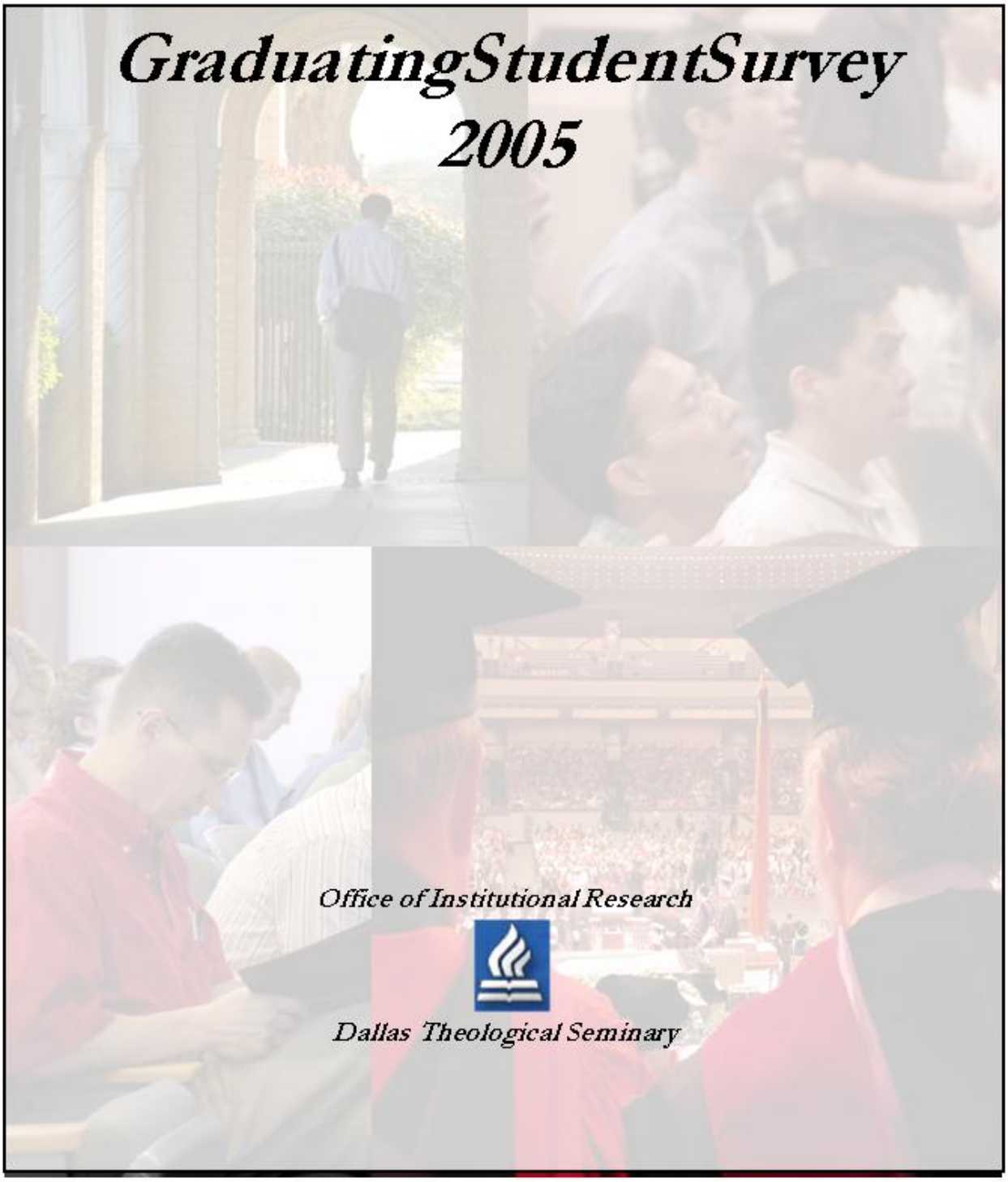
GraduatingStudentSurvey 2005



Office of Institutional Research

Dallas Theological Seminary

Graduating Student Survey
2005 Summary Report

Office of Institutional Research and Effectiveness
Mark A. Howell
Assistant Director
November 28, 2005

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Procedure of Survey

The graduate student packets included directions to a link on the DTS website which presented the electronic version of the GSS. 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 of the Seminary's goals in his or her life. Several open-ended questions ask the student to pinpoint particular high points and areas needing improvement. Other questions gathered general demographic data and the respondents’ near-term career and education plans.

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

Demographics of 2005 Survey Sample

Survey Response Rate

Population:	324 graduates (approximate)
Sample size (N):	157
Response rate:	48% (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 2003 who submitted their surveys after the deadline for last year’s report. These differences are assumed to balance out year to year: those included from last year’s population offset those who are not included now but whose late-submitted survey response will be included in next year’s report. The DTS student body demographics are relatively stable from year to year.

Demographics of Survey Sample

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

N = 157

	No.	% of those responding*
Sex		
Male	112	71%
Female	45	29%
Marital status		
Single	43	27%
Married	114	73%
Children living at home		
Zero	89	57%
One	30	19%
Two	19	12%
Three	11	07%
Four	6	04%
More than four	2	01%
Race or Ethnicity		
African-American	15	10%
Asian American	4	03%
Hispanic American	1	01%
Caucasian American	119	75%
Native American	1	01%
Nonresident Alien	17	10%
No response	0	00%
Age		
Age 25 and under	4	03%
Age 26-30	51	31%
Age 31-35	45	29%
Age 36-40	15	10%
Age 41 and over	42	27%

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

N = 157

	No.	% of those responding*
Academic program		
C.G.S.	7	04%
M.A.(BS)	28	18%
M.A.(BS) and M.A./CM	1	0.5%
M.A./CE	20	13%
M.A./CE and M.A.(BS)	2	01%
M.A./CM	8	05%
M.A./BC	17	11%
M.A./BEL	0	00%
Th.M.	70	44%
S.T.M.	2	01%
D.Min.	1	0.5%
Ph.D.	1	0.5%
Campus for majority of classes		
Dallas	142	90%
Philadelphia	1	0.0%
Chattanooga/Atlanta	0	0.0%
Houston	4	03%
Tampa Bay	5	03%
San Antonio	4	03%
Austin	1	01%
No response	0	00%

Tables 3a-c.
Respondent enrollment patterns

% of courses taken . . . in evenings			**. . . in summers**		**. . . in wintersessions**	
	No.	% of resps.	No.	% of resps.	No.	% of resps.
None	23	15%	20	13%	66	42.5%
1-25%	97	61%	125	79%	88	56%
26-50%	15	10%	10	6%	2	1%
more than 50%	22	15%	2	2%	1	0.5%
No response					15	

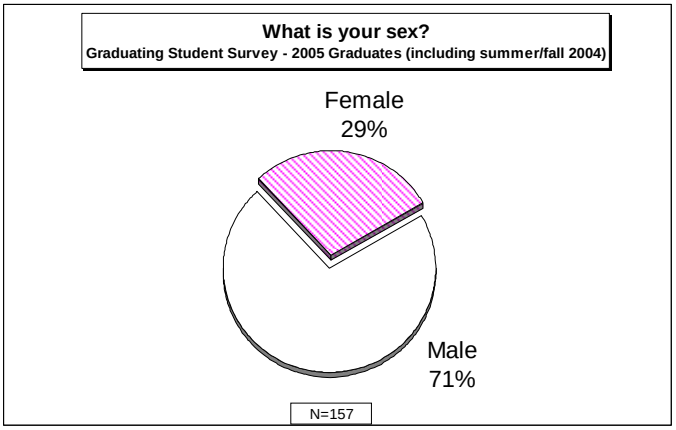
Tables 3d-e.
Respondent living in seminary housing

No. of semesters lived . . . in residence hall			**. . . in Swiss Tower**	
	No.	% of resps.	No.	% of resps.
None	124	78%	119	77%
One	4	3%	2	1%
Two	8	5%	2	1%
Three or more	12	8%	24	15%
No response	5	3%	10	6%

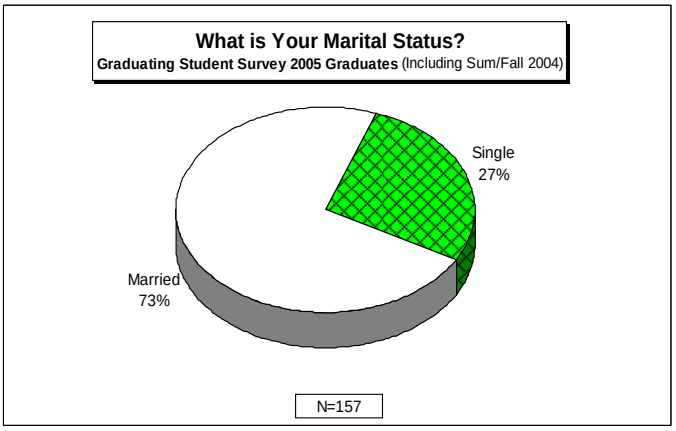
Table 3f.
Respondent enrollment in Spiritual Formation

No. of semesters completed a Spiritual Formation course		
None	67	42.7%
One	4	2.5%
Two	5	3.2%
Three	1	.6%
Over three	67	42.7%
No response	13	8.3%

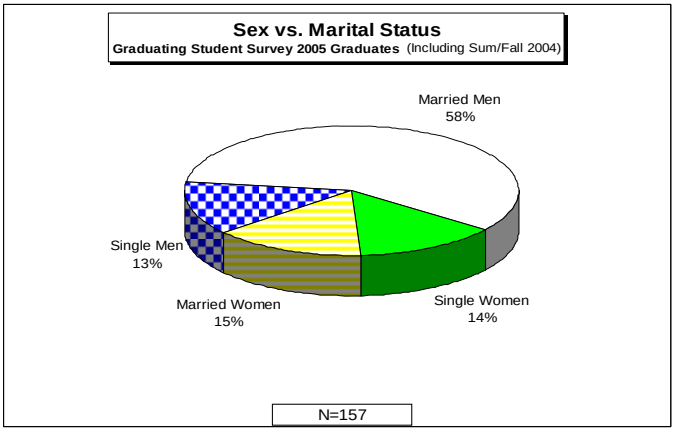
Graph 1.
Sex



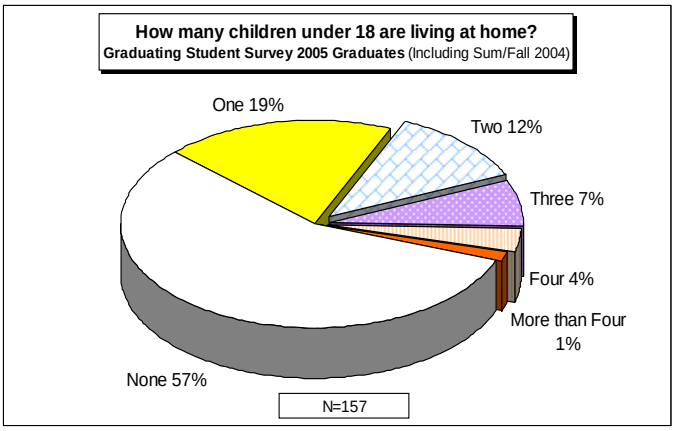
Graph 2.
Marital Status



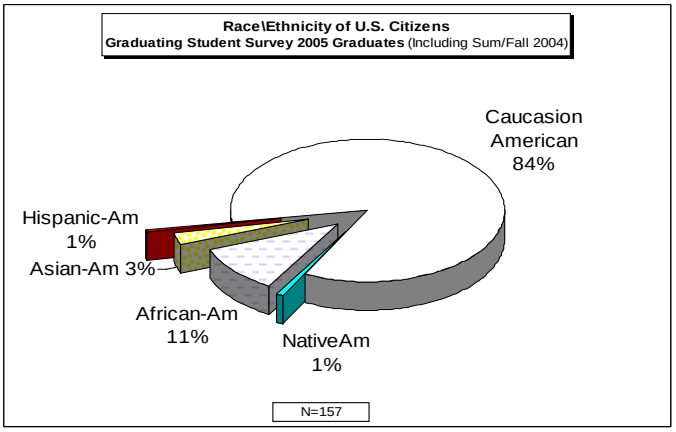
Graph 3.
Marital Status Crosstabulated by Sex



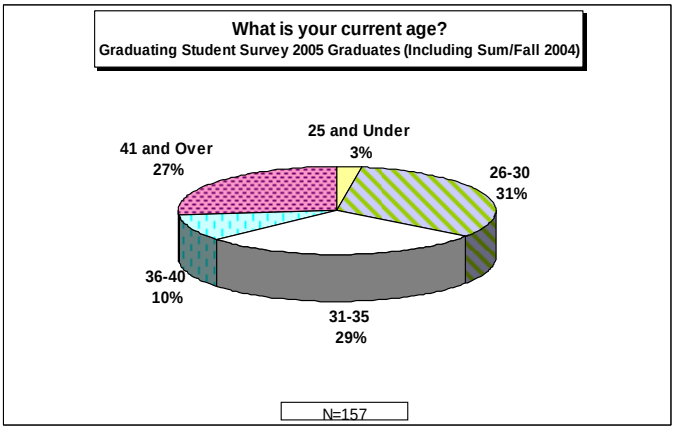
Graph 4.
Number of Children



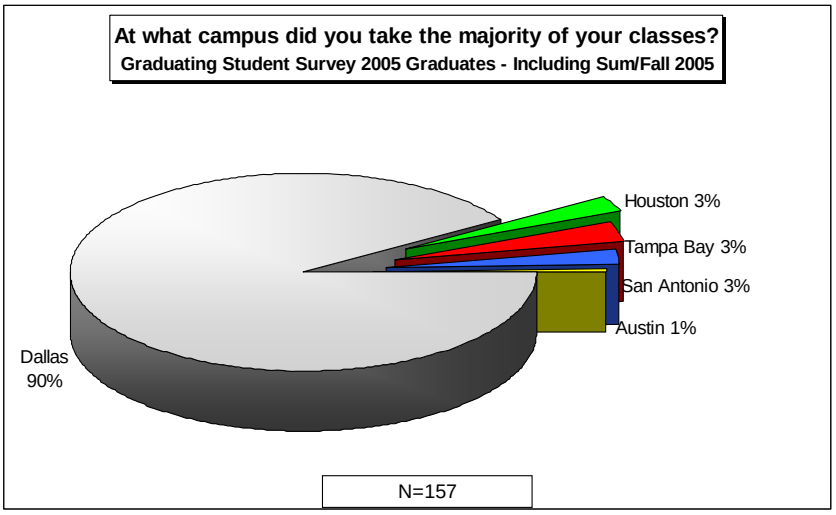
Graph 5.
Race/Ethnicity and Citizenship



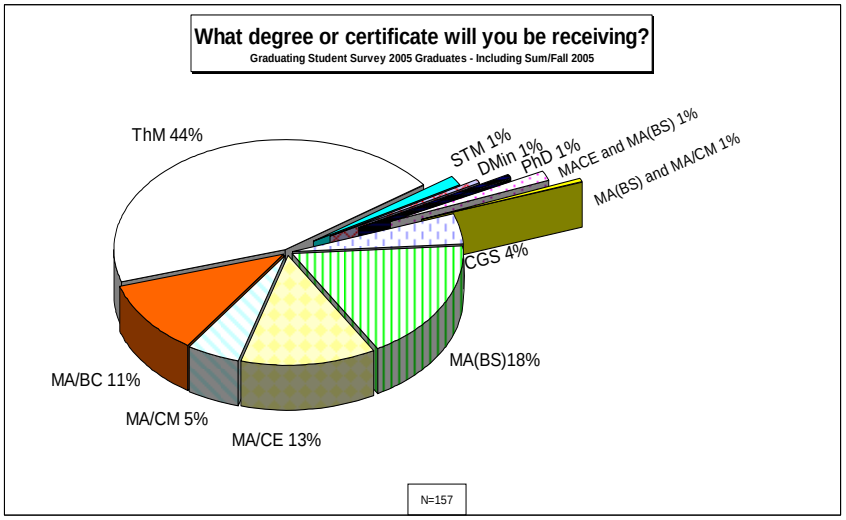
Graph 6.
Age at Graduation



Graph 7.
Campus



Graph 8.
Academic Program



Tables 4a-b.
Ministry tracks or majors

MA/CE			Th/M or STM	
Christian School Administration	0		*Academic Ministries:*	16:
Adult Ministry	1		Old Testament	3
Children's Ministry	4		New Testament	1
Church Educational Leadership	1		Bible Exposition	3
College Teaching	1		Systematic Theology	3
Family Life Ministry	2		Historical Theology	6
Parachurch Ministry	2		*Pastoral Ministry*	26:
Women's Ministry	3		Pastoral Leadership	20
Youth Ministry	2		Church Planting	2
Not specified	4		Urban Ministries	3
			Chaplin	1
			Interdisciplinary (see Table 3c below)	12
			Educational Leadership:	2:
Total MA/CE	**20**		Family Life Ministry	1
			Youth Ministry	1
			Cross-cultural Ministries	8
			Bible Translation	0
			Evangelism and Discipleship	3
			Parachurch Ministries	0
			Not specified	6
			Total ThM and STM	**73**

Table 4c.
Combinations of departments for Interdisciplinary Studies

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

Evaluation of Survey Response

The response rate for this year's Graduating Student Survey is 48%. This is down overall from previous years and is the first year that the survey was taken completely online.

The estimated 48% response is a useful percentage for evaluating the opinions of the graduating class, though significantly lower than previous years. The percentage of male and female respondents is only a percentage point off from their percentages in the population. 73% of the respondents reported being married, corresponding exactly with the population.

Of the respondents who identified their race or ethnic category, 11% responded as African-Americans and 3% as Asian/Pacific Islanders. These were one point over and two points under their populations respectively. : 10% were African-American and 5% were Asian/Pacific Islander. Caucasians were slightly over-represented in the sample (84.0%, versus 73% of the population).

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

The sample roughly represents the mix of degrees in the graduating class, with 44% taking the ThM (vs. 37% of the population), 18% taking the MA(BS) (vs. 22% of the population), and 13% taking the MA/CE which is equal to the population.

In general, the survey sample represents the 2005 graduating class. Except as qualified in the preceding paragraphs, in all demographic areas the percentages of the survey sample approximate their percentages in the population.

Some of the survey questions do not correspond with reliable seminary-maintained data. Close to half of the respondents (43%) have one or more children living at home. About 10% took the majority of their classes at extension campuses, mostly from Houston.

Comparison with Demographics of Previous Samples

Table 5 compares various segments of this year's survey sample with previous years. This year's data closely approximates the population. This year's graduates are skewed slightly older, with lower representation from minorities and higher representations from females and extension students.

Table 5.
Comparison of demographic segments from 1998-2004 survey samples

Percentage of graduates who were . . .	1998	1999	2000	2001	2002	2003	2004	2005
Age 30 or lower	44.2%	48.3%	35.4%	35.0%	40.5%	37.0%	40.0%	34.0%
Age 41 or higher	18.2%	18.4%	30.1%	32.9%	26.8%	26.5%	23.7%	27.0%
Non-Caucasian	26.9%	21.4%	25.2%	22.6%	24.6%	25.0%	21.9%	16.0%
Female	19.4%	19.5%	26.0%	24.4%	23.0%	25.2%	19.5%	29.0%
Predominately from extensions	05.4%	08.2%	08.5%	08.2%	07.8%	10.4%	05.9%	10.0%
Th.M. or S.T.M. programs	43.7%	42.3%	30.9%	31.7%	44.0%	42.2%	44.7%	45.0%
D.Min. program	02.1%	05.2%	05.7%	06.0%	01.9%	03.8%	03.7%	01.0%

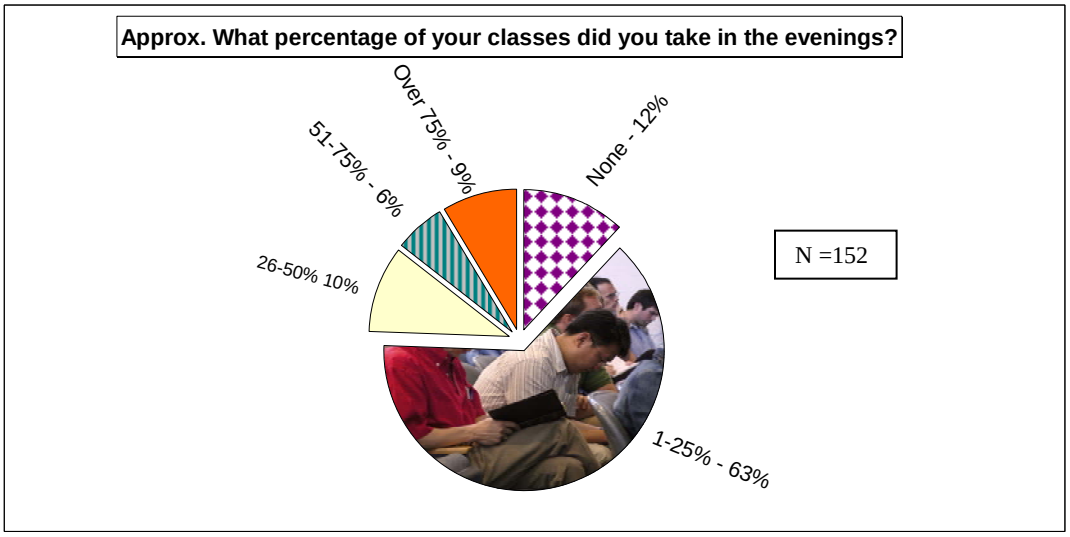
Participation in Non-Traditional Course Scheduling

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

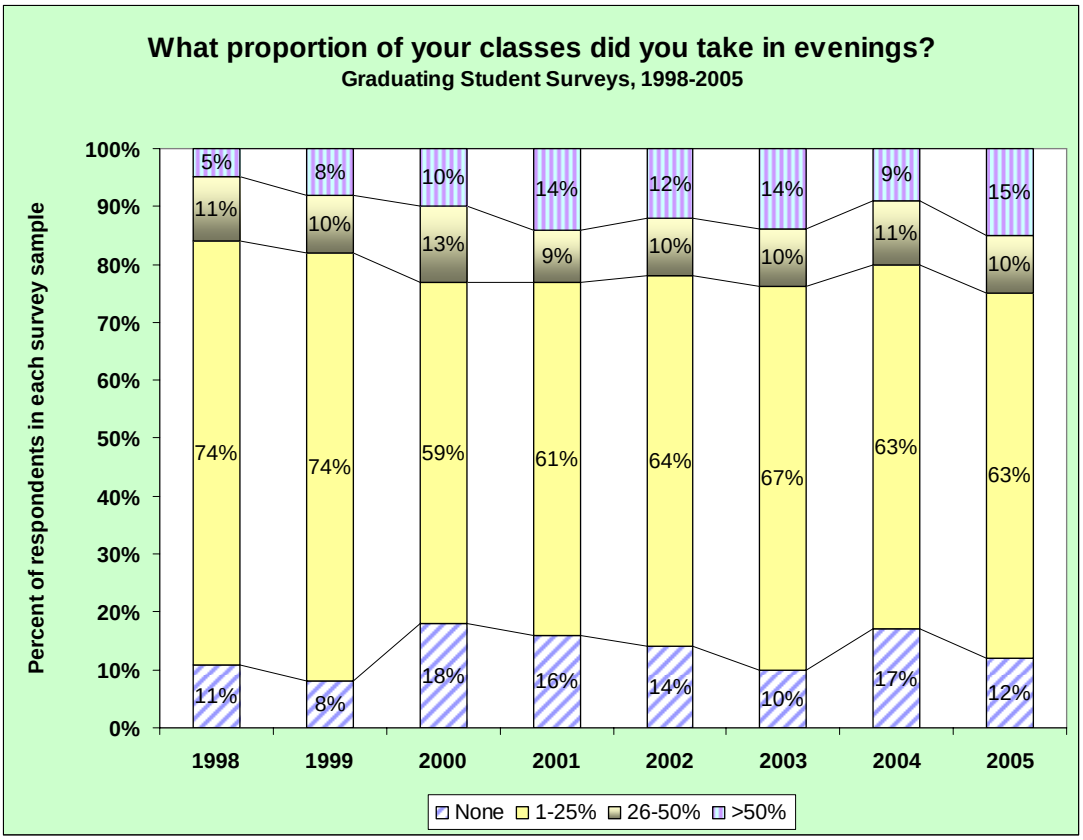
Evening Program

This year's sample of graduating students indicated an increase in taking evening courses compared with the previous four years. A record 25% took a quarter or more of their classes in the evening, and a record 15% took half or more evening classes.

