# Statement of Educational Effectiveness

The mission of the Graduate School of Theology (GST) at Abilene Christian University is to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry. It is within this framework that the Graduate School of Theology has set its purposes:

- To prepare men and women for effective work in a variety of ministry settings
- To provide specific ministry skills in the areas of preaching, teaching, worship, missions, pastoral counseling, congregational ministry, youth and family ministry, children's ministry, church leadership, spiritual formation, and program development
- To provide adequate academic foundations to students in the various theological disciplines including textual studies, biblical languages, church history, and historical theology
- To provide an academic and interpersonal environment by which the theological disciplines can be integrated one with another as well as with the students' ministry skills and their personal spiritual development

The GST is committed to providing the highest quality graduate theological education in fulfillment of its mission. In accordance with accreditation standards of the Association of Theological Schools, the GST regularly evaluates the effectiveness of its educational programs through a comprehensive and systematic assessment process.

The GST utilizes a variety of tools to assess educational effectiveness, including:

- Achievement of program-level student learning outcomes
- Graduation and completion rates
- Placement and vocational outcomes
- Graduate and student satisfaction data

GST students have met or exceeded the faculty's goals for student learning as demonstrated through faculty assessment of students' coursework, portfolios, and theses.

The student achievement measures presented below are reviewed annually. Findings from these assessments are used to inform continuous improvement of academic programs, student services, and institutional planning.

The tables that follow provide selected indicators of program effectiveness, including outcomes based on graduate feedback. These data represent key measures of effectiveness and are intended to promote transparency regarding student achievement and institutional performance.

Prospective students and other interested parties are invited to contact the GST for additional information regarding its programs, student body, and educational outcomes.

# Figure 4-1:  Degrees Awarded

**Figure 4-1a - Total Degrees Awarded**
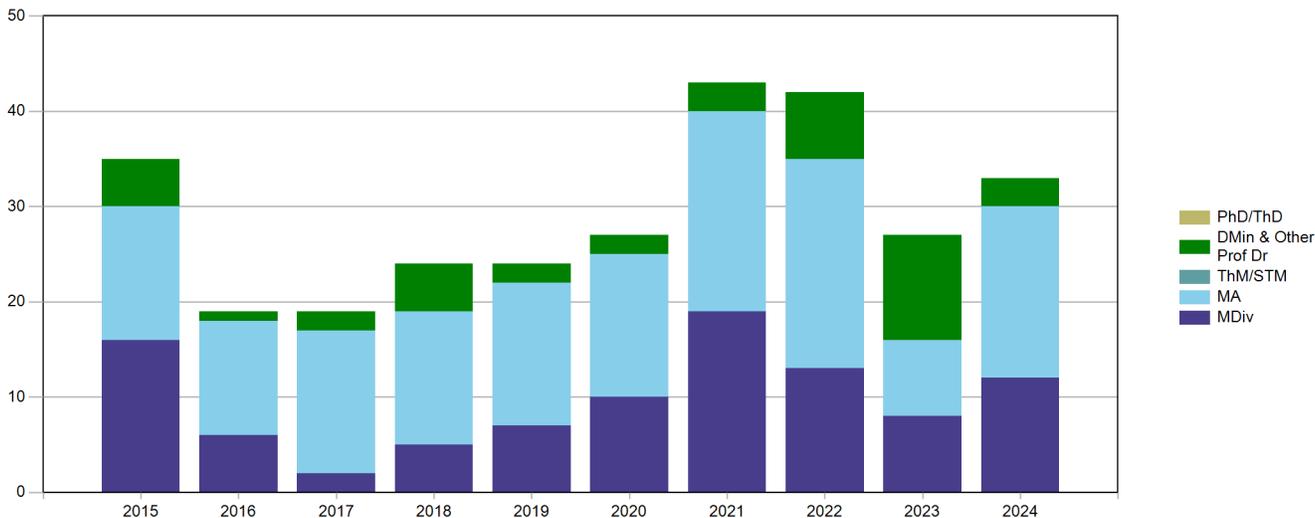


| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| MDiv | 16 | 6 | 2 | 5 | 7 | 10 | 19 | 13 | 8 | 12 |
| MA | 14 | 12 | 15 | 14 | 15 | 15 | 21 | 22 | 8 | 18 |
| THM/STM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DMin & Other Prof Dr | 5 | 1 | 2 | 5 | 2 | 2 | 3 | 7 | 11 | 3 |
| PhD/ThD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Figure 4-1a shows the number of students who were awarded degrees in the last decade.

**Figure 4-1b - Total New Enrollments
and Total Degrees Awarded**
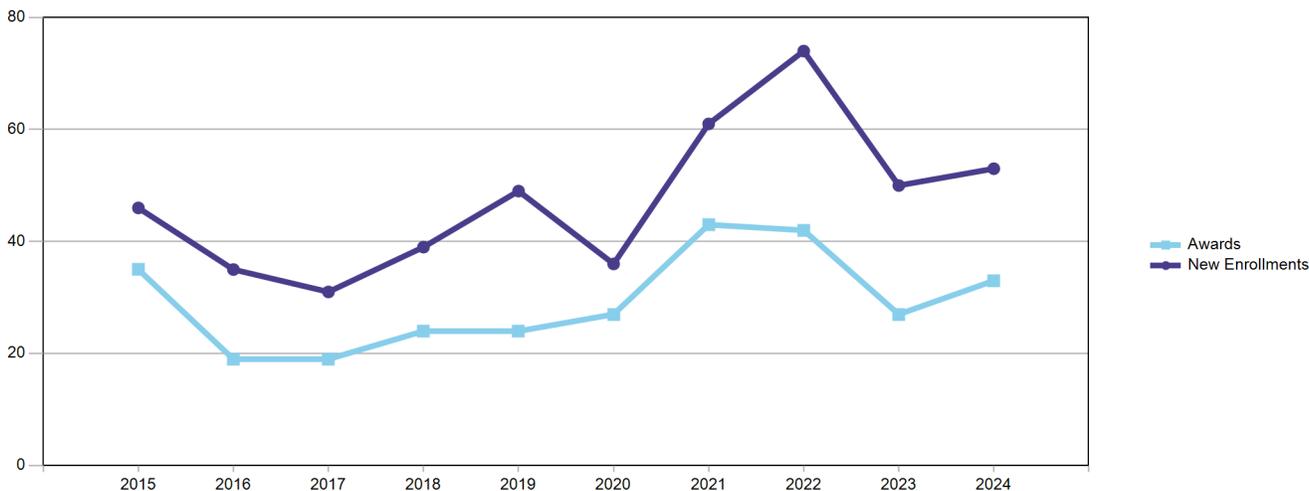


Figure 4-1b compares new enrollments for each year with the number of graduations in those years. Gaps between new enrollments and graduations help to explain changes in total enrollment over time.

| For FY2024, your Total Degrees Awarded were | 33 |
|---|---|
| Rank among all ATS schools (1=highest) | 116 out of 281 schools. |
| Rank among all ATS schools with FTE Enrollment < 75 | 15 out of 132 schools. |
| Rank among all Evangelical Protestant ATS schools | 67 out of 135 schools. |

