

GRADUATE PROFESSIONAL TRAINING IN CHRISTIAN EDUCATION

AT DALLAS THEOLOGICAL SEMINARY AND ALUMNI

PERCEPTIONS OF PROGRAM QUALITY

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This study assessed the quality of graduate professional training in Christian education at Dallas Theological Seminary (DTS) in terms of the perceptions of program alumni. The subjects of the investigation were 780 alumni who graduated from DTS between 1984 and 2000. The Christian Education program was assessed utilizing Daniel Stufflebeam's CIPP model and alumni data collected from a survey instrument. A response rate of 65% (N=504) was achieved. The research procedure employed a non-experimental design methodology for the quantitative component and open-ended questions for the qualitative component. Most results were statistically significant at the .05 alpha level utilizing chi-square goodness-of-fit tests.

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CHAPTER I

INTRODUCTION

There has been a growing emphasis since the early to mid-60s on evaluating and assessing education at the K-12 and higher education levels. This emphasis has been fueled by numerous historical and educational events. It has resulted, however, in a monumental effort to standardize and systematize assessment efforts for the beneficial purposes of accountability and improvement.

Educational institutions are increasingly being held accountable to demonstrate evidence that they are doing what they say they are doing. If they are not doing what they say they are doing, then plans for change and improvement should be made. This is the kind of accountability that more and more educational institutions and accreditation agencies are cooperatively embracing, and in many cases, mandating.

Accountability can be a positive thing because the potential beneficiaries are numerous: students, parents, stakeholders, local and state governments, faculty and even the institutions. Therefore, the payoff is potentially high and definitely needed. The benefits and payoffs of accountability have sometimes underperformed, however, because for all of its promise, systems of accountability have not *guaranteed* the hoped for rewards of improvement and recognition. The early euphoria of educational accountability was short lived because attempts at creating and implementing

accountability fell short of educator's expectations and hopes (Madaus and Stufflebeam, 2000, pp. 14-15). These disappointments were sometimes the occasion of great acrimony and division.

To increase the likelihood of payoffs and benefits becoming a reality, a process or means was needed to bring about institutional accountability. It was hoped that this could occur in a manner that would result in improvement to the educational institutions under investigation. The process that evolved is variously known as program or educational evaluation and assessment. The history of the process will be more fully explored later.

Dallas Theological Seminary (DTS) is an institution that wants to experience the benefits of evaluation and assessment, and also wants deliver on its stated educational mission and objectives. This is especially true of the Department of Christian Education. This research is part of a larger institutional effort to evaluate and assess DTS's educational performance. It focused specifically on the Department of Christian Education by examining the perceived-quality of that department's program of professional graduate training in light of its stated purpose, objectives, and goals. The department's alumni played a central role in accomplishing this evaluative and assessment project. Before moving on to a fuller explanation of this project, it would be helpful for the reader to have some historical background of Dallas Theological Seminary and the Department of Christian Education as well as its present educational profile.

History of DTS

Dallas Theological Seminary was founded in 1924 under the leadership of Lewis Sperry Chafer. The school was born during tumultuous theological times and circumstances in America.

At the height of the fundamentalist controversy a theological college, actually a seminary was established away from the acrimonious conflict rending the major Northern denominational bodies, though its founders were very aware of that strife. The Evangelical Theological College was founded to institutionalize certain features of the Bible conference curriculum within a premillennial and dispensational framework. It was opened in Dallas, Texas, in October 1924 and became a mirror of a segment of the fundamentalist reaction to religious modernity (Hannah, p. 147)

These times were precipitated by a growing controversy between Modernists and Fundamentalists resulting in a split so severe and profound, that the two movements could almost be thought of as two different religions (Renfer, 1959, p. 38). What could create such a dramatic split? Religious differences – biblical and theological – were the historical and circumstantial matters over which these two movements battled. It was in this battle to counter the influence of Modernism, which had risen to power between 1880 and 1930 (Hannah, 1988, p. 145), that Lewis Sperry Chafer's dream of starting a biblical educational institution came to fruition. Thirteen students met with Chafer the first year and constituted the seminary's first class. This was also the beginning

fulfillment of Chafer's dream – a school where “the central study should be the Bible,” (DTS Catalog, 1999-2000).

Chafer was principally responsible for founding DTS, even though 2 other men were instrumental: “Dr. A. B. Winchester, a Presbyterian minister of Toronto, Canada; and Dr. W. H. Griffith Thomas, Anglican minister, author and Bible conference speaker of Philadelphia” (Renfer, 1959, pp. 51, 83). Chafer was born in the Rock Creek community of Ashtabula County, Ohio, in February, 1871, the son of the Rev. Thomas Franklin Chafer (Renfer, 1959, p. 84). His father was an 1864 graduate of Auburn Theological Seminary and was also a pastor. Thomas Chafer died when Lewis Chafer was 11 years old (Renfer, 1959, p. 84). Chafer had a strong musical interest through preparatory school and college which led him to pursue a musical career that would involve training others and ministering through music in different ministry venues. Chafer married Ella Lorraine Case in 1896 and she, being an accomplished pianist and organist, accompanied Chafer on many of his evangelistic and ministerial endeavors. Over time, Chafer transitioned from music ministry to one of conference Bible teaching and writing. This role along with his relationship with other fundamentalist leaders, served as the germinating ground for his vision for a unique kind of theological and biblical training.

It is interesting to note, given subject of this research on evaluation and assessment, that Chafer and his contemporaries were themselves involved in a very real kind of educational assessment and evaluation. It could be reasonably said that they were, in effect, assessing and evaluating the educational influence of modernistic efforts as well

as the potential venues and opportunities of fundamentalist education. One very real and specific result of this assessment was the beginning of Dallas Theological Seminary in 1924 under the leadership of Lewis Sperry Chafer.

Educational Profile of DTS

From its inception, the seminary's mission as a professional, graduate-level institution has evolved and now exists "to prepare men and women for ministry as godly servant leaders in the body of Christ worldwide," (DTS Catalog, 1999-2000).

DTS offers six degree programs with multiple tracks and concentrations in most of these programs. The structure of degree programs begins with the degree program itself at the most basic level. Degree programs may offer tracks for Th.M students, and even more specifically, concentrations in some instances (e.g., a Th.M track in Christian Educational Leadership with a concentration in Youth Ministry).

The Department of Christian Education offers two tracks for Th.M students – Christian Educational Leadership and Academic Ministries. Moreover, the Christian Educational Leadership track offers a choice of nine concentrations which are the same ones offered to students in the Master of Arts in Christian Education (M.A./CE). The M.A./CE has a different structure having only concentrations but not tracks. These concentrations in both the Th.M Christian Educational Leadership track and M.A./CE provide for a variety of specialized training emphases. Nine different concentrations are offered: Church Educational Leadership, Children's Ministry, Youth Ministry, Adult Ministries, Family Life Ministry, College Teaching, Educational Administration, Christian School Administration, and Women's Ministry. The Master's of Theology

program (Th.M) offers 9 tracks: Old Testament, New Testament, Bible Exposition, Historical Theology, Systematic Theology, Pastoral Ministries, Christian Education, World Missions, and Parachurch Ministries. These degree program offerings have developed over time and each degree program has its own particular history, including the Christian Education program. The mission of the Christian education department is to provide a graduate-level biblical and theological education for men and women who anticipate a vocational ministry as Christian education specialists. This program helps prepare its graduates to assume positions as ministers of Christian education, ministers of youth, children's workers, ministers of adults, directors of family life education, administrators in Christian higher education, Christian school teachers and administrators, camp leaders, or directors of women's ministries (DTS Catalog, 1999-2000).

Howard Hendricks and a Brief History of Christian Education at DTS

Howard Hendricks and Christian Education are virtually synonymous at Dallas Theological Seminary. Therefore, in order to know the history of Christian Education at DTS, one has to know something of Hendricks' history. Howard Hendricks, who recently celebrated 50 years of teaching at DTS, conveyed just such a history to the principal investigator during an extended interview in the spring of 2001. According to Hendricks, a Christian education emphasis formally began at DTS in 1958, 42 years ago under his influence and leadership.

Howard Hendricks was born on April 5, 1924, the same year that Lewis Sperry Chafer started Dallas Theological Seminary. He was born in Philadelphia, Pennsylvania

as the only child of George and Cecilia Hendricks (Lincoln, 2001, p. 35). Though he experienced a broken home at an early age, Hendricks had the fortunate care of loving adults like his grandmother, his Sunday School teacher, Walt and his 6th-grade public school teacher, Miss Noe (Lincoln, 2001, p. 36). His spiritual and professional formation was shaped by four key individuals – one while in college, one in a ministry setting, and 2 at DTS. Respectively, these men were Merrill C. Tenney at Wheaton College, Donald Grey Barnhouse of Tenth Street Presbyterian Church, Lewis Sperry Chafer, founder and first president of DTS (while Hendricks was a student at DTS), and John F. Walvoord, second president of DTS (while Hendricks was on the faculty of DTS, Lincoln, 2001, pp. 40-45). This august group of men reads like a “Who’s Who” in evangelical Christian circles.

Hendricks, affectionately known as “Prof,” started teaching at Dallas Theological Seminary the semester after he graduated from DTS in the spring of 1950. At that time, Hendricks started teaching the course he is most known for at DTS – Bible Study Methods – in the Homiletics Department because the chairman of the Bible Exposition Department would not appoint him. Around the same time, he was also invited to teach a Youth Ministry course which had an overwhelmingly positive response. In fact, so many men signed up that the seminary had to offer a second section to accommodate the demand. Hendricks had a magnetic pull on students for two major reasons: first, his love for teaching and, second, his love for students. Of the former, he says that “from his earliest memories, my heart has been for teaching” and that his “primary gift is in the realm of teaching” (Lincoln, 2001, pp. 38, 55). Of the latter, Hendricks has always cared

about and pursued his students and sees his relationship with them as his “greatest contribution to God’s work” (Lincoln, 2001, p. 59).

By the end of his second year of teaching, Hendricks knew that his ministry interest lay in the field of Christian education, but he still had plans to pursue a Ph.D at Yale University. This he did in the summer of 1952, moving to Maryland and enrolling in Wheaton for summer courses with the intent of starting Yale in the fall.

That fall, however, Chafer died. Walvoord, Chafer’s successor and second president of Dallas Theological Seminary, called Hendricks and asked him to come back to DTS. Walvoord asked Hendricks to teach theology and homiletics courses because the homiletics’ professor had had a heart attack. Hendricks agreed on one condition, that he could work towards the development of a Christian Education department. Walvoord agreed because he wanted a Christian Education department and, according to Walvoord, the last thing Chafer told Walvoord he wanted was a Christian Education department.

The historical role and stature of these men who stood behind the beginning of Christian Education at DTS is especially noteworthy: Howard Hendricks is one of the most prominent leaders in 20th century evangelical Christianity; Lewis Sperry Chafer was the founder and first president of Dallas Theological Seminary; John F. Walvoord was the second president of DTS, under whom DTS experienced unprecedented numerical and academic growth. Walvoord recently celebrated his 65th year at DTS in the spring of 2001 after having served as professor of Systematic Theology for 50 years (1936-1986) and as president of Dallas Theological Seminary for 34 years from 1952-1986 (Lincoln, 2001, p. 43).