Graph 9.
Proportion of Evening Courses in Curriculum of Graduating Students, 2005



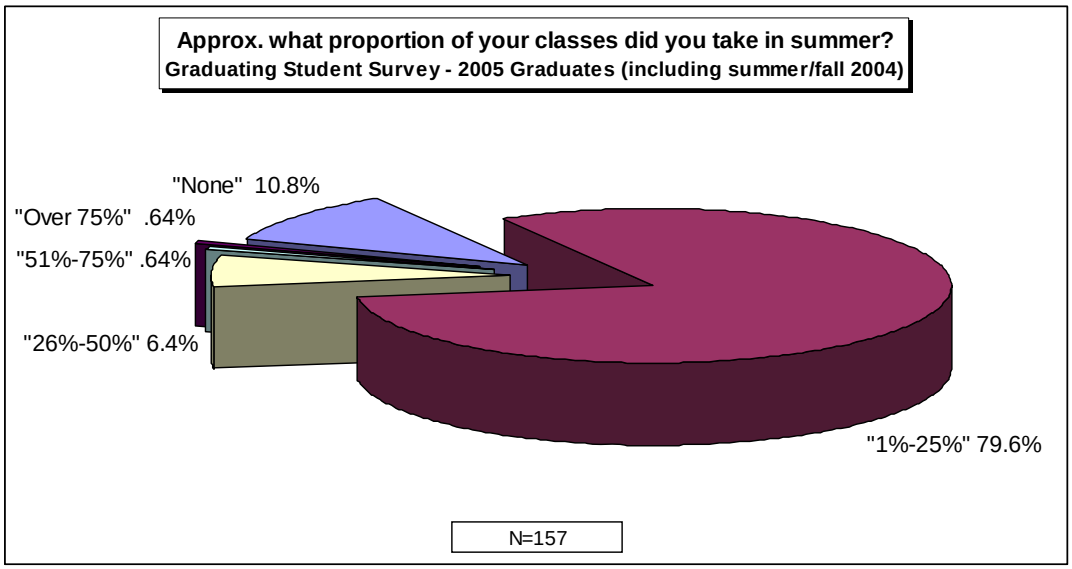
Graph 10.
Proportion of Evening Courses in Curriculum of Graduating Students, 98-05



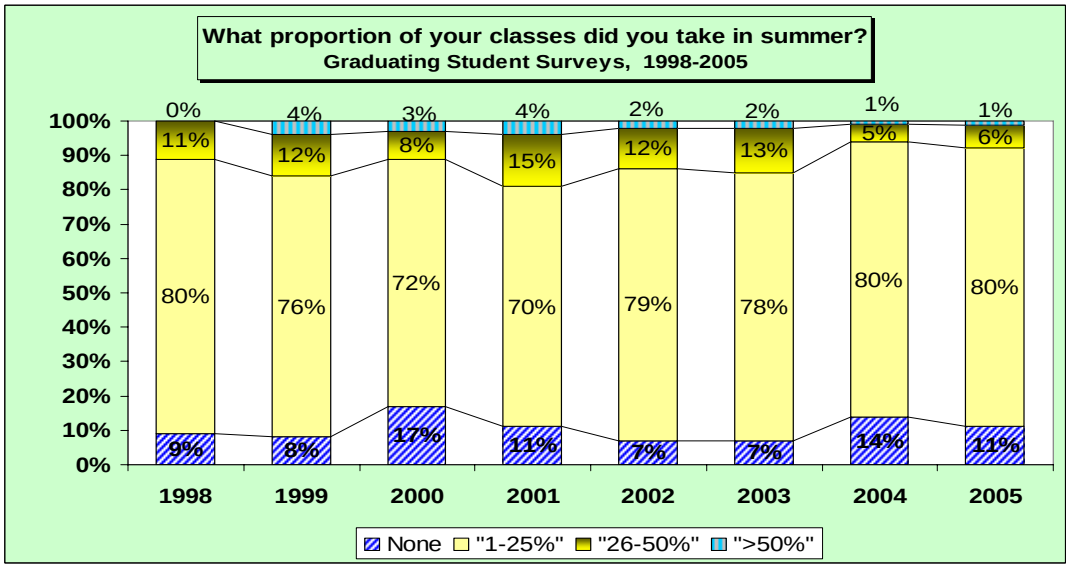
Summer School

Most students take a few of their courses during the summer. 80% took up to a quarter of their hours that way. The percentage of summer-intensive students (more than 25% of courses taken in summer) increased since 2004 yet was down from previous years. 11% of the sampled students never took a single summer class, with the average for the last five years being 10%.

Graph 11.
Proportion of Summer Courses in Curriculum of Graduating Students, 2005



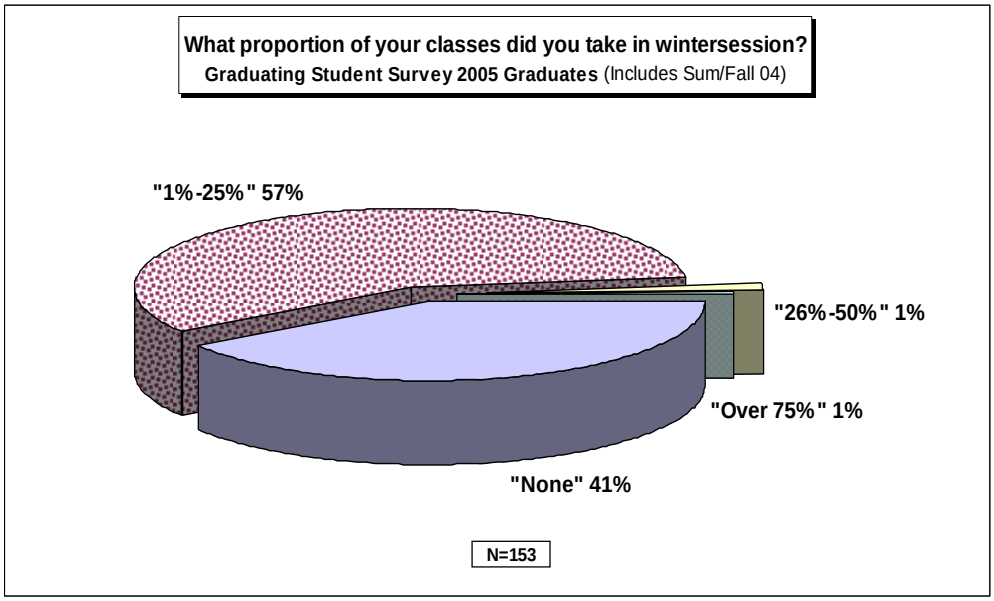
Graph 12.
Proportion of Summer Courses in Curriculum of Graduating Students, 1998-2005



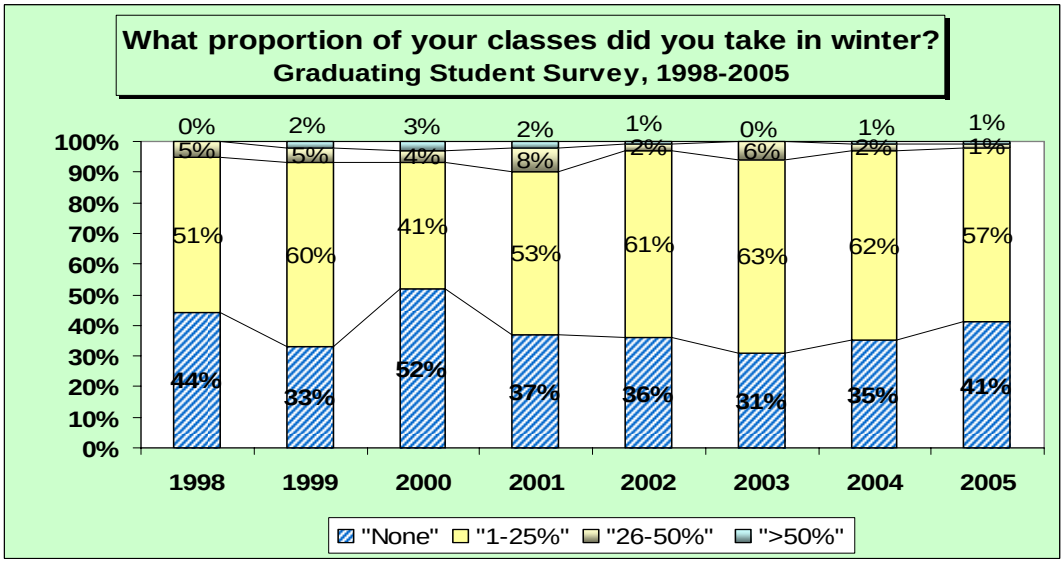
Wintersession

Typical of recent years, about two-thirds of the sampled students took at least one class in the weeks between the fall and spring semesters. Very few students take more than 25% of our classes this way.

Graph 13.
Proportion of Winter Courses in Curriculum of Graduating Students, 2005



Graph 14.
Proportion of Winter Courses in Curriculum of Graduating Students, 1998-2005



Future Plans of Graduating Students

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

Near Future Vocational Plans

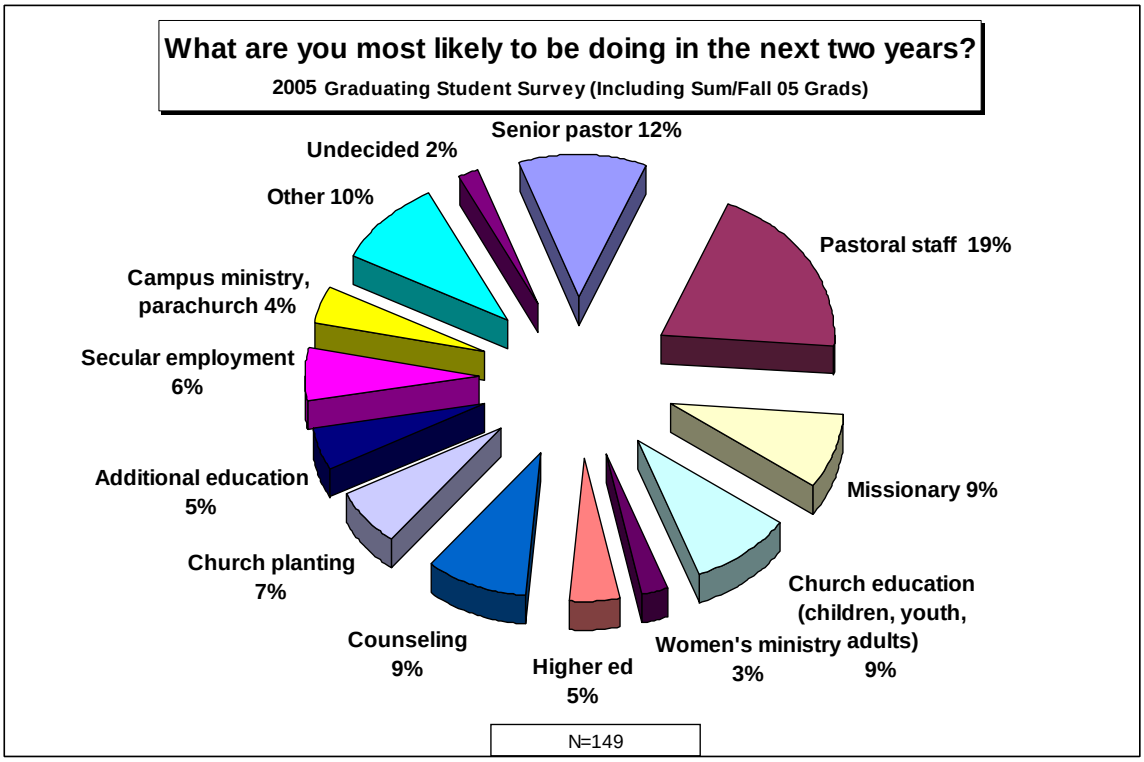
Plans in Next Two Years

Survey Question 8 asks, "What are you most likely to be doing in the next two years?" and provides a selection of choices.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior pastor	18	11.5	12.1	12.1
Pastoral staff, not senior pastor	29	18.5	19.5	31.5
Missionary	13	8.3	8.7	40.3
Church education (children, youth, adults)	14	8.9	9.4	49.7
Women's ministry	4	2.5	2.7	52.3
Higher ed teaching or administration	7	4.5	4.7	57.0
Counseling	14	8.9	9.4	66.4
Church planting	10	6.4	6.7	73.2
Pursuing additional education	7	4.5	4.7	77.9
Entering or continuing secular employment	9	5.7	6.0	83.9
Campus ministry, parachurch	6	3.8	4.0	87.9
Other	15	9.6	10.1	98.0
Undecided	3	1.9	2.0	100.0
Total	149	94.9	100.0	
Missing	8	5.1		
Total	157	100.0		

Graph 15.


What are you most likely to be doing in the next two years?
2005 Graduating Student Survey (Including Sum/Fall 05 Grads)
Senior pastor 12%
Pastoral staff 19%
Missionary 9%
Church education (children, youth, adults) 9%
Women's ministry 3%
Higher ed 5%
Counseling 9%
Church planting 7%
Additional education 5%
Secular employment 6%
Campus ministry, parachurch 4%
Other 10%
Undecided 2%
N=149

Analysis of Vocational Plans

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

Table 7.
Plans after graduation, by sex.
2005 graduating students specifying sex and near-term vocational plans; N = 149.

What are your plans following graduation from seminary?	Sex	
	M	F
Senior pastor	18 17.0%	
Pastoral staff, not senior pastor	29 27.4%	
Missionary	8 07.5%	5 11.6%
Church education (children, youth, adults)	7 06.6%	7 16.3%
Women's ministry		4 09.3%
Higher ed teaching or administration	6 05.7%	1 02.3%
Counseling	3 02.8%	11 25.6%
Church planting	10 09.4%	
Pursuing additional education	6 05.7%	1 02.3%
Entering or continuing secular employment	6 05.7%	3 07.0%
Campus ministry, parachurch	3 02.8%	3 07.0%
Other	8 07.5%	7 16.3%
Undecided	2 01.9%	1 02.3%
Total	106 100.0%	43 100.0%

Percentages may not total to 100% because of rounding

44% of male respondents (47 of 149) are seeking a pastoral staff position or the senior pastorate. No female respondent indicated that she intended to become a senior pastor in the next two years.

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

Table 8.
Plans after graduation, **men only** specifying near-term vocational plans; N = 106.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM STM	DMin	PhD	Total
Senior pastor	0	1	2 (1 MACM,1 MABC)	14	1	0	18
Pastoral staff	0	6	2 (1 MACE, 1MACE /MABS)	21	0	0	29
Missionary	0	2	4 (1 MACE,2 MACM, 1 MABC)	2	0	0	8
Church education	1	2	1 (MACE)	3	0	0	7
Higher ed teaching or administration	0	1	2 (MACE)	2	0	1	6
Counseling	0	0	2 (MABC)	1	0	0	3
Church planting	0	0	2 (1 MACM, 1 MACE/MABS))	8	0	0	10
Additional education	0	2	1 (MACE)	3	0	0	6
Secular employment	1	2	2 (1 MACE, 1 MACM)	1	0	0	6
Campus ministry, parachurch	0	1	1 (MACM)	1	0	0	3
Other	0	2	1 (MACE)	5	0	0	8
Undecided	0	1		1	0	0	2
Total	2	20		62	1	1	106

The seven male respondents who selected “Other” and wrote in their future ministries:

Currently on staff at Bible Church (Resp. 17: Th.M. PM, age 31-35)
Youth ministry and training youth workers internationally (Resp. 29: ID(BE,CE), age 31-35)
Prison Ministry Coordinator (Resp. 39: Th.M. PM, age 26-30)
Bi-vocational in secular work and Christian ed (Resp.41: M.A.[CE](YOUT), age 31-35)
Chaplain. (Resp. 78: Th.M. CHAP, age 41+)
Writing (Resp. 105: M.A.[BS], age 26-30)
Music ministry (Resp. 153: M.A.[BS], age 26-30)

Nine of the 22 male MABS and CGS graduates specified career goals that more closely align with our professional degree programs: 1 for senior pastorate, 6 for other pastoral positions, and 3 for church education. The M.A.[BS] graduate who expects to serve as senior pastor is Respondent 135, age 41+ and married, and took most of his courses at the Dallas campus.

Table 9.
Plans after graduation, **women only**.
Female graduating students specifying their plans; N = 37.

What are your plans following graduation from seminary?	CGS	MABS	Other MA	ThM, STM	DMin	PhD	Total
Senior pastorate							0
Pastoral staff, not senior pastor							0
Missionary			4 (CM,BC)	1			5
Church education		4	3 (CE, BC)				7
Women's ministry		1	3 (CE)				4
Teach/administer higher education				1			1
Counseling	1		10 (BC)				11
Church planting							0
Additional education			1 (BC)				1
Secular employment	1	2					3
Parachurch campus ministry			2 (CE)	1			3
Other	1	1	2 (CE)	3			7
Undecided				1			1
Totals	3	8	25	7		2	43

The goals of the female respondents are more evenly distributed among the choices offered in the survey. 73% of the women respondents selected one of four responses: counseling, church education (of children, youth, or adults), missionary, and women's ministry. (Last year 63% of the women named one of these four responses.)

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

Outreach in the homeless population and Child/Adult Protective Services. (Resp. 3: Th.M.AM.[PM/ST], age 41+)
Write books for women (Resp. 55: Th.M. [WM], age 26-30)
Pastor's wife support role, mother at home (Resp. 64: CGS, age 26-30)
Freelance Writing (Resp. 82: M.A./CE, age 26-30)
I will remain in Dallas until my husband finishes his Phd (Resp. 122: M.A.[BS], age 31-35)
Teaching Bible and writing (hopefully) (Resp. 151: M.A.[CE], age 41+)
I will be teaching in a Christian school, involved in the worship and drama ministry at church, and writing. (Resp. 152: M.A.[BS], age 36-40)

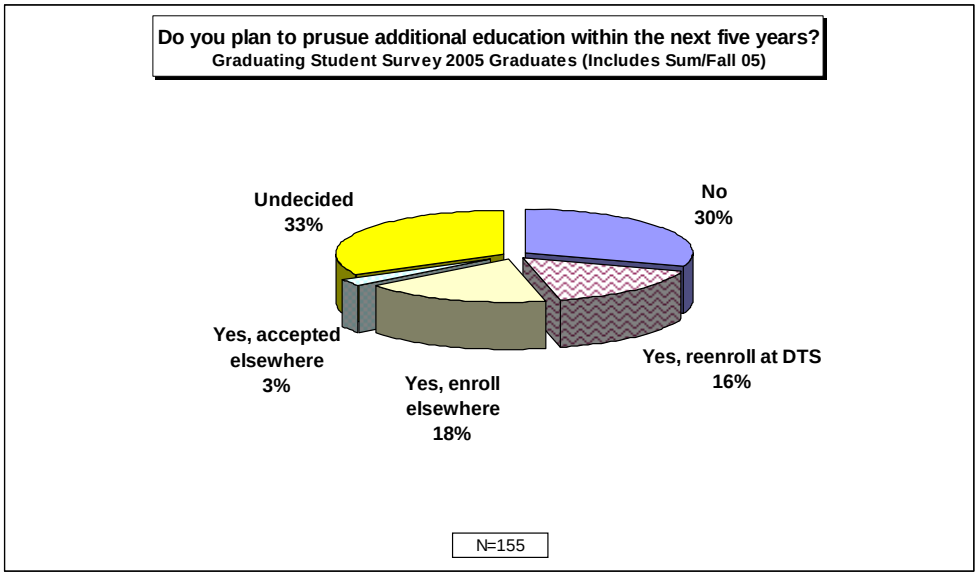
Plans Regarding Additional Education

Plans to Pursue Additional Education in Next Five Years

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

	Frequency	Percent	Valid Percent	Cumulative Percent
No	47	29.9	30.3	30.3
Yes, I plan to enroll at DTS	25	15.9	16.1	46.5
Yes, I plan to enroll elsewhere	28	17.8	18.1	64.5
Yes, I have been accepted elsewhere	4	2.5	2.6	67.1
I am presently undecided about further education	51	32.5	32.9	100.0
Total	155	98.7	100.0	
Missing	2	1.3		
Total	157	100.0		

Graph 16.



