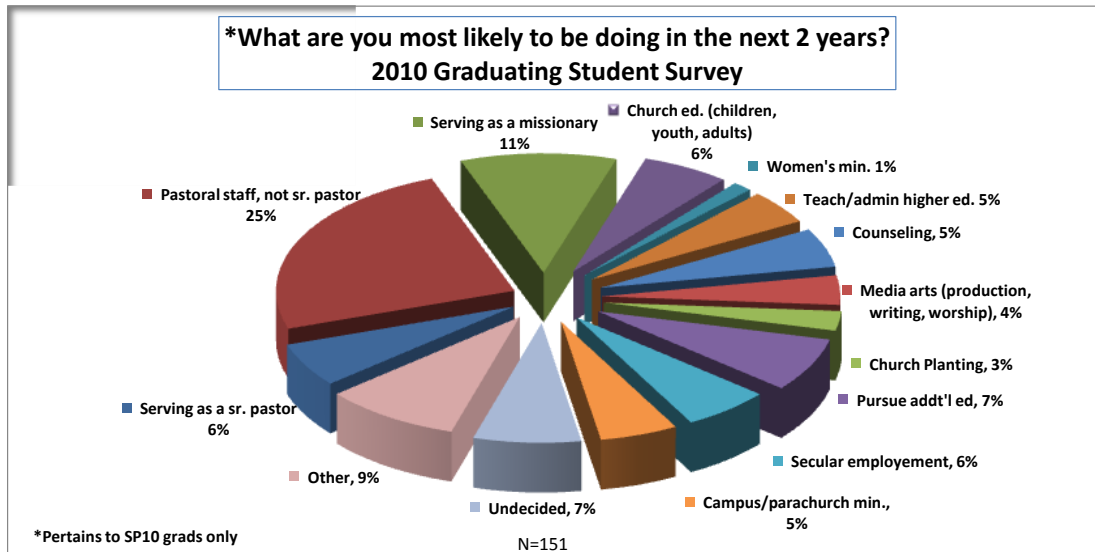
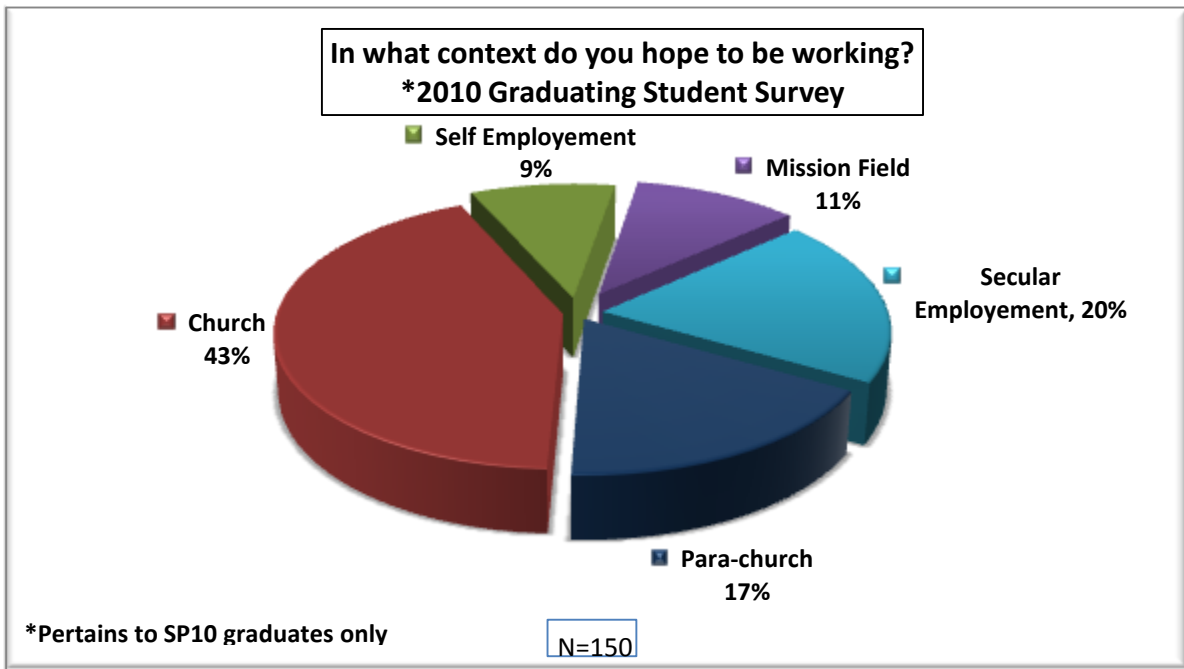


Table 10b.
In what context do you hope to be working?
(*data reflects responses from 2010 graduates only)

	Frequency	Percent	Valid Percent	Cumulative Percent
Para-church	28	18.5	18.7	18.7
Church	68	45.0	45.3	64.0
Self employment	16	10.6	10.7	74.7
Mission Field	23	15.2	15.3	90.0
Secular Employment	15	9.9	10.0	100.0
Total	150	99.3	100.0	

Context for short term ministry goals (2010 respondents only)



Long Term Plans in Next Ten Years

This new questions for Spring 2010 asks, “What do you hope you will be doing 10 years from now?” and provides a selection of choices. Since this question was added in the Spring of 2010, the number of respondents is 151. Forty six percent plan on serving either as a senior pastor or on the pastoral staff.

Table 10c.
What are you most likely to be doing 10 years from now?

	Frequency	Percent	Valid Percent	Cumulative %
Senior pastor	38	25.2	25.2	25.2
Pastoral staff, not senior pastor	32	21.2	21.2	46.4
Missionary	24	15.9	15.9	62.3
Church education	10	6.6	6.6	68.9
Women's ministry	6	4.0	4.0	72.9
Higher ed teaching or administration	10	6.6	6.6	79.5
Counseling	9	6.0	6.0	85.5
Media arts	3	2.0	2.0	87.5
Church planting	2	1.3	1.3	88.8
Pursuing additional education	1	.7	.7	89.5
Secular employment	1	.7	.7	90.2
Campus ministry, parachurch	4	2.6	2.6	92.8
Other	8	5.3	5.3	98.1
Undecided	3	2.0	2.0	100
Total	151	100	100	100

Graph 22
 What are you most likely to be doing 10 years from now?

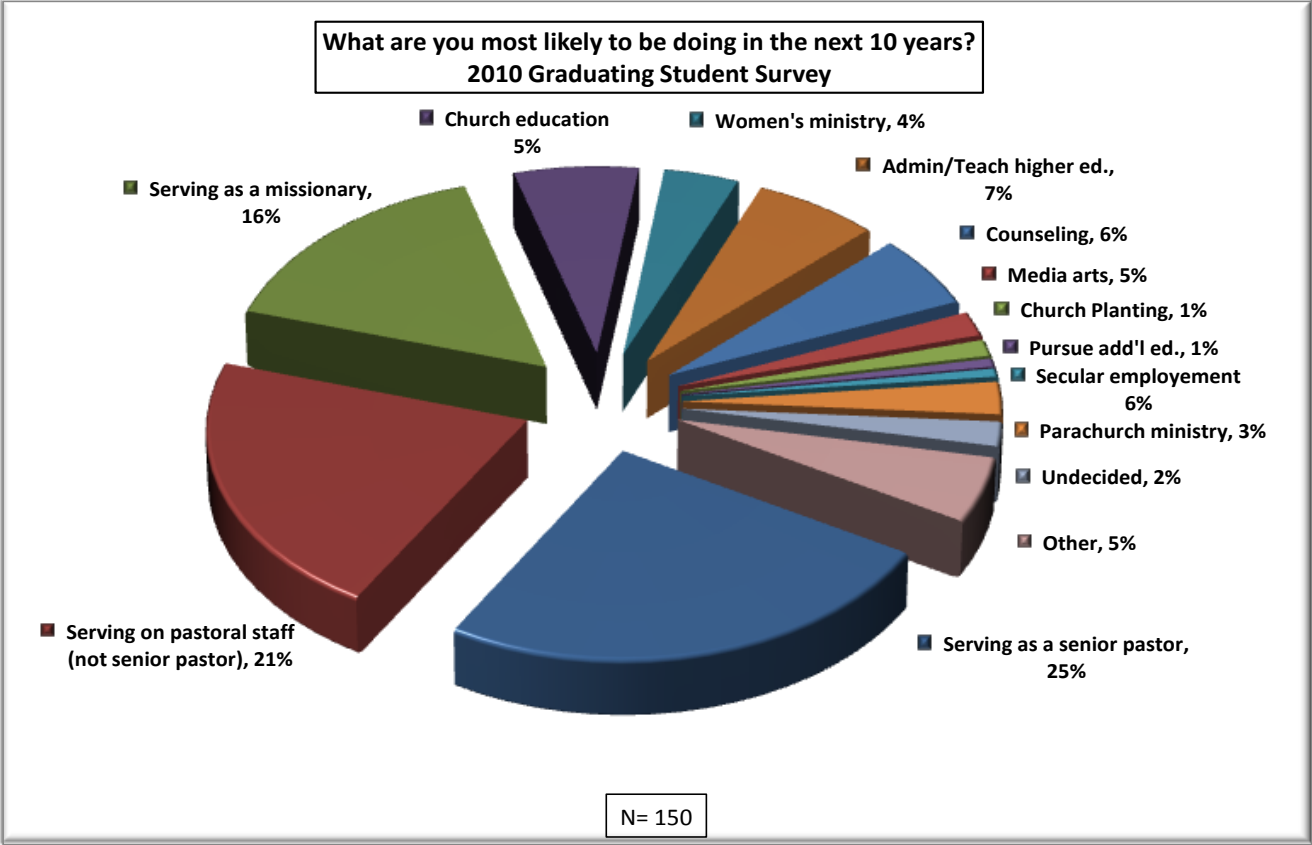
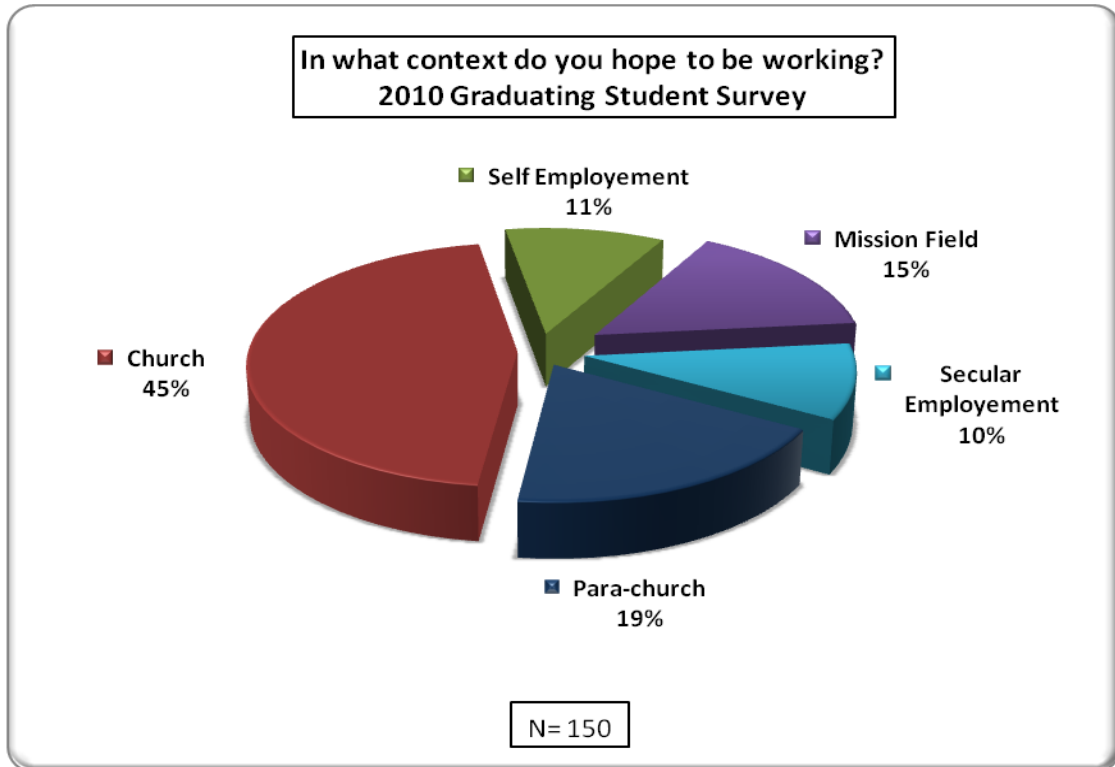


Table 10d.
 In what long term context do you hope to be working?

	Frequency	Percent	Valid Percent	Cumulative Percent
Para-church	28	18.5	18.7	18.7
Church	68	45.0	45.3	64.0
Self employment	16	10.6	10.7	74.7
Mission Field	23	15.2	15.3	90.0
Secular Employment	15	9.9	10.0	100.0
Total	150	99.3	100.0	

Graph 23
Context of long term ministry goals.



Analysis of Vocational Plans

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

Table 11.
Plans after graduation, by sex.
2010 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 12 and 14 break down the future plans of the male and female respondents, respectively, by their degree programs.

Table 12.
Plans after graduation, **men only** specifying **near-term** vocational plans; N = 175.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM STM	DMin DMCE	PhD	Total
Senior pastor		3	2 MA/CE	12	5		22
Pastoral staff	2	5	13 MA/CE, 2 MACM, 3 MABC, 1 MA/CE & MA/BS, 1 MABS and MAMC, 1 Other	26			54
Missionary		2	4 MACM, 1 MA/CE	9	2	1	19
Church education	1	3	5 MA/CE, 1 MA/CE and MA(BS)	2			12
Higher ed teaching or administration		1	1 MA/CE	2			4
Counseling			3 MABC, 1 Other				4
Church planting	1			3			4
Additional education		2	1 MA/CE,	8	1		12
Secular employment	1	4		2			7
Campus ministry, parachurch	3	2	3 MA/CE, 1 MACM	9	1		19
Other	5	3	2 MACM, 1 MA/CE and MABS,	7			18
Total	13	25	26 MA/CE, 9 MACM, 6 MABC, 1 MAMC, 3 MA/CE and MABS, 1 MABS and MAMC	80	9	2	175

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 13a.
What are you most likely to be doing in the next 2 years? (First Choice)

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior pastor	8	11.9	12.1	12.1
Pastoral staff, not senior pastor	24	35.8	36.4	48.5
Missionary	6	9.0	9.1	57.6
Church edu (children, youth, adults)	8	11.9	12.1	69.7
Higher ed teaching or administration	2	3.0	3.0	72.7
Counseling	2	3.0	3.0	75.8
Church planting	1	1.5	1.5	77.3
Pursuing additional education	1	1.5	1.5	78.8
Entering/continuing Secular employment	2	3.0	3.0	81.8
Campus ministry, parachurch	6	9.0	9.1	90.9
Other	6	9.0	9.1	100.0
Missing	1	1.5		
Total	67	100.0	100.0	

Table 13b.
What are you most likely to be doing in the next 2 years? (Second Choice)

	Frequency	Percent	Valid Percent	Cumulative Percent
Pastoral staff, not senior pastor	2	3.0	6.9	6.9
Missionary	3	4.5	10.3	17.2
Church edu (children, youth, adults)	8	11.9	27.6	44.8
Higher ed teaching or administration	3	4.5	10.3	55.2
Counseling	2	3.0	6.9	62.1
Pursuing additional education	5	7.5	17.2	79.3
Campus ministry, parachurch	1	1.5	3.4	82.8
Other	2	3.0	6.9	89.7
Undecided	1	1.5	3.4	100.0
Missing	40	56.7	-	
Total	67	100.0	100.0	

Table 13c.
What are you most likely to be doing in the next 2 years? (Third Choice)

	Frequency	Percent	Valid Percent	Cumulative Percent
Church edu (children, youth, adults)	1	1.5	7.7	7.7
Counseling	1	1.5	7.7	15.4
Pursuing additional education	3	4.5	23.1	38.5
Entering/continuing Secular employment	4	6.0	30.8	69.2
Campus ministry, parachurch	1	1.5	7.7	76.9
Other	1	1.5	7.7	100.0
Missing	56	80.6	-	
Total	67	100.0	100.0	

Table 14.
Plans after graduation, **women only**.
Female graduating students specifying **near-term** vocational plans; N = 60.

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,	1			6
Missionary			2 CM, 2 BC, 1 MC	1			6
Church education	2	1	7 CE, 1 BC, 1 MC	1			13
Women's ministry	2	1					3
Teach/admin higher education			1 CE, 1 BC				2
Counseling	1		7 BC, 1 Other				9
Media arts		1	1 CE, 3MC				5
Additional education	1						1
Secular employment		2	1 BEL	1			4
Parachurch campus ministry		1	4 CE, 1 BC, 1 MC	1			8
Other			1 CE, 1 CE and BS	1			3
Undecided							
Totals	7	7	18 CE, 2 CM, 12 BC, 6 MC, 1 Other, 1 BEL	6			60

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.

Analysis of Long Term Vocational Plans

This question was added for the 2010 Graduating Student Survey... combined male and female, long-term

Table 15
Plans after graduation, by sex.
2010 graduating students specifying sex and **long--**term vocational plans; N = 150

What are your plans following graduation from seminary?	Sex	
	M	F
Senior pastor	36 32.4%	2 5.1%
Pastoral staff, not senior pastor	27 24.3%	5 12.8%
Missionary	17 15.3%	6 15.4%
Church education (children, youth, adults)	5 4.5%	5 12.8%
Women's ministry		6 15.4%
Higher ed teaching or administration	10 9.0%	
Counseling	2 1.8%	7 17.9%
Church planting	2 1.8%	
Pursuing additional education		1 2.6%
Entering or continuing secular employment	1 0.9%	4 6.3%
Campus ministry/parachurch	4 3.6%	
Media arts (production, writing, worship)		3 7.7%
Other	5 4.5%	2 5.1%
Undecided	2 1.8	2 5.1%
Total	111 100.0%	39 100.0%

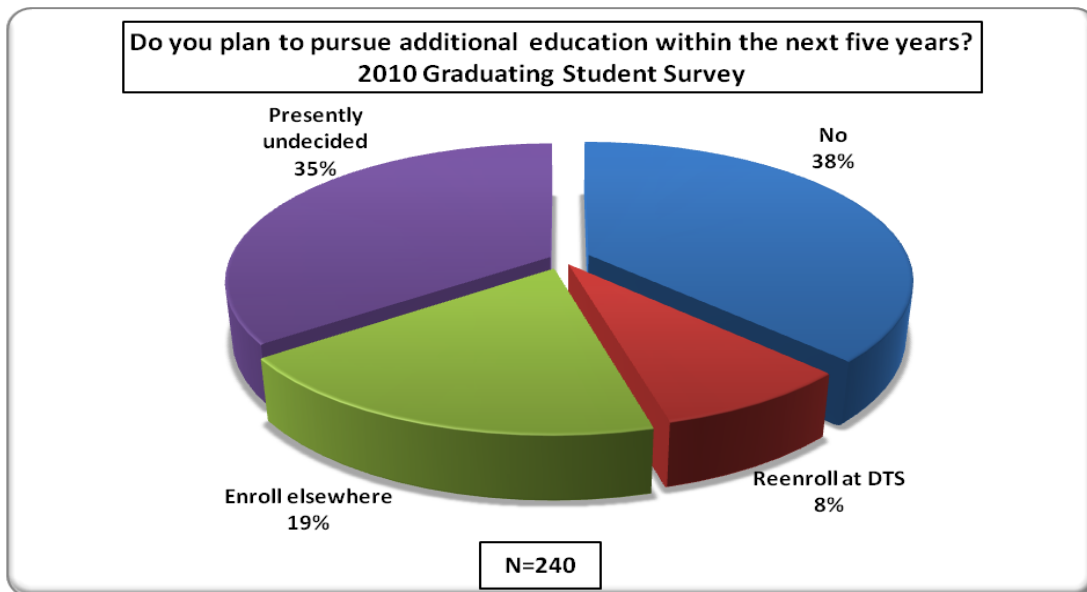
Plans Regarding Additional Education

Plans to Pursue Additional Education in Next Five Years

Table 16.
Do you plan to pursue additional education within the next five years?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	90	37.5	37.5	37.5
Yes, I plan to enroll at DTS	20	8.3	8.3	45.8
Yes, I plan to enroll elsewhere	46	19.2	19.2	65.0
I am presently undecided about further education	84	35.0	35.0	100
Total	240	100.0	100.0	

Graph 24.
Plans to pursue additional education within the next five years.