Hendricks had a passion for teaching that he often shared with Chafer since he lived in Chafer's home for a while. To Chafer he would say, "Man, it's a great school Dr. Chafer. But, you've got one major limitation. You have no education courses" (interview with Howard Hendricks, spring 2001). Since DTS turned out a great number of Christian school, Bible College and seminary teachers, Hendricks felt they needed pedagogical training of which DTS students got none. Jim Dobson, president of Focus on the Family, recently asked Hendricks about this lifelong passion for teaching at a banquet in honor of Hendricks' 50 years of ministry at DTS. Referring to Hendricks' book on Teaching to Change Lives (1987), Dobson asked Hendricks about "the law of the teacher." Hendricks explained that

The law of the teacher is that essentially the teacher must know that which he desires to teach. Obviously, if he doesn't know it, he's communicating out of a vacuum. I believe that the key to a good teacher is that he never stops studying, that he's a student among his students. I find that the easiest thing, as you well know, in academia is just to go with the yellowed notes. You've got them down, you've got the tenure. That's paralyzing. (Interview with Dr. Jim Dobson, banquet in honor of Hendricks' 50 years of teaching at DTS, Lowes Anatole, April 2, 2001).

This same driving passion that still enflames Hendricks today was the precipitating force in the creation of a Christian Education Program at Dallas Theological Seminary which formally began in 1958. Through perseverance and hard work, Hendricks built the

Christian Education Program one course-at-a-time until it was officially launched as a full-fledged department in 1958.

While Hendricks' primary concern was to produce pedagogically sound teachers, he also had a secondary concern to more broadly produce solid educators. This kind of training was not happening to any significant degree with most seminaries and Bible Colleges around the country in Hendricks' estimation. However, a winning combination of pedagogically sound and theologically grounded teachers along with educationally skilled leaders was needed to staff a burgeoning discipleship movement which Hendricks championed and epitomized. His vision was that DTS would be a major provider for this movement, and it is this vision which still fuels the efforts of the Christian Education Program at DTS. Though Hendricks is now heavily involved in the field of leadership development as Chairman of the Center for Christian Leadership, he still teaches courses for the Christian Education department at DTS.

Hendricks served as Department Chairman of the Christian Education department from 1958 to 1981. His creativity, innovation and exceptional teaching proved to be tremendously successful. He developed such a loyal following of students that they were said to have majored in "Hendricks," the man, as contrasted with a specific subject (principal investigator's interview, spring 2001 and Dobson's interview, spring 2001).

Hendricks shares an important trait in common with Lewis Sperry Chafer, the primary founder and first president of DTS. That shared trait is his bent toward educational evaluation and reform. As with Chafer, Hendricks pioneered an educational program over uncharted territory. Both men performed what amounts to a summative

evaluation on biblical and theological education (Chafer) and Christian education (Hendricks). Both men then developed educational programs to meet a need that was not being satisfactorily met or not met at all. In a very real sense, Dallas Theological Seminary has had two significant educational evaluators who reformed theological education in ground-breaking ways.

Hendricks is the human founder and cornerstone of the Christian Education Program, historically speaking. However, DTS has had two other Department Chairmen, both of whom have also made stellar contributions to the Christian Education Program. Kenn Gangel was chairman from 1982 to 1992 and Mike Lawson from 1992 until the present. Gangel brought highly touted organizational and leadership skills that benefited the program through his leadership, teaching, and writing. He also introduced and established the Master of Arts in Christian Education (M.A./CE). This degree was designed for professional Christian educators who wanted to make Christian education a career.

Mike Lawson, the third department chairman, has enabled the program to achieve a cutting-edge emphasis on the real and practical needs of church educators in the United States and around the world. He has accomplished this feat by blending two roles in a complimentary and synergistic manner – as Chairman of the Christian Education Department and as President of the Professional Association of Christian Educators (PACE). For example, Lawson has most recently been aggressively heading up the development of a PACE website that will combine the resources of DTS, prominent

Christian education leaders, and numerous publications into a one-stop CE toolbox for religious leaders around the world.

The Need for Evaluation and Assessment of the CE Program at DTS

The various Christian Education program emphases discussed above were developed over time and have been refined through an evolution of changes and improvements. Evaluation and assessment have been a regular staple of the CE department's planning efforts. This investigation has hopefully added to this body of planning in a formal manner. The encouragement for this effort was specifically identified in the latest institutional self-study by DTS:

Recommendation B.1: The seminary needs to develop and implement an ongoing process of evaluation of the outcomes of the M.A./CE degree program. Such assessment could include surveys of ministries which graduates of this program serve and/or surveys of graduates of the program three to five years after graduation. (DTS Institutional Self-Study Report, 1999)

This study attempted to address this deficiency by assessing the perceptions of alumni regarding the quality of professional graduate training in Christian education at DTS. These alumni comprise program graduates, many of whom are Christian education professionals serving in churches, parachurch organizations, and Christian schools and colleges around the country and throughout the world. Their experiences provided an important basis by which to ascertain the quality of the Christian education program at DTS. Their perspective also formed a litmus test of what has worked and what has not worked in graduate professional training at DTS. Moreover, though alumni at DTS have

been occasionally surveyed, they have neither been surveyed regularly nor specifically (Fisher, 1988). Consequently, the need for this venue from which alumni could be heard was even more greatly needed.

Statement of the Problem

How do alumni of the Christian Education Program at Dallas Theological Seminary perceive the Christian Education Program and the training they received there?

Purposes of the Study

The purposes of this study were to:

1. Ascertain alumni perceptions of the quality of graduate professional training in Christian education at DTS;
2. Ascertain the extent to which the stated objectives and goals of the Christian Education Department are being met;
3. Determine current and future needs in the professional training of future students; and
4. Make recommendations for improving the quality of graduate professional training in Christian education at DTS.

Research Questions

1. What are the perceptions of alumni of the quality of graduate professional training in Christian education at DTS?
2. To what extent do alumni perceive the objectives and goals of the Christian Education Department are being met?

3. What are the current and future training needs of Christian education professionals?

4. What recommendations can be made to improve the quality of graduate professional training in Christian education at DTS?

Significance of the Study

According to academic and administrative leaders at DTS, graduate professional training in Christian education needs to be periodically evaluated, especially by its alumni, for program quality. Alumni have responded to survey questions regarding Christian education courses as a part of an institutional self-study done in 1987. However, the Christian Education Department has not conducted a formal program assessment in its 42 years of existence according to records, departmental and institutional faculty, and administrative leaders. Therefore, a formal assessment was overdue. Moreover, an assessment of program quality from the experiential and vocational perspective of alumni presented certain advantages. Chief among them, this study allowed the program quality to be evaluated against the backdrop of an actual professional context within contemporary Christian education settings.

Definition of Terms

The following terms used in this study have restricted meaning and are defined as follows:

Alumni perceptions – self-reported opinions and viewpoints DTS alumni have regarding the degree program from which they have earned degrees.

Christian education – identifies the specific nature of educational training that DTS offers. The philosophy and design of such training is based on and shaped by a protestant, evangelical and biblical worldview.

Graduate professional training – refers to education received for master's-level degree programs at DTS. The Christian Education department seeks to produce men and women of professional caliber for various educational ministries. This goal requires specialized training for career educational specialists in a variety of fields. These fields fall into four broad professional contexts: church, parachurch, Christian school (K-12) and college.

Program quality – refers to alumni perceptions of the strengths and weaknesses of professional quality training in Christian education against the backdrop of the CE department's purpose, objectives, and goals.

Delimitations

When designing the study, the following delimitation was imposed:

1. The population was delimited to the Th.M (Christian Education Leadership and Academic Ministries concentrations where applicable) and MACE (all tracks) degrees at DTS.

Limitations

The limitations of this study were largely related to the limitations of using a survey instrument. These were:

1. The population for the study was limited to all alumni of the Christian Education Department at DTS since 1984. Unfortunately, computer records of alumni did not exist prior to 1984 and, thus, their address information is absent or incomplete.

2. The respondent return rate: The return rate was not controllable because participation was voluntary.

3. Non-response bias: There were 176 people who did not respond to surveys for undisclosed reasons. This raises the question of how those non-respondents would have changed the data if they had responded (Light, pp. 67-68).

4. Response set: The tendency for subjects to respond to questions in the same way, irrespective of the content of the items (McMillan, p. 161).

5. Social desirability: The inclination of the subject to respond to survey items in a manner that is socially acceptable or desirable no matter what happens to be the subject's true attitudes or beliefs (McMillan, p. 161).

6. Volunteer bias: The tendency for a certain type of person to respond to surveys or other research opportunities. A distortion may result in a study's data because all the volunteers may have the common characteristic of seeking approval and being highly responsible individuals (Light and Willett, 1990, pp. 118-121). Gall, Borg and Gall note that researchers "have found that volunteer subjects are likely to be a biased sample of the target population" (1996, p. 238). Two things minimize this bias problem: (1) the whole population of the study is being surveyed, and (2) each potential respondent is being specifically and personally asked to participate in the study.

7. Memory recall problems: Since survey instruments often rely on memory recall of educational experience, as does this one, numerous memory problems may obstruct and/or distort recall. These memory recall problems can be bias, suggestibility, misattribution, blocking or persistence (Begley, 2001, pp. 52-54). These barriers can

especially be problematic for subjects the further they get in time from the event(s) they are attempting to remember. For instance, misattribution could result in the possibility that respondents will answer inappropriate questions based primarily on their positive or negative experiences with faculty versus their actual learning experience. This happens because with misattribution, “people unconsciously transfer a memory from one mental category to another – from imagination to reality, from this time and place to that one, from hearsay to personal experience” (Begley, 2001, p. 53). In this case, the brain has made a “binding error” as psychologists call it which results in the brain “incorrectly linking the content of a memory with its context” (Begley, 2001, p. 53).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of the literature on assessment reveals several major areas of educational evaluation and assessment. Evaluation and assessment of faculty, students and alumni are among them. Although these three overlap, this study focused on educational evaluation and assessment from the perceptual standpoint of alumni. The final literature review in the dissertation, however, was broad-based and examined the literature in 10 categorical stages: 1) definitions of evaluation and assessment, 2) the relationship of evaluation to assessment, 3) the history of evaluation and assessment, 4) purposes of evaluation and assessment, 5) a theoretical framework of evaluation and assessment, 6) the strengths and weaknesses of evaluation and assessment, 7) the value of alumni assessment relative to program and educational evaluation, 8) design procedures and methods of evaluation and assessment, 9) professional evaluation standards, and 10) a conclusion.

Definitions of Evaluation and Assessment

One is immediately struck with the variation of similar sounding terms in the field of educational evaluation and assessment. “Program evaluation,” “educational evaluation,” “assessment,” and even “program review” (Barak and Mets, 1995) are part

of a constellation of terms that have so much overlap in the literature that they are virtually indistinguishable.

“Program evaluation” seems to be currently in vogue as reflected in more recent texts: Program Evaluation (1996) by Gredler and Program Evaluation: Alternative Approaches and Practical Guidelines (1997) by Worthen, Sanders and Fitzpatrick. It has come to the forefront of professional usage because “it is apparent that some of the new and potentially most important developments transcend any one field or discipline within which evaluation might be conducted” (Worthen, Sanders and Fitzpatrick, 1997, p. xi).