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

Amberton University (Resp. 19*)
Baptist Bible Seminary (Resp. 79, 140)
Hebrew Union College (Resp. 23*)
Moody (Resp. 61)
Talbot School of Theology or Southern Baptist Theological Seminary (Resp. 42)
Trinity Doctrinal [sic] Program (Resp. 9)
Westminster Seminary; Oxford University; Indiana University (Resp. 40)
Wycliffe Hall (Resp. 41)
UT Austin, Vanderbilt, or Princeton (Resp 53)
University of North Texas (Resp. 104*)
University of Memphis (Resp. 150)
UNC-chapel hill (Resp. 88)

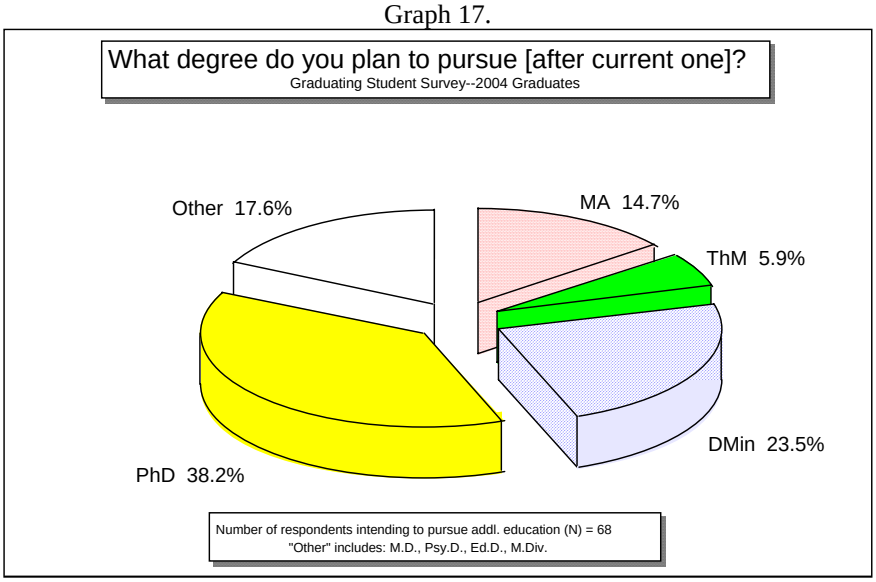
Additional Degree Planned

Those who affirmed they would pursue additional education were asked what degree they would pursue. (N.B.: Those who indicated "undecided" are also included below.)

Table 11.

Table 11.	Frequency	Percent	Valid Percent	Cumulative Percent
MA	12	7.6	16.9	16.9
ThM	4	2.5	5.6	22.5
DMin	13	8.3	18.3	40.8
PhD	32	20.4	45.1	85.9
Other	10	6.4	14.1	100.0
Total	71	45.2	100.0	
Missing	86	54.8		
Total	157	100.0		

Graph 17.



The educational fields of the M.A. degrees sought are:
Christian education (Resp. 12)
Biblical Studies (Resp. 13)
Philosophy (Resp. 36)
Apologetics (Resp. 42)
Bible or Theology (Resp. 73)
Physical science, possibly theology (Resp. 109)
Christian Education (Resp. 117)
BS (Resp. 121)
Counselling [sic] (Resp. 112)
Biblical Studies (Resp. 143)
Possibly education, but likely Biblocal studies after my degree is changed over to Media Arts. (Resp. 152)
MABS then D.Min (Resp. 155)

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

Biblical Studies (Resp. 9)
Old Testament (Resp. 23)
Old Testament (Resp. 94)
New Testament (Resp. 31)
New Testament (Resp. 66)
NT (Resp 51)
New Testament Studies (Resp. 85)
Bible Exposition (Resp. 79)
Bible Exposition (Resp. 130)
Bible Exposition (Resp. 152)
Theology (Resp. 4)
Theology (Resp. 103)
Systematic Theology (Resp. 135)
Theological Studies (Resp. 127)
History, Theology, or Philosophy (Resp. 10)
Historical Theology (Resp. 27)
Either theology or philosophy (Resp. 45)
Rhetoric or Homiletics (Resp. 53)
Communication (Resp. 54)
Leadership (Resp. 92)
Counseling, or organizational leadership and management (Resp. 102)
Counseling (Resp. 32)
Psychology (Resp. 118)
Higher Education (Resp. 104)
Higher Education (Resp. 147)
Cultural anthropology (Resp. 88)
Possibly infections diseases (Resp. 69)
Not Sure (Resp. 39)

Analysis of Plans for Additional Education

- 71 of the 157 respondents (45.2%) planned to pursue additional education within the next five years and specified their plans. This is an increase of 9.4% from 35.8% last year.

- 71 respondents specified both their current degree and the type of program they planned to pursue. Table 19 cross-tabulates these planned degrees according to the DTS program they are graduating from. N.B.: This table omits those who specified they were uncertain about whether to pursue an additional degree.

Table 12.
Dallas degrees earned vs. degrees planned from any school.
Graduating students stating their expected next degree in next 5 years; N = 71.

Graduating with:		Planning to pursue additional degree: MA	ThM	DMin	PhD	Other	Total
Degree Program	CGS	3	0	0	0	0	3
	MABS	3	2	1	5	1	12
	MA/CE	2	0	1	3	3	9
	MA/CM	1	0	2	0	2	5
	MA/BC	0	1	0	5	2	8
	ThM	3	1	8	17	2	31
	MA/CE and MA(BS)	0	0	1	1	0	2
	MA(BS) and MA/CM	0	0	0	1	0	1
Total		12	4	13	32	10	71

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

Of the 71 respondents who indicated plans to seek another degree in the next five years, 25 (or 35%) plan to earn it at DTS. Table 13 is the subset of Table 12 reflecting the degree plans of these 23 respondents

Table 13.
Dallas degrees earned vs. Dallas degrees planned.
Graduating students stating their expected next DTS degree in next 5 years; N = 23.

Graduated with:		Planning to pursue additional DTS degree: MA	ThM	DMin	PhD	Other	Total
Degree Program	CGS	1	0	0	0	0	1
	MABS	1	2	1	2	1	7
	MA/CE	1	0	0	0	0	1
	MA/CM	1	0	2	0	0	3
	MA/BC	0	1	0	0	0	1
	ThM	1	1	3	5	1	11
	MA/CE and MA(BS)	0	0	1	0	0	1
Total		5	4	7	7	2	25

The percentage of graduates planning on further study at Dallas is 34%, a decrease of seven percent from last year. Graph 18 displays these percentages since 1998.

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

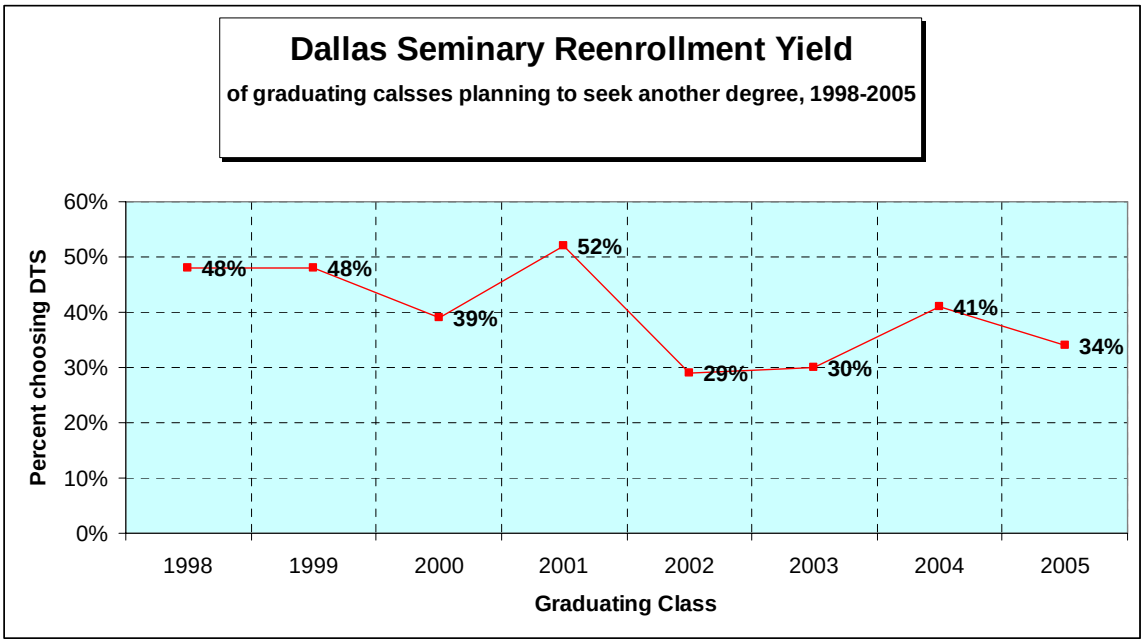
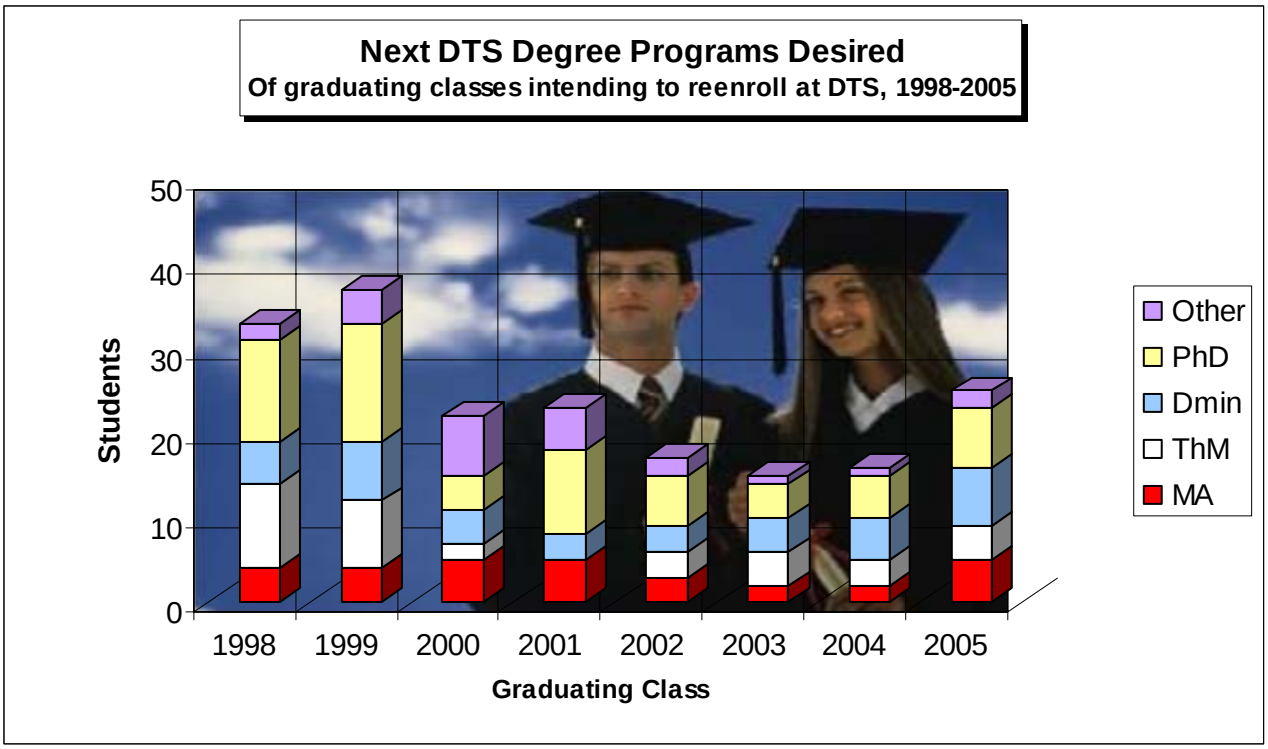


Table 14 compares this graduating class with those since 1998 regarding the number of respondents planning to pursue the DTS ThM, DMin, and PhD degrees. Graph 19 depicts these numbers of students along with those seeking MA and other degrees.

Table 14.
1998-2005 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
1998	242	8	8	14	30	12.4%
1999	267	6	11	18	35	13.1%
2000	246	3	6	6	15	6.1%
2001	234	0	5	16	21	9.0%
2002	257	3	5	10	18	7.0%
2003	212	5	6	7	18	8.5%
2004	190	4	7	9	20	10.5%
2005	157	4	7	7	18	11.5%

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



There has been only limited interest in M.A. graduates proceeding on to the Th.M. program. Nine grads (7 with the Th.M., 2 with the S.T.M.) planned to pursue our Ph.D. degree. Their intended majors are four for Bible Exposition (Respondents 74, 93, 111, and 141), three for Old Testament (Respondents 15, 32, and 117), and two for Theological Studies (Respondents 28 and 49).

Evaluation of Seminary Departments and Services

2005 Survey Responses

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

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

- The average score represents the composite degree of satisfaction with each department or service by those responding.

- The results of certain survey questions were limited to subpopulations affected by those questions:

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

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

Table 15 presents the 2005 responses in the order that they appear on the survey.
Table 16 and Graph 20 present the data in descending order of satisfaction percentage.

Table 15.
Summary of Satisfaction with Departments and Services
2005 Graduate Student Survey , N = 157, **in the order asked on the survey**

tem #	Level of Satisfaction with..	# Resps	No Resp	'04 Avg.	'05 Avg.	'04 Pct.	**'05 Pct.**	'04-'05 Change in %age points
1	Admissions Office	153	4	4.29	4.34	86.1%	**86.9%**	0.8%
2	Registration Procedures	155	2	4.14	4.17	83.0%	**83.8%**	0.8%
3	Registrar's Office services	154	3	4.09	3.92	80.6%	**70.8%**	-9.8%
4	Business Office services	146	11	4.13	4.05	81.8%	**80.2%**	-1.6%
5	Student Services	145	12	4.36	4.28	87.4%	**87.6%**	0.2%
6	Field education	104	53	3.82	4.12	65.9%	**81.8%**	15.9%
7	Counseling services	74	83	3.91	3.93	68.9%	**75.6%**	6.7%
8	Chapel programs	148	9	3.96	3.99	74.6%	**77.0%**	2.4%
9	Spiritual Formation groups*	77	2	3.58	3.80	56.4%	**70.6%**	14.2%
10	Placement Office	84	73	3.95	3.89	69.7%	**70.3%**	0.6%
11	Financial Aid services	109	48	3.98	4.13	72.2%	**77.0%**	4.8%
12	Housing Office	84	73	3.74	3.90	68.1%	**65.5%**	-2.6%
13	Student employment services	64	93	3.87	3.80	65.2%	**65.7%**	0.5%
14	Residence halls at Dallas (Stearns, Lincoln)*	28	5	3.62	3.52	62.2%	**56.5%**	-5.7%
15	On-campus apartments at Dallas (Swiss Tower)*	28	1	4.56	4.80	88.9%	**100.0%**	11.1%
16	Food services at Dallas (Mitchell)	126	31	3.93	3.98	75.9%	**75.4%**	-0.5%
17	Classroom conditions	151	6	4.26	4.28	87.6%	**87.5%**	-0.1%
18	Turpin Library facilities and services	151	6	4.45	4.39	91.8%	**88.8%**	-3.0%
19	Your extension library (extension students only)*	14	4	3.83	3.80	66.7%	**30.0%**	-36.7%
20	Media Center (Mosher basement)	131	26	4.38	4.40	90.5%	**90.1%**	-0.4%
21	Student Computer Lab on your campus	135	22	4.3	4.38	87.5%	**88.1%**	0.6%
22	DTS Book Center	155	2	4.34	4.44	88.3%	**91.7%**	3.4%
23	Parking at your campus	151	6	3.63	3.55	64.0%	**57.7%**	-6.3%
24	Campus Police at your campus	144	13	4.41	4.42	92.0%	**87.5%**	-4.5%
25	Written campus communications (e.g, Kerygma and Threshing Floor)	146	11	4.05	4.05	79.7%	**79.4%**	-0.3%
26	Copy Services on your campus	116	41	4.05	3.99	77.3%	**77.6%**	0.3%
27	Baylor Fitness Center in Dallas	108	49	4.59	4.51	92.0%	**89.8%**	-2.2%
28	Student Information Center at Dallas	115	42	4.16	4.25	81.5%	**88.7%**	7.2%
29	Center for Christian Leadership	91	66	4.09	3.95	77.4%	**71.5%**	-5.9%
30	Electronic campus communications (e.g., web sites and email)	151	6	4.17	4.20	82.7%	**85.4%**	2.7%
31	International Student services*	18	0	4.56	4.93	88.9%	**100.0%**	11.1%
32	Academic Dean's Office	81	76	4.05	4.05	78.9%	**74.1%**	-4.8%
33	Doctor of Ministry Office (D.Min. graduates only)*	1	0	5	5.00	100.0%	**100.0%**	0.0%
34	Ph.D. Studies Office (Ph.D. graduates only)*	1	0	4.33	5.00	100.0%	**100.0%**	0.0%
35	Student government	72	85	3.78	3.57	63.9%	**54.2%**	-9.7%

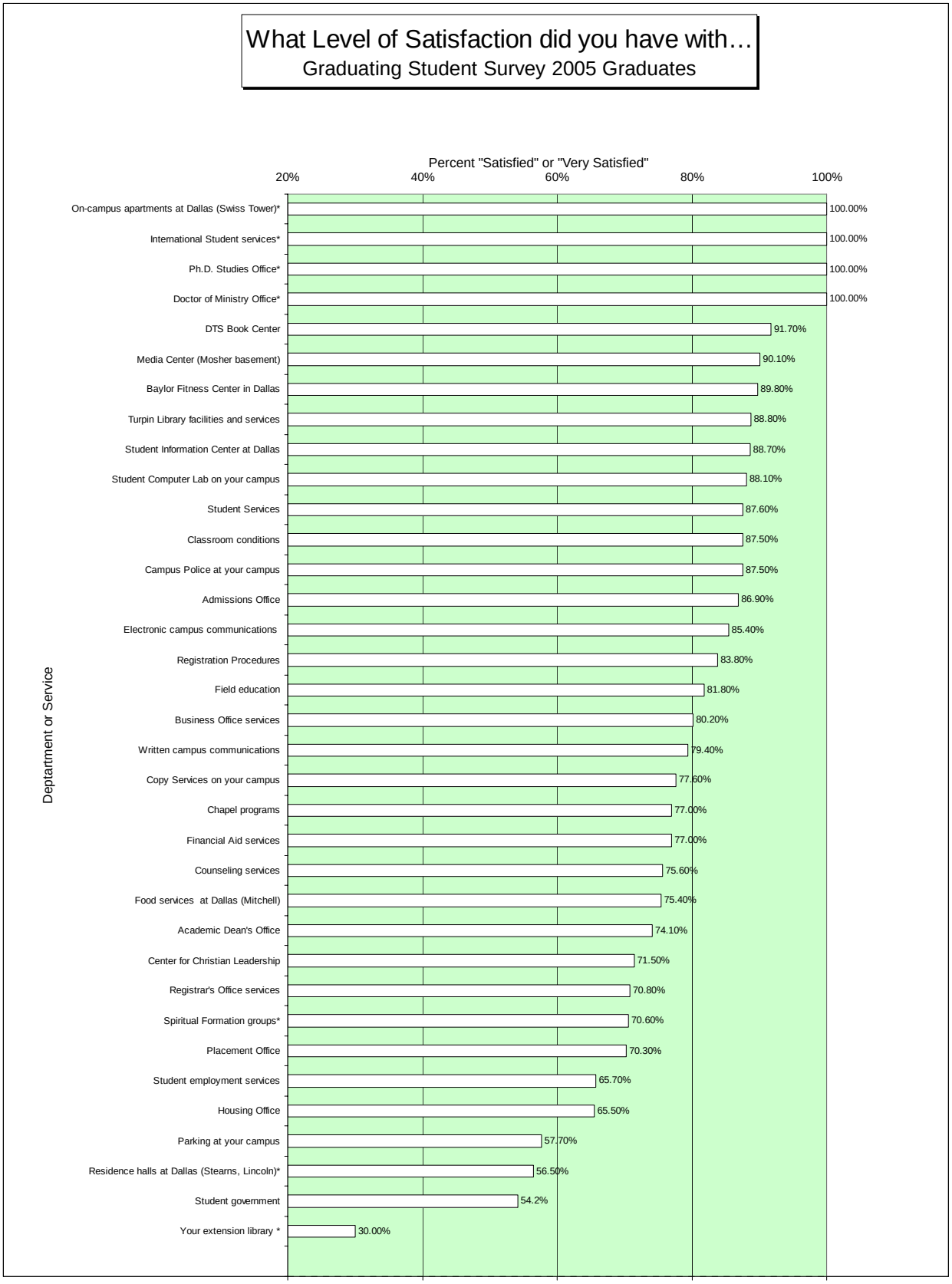
*Sample size is restricted to those with direct experience with this area of assessment

Table 16.
Summary of Satisfaction with Departments and Services
2005 Graduate Student Survey , N = 157, **in descending order of percent satisfied**