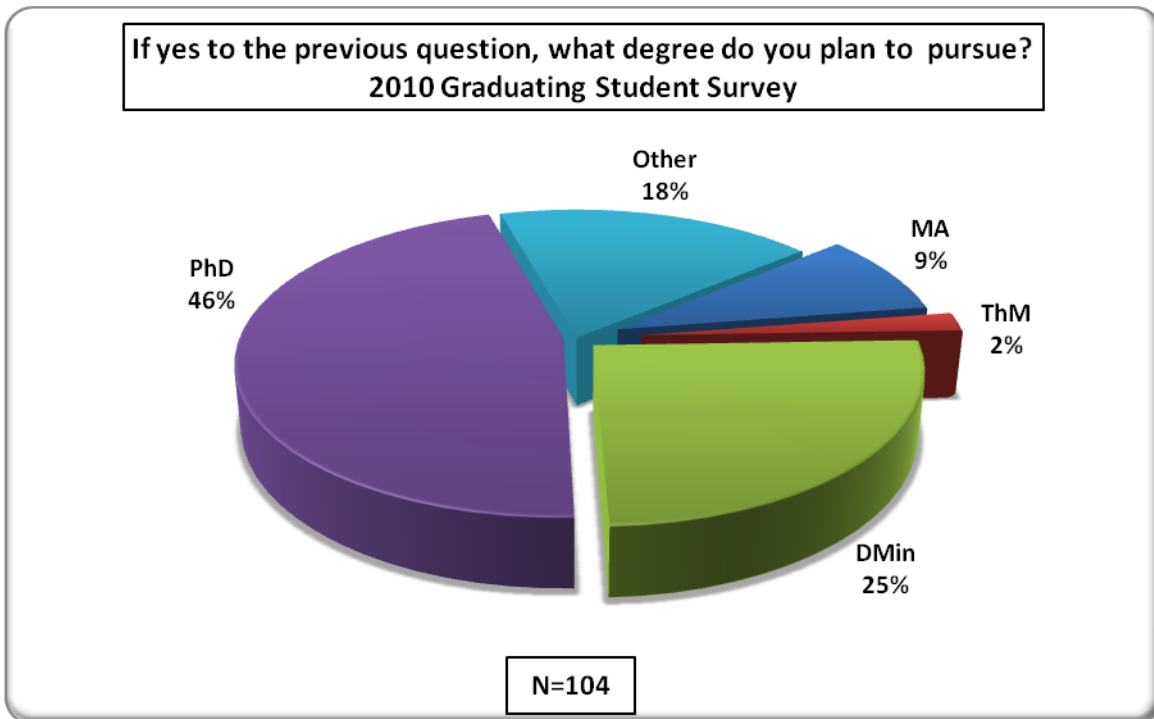
Schools mentioned in plans to enroll elsewhere; * = respondent mentioned having been accepted:

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

Table 17.
If Yes to previous question, what degree do you plan to pursue?

	Frequency	Percent	Valid Percent	Cumulative Percent
MA	9	3.8	8.7	8.7
ThM	2	0.8	1.9	10.6
DMin	26	10.8	25.0	35.6
PhD	48	20.0	46.2	81.7
Other	19	7.9	18.3	100
Total	104	43.3	100	
Missing	136	56.7		
Total	240	100		

Graph 25.
Degree planed after DTS degree.



Analysis of Plans for Additional Education

- 104 of the 240 respondents (43%) planned to pursue additional education within the next five years and specified their plans. This is an increase of 22% percentage points from last year.
- Table 18a 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 18a.

Dallas degrees earned vs. degrees planned from any school.

Graduating students stating their expected next degree in next 5 years; N = 104.

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	3		2		4	9
MABS	4	1	2	3	3	13
MA/CE	1		13	6	1	21
MA/CM			1	1	2	4
MA/BC				3	2	5
MA/BEL				1		1
ThM			4	30	5	39
STM				1		1
DMin	1	1			1	3
MAMC			2	1	1	4
MA/CE and MA(BS)			1	1		2
Other			1	1		2
Total	9	2	26	48	19	104

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

Of the 104 respondents who indicated plans to seek another degree in the next five years, 19 (or 18%) plan to earn it at DTS and specified a degree program. Table 13 is the subset of Table 12 reflecting the degree plans of these 19 respondents

Table 18b

Dallas degrees earned vs. Dallas degrees planned.

Graduating students stating their expected next DTS degree in next 5 years; N = 19.

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	DMin	PhD	Other	
CGS	2	1		1	4
MA(BS)		1	1		2
MA/CE		4	1		5
MA/MC		1			1
ThM			6		6
MA/BC				1	1
Total	2	7	8	2	19

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 26.
Percentage of graduating students intending further study who chose Dallas.

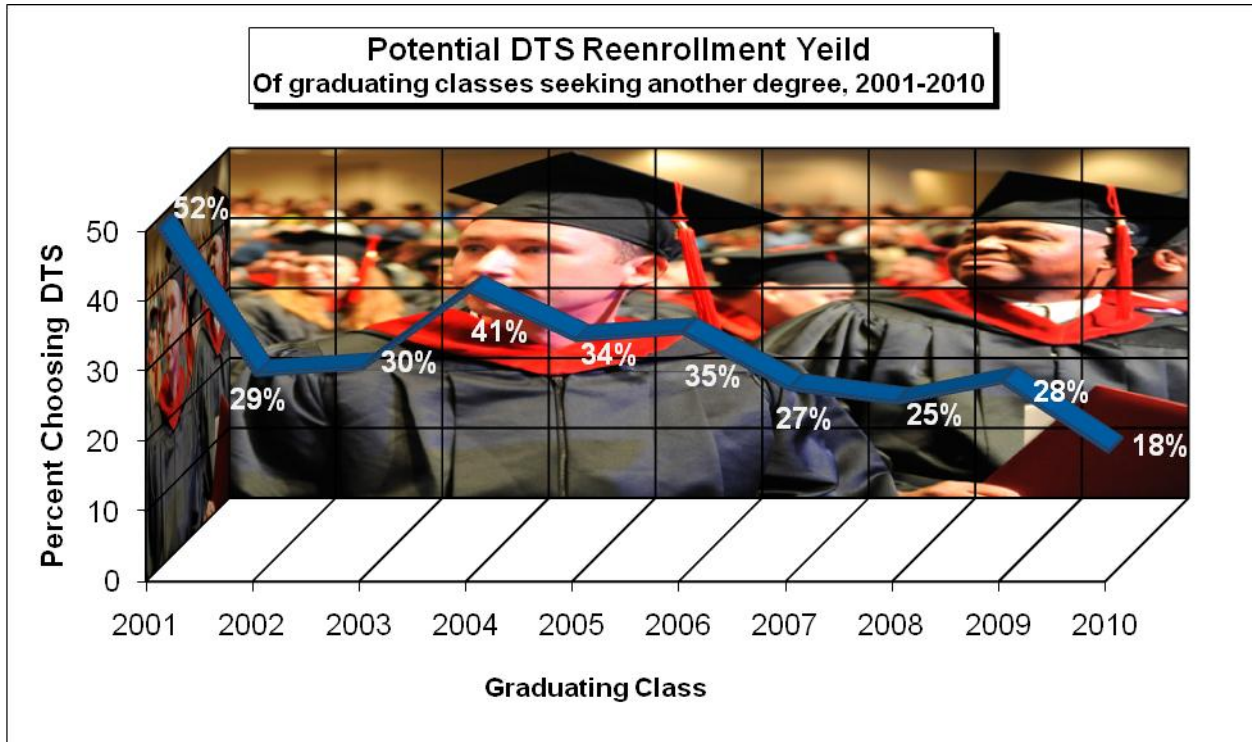
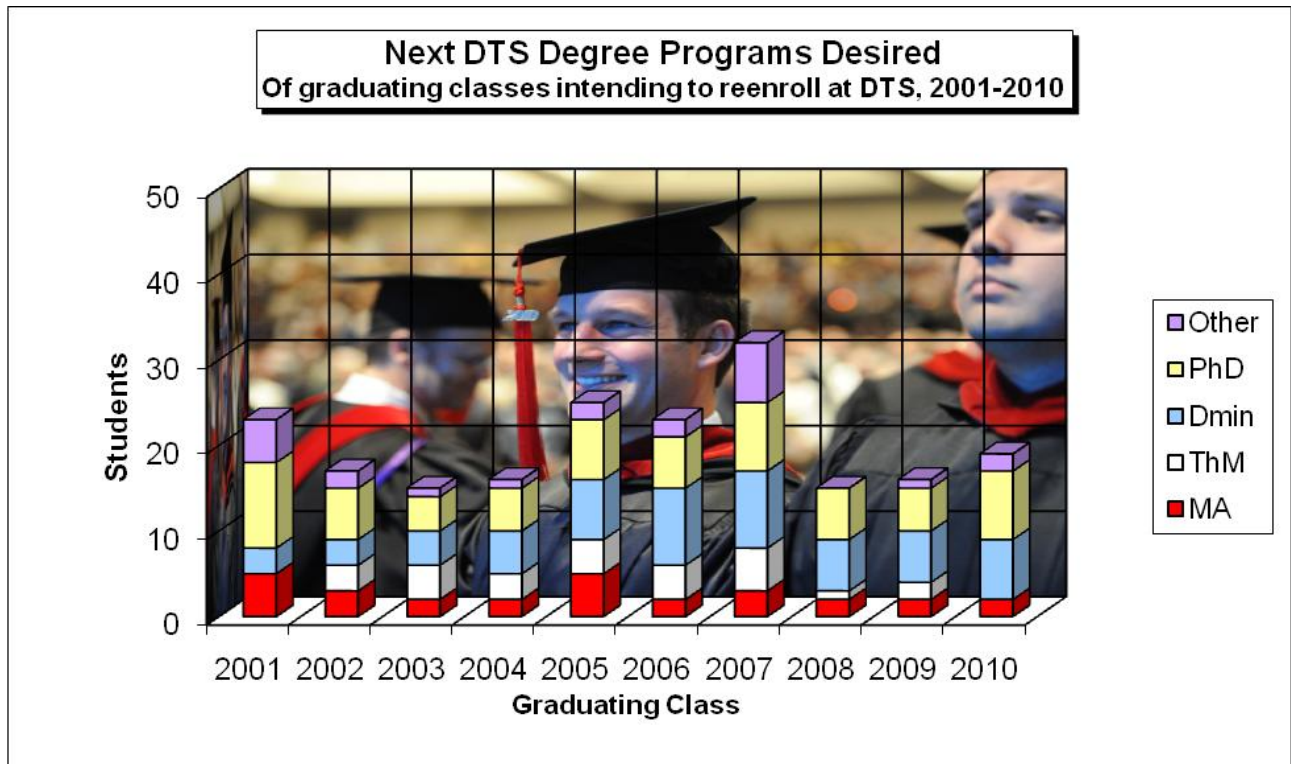


Table 19 compares this graduating class with those since 2000 regarding the number of respondents planning to pursue the DTS ThM, DMin, and PhD degrees. Graph 26 depicts these numbers of students along with those seeking MA and other degrees.

Table 19.
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%
2010	240	0	7	8	15	7.9%

Graph 27.
Degree programs desired by graduating students
intending further study who choose Dallas.



Evaluation of Seminary Departments and Services

2010 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
Housing Office	Respondents who lived on campus
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 20 presents the 2010 responses in the order that they appear on the survey.

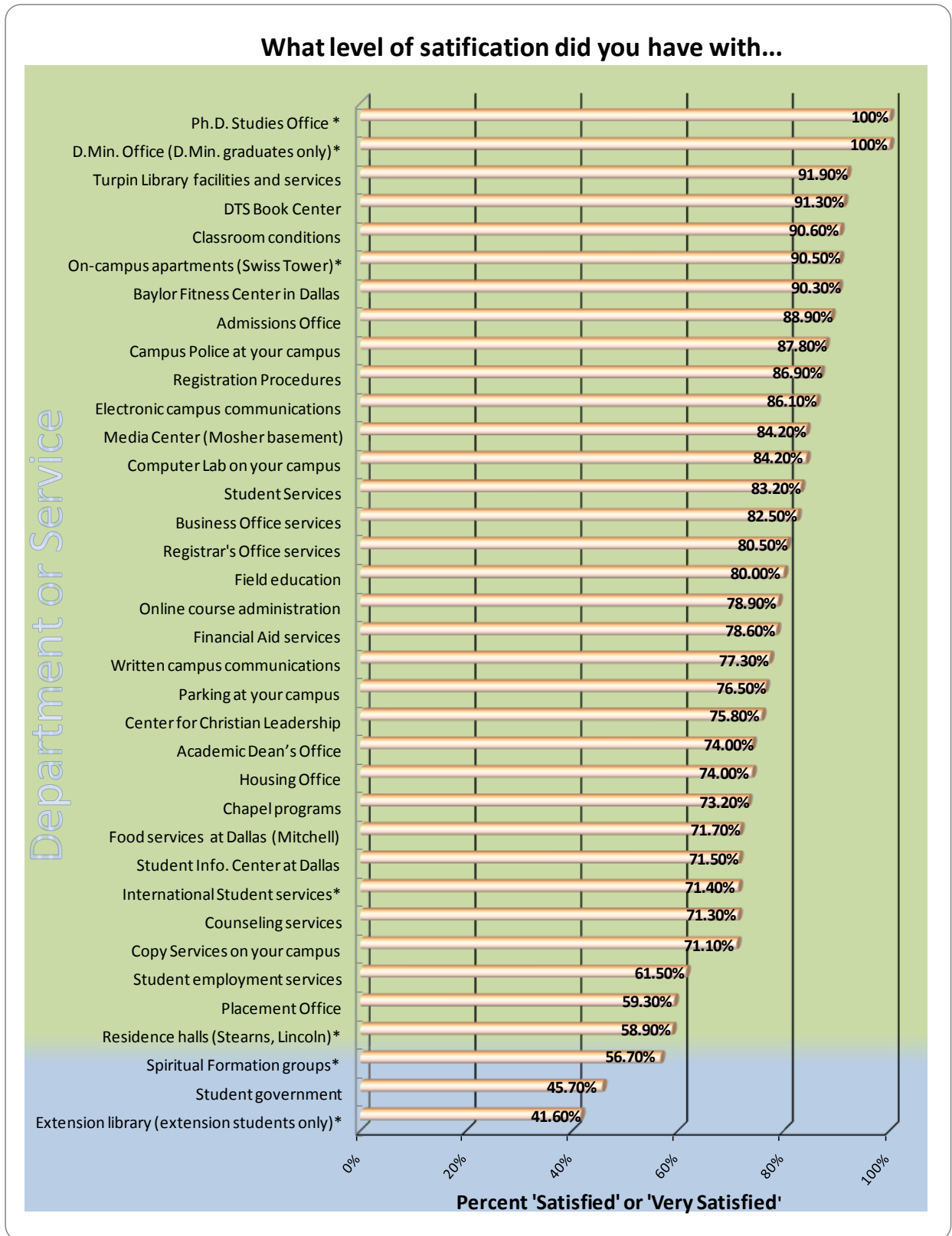
Table 21 and Graph 27 present the data in descending order of satisfaction percentage.

Table 20.
Summary of Satisfaction with Departments and Services
2010 Graduate Student Survey , N = 240, **in the order asked on the survey**

Item #	Level of Satisfaction with..	# Resps	No Resp	'09 Avg.	'10 Avg.	'09 Pct.	'10 Pct.	'09-'10 Change in %age points
1	Admissions Office	234	6	4.47	4.43	93.00%	88.90%	-4.10%
2	Registration Procedures	236	4	4.18	4.30	86.10%	86.90%	0.80%
3	Registrar's Office services	236	4	4.16	4.16	84.00%	80.50%	-3.50%
4	Business Office services	206	34	4.22	4.27	84.40%	82.50%	-1.90%
5	Student Services	214	26	4.29	4.23	88.60%	83.20%	-5.40%
6	Field education	165	75	4.05	4.21	76.10%	80.00%	3.90%
7	Counseling services	101	139	4.10	4.10	77.80%	71.30%	-6.50%
8	Chapel programs	228	12	4.08	3.98	78.40%	73.20%	-5.20%
9	Spiritual Formation groups*	150	9	3.66	3.49	62.30%	56.70%	-5.60%
10	Placement Office	113	127	3.58	3.74	56.10%	59.30%	3.20%
11	Financial Aid services	154	86	3.97	4.01	73.80%	78.60%	4.80%
12	Housing Office	104	136	3.67	3.70	67.70%	73.50%	5.80%
13	Student employment services	78	162	3.85	3.86	64.40%	61.50%	-2.90%
14	Residence halls (Stearns, Lincoln)*	34	2	3.47	3.44	58.30%	58.90%	0.60%
15	On-campus apartments (Swiss Tower)*	42	0	4.23	4.33	85.10%	90.50%	5.40%
16	Food services at Dallas (Mitchell)	166	74	3.92	3.87	73.90%	71.70%	-2.20%
17	Classroom conditions	233	7	4.35	4.30	93.40%	90.60%	-2.80%
18	Turpin Library facilities and services	199	3	4.45	4.35	93.00%	91.90%	-1.10%
19	Your extension library (extension students only)*	24	10	3.77	3.29	69.30%	41.60%	-27.70%
20	Media Center (Mosher basement)	178	24	4.15	4.17	80.80%	84.20%	3.40%
21	Student Computer Lab on your campus	171	69	4.19	4.25	78.60%	84.20%	5.60%
22	DTS Book Center	231	9	4.36	4.39	92.20%	91.30%	-0.90%
23	Parking at your campus	222	18	3.75	3.98	69.90%	76.50%	6.60%
24	Campus Police at your campus	214	26	4.26	4.32	86.90%	87.80%	0.90%
25	Written campus communications (e.g., Kerygma and Threshing Floor)	229	11	4.26	4.07	82.40%	77.30%	-5.10%
26	Copy Services on your campus	169	71	3.97	3.88	74.90%	71.10%	-3.80%
27	Baylor Fitness Center in Dallas	145	95	4.47	4.52	88.90%	90.30%	1.40%
28	Student Information Center at Dallas	165	75	4.04	3.96	72.90%	71.50%	-1.40%
29	Center for Christian Leadership	128	112	4.04	4.09	71.50%	75.80%	4.30%
30	Electronic campus communications (e.g., web sites and email)	231	9	4.72	4.26	87.60%	86.10%	-1.50%
31	International Student services*	16	7	4.33	4.44	68.40%	81.30%	12.90%
32	Academic Dean's Office	135	105	4.01	4.05	73.10%	74.00%	0.90%
33	Doctor of Ministry Office (D.Min. graduates only)*	8	0	4.18	4.50	63.60%	100%	-36.40%
34	Ph.D. Studies Office *	1	0	5.00	5.00	100 %	100%	0%
35	Student government	153	87	3.45	3.55	41.70%	45.70%	4.00%
36	Online course administration	204	36	4.03	4.08	78.20%	78.90%	0.70%

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

Graph 28.
Satisfaction with Departments and Services, in Descending Order of Mean (N=240)



2003-2010 Survey Responses

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

Table 21.
Average Satisfaction with Departments and Services
2003-2010 Graduate Student Survey Responses

III.	Department or Service	2003	2004	2005	2006	2007	2008	2009	2010
1	Admissions Office	90%	86%	87%	91%	90%	92%	93%	89%
2	Registration procedures	90%	83%	84%	87%	89%	86%	86%	87%
3	Registrar's Office services	89%	81%	71%	81%	81%	80%	84%	81%
4	Business Office services	86%	82%	80%	82%	89%	88%	84%	83%
5	Student Services	85%	87%	88%	82%	87%	86%	89%	83%
6	Field Education	47%	66%	82%	78%	76%	78%	76%	80%
7	Counseling services	61%	69%	76%	75%	73%	71%	78%	71%
8	Chapel programs	70%	75%	77%	71%	79%	75%	78%	73%
9	Spiritual Formation groups**	62%	56%	71%	63%	55%	65%	62%	57%
10	Placement Office	74%	70%	70%	69%	68%	69%	56%	59%
11	Financial Aid services	78%	72%	77%	74%	79%	81%	74%	79%
12	Housing Office	75%	68%	66%	69%	65%	65%	68%	74%
13	Student employment services	66%	65%	67%	65%	62%	75%	64%	62%
14	Residence halls at Dallas**	44%	62%	57%	39%	55%	67%	58%	59%
15	On-campus apartments at Dallas**	87%	89%	100%	95%	88%	93%	85%	91%
16	Food services at Dallas	81%	76%	75%	76%	81%	75%	74%	72%
17	Classroom conditions	92%	88%	88%	93%	92%	93%	93%	91%
18	Turpin Library facilities/services	95%	92%	89%	96%	95%	93%	93%	92%
19	Your extension library**	67%	67%	30%	69%	44%	39%	69%	42%
20	Media Center (Mosher basement)	93%	91%	90%	88%	87%	82%	81%	84%
21	Student Computer Lab	92%	88%	88%	92%	88%	84%	79%	84%
22	DTS Book Center	90%	88%	92%	92%	91%	92%	92%	91%
23	Parking at your campus	61%	64%	58%	67%	41%	61%	70%	77%
24	Campus Police at your campus	89%	92%	88%	88%	81%	86%	87%	88%
25	Written communications	71%	80%	79%	82%	81%	77%	82%	77%
26	Copy Services on your campus	78%	77%	78%	75%	79%	82%	75%	71%
27	Baylor Fitness Center at Dallas	93%	92%	90%	90%	94%	92%	89%	90%
28	Student Info. Center at Dallas	84%	82%	89%	79%	85%	72%	73%	72%
29	Center for Christian Leadership	81%	77%	72%	81%	80%	78%	72%	76%
30	Electronic communications	83%	83%	85%	91%	89%	88%	88%	86%
31	International Student services**	71%	89%	100%	88%	82%	67%	68%	71%
32	Academic Dean's Office	74%	79%	74%	76%	84%	73%	73%	74%
33	D.Min. Office**	85%	100%	100%	80%	100%	83%	64%	100%
34	Ph.D. Office**	58%	100%	100%	75%	100%		100%	100%
35	Student government	45%	64%	54%	61%	61%	50%	42%	46%
36	Online Course Administration				New	In 2008	77%	78%	79%
	<i>Mean of satisfaction averages</i>	77%	79%	79%	77%	79%	78%	77%	77%
	<i>Median of satisfaction averages</i>	81%	81%	80%	78%	81%	78%	78%	79%

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

Analysis of Evaluation of Departments and Services

Recent changes to the campus continue to improve scores of both on-campus housing and parking. Parking at 77% satisfaction reflects the highest score in at least seven years. Recent changes to the student computer lab including new systems helped produce a five percentage point increase in satisfaction. Food services has declined 9 percentage points over the last three years. Placement and Spiritual Formation groups are both near seven year lows, at 59% and 57% respectively.