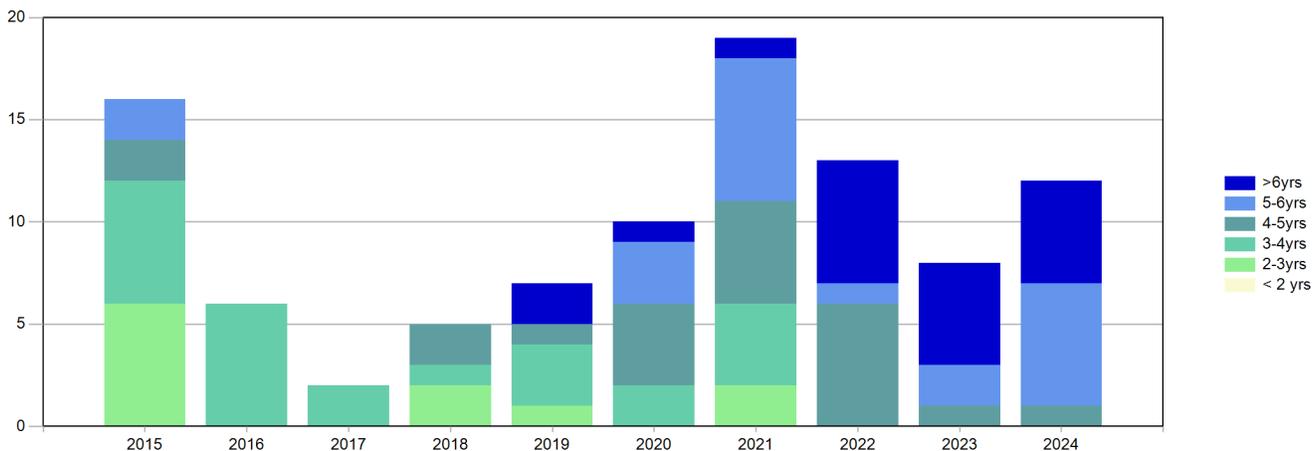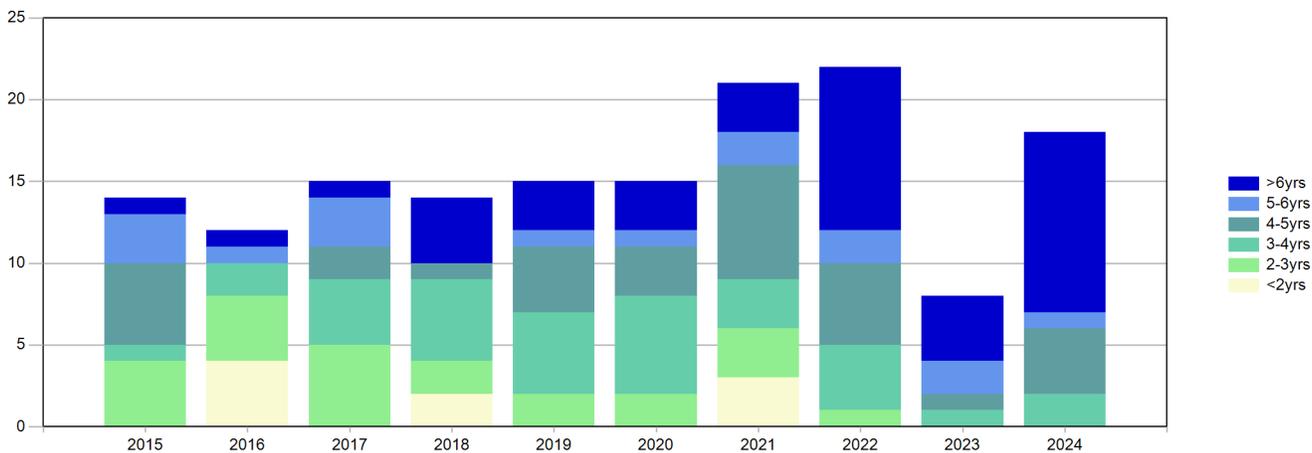# Figure 4-2:  Completions by Time to Degree

**Figure 4-2a - Completions by Time to Degree**
**MDiv**



| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| < 2 yrs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2-3 yrs | 6 | 0 | 0 | 2 | 1 | 0 | 2 | 0 | 0 | 0 |
| 3-4 yrs | 6 | 6 | 2 | 1 | 3 | 2 | 4 | 0 | 0 | 0 |
| 4-5 yrs | 2 | 0 | 0 | 2 | 1 | 4 | 5 | 6 | 1 | 1 |
| 5-6 yrs | 2 | 0 | 0 | 0 | 0 | 3 | 7 | 1 | 2 | 6 |
| > 6 yrs | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 6 | 5 | 5 |

**Figure 4-2b - Completions by Time to Degree**
**MA**



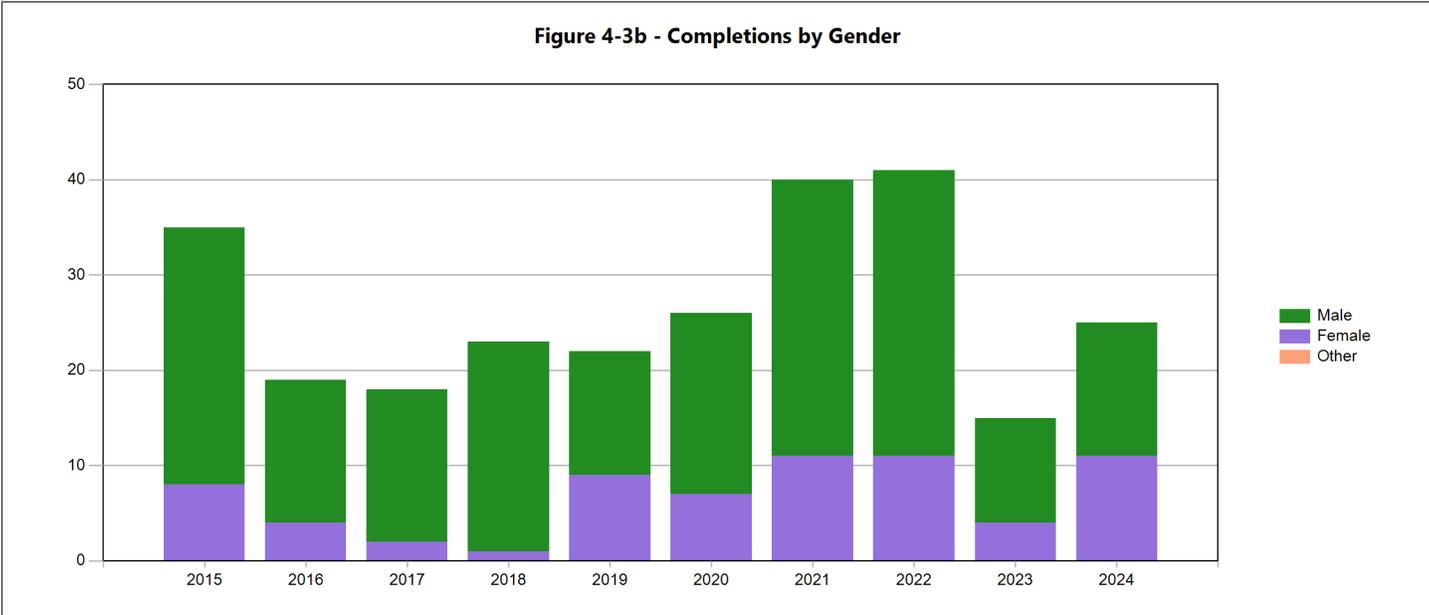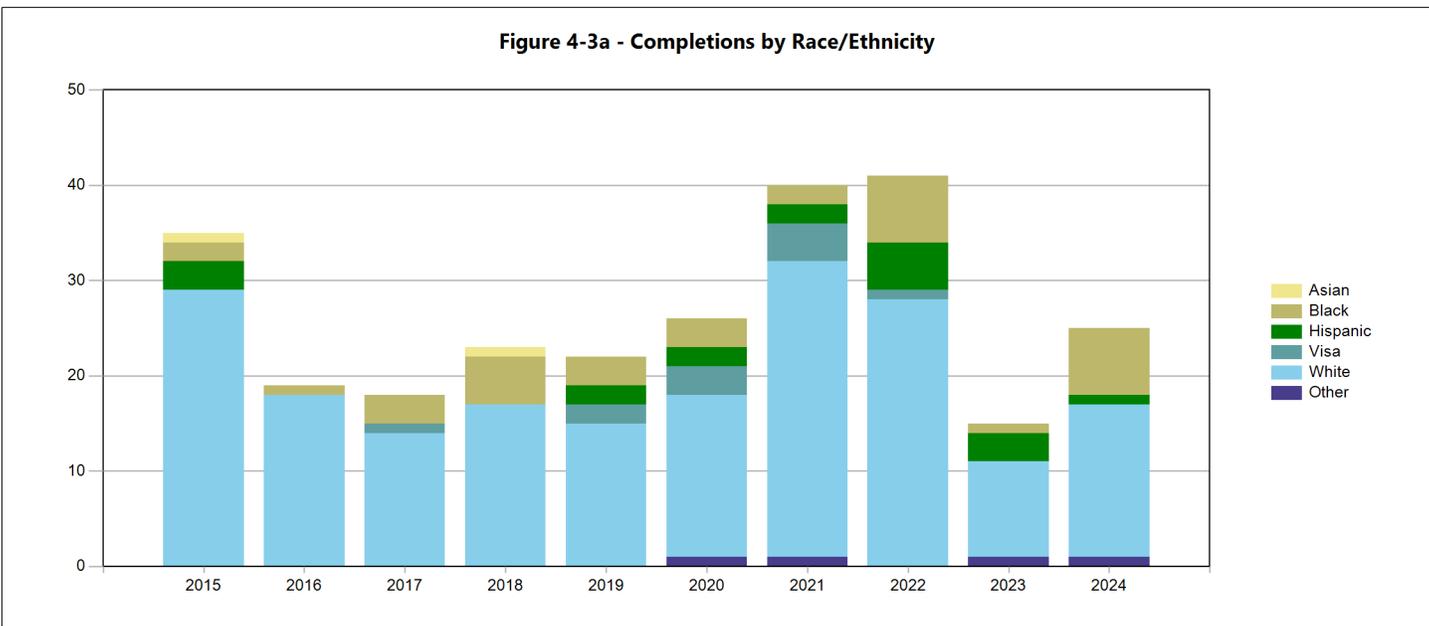| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| < 2 yrs | 0 | 4 | 0 | 2 | 0 | 0 | 3 | 0 | 0 | 0 |
| 2-3 yrs | 4 | 4 | 5 | 2 | 2 | 2 | 3 | 1 | 0 | 0 |
| 3-4 yrs | 1 | 2 | 4 | 5 | 5 | 6 | 3 | 4 | 1 | 2 |
| 4-5 yrs | 5 | 0 | 2 | 1 | 4 | 3 | 7 | 5 | 1 | 4 |
| 5-6 yrs | 3 | 1 | 3 | 0 | 1 | 1 | 2 | 2 | 2 | 1 |
| > 6 yrs | 1 | 1 | 1 | 4 | 3 | 3 | 3 | 10 | 4 | 11 |