Item #	Level of Satisfaction with..	# Resps	No Resp	'04 Avg.	'05 Avg.	'04 Pct.	**'05 Pct.**	'04-'05 Change in %age points
15	On-campus apartments at Dallas (Swiss Tower)*	28	1	4.56	4.80	88.9%	**100.0%**	11.1%
31	International Student services*	18	0	4.56	4.93	88.9%	**100.0%**	11.1%
34	Ph.D. Studies Office (Ph.D. graduates only)*	1	0	4.33	5.00	100.0%	**100.0%**	0.0%
33	Doctor of Ministry Office (D.Min. graduates only)*	1	0	5.00	5.00	100.0%	**100.0%**	0.0%
22	DTS Book Center	155	2	4.34	4.44	88.3%	**91.7%**	3.4%
20	Media Center (Mosher basement)	131	26	4.38	4.40	90.5%	**90.1%**	-0.4%
27	Baylor Fitness Center in Dallas	108	49	4.59	4.51	92.0%	**89.8%**	-2.2%
18	Turpin Library facilities and services	151	6	4.45	4.39	91.8%	**88.8%**	-3.0%
28	Student Information Center at Dallas	115	42	4.16	4.25	81.5%	**88.7%**	7.2%
21	Student Computer Lab on your campus	135	22	4.3	4.38	87.5%	**88.1%**	0.6%
5	Student Services	145	12	4.36	4.28	87.4%	**87.6%**	0.2%
17	Classroom conditions	151	6	4.26	4.28	87.6%	**87.5%**	-0.1%
24	Campus Police at your campus	144	13	4.41	4.42	92.0%	**87.5%**	-4.5%
1	Admissions Office	153	4	4.29	4.34	86.1%	**86.9%**	0.8%
30	Electronic campus communications (e.g., web sites and email)	151	6	4.17	4.20	82.7%	**85.4%**	2.7%
2	Registration Procedures	155	2	4.14	4.17	83.0%	**83.8%**	0.8%
6	Field education	104	53	3.82	4.12	65.9%	**81.8%**	15.9%
4	Business Office services	146	11	4.13	4.05	81.8%	**80.2%**	-1.6%
25	Written campus communications (e.g, Kerygma and Threshing Floor)	146	11	4.05	4.05	79.7%	**79.4%**	-0.3%
26	Copy Services on your campus	116	41	4.05	3.99	77.3%	**77.6%**	0.3%
8	Chapel programs	148	9	3.96	3.99	74.6%	**77.0%**	2.4%
11	Financial Aid services	109	48	3.98	4.13	72.2%	**77.0%**	4.8%
7	Counseling services	74	83	3.91	3.93	68.9%	**75.6%**	6.7%
16	Food services at Dallas (Mitchell)	126	31	3.93	3.98	75.9%	**75.4%**	-0.5%
32	Academic Dean's Office	81	76	4.05	4.05	78.9%	**74.1%**	-4.8%
29	Center for Christian Leadership	91	66	4.09	3.95	77.4%	**71.5%**	-5.9%
3	Registrar's Office services	154	3	4.09	3.92	80.6%	**70.8%**	-9.8%
9	Spiritual Formation groups*	77	2	3.58	3.80	56.4%	**70.6%**	14.2%
10	Placement Office	84	73	3.95	3.89	69.7%	**70.3%**	0.6%
13	Student employment services	64	93	3.87	3.80	65.2%	**65.7%**	0.5%
12	Housing Office	84	73	3.74	3.90	68.1%	**65.5%**	-2.6%
23	Parking at your campus	151	6	3.63	3.55	64.0%	**57.7%**	-6.3%
14	Residence halls at Dallas (Stearns, Lincoln)*	28	5	3.62	3.52	62.2%	**56.5%**	-5.7%
35	Student government	72	85	3.78	3.57	63.9%	**54.2%**	-9.7%
19	Your extension library (extension students only)*	10	4	3.83	2.80	66.7%	**30.0%**	-36.7%

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

Graph 20.
Satisfaction with Departments and Services, in Descending Order of Mean (N=157)



2001-2005 Survey Responses

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

Table 17.
Average Satisfaction with Departments and Services
2001-2005 Graduate Student Survey Responses

III.	Department or Service	2001	2002	2003	2004	2005
1	Admissions Office	93%	90%	90%	86%	87%
2	Registration procedures	88%	89%	90%	83%	84%
3	Registrar's Office services	93%	91%	89%	81%	71%
4	Business Office services	85%	80%	86%	82%	80%
5	Student Services	79%	84%	85%	87%	88%
6	Field Education			47%	66%	82%
7	Counseling services	55%	77%	61%	69%	76%
8	Chapel programs	73%	83%	70%	75%	77%
9	Spiritual Formation groups**	46%	54%	62%	56%	71%
10	Placement Office*	61%	70%	74%	70%	70%
11	Financial Aid services	73%	80%	78%	72%	77%
12	Housing Office	60%	65%	75%	68%	66%
13	Student employment services	58%	59%	66%	65%	67%
14	Residence halls at Dallas**	48%	60%	44%	62%	57%
15	On-campus apartments at Dallas**			87%	89%	100%
16	Food services at Dallas	83%	88%	81%	76%	75%
17	Classroom conditions	96%	94%	92%	88%	88%
18	Turpin Library facilities/services	94%	93%	95%	92%	89%
19	Your extension library**			67%	67%	30%
20	Media Center (Mosher basement)	86%	92%	93%	91%	90%
21	Student Computer Lab	86%	89%	92%	88%	88%
22	DTS Book Center	77%	87%	90%	88%	92%
23	Parking at your campus	55%	50%	61%	64%	58%
24	Campus Police at your campus	89%	89%	89%	92%	88%
25	Written communications	73%	78%	71%	80%	79%
26	Copy Services on your campus			78%	77%	78%
27	Baylor Fitness Center at Dallas	91%	90%	93%	92%	90%
28	Student Info. Center at Dallas	81%	84%	84%	82%	89%
29	Center for Christian Leadership	68%	67%	81%	77%	72%
30	Electronic communications			83%	83%	85%
31	International Student services**	65%	69%	71%	89%	100.0%
32	Academic Dean's Office	71%	75%	74%	79%	74%
33	D.Min. Office**			85%	100%	100%
34	Ph.D. Office**			58%	100%	100%
35	Student government	59%	61%	45%	64%	54%
	Mean of satisfaction averages	*75%*	*78%*	*77%*	*79%*	*79%*
	Median of satisfaction averages	*75%*	*82%*	*81%*	*81%*	*80%*

*Called "Ministry Placement Services" on pre-2003 surveys
**Averages since 2003 only include students appropriate to that category

Analysis of Evaluation of Departments and Services

The Seminary's institutional effectiveness process permits those responsible for departments or services to select benchmarks relative to their own trends and with their unique mission and objectives in view. Those responsible for these departments and services are in the best position to interpret year-to-year fluctuations.

The survey includes an open-ended question inviting suggestions for improvements for these departments and services. Responses are categorized in Appendix 1 on pages 25-27 (Spiritual Formation and Field Education) and pages 35-47 (all others).

Extension Services

One question pertains particularly to our extension campuses III.19 Your Extension Library. The previous two years graduates were 67% satisfied; this years graduates are 30% satisfied. The ten extension students who responded to this question are cross-tabulated with their campuses thusly:

Campus	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Houston		1		1		2
Tampa Bay	1	1	1			3
San Ant/Austin		1	2	1		4
Austin				1		1
Total	1	3	3	3	0	10

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

Evaluation of the Seminary Experience

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

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

Self-Assessment of Attaining General Seminary Goals

The average score (**'05 Avg.**) represents the composite degree of agreement with each goal. The percentage of agreement (**'05 Pct.**) indicates, out of all respondents to a survey item, how many assessed at a 4 ("agree") or 5 ("strongly agree"). Table 18 displays the results for all respondents in the order the questions appear on the survey. Table 19 and Graph 21 order the data by the percentage of agreement.

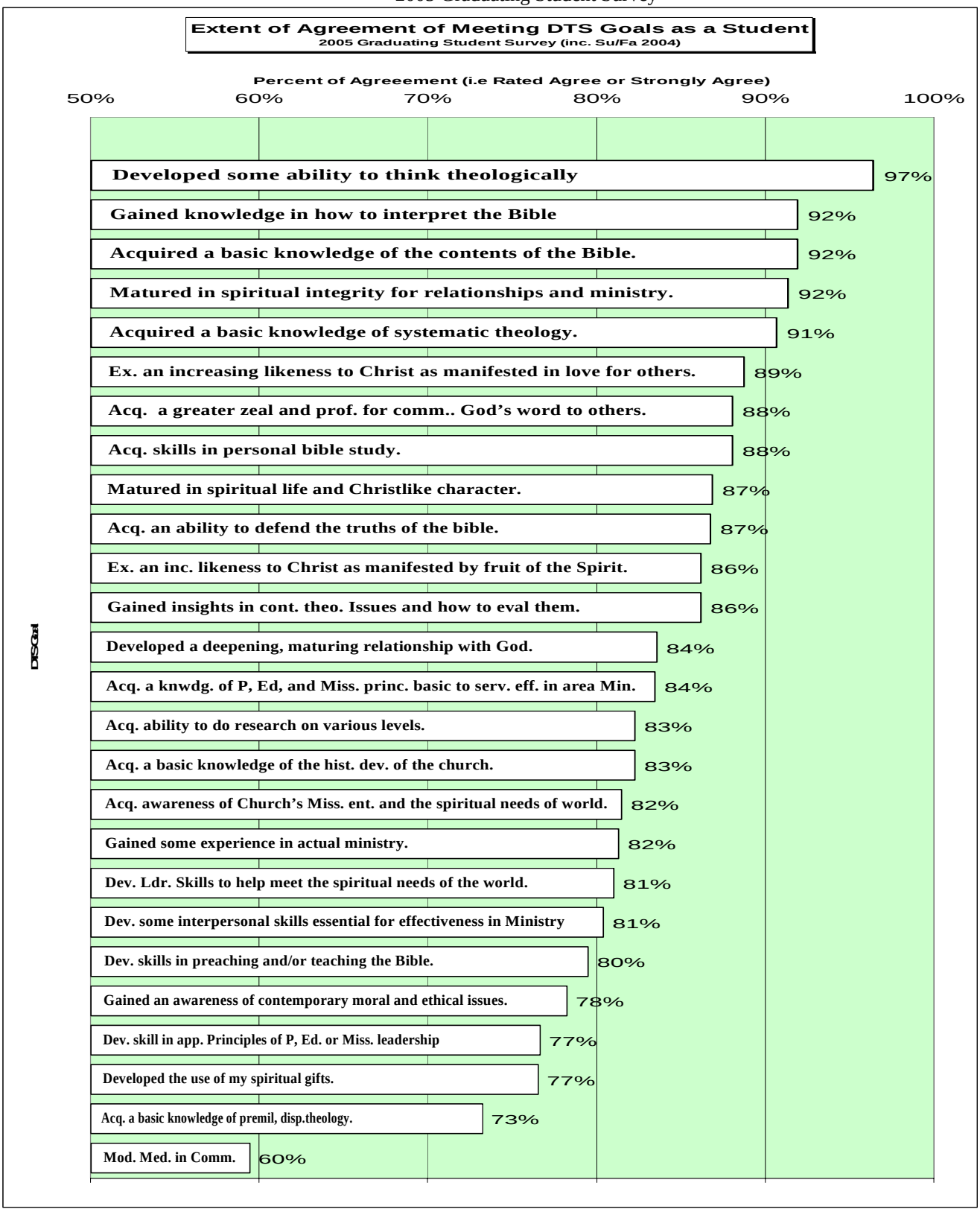
Table 18.
Summary of Graduate Agreement with Seminary Goals
2005 Graduate Student Survey , N = 157, **in the order asked on the survey**

Item #	Level of Agreement with..	# Resps	No Resp	'04 Avg.	'05 Avg.	'04 Pct.	**'05 Pct.**	'04-'05 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	153	4	4.54	4.42	93.6%	**92.2%**	-1.4%
2	Acquired skills in personal Bible study.	154	3	4.52	4.38	90.4%	**88.3%**	-2.1%
3	Gained knowledge in how to interpret the Bible.	154	3	4.61	4.51	95.2%	**92.2%**	-3.0%
4	Acquired a basic knowledge of systematic theology.	154	4	4.54	4.38	91.4%	**90.9%**	-0.5%
5	Acquired a basic knowledge of premillennial, dispensational theology.	153	4	4.29	3.98	85.5%	**73.4**	-12.1%
6	Developed some ability to think theologically.	154	3	4.64	4.57	95.7%	**96.7%**	1.0%
7	Gained insights into contemporary theological issues and how to evaluate them.	154	3	4.38	4.29	88.2%	**86.4%**	-1.8%
8	Acquired an ability to defend the truths of the Bible.	154	3	4.26	4.19	86.0%	**87.0%**	1.0%
9	Gained an awareness of contemporary moral and ethical issues.	153	4	4.06	4	79.0%	**78.4%**	-0.6%
10	Acquired a basic knowledge of the historical development of the church.	154	3	4.26	4.21	83.1%	**82.5%**	-0.6%
11	Developed skills in preaching and/or teaching the Bible.	153	4	4.19	4.12	78.4%	**79.7%**	1.3%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	153	4	4.22	4.11	86.6%	**83.7%**	-2.9%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	151	6	4.05	4.01	79.6%	**76.8%**	-2.8%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	153	4	4.28	4.13	85.9%	**81.7%**	-4.2%
15	Developed a deepening, maturing relationship with God.	154	3	4.19	4.12	80.2%	**83.8%**	3.6%
16	Developed the use of my spiritual gifts.	154	3	4.08	4.03	77.0%	**76.7%**	-0.3%
17	Developed leadership skills to help meet the spiritual needs of the world.	154	3	4.01	4.08	76.3%	**81.2%**	4.9%
18	Developed some interpersonal skills essential for effectiveness in ministry.	154	3	4.11	4.16	81.8%	**80.6%**	-1.2%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	154	3	4.41	4.42	89.3%	**88.3%**	-1.0%
20	Gained some experience in actual ministry.	151	6	4.26	4.17	82.2%	**81.5%**	-0.7%
21	Developed ability to use modern media in communication.	155	2	3.76	3.69	65.2%	**58.7%**	-6.5%
22	Acquired ability to do research on various levels.	154	3	4.26	4.1	86.0%	**82.5%**	-3.5%
23	Matured in spiritual integrity for relationships and ministry.	154	3	4.26	4.27	87.6%	**91.6%**	4.0%
24	Matured in spiritual life and Christlike character.	155	2	4.21	4.23	85.4%	**87.1%**	1.7%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	155	2	4.16	4.25	83.3%	**89.0%**	5.7%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	155	2	4.1	4.19	81.5%	**86.4%**	4.9%

Table 19.
Summary of Graduate Agreement with Seminary Goals
2005 Graduate Student Survey , N = 157, **in order of agreement percentage**

Item #	Level of Agreement with..	# Resp	No Resp	'04 Avg.	'05 Avg.	'04 Pct.	**'05 Pct.**	'04-'05 Change in %age Points
6	Developed some ability to think theologically.	154	3	4.64	4.57	95.7%	**96.7%**	1.0%
1	Acquired a basic knowledge of the contents of the Bible.	153	4	4.54	4.42	93.6%	**92.2%**	-1.4%
3	Gained knowledge in how to interpret the Bible.	154	3	4.61	4.51	95.2%	**92.2%**	-3.0%
23	Matured in spiritual integrity for relationships and ministry.	154	3	4.26	4.27	87.6%	**91.6%**	4.0%
4	Acquired a basic knowledge of systematic theology.	154	4	4.54	4.38	91.4%	**90.9%**	-0.5%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	155	2	4.16	4.25	83.3%	**89.0%**	5.7%
2	Acquired skills in personal Bible study.	154	3	4.52	4.38	90.4%	**88.3%**	-2.1%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	154	3	4.41	4.42	89.3%	**88.3%**	-1.0%
24	Matured in spiritual life and Christlike character.	155	2	4.21	4.23	85.4%	**87.1%**	1.7%
8	Acquired an ability to defend the truths of the Bible.	154	3	4.26	4.19	86.0%	**87.0%**	1.0%
7	Gained insights into contemporary theological issues and how to evaluate them.	154	3	4.38	4.29	88.2%	**86.4%**	-1.8%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	155	2	4.1	4.19	81.5%	**86.4%**	4.9%
15	Developed a deepening, maturing relationship with God.	154	3	4.19	4.12	80.2%	**83.8%**	3.6%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	153	4	4.22	4.11	86.6%	**83.7%**	-2.9%
10	Acquired a basic knowledge of the historical development of the church.	154	3	4.26	4.21	83.1%	**82.5%**	-0.6%
22	Acquired ability to do research on various levels.	154	3	4.26	4.1	86.0%	**82.5%**	-3.5%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	153	4	4.28	4.13	85.9%	**81.7%**	-4.2%
20	Gained some experience in actual ministry.	151	6	4.26	4.17	82.2%	**81.5%**	-0.7%
17	Developed leadership skills to help meet the spiritual needs of the world.	154	3	4.01	4.08	76.3%	**81.2%**	4.9%
18	Developed some interpersonal skills essential for effectiveness in ministry.	154	3	4.11	4.16	81.8%	**80.6%**	-1.2%
11	Developed skills in preaching and/or teaching the Bible.	153	4	4.19	4.12	78.4%	**79.7%**	1.3%
9	Gained an awareness of contemporary moral and ethical issues.	153	4	4.06	4	79.0%	**78.4%**	-0.6%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	151	6	4.05	4.01	79.6%	**76.8%**	-2.8%
16	Developed the use of my spiritual gifts.	154	3	4.08	4.03	77.0%	**76.7%**	-0.3%
5	Acquired a basic knowledge of premillennial, dispensational theology.	153	4	4.29	4.02	85.5%	**73.4%**	-12.1%
21	Developed ability to use modern media in communication.	155	2	3.76	3.69	65.2%	**58.7%**	-6.5%

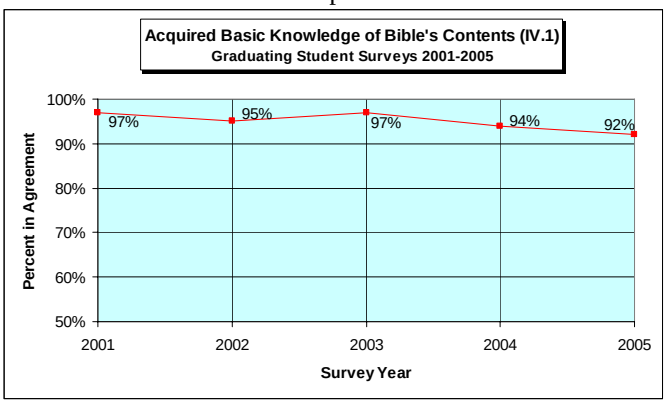
Graph 21.
Graduate Self-Assessment of Meeting DTS Goals.
2005 Graduating Student Survey