The survey includes an open-ended question inviting suggestions for improvements for these departments and services. Responses are categorized in Appendix 1 beginning on page 16.

Extension Services Evaluation

One question pertains particularly to our extension campuses III.19 Your Extension Library. The previous two years graduates were 39 and 69 percent satisfied; this year’s graduates are 42% satisfied. The 24 extension students who responded to this question are cross-tabulated with their campuses thusly:

Table 22.
Crosstabulation of DTS extensions and Satisfactions with Extension Library.

Campus	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Houston	0	3	4	5	5	17
Tampa Bay	0	0	1	0	0	1
San Antonio/Austin	0	3	0	0	0	3
Atlanta	0	0	2	0	0	3
Total	3	6	7	5	5	24

Although only a small number of students responded, this area maintains a low 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 (***10 Avg.**) represents the composite degree of agreement with each goal. The percentage of agreement (***10 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 23 and Graph 28 order the data by the percentage of agreement.

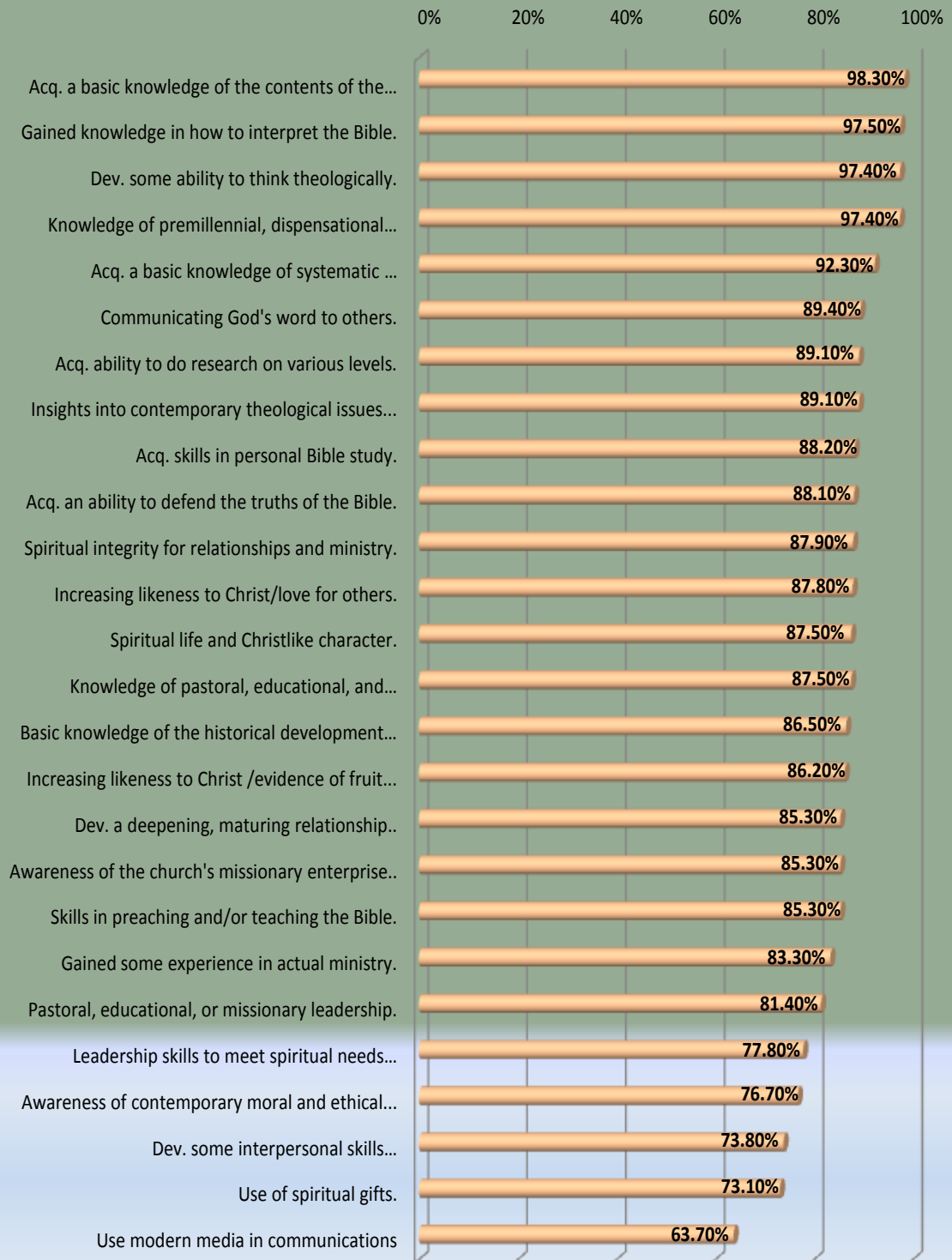
Table 23.
Summary of Graduate Agreement with Seminary Goals
2010 Graduate Student Survey, N = 240, **in the order asked on the survey**

Item #	Level of Agreement with..	# Resps	No Resp	'09 Avg.	'10 Avg.	'09 Pct.	'10 Pct.	'09-'10 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	235	5	4.67	4.65	96.40%	98.30%	1.90%
2	Acquired skills in personal Bible study.	236	4	4.55	4.43	91.70%	88.20%	-3.50%
3	Gained knowledge in how to interpret the Bible.	236	4	4.68	4.67	97.60%	97.50%	-0.10%
4	Acquired a basic knowledge of systematic theology.	233	7	4.40	4.36	92.70%	92.30%	-0.40%
5	Acquired a basic knowledge of premillennial, dispensational theology.	238	2	4.70	4.66	98.20%	97.40%	-0.80%
6	Developed some ability to think theologically.	235	5	4.64	4.63	95.00%	97.40%	2.40%
7	Gained insights into contemporary theological issues and how to evaluate them.	239	1	4.43	4.35	92.20%	89.10%	-3.10%
8	Acquired an ability to defend the truths of the Bible.	235	5	4.50	4.38	93.40%	88.10%	-5.30%
9	Gained an awareness of contemporary moral and ethical issues.	236	4	4.21	4.05	83.20%	76.70%	-6.50%
10	Acquired a basic knowledge of the historical development of the church.	230	10	4.21	4.30	87.00%	86.50%	-0.50%
11	Developed skills in preaching and/or teaching the Bible.	225	15	4.16	4.31	83.10%	85.30%	2.20%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	232	8	4.22	4.33	84.80%	87.50%	2.70%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	231	9	4.14	4.16	81.20%	81.40%	0.20%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	231	9	4.19	4.21	82.50%	85.30%	2.80%
15	Developed a deepening, maturing relationship with God.	239	1	4.32	4.29	91.00%	85.30%	-5.70%
16	Developed the use of my spiritual gifts.	238	2	4.19	4.05	85.00%	73.10%	-11.90%
17	Developed leadership skills to help meet the spiritual needs of the world.	238	2	4.14	4.08	81.70%	77.80%	-3.90%
18	Developed some interpersonal skills essential for effectiveness in ministry.	236	4	4.09	4.06	79.80%	73.80%	-6.00%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	236	4	4.43	4.42	90.50%	89.40%	-1.10%
20	Gained some experience in actual ministry.	234	6	4.32	4.25	90.30%	83.30%	-7.00%
21	Developed ability to use modern media in communication.	226	14	3.72	3.77	61.80%	63.70%	1.90%
22	Acquired ability to do research on various levels.	238	2	4.40	4.34	94.70%	89.10%	-5.60%
23	Matured in spiritual integrity for relationships and ministry.	239	1	4.35	4.31	91.00%	87.90%	-3.10%
24	Matured in spiritual life and Christlike character.	239	1	4.32	4.27	88.80%	87.50%	-1.30%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	238	2	4.27	4.28	88.20%	87.80%	-0.40%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	238	2	4.24	4.22	86.40%	86.20%	-0.20%

Graph 29.
Graduate Self-Assessment of Meeting DTS Goals.

DTS Goals

**Extent of agreement of meeting DTS goals as a student
2010 Graduating Student Survey**



Analysis of 2010 Data by Demographic Group

Tables 20 through 32 break out the averages and the agreement percentages of various subpopulations in the 2010 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 24.

Summary of Graduate Agreement with Seminary Goals: **ThM/STM only**
2010 Graduate Student Survey , N = 86, in the order asked on the survey

Sect.		No	09	10	09 %	10 %
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.	86	0	4.68	4.64	94.90% 97.70%
2	Acquired skills in personal Bible study.	86	0	4.50	4.57	90.00% 88.40%
3	Gained knowledge in how to interpret the Bible.	86	0	4.66	4.79	96.60% 97.70%
4	Acquired a basic knowledge of systematic theology.	86	0	4.19	4.37	87.90% 93.00%
5	Acquired a basic knowledge of premillennial, dispensational theology.	86	0	4.73	4.70	96.70% 97.70%
6	Developed some ability to think theologically.	86	0	4.74	4.72	97.90% 98.90%
7	Gained insights into contemporary theological issues and how to evaluate them.	86	0	4.42	4.40	88.00% 88.30%
8	Acquired an ability to defend the truths of the Bible.	85	1	4.44	4.44	93.20% 89.40%
9	Gained awareness of cont. moral and ethical issues.	85	1	4.10	3.89	76.30% 70.60%
10	Acquired a basic knowledge of the historical development of the church.	85	1	4.42	4.68	93.00% 97.70%
11	Developed skills in preaching and/or teaching the Bible.	85	1	4.38	4.55	96.50% 92.90%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	86	0	4.08	4.35	78.00% 90.70%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	86	0	4.10	4.14	80.00% 81.40%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	86	0	4.09	4.28	81.00% 84.90%
15	Developed a deepening, maturing relationship with God.	86	0	4.04	4.14	87.20% 81.40%
16	Developed the use of my spiritual gifts.	86	0	4.13	4.02	85.00% 72.00%
17	Developed leadership skills to help meet the spiritual needs of the world.	86	0	4.12	4.12	83.30% 81.30%
18	Developed some interpersonal skills essential for effectiveness in ministry.	86	0	4.10	3.94	83.30% 68.60%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	86	0	4.37	4.41	91.70% 90.70%
20	Gained some experience in actual ministry.	86	0	4.20	4.27	88.20% 83.70%
21	Dev. ability to use modern media in communication.	85	1	3.63	3.61	58.40% 55.30%
22	Acquired ability to do research on various levels.	86	0	4.43	4.51	96.70% 91.90%
23	Matured in spiritual integrity for relationships and ministry.	86	0	4.13	4.26	88.30% 87.20%
24	Matured in spiritual life and Christlike character.	86	0	4.17	4.21	89.00% 84.90%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	86	0	4.08	4.15	86.70% 82.50%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	86	0	4.05	4.15	85.00% 83.70%

Table 25.
Summary of Graduate Agreement with Seminary Goals: **MA/CGS only**
2010 Graduate Student Survey , N = 107, in the order asked on the survey

Item	<i>During my student days at DTS, I:</i>	No Resps.	09 Resp.	10 Avg.	09 % Agree	10 % Agreement	
1	Acquired a basic knowledge of the contents of the Bible.	106	1	4.65	4.68	96.30%	98.20%
2	Acquired skills in personal Bible study.	106	1	4.55	4.30	92.00%	85.80%
3	Gained knowledge in how to interpret the Bible.	106	1	4.72	4.60	97.60%	97.20%
4	Acquired a basic knowledge of systematic theology.	106	1	4.55	4.42	96.63%	93.40%
5	Acq.a basic knowledge of premil, dispensational theology.	106	1	4.67	4.71	98.80%	99.00%
6	Developed some ability to think theologically.	106	1	4.57	4.67	93.10%	99.10%
7	Gained insights into contemporary theological issues and how to evaluate them.	106	1	4.43	4.33	92.70%	88.70%
8	Acquired an ability to defend the truths of the Bible.	106	1	4.55	4.36	95.20%	86.70%
9	Gained an awareness of contemporary moral and ethical issues.	106	1	4.24	4.08	86.60%	77.30%
10	Acq. a basic knowledge of the historical dev. of the church.	103	4	4.06	4.11	80.00%	79.60%
11	Developed skills in preaching and/or teaching the Bible.	96	11	3.96	4.10	71.00%	78.20%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	101	6	4.30	4.35	88.80%	85.20%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	101	6	4.15	4.17	80.00%	80.20%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	103	4	4.24	4.20	82.90%	87.40%
15	Developed a deepening, maturing relationship with God.	106	1	4.51	4.33	93.10%	86.80%
16	Dev. the use of my spiritual gifts.	106	1	4.25	4.03	85.20%	71.70%
17	Dev. leadership skills to help meet the spiritual needs of the world.	106	1	4.16	4.01	80.50%	71.70%
18	Dev. some interpersonal skills essential for effectiveness in ministry.	105	2	4.06	4.10	78.10%	76.20%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	105	2	4.48	4.47	89.00%	90.50%
20	Gained some experience in actual ministry.	104	3	4.40	4.25	92.60%	83.70%
21	Dev. ability to use modern media in communication.	101	6	3.70	3.69	61.00%	62.40%
22	Acquired ability to do research on various levels.	105	2	4.38	4.14	93.90%	85.70%
23	Matured in spiritual integrity for relationships and ministry.	106	1	4.46	4.32	92.70%	87.80%
24	Matured in spiritual life and Christlike character.	106	1	4.40	4.27	87.80%	87.70%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	105	2	4.37	4.31	90.20%	88.60%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	105	2	4.33	4.22	87.80%	84.80%



Table 26.
Summary of Graduate Agreement with Seminary Goals: **Main Dallas campus only**
2010 Graduate Student Survey , N = 202, in the order asked on the survey

Sect.	<i>During my student</i>	No	09	10	09%	10%
IV.	<i>days at DTS, I:</i>	Resps.	Resp.	Avg.	Avg.	Agree Agreement
Item						
1	Acquired a basic knowledge of the contents of the Bible.	197	5	4.67	4.63	96.30% 98.50%
2	Acquired skills in personal Bible study.	198	4	4.53	4.42	90.60% 88.40%
3	Gained knowledge in how to interpret the Bible.	198	4	4.67	4.65	97.70% 97.50%
4	Acquired a basic knowledge of systematic theology.	197	5	4.37	4.36	92.60% 92.90%
5	Acq. a basic knowledge of premil, dispensational theology.	201	1	4.72	4.64	98.50% 97.60%
6	Developed some ability to think theologically.	197	5	4.65	4.62	95.80% 98.00%
7	Gained insights into contemporary theological issues and how to evaluate them.	201	1	4.42	4.33	91.10% 89.60%
8	Acquired an ability to defend the truths of the Bible.	197	5	4.49	4.35	93.30% 87.80%
9	Gained an awareness of cont.moral and ethical issues.	198	4	4.14	3.99	80.00% 75.30%
10	Acq. a basic knowledge of the historical dev. of the church.	194	8	4.26	4.29	87.00% 86.60%
11	Developed skills in preaching and/or teaching the Bible.	188	14	4.13	4.31	82.00% 86.70%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	195	7	4.18	4.37	83.50% 89.80%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	194	8	4.10	4.20	79.00% 83.50%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	194	8	4.20	4.23	82.00% 86.60%
15	Developed a deepening, maturing relationship with God.	201	1	4.28	4.24	90.00% 84.10%
16	Developed the use of my spiritual gifts.	200	2	4.14	4.04	83.90% 73.50%
17	Dev. leadership skills to help meet the spiritual needs of the world.	200	2	4.08	4.06	80.30% 78.00%
18	Developed some interpersonal skills essential for effectiveness in ministry.	198	4	4.04	4.04	78.70% 73.20%
19	Acq. a greater zeal and proficiency for comm. God's word	199	3	4.38	4.36	89.00% 88.50%
20	Gained some experience in actual ministry.	197	5	4.31	4.29	91.80% 85.80%
21	Dev. ability to use modern media in communication.	190	12	3.65	3.74	59.00% 62.60%
22	Acquired ability to do research on various levels.	200	2	4.42	4.36	96.30% 90.00%
23	Matured in spiritual integrity for relationships and ministry.	201	1	4.32	4.27	91.90% 88.10%
24	Matured in spiritual life and Christlike character.	201	1	4.29	4.23	89.10% 87.10%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	201	1	4.23	4.23	87.60% 86.60%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	200	2	4.20	4.18	85.40% 84.50%

Table 27.

Summary of Graduate Agreement with Seminary Goals: **Extension campuses only**2010 Graduate Student Survey , N = 34, **in the order asked on the survey**

Sect.	<i>During my student</i>	No	09	10	09 %	10 %
IV.	<i>days at DTS, I:</i>	Resps.	Resp.	Avg.	Agree	Agreement
Item						
1	Acquired a basic knowledge of the contents of the Bible.	34	0	4.29	4.79	96.80% 97.10%
2	Acquired skills in personal Bible study.	34	0	4.38	4.50	96.70% 88.20%
3	Gained knowledge in how to interpret the Bible.	34	0	4.74	4.79	96.80% 100%
4	Acquired a basic knowledge of systematic theology.	32	2	4.53	4.50	93.30% 90.60%
5	Acq. a basic knowledge of premil, dispensational theology.	33	1	4.63	4.91	96.90% 100%
6	Developed some ability to think theologically.	34	0	4.57	4.82	91.30% 100%
7	Gained insights into contemporary theological issues and how to evaluate them.	34	0	4.48	4.50	96.80% 88.20%
8	Acquired an ability to defend the truths of the Bible.	34	0	4.55	4.59	93.60% 91.20%
9	Gained an awareness of cont. moral and ethical issues.	34	2	4.50	4.44	96.90% 88.20%
10	Acq. a basic knowledge of the historical dev. of the church.	32	2	4.26	4.44	87.10% 87.50%
11	Developed skills in preaching and/or teaching the Bible.	33	1	4.29	4.30	87.10% 78.70%
12	Acq. knowledge of pastoral, edu., and missionary principles basic to serving effectively in my chosen area of ministry.	33	1	4.38	4.18	90.60% 78.80%
13	Dev. skill in applying principles of pastoral, edu., or missionary leadership.	33	1	4.29	4.06	87.10% 72.70%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	33	1	4.19	4.30	84.40% 87.90%
15	Developed a deepening, maturing relationship with God.	34	0	4.56	4.56	96.00% 94.10%
16	Developed the use of my spiritual gifts.	34	0	4.39	4.18	90.30% 76.50%
17	Dev. leadership skills to help meet the spiritual needs of the world.	34	0	4.38	4.26	87.50% 79.40%
18	Developed some interpersonal skills essential for effectiveness in ministry.	34	0	4.31	4.24	84.40% 82.30%
19	Acq. a greater zeal and proficiency for com. God's word to others.	33	1	4.66	4.76	96.90% 93.90%
20	Gained some experience in actual ministry.	33	1	4.38	4.12	84.40% 72.70%
21	Developed ability to use modern media in communication.	33	1	4.00	3.88	74.20% 66.60%
22	Acquired ability to do research on various levels.	34	0	4.31	4.29	87.60% 85.30%
23	Matured in spiritual integrity for relationships and ministry.	34	0	4.45	4.59	87.10% 91.10%
24	Matured in spiritual life and Christlike character.	34	0	4.44	4.50	87.60% 91.20%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	33	1	4.47	4.61	90.70% 100%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	34	0	4.41	4.47	90.60% 97.10%



Table 28.