An exception to this more recent trend should be noted in the earlier publication of a book by Cronbach and associates entitled Toward Reform of Program Evaluation (Cronbach, 1982). This book was an interdisciplinary approach reflecting the collaborative efforts of Cronbach’s colleagues in numerous subject areas. This work was ahead of its time in taking a more encompassing view of evaluation.

However, the preponderance of literature seems to favor the terms “program” and “educational evaluation” as the longest standing and broadest terms in the family or constellation of terms referred to above, though perhaps not the most recent. Titles like Educational Evaluation (1993) by Popham, Educational Evaluation: Theory and Practice (1973) and Educational Evaluation: Alternative Approaches and Practical Guidelines (1987) by Worthen and Sanders, and Evaluation Models (1983) by Madaus, Scriven and Stufflebeam reflect this phenomenon.

Understandably, then, there is some confusion upon reading the literature related to program and educational evaluation and assessment. Gardiner recognized this problem

when he stated that “The terms measurement, assessment, and evaluation in education have been used in various, often contradictory ways, and have frequently been confused” (Gardiner, 1989). Most current authors of books on assessment and evaluation also recognize this problem. Along these lines, Worthen and Sanders state that “...the term *evaluation* has been used to refer to so many disparate phenomena that the result is a confusing tangle of semantic underbrush through which the student of evaluation is forced to struggle” (1987, p. 21). Lee and Stronks go so far as to say that “there is no agreed upon definition of assessment, so it may be appropriate to think about assessment as a ‘movement’” (1994, Introduction).

Thus the need is to define “program” and “educational evaluation” and “assessment.” Definitions abound, however, and evaluation is frequently categorized as either “educational” or “program” evaluation. Consequently, although definitions bring greater focus to this educational phenomenon, they do not totally eliminate the confusion. In order to clarify this confusing issue, definitions of “program” and “educational evaluation” will be addressed first followed by definitions of “assessment.” Since this section will be largely dealing with definitions, it will be necessary to quote a number of authors and scholars at some length in order to capture the precision and nuance of their meaning.

Definitions of Evaluation

The earliest and possibly most narrow definition of evaluation comes from Ralph Tyler, the father of educational evaluation (Madaus and Stufflebeam, 2000, p. 8). He stated that the “process of evaluation is essentially the process of determining to what

extent the educational objectives are actually being realized by the program of curriculum and instruction” (Tyler, 1950, p. 69).

As long ago as 1971, Malcolm Provus described “program evaluation” in the following way,

Program evaluation is the process of (1) defining program standards; (2) determining whether a discrepancy exists between some aspect of program performance and the standards governing that aspect of the program; and (3) using discrepancy information either to change performance or to change program standards. (p. 183)

This was in keeping with his Discrepancy Evaluation Model. More will be said about it later.

Worthen and Sanders offer the following lengthy definition of educational evaluation:

Evaluation is the determination of a things value. In education, it is the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective or curriculum. Evaluation uses inquiry and judgement methods, including: (1) determining standards for judging quality and deciding whether those standards should be relative or absolute; (2) collecting relevant information; and (3) applying the standards to determine quality. Evaluation can apply to either current or proposed enterprises. (1987, pp. 22-23)

Worthen, Sanders and Fitzpatrick upgraded this definition in 1997 to reflect a more current and mature state of what they are now calling “program” evaluation:

Put most simply, we believe that evaluation is determining the worth or merit of an evaluation object (whatever is evaluated). Said more expansively, evaluation is the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit), quality, utility, effectiveness, or significance in relation to those criteria. (p. 5)

Popham (1993) offers the following definition of educational evaluation:

“Systematic educational evaluation consists of a formal appraisal of the quality of educational phenomena,” (p. 7). He also identifies several other terms under the heading “A Terminology Jungle” (p. 8) that have been considered synonymous with educational evaluation (his preferred term): measurement, grading, accountability, assessment and appraisal (pp. 9-10). While none of these terms means exactly the same thing, appraisal is the closest to evaluation and, in his view, is the only one that qualifies as a synonym. It is interesting that Popham does not list “assessment,” but this is partially due to its association with the term “measurement” in his thinking.

Madaus, Scriven and Stufflebeam define “educational evaluation” as a study that is “designed and conducted to assist some audience to judge and improve the worth of some educational object” (1983, p. 25). Stufflebeam later amended this definition to reflect the field's broader institutional embrace. So, he defined “program evaluation” as “a study designed and conducted to assist some audience to assess an object's merit or worth” (Stufflebeam, 2000, p. 35). Notice that the word “educational” was removed from the earlier definition so that the operational definition is no longer restricted to educational settings. Also, while the idea of merit and worth is still present, the concepts

of judging and improving have been withdrawn. This allows the definition to encompass a growing number of models and their conceptual frameworks, of which concepts of judgment and improvement are just one example.

The Joint Committee on Standards for Educational Evaluation represents a venerable authority in the field of educational and program evaluation. It is certainly appropriate to cite their definitions of both “evaluation” and “program” given their purpose and central role in the profession of educational evaluation. “Evaluation” is

The systematic investigation of the worth or merit of an object. For the purpose of conciseness, in this book the term program will be used generically to refer to the object of evaluation. Objects covered by these standards include educational and training programs, projects and materials. A metaevaluation is an evaluation of an evaluation. (1994, p. 3).

“Program” is

Educational activities that are provided on a continuing basis. Examples include a school district’s reading program, a military or industrial training program, a medical educational program, or a professional continuing education program. (1994, p. 3).

Gredler defines “program evaluation” with an educational emphasis as “the sets of activities involved in collecting information about the operation and effects of policies, programs, curricula, courses and educational software and other instructional materials” (1996, p. 15).

A more radical definition than any that have been looked at so far is the proposition that there is no “one” or “right” definition of evaluation. Guba and Lincoln present their view this way,

...we will argue that there is *no* “right” way to define *evaluation*, a way that, if it could be found, would forever put an end to argumentation about how evaluation is to proceed and what its purposes are. We take definitions of evaluation to be human mental constructions, whose correspondence to some “reality” *is not* and *cannot* be an issue. There is no answer to the question, “But what is evaluation really?” and there is no point in asking it. (1989, p. 21)

Theirs is a constructivist position that holds very different ontological and epistemological presuppositions than those held by most evaluators. To their credit, Guba and Lincoln have attempted to achieve consistency between their definition and their philosophical position.

More recently, Melvin, Henry and Julnes define “evaluation” with no specific reference to education or overt reference to assessment in the current educational sense:

Evaluation assists sensemaking about policies and programs through the conduct of systematic inquiry that describes and explains the policies’ and programs’ operations, effects, justifications, and social implications. The ultimate goal of evaluation is social betterment, to which evaluation can contribute by assisting democratic institutions to better select, oversee, improve, and make sense of social programs and policies. (2000, p. 3)

Definitional nuances of evaluation are generated with each unique approach, perspective or model. Some of these specialized definitions go by the following names: objective/goals based, experimental/field trials, decision oriented, consumer oriented, cost-based evaluation, management theory based, internal evaluation, external evaluation, formative/summative evaluation, social science theory based, merit oriented, responsive, inquiry oriented, empowerment evaluation, naturalistic evaluation, the critic/the connoisseur, expository storytelling, and illuminative evaluation (Medaus and Kellaghan, 2000, pp. 19-31).

With so many models and the definitional nuances that follow, Scriven's definition and comments help conclude this section by capturing the overarching essence of evaluation that is, or at least should be, common to all evaluation efforts. His definition is the voice of wisdom, art and experience.

Evaluation is the process of determining the merit, worth and value of things, and evaluations are the products of that process. Treating evaluation as an area of applied social science – the usual approach today – requires that one either constrict the meaning of evaluation to an absurd extent, or that one expand the domain of the social sciences to an absurd extent. Instead, evaluation is here treated as a key analytic process in all disciplined intellectual and practical endeavors. It is said to be one of the most powerful and versatile of the 'transdisciplines' – tool disciplines such as logic, design and statistics – that apply across broad ranges of the human investigative and creative effort while maintaining the autonomy of a discipline in their own right. It is argued that only

by taking this ‘transdisciplinary’ view is it possible to avoid several dead-ends and serious mistakes that have bedeviled the new developments in program evaluation since their appearance... (Scriven, 1991, p. 1)

Definitions of Assessment

Definitions of assessment also fall prey to ambiguity and ambivalence. Barbara Gross Davis explains this problem:

Despite nationwide attention to the topic of assessment, there is no consensus on exactly what topics and processes assessment comprises. Is the primary concern to be assessment of the performance of individual students, the effectiveness of instructional practices, or the performance of individual students or groups of students, the effectiveness of instructional practices, or the functioning of departments or the institution itself? Various definitions are in widespread use. (1989, p. 7)

This “widespread” definitional variation can readily be seen in the views that follow. Astin (1991), more broadly, sees assessment as referring to “two very different activities: (a) the mere gathering of information (measurement) and (b) the utilization of that information for institutional and individual improvement (evaluation)” (p. 2). Obviously for Astin, measurement and evaluation are subsumed under the category of assessment whereas for others, assessment and measurement might be subsumed under the category of evaluation (see relationship of educational evaluation to assessment).

Palomba and Banta also offer a broad viewpoint in the following definition of assessment: “Assessment is the systematic collection, review, and use of information

about *educational programs* undertaken for the purpose of improving student learning and development” (1999, p. 4, emphasis mine).

By contrast, Barbara Walvoord offers a much more narrow definition of assessment: “The systematic collection and interpretation of data about student learning for the purpose of improving that learning” (1998 and 2001). Her definition obviously has classroom and student assessment in mind.

The Relationship of Evaluation to Assessment

The plethora of terms related to assessment and evaluation are confusing as noted above. Two questions arise over the prominence of these two terms in the literature: why two different terms and how are they related to each other, if they are related? In answer to the first question, this principal investigator concludes that the following historical sequence may be deduced from the literature titles and content: first came “evaluation,” then “educational evaluation,” followed by “assessment,” and finally “program evaluation.” The latter has resurfaced as the broader evaluation rubric while “assessment” continues to be used in educational circles. Simple observation bears out the primary use of the term “educational evaluation” until the early seventies, at which time the term “assessment” begins to appear. “Evaluation” and/or “program evaluation” also continues to be the term of choice when dealing with business and social programs while “educational evaluation” and/or “assessment” seems to be the preferred term when dealing with education. Assessment also seems to reflect efforts to apply a specific kind of evaluation to education in a congruent and contextualized manner.

As to how the terms “evaluation” and “assessment” relate to each other, Davis states that there does not seem to be much of a relationship:

Given the lack of consensus on what constitutes assessment, we cannot be surprised that there is little agreement on the relationship between the terms *assessment* and *evaluation*. Prior to the growth of the assessment movement, those in the evaluation field sometimes used assessment as a synonym for evaluation. Even then, however, there was a sense that the two were not completely interchangeable. (1989, p. 8)

There have been three almost concurrent views of whatever relationship might exist between the two terms: “that evaluation is a subset of assessment, that assessment is a subset of evaluation, that assessment and evaluation are converging (Davis, 1989, p. 8).”

In the first case, evaluation is seen to be the “program or curriculum evaluation component of assessment” (Davis, 1989, p. 8). This is inaccurate because evaluation embraces more than just programs and curricula.

