



2014 Graduating Student Survey Report





2014 Graduating Student Survey Report

Office of Institutional Research and Effectiveness

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Executive Summary

Overall, findings of the GSS continue to be positive. Upon reflection of their overall experience during their graduate program by respondents 93% were satisfied with their academic experience and 89% agreed that if they could do it all over again, they would still come to DTS. Five recommendations for improvement based on the data are:

1) The Seminary should clarify and measure the desired outcomes of the Student Council, and take action to improve meeting those outcomes. Almost half of the graduates lack satisfaction in Student Government for the past 11 years.

2) The Seminary should investigate and then improve Student Employment Services. While 73% of respondents indicated that employment was the most important source of their income, only 52% of respondents were satisfied with Student Employment Services.

3) The Seminary should make a concerted effort to improve in the area of developing the Communication competency in electronic media. Only 63% of respondents agreed they had developed the ability to use modern media in communication, and only 69% agreed that they met their degree appropriate level of the Communication competency in electronic media.

4) The Seminary should make efforts to improve attainment of the ThM Student Learning Outcome to develop acceptable skills in Hebrew exegesis. Only 68% of ThM respondents agreed that they have developed an acceptable skill level.

5) The Seminary needs to continue its efforts to improve its communication of Institutional Effectiveness goals and actions taken to students. Only 62% of respondents were aware of changes that the Seminary made as a result of student feedback.

6) The Graduating Student Survey instrument should be significantly altered. To gain more specific and better data changes should be made to the survey instrument as follows: remove the traditional DTS goals items, remove the cross cultural ministry questions, remove the Institutional Effectiveness section from the survey, remove demographics questions concerning children and the percentage of courses taken in different formats, adjust core competency questions, and adjust demographic questions concerning future plans. These changes should be made to avoid asking questions that are not being used for Seminary improvements, to avoid duplication, to make the survey clearer, and to shorten the survey in efforts to keep response rates high.

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2014 Graduating Student Survey Report

Introduction

The Graduating Student Survey (GSS) continues to be one of the largest assessments conducted by the Office of Institutional Research and Effectiveness 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, seeking to learn from it. Every graduating student is asked to complete this survey. Both student learning outcomes as well as satisfaction with programs, departments, and services are surveyed.

This year feedback from Chinese language students was sought as the GSS was translated for them.¹ Additionally, efforts to ensure Guatemala graduates' feedback were made through e-mails explaining the GSS in Spanish.² Improvements continue to be made to the instrument.

The GSS serves as an indirect measure of DTS performance in a wide variety of areas. By its very nature, data under-determines and must be interpreted. Furthermore, the GSS data may help reveal an area *where* improvements can be made, but it does not always help shed light on *what* the improvements should be. As such, the GSS is a tool that should be utilized with other data, such as direct measures, focus groups, and other surveys to aid departments and services, improving our fulfillment of the Seminary's mission.³

Procedure of Survey

The survey was administered online. Graduates were invited to participate through e-mails with links to the 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

¹ Translations of the survey instrument into Chinese and translation of the feedback from open ended questions into English was done by Dr. Shyu.

² The GSS was not translated into Spanish because the DMin program in Guatemala entails an English language requirement. However, respondents were able to write in their suggestions to open ended questions in Spanish. These responses have been translated and are included in the report thanks to translations by Ignacio Cerda.

³ The concern for more specific and better data remains a concern of the IR&E office. Towards this end the GSS has been significantly altered going into the next academic year. Some of these adjustments can be seen throughout this report in footnotes.

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. Additionally, students are asked questions specific to their degree program. Other questions gathered general demographic data and the respondents’ near and long-term career and education plans.

Of the 312 students invited to participate in the survey, 188 responded for a **response rate of 60%**. In this report, survey results focus on agreement or satisfaction percentages rather than offering a full reporting of all data. Additional breakdowns or specific cross referent information is available through the Office of Institutional Research and Effectiveness. A specimen of the survey instrument is also available through the Office of Institutional Research and Effectiveness.

Demographics

The survey sample (188) reflected the population (312) closely. Notable differences between the two are that the survey sample had a higher percentage of females (35% vs. 31%), and a higher MA percentage (52% vs 48%). The full comparison is found in Appendix A.

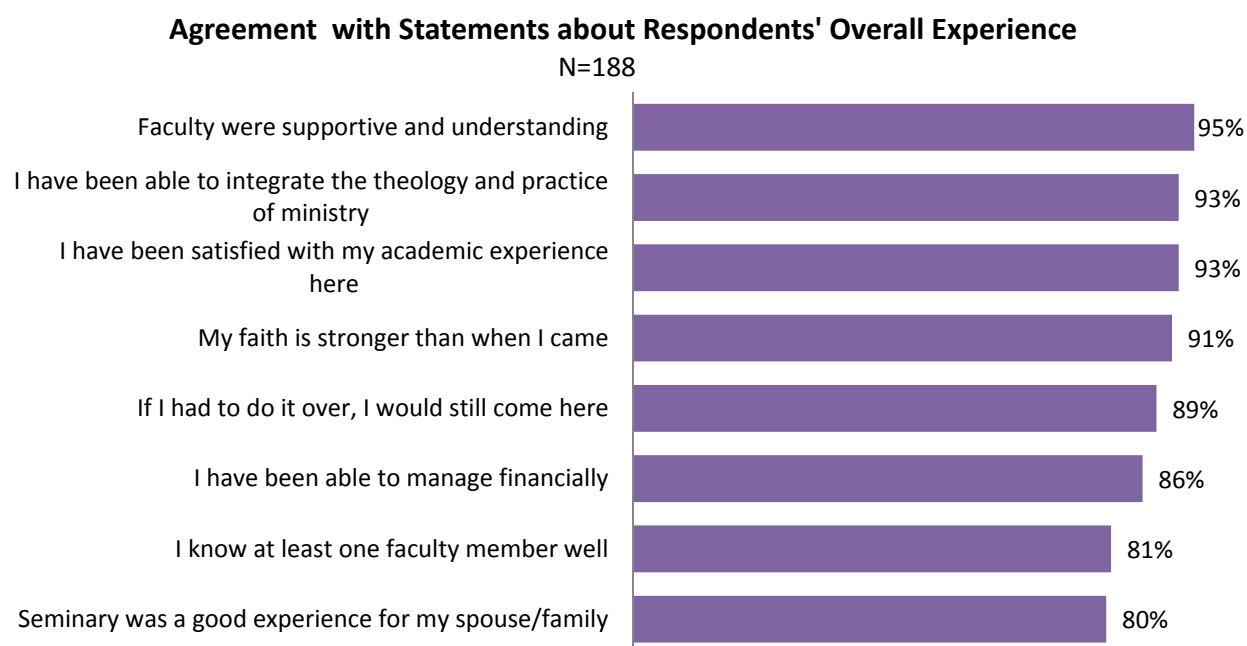
The survey asked respondents questions concerning the number of children, the location and mode of education in which they took most of their classes, if they lived in seminary housing, if they completed a Spiritual Formation class, their educational debt, their sources of income, and their post graduation plans. This information is also located in Appendix A.

Survey Results and Analysis

Overall Experience

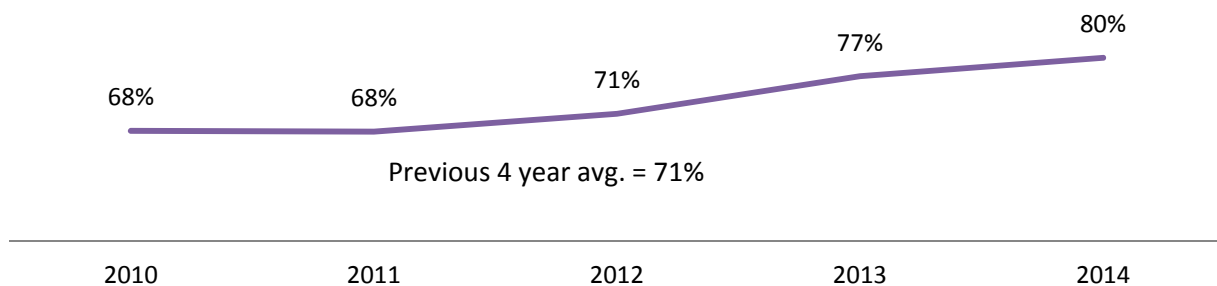
Graduates were asked to express their level of agreement with statements relating to their overall experience at DTS on a five point Likert scale from “strongly agree” to “strongly disagree.”

Results are shown in the below chart in descending order of percent agreement (“strongly agree” and “agree” responses).

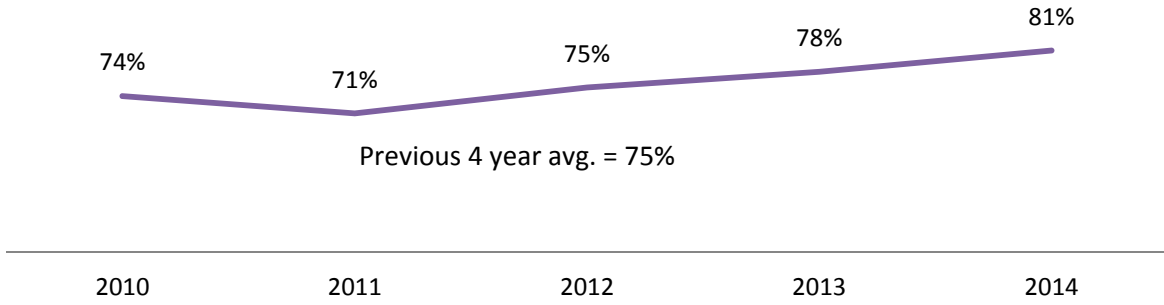


Respondents reported their overall experiences while at DTS as positive. Each one of the above performance indicators improved from their historical average (questions were added to the GSS in 2010). Of them, three showed an improvement by 5 or more percentage points. These three are seen in the charts below showing their historical trends.

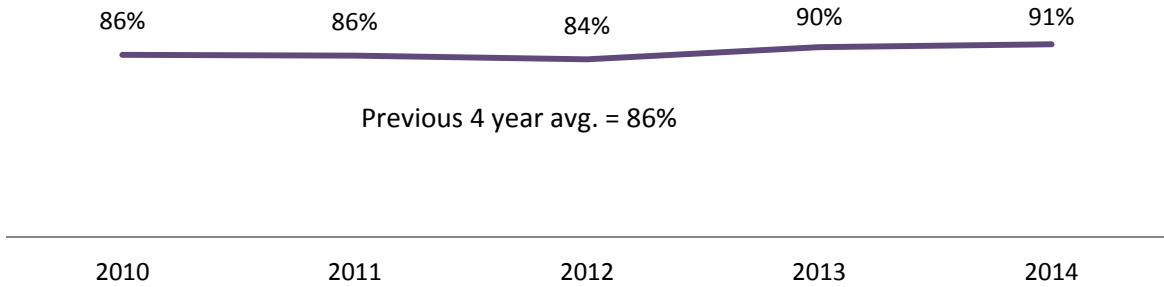
Agreement that “Seminary was a good experience for my spouse/family” over Past 4 Years



Agreement that “I know at least one faculty member well” over Past 4 Years



Agreement that “My faith is stronger than when I came” over Past 4 Years



Departments and Services

Graduates were asked to express the level of satisfaction with seminary departments and services on a five point Likert scale from very dissatisfied to very satisfied.