Summary of Graduate Agreement with Seminary Goals: **Dallas vs. Extension**
 2010 Graduate Student Survey **in descending order of difference in agreement**

Sect. IV.	<i>During my student days at DTS, I:</i>	10 Dallas Avg.	10 Ext. Avg.	10% Dallas Agree	10% Ext. Agree	% Δ
25	Exhibited an increasing likeness to Christ as manifested in love for others.	4.23	4.61	86.60%	100%	13.40%
9	Gained an awareness of contemporary moral and ethical issues.	3.99	4.44	75.30%	88.20%	12.90%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	4.18	4.47	84.50%	97.10%	12.60%
15	Developed a deepening, maturing relationship with God.	4.24	4.56	84.10%	94.10%	10.00%
18	Developed some interpersonal skills essential for effectiveness in ministry.	4.04	4.24	73.20%	82.30%	9.10%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	4.36	4.76	88.50%	93.90%	5.40%
24	Matured in spiritual life and Christlike character.	4.23	4.50	87.10%	91.20%	4.10%
21	Developed ability to use modern media in communication.	3.74	3.88	62.60%	66.60%	4.00%
8	Acquired an ability to defend the truths of the Bible.	4.35	4.59	87.80%	91.20%	3.40%
16	Developed the use of my spiritual gifts.	4.04	4.18	73.50%	76.50%	3.00%
23	Matured in spiritual integrity for relationships and ministry.	4.27	4.59	88.10%	91.10%	3.00%
3	Gained knowledge in how to interpret the Bible.	4.65	4.79	97.50%	100%	2.50%
5	Acquired a basic knowledge of premillennial, dispensational theology.	4.64	4.91	97.60%	100%	2.40%
6	Developed some ability to think theologically.	4.62	4.82	98.00%	100%	2.00%
17	Developed leadership skills to help meet the spiritual needs of the world.	4.06	4.26	78.00%	79.40%	1.40%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	4.23	4.30	86.60%	87.90%	1.30%
10	Acquired a basic knowledge of the historical development of the church.	4.29	4.44	86.60%	87.50%	0.90%
2	Acquired skills in personal Bible study.	4.42	4.50	88.40%	88.20%	-0.20%
1	Acquired a basic knowledge of the contents of the Bible.	4.63	4.79	98.50%	97.10%	-1.40%
7	Gained insights into contemporary theological issues and how to evaluate them.	4.33	4.50	89.60%	88.20%	-1.40%
4	Acquired a basic knowledge of systematic theology.	4.36	4.50	92.90%	90.60%	-2.30%
22	Acquired ability to do research on various levels.	4.36	4.29	90.00%	85.30%	-4.70%
11	Developed skills in preaching and/or teaching the Bible.	4.31	4.30	86.70%	78.70%	-8.00%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	4.2	4.06	83.50%	72.70%	-10.80%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	4.37	4.18	89.80%	78.80%	-11.00%
20	Gained some experience in actual ministry.	4.29	4.12	85.80%	72.70%	-13.10%

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

2010 is the ninth 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 29 presents the responses by students graduating from the DMIN program. _ of the _ DMIN graduates completed the survey (__%).

Table 29.
2010 DMIN program-specific questions N=8

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
4.88	100%	4.50	100%	4.13	75%	5.00	100%	3.75	62.5%	4.88	100%

Student Suggestions for Improving the DMIN Program

Course Offerings

I liked least.... Some courses were repeated often during my time there, while others that I would have really liked to take were never offered. For example, Dr. Hendricks’ course on “Contemporary Culture” was offered 3-4 times and it seems that “Preaching Contemporary Culture” was offered at least 3 times in the 6 years I was at DTS. It seems that in the last couple years that the D. Min program is focusing more and more on cohorts groups (large church cohorts and women’s ministry cohorts) and as a result the many other interesting topics in the catalogue are decreasing in availability. [9, DMIN]

The doctor of ministry program provided me with excellent opportunity to learn about ministry. I felt that the following can help enhance the program: 1. The program should constantly consider what the needs of the church are, and be reformed accordingly. Pastoral consultations could be held at DTS to assess such need. For instance, at present, I feel that there is a great need for training bi-vocational ministers who are able to manage secular work, their families and ministry simultaneously. 2. Extension education can be very useful in the DMin program. I feel that creative structuring of extension programs that spans every major city in the US is not too lofty a goal for DTS. 3. Greater integration of technological advances in the DMin program will provide greater reach and impact. Online classes, webcasts, etc. can be useful not only in the US but in other countries as well. 4. Cooperative programs with other like-minded seminaries and other para-church institutions will foster both wider reach and Christian unity. 5. Links to churches outside the Dallas area can be very useful in maintaining the vital link to the body of Christ. Keep up the good work! [10, DMCE]

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

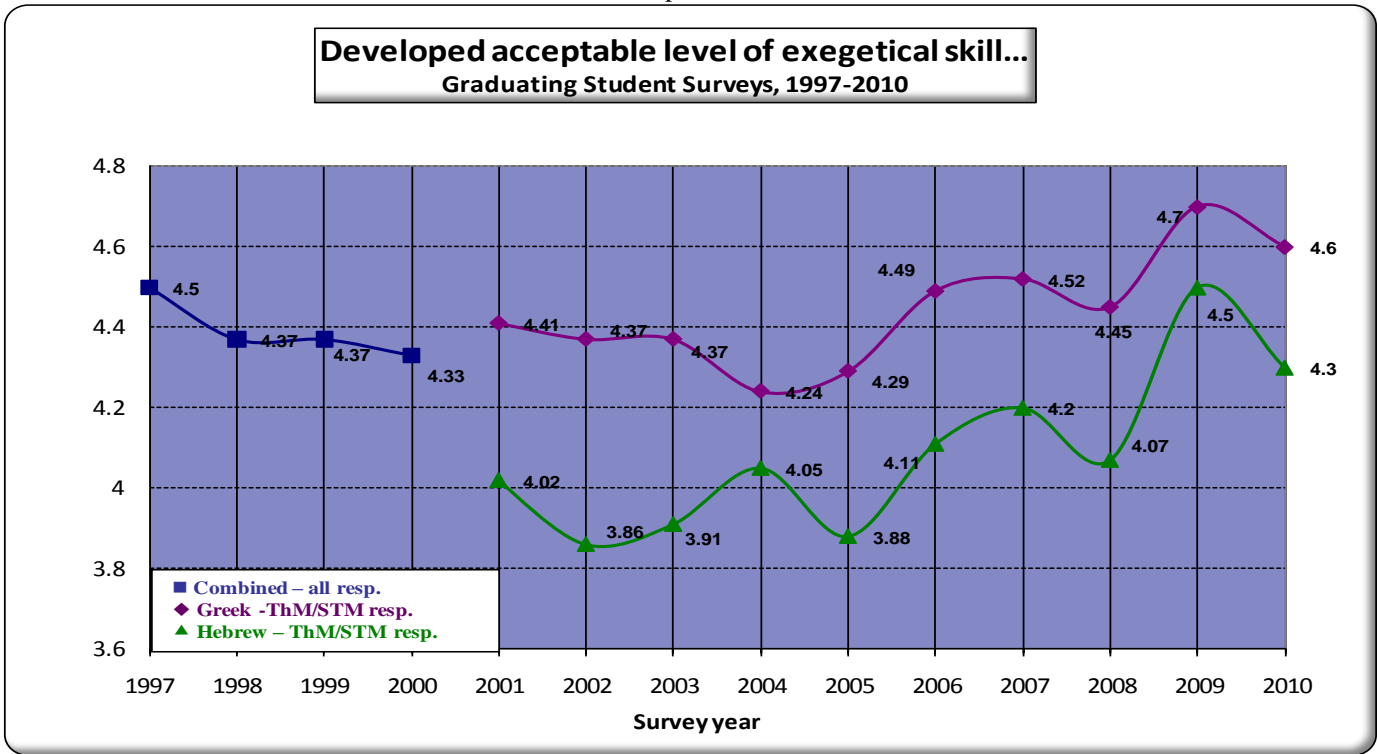
Program-specific survey items

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.

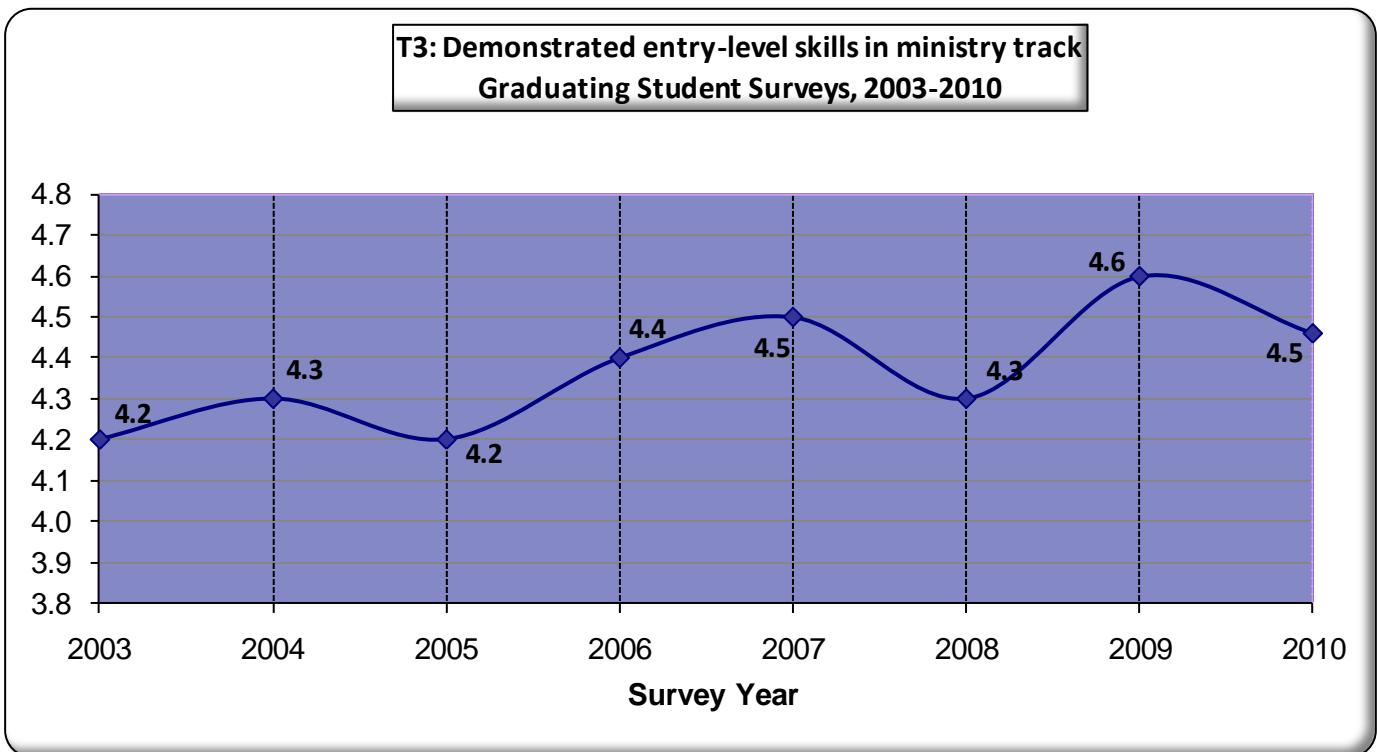
Table 31.
ThM (and STM) program-specific questions

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%
2008	74	4.07	81%	74	4.45	97%	74	4.34	91%
2009	57	4.54	95%	57	4.68	98%	57	4.61	96%
2010	76	4.30	87%	76	4.57	92%	76	4.46	96%

Graph 30-1.



Graph 30-2.





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:

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

Exegesis in general

The Greek language classes could be reworked to reduce the work load. [16, THM]

More Hebrew and Greek electives offered more often at extensions; Do not reduce the amount of Greek and Hebrew required for ThM. Advanced Hermeneutics BE220 should be a required course. [41, THM]

Allow ThM students to substitute NT or OT exegesis courses in place of BE courses. [65, THM]

I felt like the emphasis on the BE stuff was just getting through all 66 books so that we could say that we did it rather than actually learning the material. granted, it's a lot of stuff, but that forced things to be extremely shallow and really no deeper than reading the chapter headings or going to a sunday school class. With a couple exceptions, I felt like I only got in-depth instruction in the Word through my Greek/Hebrew classes when we were studyign specific books. I feel very frustrated graduating and feeling like I still have no clue about what's going on in the OT half the time because it wasn't ever really taught, and I am planning on re-studying it all for myself following graduation, which makes me feel like the money I spent on the classes that I took over certain areas that were required could have been used better elsewhere. Action Points: 1) BE classes need to be more focused and in-depth. 2) Perhaps have a survey class or two that tie everything together and give the big picture. I didn't feel like I got a good feel for the overall big picture stuff. 3)Perhaps have a Bible Ex track for those who know the languages and a track for those who do not? [83, THM]

More electives in the languages [89, THM]

Old Testament exegesis specifically

More Hebrew exegesis courses! I don't understand why more Greek is required than Hebrew if the Old Testament is so much larger than the New. [36, THM]

Ministry preparation and field education

I believe that the BE classes, aside from 101, could be replaced with a OT survey and an NT survey, and would be just as or more profitable. Although I enjoyed my professors for these classes, I felt that they were the least profitable and worthwhile classes for my education. I understand this is what DTS prides itself in, and won't change these from being core curriculum, but I felt like I could study all of these books on my own or with a small group at home (for free:) very briefly, and come away with the same information. More helpful would have been some classes on interpersonal communication, leadership, more missions classes, more Church History classes etc. [61, THM]

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

The program is very academic, but there is not much focus on personal, spiritual growth and spiritual disciplines. We read the Bible because we are studying for class. We pray so that we can do well on tests. We only share the gospel if we do not have homework. I realize that this is a tough balance, but the institution where I did my MDIV struck a good balance. The prized classes at DTS are the academic ones, but at my last institution, the prized classes also included those concerning spiritual disciplines and practical ministry. [136, STM]

There needs to be a stronger emphasis on canonical theology, this is strongly emphasized in the PM department, but isn't really emphasized anywhere else. I'd like to see the Bible exposition department teach the theology of each book more. Also, something should be done about the alcohol policy, because from my observation it is not respected. (which is very unfortunate.) [137, THM]

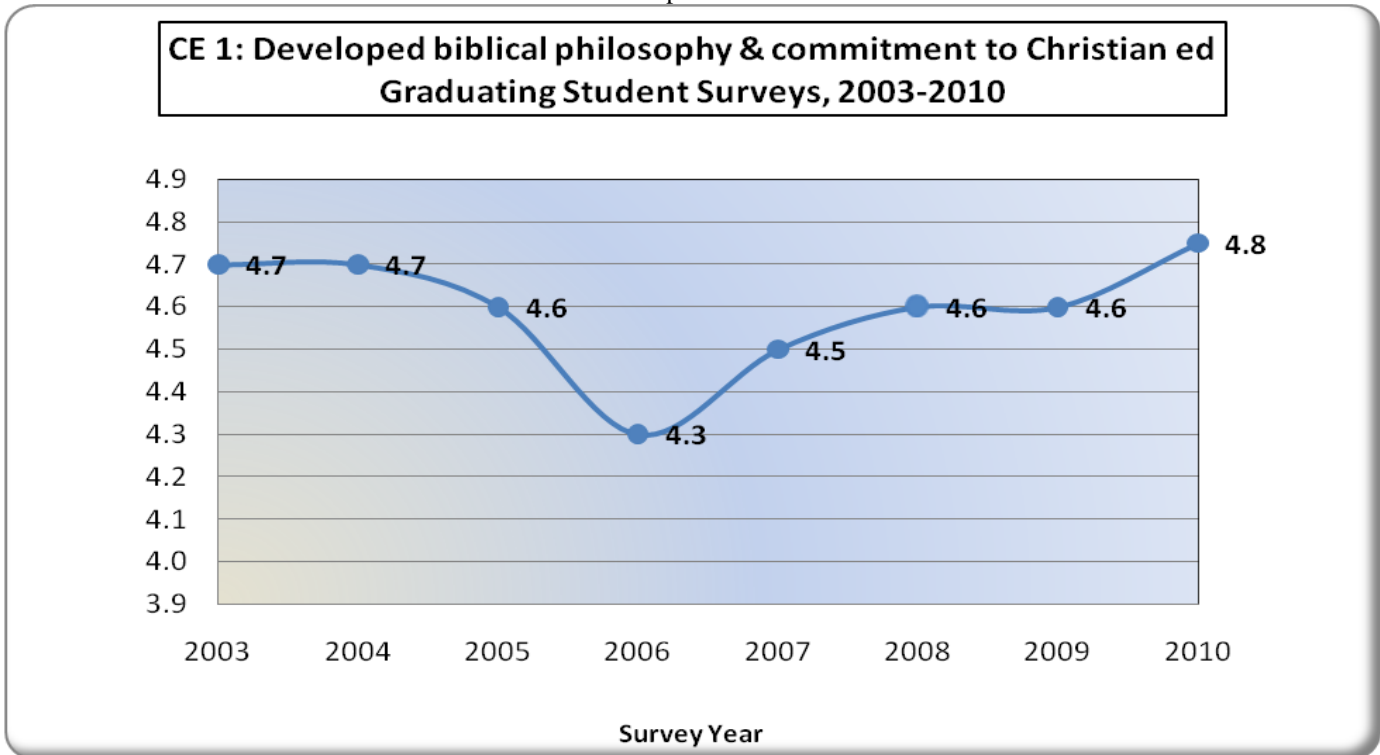
The Master of Arts in Christian Education (M.A./CE)

Program-specific survey items

Table 33.
M.A./CE program-specific questions

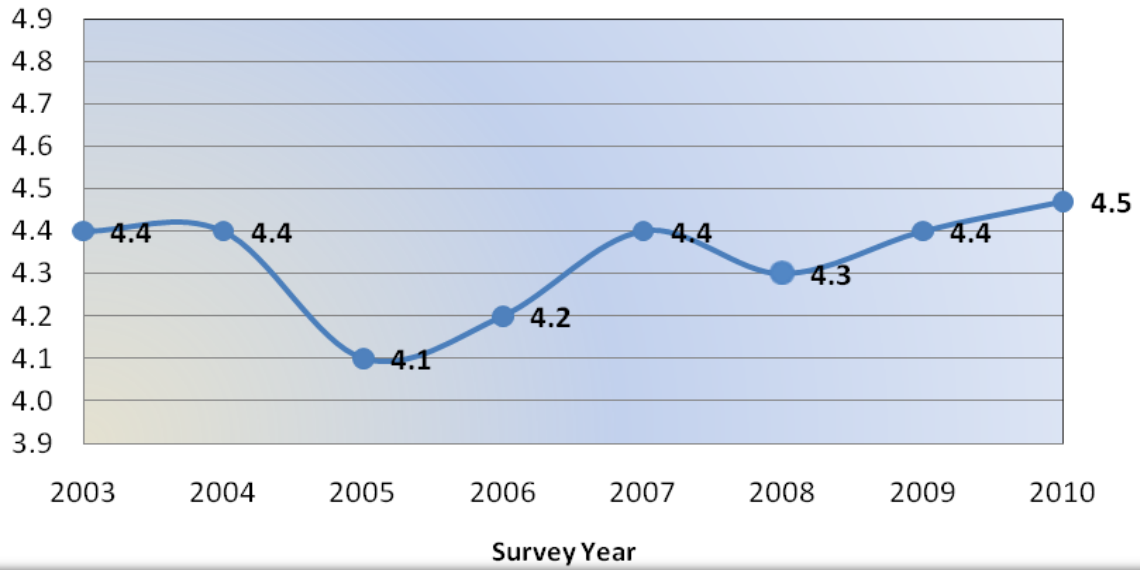
CE1: Developed biblical philosophy & commitment to Christian ed				CE2: Developed expertise on an age-group			CE3: Utilitized methods and materials for an age-group			CE4: Exhibited godly leadership with spiritual maturity			CE5: Organized, administered, & evaluated an educational program		
Year	N:	Mean	% Agree	N:	Mean:	% Agree	N:	Mean:	% Agree:	N:	Mean:	% Agree:	N:	Mean:	% Agree:
2002	30	4.57	93%	30	4.20	83%	30	4.20	77%	29	4.31	86%	30	4.47	87%
2003	29	4.69	100%	29	4.38	86%	29	4.45	93%	29	4.52	100%	29	4.45	93%
2004	23	4.74	100%	23	4.39	87%	23	4.43	91%	23	4.57	100%	23	4.57	96%
2005	19	4.63	89%	19	4.12	79%	19	4.12	79%	19	4.32	89%	19	4.37	84%
2006	27	4.33	89%	27	4.19	81%	27	4.19	78%	27	4.26	85%	27	4.30	89%
2007	42	4.52	98%	42	4.40	88%	42	4.48	93%	42	4.57	95%	42	4.64	93%
2008	36	4.59	94%	36	4.32	88%	36	4.38	91%	36	4.59	97%	36	4.35	85%
2009	28	4.61	93%	28	4.42	89%	28	4.50	96%	28	4.46	93%	28	4.39	86%
2010	32	4.75	100%	32	4.47	88%	32	4.53	97%	32	4.53	88%	32	4.59	94%

Graph 31-1.