Figures 4-2a and 4-2b stratify completions by the number of years it took students to earn their degree. The charts above show completions by time to degree for the Master of Divinity as well as other Master's degree. This data was first collected in 2009.

Based upon the data from the most recent year, the estimated years to complete were:

MDiv _____ 5.83            MA _____ 5.67

# Figure 4-3: Completions by Race/Ethnicity and Gender

### Figure 4-3a - Completions by Race/Ethnicity



Legend: Asian, Black, Hispanic, Visa, White, Other

### Figure 4-3b - Completions by Gender



Legend: Male, Female, Other

Figures 4-3a and 4-3b show completions by race/ethnicity and gender over the last ten years. These totals may not correspond to those shown on enrollment charts because of reporting complexities.

Below is a comparison of the institution's enrollment and completions by race/ethnicity and by gender for the last decade.

|  | Asian | Black | Hispanic | White | Other | Male | Female | Other |
|---|---|---|---|---|---|---|---|---|
| Enrollments | 1% | 17% | 7% | 67% | 2% | 72% | 27% | 0% |
| Completions | 1% | 13% | 7% | 74% | 2% | 74% | 26% | 0% |

# Figure 4-4:  Placement Rates by Degree Categories

### Figure 4-4a - Percent of Positive Placements
### MDiv



### Figure 4-4b - Percent of Positive Placements
### MA



### Figure 4-4c - Percent of Positive Placements
### ThM/STM



### Figure 4-4d - Percent of Positive Placements
### DMin and Other Prof Dr



### Figure 4-4e - Percent of Positive Placements
### PhD/ThD



### Figure 4-4f - Percent of Positive Placements
### Total
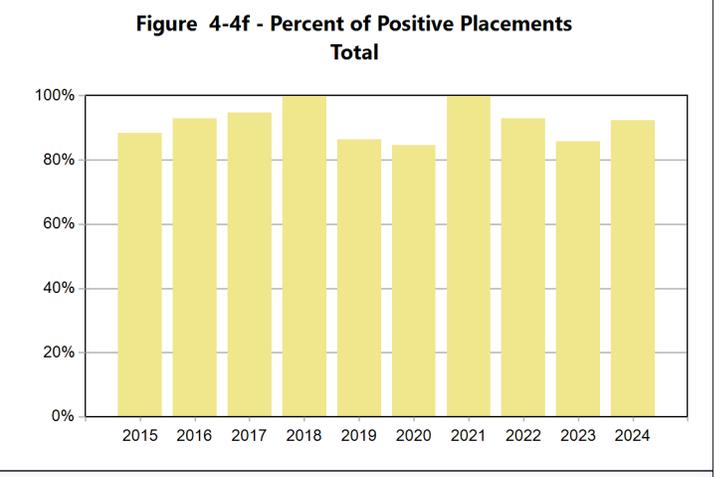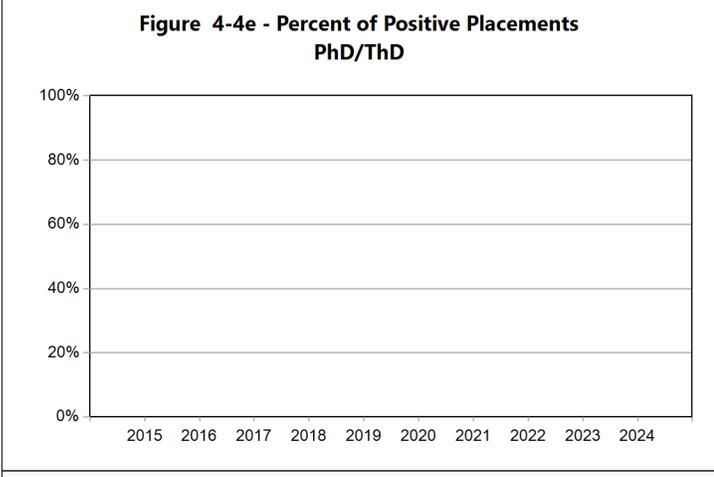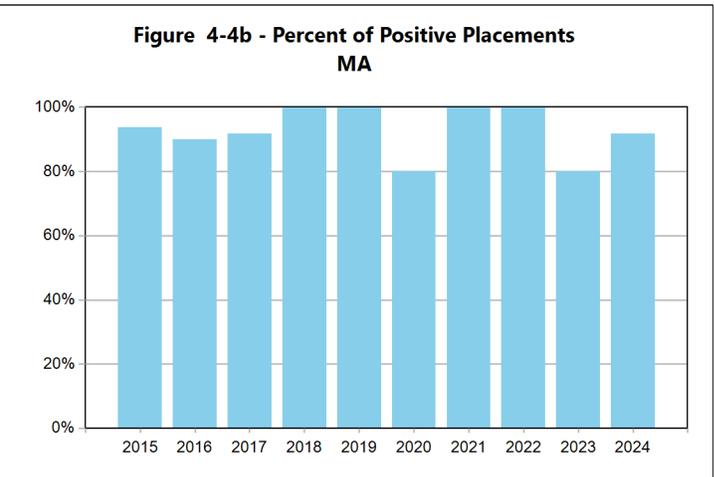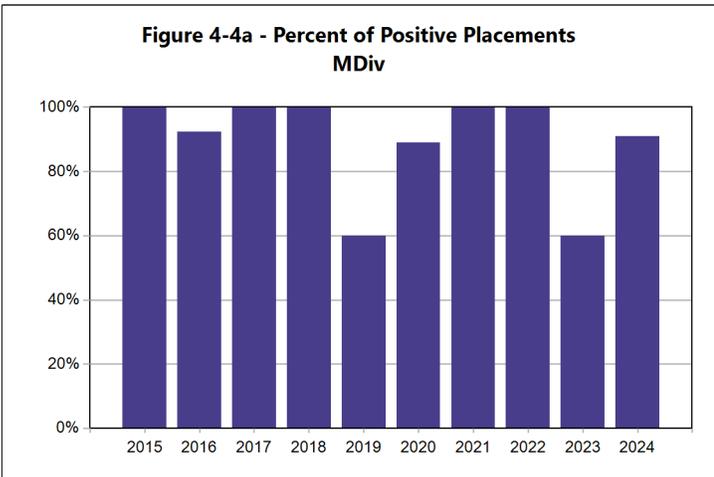


Figure 4-4a through 4-4f show the percentage of graduates that *within one year of graduation* either received a vocational placement, received a non-vocational placement, or went on for further study. Positive rates can be an important measure of your school's mssion because they reflect the percentage of your graduates actually using their degrees in ministry, non-ministerial work, or further study. This data was first collected in 2012.