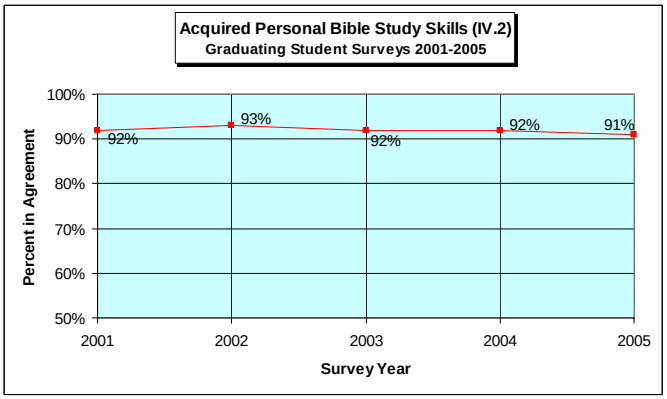
2001-2005 Survey Results

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

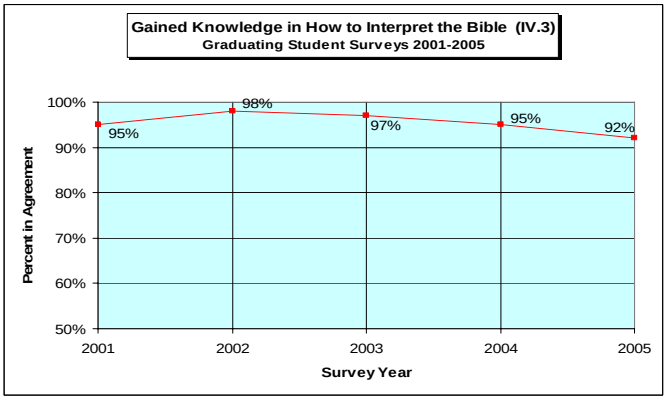
Graph 21-1



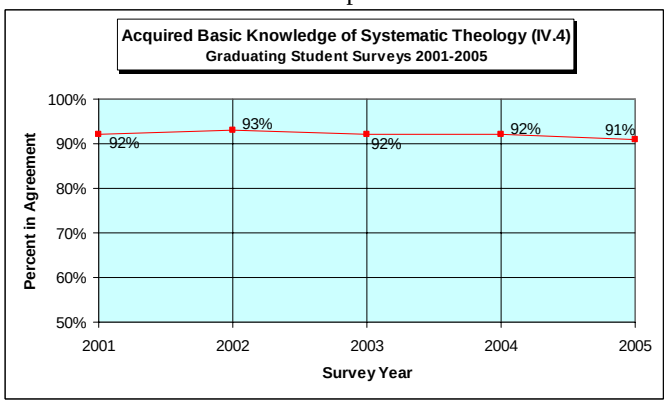
Graph 21-2



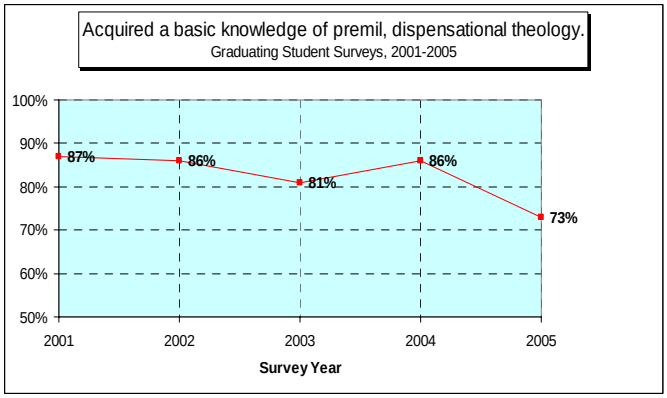
Graph 21-3



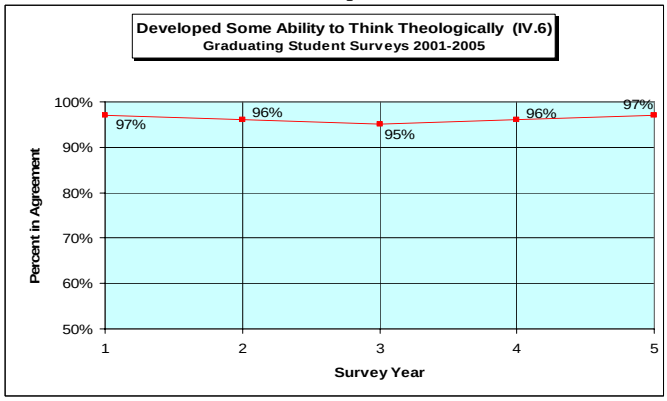
Graph 21-4



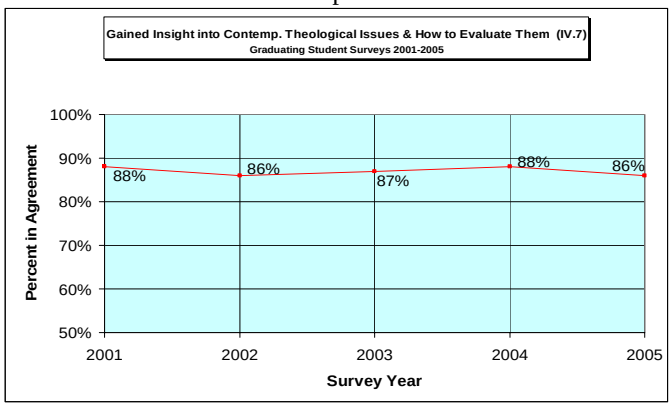
Graph 21-5



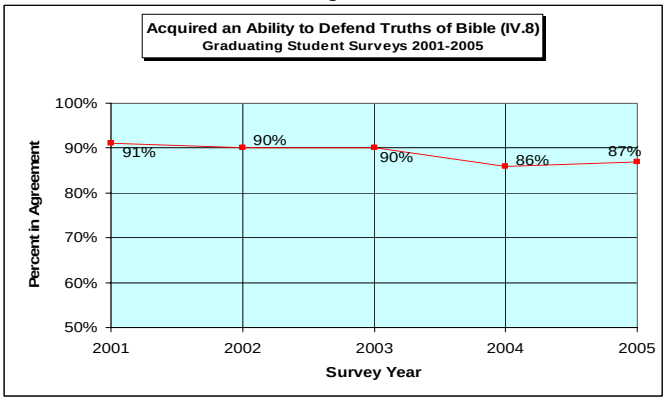
Graph 21-6



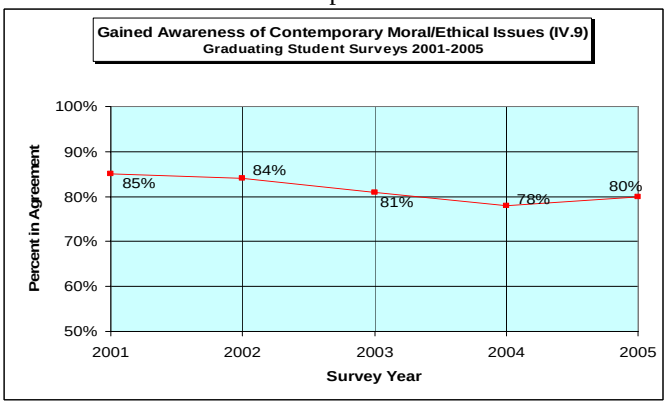
Graph 21-7



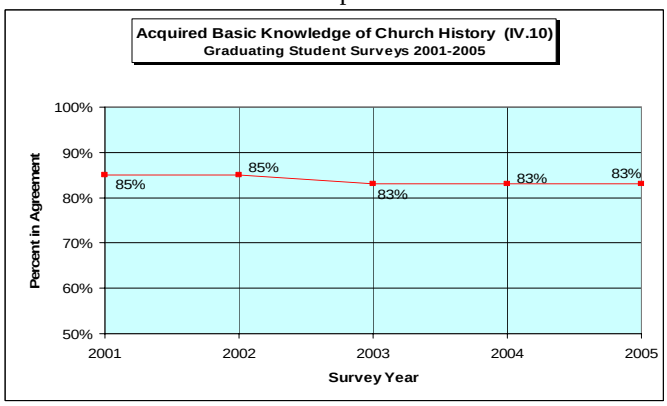
Graph 21-8



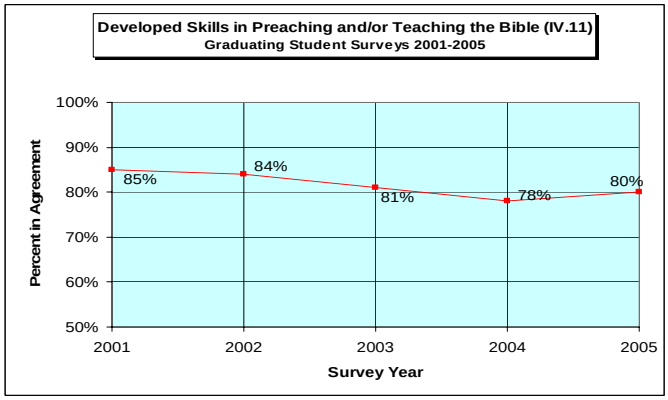
Graph 21-9



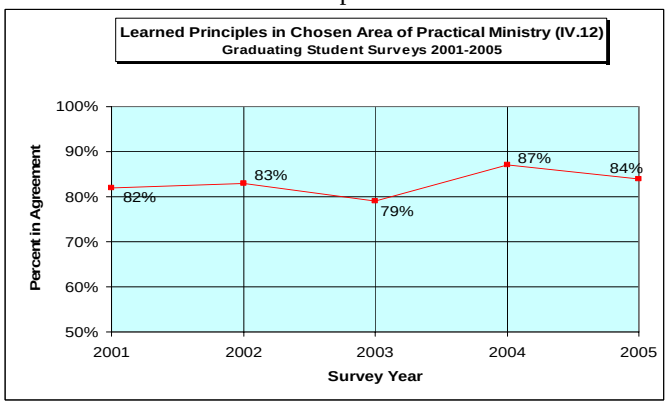
Graph 21-10



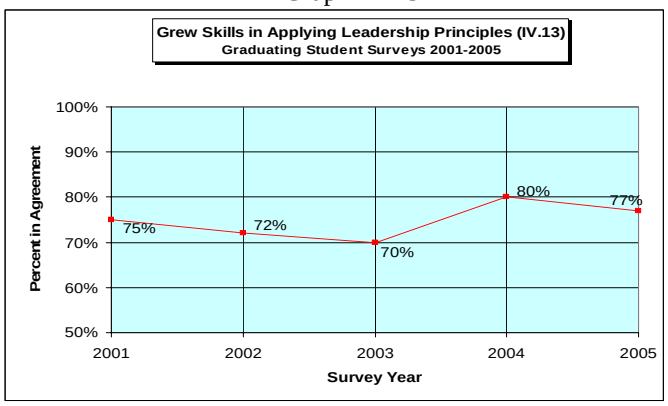
Graph 21-11



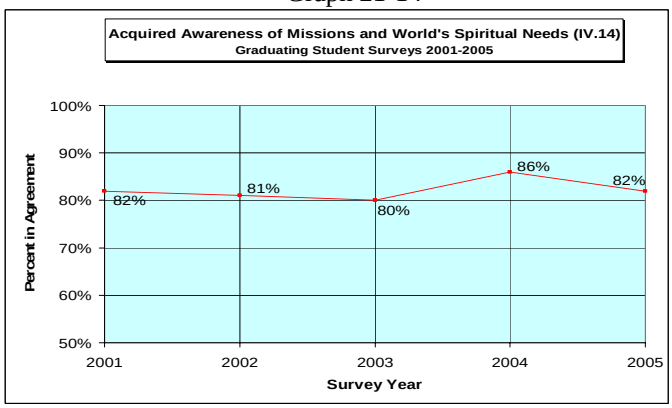
Graph 21-12



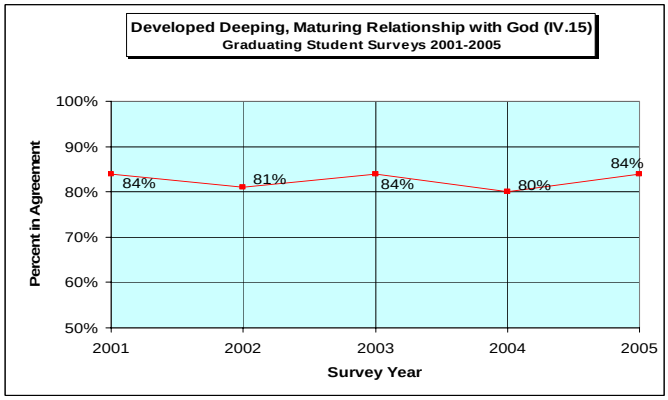
Graph 21-13



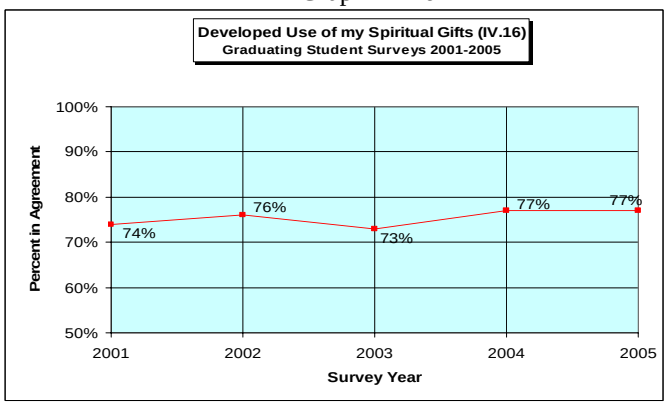
Graph 21-14



Graph 21-15

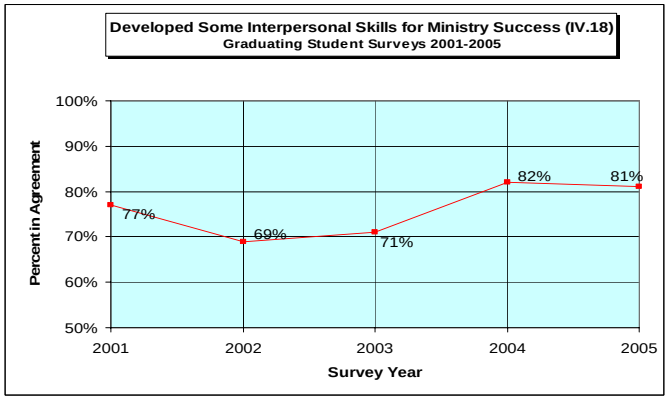


Graph 21-16

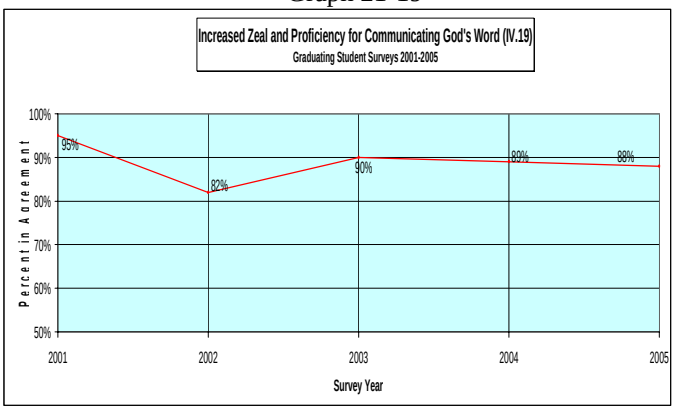


Graph 21-17

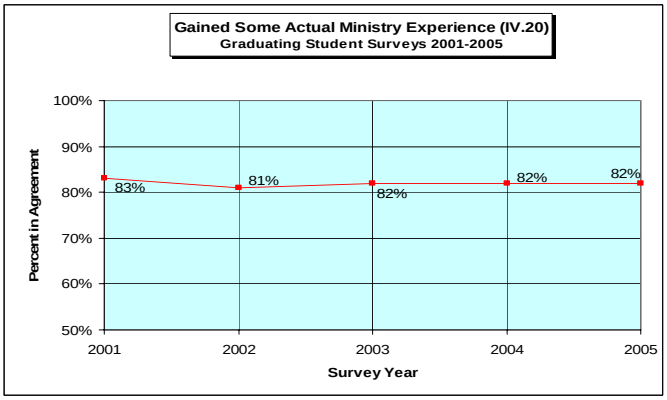
Graph 21-18



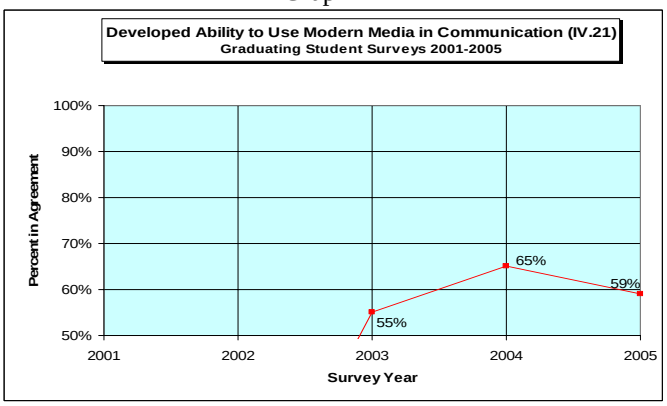
Graph 21-19



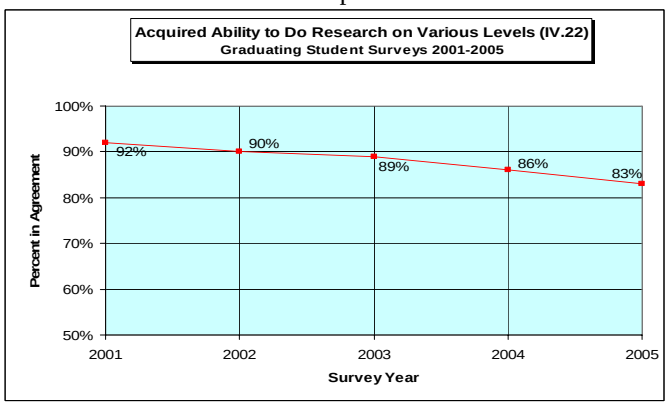
Graph 21-20



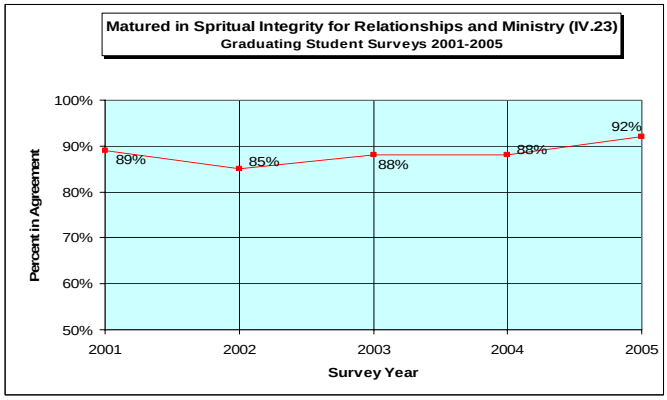
Graph 21-21



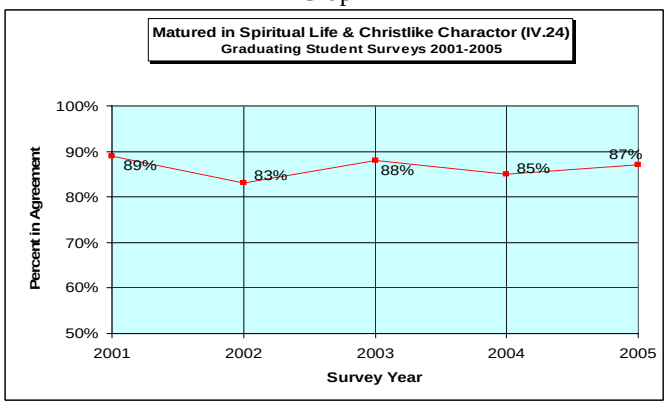
Graph 21-22



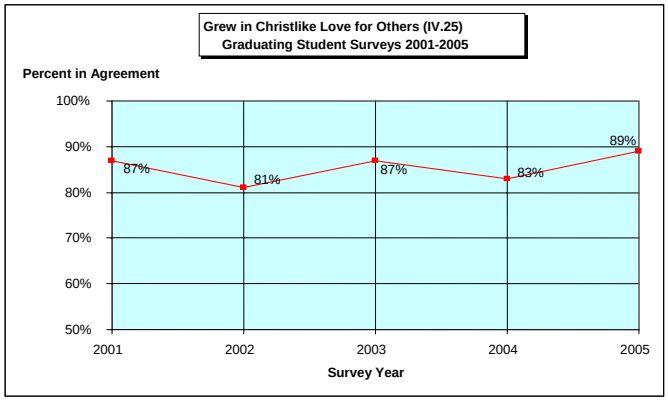
Graph 21-23



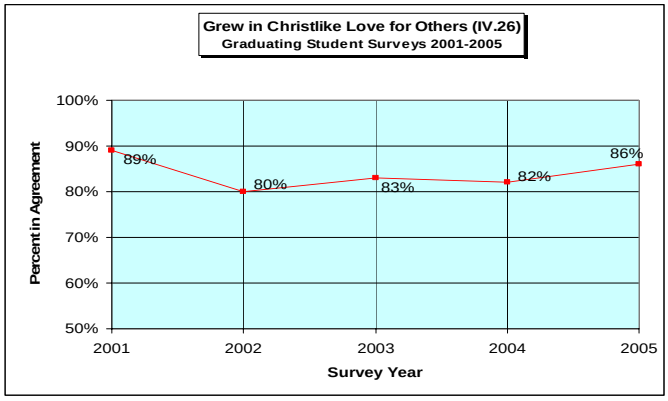
Graph 21-24



Graph 21-25



Graph 21-26



Analysis of 2005 Data by Demographic Group

Tables 20 through 32 break out the averages and the agreement percentages of various subpopulations in the 2005 survey sample. Tables 20-23 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	Degree program	Chart Type
24	ThM	Program Specific Questions
25	ThM	Institutional Goals
26	M.A.CE	Program Specific Questions
27	M.A.CM	Program Specific Questions
28	M.A.CM	Institutional Goals
29	M.A. BC	Program Specific Questions
30	M.A.BC	Institutional Goals
31a	M.A.BS	Program Specific Questions
31b	CGS	Program Specific Questions
32	M.A.BS	Institutional Goals

Table 20.
Summary of Graduate Agreement with Seminary Goals: **ThM/STM only**
2005 Graduate Student Survey , N = 73, in the order asked on the survey

Sect. IV. Item	*During my student days at DTS, I:*	Resps.	No Resp.	04 **Avg.**	05 **Avg.**	04 % **Agree**	05 % **Agreement**
1	Acquired a basic knowledge of the contents of the Bible.	73	0	4.54	4.39	95.3%	91.5%
2	Acquired skills in personal Bible study.	71	2	4.56	4.46	92.9%	91.5%
3	Gained knowledge in how to interpret the Bible.	71	2	4.65	4.55	96.5%	93.0%
4	Acquired a basic knowledge of systematic theology.	71	2	4.54	4.41	91.6%	90.2%
5	Acquired a basic knowledge of premillennial, dispensational theology.	71	2	4.21	3.89	83.3%	69.0%
6	Developed some ability to think theologically.	71	2	4.64	4.63	95.3%	98.6%
7	Gained insights into contemporary theological issues and how to evaluate them.	71	2	4.35	4.24	88.1%	84.5%
8	Acquired an ability to defend the truths of the Bible.	71	2	4.31	4.24	88.1%	84.5%
9	Gained an awareness of contemporary moral and ethical issues.	70	3	3.95	3.80	76.2%	71.4%
10	Acquired a basic knowledge of the historical development of the church.	71	2	4.57	4.48	96.3%	94.4%
11	Developed skills in preaching and/or teaching the Bible.	71	2	4.51	4.42	89.4%	90.1%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	71	2	4.29	4.14	87.1%	85.9%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	70	3	4.02	3.99	78.8%	77.2%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	71	2	4.33	4.15	86.9%	87.3%
15	Developed a deepening, maturing relationship with God.	71	2	4.09	4.08	75.3%	81.7%
16	Developed the use of my spiritual gifts.	71	2	4.04	4.15	75.3%	83.1%
17	Developed leadership skills to help meet the spiritual needs of the world.	71	2	3.92	4.03	69.4%	83.1%
18	Developed some interpersonal skills essential for effectiveness in ministry.	71	2	4.02	4.10	75.3%	77.5%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	71	2	4.45	4.42	90.6%	90.1%
20	Gained some experience in actual ministry.	68	5	4.31	4.15	83.3%	83.8%
21	Developed ability to use modern media in communication.	71	2	3.65	3.66	61.2%	56.3%
22	Acquired ability to do research on various levels.	70	3	4.34	4.19	88.2%	87.1%
23	Matured in spiritual integrity for relationships and ministry.	70	3	4.15	4.29	83.5%	92.9%
24	Matured in spiritual life and Christlike character.	71	2	4.11	4.21	79.8%	87.3%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	71	2	4.06	4.17	76.2%	88.7%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	71	2	4.01	4.13	75.9%	84.5%

Table 21.
Summary of Graduate Agreement with Seminary Goals: **MA/CGS only**
2005 Graduate Student Survey , N = 83, in the order asked on the survey