The second viewpoint holds to a very narrow view of assessment as primarily pertaining to student achievement and development. This viewpoint commits the same restriction error as the first regarding evaluation since assessment does in fact encompass more than just student achievement and development. Colleges and universities undertake many different kinds of assessment activities which focus not only on students but also on institutions, faculty and programs (Sell, 1989, p. 21). These activities encompass four broad areas: student, faculty, program and institutional assessment (Sell, 1989, p. 21).

The third viewpoint is advantageous, but it does not seem to be happening with much intentionality except perhaps in the case of Worthen, Sanders and Fitzpatrick (1997), Stufflebeam, Madaus and Kellaghan (2000), and Popham (1993). This is unfortunate because there is much conceptual overlap and potential synergy between the two schools or categories of thought. Astin seems to connect with this potential in his view of evaluation and assessment: “Since *assessment and evaluation are inextricably linked*, I will argue that assessment policies and practices in higher education should always give full consideration to the evaluative uses to which our measurements will be put” (1991, p. 3, emphasis mine).

The History of Evaluation and Assessment

It is important to establish at the outset that there is little to no separate or specific history of assessment that is not connected to, or borrowed from, evaluation. For example, Assessment and Program Evaluation, an ASHE reader edited by Stark and Thomas (1994), reprints one whole chapter from *Evaluation Models* by Madaus, Scriven and Stufflebeam which deals with the history of evaluation. Palomba and Banta’s book, Assessment Essentials (1999), gives sparse treatment to any historically precipitating events of assessment. These authors, along with Ewell, generally note retrenchment, budget constraints, public concerns about the quality of education and various reports which stimulated a flurry of assessment activity between the mid-70s and 80s (Ewell, 1985, p. 1; Palomba and Banta, 1999, p. 1). Sometimes there is a common set of historical events, circumstances, and experts and sometimes there is not. So, this is one of those places where evaluation and assessment overlap and merge such that it is difficult

to locate a clear line of demarcation or distinction between them. At any rate, the history of assessment, to whatever extent it differs from the history of evaluation, is poorly documented.

The history of evaluation represents an evolution, the beginnings of which go back further than one might think. As Worthen and Sanders state, evaluation is not a recent concept, and given the broad definition of evaluation as determining the worth of or to appraise, “it can be argued that evaluation has been with us always and that everyone is an evaluator” (1973, pp. 1-2). Madaus, Stufflebeam and Scriven note that program evaluation is “often mistakenly, viewed as a recent phenomenon” (1983, p. 3). They go on to say that “program evaluation has an interesting history that predates by at least 150 years the explosion of evaluation...” (1983, p. 3). These 150 years of evaluation activity laid the foundation and sowed the seed of modern program evaluation and assessment. Cronbach goes back in further in history and begins his historical overview of educational evaluation with the Enlightenment period of the fifteenth century (Cronbach, 1980, p. 23).

Madaus, Stufflebeam and Scriven identify 6 periods of program evaluation formation as part of a historical overview (1983, pp. 3-18). Madaus and Stufflebeam added a seventh period in a later book edition (Madaus and Stufflebeam in Stufflebeam, Madaus and Kellaghan, 2000, pp. 3-18). These 7 periods will be briefly discussed below and will also serve as an organizational timeline around which to arrange comments from other authors.

The Age of Reform (1792-1900)

This period saw far-reaching changes with the Industrial Revolution and significant social and educational reform attempts. Great Britain utilized royal commissions and the United States utilized presidential commissions to carry out these reforms. In America, a long tradition of using pupil test scores was begun in Boston schools. Written examinations replaced “viva voce” or oral examinations at the urging of Horace Mann and the Board of Education (Madaus and Stufflebeam, 2000, p. 6). Joseph Rice introduced the “first formal educational program in America” between 1887 and 1898 (Madaus, Stufflebeam and Scriven, 1983, pp. 5-6) when he compared the spelling drill practices of a number of school districts and found no significant performance differences between those practicing for 10 versus 200 minutes.

The North Central Association of Colleges and Secondary Schools also began in the late 1800s, and though they had little influence in the beginning, they eventually became a strong force for educational evaluation (Madaus and Stufflebeam, 2000, p. 6).

The Age of Efficiency and Testing (1900-1930)

Frederick Taylor left his mark on this period through the scientific management movement which he pioneered (Madaus and Stufflebeam, 2000, p. 6). This movement was heavily influenced by the idea of educational management because of the emphasis of this movement: “systemization, standardization, and most importantly, efficiency” (Madaus and Stufflebeam, 2000, p. 7). Yearbooks of the National Society for the Study of Education (NSSE) reflected this emphasis in their titles: *Methods for Measuring Teachers’ Efficiency and the Standards* and *Tests for the Measurement of the Efficiency*

of Schools and School Systems (Madaus and Stufflebeam, 2000, p. 7). Surveys proliferated and standardized achievement tests followed World War I. Most of these were the efforts of local school districts addressing localized questions in contrast to national testing and curriculum enterprises of the late 1950s and early 1960s.

The Tylerian Age (1930-1945)

This period witnessed the professional birth of the father of educational evaluation – Ralph W. Tyler (Madaus and Stufflebeam, 2000, p.8). Tyler coined the term “educational evaluation” and rose to prominence when he directed the Eight-Year Study from 1932-1940. Educational evaluation dealt with “assessing the extent that valued objectives had been achieved as part of an instructional program,” (Madaus and Stufflebeam, 2000, p. 8). Tyler conceived educational evaluation to compare intended with actual outcomes which was more realistic, objective, and feasible than previous evaluation approaches (Madaus, Stufflebeam and Scriven, 1983, p. 9). Tyler became involved in the Progressive Education Movement when he undertook the directorship of the Eight Year Study which compared the high school and college performance of students from 30 progressive secondary schools with those from traditional secondary schools (Madaus and Stufflebeam, 2000, p. 9). This timely moment launched Ralph Tyler onto the national educational evaluation scene.

The Age of Innocence (1946-1957)

This period saw standardized testing and Tylerian evaluation further expanded, but with little accountability required of educators and evaluators. It was a time of excesses in some ways and extremes in others. Poverty, racial prejudice, conspicuous consumption,

absent stewardship of national resources, and rapid military and industrial expansion without regional and national caution characterized this draconian period. The spirit of the times also pervaded education with bigger and better services. However, there was little accountability required at any level of society, including education. With little direction or accountability, therefore, educational evaluation waned though its technical aspects continued to develop.

Standardized testing had greatly increased along with guidelines for administering them. The American Psychological Association, the American Educational Research Association, and the National Council on Measurements Used in Education published seminal guidelines for educational testing (Madaus and Stufflebeam, 2000, p. 10).

The Age of Development (1958-1972)

The successful launch of Sputnik in 1957 served as a national wake-up call with respect to educational matters. America was behind in the space race and education was seen as one way to remedy this glaring technological deficit. Consequently, this period introduced an ambitious expansion of the educational enterprise and commensurate evaluation under federal mandates, guidelines and funding. However, it also realized the shortcomings of educational evaluation in many of its specific applications: inadequate testing tools and strategies, indirect versus direct measurement of learning and more limitations of standardized testing. If national monies and efforts were to support new educational efforts, accountability would also have to increase. To that end, Senator Robert Kennedy and others in Congress “amended the Elementary and Secondary Education Act of 1964 (ESEA) to include specific evaluation requirements” (Madaus and

Stufflebeam, 2000, p. 12). This resulted in something of an identify crisis for educational evaluation (Madaus, Stufflebeam and Scriven, 1983, p. 14) but the field responded by professionalizing itself via nation wide, standardized testing programs, scholarly publications and journals, degree programs, societies and organizations and certification programs. These reciprocal efforts by educational professionals and experts were drastically needed to fill the void of quality evaluation models and techniques, since existing ones were inadequate. The National Study Committee on Evaluation “concluded that educational evaluation was ‘seized with a great illness’ and called for the development of new theories and methods of evaluation as well as new training programs for evaluators” (Madaus and Stufflebeam, 2000, p. 14).

The Age of Professionalization (1973-1983)

The flourishing results of the preceding age helped the field of evaluation to blossom professionally during a 10-year period known as The Age of Professionalization.

Subsequently, “the field of evaluation began to crystallize and emerge as a distinct profession related to, but quite distinct from, its forebears of research and testing”

(Madaus, Scriven and Stufflebeam, 1983, p. 15). “Evaluation as a field had little stature and no political clout” prior to this period (Madaus and Stufflebeam, 2000, p. 15).

Substantive professional progress was made as the field of evaluation saw the addition of formal courses and professional journals like “*Educational Evaluation and Policy*

Analysis, Studies in Educational Evaluation, CEDR Quarterly, Evaluation Review, New Directions for Program Evaluation, Evaluation and Program Planning and *Evaluation*

News” (Madaus and Stufflebeam, 2000, p. 15). Also, a joint committee was established

for the purpose of establishing and endorsing professional evaluation standards (Joint Committee, 1981,1994).

The Age of Expansion and Integration (1983-2000)

Madaus marks the beginning and ending of this age-period by the publication of their first and second editions of Evaluation Models – 1983 and 2001 (Madaus and Stufflebeam, 2000, p. 16). A lot changed in those 18 years including the worldwide growth of the evaluation profession as well as the amalgamation of and increased cooperation among evaluation societies. Moreover, the Joint Committee on Standards for Educational Evaluation has established standards for personnel evaluation (Joint Committee, 1988) and is currently writing standards for the evaluation of students (Madaus and Stufflebeam, 2000).

This brief historical overview of the history of “program” and “educational evaluation” is summarized in a historical timeline in Figure 1.

<i>Figure 1. Summarized historical timeline of educational evaluation</i>		
Year	Event	Impact
1600s	Enlightenment	Scientific revolution brought corrective information
1845	Boston grammar school written examinations	Written exams replace oral exams resulting in a greater focus on written evaluation
1887-1898	Joseph Rice's spelling drill comparative studies	Systematic, scientific comparative effort gains credibility and recognition
1932	The Eight-Year Study	Demonstrated the value of group comparisons and bolstered the Progressive Education Movement
1947	ETS – The Educational Testing Service and standardized tests	Standardized testing gains greater prominence, recognition and usage
1957	Sputnik I	Served as a wake-up call to America to invest greater resources in education. Enacted the National Defense Act
1958	National Defense Education Act	Endorsed new educational efforts and reforms as well as accountability through evaluation
1965	Elementary and Secondary Education Act amended	Funding for Title I and III programs contingent on evaluation

Figure 1. Summarized historical timeline of educational evaluation. Adapted from

Madaus, George F., Scriven, Michael, and Stufflebeam, Daniel L. (1983). Program evaluation: A historical overview. In George F.Madaus, Michael Scriven and Daniel L. Stufflebeam (Eds), Evaluation models: Viewpoints on educational and human services evaluation (pp. 1-22). Boston, MA: Kluwer-Nijhoff, and Madaus, George F. and Stufflebeam, Daniel L. (2000). Program evaluation: A historical overview. In Daniel L.Stufflebeam, George F. Madaus, and Thomas Kellaghan (Eds), Evaluation models: Viewpoints on educational and human services evaluation (2nd ed.) (pp. 3-18), Boston, MA: Kluwer-Nijhoff.

Purposes of Evaluation and Assessment

Since the purposes of evaluation and assessment naturally and logically arise out of their definitions, some of the purposes discussed below will be straightforward and repetitious.