Certain item results were limited to subpopulations directly served by the seminary department or service and thus had a lower number of responses (indicated in parentheses below). They are as follows:

DMin Office	DMin graduates only (n=14)
International Student Services	International graduates only (n=5)
Married Student Housing	Graduates who lived at least one semester in Swiss Tower (n=26)
PhD Studies Office	PhD graduates only (n=6)
Placement Office	Graduates who contacted the office within the past 12 months (n=59)
Single Student Housing	Graduates who lived at least one semester in Washington Hall (n=33)
Spiritual Formation groups	Graduates who participated in at least one semester of Spiritual Formation (n=115)
Your extension library	Extension graduates only (n=25)

To reflect institutional changes, the 2014 implementation of the GSS split the Advising Center and Registrar's Office into two distinct items.¹

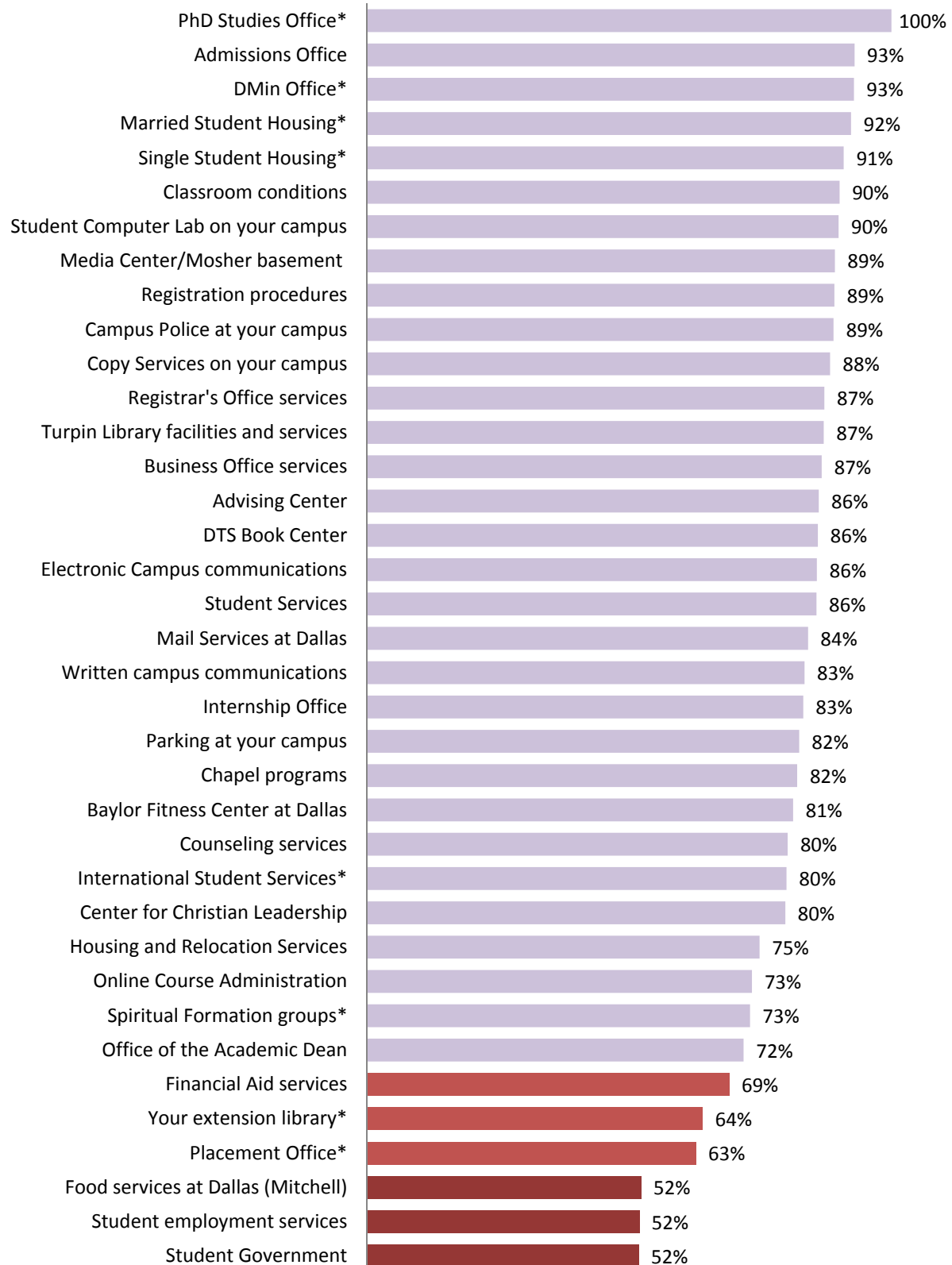
Results are shown in the following chart in descending order of satisfaction percent (satisfied and very satisfied responses).²

¹ Going forward the item Registrar's Office services will no longer be asked as it overlaps with the item Registration procedures, and students' interaction currently is funneled through the Advising center. Additionally, next year the item "Housing and Relocation Services" is planned to be split into two items, "Housing" and "Relocation Services." This change is aimed at retrieving data more beneficial to the Office of Housing and Relocation.

² Utilization of satisfaction percent rather than a mean score throughout this report occurs for two reasons: 1) Likert scales utilize ordinal not interval numbers making linear scoring problematic and 2) satisfaction percentages offer more intuitive and useful benchmarks.

Departments and Services Satisfaction Percent

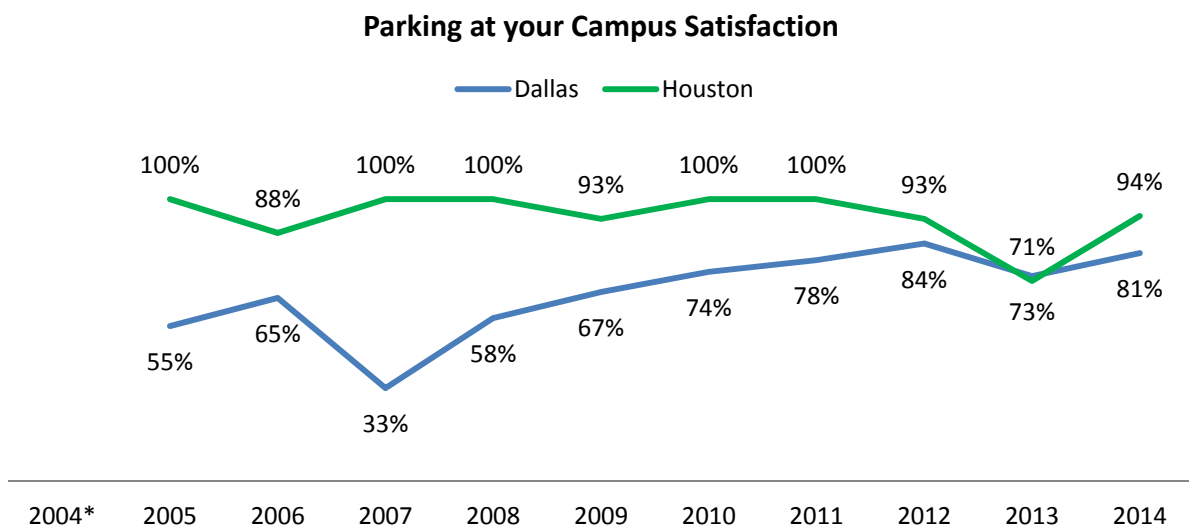
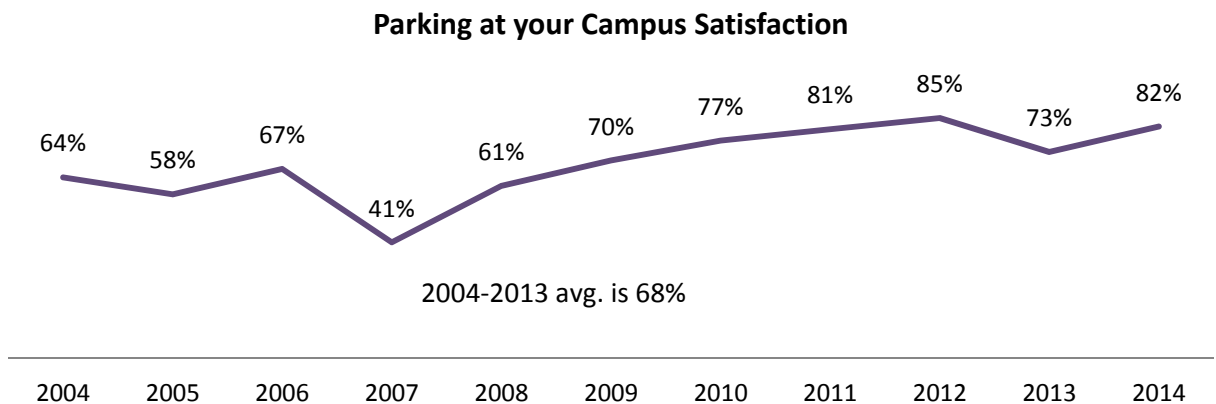
N=185



* Limited to n's listed on previous table

Commendable areas:

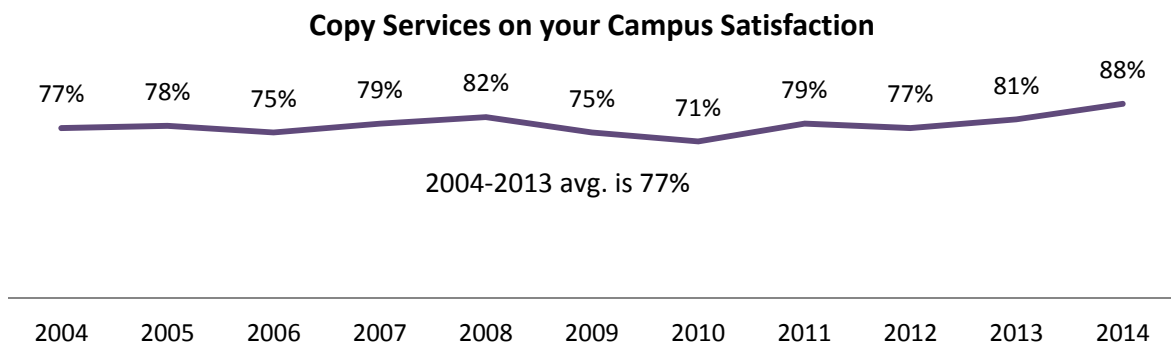
Seven seminary departments and services' performance indicators showed an increase of 10 or more percentage points when compared to the previous 10 year average: **Single student housing (+28)**, **PhD studies office (+22)**, **Parking at your campus (+14)**, **Copy Services on your campus (+11)**, **DMin Office (+11)**, **Spiritual Formation (+10)**, and **Your extension Library (+10)**. Of these, the three with historically high Ns are shown in the charts below revealing their historical trends.



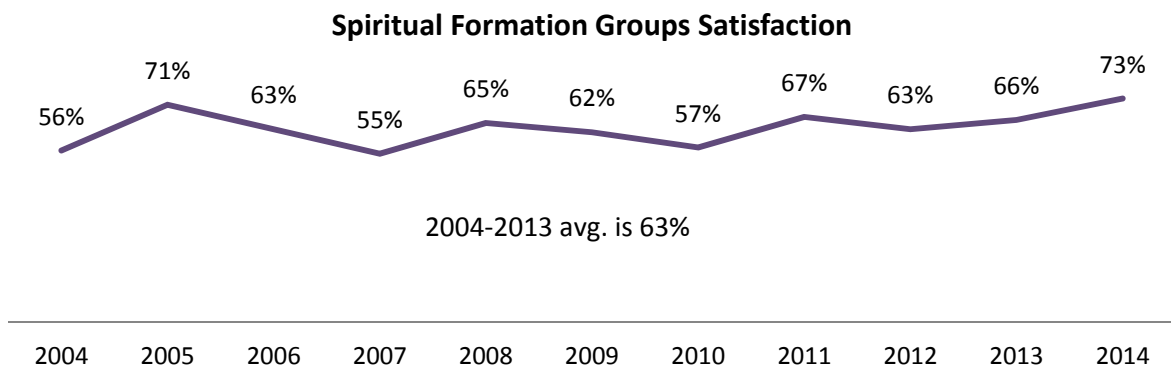
*no breakdown by campus is available for 2004

Satisfaction with Parking at DTS campuses increased 14 percentage points from the 10 year average in 2014. Trends specific for both Dallas and Houston show the increase. With the construction at the Dallas

campus and the move at the Houston campus, this performance indicator should be monitored to see what effect these make on student satisfaction with parking.