Item	*During my student days at DTS, I:*	Resps.	No Resp.	04 **Avg.**	05 **Avg.**	04 % **Agree**	05 % **Agree**
1	Acquired a basic knowledge of the contents of the Bible.	81	2	4.61	4.50	95.6%	95.1%
2	Acquired skills in personal Bible study.	82	1	4.51	4.34	91.1%	87.8%
3	Gained knowledge in how to interpret the Bible.	82	1	4.62	4.49	96.7%	92.7%
4	Acquired a basic knowledge of systematic theology.	81	2	4.61	4.33	94.4%	91.4%
5	Acquired a basic knowledge of premillennial, dispensational theology.	81	2	4.39	4.14	90.0%	80.2%
6	Developed some ability to think theologically.	82	1	4.69	4.51	98.9%	95.1%
7	Gained insights into contemporary theological issues and how to evaluate them.	82	1	4.41	4.32	88.9%	87.8%
8	Acquired an ability to defend the truths of the Bible.	82	1	4.24	4.16	86.7%	90.2%
9	Gained an awareness of contemporary moral and ethical issues.	82	1	4.19	4.16	82.8%	84.1%
10	Acquired a basic knowledge of the historical development of the church.	82	1	4.04	3.96	74.4%	72.0%
11	Developed skills in preaching and/or teaching the Bible.	81	2	3.91	3.85	68.2%	70.4%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	81	2	4.18	4.09	86.5%	81.5%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	80	3	4.07	4.03	79.8%	76.3%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	81	3	4.28	4.12	87.6%	81.8%
15	Developed a deepening, maturing relationship with God.	82	1	4.23	4.28	82.2%	82.2%
16	Developed the use of my spiritual gifts.	82	1	4.08	3.93	77.8%	70.7%
17	Developed leadership skills to help meet the spiritual needs of the world.	82	1	4.06	4.12	80.9%	79.3%
18	Developed some interpersonal skills essential for effectiveness in ministry.	82	1	4.19	4.12	86.7%	82.9%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	82	1	4.40	4.41	88.9%	86.6%
20	Gained some experience in actual ministry.	82	1	4.24	4.20	82.0%	80.5%
21	Developed ability to use modern media in communication.	83	0	3.88	3.72	71.1%	60.2%
22	Acquired ability to do research on various levels.	83	0	4.10	4.02	82.0%	78.3%
23	Matured in spiritual integrity for relationships and ministry.	83	0	4.32	4.27	90.0%	90.4%
24	Matured in spiritual life and Christlike character.	83	0	4.28	4.25	89.9%	86.7%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	83	0	4.23	4.30	87.8%	89.2%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	83	0	4.18	4.24	86.5%	87.8%

Table 22.
Summary of Graduate Agreement with Seminary Goals: **Main Dallas campus only**
2005 Graduate Student Survey , N = 143, in the order asked on the survey

Sect. IV. Item	*During my student days at DTS, I:*	Resps.	No Resp.	04 **Avg.**	05 **Avg.**	04 % **Agree**	05 % **Agreement**
1	Acquired a basic knowledge of the contents of the Bible.	139	4	4.59	4.39	95.7%	92.1%
2	Acquired skills in personal Bible study.	140	3	4.56	4.39	92.0%	89.3%
3	Gained knowledge in how to interpret the Bible.	140	3	4.65	4.51	96.9%	92.1%
4	Acquired a basic knowledge of systematic theology.	139	4	4.59	4.41	93.7%	92.1%
5	Acquired a basic knowledge of premillennial, dispensational theology.	139	4	4.29	3.98	86.3%	73.4%
6	Developed some ability to think theologically.	140	3	4.67	4.58	97.5%	97.1%
7	Gained insights into contemporary theological issues and how to evaluate them.	140	3	4.39	4.26	88.8%	85.7%
8	Acquired an ability to defend the truths of the Bible.	140	3	4.29	4.17	88.2%	86.4%
9	Gained an awareness of contemporary moral and ethical issues.	139	4	4.10	3.99	80.7%	78.4%
10	Acquired a basic knowledge of the historical development of the church.	140	3	4.27	4.21	84.2%	82.1%
11	Developed skills in preaching and/or teaching the Bible.	139	4	4.24	4.14	80.0%	80.6%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	139	4	4.25	4.13	86.3%	83.5%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	137	6	4.06	4.01	80.1%	75.9%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	139	4	4.31	4.16	87.5%	82.0%
15	Developed a deepening, maturing relationship with God.	140	3	4.14	4.17	79.0%	83.6%
16	Developed the use of my spiritual gifts.	140	3	4.06	4.06	76.5%	77.1%
17	Developed leadership skills to help meet the spiritual needs of the world.	140	3	4.01	4.13	76.4%	82.1%
18	Developed some interpersonal skills essential for effectiveness in ministry.	140	3	4.13	4.19	82.7%	81.4%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	140	3	4.43	4.43	90.7%	89.3%
20	Gained some experience in actual ministry.	138	5	4.30	4.21	84.4%	81.9%
21	Developed ability to use modern media in communication.	141	2	3.82	3.7	68.5%	58.9%
22	Acquired ability to do research on various levels.	141	2	4.21	4.21	85.1%	83.7%
23	Matured in spiritual integrity for relationships and ministry.	140	3	4.24	4.28	87.3%	92.1%
24	Matured in spiritual life and Christlike character.	141	2	4.19	4.24	85.6%	87.2%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	141	2	4.14	4.19	82.6%	89.4%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	141	2	4.10	4.20	82.4%	86.5%

Table 23.
Summary of Graduate Agreement with Seminary Goals: **Extension campuses only**
2005 Graduate Student Survey , N = 11, **in the order asked on the survey**

Sect. IV. Item	*During my student days at DTS, I:*	Resps.	No Resp.	04 **Avg.**	05 **Avg.**	04 % **Agree**	05 % **Agreement**
1	Acquired a basic knowledge of the contents of the Bible.	14	0	4.73	4.57	100.0%	92.8%
2	Acquired skills in personal Bible study.	14	0	4.55	4.29	100.0%	78.6%
3	Gained knowledge in how to interpret the Bible.	14	0	4.64	4.50	100.0%	92.9%
4	Acquired a basic knowledge of systematic theology.	14	0	4.55	4.21	90.9%	78.6%
5	Acquired a basic knowledge of premillennial, dispensational theology.	14	0	4.82	4.43	100.0%	92.3%
6	Developed some ability to think theologically.	14	0	4.45	4.50	90.9%	92.9%
7	Gained insights into contemporary theological issues and how to evaluate them.	14	0	4.09	4.57	81.8%	92.9%
8	Acquired an ability to defend the truths of the Bible.	14	0	4.18	4.43	81.8%	92.9%
9	Gained an awareness of contemporary moral and ethical issues.	14	0	3.91	4.14	63.6%	78.6%
10	Acquired a basic knowledge of the historical development of the church.	14	0	4.45	4.21	90.9%	85.7%
11	Developed skills in preaching and/or teaching the Bible.	14	0	3.91	3.79	63.6%	71.4%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	14	0	4.27	3.93	100.0%	85.7%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	14	0	3.91	4.00	72.7%	85.7%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	14	0	4.18	3.93	81.8%	78.6%
15	Developed a deepening, maturing relationship with God.	14	0	4.36	4.36	72.7%	85.7%
16	Developed the use of my spiritual gifts.	14	0	4.18	3.71	81.8%	71.4%
17	Developed leadership skills to help meet the spiritual needs of the world.	14	0	3.64	3.64	63.6%	71.4%
18	Developed some interpersonal skills essential for effectiveness in ministry.	14	0	3.82	3.79	63.6%	71.4%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	14	0	4.55	4.29	81.8%	78.6%
20	Gained some experience in actual ministry.	13	1	4.00	3.77	63.6%	76.9%
21	Developed ability to use modern media in communication.	14	0	3.00	3.57	36.4%	57.1%
22	Acquired ability to do research on various levels.	13	1	4.18	3.92	81.8%	69.2%
23	Matured in spiritual integrity for relationships and ministry.	14	0	4.27	4.21	81.8%	85.7%
24	Matured in spiritual life and Christlike character.	14	0	4.36	4.14	81.8%	85.7%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	14	0	4.27	4.14	81.8%	85.7%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	14	0	4.09	4.14	72.7%	85.7%

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.

13 of 72 (or 18%) Th.M. 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 28%.

12 of 85 (or 14%) of non-Th.M. 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 18%.

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

10 of the 13 Th.M. respondents (from above) answered the clarifying question thusly:

Deficiencies in the program:	3 respondents	(30%)
Both deficiencies in the program and in personal responsibilities:	6 respondents	(60%)
Deficiencies in personal responsibilities:	1 respondents	(10%)

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

Deficiencies in the program:	0 respondents	(0%)
Both deficiencies in the program and in personal responsibilities:	9respondents	(75%)
Deficiencies in personal responsibilities:	3 respondents	(28%)

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 synthesized three suggestions for improving the assessments of spiritual goals.

Suggestion #1: Maintain a focus on the spiritual life. This is supported by respondents 80,114,136

Suggestion #2: Expand SF program to extensions and other programs. This is supported by respondents 21,96

Suggestion #3 synthesized from this year's results: Facilitate the student's relationship with a spiritual and ministry mentor, either from within the faculty or staff or with an approved minister in the field. This is supported by respondents 27,128,136

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

- The Seminary could improve by... Reaching out to the extension campus a little more in terms of spiritual formation groups. (Resp) 21
- The Seminary could improve by... Once again making it beneficial for professors to be involved in the Spiritual Formation groups so they can have a relational impact upon students. (Resp) 27
- The Seminary could improve by... providing a spiritual formation format for non-THMer's that could continue throughout their seminary experience. It's just that the whole seminary process of having to use the Bible as a textbook takes away some of the intimacy of studying the scriptures. Also, the feeling of leaving with more questions than I had when I started is challenging, though welcoming. I think the overall process is tough, and I would have liked to have been made to go through Spiritual Formations and kept a small group throughout my seminary experience. (Resp) 96

<u>7 of the 21 non-Th.M. respondents offered the following suggestions</u>:

- Neither [she nor program was responsible], I do not rate myself in these areas. (Resp. 66, MA[BS])
- More personal accountability to how training is utilized in ministry that each student should be required to enlist in. (Resp. 71, MA[BS])
- The volume of work, pressure to find work, internship, and ministry can be a bit overwhelming. Tremendous pressure to balance all is frustrating. More emphasis should be placed on the development of spiritual “inner” qualities. (Resp. 103, MA/BC)
- Greater emphasis upon spiritual formation. Too much upon the importance of academics. (Resp. 113, MA[BS])
- Being more supportive of the Counseling program as a school—providing more faculty/scholarships/advisors/encouragers for the counseling students—maybe some sort of spiritual formation-ish group for counseling students. (Resp. 115, MA/BC)
- I don’t believe that these are characteristics that a Seminary can directly train me in. The Seminary provides the skeleton, but each person must apply it to relationships and decisions in the broader experience of real life. (Resp. 137, MA/BEL)
- Better build into program an understanding of life demands and pressures outside DTS walls. (Resp. 143, MA[BS])

Assessment of Specific Degree Programs: Introduction

2005 is the fifth 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 no respondents this year. 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 one respondent each for 2005 are 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:
   - the number of respondents to the question (N),
   - the average or mean of the ratings on a 1-5 Likert scale, and
   - the percentage of agreement (i.e., the percentage who rated it a 4 or a 5).

2. Institution-wide items in the previous section of this report that were answered differently.

3. Respondent suggestions for improving the program.

4. An analysis of the results.

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

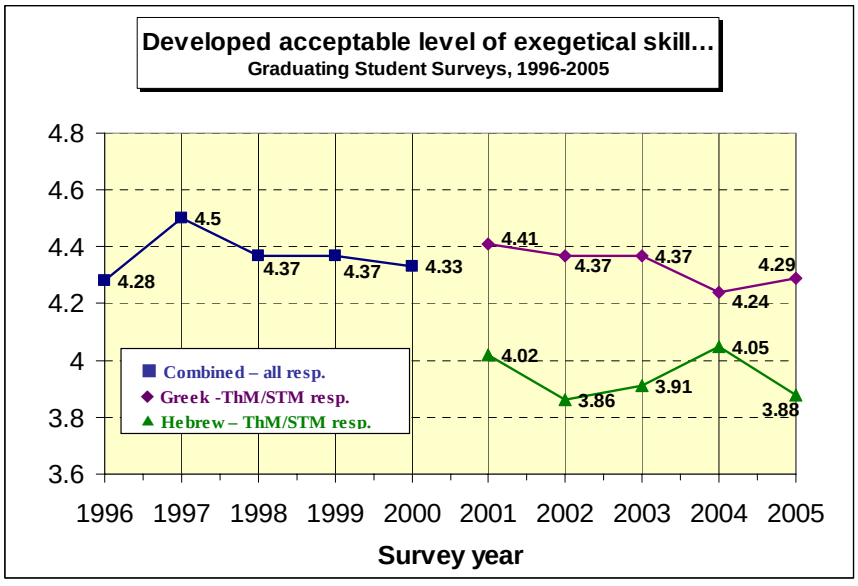
Program-specific survey items

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

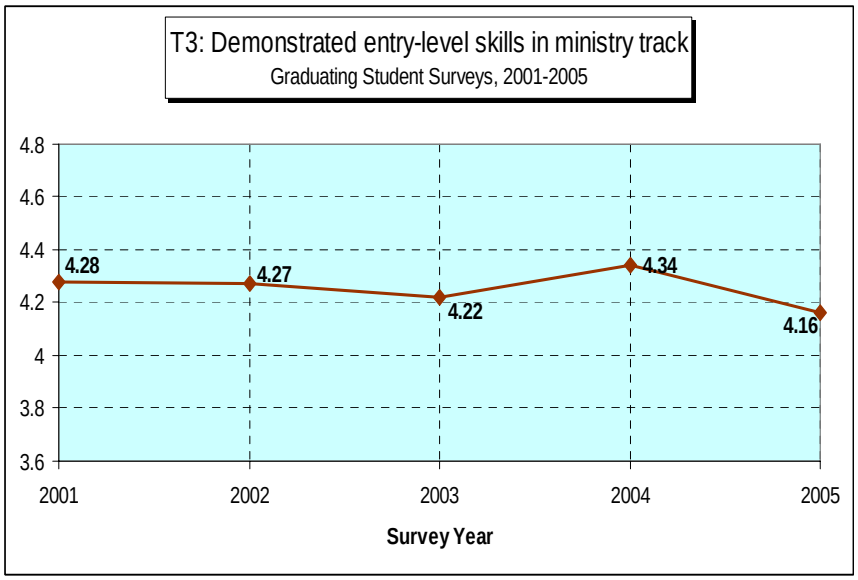
Table 24.
ThM (and STM) program-specific questions

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%

Graph 20-1.



Graph 20-2.



Th.M. Graduates' Assessment of Institutional Goals

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

Table 25

Qstn IV.	Educational Goals Self-Assessment *2005 Graduating Student Survey* **During my student days at DTS, I:**	ALL Non-ThM RESPONDENTS N = 86 Mean	ALL Non-ThM RESPONDENTS N = 86 % agreed (rated 4 or 5)	ThM only N = 71 Mean	ThM only N = 71 % agreed (rated 4 or 5)
5	acquired a basic knowledge of premillennial, dispensational theology.	4.13	79.7%	3.89*	69.0%
10	acquired a basic knowledge of the historical development of the church.	3.97	72.2%	4.57***	94.4%
11	developed skills in preaching and/or teaching the Bible.	3.88	71.4%	4.42***	90.1%
15	developed a deepening, maturing relationship with God.	4.29	85.8%	4.08**	81.7%
24	matured in spiritual life and Christlike character.	4.25	87.2%	4.21*	87.3%

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

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

Student Suggestions for Improving the Th.M. Program*

Exegesis in general

The single book courses, usually in the original language. That is where I truly learned something, permanently, not just for a test or to mark off a reading report. I learned it, can take it away, and reuse it.(Resp. 37)

I feel very equipped (although still unpracticed) in both areas of Hebrew and Greek exegesis. (Resp. 111)

In light of recent research tools, the seminary should relax their 'old school standards on language exegesis. (Resp. 139)

More practical use of Hebrew and Greek-- continued practice in other classes so that the languages do not get left behind. (Resp. 142)

Old Testament exegesis specifically

My experience in Hebrew classes came at a time of personal chaos (illness, surgery, miscarriage), and so I was unable to devote the quality time to Hebrew that I would have liked to. I got off to a rocky start and found it difficult to catch up. My Hebrew professors, however, were gracious in helping me in every area that I could be helped. (Resp. 44)

My Hebrew skills are pitiful at best. I have no idea on how the seminary can improve that. My greek skills fared quite a bit better but I still struggle with deciphering what elements of a passage I should spend time on in preparing a particular study. The amount of time I needed to spend on exegetical does not correspond with how much time I have available to teach a passage at a Sunday school or Bible Study. (Resp. 48)

Though I know Hebrew grammar and vocab., I still am not sure that I have a good knowledge of the process of doing Hebrew exegesis. The New Testament dept. is much stronger in teaching an exegetical process that I can take into ministry. (Resp. 111)

I wanted to say that Hebrew exegesis was much more dicey than Greek. There needs to be more teaching on how to do Hebrew textual criticism, since it's a different ball game than Greek. (Resp. 148)

Separate Old Testament Introduction from exegesis

. . . -- the covering of OT background material is disruptive and redundant, to the process of learning Hebrew as was the NT background was to Greek. (89)

New Testament exegesis specifically

For Greek, I would try and pick a non-Pauline letter to go through or perhaps part of a gospel. Though I love Paul, it would have been great to do some work in a narrative or non-Pauline letter.~Also, and I am not a Greek scholar or someone who loves languages, but I would add another Greek class. It's too valuable to get so close to being proficient and then stop short. Another class would really help. (Resp.10)

It would have been a nice option to do some of the Books of the Bible (Exposition?) in the Greek instead. (I regret not taking more NT courses - my bad). . (Resp. 131)

Ministry preparation and field education

Improvements Cutting down the ThM program, reducing the required languages and offering practical classes dealing with real life ministry. ThM program should only be 3 years...4 year program creates a hardship on marriages and limits practical ministry experience students can get while in ministry. Some churches are shying away from seminary grads becasue they are perceived as 'all head knowledge' with no substantial ministry experience.. (Resp. 2, an M.A./CE student)

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

If nothing changed about DTS, it would remain the best place for ministry preparation that there is in the U.S. (Resp. 44)

I liked least… the lack of practical ministry experience. (Resp. 62)

My calling for ministry has been honed and sharpened and I am looking forward to an incredible future in influencing others for Christ. (Resp. 75)

The practice of hey just find a church any church to attend does lend itself to being able to easily move it having opportunities to do ministry. (Resp. 89)

I liked best… the education and experience I received to do pastoral ministry. (Resp. 110)

Godly professors and pastoral ministry they extend to students. They have set up good examples to students who are preparing to be ministers. Great environment to focus on learning. Rich spiritual resources to prepare students to do a variety of ministries. (Resp. 113)

Thank you so much for a great ministry education… I feel as though I can think more critically (hopefully only in an academic sense), and have the tools to use..(Resp. 131)

The school should focus more on character formation and actual ministry experience. An internship between the second and third year of school would be helpful, thus setting up a more productive final two years (instead of burnout and doubt) I liked field education the least. (Resp. 139)

Improve teaching in general

The fact that Profs rarely get to actually see you work and provide feedback on it. (Resp. 4)

The seminary is great but is lacking in preparing us to deal with some of these contemporary issues. There should be an ethics class. Humanity and Sin (the book and class) does not do the job. (Resp. 31)

A lack of passion from various professors. Lack of creativity, preparedness, and organizational skills. (Resp. 64)

The bar seems to have been lowered and therefore, there is less to achieve, less training that takes place. It seems the bar is only going lower. Certain professors allow for a choice of different assignments. This allows students with a weakness in a given area off the hook for ever having to learn the skill because they can just choose another assignment. (Resp. 66)

Better integrating the various academic departments, they all seem to be disconnected islands. (Resp. 75)

And the lack of real leadership training. Not doing enough to prepare us to be church leaders. (Resp. 97)

Use of technology

The RS101 class could teach students how to use modern media in research and communication (Resp. 18)

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

For a Th.M graduate A requirement for graduation would be to share key passages of Scripture that teach the core doctrines and be able to summarize specific material for each book.. (Resp. 29)

Classes with both ThM students and MA students are dumbed-down a bit (no offense, that's just what must be done, but the ThM students suffer), and are ThM students being trained for ministry or academia? I know they are suppose to be trained for ministry, but really the program is geared toward academia. (Resp. 56

I did not like that there are only 6 free elective credits available to ThM students. (Resp. 84)

Improvements: developing a new program that is less intense than the Th.M. (Resp. 104 an M.A./CE student)

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

- Th.M. graduates consider themselves better prepared than other students in church history and in preaching and teaching.
- Regarding their exegetical skills, graduating Th.M. students for the last three years have self-assessed their abilities in Greek higher than their abilities in Hebrew. About 74% of Th.M. students agree that they have attained an acceptable skill level in Hebrew, compared to 87% agreement for Greek.
- Th.M. graduates are less likely than other students to agree that they gained a basic knowledge of premillennial, dispensational theology; only 69% agreed with that criterion.
- Th.M. graduates are less likely to agree that their spiritual life was strengthened and matured through seminary study. Anecdotal comments suggest this is due both to the academic rigor of their program combined with the academic atmosphere of Dallas Seminary, and the length of the Th.M. program.
- Three suggested improvements have been summarized for the process of spiritual development. (1) Build mentoring opportunities into Spiritual Formation, preferably with faculty. (2) Increase the percentage of the curricular workload devoted to student reflection, personal growth, and practical skill development. (3) Improve Spiritual Formation to allow for greater focus on spiritual disciplines/growth rather than programmatic exercises.