Many, if not most, of the authors view the primary purpose of evaluation as determining the value or worth of a program with a view toward improvement. The Joint Committee on Standards for Educational Evaluation says just this on the first line of the introduction to their manual: “Education and training programs are evaluated in order to determine their quality and gain direction for improving them” (1994, p. 1). How this is done of course is a philosophical and methodological matter. Nonetheless, value and worth have increasingly dominated the overarching purpose of evaluation in the literature. Turning again to Worthen, Sanders, and Fitzpatrick, this is seen very clearly in the purposes they spell out:

Evaluation uses inquiry and judgment methods, including (1) determining standards for *judging quality* and deciding whether those standards should be relative or absolute, (2) collecting relevant information, and (3) applying the standards to determine value, quality, utility, effectiveness, or significance. It leads to recommendation intended to *optimize* the evaluation object in relation to its intended purpose(s). (1997, p. 5, emphasis mine)

It is also important to note that determining value and worth in evaluation is pursued with the idea of serving or benefiting others. Therefore, the altruistic motives of service and benefit represent foundational purposes for evaluative activities.

The purpose(s) of assessment seems to have much in common with those of evaluation. In one sense it can be viewed more narrowly, as being concerned with improvement in student learning (Walvoord, 1998, 2001). In another sense however, it shares with evaluation concerns for improvement and program scrutiny (i.e. Palomba and Banta, 1999, p. 4).

Again, one is confronted with parallels, overlap and similarity between evaluation and assessment almost everywhere one turns in the literature. They seem to converge on many points and diverge on few.

Theoretical Frameworks of Evaluation and Assessment

Like the various definitions of assessment and evaluation, the theoretical frameworks and models of assessment are numerous – over 50 (Worthen and Sanders, 1987, p. 43). Confusion sometimes follows from the complexity and multiplicity of these models just as surely as it does with definitions. Comments by Worthen and Sanders are still applicable today,

Like many other young, emerging fields, evaluation is troubled by definitional and ideological disputes. Those who write about evaluation differ widely in their views of what evaluation is and how one should go about doing it...Extending the animal metaphor in a somewhat different direction, trying to understand educational evaluation by reading the various commentaries and prescriptions of evaluation's theoreticians is rather like trying to learn what an elephant is like by piecing together reports of several blind people, each of whom happens to grasp a different portion of the elephant's anatomy. The evaluation literature is badly

fragmented and is often aimed more at fellow evaluation theorists than at practitioners. Busy practitioners can hardly be faulted for not expending the time necessary to interpret and consolidate these disparate bits of knowledge. (1987, pp. 43-4)

Leading scholars reflect the profession's complexity and commensurate confusion in their attempts to elucidate program and educational evaluation by categorizing it in different ways.

- Worthen, Sanders and Fitzpatrick identify 6 categories of educational or program evaluation (1997, p. 78)
- Popham identifies 5 categories (1993, pp. 24-25)
- Gredler identifies 2 categories or "perspectives" (1996, pp. 41-42 and 63-64)
- Madaus, Scriven and Stufflebeam have 3 categories or "orientations" (1983, pp. 24-40)
- In their second edition, Stufflebeam, Madaus and Kellaghan add 1 more category for a total of 4.

The specifics of these categories are summarized in Figure 2.

<i>Figure 2. Educational and program evaluation categories</i>	
Authors/Editors	Categorical Breakdowns
Worthen, Sanders and Fitzpatrick (1997)	<ul style="list-style-type: none"> • Objectives-oriented approaches • Management-oriented approaches • Consumer-oriented approaches • Expertise-oriented approaches • Adversary-oriented approaches • Participant-oriented approaches
Popham (1993)	<ul style="list-style-type: none"> • Goal-attainment models • Judgmental models emphasizing inputs • Judgmental models emphasizing outputs • Decision-facilitation models • Naturalistic models
Gredler (1996)	<ul style="list-style-type: none"> • Utilitarian perspectives • Intuitionist/Pluralist perspectives
Madaus, Scriven and Stufflebeam (1983)	<ul style="list-style-type: none"> • Politically-oriented approaches and studies • Questions-oriented approaches and studies • Values-oriented approaches and studies
Stufflebeam, Madaus and Kellaghan (2000)	<ul style="list-style-type: none"> • Pseudoevaluations • Questions/Methods-Oriented Evaluation Models • Improvement/Accountability Evaluation Models • Social Agenda-Directed Models
Guba and Lincoln (1989)	<ul style="list-style-type: none"> • The first generation: measurement • The second generation: description • The third generation: judgment • The fourth generation: responsive constructivist evaluation

Figure 2. Educational and/or program evaluation categories as defined by several leading authors (cited in the text of the figure) of educational and program evaluation.

Worthen, Sanders and Fitzpatrick provide the following explanations of their categories as an example and illustration of how each is conceived:

1. Objectives oriented approaches – the primary thrust here is to focus on specific goals and objectives for education and later determine which ones have been attained and which ones have not.

2. Management-oriented approaches – deals with providing needed information to managerial decision makers.
3. Consumer-oriented approaches – attempts to provide evaluative information for the benefit of consumers in making choices among competing products.
4. Expertise-oriented approaches – provides the professional expertise of evaluators to judge the quality of that which is evaluated.
5. Adversary-oriented approaches – opposing evaluators (pro and con) bring differing evaluations to that which is evaluated.
6. Participant-oriented approaches – stakeholders take an active participatory role in determining “values, criteria, needs and data for the evaluation” (Worthen, Sanders and Fitzpatrick, 1997, p. 78).

Stufflebeam’s 4 Categories of Evaluation

Stufflebeam categorizes 22 approaches to evaluation in 4 different categories. in his most recent attempt to identify overall patterns and common emphases among evaluation models (Stufflebeam, 2000, pp. 33-83). His 4 categories of evaluation are examined more fully because of their numerous strengths. Specifically, his is probably the most comprehensive and certainly the most recent attempt to identify and explain every major existing model. While Stufflebeam qualifies his effort as “based on his best judgments” and as lacking poll data, he also states that his work reflects “35 years of experience in applying and studying different evaluation approaches” (Stufflebeam, 2000, p. 36). This professional experience is evident in his superior command of the subject matter. Stufflebeam’s categories and explanations also represent the most

nuanced classification effort to date. This results in a good faith attempt to accurately represent each major model while also explaining its distinctions from and commonalities with other models.

As noted in Figure 2, Stufflebeam's 4 categories are: Pseudoevaluations, Questions/Methods-Oriented, Improvements/Accountability and Social Agenda/Advocacy categories. A summary of his categories will be presented below as a heuristic survey of the field of evaluation. Most of the models in each category will simply be listed, but selected ones will be more fully explained because of their past and present prominence in the field of evaluation.

Pseudoevaluations

This category of evaluation represents questionable, even negative, practices of evaluation because they shade the truth in an expedient manner that is biased, self-serving, and self-protective. This runs counter to one of the main purposes of evaluation, especially for Stufflebeam, which is to serve and benefit others with the evaluative process and product. Reflecting these problematic issues are the Public Relations-Inspired Studies and Politically Controlled Studies approaches in this category.

Questions/Methods-Oriented Evaluation Models

The Questions/Methods-Oriented models are so named because they "(1) address specified questions, answers to which may or may not be sufficient to assess a program's merits and worth and/or (2) use some preferred method(s)" (Stufflebeam, 2000, p. 40). Stufflebeam calls these models "quasi-evaluation studies" because on some occasions they provide enough information to fully assess the merit or worth of a program and on

other occasions they do not (2000, p. 40). Consequently, the methodological success of these models is a bit hit-or-miss and, therefore, unpredictable in terms of their products. The strategy of these models is to employ tools and methods of such high technical quality that a few critical questions are answered well. This as opposed to a broad look at a program's merit or worth that may be almost impossible to achieve, and, consequently, yields superficial, if not unsatisfactory, results. Approaches consistent with this category are: Objectives Based Studies, Accountability-payment by Results Studies, Objective Testing Programs, Outcome Evaluation as Value-added Assessment, Performance Testing, Experimental Studies, Management Information Systems, Benefit-cost Analysis Approach, Clarification Hearing, Case Study Evaluations, Criticism and Connoisseurship, Program Theory-based Evaluation and Mixed-Methods Studies (Stufflebeam, pp. 40-60).

The Discrepancy Evaluation Model

One well-known model placed in this category by Stufflebeam is Malcolm Provus' Discrepancy Evaluation Model (DEM). Provus envisioned this model to unfold in 5 stages: (1) design, (2) installation, (3) process, (4) product and (5) program comparison (1971, p. 184). Within each stage would be a 3-part content process – a sort of mini-evaluation. These content parts consist of input, process and output resulting in content activity that tracked and paralleled the 5 stages listed above: (1) design adequacy, (2) installation fidelity, (3) process adjustment, (4) product assessment, and (5) cost-benefit analysis (Provus, 1971, p. 184). Each content stage is negotiated by 3 steps: (1)

establish a standard (S), (2) assess performance (P) and (3) determine whether there is a discrepancy (D) (Provus, 1971, pp. 184-185; Steinmetz, 2000, pp. 128-129, see Figure 3).

<i>Figure 3. Stages of Discrepancy Evaluation Model (DEM)</i>				
5 Stages	Content Stages			DEM Criteria
	Input	Process	Output	
1. Design	1. Design Adequacy			S-P-D
2. Installation	2. Installation Fidelity			S-P-D
3. Process	3. Process Adjustment			S-P-D
4. Product	4. Product Adjustment			S-P-D
5. Program Comparison	5. Cost-Benefit Analysis			S-P-D

Figure 3. Stages of Discrepancy Evaluation Model (DEM). Lists stages of the DEM along with corollary content stages according to a 3-step process. Each row stage and corresponding content stage passes through the filter of S-P-D criteria (standard, performance and discrepancy). This figure was adapted from Malcolm Provus, 1971, Discrepancy Evaluation, p. 184.

The client has a very pivotal and commanding role in Provus' DEM, providing much, if not all, of the input and approval for each stage of the process. The evaluator serves as a facilitator of the client's thoughts and wishes. This continues to be the case today in an even more pronounced way with Steinmetz's version of the DEM (2000). Steinmetz views the client and, really, the whole model in a constructivist way with the client constructing the meaning of the standard and performance criteria (2000, pp. 134-135). This can be deduced from his statement that "Acceptable S and P are seen, rather, as a function of the set of agreements and beliefs that *make up the world of the client*" (Steinmetz, 2000, p. 135, emphasis mine).

However one views the role of the constructivist worldview in evaluation, it is noteworthy that the client has great ownership of the whole evaluation process in the DEM. Indeed, clients will be heavily involved whether they like it or not.

Educational Criticism and Connoisseurship

The evaluation model of Educational Criticism and Connoisseurship was championed by Elliot Eisner. It is important to include his model in a discussion like this because it represents a qualitative model and because his passion was for a model that would be congruent with the arts. Eisner felt that some forms of educational evaluation had to be tailored to the arts in order to be relevant to them. Otherwise, he did not feel it “likely that the arts will secure a meaningful place in American schools” (Eisner, 1985, p. 87). Eisner objected to the “scientific” and “nomothetic” approach to education as opposed to the “ideographic” one, and even felt it had had a negative impact on the arts. There were four “deleterious” consequences:

1. The search for educational laws led to a reductionistic view of the unique and particular in each situation;
2. Appreciation of the present is sacrificed at the alter of the future;
3. Scientific and technological approaches to education led to a cold objectification of knowledge; and
4. The search for laws which govern the control of human behavior has inevitably led to endorsing the achievement of a common set of goals for all human behavior. This embraces uniformity and depreciates individualization (Eisner, 1985, pp. 88-90).