Your overall placement rate for 2024 was 92%

Your placement rate compares to the following:

| All ATS Schools | 91% | Evangelical Schools | 90% | Mainline Schools | 93% | Roman Catholic/Orthodox Schools | 93% |

# Figure 4-5: Graduation Rates by Degree Categories

### Figure 4-5a - Percent of Students Completing MDiv within 6 Years



### Figure 4-5b - Percent of Students Completing MA within 4 Years



### Figure 4-5c - Percent of Students Completing ThM/STM within 2 Years



### Figure 4-5d - Percent of Students Completing DMin and Other Prof Degrees within 6 Years
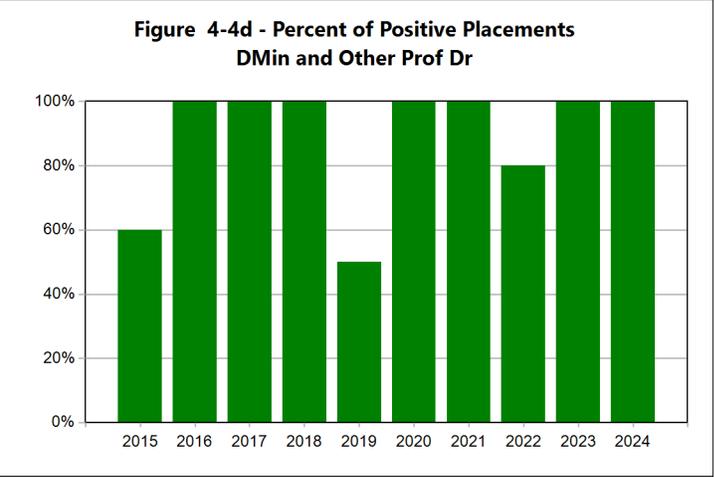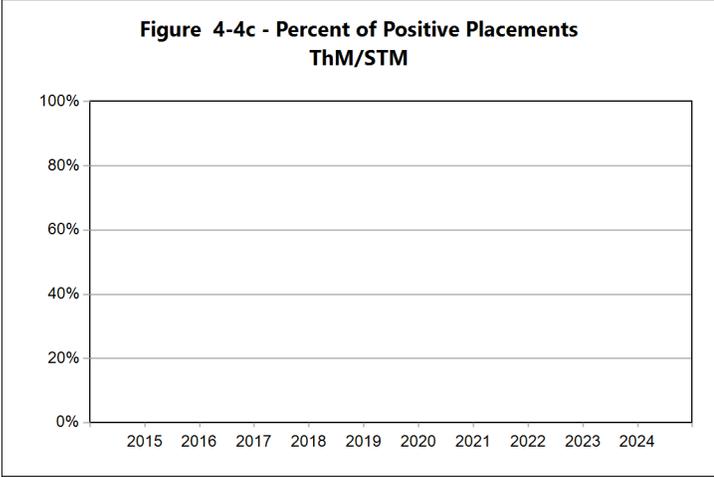


### Figure 4-5e - Percent of Students Completing PhD/ThD within 8 Years
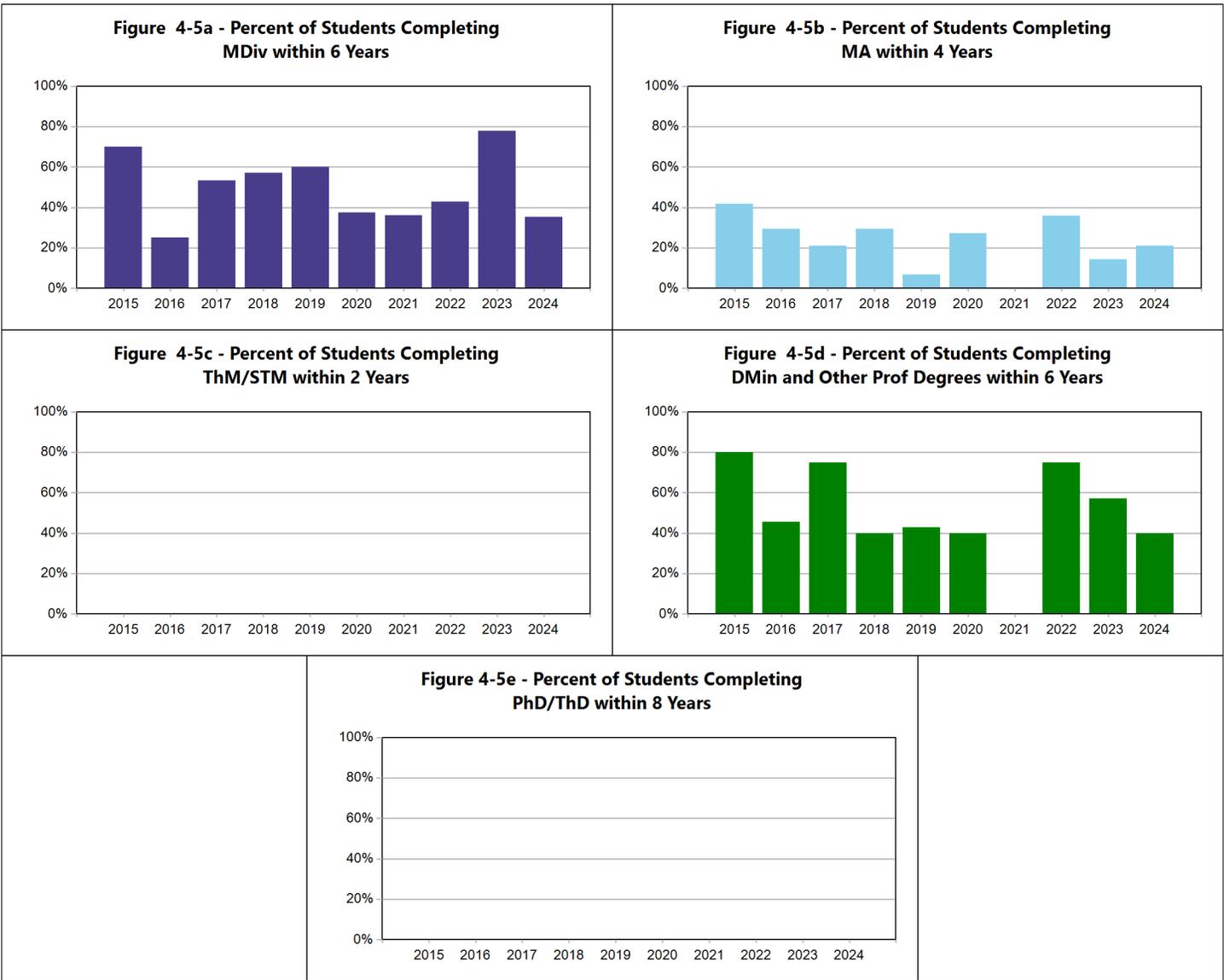


Figure 4-5a through 4-5e show the percent of students who were able to complete their chosen degree within a specified period of time which approximates two times the normal length of the degree. Please note that each chart has a different length in years that is being measured. 2015 is the first year this data was collected. Graduation rates are a helpful measure of the percentage of your students who graduate in a timely manner. It can be useful to compare your graduation rates with all other ATS schools and with those in same ecclesial family.

The Table below shows the percent of students in degrees that graduate within two times the normal length of those degrees (see the various degree lengths above). This figure also shows your school compared to the overall graduation rates of ATS schools and ecclesial families.