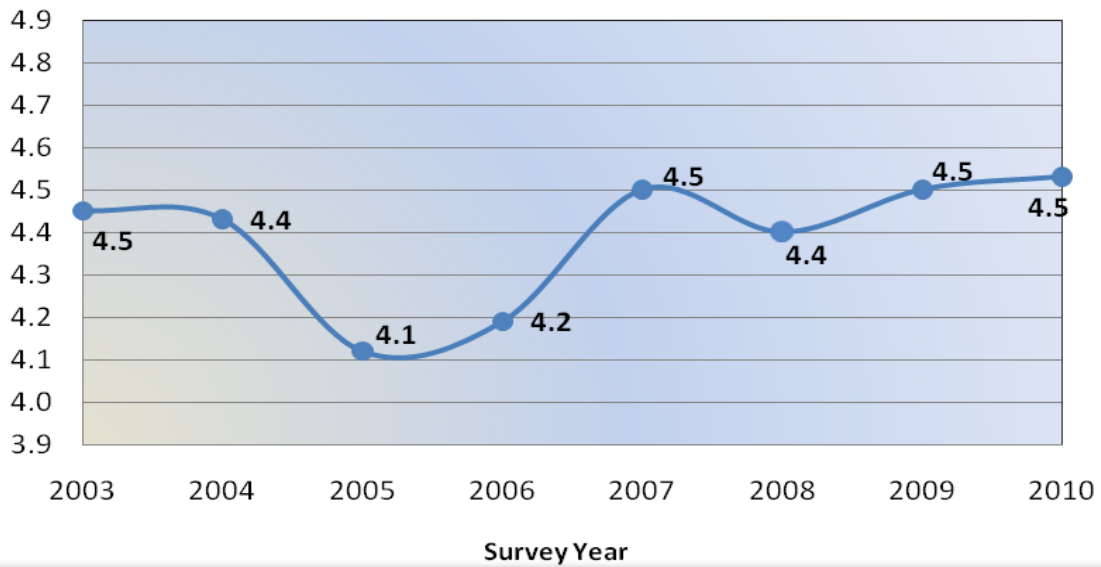
Graph 31-2.

**CE 2: Developed expertise on an age group
Graduating Student Surveys, 2003-2010**

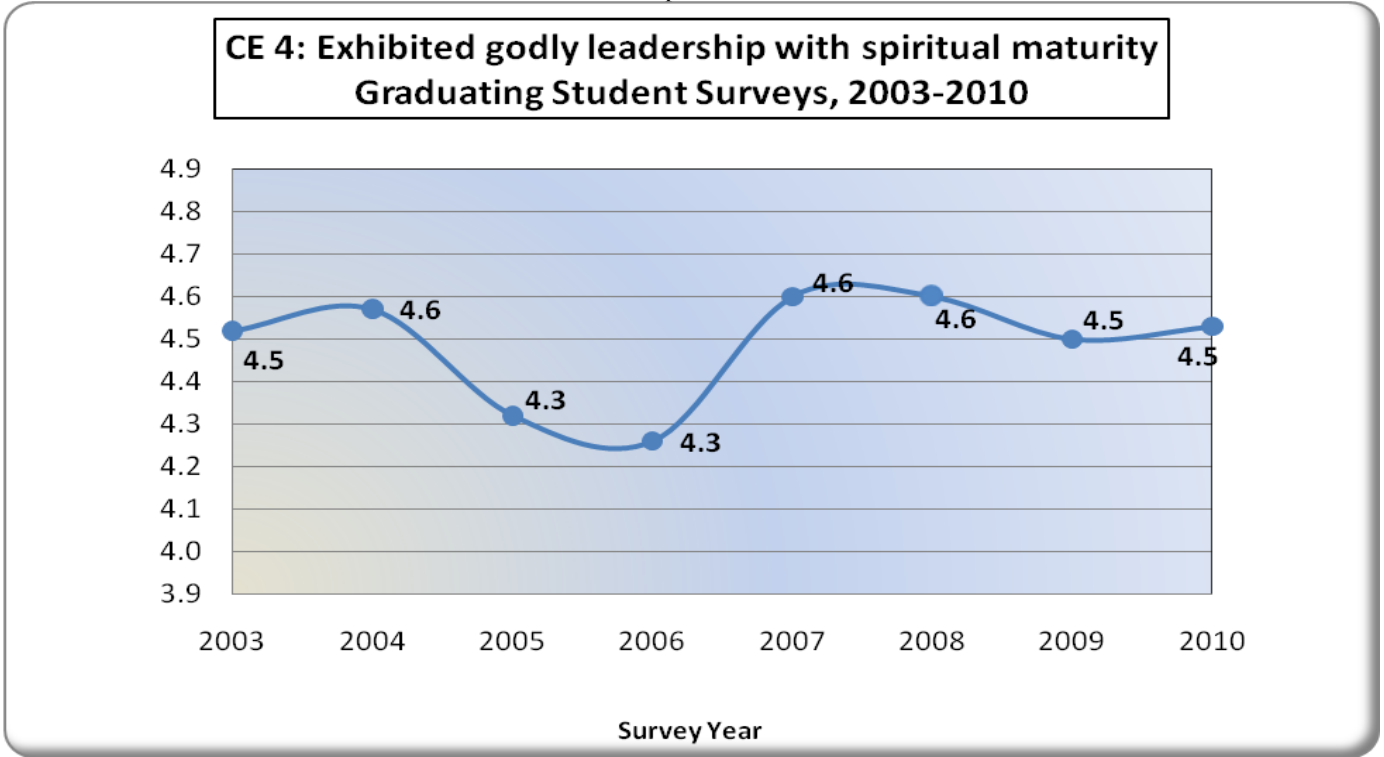


Graph 31-3.

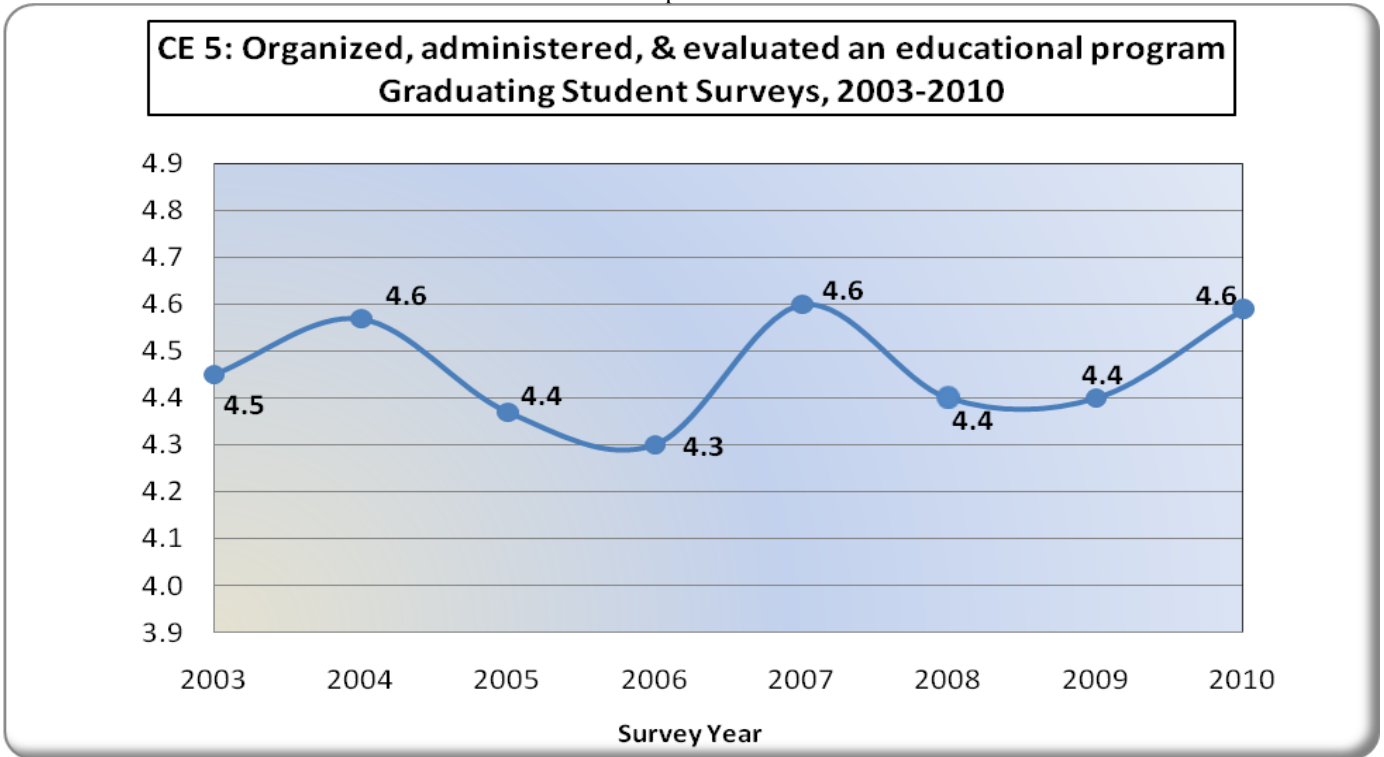
**CE 3: Utilitized methods and materials for an age-group
Graduating Student Surveys, 2003-2010**



Graph 31-4.



Graph 31-5.





Student Suggestions For Improving the MACE Program

I was pretty disappointed with the CE portion of my degree track. I felt the professors, as a whole, were out of touch with the needs and trends of the current church. Many of the professors either had little experience in successful church ministry, or they had very fixed ideas of how things should be done (namely, the way they did it.) [79, MACE]

Make it more practical, hands on. Some of the courses don't need to be an entire semester. they certainly don't need to be a whole semester of sitting in the classroom. there should be an offer for media communications/christian education combination degree. They could easily be merged together. worship/youth ministry is a normal combo in the church. [123, MACE]

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

Greater practical (field) experience [159, MACE]

I wish there was a way to add NT 113 and both church histories. I plan on auditing those later though.
[240, MACE]

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

Program-specific survey items

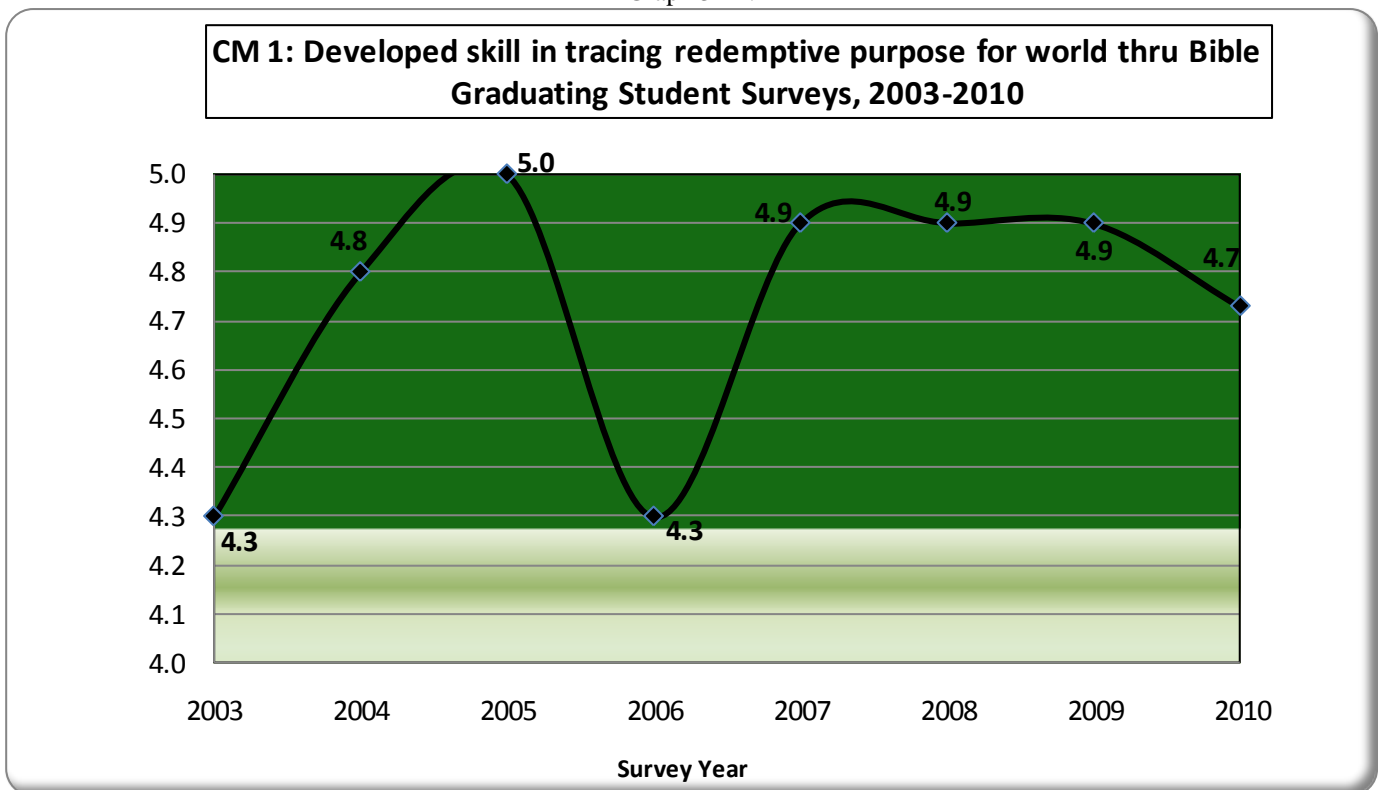
Table 34.
MACM program-specific questions

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:
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	92%	12	4.67	100%	12	4.58	92%
2008	11	4.89	100%	11	4.89	100%	11	4.78	100%	11	4.33	89%	11	4.11	78%	11	4.33	100%
2009	13	4.92	100%	13	5.00	100%	13	4.85	100%	13	4.46	92%	13	4.23	78%	13	4.62	100%
2010	11	4.73	100%	11	4.82	100%	11	4.45	91%	11	4.09	82%	11	4.00	64%	11	4.18	82%

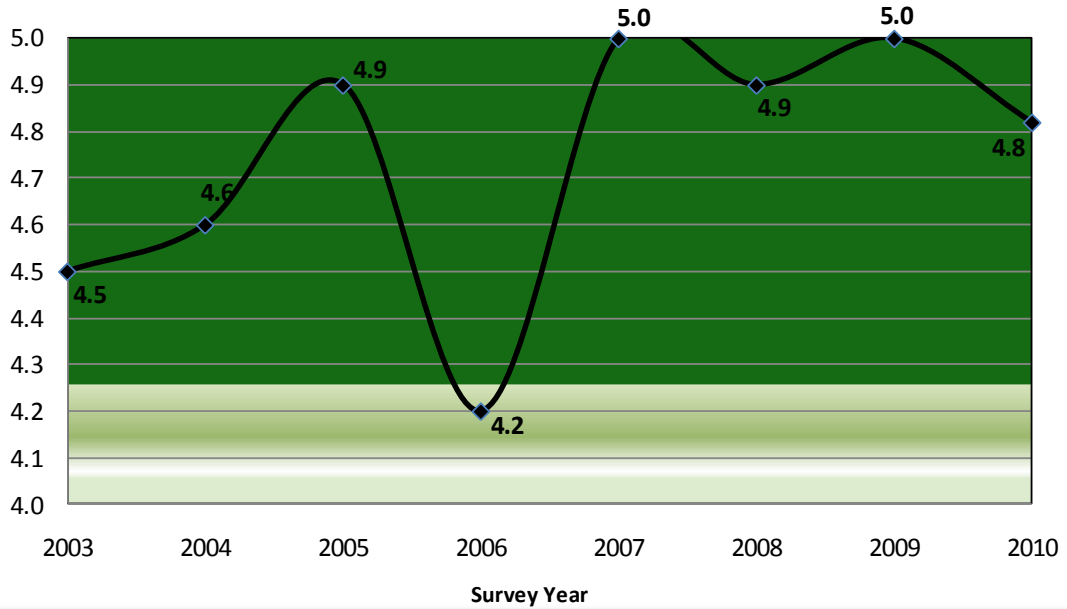
Note: Because of the small numbers of MACM graduates in each survey sample, differences in means may not be significant.

Graph 32-1.



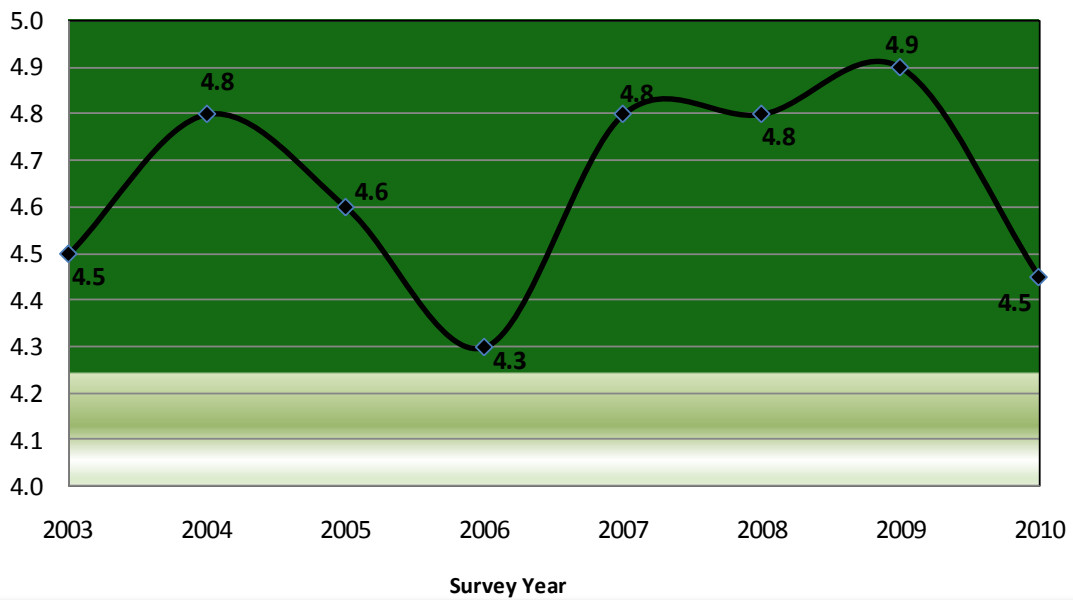
Graph 32-2

**CM 2: Developed awareness of principles of effective multicultural ministry
Graduating Student Surveys, 2003-2010**

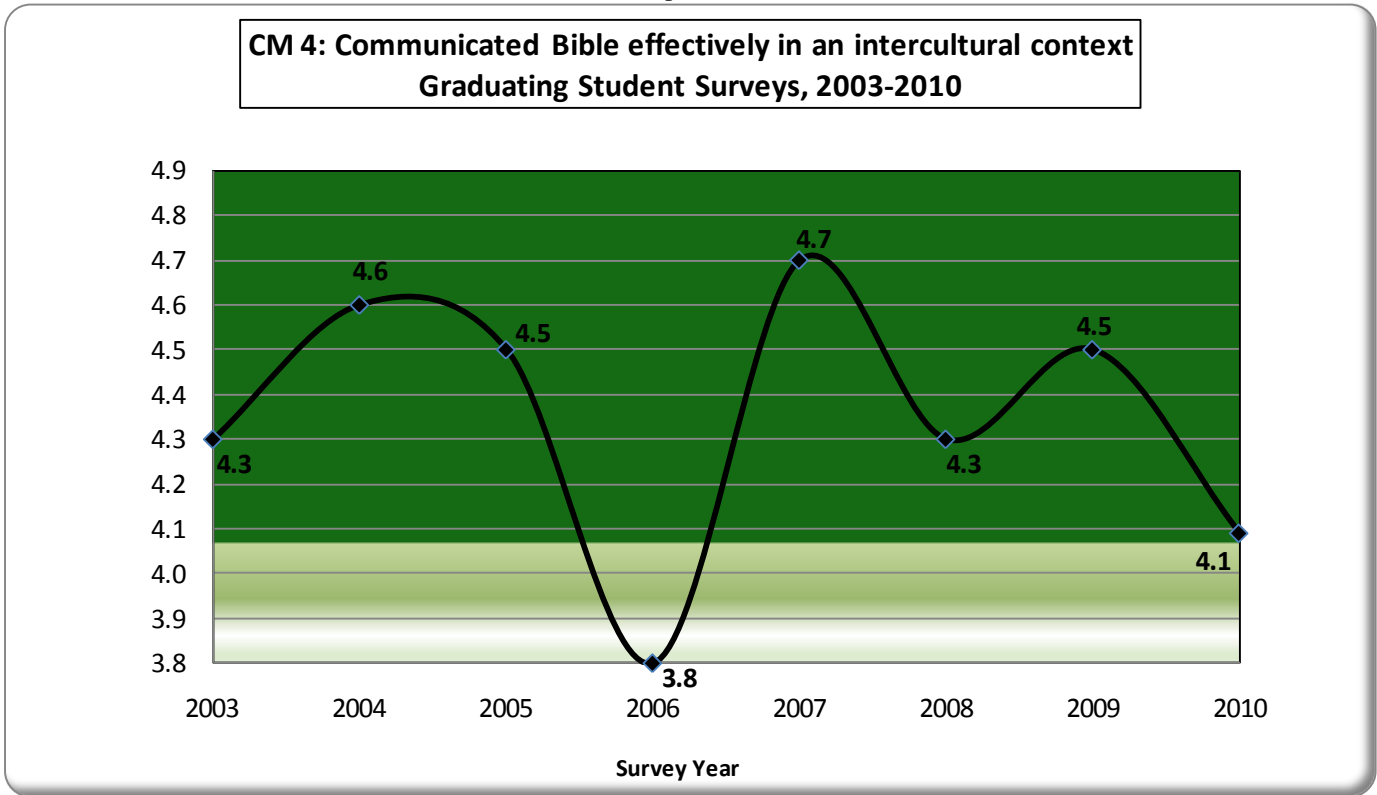


Graph 32-3.