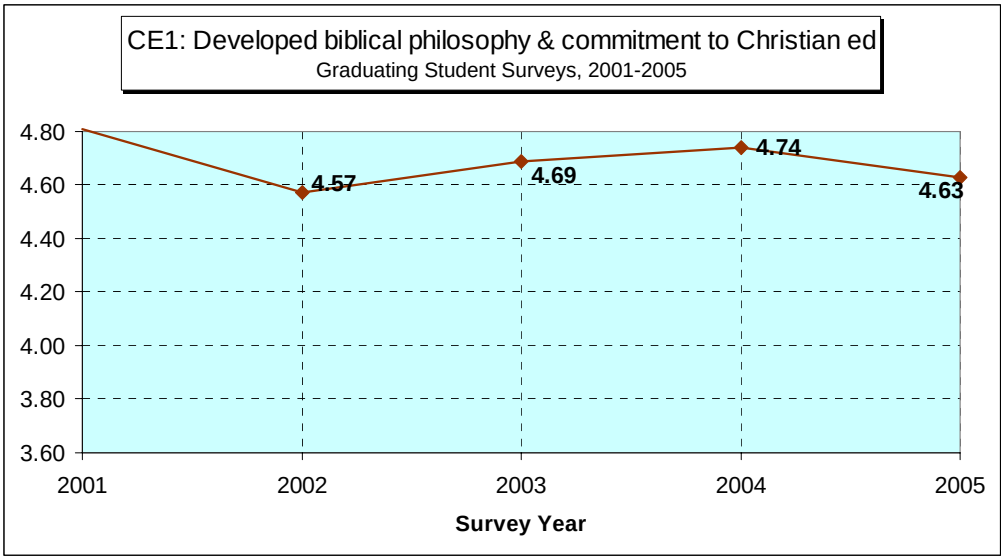
The Master of Arts in Christian Education (M.A./CE)

Program-specific survey items

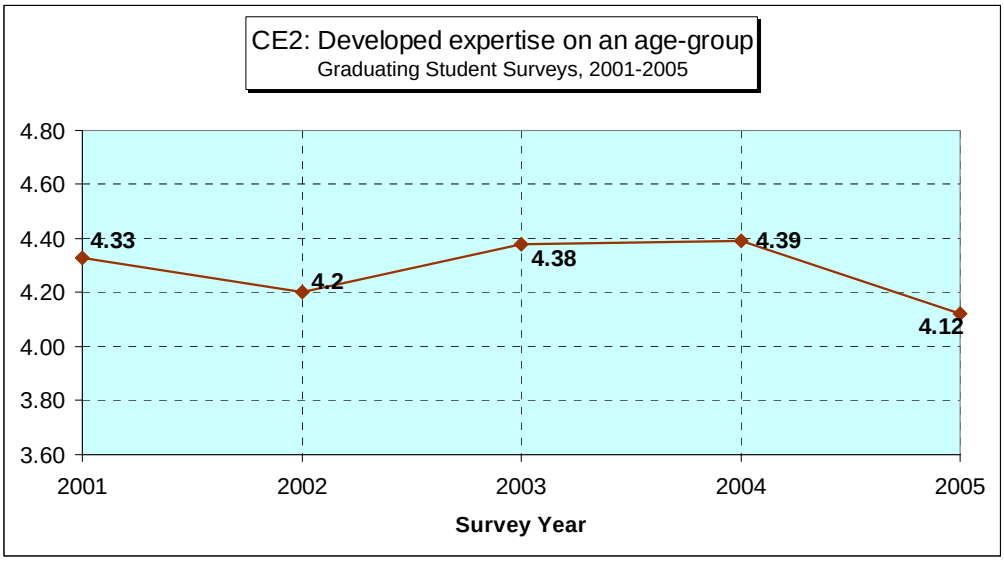
Table 26.
M.A./CE program-specific questions

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

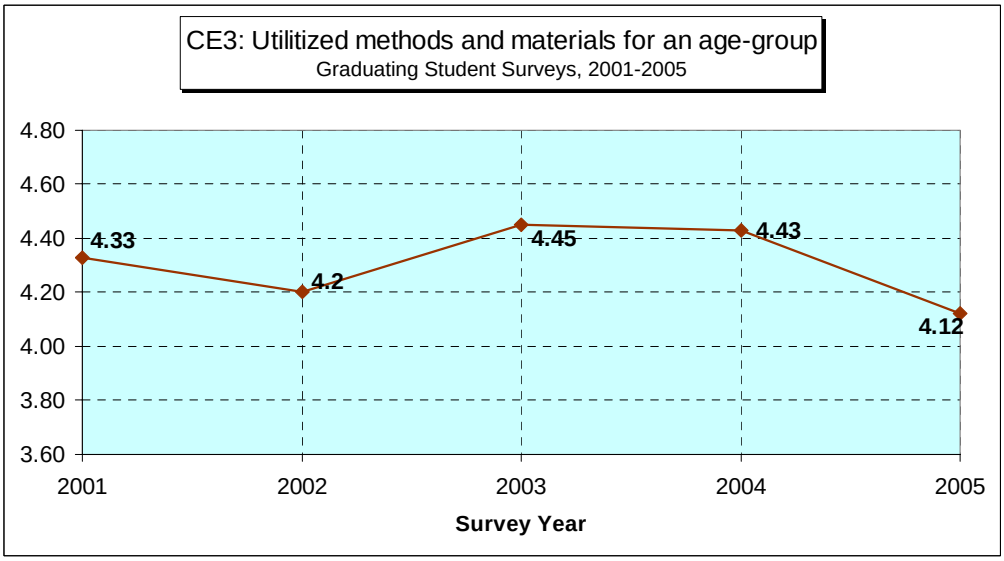
Graph 21-1.



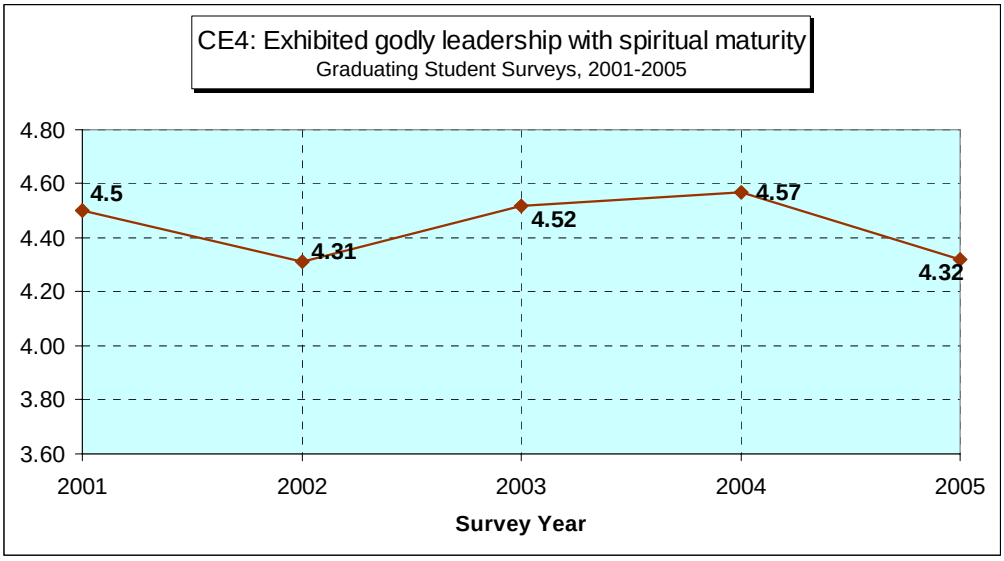
Graph 21-2.



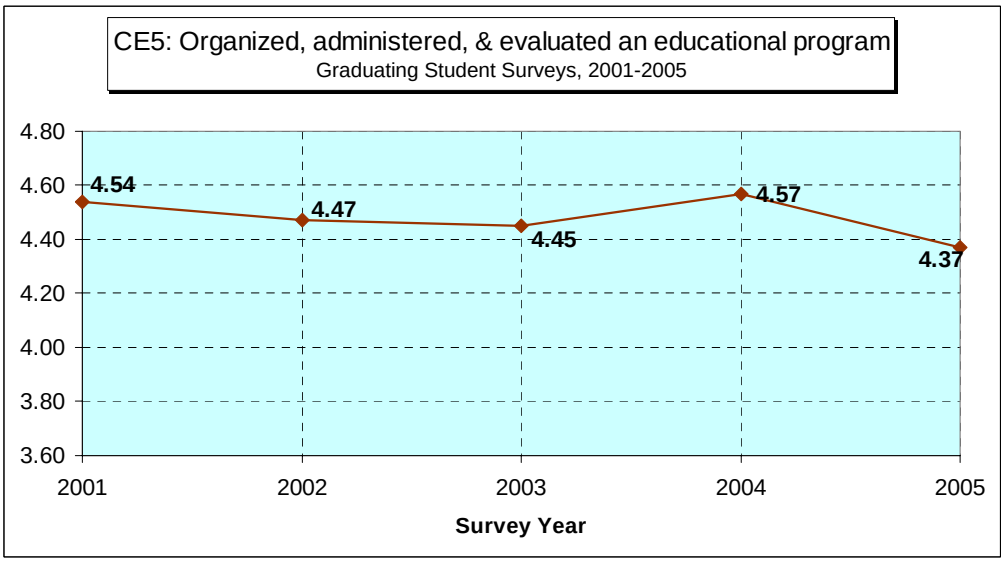
Graph 21-3.



Graph 21-4.



Graph 21-5.



Student Suggestions For Improving the M.A./CE Program

- Responding quicker to extension students...giving them guidance in figuring out a course of action to complete their degree. (Resp. 7 listed as main campus)
- Requiring the men students to take the class: The Role of Women in Ministry~ (Resp. 74)
- I did not receive much instruction on dispensationalism. I think the professors assume that students know more than we do about this subject. (Resp. 82)
- Offering more courses via Internet, so more students all over the world could study a portion of the program without coming to the US (Resp. 156 international student)

Additional comments that mentioned specifically the M.A./CE program or its students:

- Additional comment: I don't know how this could happen . . . but I would've loved the opportunity for "real" electives, not just electives within my CE track (i.e. Pentecost's "Life of Christ" or the history of the early church, etc.). (Resp. 29, an M.A./CE student)
- Improvements: Making 'Creativity' be a required 1st year course for students...one of the best classes I've taken....most spiritually edifying. An elective? It costs students too much money to just take an elective course taught by a teacher as great as Prof. Hendricks if they've got other classes they 'have' to take. Couldn't elements of it be morphed with 'Ed. Cycle of the Church'? Thank you.. (Resp. 63)
- What I liked least about the Seminary: Professors who ramble and don't cover the material properly and then expect us to be on time with our papers when they were not with their lectures..(Resp. 70

Analysis of M.A./CE Graduates' Responses

- M.A./CE graduates consider themselves better prepared than other students in meeting 20 of the 26 institutional assessments listed on the Graduating Student Survey. Additionally, in 22 of the 26 survey items, M.A./CE graduates also assessed themselves higher than other M.A. graduates.

- M.A./CE graduates are more likely to agree that they developed skill in applying leadership principles to practical ministry situations; 90% agreed with Question III.13, as opposed to about 77% for other students.

- M.A./CE graduates form the subgroup with the highest level agreement with Question III.21: "developed ability to use modern media in communication." 75% of M.A./CE grads agreed with this, compared with 59% overall. This is not surprising given that the Christian Education department is the home of the audiovisual media courses and the M.A./CE program is the only one to require a media course.

- For almost every survey question related to spiritual development, M.A./CE grads expressed greater than average agreement compared to other respondents:

  developed a deepening, maturing relationship with God (85% agreement vs. 84% overall),
  matured in spiritual integrity for relationships and ministry (100% agreement vs. 92% overall),
  matured in spiritual life and Christlike character (95% agreement vs. 87% overall),
  exhibited an increasing likeness to Christ as manifested in love for others (95% agreement vs. 89% overall), and
  exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit (100% agreement vs. 86% overall).

  7 of the 20 M.A./CE grads completed at least one of the Spiritual Formation courses; there was no statistically significant difference in their average self-assessment of these spiritual development items.*

- M.A./CE graduates consider themselves less prepared than other students in only one area surveyed: "acquired a basic knowledge of the historical development of the church" (65% agreement vs. 83% overall). No historical theology course is required in the M.A./CE curriculum.

- An area that should be examined is developing expertise in ministry to particular age groups. Survey item CE2 averaged lowest of the five M.A./CE-specific questions (it has fallen 10% since 2001).

* The only difference between M.A./CE grads who completed at least one Spiritual Formation course and those who did not was on survey item III.10: "acquired a basic knowledge of the historical development of the church." Those who took an SF class averaged 4.14; those who did not averaged 3.80. This suggests that the former group included some students who may have switched programs from the Th.M. (in which both historical theology and Spiritual Formation is required).

The Master of Arts in Cross-Cultural Ministry (M.A./CM)

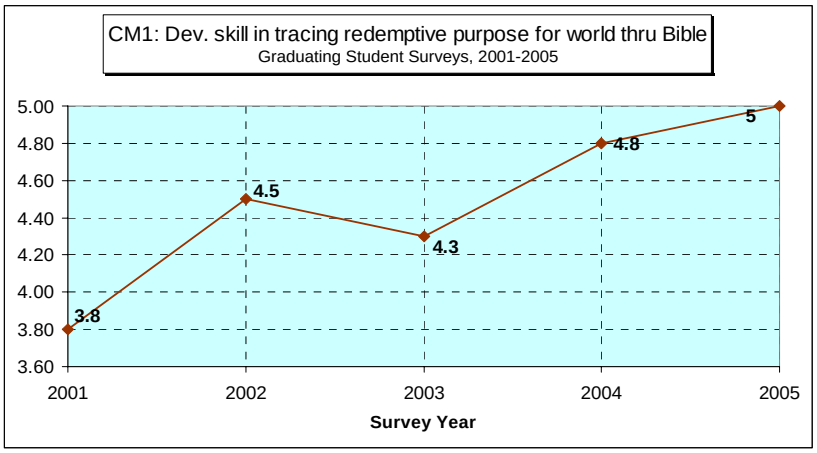
Program-specific survey items

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

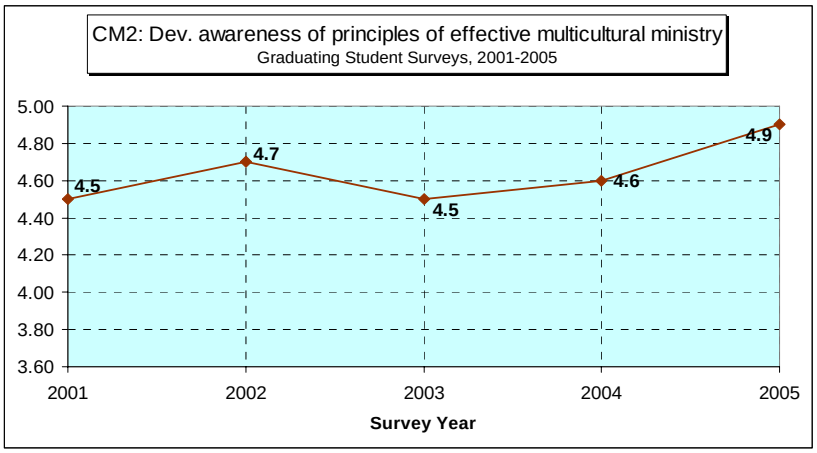
2001			2002			2003			2004			2005		
N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%
CM1: During my student days at DTS I developed skill in tracing redemptive purpose for world thru Bible														
4	3.8	75	6	4.5	100	4	4.3	75	10	4.8	100	8	5.0	100
CM2: During my student days at DTS I developed awareness of principles of effective multicultural ministry														
4	4.5	100	6	4.7	100	4	4.5	100	10	4.6	90	8	4.9	100
CM3: During my student days at DTS I developed familiarity with missions-related social sciences														
4	4.8	100	6	4.5	100	4	4.5	100	10	4.8	100	8	4.6	100
CM4: During my student days at DTS I communicated Bible effectively in an intercultural context														
4	3.3	50	6	4.3	100	4	4.3	75	10	4.6	90	8	4.5	88
CM5: During my student days at DTS I developed accurate profile of target ministry country or area														
4	3.5	50	6	4.3	100	4	4.0	75	10	4.2	80	8	4.8	100
CM6: During my student days at DTS I designed an effective strategy for intercultural ministry														
4	3.8	75	6	3.8	67	4	4.0	75	10	5.0	90	8	4.6	100

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

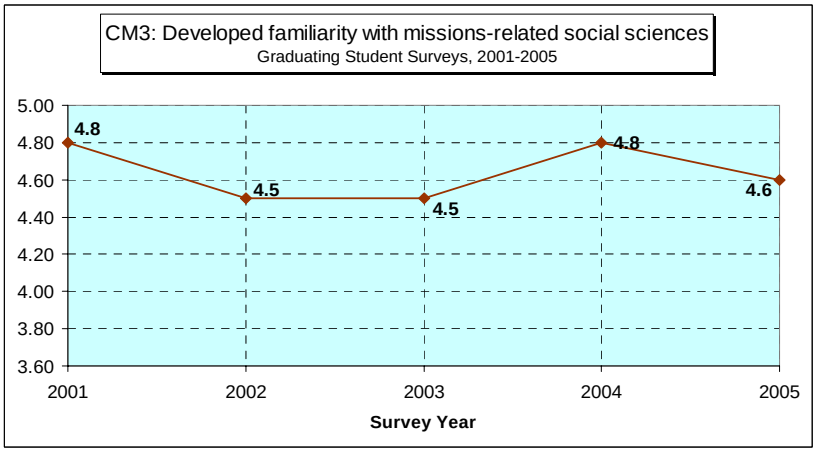
Graph 22-1.



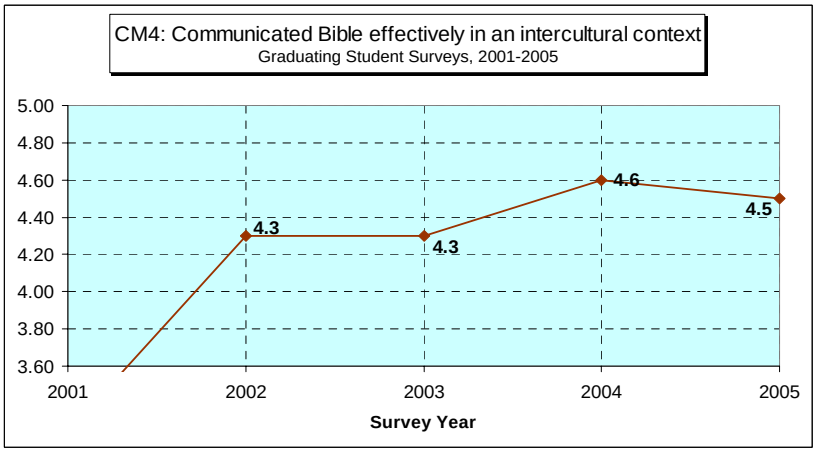
Graph 22-2.



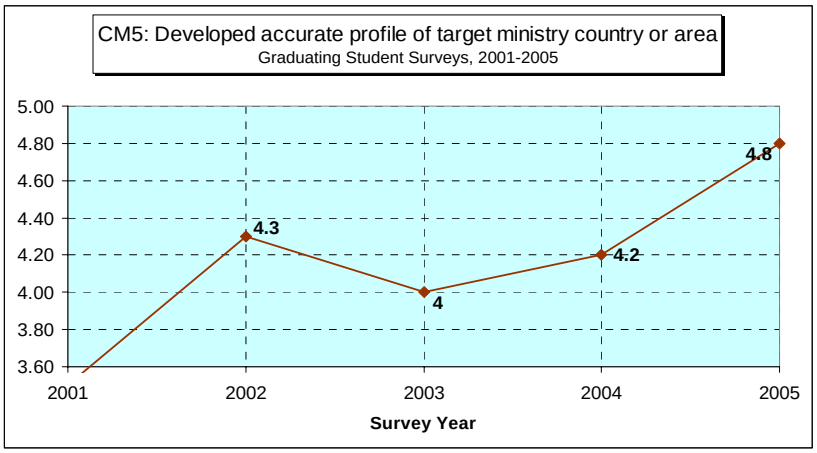
Graph 22-3.



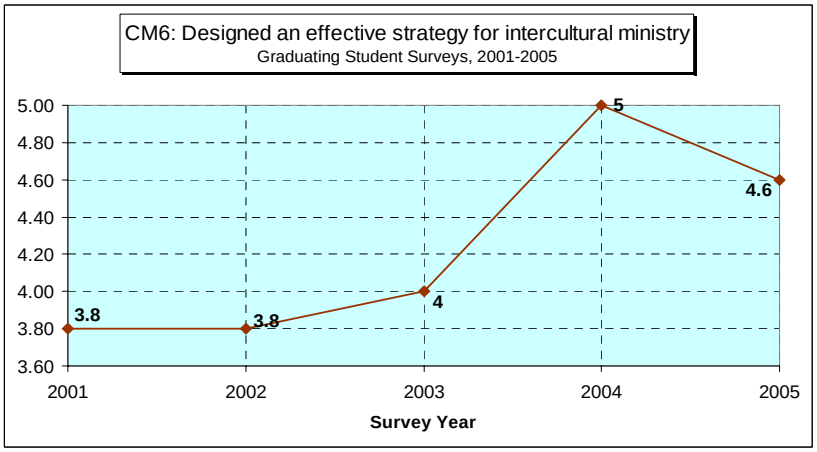
Graph 22-4.



Graph 22-5.



Graph 22-6.



M.A./CM Graduates' Assessment of Institutional Goals

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

Table 28

	Educational Goals Self-Assessment *2005 Graduating Student Survey* **During my student days at DTS, I:**	ALL RESP. N = 154		MA only N = 77		MA/CM only N = 8	
		Mean	% agreed	Mean	% agreed	Mean	% agreed
6	developed some ability to think theologically.	4.57	96.7%	4.50	94.7%	4.75***	100.0%
8	acquired an ability to defend the truths of the Bible.	4.19	87.0%	4.13	89.5%	4.38***	100.0%
19	acquired a greater zeal and proficiency for communicating God's word to others.	4.42	88.3%	4.39	85.5%	4.63***	87.5%
21	developed ability to use modern media in communication.	3.69	58.7%	3.73	61.0%	3.88*	62.5%

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

Student Suggestions For Improving the M.A./CM Program

Only two students wrote suggestions for improvement of the M.A./CM program

Improve in the areas of community and opportunities for ministry. there is no method (that I found) for finding ministry opportunities in the Dallas area - for example - a file with lists of ministries needing volunteers that DTS students could fulfill (Resp. 49)

Require internships for MABS and MACM. Perhaps a little less paperwork to make up for the time. (Resp. 61)

Analysis of M.A./CM Graduates' Responses

- Five of the eight M.A./CM graduates agreed that they developed their ability to use modern media in communication. This shows improvement since 2003 when none of the four graduates agreed with this statement.