## GRADUATION RATES BY DEGREE AND ECCLESIAL FAMILY FOR 2024

|  | Your Institution | All ATS Schools | Evangelical Protestant | Mainline Protestant | Roman Catholic / Orthodox |
|---|---|---|---|---|---|
| Master's Degrees (MDiv) | 35% | 57% | 50% | 66% | 59% |
| Master's Degrees (MA) | 21% | 48% | 46% | 51% | 53% |
| Master's Degrees (ThM/STM) | 0% | 44% | 27% | 62% | 60% |
| Doctoral Degrees (DMin and Other Prof Dr) | 40% | 50% | 44% | 58% | 48% |
| Doctoral Degrees (PhD/ThD) | 0% | 42% | 32% | 55% | 50% |
| Overall | 29% |  |  |  |  |

# TABLE 14: Measure of Educational Effectiveness and Personal Growth

GRADUATING STUDENTS, BATCH=All, YEAR=2023 - 2024, TERM=All

SCHOOL GROUP: Abilene Combined

| By Degree Program | MDiv N = 7 Avg | S.D. | Prof MA N = 7 Avg | S.D. | Acad MA N = 5 Avg | S.D. | All Others N = 2 Avg | S.D. | Total N = 21 Avg | S.D. |
|---|---|---|---|---|---|---|---|---|---|---|
| Empathy for the poor and oppressed | 4.4 | 0.7 | 4.1 | 0.8 | 4.6 | 0.5 | 5.0 | 0.0 | 4.4 | 0.7 |
| Ability to pray | 4.4 | 0.5 | 4.4 | 0.7 | 4.6 | 0.5 | 5.0 | 0.0 | 4.5 | 0.6 |
| Concern about social justice | 4.4 | 0.7 | 4.1 | 0.8 | 4.6 | 0.5 | 4.5 | 0.5 | 4.4 | 0.7 |
| Enthusiasm for learning | 4.9 | 0.3 | 4.3 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.7 | 0.5 |
| Insight into troubles of others | 4.4 | 0.7 | 4.3 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.6 | 0.7 |
| Desire to become an authority in my field | 4.7 | 0.5 | 4.6 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 4.7 | 0.5 |
| Trust in God | 4.7 | 0.5 | 4.6 | 0.7 | 4.8 | 0.4 | 5.0 | 0.0 | 4.7 | 0.5 |
| Self-discipline and focus | 4.6 | 0.7 | 4.4 | 0.7 | 4.6 | 0.5 | 5.0 | 0.0 | 4.6 | 0.7 |
| Respect for other religious traditions | 4.6 | 0.5 | 4.3 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.6 | 0.6 |
| Respect for my own religious tradition | 4.3 | 0.7 | 4.3 | 0.7 | 4.8 | 0.4 | 5.0 | 0.0 | 4.5 | 0.7 |
| Ability to live my faith in daily life | 4.4 | 0.7 | 4.6 | 0.7 | 4.8 | 0.4 | 4.5 | 0.5 | 4.6 | 0.7 |
| Clarity of vocational goals | 4.4 | 0.5 | 4.1 | 1.1 | 4.0 | 1.1 | 4.5 | 0.5 | 4.2 | 0.9 |
| Self-confidence | 4.4 | 0.7 | 4.3 | 1.0 | 4.2 | 0.7 | 5.0 | 0.0 | 4.4 | 0.8 |
| Self-knowledge | 4.6 | 0.5 | 4.3 | 0.7 | 4.6 | 0.5 | 5.0 | 0.0 | 4.5 | 0.6 |
| Strength of spiritual life | 4.4 | 0.7 | 4.4 | 0.7 | 4.6 | 0.8 | 5.0 | 0.0 | 4.5 | 0.7 |

1 - Not at all effective    2 - Not very effective    3 - Somewhat effective    4 - Effective    5 - Very effective

# CHART 14: Measure of Educational Effectiveness and Personal Growth



- Empathy for the poor and oppressed
- Ability to pray
- Concern about social justice
- Enthusiasm for learning
- Insight into troubles of others
- Desire to become an authority in my field
- Trust in God
- Self-discipline and focus
- Respect for other religious traditions
- Respect for my own religious tradition
- Ability to live my faith in daily life
- Clarity of vocational goals
- Self-confidence
- Self-knowledge
- Strength of spiritual life

Legend:
- ■ Campus or Extension Site
- ■ Online Only

0 1 2 3 4 5

(1-Not at all effective  2-Not very effective  3-Somewhat effective  4-Effective  5-Very effective)