Running counter to this educational anathema is the art of connoisseurship and criticism, which is, respectively, the art of appreciation and the art of disclosure (Eisner, 1985, p. 92). Eisner likens connoisseurship in educational evaluation, or any other connoisseurship for that matter, to that of a wine connoisseur (Eisner, 1985, p. 104). The wine connoisseur can assess wine because she has observed, planted, cultivated, harvested, manufactured and even lived wine. She has been immersed in “wine” culture so to speak. This makes possible the qualitative role of the evaluator. How does one develop the arts connoisseurship and criticism in educational evaluation?

One develops them through 4 lines of inquiry: (1) educational criticism as descriptive inquiry, (2) educational criticism as interpretive inquiry, (3) educational criticism as normative inquiry and (4) educational criticism as thematic inquiry (Eisner, 2000, pp. 198-205).

As can be discerned, Eisner’s model represents a contextualized approach to evaluation and can be categorized according to its paradigm structure. In his own words, Connoisseurship is an artistic paradigm as opposed to a scientific one (Eisner, 1985, p. 104). Eisner has no confidence in scientific methods as a solution to educational problems. For Eisner, “Educational practice as it occurs in schools is an inordinately complicated affair filled with contingencies that are extremely difficult to predict, let alone control” (1985, p. 104). Connoisseurship and Criticism is a helpful approach to evaluation in this context because it values and utilizes the art of perception which “makes the appreciation of such complexity possible” (Eisner, 1985, p. 104).

Improvement/Accountability Evaluation Models

This category of models includes those that completely assess the worth or value of a program. It can also be said of these approaches and models that they are comprehensive in nature and “seek to examine the full range of pertinent technical and economic criteria for judging program plans and operations” (Stufflebeam, 2000, p. 61). These models are based on objectivist worldviews in contrast to the Steinmetz’s DEM and other constructivist evaluation models. Three approaches constitute this category: Decisions/Accountability, Consumer-Orientation, and Accreditation. These are called “Improvement/Accountability Evaluation” models because they emphasize those two things – improvement and accountability. Improvement is a way of serving the client and the notion of accountability recognizes the stakeholder.

The Decision/Accountability approach received one of the highest ratings in a scale developed by Stufflebeam in conjunction with the standards developed by the Joint Committee in Program Evaluation Standards (Stufflebeam, 2000, pp. 80-83). It was 1 of 9 approaches that received a “very good” rating but also had the highest “overall score and rating” (Stufflebeam, 2000, pp. 80-83).

A very important model, the CIPP Model, falls under the Decision/Accountability approach. It will be discussed in the following section.

The CIPP Evaluation Model

The CIPP Evaluation Model was developed by Daniel L. Stufflebeam in response to evaluation mandates generated by the Elementary and Secondary Education Act of 1965 (ESEA) (Stufflebeam, 1983, p. 118). The historical role of the ESEA in evaluation

and assessment has already been described to under discussion about the history of evaluation and assessment. The CIPP model is predicated on the assumption “that the most important purpose of evaluation is not to prove but to improve” (Stufflebeam, 1983, p. 118). Stufflebeam saw this to be a healthy counter-emphasis to then negative views of evaluations as “witch hunts” or, at best, limited to purposes of accountability (1983, p. 118).

CIPP is an acronym that designates 4 sequential stages of evaluation: context, input, process and product evaluation. Although all 4 stages represent a holistic evaluation cycle, they can be done singly or severally but only with the proper sequence in mind. This is especially important because each successive stage builds on the preceding one(s). Context evaluation seeks to “identify the strengths and weaknesses of some object, such as an institution, a program, a target population, or a person, and to provide direction for improvement” (Stufflebeam, 1987, p. 128). This is a diagnostic exercise that results in an assessment of the object’s overall profile and performance factors. The big question that needs to be answered at this evaluative stage is whether the object or program is meeting the needs of its target audience – those whom it is serving.

This sets up the evaluation process for the next stage – input evaluation. This is actually a contingency step that is taken only if it is judged that the target audience’s needs are not being sufficiently met or not being met at all. The primary objective of this step in the CIPP model is to “help prescribe a program by which to bring about needed changes” (Stufflebeam, 1983, p. 130). Here the client(s) look at options in light of their needs and environmental contexts in order to identify a workable plan. Literature

searches, systematic feedback from stakeholders, existing strategies, brainstorming, expert consultation, and any other credible information sources are tapped for input purposes. The input evaluation stage is consummated by a plan for program improvement.

The process evaluation stage logically follows the above stage and is primarily about implementing the improvement plan generated from input. Various facets of the plan are monitored such as project and schedule deadlines and midcourse corrections are made as needed. In other words, the plan has to be flexible enough to incorporate needed changes that arise unexpectedly and unpredictably. Such is the nature of organizational life since “not all aspects of a plan can be determined in advance and since some of the initial decisions may later prove to be flawed” (Stufflebeam, 1983, p. 132). It is also important to heed Stufflebeam’s exhortation that the “lynch-pin of a sound process evaluation is the process evaluator” (Stufflebeam, 1983, p. 132). This stage is labor intensive and not very amenable to the shared attention of staff that also has other responsibilities.

The final stage – the product stage – evaluates the accomplishments of the overall effort. Stufflebeam states that

The main objective of a product evaluation is to ascertain the extent to which the program has met the needs of the group it is intended to serve. In addition, a product evaluation should look broadly at the effects of the program, including the intended and unintended effects and positive and negative outcomes.

(Stufflebeam, 1983, p. 134)

Hearings, group interviews, case studies, surveys, observations, examinations and jury trials are means of gathering information for evaluative and assessment purposes in this final stage. This information helps to determine “whether a given program is worth continuing, repeating, and/or extending into other settings,” and “provides direction for modifying the program so that it better serves the needs of all members of the target audience and so that it will become more cost effective” (Stufflebeam, 1983, p. 135).

Guba and Lincoln (1981) have identified numerous shortcomings of the CIPP model while also recognizing some of its strengths. The model has “serious faults” in the “unwarranted assumptions about the rationality of the decision makers,” a naïve view of how “open” the decision-making process really is and the ability to identify the “real” decision makers in complex and/or loosely coupled organizations (1981, p. 16). Furthermore, Gredler sees an incompatibility between the “improvement” and the “accountability” roles of the CIPP model and also its insufficiently detailed methodology (1996, p. 49). Scriven is another person who sees an “underemphasis” on accountability but, he also views the CIPP model as “the first sophisticated model for program evaluation, and possibly still the most elaborate and carefully thought-out model extant,” (1991, p. 81). Worthen, Sanders and Fitzpatrick also note the model’s heuristic strength and overall simplicity of design. However, they also note weaknesses such as its vulnerability to “unfair” and “undemocratic” manipulation by top management as well as its propensity to be costly and complex unless priorities are clearly set and resolutely followed (1997, pp. 104-105).

Social Agenda-Directed Models

These models seek to make a difference in society through a form of program evaluation that defends the disenfranchised and disadvantaged. Consequently, it has a tendency toward affirmative action for these groups of people (Stufflebeam, 2000, p. 68).

Philosophically, these models embrace a constructivist orientation and are correspondingly qualitative in their methodology. Their postmodern posture makes them averse to the “best” or “right” answers and predisposes them to stress “cultural pluralism, moral relativity, and multiple realities” (Stufflebeam, 2000, p. 68).

The models in this category are: Client-Centered Studies (or Responsive Evaluation), Constructivist Evaluation, Deliberative Democratic Evaluation and Utilization-Focused Evaluation (Stufflebeam, 2000, pp. 68-80).

Strengths and Weaknesses of Educational Evaluation and Assessment

Educational or program evaluation has matured beyond its infant, childhood and, hopefully, adolescent stages (Worthen, Sanders and Fitzpatrick, 1997, p. 25-26). However, since it is not fully mature, it can thus be analyzed for strengths and weaknesses. Figure 4 summarizes the strengths and weaknesses of the evaluation categories that Stufflebeam, Madaus and Kellaghan present and which are summarized under “Theoretical Frameworks for Evaluation and Assessment.”

<i>Figure 4. Main strengths and weaknesses of Stufflebeam's categories of evaluation and assessment</i>		
Category	Strengths	Weaknesses
Pseudoevaluations	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Very biased • Vulnerable to corruption • Poor methodologies
Questions/Methods-Oriented Models	<ul style="list-style-type: none"> • Technical quality • Methodological variety • Tightly focused 	<ul style="list-style-type: none"> • Incomplete evaluation • Narrow focus
Improvement/Accountability Models	<ul style="list-style-type: none"> • Complete evaluation • Comprehensive • Seek improvement 	<ul style="list-style-type: none"> • Ambitious, hard to do • Very dependent on good evaluator
Social Agenda-Directed Models	<ul style="list-style-type: none"> • Empower disadvantaged • Democratic, fair 	<ul style="list-style-type: none"> • Disappoint stakeholders • Consensus hard to get

Figure 4. Main strengths and weaknesses of Stufflebeam's categories of

evaluation and assessment. Summarized from Daniel L. Stufflebeam, *Foundational Models for 21st Century Program Evaluation*, 2000, In Daniel L. Stufflebeam, George f. Madaus and Thomas Kellaghan, *Evaluation Models: Viewpoints on Educational and Human Services Evaluation*, 2nd Ed., pp. 33-83.

Value of Graduate Alumni Assessment Relative to Program and Educational Evaluation

Alumni research has been a somewhat neglected practice until recently.

Fundraising has been the traditional research focus followed by research on how higher education institutions and alumni associations can best serve their members (Pettit and Litten, 1999, p. 1). If this has been the case with undergraduate alumni, it has been much more so with graduate alumni. This diagnosis easily follows from the general lack of overall assessment in graduate and professional higher education. Bilder and Conrad note that "graduate and professional education have received relatively little attention in the assessment literature," (1996, p. 5).

Ironically, demand for graduate and professional education has increased dramatically over the last three decades. The number of annually awarded master's degrees quadrupled between 1960-1993 going from less than 75,000 to more than 369,000 (Haworth, 1996, p.1). The number of annually awarded doctoral degrees also increased between early 1970s and the mid-1990s, going from approximately 15,000 to more than 42,000 (Haworth, 1996, p.1). Graduate education and professional training, then, represents a huge investment of dollars and people which begs for quality assessment and evaluation. Graduate alumni are one significant source of outcomes information for assessment purposes.

However, even while graduate schools and their alumni have been neglected, colleges, universities and other graduate institutions are increasingly tapping their *undergraduate* alumni in order to provide information on a number of areas – assessing the institution's success in preparing students to “lead productive and rewarding lives,” and completing evaluations of their educational experiences (Pettit and Litten, 1999, p. 1). Pace also recognized that alumni surveys have the potential to also provide evidence of learning outcomes (Pace, 1985, p. 14). More importantly, though, alumni research provides superior information in one very important sense – how well an education is serving and enriching the alumni's professional experience. After all, this is the primary reason they got an undergraduate degree in the first place. With this in mind, Stevenson, Walleri and Japely view “follow-up” studies as being able to “provide a bottom line for institutions of higher education” (1985, p. 81). Additionally, Pettit and Litten recognize that, “Unlike faculty and current students, alumni bring the advantage of having tested

the outcomes of an educational program in the marketplace” (1999, p. 1). If these arguments hold true at the undergraduate level, surely they apply at the graduate level as well. More importantly, if the reasons for alumni research, and by implication – graduate alumni research, are so compelling, why has it not received more emphasis in the past?