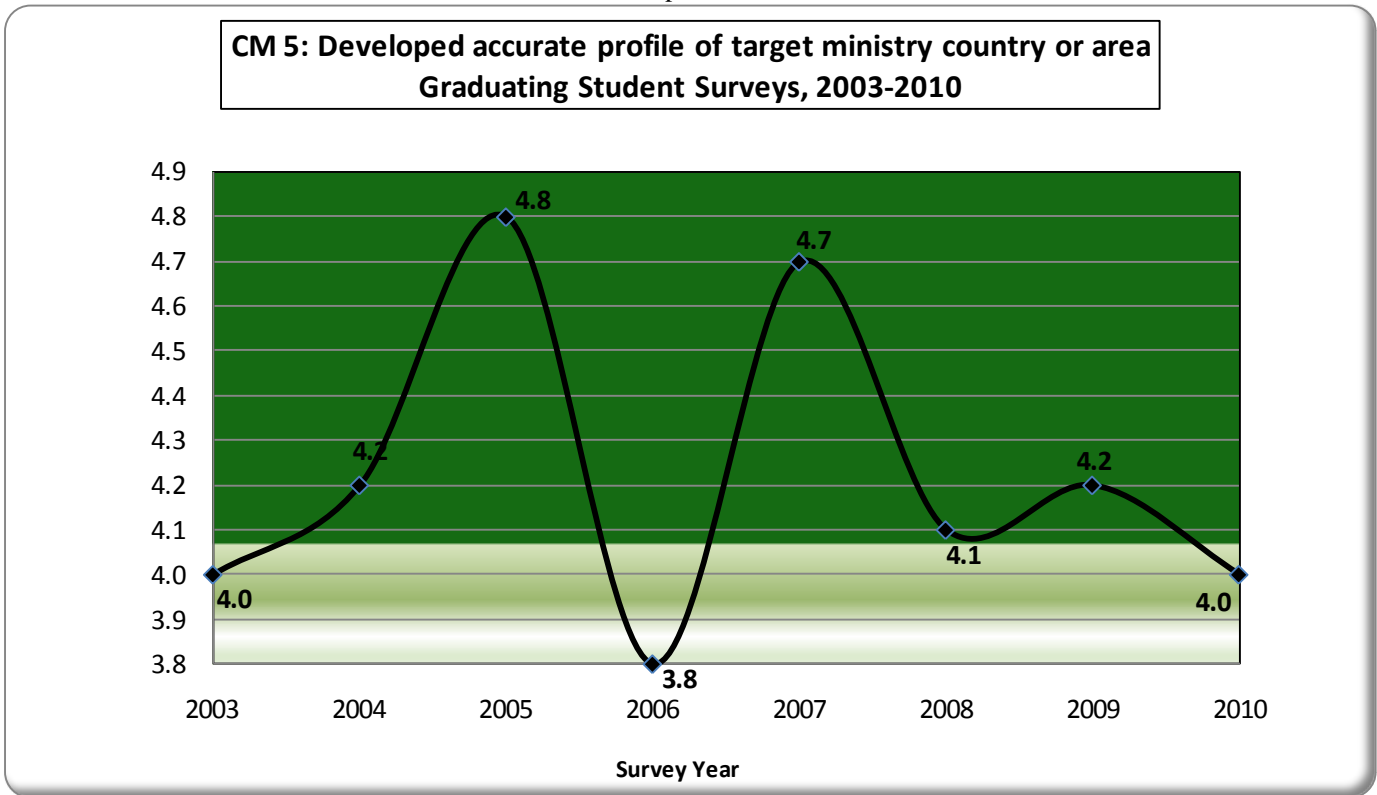
**CM 3: Developed familiarity with missions-related social sciences
Graduating Student Surveys, 2003-2010**



Graph 32-4.



Graph 32-5.



Graph 32-6.



Student Comments Regarding the MACM Program

The best and most beneficial class I took for missions was Dr. Horrell's class in Church Planting. He had missionaries from many different fields with a variety of applications come and present to the class. He then challenged us to pick a field and develop a strategy for effective penetration. [39, MACM]

I think this department needs to be up-dated. It needs to include more classes covering a wide-range of mission issues and opportunities such as urban/city mission work, rural/country mission work and possibly give students a wider/broader look at missions. While focus on cross-cultural ministry is certainly good, I think offering a side of missions that may not be cross-cultural but still missions, would be good. A good example of this is the mission program at Fuller Seminary. This type of mission work is modeled by ministries such as XXX church and To Write Love on Her Arms. [154, MACM]

The Master of Arts in Media and Communication (M.A./MC)

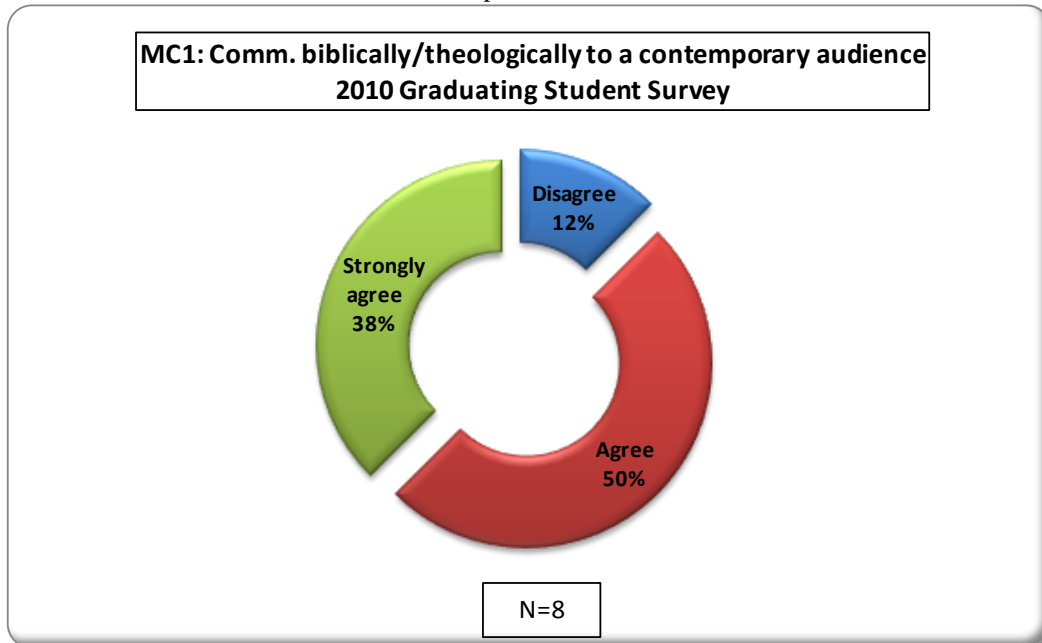
Program-specific survey items

2010 was the first year the MAMC was included in the Graduating Student Survey. The table below depicts the means and percentage agreement consistent with student

Table 35.
MAMC Specific Questions

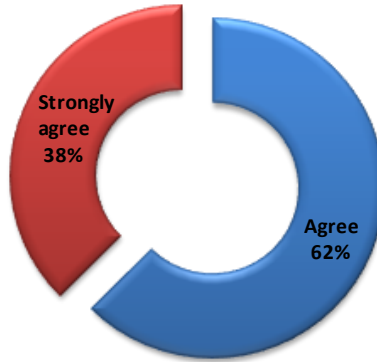
MC1: Communicated biblical and theological knowledge to a contemporary audience				MC2: Articulated an understanding of the role of art in Christian thought and communication			MC3: Demonstrated specialization in writing, presentation, and/or worship arts			MC4: Demonstrated the integration of media arts into effective Christian communication			MC5: Constructed and presented a media presentation using effective production principles		
Year	N:	Mean	%Agree	N:	Mean	%Agree	N:	Mean	%Agree	N:	Mean	%Agree	N:	Mean	%Agree
2010	8	4.13	88%	8	4.38	100%	8	4.25	100%	8	4.25	100%	8	4.31	88%

Graph.33-1



Graph. 33-2

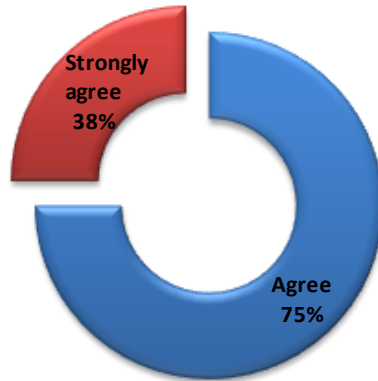
**MC2: Articulated role of art in Christian thought and communication
2010 Graduating Student Survey**



N=8

Graph 33-3

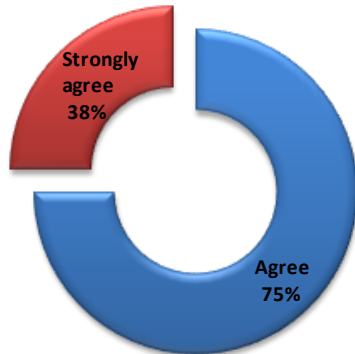
**MC3: Specialization in writing, presentation, and/or worship arts
2010 Graduating Student Survey**



N=8

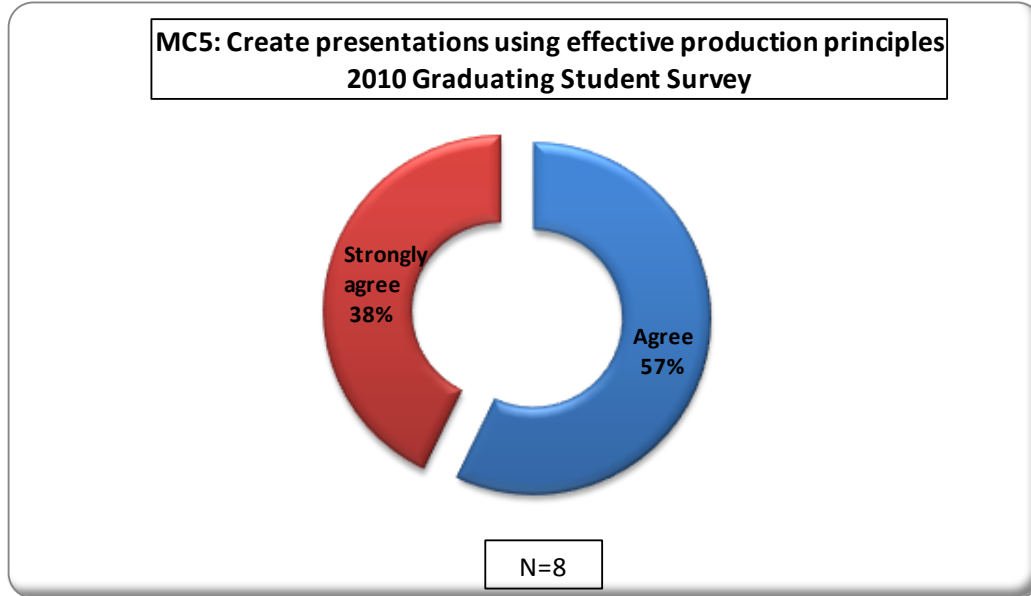
Graph 33-4

**MC4: Integration of media arts into effective Christian communication
2010 Graduating Student Survey**



N=8

Graph 33-5



Student Comments Regarding the MAMC Program

I would love to see the MA Media and Communications more aggressively advancing toward a MFA. I feel like the department is a good but not great! There is a lot of work that needs to be done here. Though I am a MAMC student I wish there was more for me here.... i.e. more courses, more equipment (video cameras, mics), mentorship and etc. Dr. Grant, Dr. Pettit and Wayne Walker are doing the best with what's on his plate. However, overall I am very satisfied with my education/training. If it had not been for the core courses I would have left the program. I believe that it is a new wave of training/teaching that needs to be birthed because the need is definitely obvious. [148,MAMC]

Get even MORE specific if possible as far as classes go--not only introduction to these things, but really in-depth theory behind these things so I can be specialized in something rather than just had experience in something. also, more web elements please. [223, MAMC]

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

Opportunities to actually lead worship should be afforded more often to students with a worship specialization. [158, MAMC]

Without my internship, I don't think I could have answered these as strongly. And, I do not think many people have that experience. Honestly, this degree track has great potential but it has a lot of room for growth--especially on the media side. More classes with multiple levels of advancement need to be added and students need to have more opportunities on campus to use their skills. [236, MAMC]

The Master of Arts in Biblical Counseling (MABC)

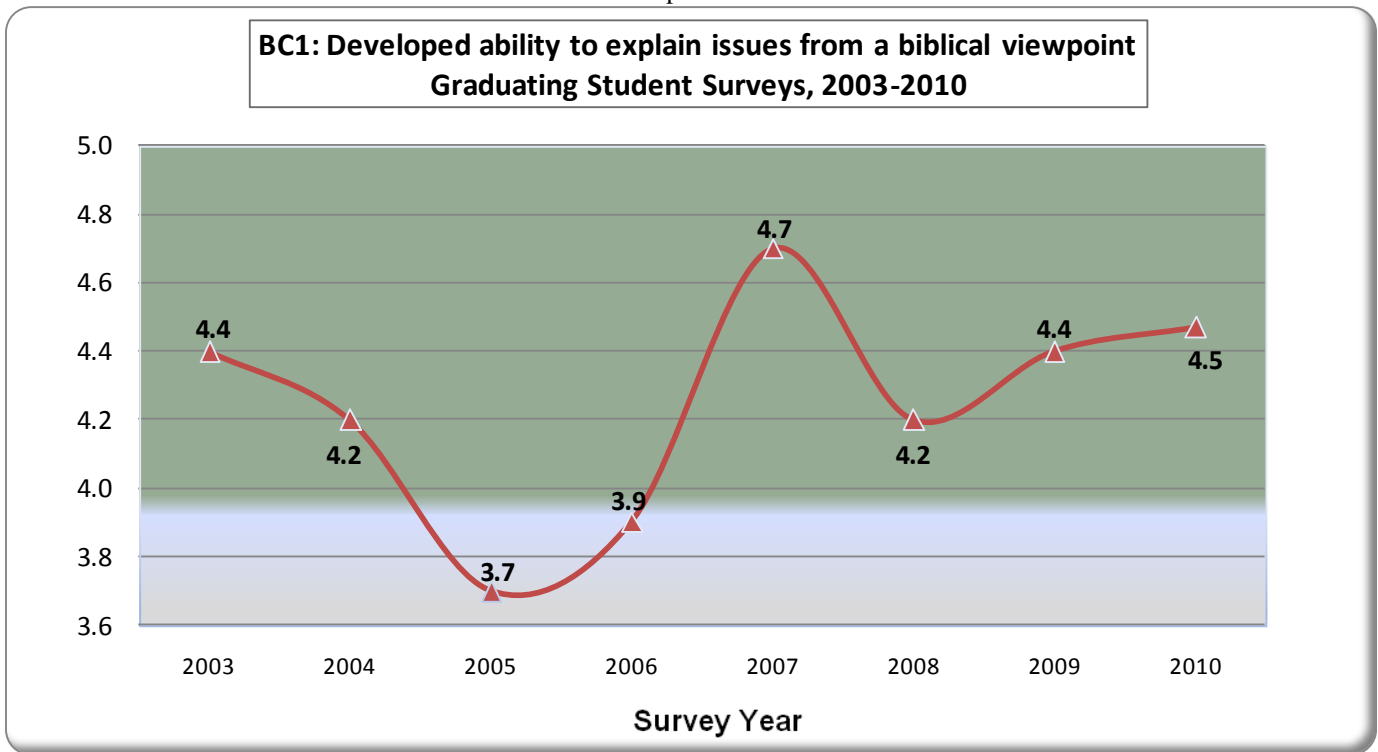
Program-specific survey items

Table 36.
MABC program-specific questions

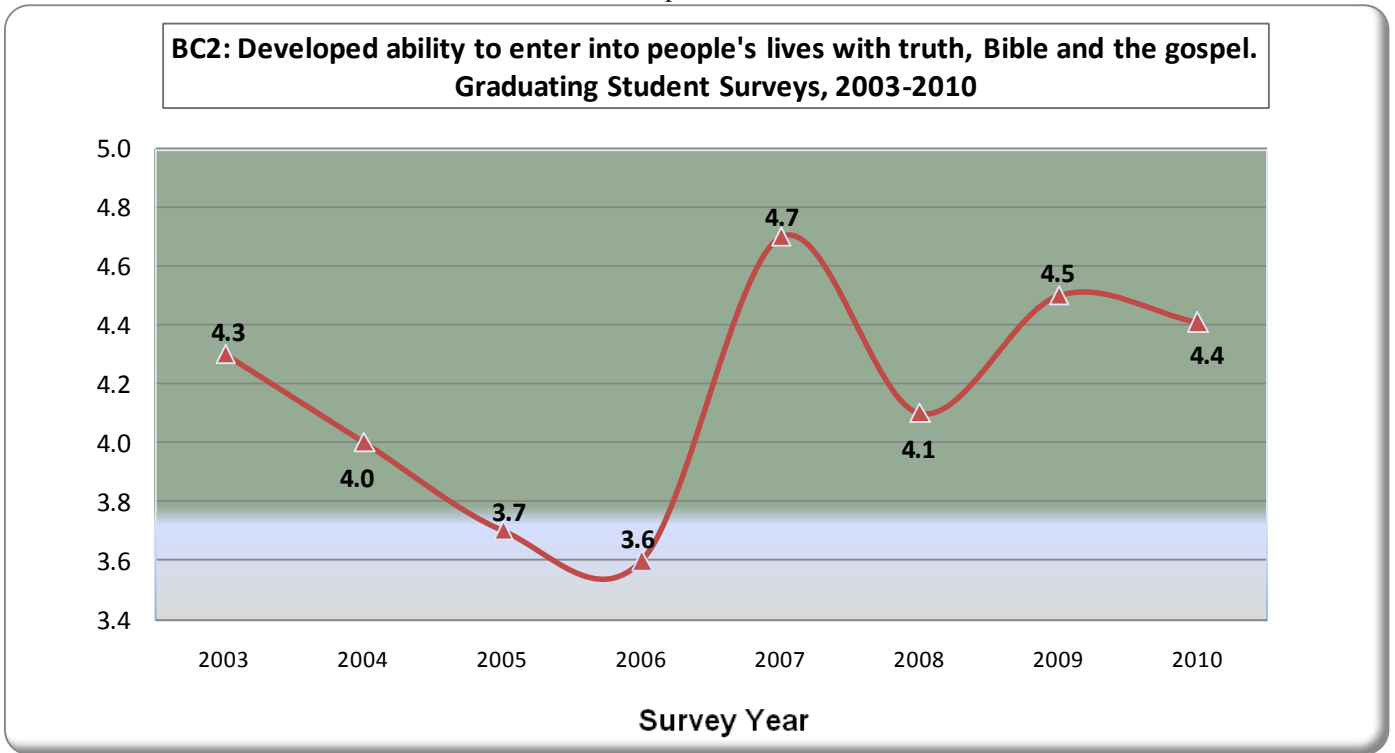
During my student days at DTS I:

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: biblical and spiritual integrity in personal life, relationships, and ministry.			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
2002	13	3.90	85%	13	3.90	77%	13	4.20	85%	13	3.90	77%	13	4.60	100%	13	4.20	85%
2003	15	4.40	93%	15	4.30	87%	15	4.30	87%	15	4.40	100%	15	4.50	100%	15	4.30	93%
2004	14	4.20	93%	14	4.00	71%	14	4.20	86%	14	3.60	50%	14	4.30	93%	14	4.40	93%
2005	17	3.70	71%	17	3.70	76%	17	3.60	71%	17	4.00	88%	17	4.40	100%	17	3.80	76%
2006	12	3.92	75%	12	3.58	67%	12	4.33	83%	11	4.18	91%	12	4.58	100%	12	4.08	83%
2007	20	4.70	95%	20	4.65	95%	20	4.70	90%	20	4.75	100%	20	4.90	100%	19	4.74	100%
2008	26	4.17	83%	26	4.09	78%	26	4.48	96%	26	4.30	91%	26	4.61	96%	26	4.23	82%
2009	25	4.44	92%	25	4.48	92%	25	4.56	96%	25	4.32	88%	25	4.68	96%	24	4.38	88%
2010	17	4.47	94%	17	4.41	94%	17	4.47	94%	17	4.41	88%	17	4.53	94%	17	4.41	94%

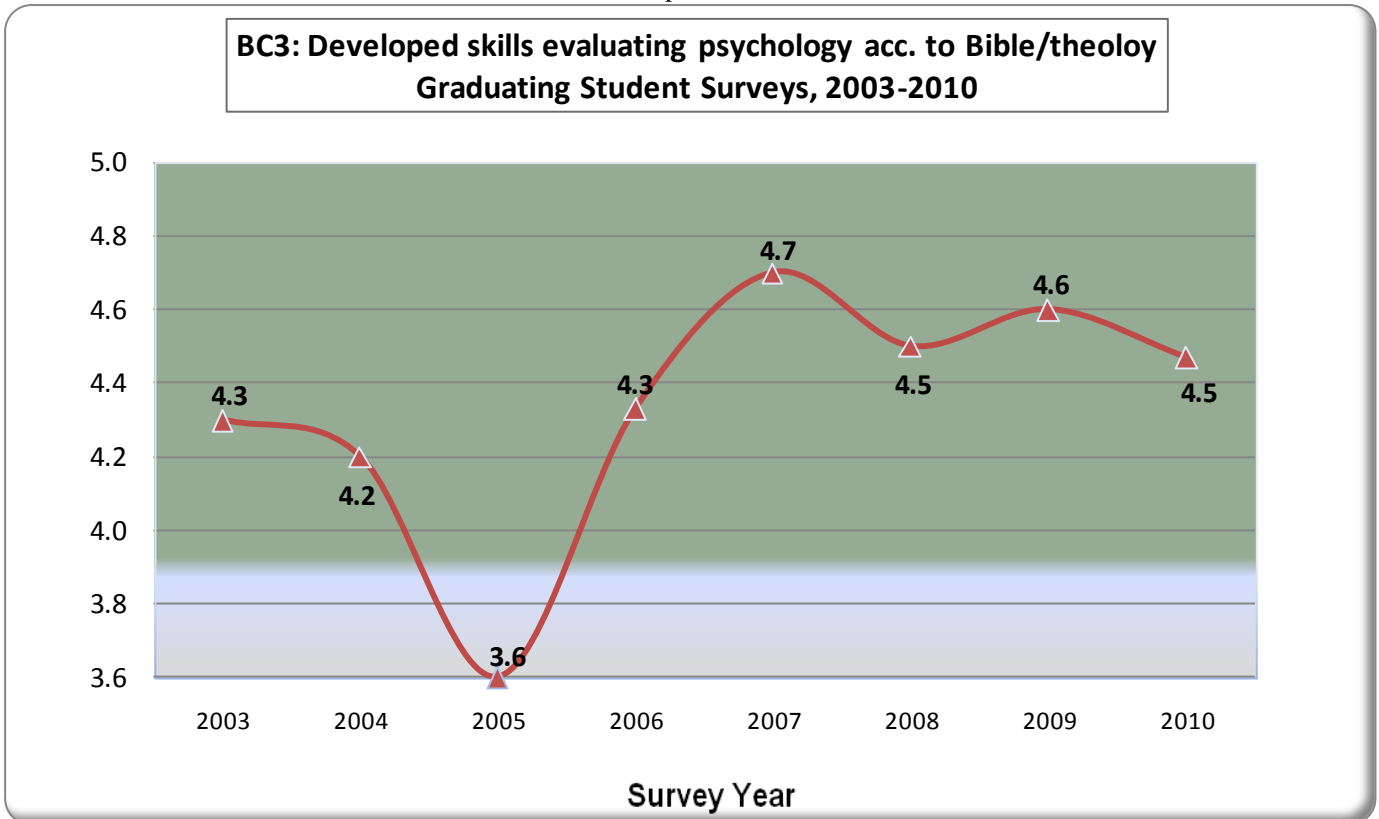
Graph 34-1.



Graph 34-2.

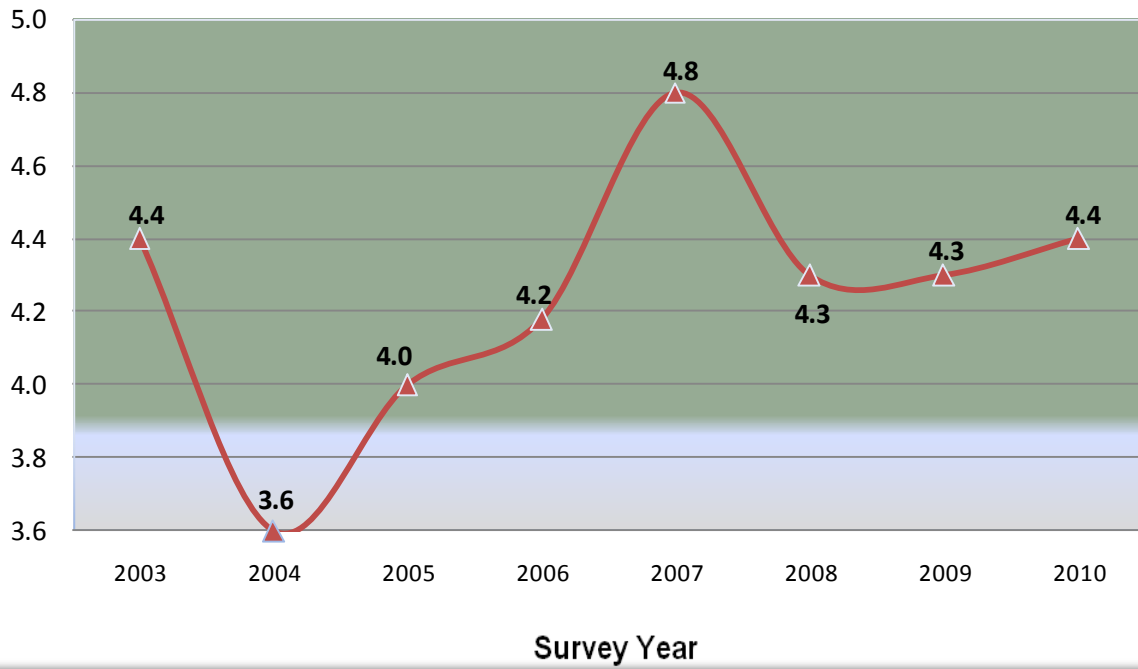


Graph 34-3.



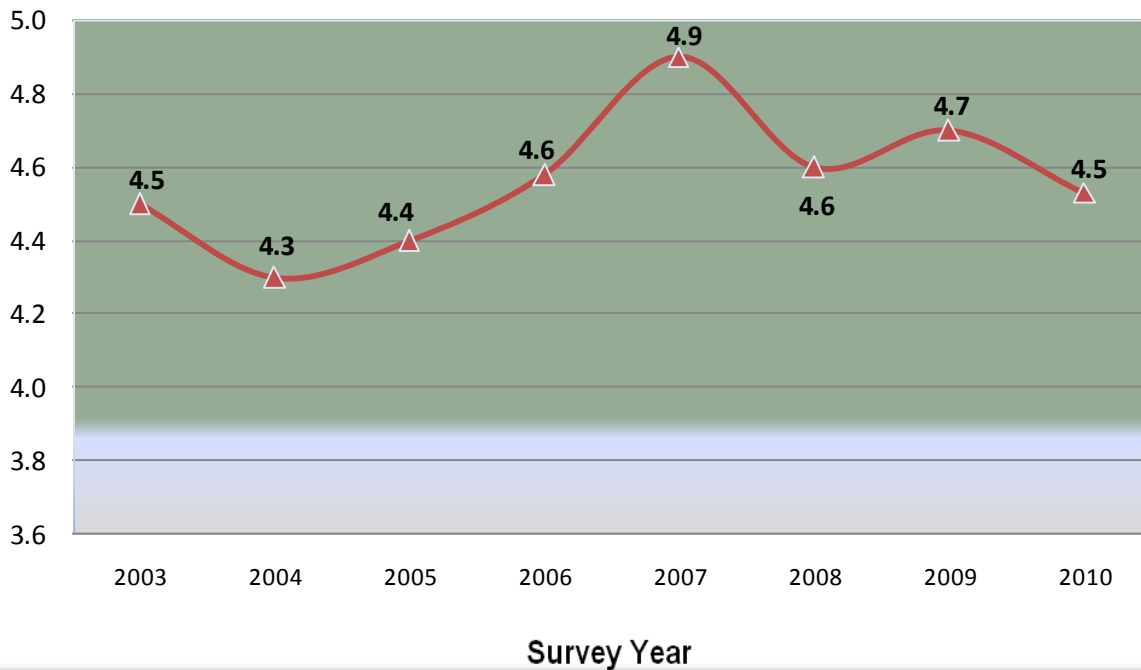
Graph 34-4.

**BC4: Developed deep levels of biblical and spiritual integrity
Graduating Student Surveys, 2003-2010**

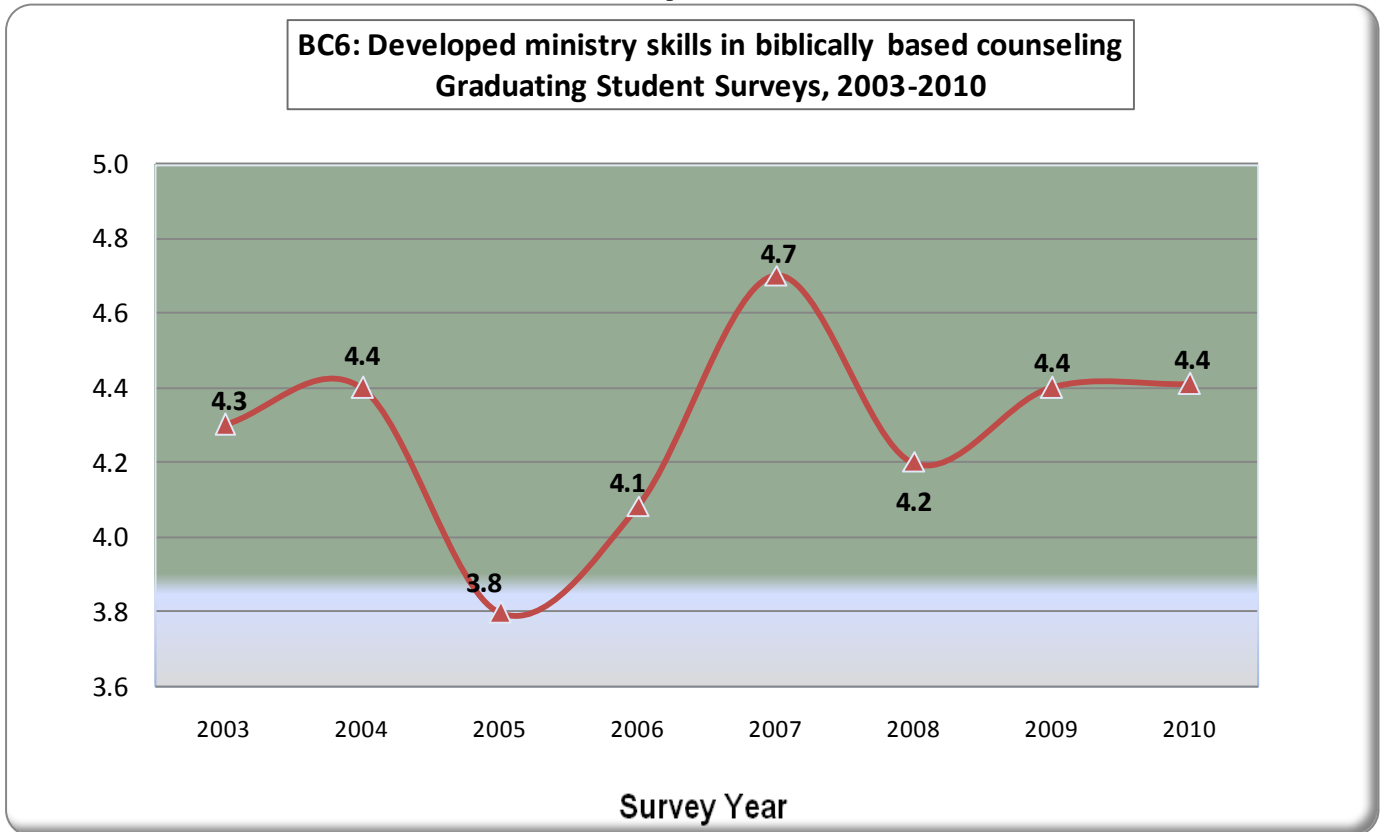


Graph 34-5.

**BC5: Developed a deep level of commitment to helping people
Graduating Student Surveys, 2003-2010**



Graph 34-6.



Student Suggestions For Improving the MABC Program

I think the new changes to the program that went into effect this year will be very helpful. Allowing a student to tailor a program a little bit more to their interests and ministry calling would be helpful. For example, having access to play therapy/child therapy classes or a specialty in addictions would be helpful. [169, MABC]

Perhaps offer a more specific approach to M.A. BC students only wanting to serve in the church (non-licensed) that is not the THM with Counseling track (Not as relevant to counseling). [175, MABC]

Incorporate more opportunities to observe and then discuss actual counseling sessions and techniques in the classroom. [195, MABC]

Make the practicum classes LAST so that students would be better equipped as counseling interns. Also, a pre-practicum course should be added testing students on the requirements for the LPC. Also, integrating more practical experience with the theories through more LPC professors or outside speakers. Finally, a better orientation in the beginning to help students understand better what the program is designed to accomplish would have been nice. [228, MABC]



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

Program-specific survey items

Table 38.

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
2003*	42	4.40	93%	42	4.50	95%	42	4.10	76%
2004	34	4.10	74%	34	4.30	76%	34	4.10	79%
2005	28	4.00	82%	28	4.00	82%	28	3.80	68%
2006	38	4.39	87%	38	4.50	95%	38	4.18	76%
2007	56	4.14	80%	56	4.23	84%	56	3.91	71%
2008	29	4.62	97%	29	4.59	100%	29	4.21	72%
2009	38	4.45	92%	38	4.53	97%	38	4.26	87%
2010	32	4.47	88%	32	4.47	88%	32	4.28	84%

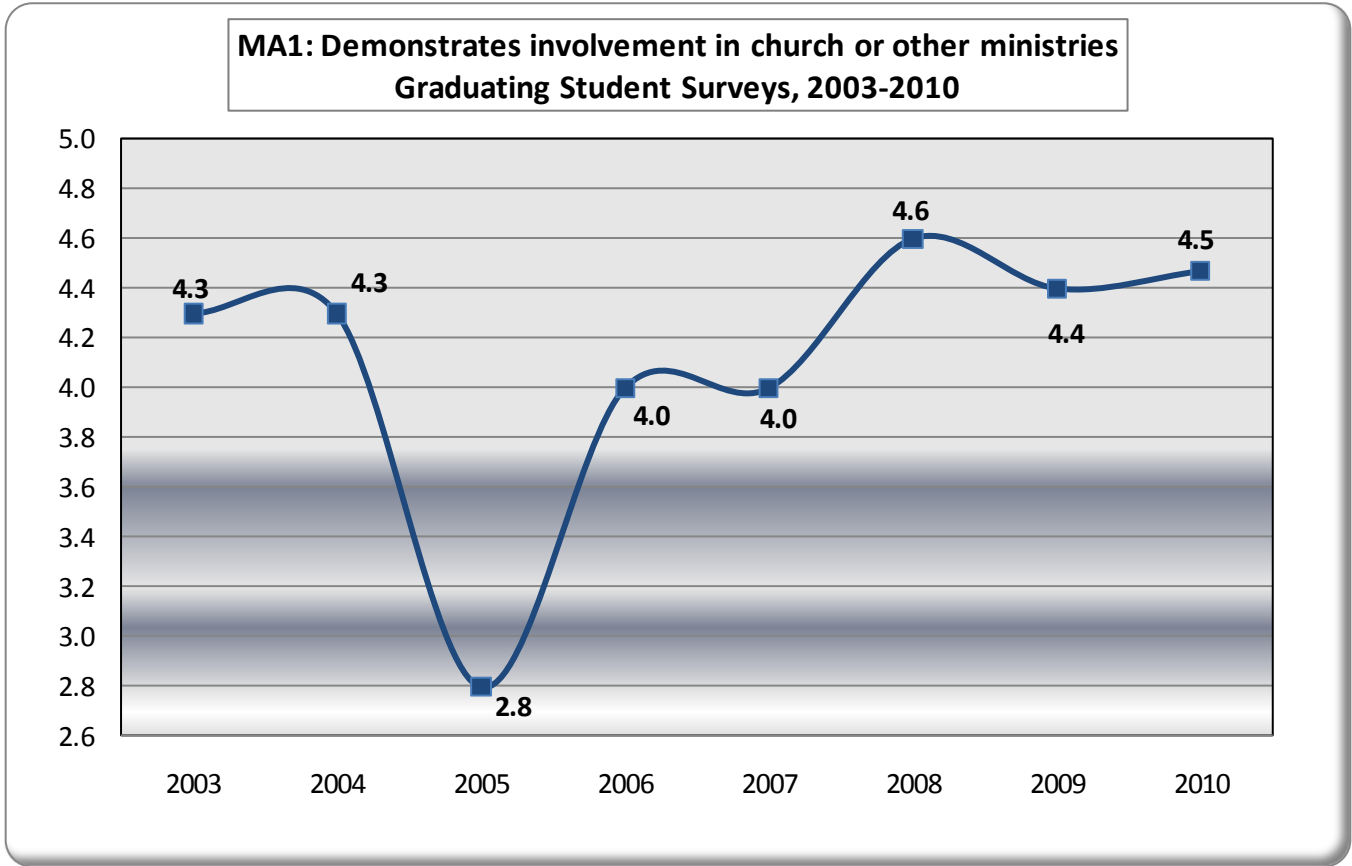
Table 39.