## TABLE 15: Educational Effectiveness in Facilitating Skill Areas

GRADUATING STUDENTS, BATCH=All, YEAR=2023 - 2024, TERM=All

SCHOOL GROUP: Abilene Combined

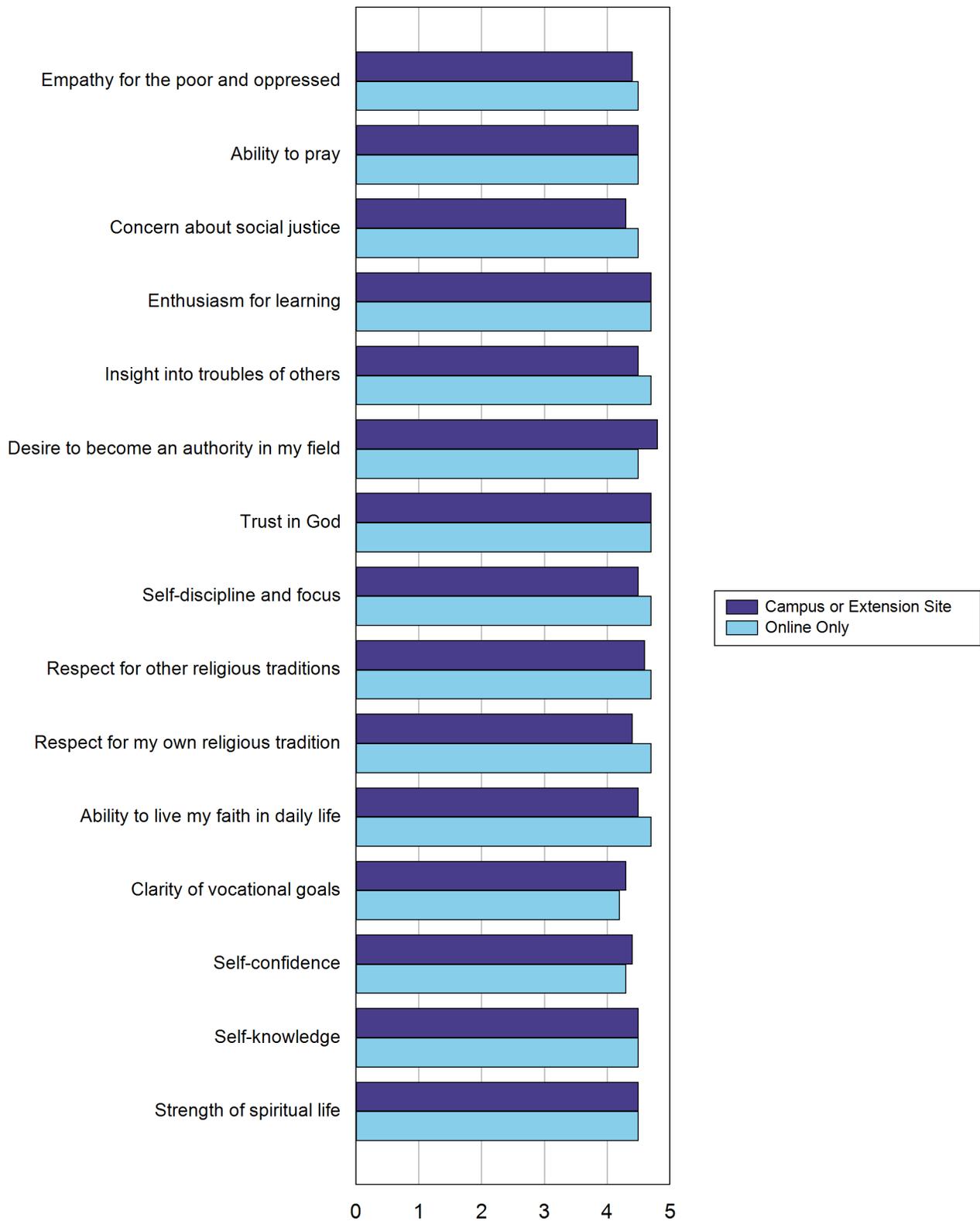| By Degree Program | MDiv N = 7 | | Prof MA N = 7 | | Acad MA N = 5 | | DMin N = 2 | | Other N = 0 | | Total N = 21 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg | S.D. | Avg | S.D. | Avg | S.D. | Avg | S.D. | Avg | S.D. | Avg | S.D. |
| Ability to preach well | 4.3 | 0.7 | 4.2 | 0.7 | 4.3 | 0.9 | 5.0 | 0.0 | 0.0 | 0.0 | 4.3 | 0.8 |
| Ability to use and interpret Scripture | 4.6 | 0.7 | 4.7 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 0.0 | 0.0 | 4.7 | 0.6 |
| Knowledge of church polity/canon law | 4.0 | 1.4 | 4.6 | 0.5 | 4.6 | 0.5 | 4.0 | 0.0 | 0.0 | 0.0 | 4.3 | 0.9 |
| Ability to give spiritual direction | 4.1 | 1.0 | 4.2 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 0.0 | 0.0 | 4.4 | 0.8 |
| Ability to teach well | 4.7 | 0.5 | 4.3 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 0.0 | 0.0 | 4.6 | 0.5 |
| Knowledge of church doctrine and history | 4.3 | 0.7 | 4.5 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 0.0 | 0.0 | 4.6 | 0.6 |
| Ability to lead others | 4.6 | 0.5 | 4.2 | 0.7 | 4.6 | 0.5 | 5.0 | 0.0 | 0.0 | 0.0 | 4.5 | 0.6 |
| Ability to conduct worship/liturgy | 2.9 | 1.0 | 4.0 | 1.0 | 4.7 | 0.5 | 4.5 | 0.5 | 0.0 | 0.0 | 3.7 | 1.1 |
| Ability to interact effectively with those of religious traditions other than my own | 4.4 | 0.5 | 4.7 | 0.5 | 4.6 | 0.5 | 4.5 | 0.5 | 0.0 | 0.0 | 4.6 | 0.5 |
| Ability to work effectively within my own religious tradition | 4.1 | 0.8 | 4.5 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 0.0 | 0.0 | 4.5 | 0.7 |
| Ability to interact effectively with those from cultural and racial/ethnic contexts other than my own | 4.3 | 0.9 | 4.3 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 0.0 | 0.0 | 4.5 | 0.7 |
| Awareness and appreciation of the globalized context in which ministry is practiced | 4.9 | 0.3 | 4.5 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 0.0 | 0.0 | 4.8 | 0.4 |
| Ability to work effectively with both women and men | 4.9 | 0.3 | 4.7 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 0.0 | 0.0 | 4.8 | 0.4 |
| Ability to relate social issues to faith | 4.7 | 0.7 | 4.5 | 0.5 | 4.6 | 0.5 | 4.0 | 0.0 | 0.0 | 0.0 | 4.6 | 0.6 |
| Ability in pastoral counseling | 3.6 | 1.5 | 3.8 | 1.3 | 4.8 | 0.4 | 4.5 | 0.5 | 0.0 | 0.0 | 4.0 | 1.3 |
| Ability to administer a parish/congregation | 3.7 | 1.4 | 3.8 | 1.3 | 5.0 | 0.0 | 4.5 | 0.5 | 0.0 | 0.0 | 4.0 | 1.3 |
| Knowledge of Christian ethics | 4.6 | 0.5 | 4.7 | 0.5 | 4.8 | 0.4 | 4.5 | 0.5 | 0.0 | 0.0 | 4.6 | 0.5 |
| Ability to think theologically | 5.0 | 0.0 | 4.8 | 0.4 | 5.0 | 0.0 | 5.0 | 0.0 | 0.0 | 0.0 | 5.0 | 0.2 |
| Ability to integrate insights from science into theology and ministry | 4.0 | 0.8 | 3.7 | 1.1 | 4.7 | 0.5 | 4.5 | 0.5 | 0.0 | 0.0 | 4.1 | 0.9 |
| Ability to integrate ecological concerns into theology and ministry | 4.1 | 0.8 | 3.5 | 1.5 | 4.7 | 0.5 | 4.5 | 0.5 | 0.0 | 0.0 | 4.1 | 1.1 |
| Knowledge of Christian philosophy | 4.3 | 0.9 | 4.3 | 0.9 | 4.4 | 0.8 | 4.5 | 0.5 | 0.0 | 0.0 | 4.3 | 0.8 |

1 - Not at all effective     2 - Not very effective     3 - Somewhat effective     4 - Effective     5 - Very effective

# CHART 15: Educational Effectiveness in Facilitating Skill Areas
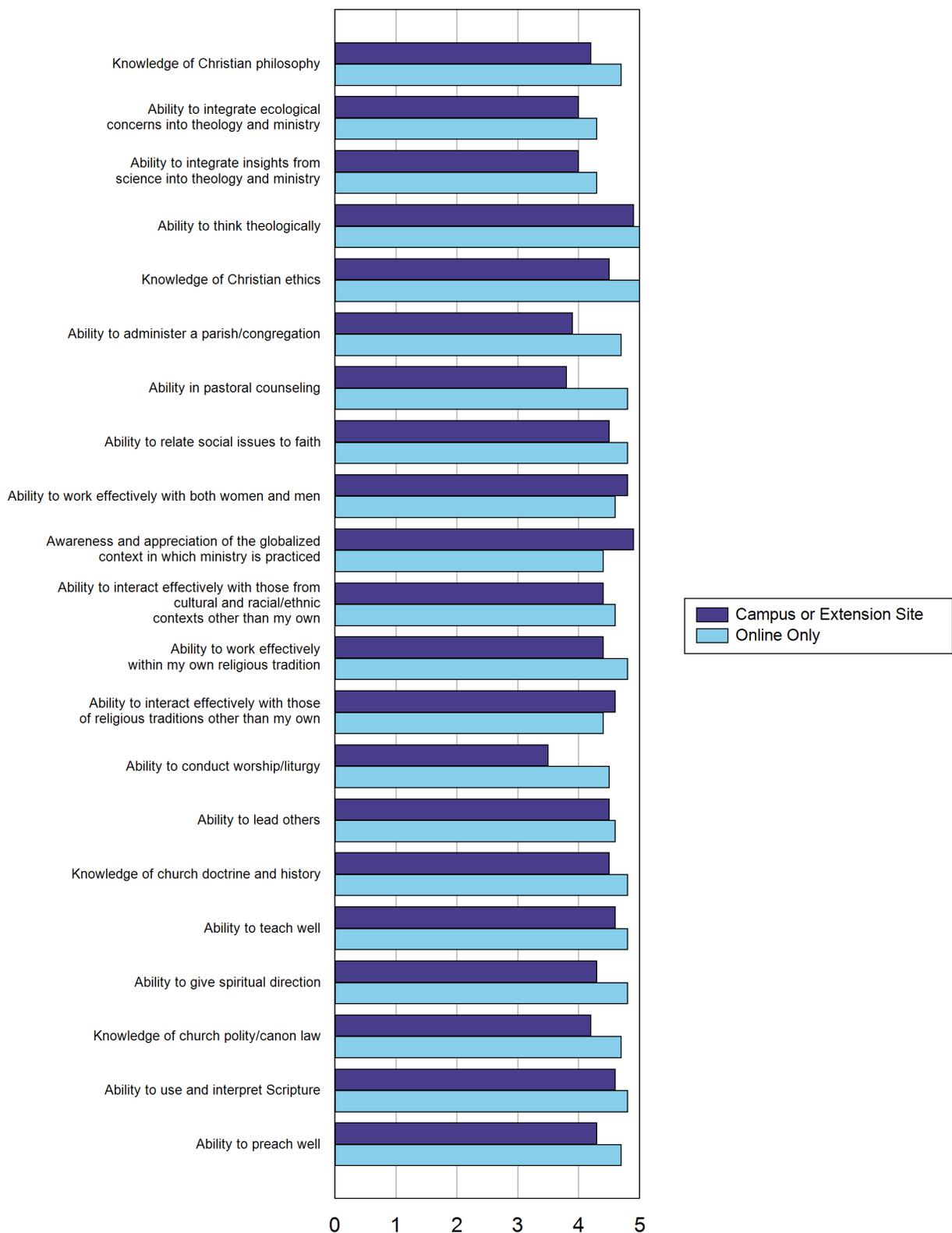


(1 - Not at all effective    2 - Not very effective    3 - Somewhat effective    4 - Effective    5 - Very effective)