Copy Services continued the trend of increasing satisfaction, increasing to a 10 year high in satisfaction percentage. This increase is consistent across all campuses.

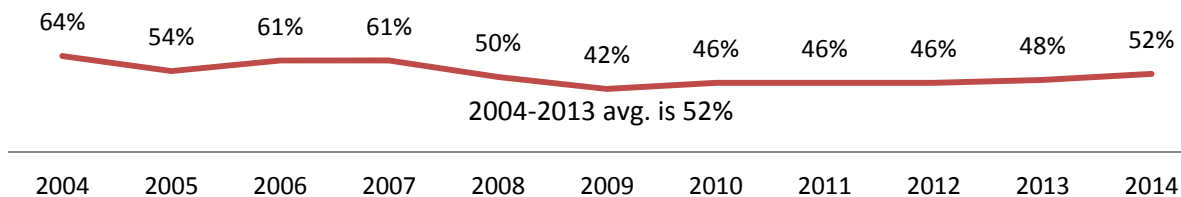


As seen in the above chart, Spiritual Formation groups have shown an increase in graduate satisfaction with 2014 satisfaction reaching a 10 year high, up 10 percentage points from the previous 10 year average. With the role-out of new methods of SF in light of diversification of DTS's education modes, this remains a performance indicator to watch.

Areas to improve:

The three lowest scoring items were **Student Government**, **Student employment services**, and **Food Services at Dallas**, each having only 52% satisfaction with graduates. The three following graphs show the trend in GSS results over the past 11 years.

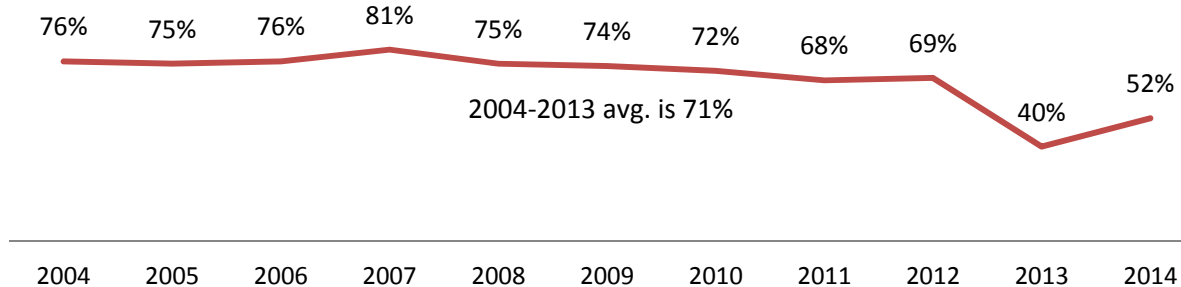
Student Government Satisfaction



The above graph reveals that 52% satisfaction with student government in 2014 lines up with the historical trend (previous ten year average satisfaction rating also is 52%).

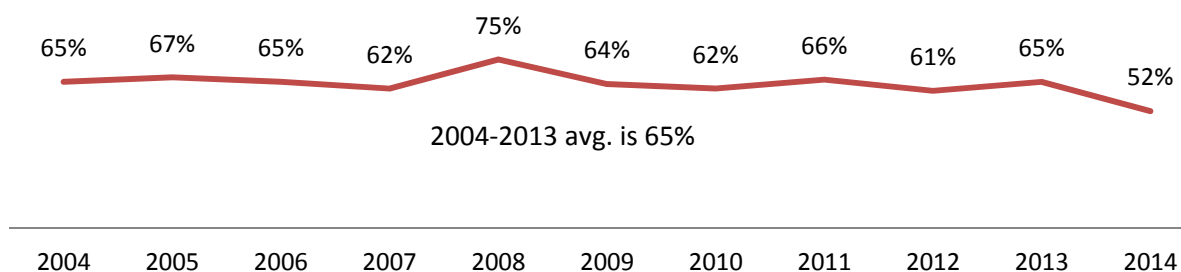
Recommendation: The Seminary should clarify and measure the desired outcomes of the Student Council, and take action to improve meeting those outcomes. Almost half of the graduates lack satisfaction in Student Government for the past 11 years.

Food Services at Dallas Satisfaction



Changes to food services at Dallas over the past few years explain the recent drop in graduate satisfaction. With Thornhill Catering operating out of Mitchell Ministry Center for only one year this performance indicator's 12 percentage point increase is encouraging. This performance indicator should be monitored as satisfaction remains 19 percentage points lower than the previous 10 year average of 71%.

Student Employment Services Satisfaction



The above graph shows that graduate satisfaction with student employment services dropped in 2014 by 13 percentage points from the previous 10 year average of 65%. However, consistently the N for this performance indicator has been low (this year 25), as most graduates responded that student employment services was not applicable to them.³

Recommendation: The Seminary should investigate and then improve Student Employment Services. While 73% of respondents indicated that employment was the most important source of their income (shown on page 36: 63% off-campus, 10% On-campus), only 52% of respondents were satisfied with Student Employment Services.

³ Going forward, one change to the GSS will be to split this item into two areas, HR services at DTS and the online DTS ministry and job board.

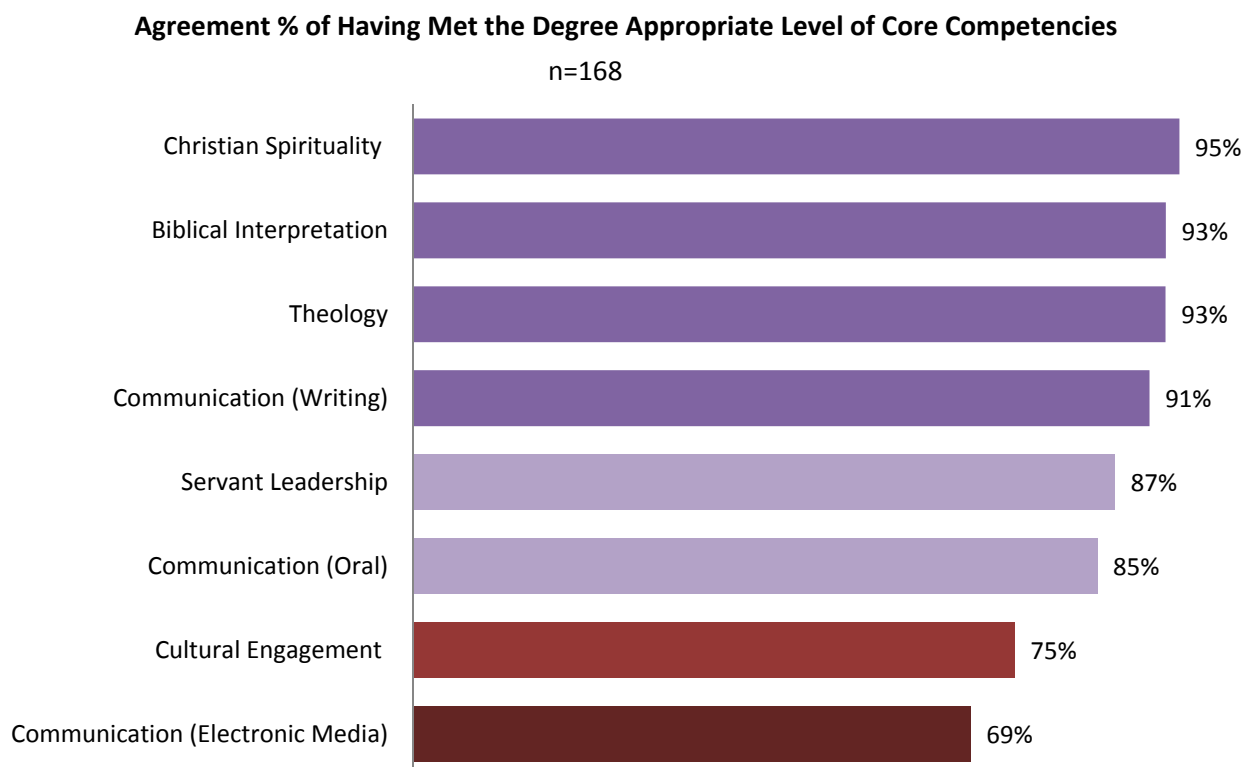
DTS Core Competencies

All Masters level graduates (no CBTS, CGS, DMin, or PhD) were given the definition of the six DTS core competencies, the competency specification for the graduating MA student and the graduating ThM student. They were then asked to assess their meeting of the degree appropriate competency level. Students were able to respond, “Yes, in all parts of the competency,” “Yes, in most parts of the competency,” “Yes, but only in one or a few parts of the competency,” or “Definitely not in any part of the competency specification.”

Results are shown in the following chart in descending order of agreement percent (Yes, in all parts of the competency and Yes, in most parts of the competency responses).

While the Communication competency had previously been separated into two aspects, written and oral competency, for this GSS graduates were asked about their competency in communicating through electronic media.

When warranted, further breakdowns of data, including historical trending are given, and where appropriate recommendations are given.



From the open ended questions:

Christian Spirituality: The most discussed class that advanced respondents' Christian Spirituality (n=91) were classes in the Division of Ministries & Communications (Department of Pastoral ministries (37%) and Department of Educational Ministries & Leadership (36%).

Biblical Interpretation: Most comments from respondents (n=119) stated that classes from the Division of Biblical Studies (51% BE, 30% NT, 24% OT) were the most helpful in developing their biblical interpretation. As would further be expected, MAs (n=65) most stated classes were BE (78%), while the top ThM stated classes (n=54) were NT classes at 65% followed by OT classes at 54%.

Theology: As would be expected, almost all comments from respondents (n=114) stated that classes from the Division of Theological Studies were most important in developing their theology (94%).

Servant Leadership: Most comments from respondents (n=96) stated that classes from the Department of Educational Ministries & Leadership best advanced their Servant Leadership Competency (68%).

Communication: From the comments, it would appear that there is confusion on these questions. Students' responses to the written aspect of the Communication competency (n=94) relate to preaching with 47% of ThM comments (n=43) speaking to the Department of Pastoral ministries. This confusion is perhaps due to Communication being the only competency that is split out into multiple questions.⁴

Cultural Engagement: The 2014 GSS report reflects responses to both the previous definition of Cultural Engagement and the current one. As such, the results are not very informative. With the institutional change to the language of the Cultural Engagement Competency, and the new cultural engagement initiatives being made, going forward it is encouraging that there were comments stating that Cultural Engagement chapels and the Table podcasts were aiding in the Cultural Engagement competency.

Suggestions made to change degrees for improving each of the competencies from both MA and ThM students were mostly to add course work or adjust required classes.

Commendable areas:

For the most part, respondents assess that they have attained the Core Competencies. **Christian Spirituality, Biblical Interpretation, Theology, and Communication (Writing)** had performance indicators in the 90 percentile range. These four have remained above 90% since the seminary implemented the core competencies in 2006.