Melchiori (1988, pp. 6-7) has advanced 5 reasons for this lack of emphasis in targeting alumni for research purposes as opposed to marketing ones:

1. The number of alumni is overwhelming by virtue of the sheer number of people in America who pursue higher education;
2. Alumni data do not enjoy a high priority for many administrators. Therefore, the data may not be current or easily accessible;
3. Alumni researchers do not enjoy an integrated, networked support of helpful university personnel and information;
4. Few faculty are interested in institution specific information on alumni and, therefore, their backing is weak;
5. Existing data on alumni are not “clean” enough to meet research standards.

In contrast to this indifference to alumni, it is interesting to note that Tyler recognized the importance of alumni assessment as early as 1950. Though he did not call it alumni assessment, this surely is the essence of his concern that “another point of evaluation” be made which is “sometime after the instruction is completed” (Tyler, 1950, p.69). Tyler wanted “follow-up studies of *graduates*” to be done “in order to get further evidence as to the permanence or impermanence of the learnings...” (Tyler, p. 69, emphasis mine).

Another educational leader who recognizes the potential of alumni in evaluation and assessment is Barbara Davis. For example, she identifies 10 questions that can be asked in assessment, one of which is “What happens to students after they graduate?” (1989, p. 14). She notes that alumni surveys are a good source of this information. Sell also recognized in 1989 that among those approaches being suggested for expanded assessment practices was the need to do “follow-up studies of graduates and their careers” (p. 22).

Having established the need for alumni research, even graduate alumni research, alumni research now needs defining. “Alumni research can be defined as a process of following alumni through their lives and focusing on lifelong demographics, attitudinal issues, and career data in order to understand more fully the underlying motivational forces as providers” (Melchirori, 1988, p. 10). This definition tips the hand of traditional alumni research where alumni are viewed as financial “providers.” As has been suggested, however, alumni should be viewed as “providers” of not just money, but also of unique and valuable information that will assist the “program review and evaluation, retention, institutional planning, accreditation self-studies and marketing and public relations” efforts of colleges and universities (Moden and Williford, 1988, p. 67).

Design Procedures and Methods of Educational Evaluation and Assessment

Design is always a very critical component of research, so it is vital that it be well thought out. Light, Singer and Willett cogently point this out.

We emphasize research design over measurement and analysis. This is because good design comes first. No matter how precise your measurement or how

sophisticated your analyses, you risk failure if your research is not well planned.

You can't fix by analysis what you bungled by design. (1990, pp. vii-viii).

Practically speaking, the “first and obvious reason for using a design is to ensure a well organized evaluation study: all the right people will take part in the evaluation at the right times” (Fitz-Gibbon and Morris, 1987, p. 9). More importantly, however, a design is a means of “gathering *comparative information* so that the results of the program being evaluated can be placed in a context for judgment of their size and worth” (Fitz-Gibbon and Morris, 1987, p. 9).

Cronbach cogently captures the unique challenge of designing program and educational evaluation when he states that

Designing an evaluative investigation is an art. The design must be chosen afresh in each new undertaking and the choices to be made are almost innumerable. Each feature of a design offers particular advantages and entails particular sacrifices. Further merits and limitations come from the way various features combine.
(1982, p. 1)

Some of the research strategies of educational assessment and evaluation have already been vaguely alluded to under the discussion of theoretical frameworks and models and will be more specifically referenced here.

Formative and summative evaluation was first defined by Scriven (1967, p. 43). Simply stated, formative evaluation provides “program staff evaluative information useful in improving the program,” and summative evaluation is “conducted and made public to provide program decision makers and potential consumers with judgments

about that program's worth or merit in relation to important criteria..." (Worthen, Sanders and Fitzpatrick, 1997, p. 14). This is not so much a design procedure as it is a purpose and rationale for the evaluative design that is implemented. In formative evaluation, programs "are still capable of being modified," while summative evaluation deals with "completed instructional programs" (Popham, 1993, p. 13).

Both quantitative and qualitative research methods are used in educational and program evaluation and assessment. The former represents a positivist or objectivist position while the latter sometimes represents a constructivist one. Qualitative research, also called interpretive research (Gall, Borg and Gall, 1996, p.29), "stresses a phenomenological model in which multiple realities are rooted in the subjects' perceptions" (McMillian, 2000, p. 9). Understanding and meaning are derived from "verbal narratives and observations rather than numbers," and takes place in "naturally occurring situations, as contrasted with quantitative research, in which behaviors and settings are controlled and manipulated" (McMillian, 2000, p. 9).

Positivism is "the epistemological doctrine that physical and social reality is independent of those who observe it, and that observations of this reality, if unbiased, constitute scientific knowledge" (Gall, Borg and Gall, 1996, p. 18). Positivism or objectivism builds upon a scientific paradigm while constructivism builds upon a naturalistic or, in Eisner's nomenclature, an artistic one (Guba and Lincoln, 1981, pp. 53-56; Eisner, 1985, p. 104). Constructivism parallels postpositivism which is "the epistemological doctrine that social reality is constructed and that it is constructed differently by different individuals" (Gall, Borg and Gall, 1996, p. 19). Some researchers

believe these are polemical positions while others believe they can be complimentary. In this sense, Gall, Borg and Gall explain that

Some researchers believe that qualitative research is best used to discover themes and relationships at the case level, while quantitative research is best used to validate those themes and relationships in samples and populations. In this view, qualitative research plays a discovery role, while quantitative research plays a confirmatory role. (1996, p. 29)

This view represents a complimentary combination of the two research approaches.

Finally, the purpose of the evaluation will influence choices of design just as it does choices of models. Stufflebeam's distinction between quasi-evaluation models and full-service models is helpful here (Stufflebeam, 2000, p. 40). Quasi-evaluation models may very well have a more narrow focus as may a particular quantitative or qualitative procedure. At a minimum, a narrow focus (quasi-evaluation approaches) versus a broad focus (Improvement/Accountability-Oriented Evaluation Approaches) will have some impact on design issues.

Professional Evaluation Standards

Most professional organizations have performance codes or standards that protect consumers and provide organizational accountability. Stufflebeam supplies a comprehensive description for these kinds of standards (2000, p. 439).

Such Standards and codes aim to protect consumers and society from harmful practices, provide a basis for accountability by the service providers, provide an authoritative basis for assessing professional services, provide a basis for

adjudicating claims of malpractice, help assure that service providers will employ their field's currently best available practices, identify needs for improved technologies, provide a conceptual framework and working definitions to guide research and development in the service area, provide general principles for addressing a variety of practical issues in the service area, present service providers and their constituents with a common language to facilitate communication and collaboration, and earn and maintain the public's confidence in the field of practice.

There are 2 organizations that have established standards and guidelines for the field of evaluation – The Joint Committee on Standards for Educational Evaluation and the American Evaluation Association, formerly the Evaluation Research Society. Of these two, The Joint Committee on Standards for Educational Evaluation provides the most extensive set of guidelines and standards.

The Committee's standards are grouped according to 4 attributes: usefulness, feasibility, propriety and accuracy. They define a standard as “a principle mutually agreed to by people engaged in a professional practice, that, if met, will enhance the quality and fairness of that professional practice, for example, evaluation” (1994, p. 2).

The Committee's four attributes can be briefly described as follows:

1. An evaluation is useful if it can determine things like: the user's information needs, the program's problems while noting strengths, and also be able to assess the program's merit and worth (Stufflebeam, 2000, p. 444).

2. An evaluation is feasible if it can accomplish as much as possible with as little disruption as possible. If it can be “realistic, prudent, diplomatic, politically viable, frugal and cost-effective,” it can be considered feasible (Stufflebeam, 2000, p. 445).
3. An evaluation obtains propriety if it operates by clear guidelines and respects others’ rights and dignity.
4. An evaluation is accurate if it correctly describes the program, reports the findings, is technically sound and reaches defensible conclusions (Stufflebeam, 2000, p. 445).

In conclusion, it is clear that the field of evaluation and assessment is complex if it is nothing else. This idea has been acknowledged by author after author even as they attempt to clarify, organize, classify and consolidate.

It is also clear that a majority of the leading scholars in evaluation and assessment want to determine value and merit as the overarching outcome of evaluative efforts.

Alumni studies for assessment purposes have only recently received attention in the literature on the field of assessment. Assessment of graduate and professional education, necessarily including alumni, is in short supply as has been previously discussed.

The relationship of evaluation to assessment still remains somewhat vague and fragmented in spite of Herculean efforts of people like Stufflebeam, Madaus, Worthen, Sanders and Popham, Banta and Palomba to be more comprehensive within each sub-field of evaluation and assessment. Intuitively and practically, the two sub-fields are related and overlapping. The sense of this intuitive and practical relationship only magnifies as one submerses oneself in the literature. Hence, several questions arise.

Again, what is the relationship between evaluation and assessment? Since this can be deduced from the readings, as was attempted earlier, a more striking question confronts the would-be evaluator/assessor: How can the two fields or sub-fields be blended in a coordinated and complimentary manner?

This principal investigator identified two major gaps in the literature. First, efforts to pull together evaluation and assessment in a structured research manner, or to implement both approaches in a coordinated and complimentary blend, were lacking. Second, the value and role of alumni, especially graduate school and professional alumni, in assessment has not been adequately acknowledged, studied or reported.

For these reasons, this principal investigator evaluated the Christian Education program at DTS utilizing Stufflebeam's Improvement/Accountability category and CIPP model in assessing alumni perceptions of the program's quality. This approach blended evaluation with assessment utilizing alumni research. Moreover, this research was program-wide in the scope of its efforts, evaluating and assessing the quality of courses, advising, teaching, placement, faculty/student relationships and professional preparation. Therefore, this research effort was better suited to a complete evaluation model as opposed to a quasi-evaluation one. The CIPP model is has a "systems view of education and human services" and, therefore, it constitutes a delivery system of information to a range of decision makers and stakeholders (Stufflebeam, 2000, pp. 282-283). When properly utilized, the CIPP model assists institutional leaders and staff in acquiring the feedback needed to deal with important needs. This principle investigator attempted to

accomplish as much of the first phase as possible of the CIPP evaluation model, the context phase (see Figure 5 from Stufflebeam, Madaus, and Kellaghan, 2000, p. 284).