- While there was unanimous agreement that the graduates designed an effective strategy for intercultural ministry, actual communication of the bible effectively in intercultural contexts received less agreement.

- Overall, M.A./CM graduates felt they were better prepared than other MA students at thinking theologically and defending the truths of the bible. They also believe they acquired a greater zeal and proficiency for communicating God's Word to others compared with both MA graduates and all respondents.

- The largest improvement in the last five years on the program specific questions was question five. Graduates belief that they developed an accurate profile of their target ministry country or area went from fifty percent agreement in 2001, to unanimous agreement in 2005.

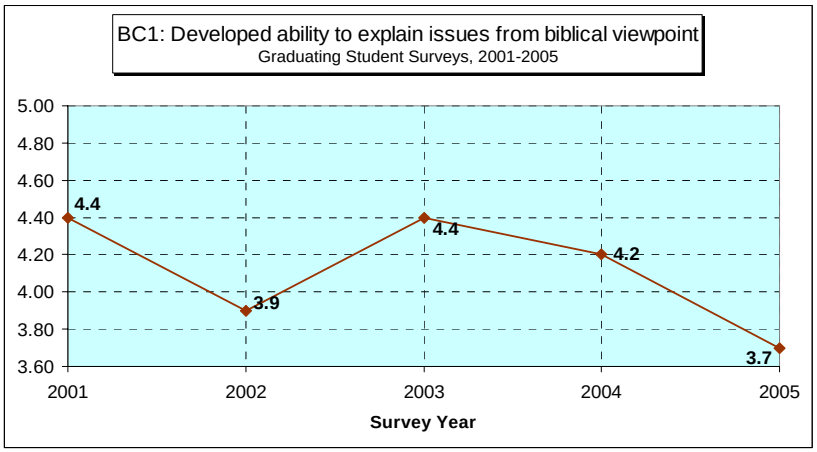
The Master of Arts in Biblical Counseling (M.A./BC)

Program-specific survey items

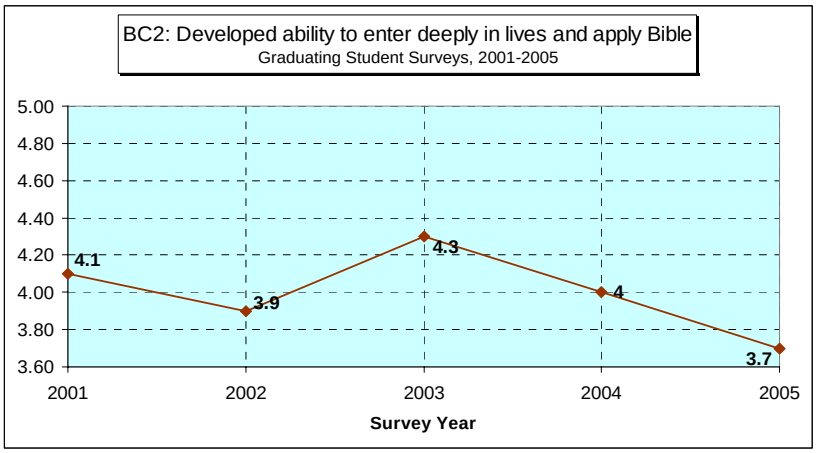
Table 29.
M.A./BC program-specific questions

2001			2002			2003			2004			2005		
N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%
BC1: During my student days at DTS I developed ability to explain issues from biblical viewpoint														
11	4.4	91	13	3.9	85	15	4.4	93	14	4.2	93	17	3.7	71
BC2: During my student days at DTS I developed ability to enter deeply in lives and apply Bible														
11	4.1	82	13	3.9	77	15	4.3	87	14	4.0	71	17	3.7	76
BC3: During my student days at DTS I developed skills in evaluating psychology acc. to Bible/theology														
11	4.6	100	13	4.2	85	15	4.3	87	14	4.2	86	17	3.6	71
BC4: During my student days at DTS I developed deep levels of integrity														
11	4.3	82	13	3.9	77	15	4.4	100	14	3.6	50	17	4.0	88
BC5: During my student days at DTS I developed deep level of commitment to helping people														
11	4.6	100	13	4.6	100	15	4.5	100	14	4.3	93	17	4.4	100
BC6 During my student days at DTS I developed ministry skills in biblically based counseling														
11	4.1	82	13	4.2	85	15	4.3	93	14	4.4	93	17	3.8	76

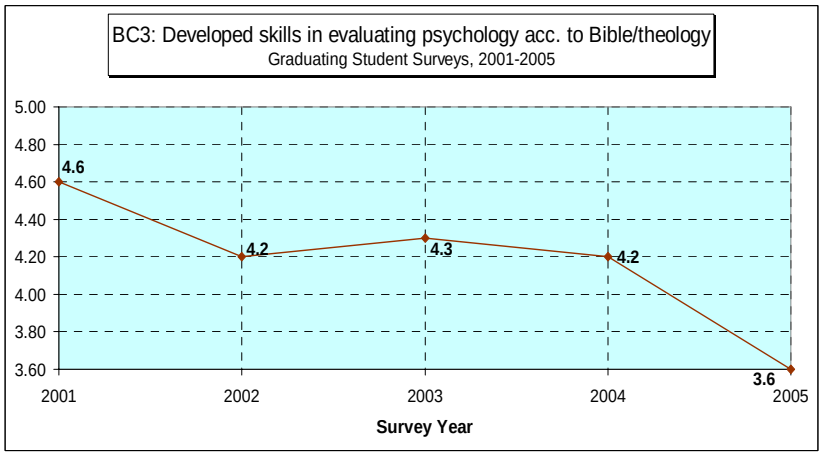
Graph 23-1.



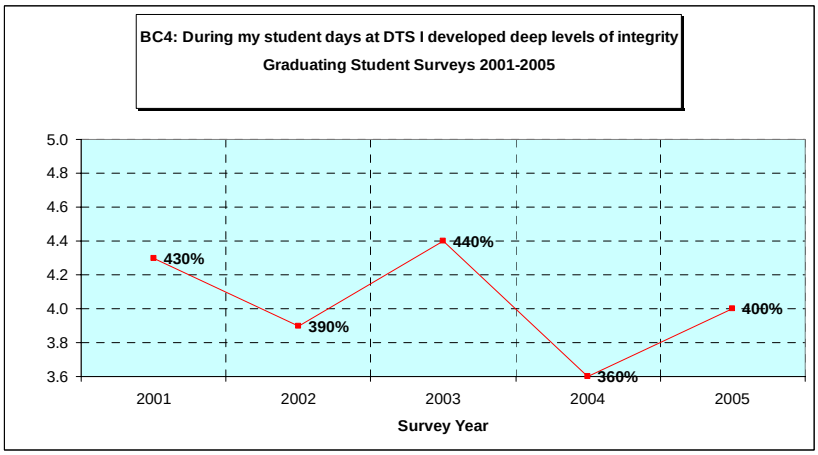
Graph 23-2.



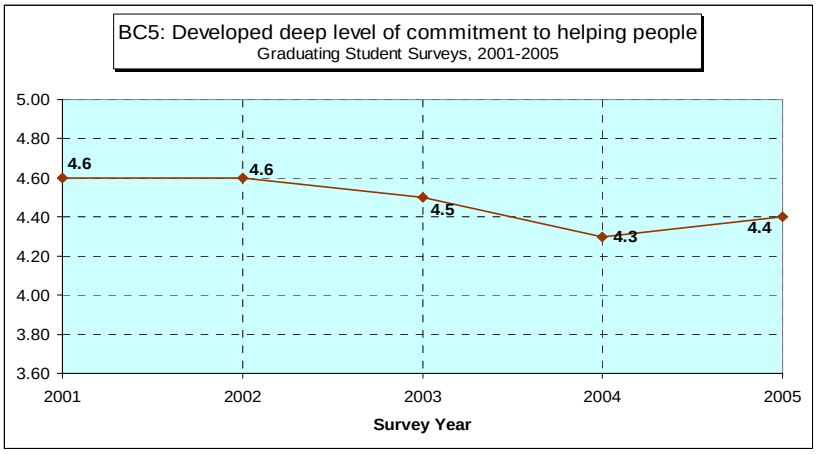
Graph 23-3.



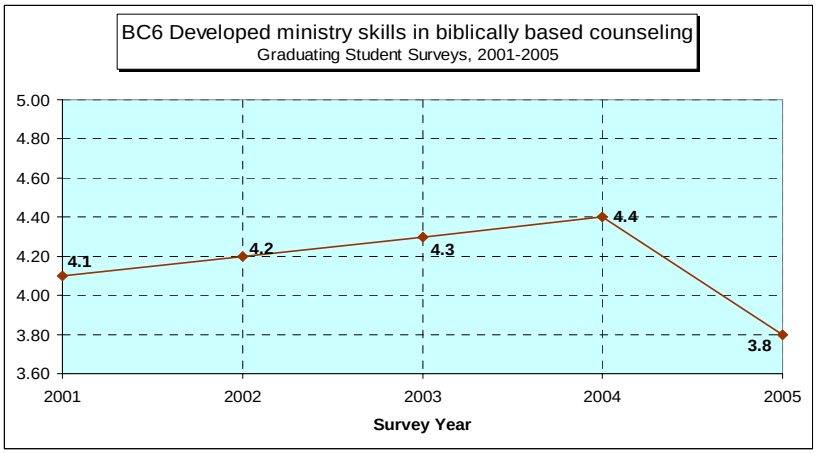
Graph 23-4.



Graph 23-5.



Graph 23-6.



M.A./BC Graduates' Assessment of Institutional Goals

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

Table 30

Qstn	Educational Goals Self-Assessment *2005 Graduating Student Survey* IV. **During my student days at DTS, I:**	ALL RESP. N = 157		MA only N = 83		MA/BC only N = 17	
		Mean	% agreed	Mean	% agreed	Mean	% agreed
9	gained an awareness of contemporary moral and ethical issues.	4.0	78.4%	4.2	84.2%	4.0	81.3%
10	acquired a basic knowledge of the historical development of the church.	4.2	82.5%	4.0	72.0%	3.2*	37.5%
11	developed skills in preaching and/or teaching the Bible.	4.1	79.7%	3.9	70.4%	3.4	46.7%
19	acquired a greater zeal and proficiency for communicating God's word to others.	4.4	88.3%	4.4	86.6%	4.1*	81.3%

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

Student Suggestions For Improving the M.A./BC Program

Deg Improvements

- First, the degree plan does not match the LPC licensure requirements. That is a problem. And I learned a lot about psychology - since my undergraduate was not in a counseling related field. However, I felt the integration of psychology and the Bible was left mostly to the student. (Resp. 58)
- There wasn't enough discussion of secular views of counseling and how to integrate biblical principles. Most counseling classes offered only the secular view. Any integration of scripture was usually done during a brief devotion at the beginning of class. It is helpful to study the secular views for licensing purposes, but I would have liked a class devoted specifically to Christian/Biblical counseling. Also, I do not plan to work in a ministry setting as in a church. I do not feel my current training, especially if I apply for licensure, would support working in that type of setting. The training received seemed more secular. (Resp. 34)
- There was not enough biblical teaching and how to incorporate both the spiritual aspect and the mental aspect of a persons life. it would be helpful to learn more about how to integrate the two. (Resp. 144)

Additional comments that mentioned specifically the M.A./BC program or its students:

- The Seminary could improve by…re-evaluating some of the principles of the counseling program and seek to put more of an emphasis on scripture.. (Resp. 102)
- The seminary should have a counseling center for students run by the counseling department that would be governed by the principles above stated. It could be a practicum and LPCI cite for students and would be an asset to the student body. (Resp. 118)
- My dream would be to see a counseling center where practicum students as well as professors could counsel other students and the community at different monetary rates or pro bono. I think this would be an incredible outreach opportunity for the school. Further, when I begin making some money my wife and I would like to designate some of our gifts to the counseling program. Overall, I loved my time at DTS. It is an incredible school that the Lord uses greatly. Thank you for all of the hard work. (Resp. 137)
- The Seminary could improve by…developing the counseling program to make it more academic and prepare us more for the LPC exam we will have to take.. (Resp. 144)

Analysis of M.A./BC Graduates' Responses

- There has been an 18.8 percent drop since 2003 in M.A./BC students agreement that they had gained an awareness of contemporary moral and ethical issues. Ethical awareness is part of the Biblical Counseling program, and so personal ethics may have add an aspect to the respondents' thinking on that question, however this year the agreement was less than the overall M.A. agreement.
- Less than half (38%) of M.A./BC graduates agreed that they acquired a basic knowledge of church history, compared with 72% for M.A. students with other majors. It should be confirmed that this student outcome is satisfactory for the Biblical Counseling major, while identifying the purposes of learning church history for that major.

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

Program-specific survey items

Table 31a.
M.A.(BS) and C.G.S. program-specific questions: M.A.(BS) respondents only

2001			2002			2003			2004			2005		
N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%
MA1: I demonstrated an increasing involvement in the local church or other ministries														
						42	4.4	93	34	4.1	74	28	4.0	82
MA2: Demonstrated leadership skills within a local church or other group														
						42	4.5	95	34	4.3	76	28	4.0	82
MA3: Ministered in evangelism within a local church or other group														
						42	4.1	76	34	4.1	79	28	3.8	68

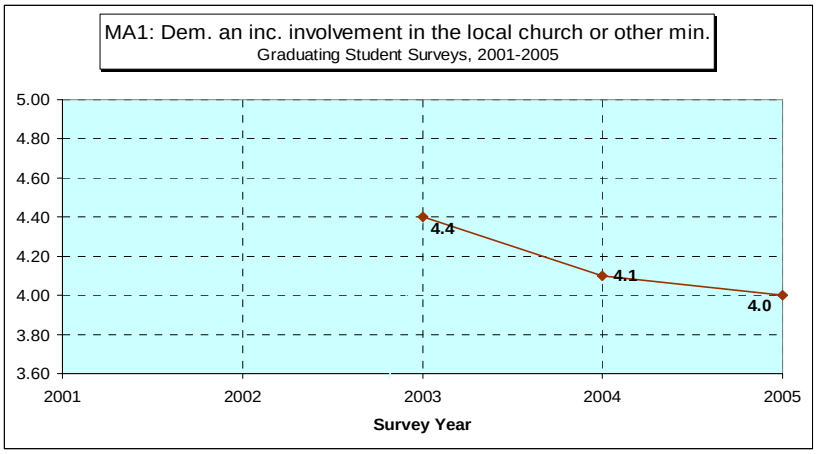
Table 31b.
M.A.(BS) and C.G.S. program-specific questions: C.G.S. respondents only

2001			2002			2003			2004			2005		
N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%	N:	Mean	%
MA1: I demonstrated an increasing involvement in the local church or other ministries														
						4	4.3	100	7	4.3	86	5	2.8	60
MA2: Demonstrated leadership skills within a local church or other group														
						4	4.3	100	7	4.4	86	5	4.6	100
MA3: Ministered in evangelism within a local church or other group														
						4	4.7	100	7	3.3.	71	5	3.8	60

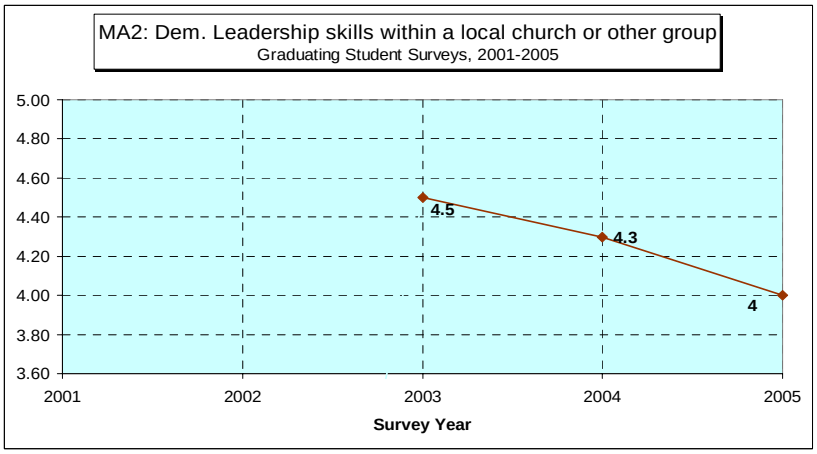
2003 was the first year that these items appeared on the Graduating Student Survey.

Graphs 25-1 through 25-3 depict the M.A.(BS) means.

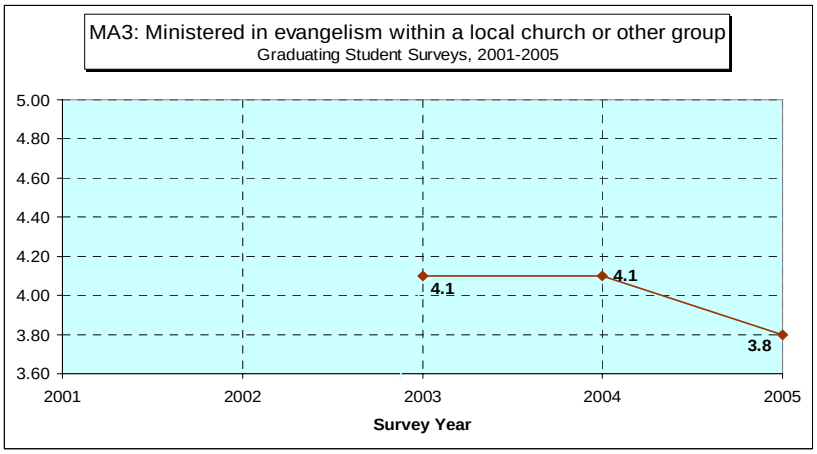
Graph 25-1.



Graph 25-2.



Graph 25-3.



M.A.(BS) Graduates' Assessment of Institutional Goals

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

Table 32

Qstn	Educational Goals Self-Assessment *2005 Graduating Student Survey* IV. **During my student days at DTS, I:**	ALL RESP. N = 157		MA only N = 75		MA(BS) only N = 29	
		Mean	% agreed	Mean	% agreed	Mean	% agreed
1	acquired a basic knowledge of the contents of the Bible.	4.4	92.2%	4.5	94.6%	4.41	89.7%
4	acquired a basic knowledge of systematic theology.	4.4	90.9%	4.4	93.3%	4.31	86.2%
5	acquired a basic knowledge of premillennial, dispensational theology.	4.0	75.2%	4.1	81.3%	4.17	82.8%
6	developed some ability to think theologically.	4.6	96.7%	4.5	94.6%	4.45	89.7%
7	gained insights into contemporary theological issues and how to evaluate them.	4.3	86.4%	4.3	88.0%	4.38	89.7%
8	acquired an ability to defend the truths of the Bible.	4.2	87.0%	4.1	89.3%	4.17	89.7%
10	acquired a basic knowledge of the historical development of the church.	4.2	82.5%	4.0	72.0%	4.28	86.2%
11	developed skills in preaching and/or teaching the Bible.	4.1	79.7%	3.8	70.3%	3.72	65.5%
14	acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	4.1	81.7%	4.1	78.4%	3.97	72.4%

Student Suggestions For Improving the M.A.(BS) Program

Additional comments that mentioned specifically or allude clearly to the M.A.(BS) program or its students:

- changing the M.A.B.S. program so that it is not a 'lesser' degree. (Whether this is true or not it is the perception of most students that administration doesn't like the degree or for students to switch into it. If this is true ... it should be changed so that it has the approval and support of administration. Why are we offering a degree that is not fully applauded?). (Resp. 123)

- Treating the MA(BS) students with the same respect as the ThM students and encouraging more prospective students to consider the MA(BS) degree if they desire to go into full-time ministry but can't afford the time and money to go the ThM route. I felt like an inferior graduate student to the ThM students during my time at DTS. Several professors even assumed that all their students were ThM students. I would like to see the MA(BS) program given more respect by the whole seminary. (Resp. 124)

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

- Adding more on-line courses (Resp. 13)
- Offering a professional MA at either San Antonio or Austin. (Resp. 73)
- Continue to increase on-line courses (Resp. 134)
- Providing more real life church assignments. (Resp. 141)
- Sorry to say this, but by not becoming too big. The faculty-student connection is wonderful, but numbers may strain that important link. (Resp. 157)

Analysis of M.A.(BS) and C.G.S. Graduates' Responses

- Most of the M.A.(BS) graduates assess themselves to have increased their involvement in ministry (82%) while demonstrating leadership skills (82%). These are high percentages for very general outcomes. To refine this further, the Seminary may want to investigate what is the nature and degree of the ministry. This might be included in the graduation requirement for validation of local church involvement.
- Survey item MA3 refers to ministering in evangelism. This is a more explicit ministry than those listed for the Th.M. degree, and probably stems from PM101 Evangelism being a program requirement. M.A.(BS) graduates rated this higher than the CGS graduates 68% to 60%.
- M.A.(BS) graduates give more emphatic agreement than other students that they learned about contemporary theological issues and how to evaluate them (items IV.7) and apologetics (item IV.8). These results lack face validity to some theology professors. The students' self-assessment should be validated by other means, including course grades in core theology courses and assessment of common assignments.
- M.A.(BS) graduates give more emphatic agreement than other students that they learned basic historical theology (question IV.10). The average of their Likert scale responses (4.28) is not statistically distinguishable from that of Th.M. graduates (4.25). Coupled with the teaching on church history in other core courses, the single required church history course in the M.A.(BS) program—History of Doctrine—is perceived by its students to provide about the same level of basic training as that in the two required church history courses in the Th.M.
- Some results of these self-assessments may be explained by the type of students who are admitted to these programs. M.A.(BS) students are more likely to agree that they "acquired an awareness of the church's missionary enterprise and the spiritual needs of the world" (IV.14). This may be due to the M.A.(BS) program comprising a higher percentage of persons from evangelistic or mission parachurch agencies (e.g., Campus Crusade for Christ) than other degree programs.

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.**