⁴ Going forward this will have been fixed so that the questions are clearer. Additionally, the length of the survey may have contributed to respondents either not reading the question in its entirety or being confused by it, as the competencies are asked towards the end of the survey.

Areas to improve:

The low percentage of respondents who felt they had achieved the **Communication competency (electronic media)** is congruent with the agreement percentage that respondents **developed ability to use modern media in communication** seen above on page24.

Recommendation: The Seminary should make a concerted effort, especially in the ThM degree, to improve in the area of developing the Communication competency in electronic media. Only 63% agreed they had developed the ability to use modern media in communication, and only 69% agreed that they met their degree appropriate level of the Communication competency in electronic media.

Academic Programs

Graduating students were asked to assess their attainment of student learning outcomes (SLO) specific to their stated degree program on a five point Likert scale from “strongly agree” to “strongly disagree.” Graduates were then given a chance to give suggestions for improving their specific degrees.

The MA/BL (n=2), MA/MW (n=3), MA/CL (n=4), and CGS (n=4) are not included in this report due to low numbers of respondents.

The institutional changes to the educational goals of the PhD program are reflected in this report.

Results are again shown in descending order of percent agreement (“strongly agree” and “agree” responses) followed by the responses to the open ended question “What should the seminary change to improve this degree program?”

When warranted, further breakdowns of data, including historical trending are given, and where appropriate recommendations are given.

CBTS

Agreement % of Having Acheived CBTS SLOs

n=14

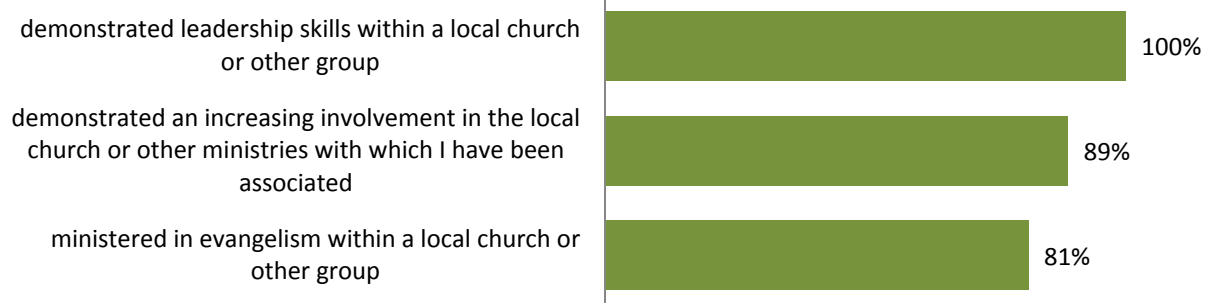


Suggestions offered by students for improving the CBTS were to allow more flexibility in course choices, and to make tests easier.

MA(BS)

Agreement % of Having Acheived MA(BS) SLOs

n=18

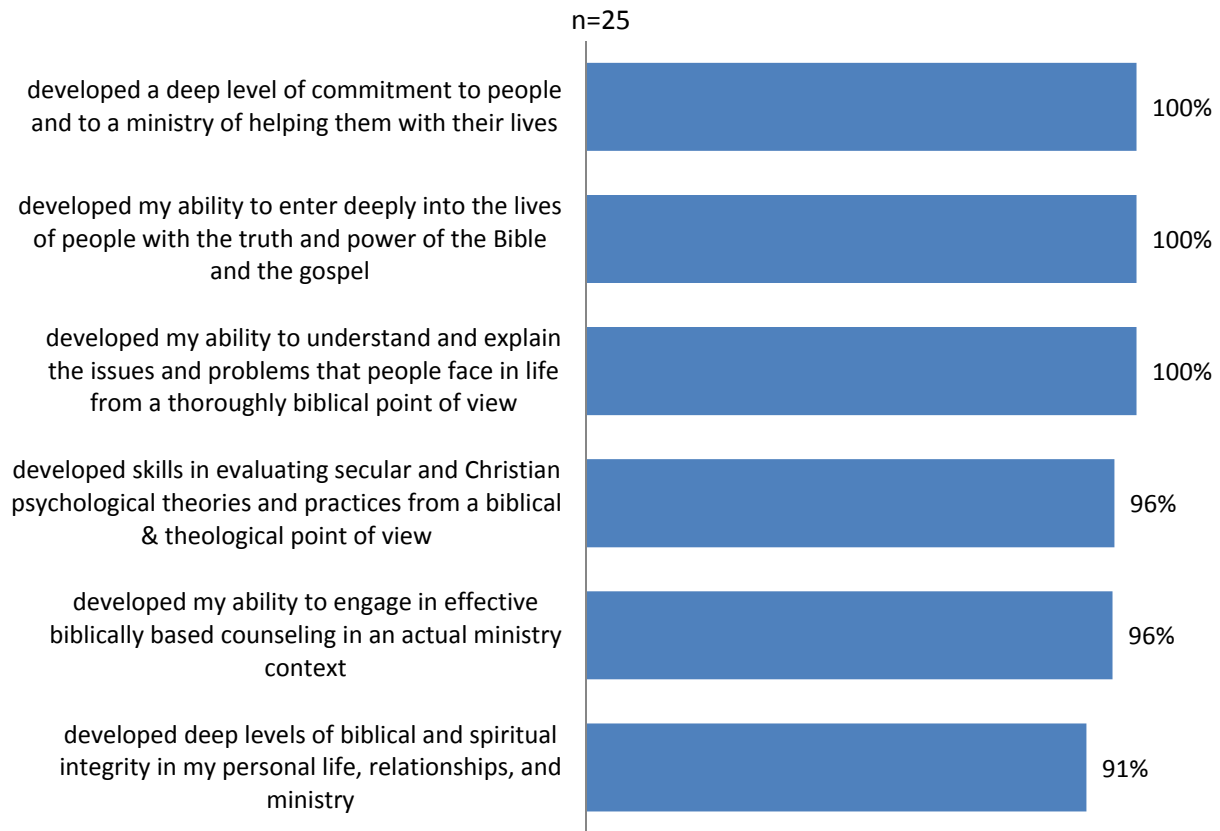


Suggestions offered by students for improving the MA(BS) were to:

- require significance papers for each book of the Bible
- improve online interactions
- have placement services available for MA(BS) students
- require research methods in the first semester

MA/BC

Agreement % of Having Acheived MA/BC SLOs



From the open ended question, suggestions to improve the MA/BC program that arose were:

- integrate practical skills into academic coursework
- increase use of Scripture
- add new faculty
- become CACREP certified
- recognize that some students want to work in secular atmospheres
- increase options for areas of specialty
- offer more variety of electives
- decrease class size
- teach all the LPC, internship, and state board information
- foster respect for counseling across the Seminary
- integrate knowledge across degree programs

MA/CE

Agreement % of Having Acheived MA/CE SLOs

n=22



Suggestions to improve the MA/CE program that arose were:

- add a preaching class
- have more opportunities to prepare and teach
- add a seminar on practical instruction
- increase variety of classes offered between 8 am and 2 pm
- provide ministry opportunities
- provide training in currently changing and future trends in educational settings
- aid students more in selecting future ministry areas
- utilize diversity of student body
- offer more specialized degrees for those not heading for traditional teaching
- more emphasis on the school setting

MA/CM

Agreement % of Having Acheived MA/CM SLOs

n=8

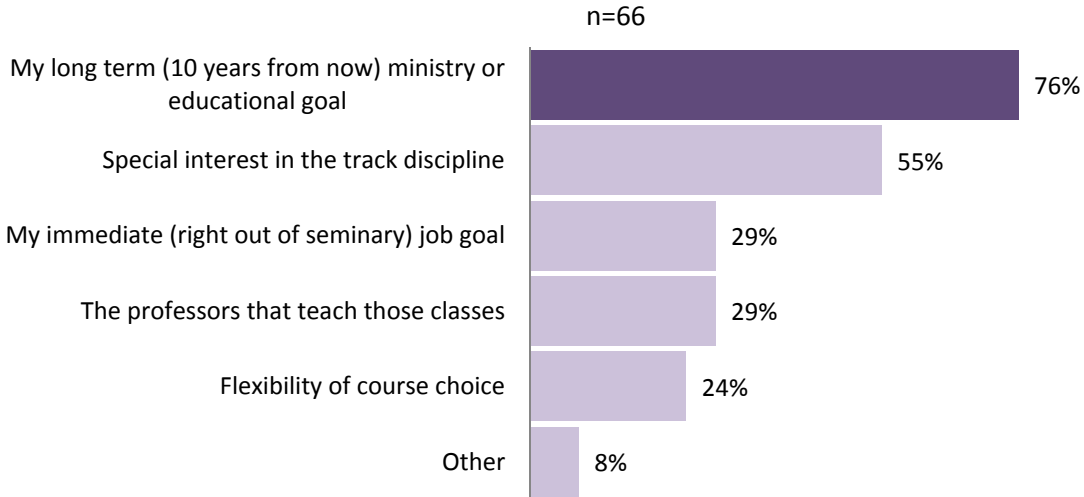


Suggestions offered by students for improving the MA/CM were to

- add an intercultural experience class
- offer more frequent courses
- offer more courses at night and/or on the weekends
- let students know in advance what electives will be offered.

ThM

Reasons ThM Respondents Chose their Ministry Track*

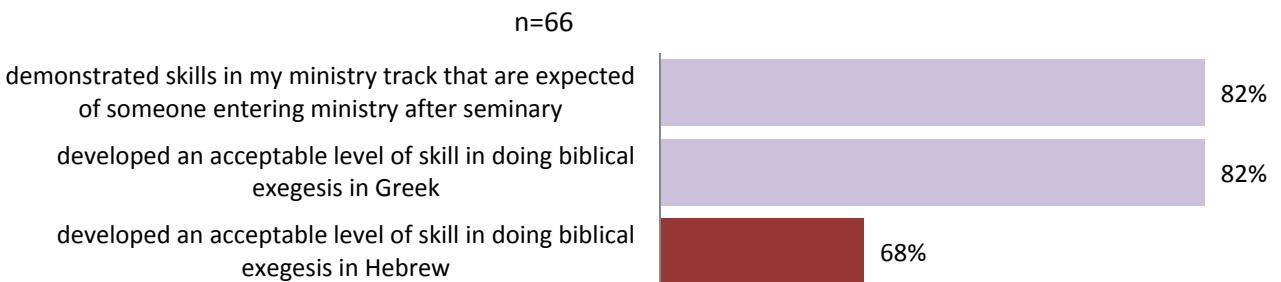


*Respondents could select up to three

“Other” options that respondents wrote in were:

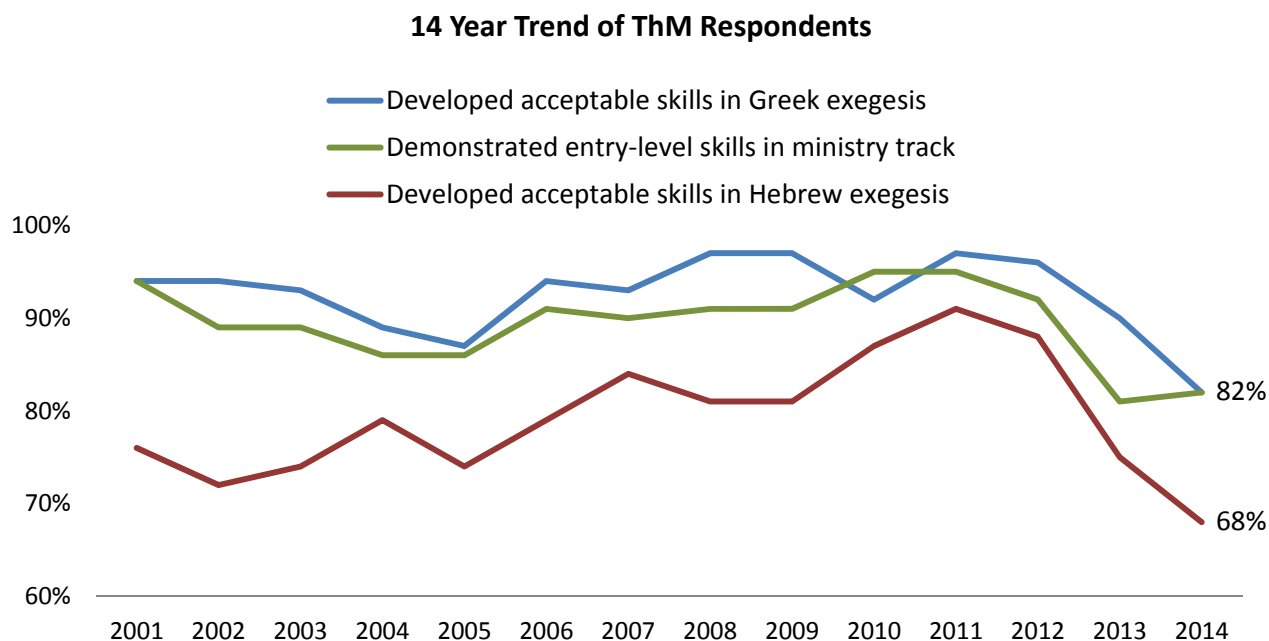
- “Every alumni I knew pursued their ThM, so I chose to begin there and never saw any reason to change.”
- “I am interested in language and linguistics.”
- “Spiritual guidance thru my CBS prof. (His track was Academic Ministry- Bib Ex.)”
- “To sharpen my biblical foundations formed in undergrad”
- “The residency program with the Leadership track”

Agreement % of Having Acheived ThM SLOs



Suggestions offered by students to improve the ThM were to:

- adjust course requirements
- increase consistency across OT courses
- adjust required course load
- increase flexibility
- fix advanced standing for students coming in with biblical training
- increase integration between courses
- add distinction between academic ThM students and pastoral ThM students



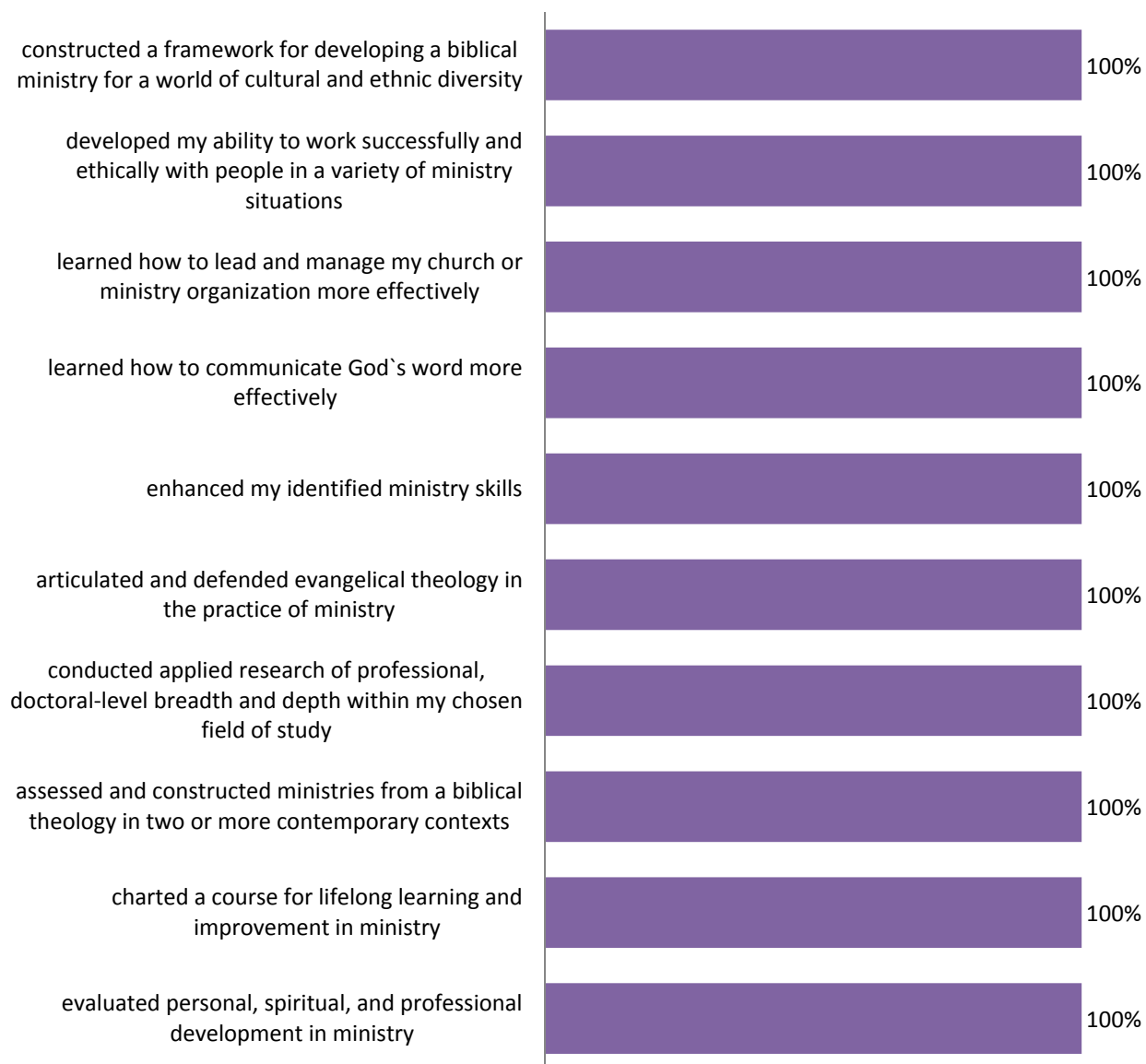
As seen in the chart above, for the past 14 years the performance indicator for Hebrew exegesis has been the lowest of the three ThM SLOs. Additionally, 2014 marked the lowest agreement percentage in the past 14 years. Furthermore, two trends from the above chart can be seen. 1) both SLOs for biblical exegesis have declined since 2011. 2) the gap between Greek exegesis and Hebrew exegesis has increased since 2010. The concern of respondents for Hebrew exegesis can be seen in that almost half of the suggestions for improving the ThM that gave department specifics were concerned with Hebrew (5 of 11).

Recommendation: The Seminary should make efforts to improve attainment of the ThM Student Learning Outcome to develop acceptable skills in Hebrew exegesis. Only 68% of ThM respondents agreed that they have developed an acceptable skill level.

DMin

Agreement % of Having Acheived DMin SLOs

n =14



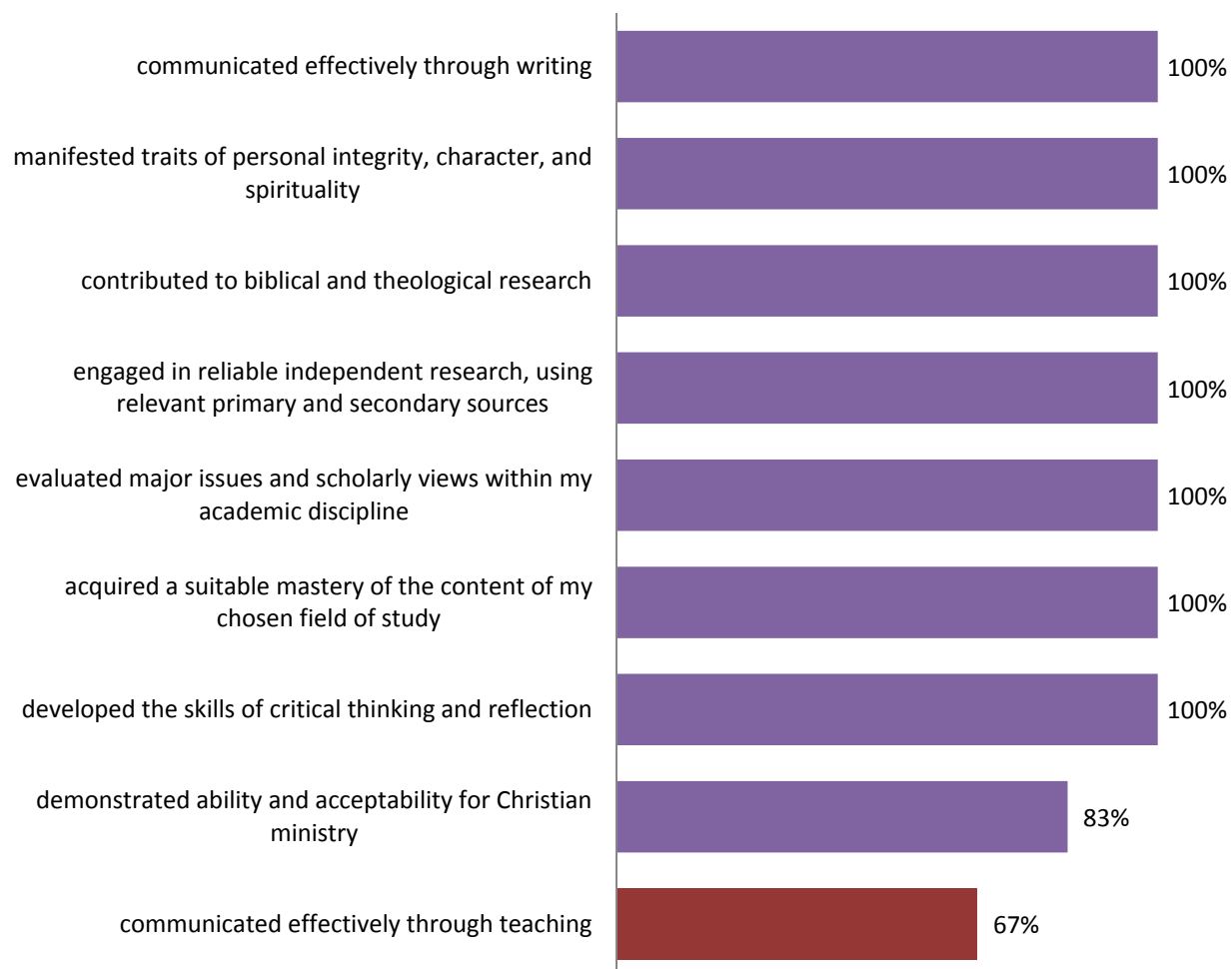
Suggestions offered by students to improve the DMin were to:

- give more specific directions for the dissertation process
- collate theoretical information with the practical
- expand ministry courses

PhD

Agreement % of Having Acheived PhD SLOs

n=6



Suggestions offered by students to improve the PhD were to:

- offer greater guidance by the faculty advisor during coursework
- become more conservative theologically
- recognize unique needs, value, and position of PhD students

Traditional Institutional Goals

Graduates were asked to express the level of agreement that they had acquired, developed, gained, matured in, or exhibited institutional goals on a five point Likert scale from “strongly agree” to “strongly disagree.”⁵