## TABLE 20: Level of Satisfaction with School's Services and Academic Resources
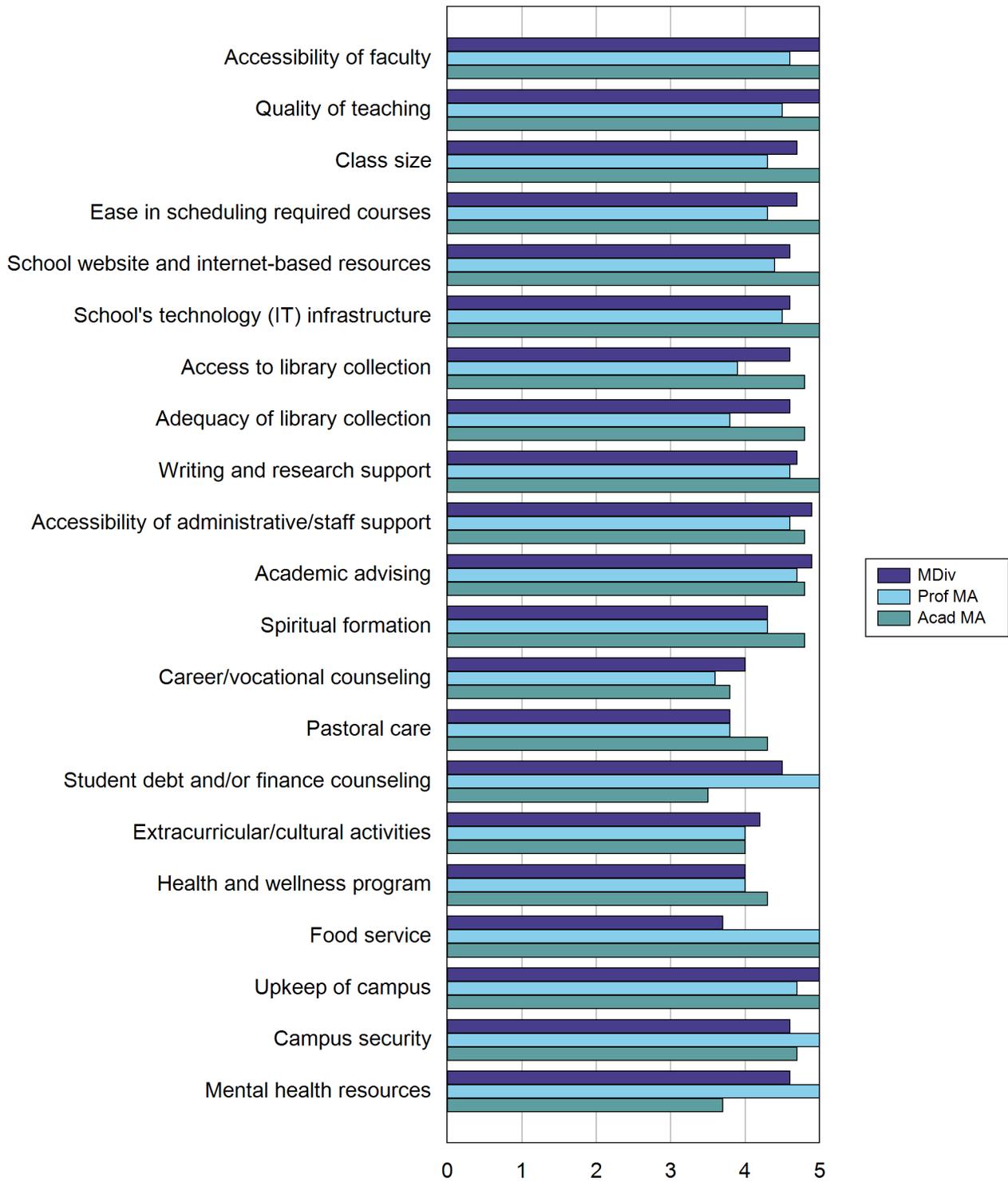
GRADUATING STUDENTS, BATCH=All, YEAR=2023 - 2024, TERM=All

SCHOOL GROUP: Abilene Combined

| By Degree Program | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | MDiv | | Prof MA | | Acad MA | | All Others | | Total | |
| | N = 7 | | N = 7 | | N = 5 | | N = 3 | | N = 22 | |
| Level of Satisfaction | Avg | S.D. | Avg | S.D. | Avg | S.D. | Avg | S.D. | Avg | S.D. |
| Accessibility of faculty | 5.0 | 0.0 | 4.6 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.9 | 0.3 |
| Quality of teaching | 5.0 | 0.0 | 4.5 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.9 | 0.3 |
| Class size | 4.7 | 0.5 | 4.3 | 1.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.7 | 0.9 |
| Ease in scheduling required courses | 4.7 | 0.5 | 4.3 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.7 | 0.6 |
| School website and internet-based resources | 4.6 | 0.5 | 4.4 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.7 | 0.5 |
| School's technology (IT) infrastructure | 4.6 | 0.5 | 4.5 | 0.8 | 5.0 | 0.0 | 5.0 | 0.0 | 4.7 | 0.5 |
| Access to library collection | 4.6 | 0.5 | 3.9 | 0.8 | 4.8 | 0.4 | 5.0 | 0.0 | 4.5 | 0.7 |
| Adequacy of library collection | 4.6 | 0.5 | 3.8 | 0.9 | 4.8 | 0.4 | 5.0 | 0.0 | 4.5 | 0.7 |
| Writing and research support | 4.7 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.8 | 0.4 |
| Accessibility of administrative/staff support | 4.9 | 0.3 | 4.6 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 4.8 | 0.4 |
| Academic advising | 4.9 | 0.3 | 4.7 | 0.7 | 4.8 | 0.4 | 5.0 | 0.0 | 4.8 | 0.5 |
| Spiritual formation | 4.3 | 0.9 | 4.3 | 0.7 | 4.8 | 0.4 | 5.0 | 0.0 | 4.5 | 0.7 |
| Career/vocational counseling | 4.0 | 1.2 | 3.6 | 1.0 | 3.8 | 1.3 | 4.7 | 0.5 | 3.9 | 1.1 |
| Pastoral care | 3.8 | 1.2 | 3.8 | 1.2 | 4.3 | 0.8 | 4.5 | 0.5 | 4.0 | 1.1 |
| Student debt and/or finance counseling | 4.5 | 0.9 | 5.0 | 0.0 | 3.5 | 1.1 | 5.0 | 0.0 | 4.3 | 1.0 |
| Extracurricular/cultural activities | 4.2 | 1.1 | 4.0 | 1.0 | 4.0 | 1.7 | 5.0 | 0.0 | 4.2 | 1.3 |
| Health and wellness program | 4.0 | 1.3 | 4.0 | 1.0 | 4.3 | 1.3 | 5.0 | 0.0 | 4.2 | 1.2 |
| Food service | 3.7 | 0.9 | 5.0 | 0.0 | 5.0 | 0.0 | 5.0 | 0.0 | 4.4 | 0.9 |
| Upkeep of campus | 5.0 | 0.0 | 4.7 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.9 | 0.3 |
| Campus security | 4.6 | 0.8 | 5.0 | 0.0 | 4.7 | 0.5 | 5.0 | 0.0 | 4.8 | 0.6 |
| Mental health resources | 4.6 | 0.8 | 5.0 | 0.0 | 3.7 | 1.2 | 5.0 | 0.0 | 4.5 | 1.0 |

1 - Very dissatisfied    2 - Somewhat dissatisfied    3 - Neutral    4 - Satisfied    5 - Very satisfied

## By Degree



Legend:
- MDiv
- Prof MA
- Acad MA

Categories (top to bottom):
- Accessibility of faculty
- Quality of teaching
- Class size
- Ease in scheduling required courses
- School website and internet-based resources
- School's technology (IT) infrastructure
- Access to library collection
- Adequacy of library collection
- Writing and research support
- Accessibility of administrative/staff support
- Academic advising
- Spiritual formation
- Career/vocational counseling
- Pastoral care
- Student debt and/or finance counseling
- Extracurricular/cultural activities
- Health and wellness program
- Food service
- Upkeep of campus
- Campus security
- Mental health resources