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

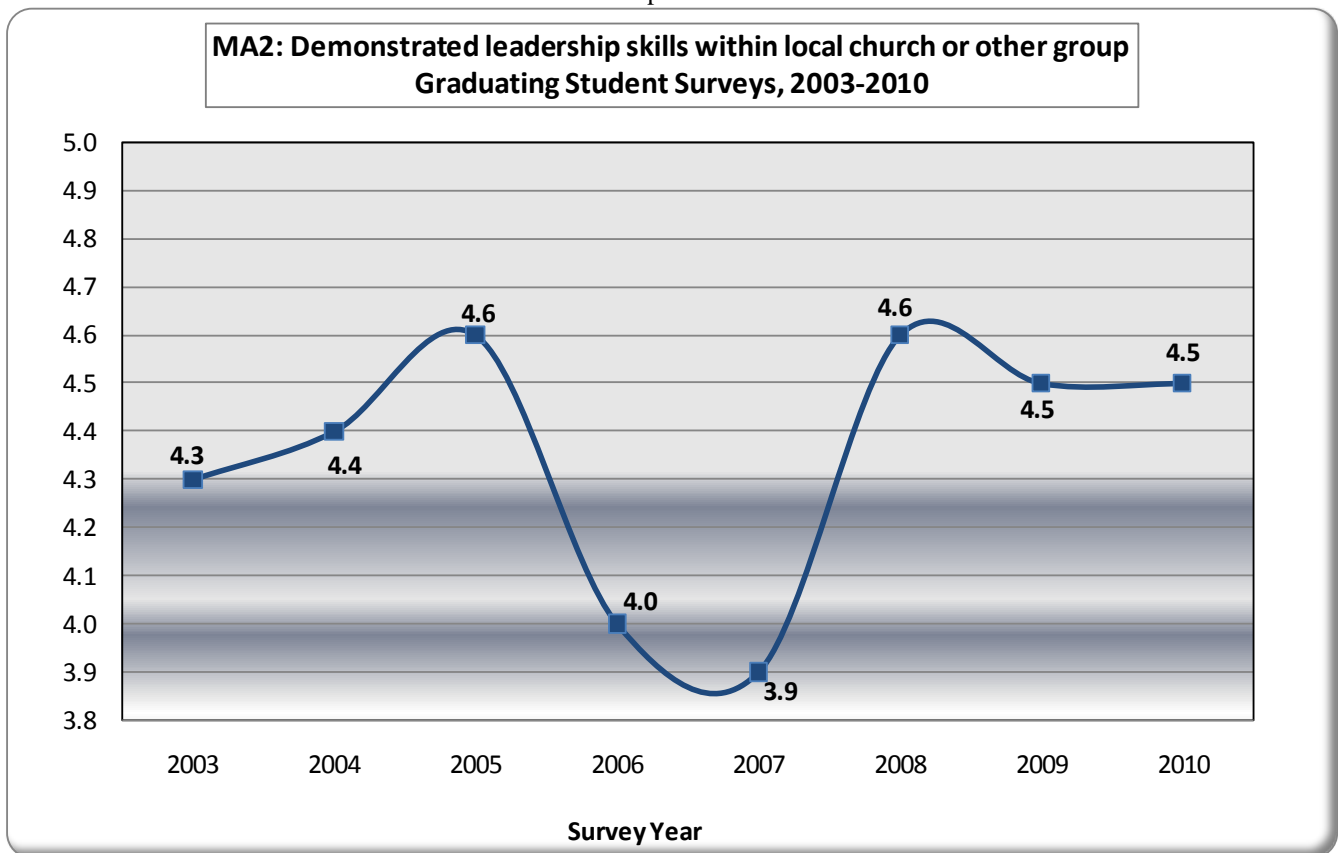
MA1: demonstrated an increasing involvement in the local church or other ministries.				MA2: Demonstrated leadership skills within a local church or other group			MA3: Ministered in evangelism within a local church or other group		
Year	N=	Mean	%Agree	N=	Mean	%Agree	N=	Mean	%Agree
2003*	4	4.30	100%	4	4.30	100%	4	4.70	100%
2004	7	4.30	86%	7	4.40	86%	7	3.30	71%
2005	5	2.80	60%	5	4.60	100%	5	3.80	60%
2006	3	4.00	67%	3	4.00	67%	3	4.00	67%
2007	7	4.00	71%	7	3.86	57%	7	3.71	43%
2008	1	3.00	0%	1	3.00	0%	1	5.00	100%
2009	8	4.38	75%	8	4.38	75%	8	4.50	100%
2010	20	4.60	95%	20	4.60	90%	20	4.25	80%

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

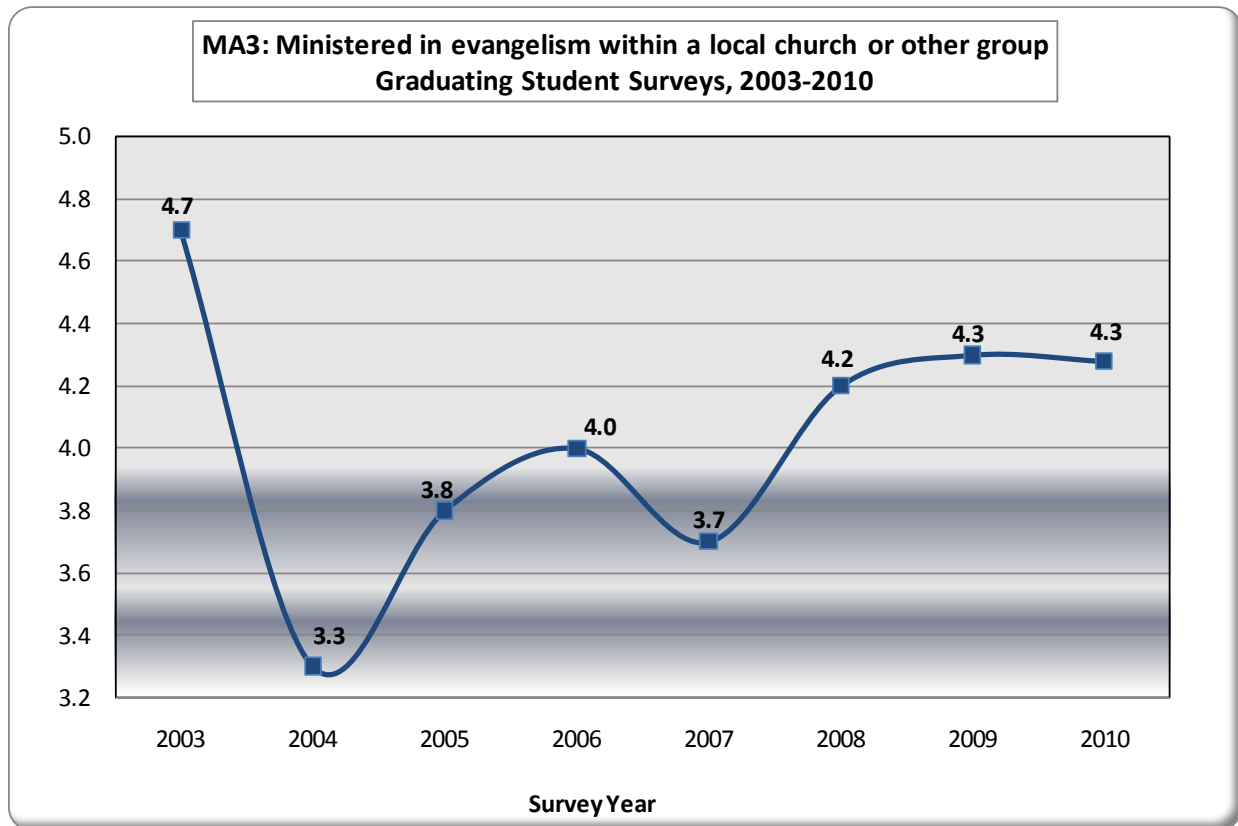
Graph 35-1.



Graph 35-2.



Graph 35-3.



Student Suggestions For Improving the MABS Program

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

In my prophets class, we had to put together a chart on each prophet listing basics like historical and theological background, brief biography of author, a brief outline, theme and message, and other unique characteristics of the book. I wish we did this in every BE course because it was both a great learning experience and will be a great tool for years to come. My other suggestions for improvement are not specific to this program but are specific to extension campuses. [37, MABS]

Continue in a like fashion - pushing church involvement from faculty. My only suggestion would be to potentially have assignments which require church interaction. [80, MABS]

I think an increased emphasis in the HT classes in the degree audit would be good. [182, MABS]

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 2010 (incl. Fall 2009)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
1	M	M	0			41+	CGS		
2	M	M		AS	USB	41	CGS		
3	M	M	2	WH	USB	41+	CGS		
4	M	S		WH	USB	41	DMCE		PA
5	M	M	3	WH	USB	41	CGS		
6	F	S	0	WH	USB	41+	CGS		
7	M	M	3	WH	USB	41	DMIN		
8	M	M	2	BL	USB	41+	CGS		
9	M	M	3	WH	USB	41	DMIN		
10	M	M	3	AS	NAT	41	DMCE		
11	M	M	1	NO	VISA	36-	THM	ID	
12	F	S		WH	USB	41	MABC	BC	
13	M	M	4	WH	USB	41	DMIN		
14	M	M	2	WH	USB	41+	MABS	BS	
15	M	M	2	WH	USB	36-	CGS		
16	F	M	1	NO	VISA	36-	THM	AM	
17	F	M		WH	USB	41	CGS		
18	M	M	2	NO	VISA	36-	MACE	CE	
19	M	M	3	NO	VISA	41	DMIN		
20	M	M	3	UN	USB	41	MACE	CE	
21	M	M	2		USB	41+	MABS	BS	FL
22	M	M	1	WH	USB	36-	MABS	BS	
23	M	M	0	UN	USB	31-	MACB	BS	
24	M	M	4	WH	USB	41+	MABS	BS	
25	M	M	3	WH	USB	36-	THM	PM	
26	M	S		AS	USB	26-	MABS	BS	
27	M	M	3	BL	USB	36-	MACE	CE	HO
28	M	S			USB	31-	THM	AM	
29	F	S	2	WH	USB	41+	MACE	CE	
30	M	M	2	WH	USB	36-	MABS	BS	GA
31	M	M	0		USB	31-	CGS		
32	M	M	2	WH	USB	31-	THM	AM	
33	M	S		WH	PERM	41	MABS	BS	
34	M	M	2		USB	31-	MACE	CE	
35	M	M			USB	36-	THM	AM	HO
36	M	M		WH	USB	26-	THM	AM	
37	F	M	2	WH	USB	41	MABS	BS	
38	F	M	1	BL	USB	31-	THM	ID	FL
39	F	S		WH	USB	41	MACM	CM	HO
40	M	M	1	WH	USB	31-	THM	EL	HO
41	M	M		UN	USB	41	THM	EL	HO
42	M	S		WH	USB	31-	THM	ST	
43	M	M	0	WH	USB	26-	THM	ID	
44	F	M	0	WH	USB	31-	CGS		FL
45	M	M	0	NO	VISA	31-	THM	AM	
46	M	M	2	BL	PERM	41	MABS	BS	HO
47	M	M	2	UN	USB	36-	MABS	BS	FL
48	M	M		WH	USB	41	MACE	CE	HO
49	F	S		WH	USB	26-	MABS	BS	
50	M	M	1	BL	USB	26-	NOND	CE	
51	M	M	1	WH	USB	26-	THM	ID	
52	M	M		WH	USB	26-	THM	PM	
53	F	S	3	WH	USB	41+	MABC	BC	
54	M	M	2	WH	USB	41+	MABS	BS	GA
55	F	S	0	WH	USB	36-	MACE	CE	
56	M	M	2	WH	USB	41	THM	AM	
57	M	M	2	AS	NAT	31-	DMIN		
58	M	M	0	WH	USB	26-	MABS	BS	
59	M	M	1	WH	USB	41	PHD		
60	F	M	3	WH	USB	36-	MACE	CE	
61	M	M	2	WH	USB	26-	THM	AM	
62	M	M	2	WH	USB	36-	THM	EL	
63	F	M	1	WH	USB	31-	MAMC	MC	
64	M	M	2	WH	USB	41+	MACE	CE	
65	M	M	3	WH	USB	41	THM	AM	
66	M	M	0	WH	USB	26-	THM	PM	
67	M	S		WH	USB	26-	MACB	BS	
68	M	M	1	WH	USB	36-	THM	PM	
69	F	S	0	WH	USB	31-	MACE	CE	
70	M	S		WH	USB	31-	THM	PM	

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext.
71	M	M	3	WH	USB	41+	MABS	BS	HO
72	M	M	0	WH	USB	26-30	THM	PM	
73	M	M	3	AS	PERM	41+	MACE	CE	
74	M	M	2	WH	USB	26-30	MABS	BS	GA
75	M	M		WH	USB	31-35	THM	AM	HO
76	F	M		WH	USB	26-30	THM	WOM	
77	M	M	0	WH	USB	26-30	MABC	BC	
78	M	M	1	AM	USB	31-35	MABS	BS	
79	M	M	2	WH	USB	31-35	MACE	CE	HO
80	M	M	2	WH	USB	31-35	MABS	BS	
81	M	M	2	WH	USB	31-35	MACE	CE	
82	M	M	0	WH	USB	26-30	MACM	CM	
83	M	S		WH	USB	26-30	THM	CM	
84	F	M	0	WH	USB	36-40	MACE	CE	
85	F	M	3	WH	USB	41 +	MAMC	MC	
86	M	M	2	WH	USB	26-30	THM	ID	
87	F	S	1	BL	USB	41 +	MACE	CE	
88	M	M	4	WH	USB	36-40	CGS		GA
89	F	M		WH	USB	41 +	THM	CE	
90	M	M	3	HI	PERM	36-40	THM	AM	HO
91	M	M	2	NO	VISA	31-35	THM	ID	
92	M	M	1	WH	USB	26-30	THM	ID	
93	M	S		BL	USB	26-30	THM	AM	
94	M	M		WH	USB	26-30	THM	AM	
95	M	M	3	WH	USB	41+	THM	PM	
96	M	M	1	WH	USB	26-30	MAMB	BS	
97	M	M	1	WH	USB	36-40	MACM	CM	
98	M	M		WH	USB	26-30	THM	ID	
99	M	M		WH	USB	26-30	THM	ID	
100	F	M	2	WH	USB	41 +	MACE	CE	
101	M	M		HI	USB	36-40	THM	ID	
102	M	M	1	WH	USB	26-30	THM	PM	
103	M	S		HI	USB	26-30	THM	ID	
104	M	M		WH	USB	36-40	THM	ID	
105	F	M	3	WH	USB	41+	MABS	BS	FL
106	F	M	2		USB	41+	MABS	BS	HO
107	F	M		BL	USB	41 +	MACE	CE	HO
108	F	M		AS	NAT	41 +	MACE	CE	
109	M	M	1	NO	VISA	26-30	THM	AM	
110	M	M	1	NO	VISA	36-40	THM	AM	
111	M	S	2	WH	USB	41+	MABS	BS	HO
112	M	M	0	BL	USB	26-30	THM	AM	
113	M	S		WH	USB	26-30	THM	AM	
114	M	M	1	WH	USB	41+	MACE	CE	HO
115	M	M		WH	USB	26-30	THM	ID	
116	M	M	2	WH	USB	41+	MACE	CE	
117	F	M	3	WH	USB	41+	MACE	CE	
118	M	M	4	BL	NAT	41+	THM	CM	
119	M	M	2	WH	USB	36-40	MABS	BS	SA
120	M	M	2	WH	USB	26-30	THM	EL	
121	F	M	2	WH	USB	41+	CGS		HO
122	M	M	0	WH	USB	31-35	CGS		OL
123	F	S		WH	USB	25 -	MACE	CE	
124	M	M	0	WH	USB	26-30	THM	ID	
125	M	M	1	WH	USB	41 +	DMIN		
126	M	S		WH	USB	26-30	THM	AM	
127	M	M	0	WH	USB	31-35	MACE	CE	
128	M	M	0	WH	USB	31-35	THM	CM	
129	M	M		WH	USB	26-30	THM	AM	
130	M	M	3	WH	USB	36-40	THM	CM	
131	F	M	4	HI	USB	41 +	MACE	CE	
132	M	S		WH	USB	26-30	THM	AM	
133	M	M		BL	USB	26-30	MACE	CE	
134	M	M		WH	USB	41 +	MACE	CE	
135	M	M	0	WH	USB	26-30	MABS	BS	
136	M	M		WH	USB	26-30	STM	OT	

Demographic Index of Respondents

Graduating Student Survey, Spring 2010 (incl. Fall 2009)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
137	M	M	0	WH	USB	31-35	THM		
138	M	M	0		USB	31-35	THM		
139	M	M	0	WH	USB	26-30	MACB		
140	M	M	2	WH	USB	36-40	THM	PM	
141	M	M	0	WH	USB	26-30	THM		
142	M	M	0	WH	USB	26-30	THM		
143	M	M	0	WH	USB	26-30	THM	CM	
144	M	M	0	WH	USB	26-30	THM	AM	
145	M	M	2	NO	VISA	41 +	THM	AM	
146	M	M	1	WH	USB	41 +	MABS	BS	HO
147	M	M	0	NO	VISA	31-35	THM		
148	M	M		BL	USB	26-30	MAMC	MC	
149	M	M	2	WH	USB	41 +	MABC	BC	
150	M	M	0	WH	USB	26-30	THM		
151	M	M	5	WH	USB	41 +	MABS		
152	M	M	0	WH	USB	31-35	MABS	BS	
153	M	M	0	AS	PERM	36-40	THM	ID	
154	M	S	0	WH	USB	26-30	MACM		
155	F	S	2	BL	USB	41 +	MACE	CE	HO
156	M	M	2	NO	VISA	41 +	THM		
157	M	M	3	WH	USB	41 +	THM		
158	F	S	0	WH	USB	26-30	MAMC		
159	F	M	4	WH	USB	41 +	MACE		HO
160	F	M	2	WH	USB	41 +	CGS		
161	M	M	2	HI	USB	36-40	MACE		HO
162	M	M	3	WH	USB	26-30	THM		
163	F	M	0	WH	USB	26-30	THM		
164	M	S	0	WH	USB	26-30	THM	ID	
165	M	M	0	AS	USB	31-35	THM		
166	M	M	0	AS	USB	26-30	MACE	CE	
167	M	M	0	WH	USB	31-35	THM		
168	M	M	3	WH	USB	41 +	MACE	CE	
169	F	S	0	WH	USB	26-30	MABC		
170	M	M	2	WH	USB	41 +	THM	ID	
171	M	M	0	WH	USB	41 +	DMIN		
172	M	M	0	BL	USB	25 -	MACE	CE	
173	M	M	0	WH	USB	26-30	MABC		
174	M	M	2	WH	USB	41 +	THM		
175	M	M	0	WH	USB	26-30	MABC	BC	
176	F	M	0	WH	USB	26-30	MABC	BC	
177	M	M	5	WH	USB	41 +	MABS		
178	M	M	0	BL	USB	25 -	MACE	CE	
179	M	M	5	BL	PERM	41 +	MACE		
180	M	S	0	WH	USB	25 -	THM		
181	F	M	1	WH	USB	41 +	MACE		
182	F	S	0	WH	USB	26-30	MABS		
183	F	M	0	WH	USB	26-30	MACE		
184	M	M	0	WH	USB	26-30	MABS	BS	
185	M	M	0	NO	VISA	31-35	THM		
186	M	S	0	WH	USB	31-35	MABC		
187	M	M	3	AS	NAT	41 +	THM		
188	M	M	0	WH	USB	26-30	MABC	BC	
189	F	M	0	WH	USB	25 -	MABC	BC	
190	M	M	0	WH	USB	31-35	THM		
191	M	M	0	WH	USB	36-40	DMIN		
192	F	S	0	WH	USB	41 +	MACM		
193	M	M	0	WH	USB	26-30	THM	AM	
194	M	S	0	WH	USB	26-30	THM	AM	
195	F	M	2	WH	USB	41 +	MABC		
196	F	M	0	AS	NAT	25 -	MACB		
197	M	S	0	WH	USB	41 +	MACM		
198	M	M	1	WH	USB	26-30	MACM	CM	
199	M	M	2	NO	VISA	36-40	CGS		AU
200	F	S	0	WH	USB	26-30	MABL		
201	F	M	0	WH	USB	25-	MABC		
202	M	M	0	WH	USB	41 +	MABS	BS	
203	M	M	0	WH	USB	36-40	CGS		OL
204	F	S	0	WH	USB	26-30	MACE	CE	

Resp	Sex	Mar	Kid	Race	Citz	Age	Prgm	Track	Ext
205	F	S	0	WH	USB	26-30	MABC		BC
206	F	M	0	WH	USB	26-30	MABC		
207	F	S	0	WH	USB	26-30	MABC		
208	M	M	0	WH	USB	26-30	THM		
209	M	M	0	WH	USB	26-30	THM		
210	M	M	0	WH	USB	26-30	MACM		
211	M	M		AS	USB	36-30	MAMB		MC
212	F	M	0	BL	USB	36-40	MABS		
213	M	M	2	NO	PERM	31-35	THM		
214	M	M	3	WH	USB	41 +	CGS		OL
215	F	M	0	WH	USB	26-30	MABC		
216	M	S	0	AS	USB	26-30	MACM		
217	F	S	0	WH	USB	26-30	MAMC		
218	F	M	0	WH	USB	26-30	MABC		BC
219	M	M	0		USB	25 -	MACE		
220	M	S	0	NO	VISA	36-40	MABS		BS
221	M	M	0	WH	USB	25 -	CGS		
222	M	M	0	WH	USB	26-30	MABS		
223	F	S	0	WH	USB	25 -	MAMC		
224	M	S	0	WH	USB	31-35	MACE		
225	M	M	2	NO	VISA	36-40	STM		OT
226	M	M	2	WH	USB	31-35	THM		
227	M	M	3	WH	USB	36-40	MABS		GA
228	F	S	3	BL	USB	41 +	MABC		
229	M	M	0	WH	USB	31-35	THM		
230	M	S	0	WH	USB	25 -	MACM		CM
231	M	S	0	HI	USB	26-30	MACE		
232	F	S	0	WH	USB	25 -	MACE		CE
233	M	M	0	BL	USB	25 -	MACM		
234	F	M	3	WH	USB	41 +	CGS		OL
235	M	M	2	WH	USB	41 +	CGS		GA
236	F	M	0	WH	USB	26-30	MAMC		
237	M	M	1	WH	USB	26-30	MACM		CM
238	F	S	4	WH	USB	41 +	MABS		
239	M	M	0	WH	USB	25 -	MACE		
240	M	M	1	WH	USB	31-35	MACE		HO

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=Evanglsm & Displshp	PA=Parachr Min
CE=Christian Ed	ID=Interdisciplinary	PM=Pastoral Min
Cert=Certificate		