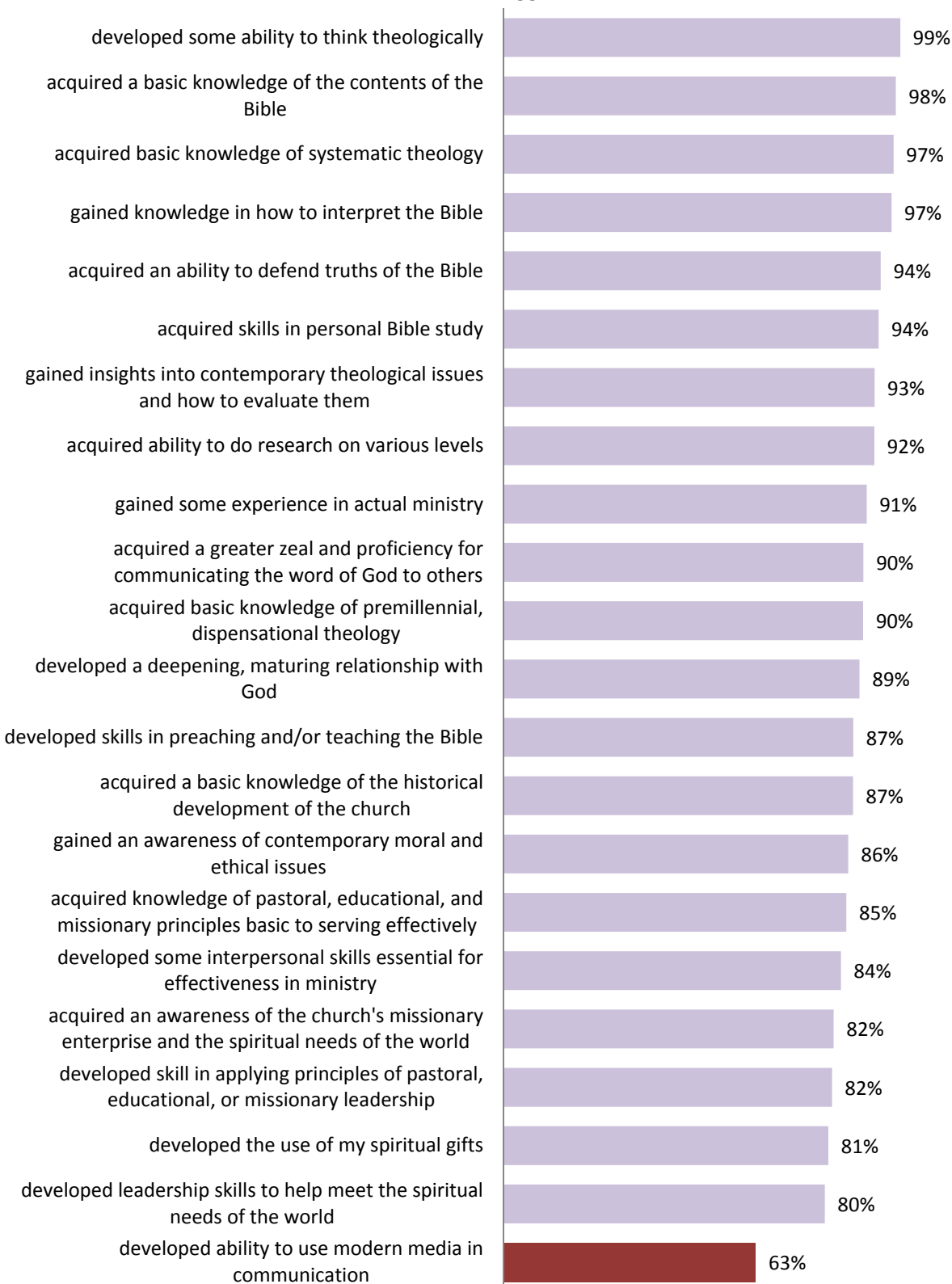
The last four questions inquire concerning sanctification items (spiritual integrity, spiritual life, and Christ-likeness). For these questions if a graduate responds with “neutral,” “disagree,” or “strongly disagree,” two follow up questions are given to inquire where the deficiencies lay (the program, the student, or both) and ask what improvements could be made (open ended question).

Results are shown in two charts in descending order of percent agreement (“strongly agree” and “agree” responses). The last four questions are shown separately, followed by the responses to the follow up questions.

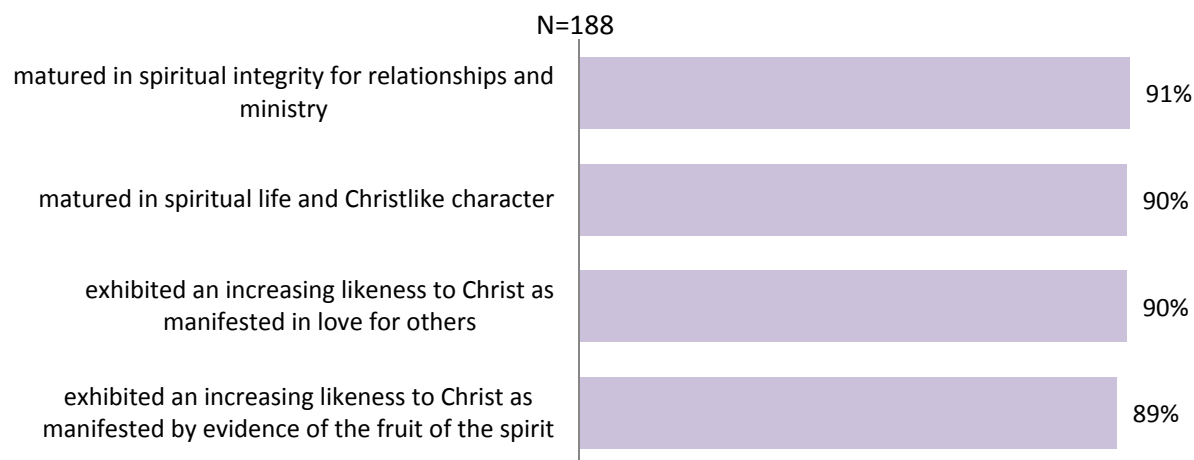
⁵ As the GSS also asks students about DTS core competencies and degree specific goals, duplication exists between this section and those following. Going forward this duplication has been eliminated.

Respondents' Agreement Percentage that they . . .

N=188



Respondents' Agreement Percentage with Statements Concerning their Sanctification while at DTS



Lack of Agreement on the above Four Goals was due to Deficiencies in



Answers to open ended question: **In what specific way(s) could the Seminary program be improved so that you would be able to agree with those statements (i.e., rate them an Agree or Strongly Agree)?**

From those who responded that **the program** was deficient issues of ThM work load, responsibility for sanctification, and teaching methods across differing mediums were raised. Suggestions were also made to have a greater focus on dispensationalism, include MA/BC students in the SF program, promote stronger prayer lives, and to emphasize diversity within Christian unity.

From those who responded that their **own personal responsibility** was deficient suggestions were given to incorporate spiritual growth into assignments, and focus on loving God.

From those who responded that **both** the program and their own personal responsibilities were deficient issues of teaching interpersonal skills, work load, length of program, and internship availability were raised. Suggestions were to focus on application and implementation rather than comprehension, have professors mentor students, have a higher view of Scripture, include mission classes in all degrees, gain credit for ministry in the workplace, have more opportunities for theological reflection, and to focus more on counseling aspects.

Commendable areas:

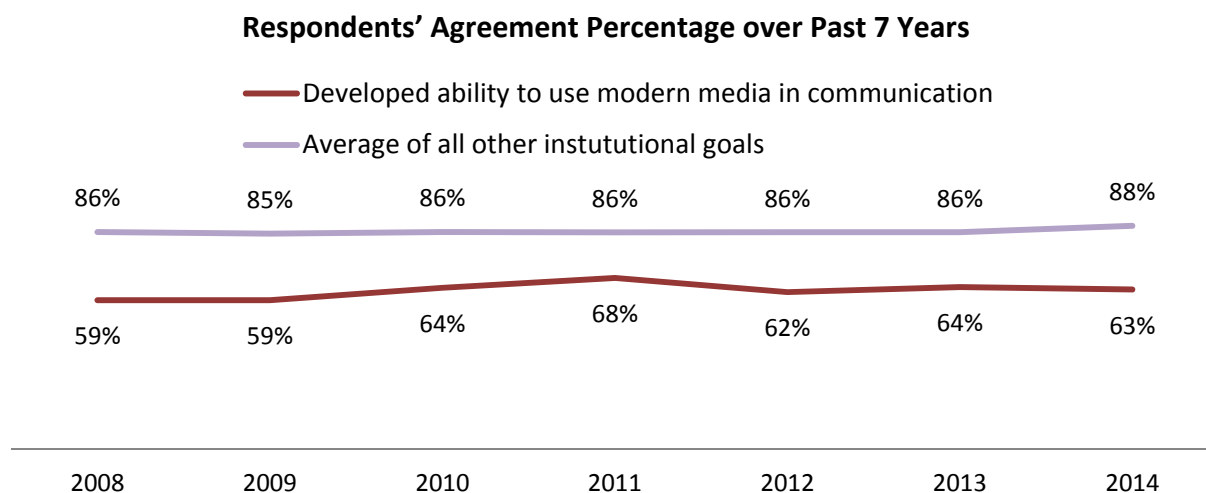
While the 2014 performance indicators remained close to historical averages, four seminary goals' performance indicators showed an increase of 5 percentage points or more when compared to the previous 6 year average: **Gained some experience in actual ministry (+8)**, **Developed some interpersonal skills essential for effectiveness in ministry (+6)**, **Acquired a basic knowledge of systematic theology (+5),⁶** and **gained an awareness of contemporary moral and ethical issues +(5)**.

Seminary Goal	2008	2009	2010	2011	2012	2013	AVG	2014	Increase
Gained some experience in actual ministry	83%	83%	83%	82%	84%	81%	83%	91%	8 % points
Developed some interpersonal skills essential for effectiveness in ministry	78%	78%	74%	78%	77%	84%	78%	84%	6 % points
Acquired a basic knowledge of systematic theology		93%	92%	92%	89%	94%	92%	97%	5 % points
Gained an awareness of contemporary moral and ethical issues	83%	83%	77%	79%	83%	83%	81%	86%	5 % points

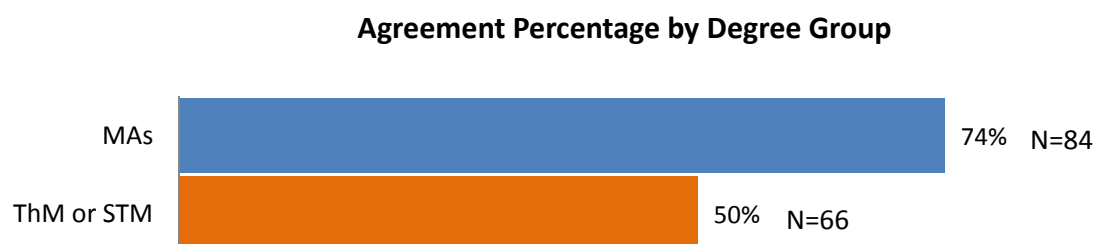
The increases to the performance indicators for graduates having **Gained some experience in actual ministry**, **Developed some interpersonal skills essential for effectiveness in ministry**, and **Gained an awareness of contemporary moral and ethical issues** reflect the efforts the Seminary has made and continues to make related to ministry experience, interpersonal skills and awareness of contemporary cultural issues. In light of the QEP development and implementation, and the efforts being made by the Hendricks Center for Christian Leadership and Cultural Engagement, this performance indicator's rise should continue.

⁶ In the case of "Acquired a basic knowledge of systematic theology," it is a change from the previous 5 year average as there were no responses to the question in 2008.

Areas to improve:



Agreement percentage that graduates **developed ability to use modern media in communication** has remained below all other experience performance indicators and continues to be the lowest in agreement.