X-axis: 0 1 2 3 4 5

(1-Very dissatisfied  2-Somewhat dissatisifed  3-Neutral  4-Satisified  5-Very satisified)

## TABLE 21: Overall Experience during Theological Program

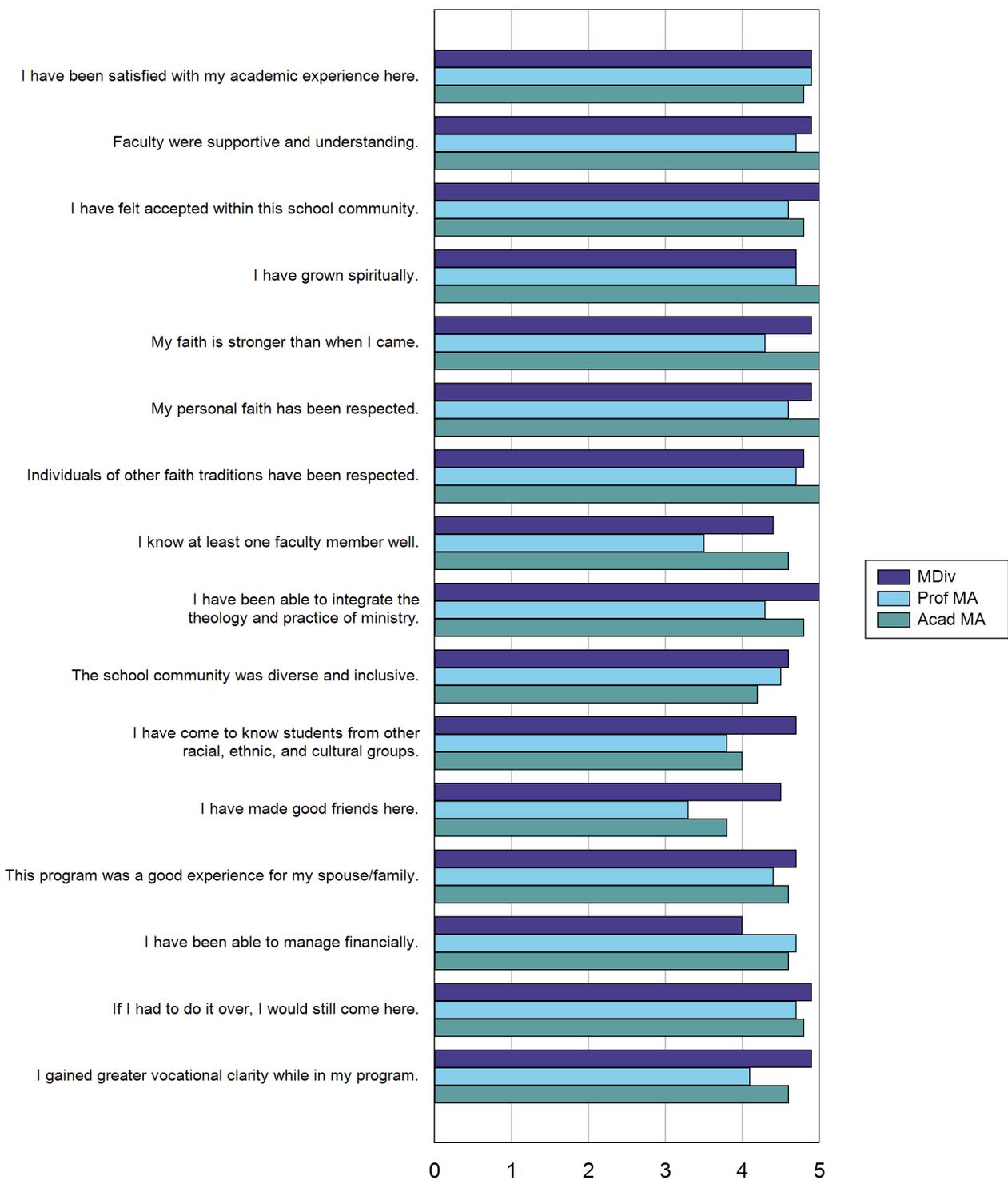GRADUATING STUDENTS, BATCH=All, YEAR=2023 - 2024, TERM=All

SCHOOL GROUP: Abilene Combined

| By Degree Program | MDiv N = 7 Avg | S.D. | Prof MA N = 7 Avg | S.D. | Acad MA N = 5 Avg | S.D. | All Others N = 2 Avg | S.D. | Total N = 21 Avg | S.D. |
|---|---|---|---|---|---|---|---|---|---|---|
| I have been satisfied with my academic experience here. | 4.9 | 0.3 | 4.9 | 0.3 | 4.8 | 0.4 | 5.0 | 0.0 | 4.9 | 0.3 |
| Faculty were supportive and understanding. | 4.9 | 0.3 | 4.7 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.9 | 0.4 |
| I have felt accepted within this school community. | 5.0 | 0.0 | 4.6 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 4.8 | 0.4 |
| I have grown spiritually. | 4.7 | 0.5 | 4.7 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.8 | 0.4 |
| My faith is stronger than when I came. | 4.9 | 0.3 | 4.3 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.8 | 0.5 |
| My personal faith has been respected. | 4.9 | 0.3 | 4.6 | 0.7 | 5.0 | 0.0 | 5.0 | 0.0 | 4.8 | 0.5 |
| Individuals of other faith traditions have been respected. | 4.8 | 0.4 | 4.7 | 0.5 | 5.0 | 0.0 | 5.0 | 0.0 | 4.9 | 0.4 |
| I know at least one faculty member well. | 4.4 | 0.7 | 3.5 | 0.5 | 4.6 | 0.8 | 5.0 | 0.0 | 4.3 | 0.8 |
| I have been able to integrate the theology and practice of ministry. | 5.0 | 0.0 | 4.3 | 1.0 | 4.8 | 0.4 | 5.0 | 0.0 | 4.7 | 0.7 |
| The school community was diverse and inclusive. | 4.6 | 0.5 | 4.5 | 0.8 | 4.2 | 1.2 | 3.0 | 0.0 | 4.3 | 0.9 |
| I have come to know students from other racial, ethnic, and cultural groups. | 4.7 | 0.5 | 3.8 | 0.7 | 4.0 | 1.1 | 5.0 | 0.0 | 4.3 | 0.8 |
| I have made good friends here. | 4.5 | 0.8 | 3.3 | 0.7 | 3.8 | 1.5 | 5.0 | 0.0 | 4.0 | 1.1 |
| This program was a good experience for my spouse/family. | 4.7 | 0.5 | 4.4 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 4.6 | 0.5 |
| I have been able to manage financially. | 4.0 | 0.8 | 4.7 | 0.5 | 4.6 | 0.5 | 5.0 | 0.0 | 4.5 | 0.7 |
| If I had to do it over, I would still come here. | 4.9 | 0.3 | 4.7 | 0.5 | 4.8 | 0.4 | 5.0 | 0.0 | 4.8 | 0.4 |
| I gained greater vocational clarity while in my program. | 4.9 | 0.3 | 4.1 | 1.1 | 4.6 | 0.8 | 5.0 | 0.0 | 4.6 | 0.8 |

1 - Strongly disagree    2 - Disagree    3 - Neutral    4 - Agree    5 - Strongly agree

## By Degree Program

I have been satisfied with my academic experience here.

Faculty were supportive and understanding.

I have felt accepted within this school community.

I have grown spiritually.

My faith is stronger than when I came.

My personal faith has been respected.

Individuals of other faith traditions have been respected.

I know at least one faculty member well.

I have been able to integrate the theology and practice of ministry.

The school community was diverse and inclusive.

I have come to know students from other racial, ethnic, and cultural groups.

I have made good friends here.

This program was a good experience for my spouse/family.

I have been able to manage financially.

If I had to do it over, I would still come here.

I gained greater vocational clarity while in my program.

Legend:
- MDiv
- Prof MA
- Acad MA

0  1  2  3  4  5

**(1-Strongly disagree  2-Disagree  3-Neutral  4-Agree  5-Strongly agree)**