Additionally, agreement by ThM/STM was 24 percentage points lower than MAs.⁷

Recommendation: The Seminary should make a concerted effort, especially in the ThM degree, to improve in the area of developing the Communication competency in electronic media. Only 63% agreed they had developed the ability to use modern media in communication, and only 69% agreed that they met their degree appropriate level of the Communication competency in electronic media.

⁷ With low n's PhD (N=6) and DMin (n=12) are not broken out here.

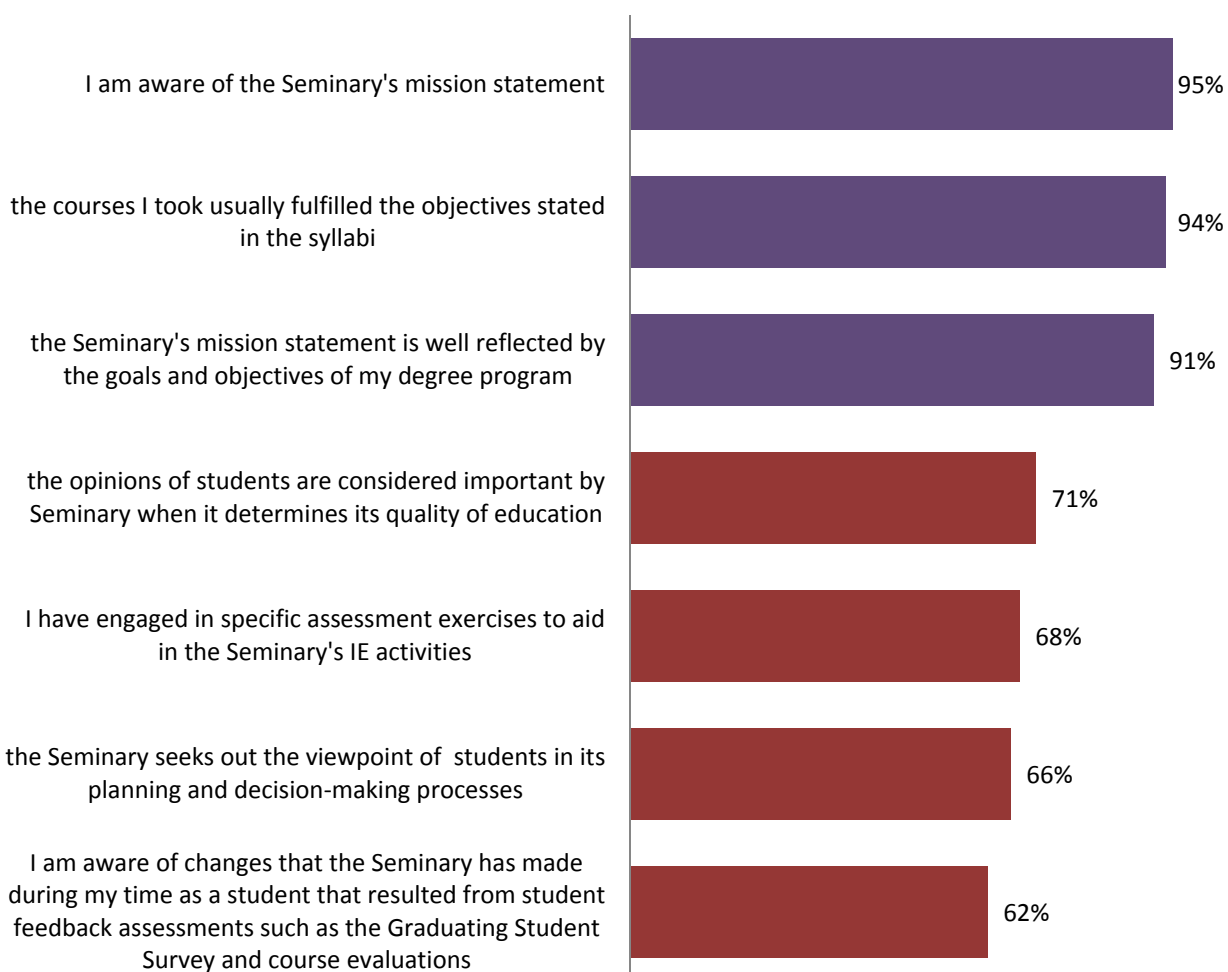
Institutional Effectiveness

Graduates were asked to express the level of agreement with elements of the Seminary's Institutional Effectiveness system on a five point Likert scale from very dissatisfied to very satisfied.

Results are shown in two charts in descending order of percent agreement ("strongly agree" and "agree" responses).

Agreement Percentage with Statements Concerning IE

N=188



Commendable areas:

Three important items' performance indicators continued to have high percentage of agreement. **I am aware of the Seminary's mission statement, the courses I took usually fulfilled the objectives stated in the syllabi, and the Seminary's mission statement is well reflected by the goals and objectives of my degree program** all had agreement percentages over 90%. These items have continued to be historically

positive performance indicators of Seminary efforts, with their 2014 results remaining within 5% of their historical averages.

Areas to improve:

Four performance indicators were at or below 71%. **The opinions of students are considered important by Seminary when it determines its quality of education, I have engaged in specific assessment exercises to aid in the Seminary's IE activities, the Seminary seeks out the viewpoint of students in its planning and decision-making processes, and I am aware of changes that the Seminary has made during my time as a student that resulted from student feedback assessments such as the Graduating Student Survey and course evaluations,** continued to be the lowest IE performance indicators.

While the others remained within 4 percentage points of historical averages, **I am aware of changes that the Seminary has made during my time as a student that resulted from student feedback assessments such as the Graduating Student Survey and course evaluations** improved 12 percent points from its previous 9 year average of 40%.

While the Seminary importantly seeks to make decisions based on data, it is important to note that another important aspect to these low performance indicators is communication. For example only 68% of respondents agreed that they had engaged in specific assessment exercises to aid in the Seminary's IE activities; they indicated this on the GSS which is one such specific assessment exercise used by the Seminary's IE activities. Likewise, only 66% agree that the Seminary seeks out the viewpoint of students in its planning and decision making processes on a Seminary survey that seeks out their viewpoint for planning and decision making processes.

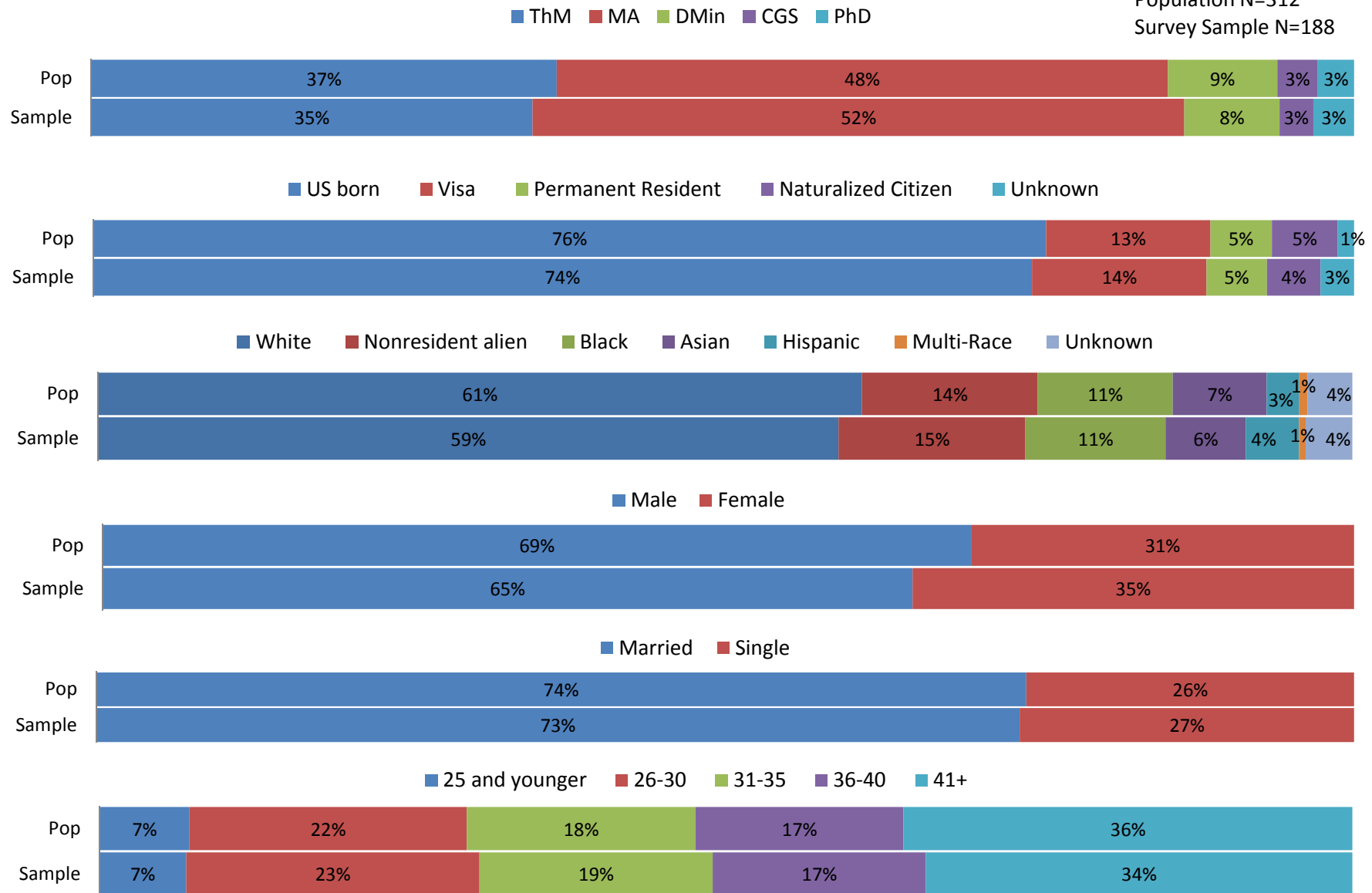
Recommendation: The Seminary needs to continue its efforts to improve its communication of Institutional Effectiveness goals and actions taken to students. Only 62% of respondents were aware of changes that the Seminary made as a result of student feedback.

Appendix A: Demographics

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Survey Sample Resembles Population

Population N=312
Survey Sample N=188



The Majority of Grads do not have Children Living with Them

N=188

Number of children under 18 living in your care:

■ 0 ■ 1 ■ 2 ■ 3 ■ 4 ■ 5+



How many school-age children (ages 5-18)?

■ 0 ■ 1 ■ 2 ■ 3 ■ 4 ■ 5+



If one or more of your children were ages 5-18 during your seminary years, what is the main mode of education you have used?

N=59

■ Public Schools ■ Private Schools ■ Home Schooling



Where and How Grads Took Most of their Classes

N=188

Location

■ Dallas ■ Houston ■ Online ■ Atlanta ■ Guatemala ■ Knoxville ■ Tampa Bay



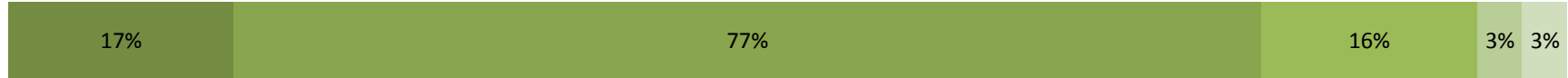
Evening (% of course work)

■ none ■ 1 to 25 ■ 26-50 ■ 51-75 ■ over 75



Summers (% of course work)

■ none ■ 1 to 25 ■ 26-50 ■ 51-75 ■ over 75



Wintersessions (% of course work)

■ none ■ 1 to 25 ■ 26-50 ■ 51-75 ■ over 75



Online (% of course work)

■ none ■ 1 to 25 ■ 26-50 ■ 51-75 ■ over 75



Most Grads did not Live in Seminary Housing

N=188

Semesters Lived in Washington Hall

■ none ■ 1 ■ 2 ■ 3 ■ 4+



Semesters Lived in Swiss Tower

■ none ■ 1 ■ 2 ■ 3 ■ 4+



Most Grads had at Least One Semester of Spiritual Formation

N=188

■ none ■ 1 semester ■ 2 semesters ■ 3 semesters ■ 4+ semesters



N=188

Most Grads brought no Educational Debt to DTS

■ None ■ Less than \$10,000 ■ \$10,00 to \$19,999 ■ \$20,000 to 29,999 ■ \$30,000 to \$39,999 ■ \$40,000 or more



Most Grads Incurred no Educational Debt at DTS

■ None ■ Less than \$10,000 ■ \$10,00 to \$19,999 ■ \$20,000 to 29,999 ■ \$30,000 to \$39,999 ■ \$40,000 or more



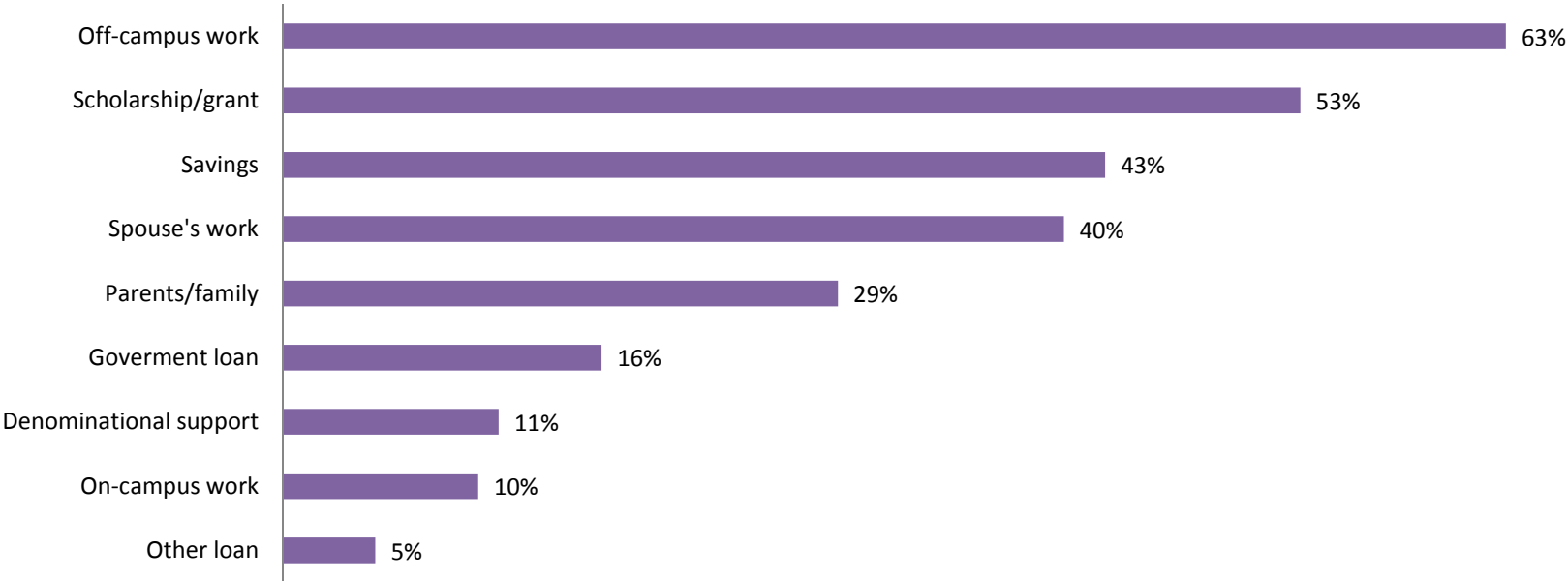
Most Grads will have no Monthly Educational Debt Payments

■ None ■ Less than \$200 ■ \$200 to \$349 ■ \$350 to \$499 ■ \$500 to \$1000 ■ More than \$1000



Off-Campus Work was the Most Important Source of Income

N=188

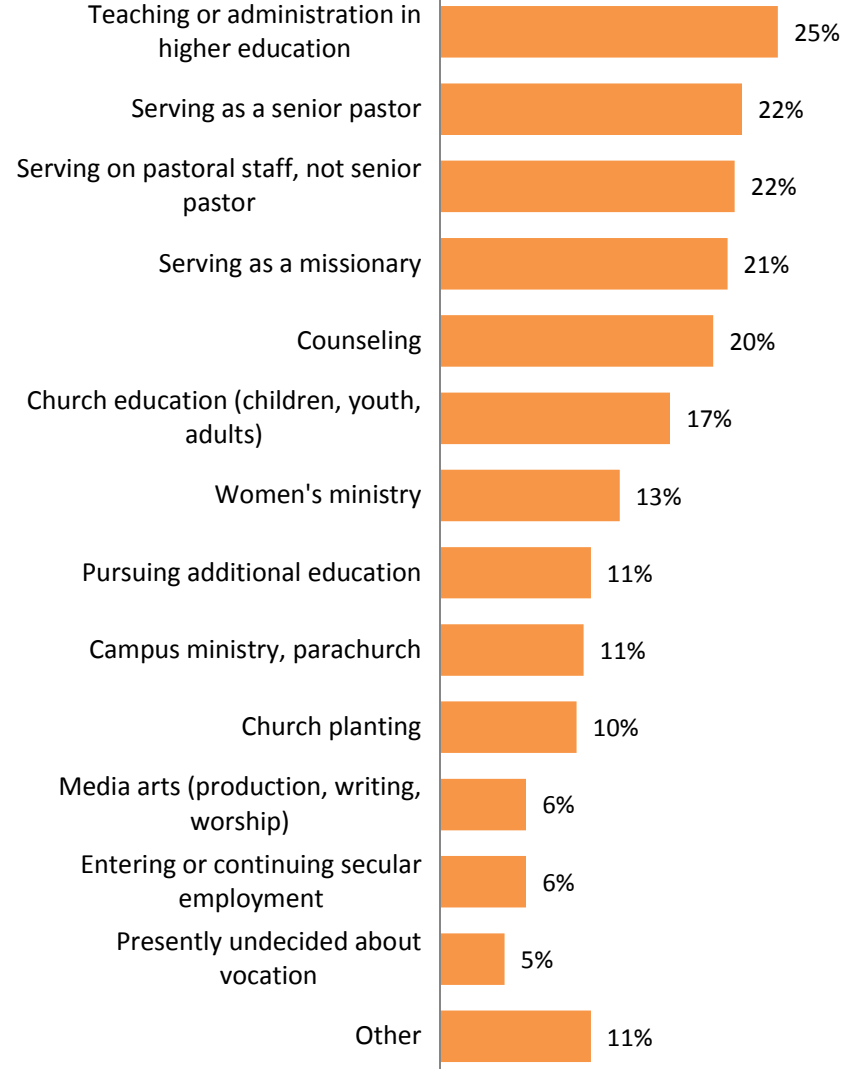
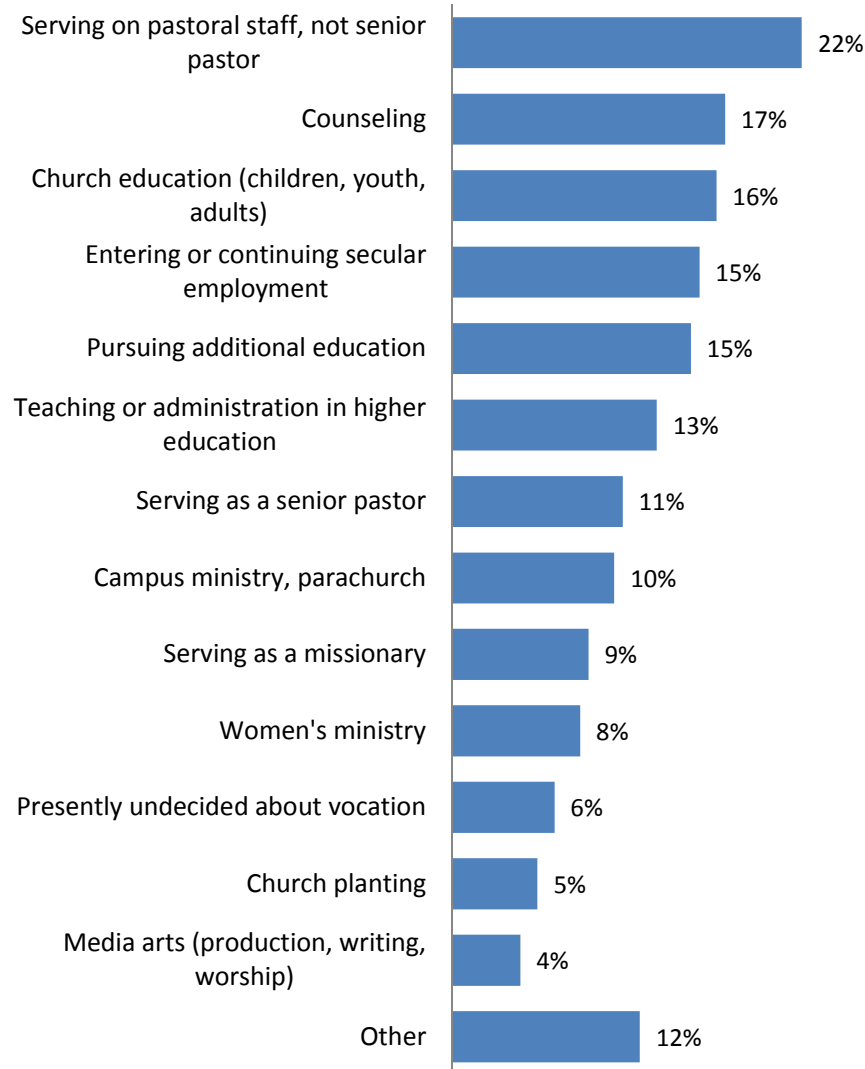


Post-Graduation Plans*

N=188

2 Years

10 Years

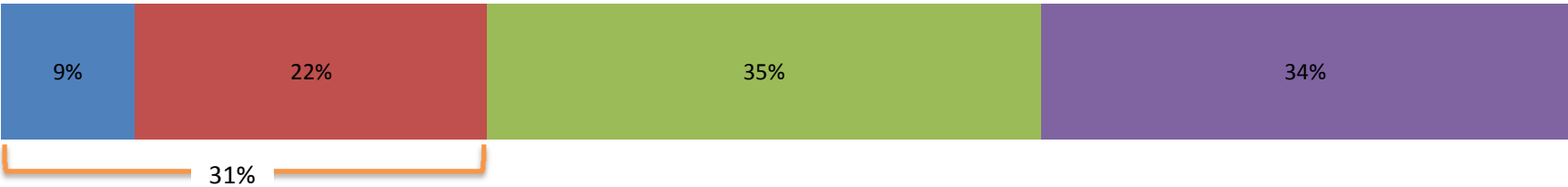


*Grads could select up to 3 options

31% of Grads Plan on Continuing their Education in the Next 5 Years

N=188

■ Yes, I plan to reenroll at DTS ■ Yes Other ■ No ■ I am presently undecided about future education



Of the 31%, Almost Half Plan on PhD Studies

n=46

■ PhD ■ DMin ■ MA ■ STM ■ Other