Figure 5. Stufflebeam's CIPP diagram flow chart

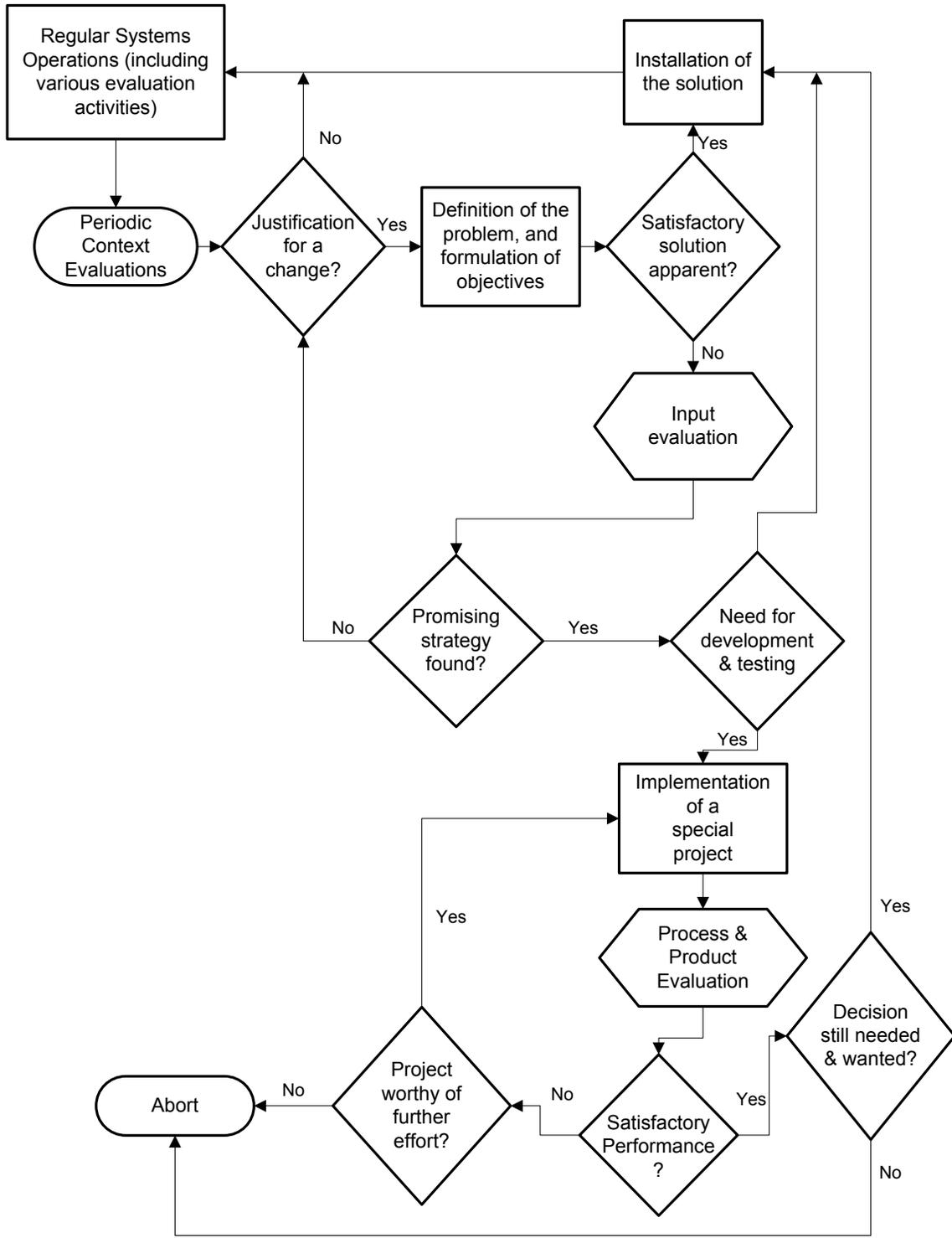


Figure 5. Stufflebeam's CIPP diagram flow chart represents the decision-making flow through the CIPP program evaluation process. Adapted from Daniel Stufflebeam, George Madaus, and Kellaghan. (2000).

As can be seen from the CIPP Diagram Flow Chart (Figure 5), periodic context evaluations are but the beginning of a comprehensive evaluation and assessment process. It can easily take a substantial amount of time for the completion of all 4 phases of the CIPP evaluation program, although the exact amount of time will vary from situation to situation.

Stufflebeam describes *context evaluation* as that which

assesses needs, problems, assets, and opportunities within a defined environment.

Needs include those things that are necessary or useful for fulfilling a defensible purpose. *Problems* are impediments to overcome in meeting and continuing to meet targeted needs. *Assets* include accessible expertise and services – usually in the local area – that could be used to help fulfill the targeted purpose.

Opportunities include, especially, funding programs that might be tapped to support efforts to meet needs and solve associated problems. *Defensible purposes* define what is to be achieved related to the institution's mission while adhering to ethical and legal standards. (Stufflebeam, Madaus, and Kellaghan, 2000, p. 287.)

The timing of implementing a context evaluation is very open. It can occur at the beginning, middle, or even conclusion of a program or improvement effort. Numerous methodologies can be employed: surveys, diagnostic tests, panel reviews, focus group meetings, and advisory committees.

The main objectives of a context evaluation are:

- Describe the context for the intended service
- Identify intended beneficiaries and assess their needs
- Identify problems or barriers to meeting the needs
- Identify area assets and funding opportunities that could be used to address the targeted needs
- Assess the clarity and appropriateness of program, instructional, or other service goals (Stufflebeam, Madaus, and Kellaghan, 2000, p. 287)

This investigation sought to realize the benefit of these designs and objectives in the Christian Education department at DTS. Stufflebeam provided a checklist that was helpful for this investigation (see Figure 6).

Figure 6. Evaluation checklist

<p><i>Basic Considerations</i></p> <p><input type="checkbox"/> Object of the evaluation</p> <p><input type="checkbox"/> Purpose of the evaluation</p> <p><input type="checkbox"/> Client</p> <p><input type="checkbox"/> Other right-to-know audiences</p> <p><input type="checkbox"/> Authorized evaluator(s)</p> <p><input type="checkbox"/> Guiding values and criteria</p> <p><input type="checkbox"/> Standards for judging the evaluation</p> <p><input type="checkbox"/> Contractual questions</p> <p><i>Information</i></p> <p><input type="checkbox"/> Required information</p> <p><input type="checkbox"/> Data collection procedures</p> <p><input type="checkbox"/> Data collection instrument and protocols</p> <p><input type="checkbox"/> Information sources</p> <p><input type="checkbox"/> Participant selection</p> <p><input type="checkbox"/> Provisions to obtain needed permission to collect data</p> <p><input type="checkbox"/> Follow up procedures to assure adequate information</p> <p><input type="checkbox"/> Provisions for assuring the quality of obtained information</p> <p><input type="checkbox"/> Provisions to store and maintain security of collected information</p> <p><i>Analysis</i></p> <p><input type="checkbox"/> Procedures for analyzing quantitative information</p> <p><input type="checkbox"/> Procedures for analyzing qualitative information</p> <p><i>Reports</i></p> <p><input type="checkbox"/> Deliverables and due dates</p> <p><input type="checkbox"/> Interim report formats, contents, lengths, audiences, and methods of delivery</p> <p><input type="checkbox"/> Final report format, contents, length, audiences, and methods of delivery</p> <p><input type="checkbox"/> Restrictions/permissions to report via diskettes, web site, etc.</p> <p><input type="checkbox"/> Restrictions/permissions to publish information from or based on the evaluation</p>	<p><i>Reporting Safeguards</i></p> <p><input type="checkbox"/> Anonymity/confidentiality</p> <p><input type="checkbox"/> Prerelease review of reports</p> <p><input type="checkbox"/> Rebuttal by evaluates</p> <p><input type="checkbox"/> Editorial authority</p> <p><input type="checkbox"/> Final authority to release reports</p> <p><i>Protocol</i></p> <p><input type="checkbox"/> Contact persons</p> <p><input type="checkbox"/> Rules for contacting program personnel</p> <p><input type="checkbox"/> Communication channels and assistance</p> <p><i>Evaluation Management</i></p> <p><input type="checkbox"/> Time line for evaluation of both clients and evaluators</p> <p><input type="checkbox"/> Assignment of evaluation responsibilities</p> <p><i>Client Responsibilities</i></p> <p><input type="checkbox"/> Access to information</p> <p><input type="checkbox"/> Services</p> <p><input type="checkbox"/> Personnel</p> <p><input type="checkbox"/> Information</p> <p><input type="checkbox"/> Facilities</p> <p><input type="checkbox"/> Equipment</p> <p><input type="checkbox"/> Materials</p> <p><input type="checkbox"/> Transportation assistance</p> <p><input type="checkbox"/> Work space</p> <p><i>Evaluation Budget</i></p> <p><input type="checkbox"/> Payment amounts and dates</p> <p><input type="checkbox"/> Conditions for payment, including delivery of required reports</p> <p><input type="checkbox"/> Budget limits/restrictions</p> <p><input type="checkbox"/> Agreed-upon indirect/overhead rates</p> <p><input type="checkbox"/> Contracts for budgetary matters</p> <p><i>Review and Control of the Evaluation</i></p> <p><input type="checkbox"/> Contract amendment and cancellation provisions</p> <p><input type="checkbox"/> Provisions for periodic review, modification, and renegotiation of the evaluation design as needed</p> <p><input type="checkbox"/> Provision for evaluating the evaluation against professional standards of sound evaluation</p>
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Preparer _____ Date _____

Mark each item as *important and incorporated* ✓ or *not applicable* na or leave it blank _____, indicating *not agreed to be important*.

Figure 6. Evaluation checklist adapted from Daniel Stufflebeam, George Madaus, and Kellaghan, 2000, p. 316.

The principal investigator worked through the evaluation checklist as per the directions for the purposes of evaluating the DTS Christian Education department (see Figure 7).

Figure 7. DTS Christian education evaluation checklist

<p><i>Basic Considerations</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Object of the evaluation <input checked="" type="checkbox"/> Purpose of the evaluation <input checked="" type="checkbox"/> Client <input checked="" type="checkbox"/> Other right-to-know audiences <input checked="" type="checkbox"/> Authorized evaluator(s) <input checked="" type="checkbox"/> Guiding values and criteria <input checked="" type="checkbox"/> Standards for judging the evaluation <input type="checkbox"/> Contractual questions <p><i>Information</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Required information <input checked="" type="checkbox"/> Data collection procedures <input checked="" type="checkbox"/> Data collection instrument and protocols <input checked="" type="checkbox"/> Information sources <input checked="" type="checkbox"/> Participant selection <input checked="" type="checkbox"/> Provisions to obtain needed permission to collect data <input checked="" type="checkbox"/> Follow up procedures to assure adequate information <input checked="" type="checkbox"/> Provisions for assuring the quality of obtained information <input checked="" type="checkbox"/> Provisions to store and maintain security of collected information <p><i>Analysis</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Procedures for analyzing quantitative information <input checked="" type="checkbox"/> Procedures for analyzing qualitative information <p><i>Reports</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Deliverables and due dates <input checked="" type="checkbox"/> Interim report formats, contents, lengths, audiences, and methods of delivery <input checked="" type="checkbox"/> Final report format, contents, length, audiences, and methods of delivery <input type="checkbox"/> Restrictions/permissions to report via diskettes, web site, etc. <input type="checkbox"/> Restrictions/permissions to publish information from or based on the evaluation 	<p><i>Reporting Safeguards</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anonymity/confidentiality <input type="checkbox"/> Prerelease review of reports <input type="checkbox"/> Rebuttal by evaluates <input type="checkbox"/> Editorial authority <input type="checkbox"/> Final authority to release reports <p><i>Protocol</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Contact persons <input type="checkbox"/> Rules for contacting program personnel <input checked="" type="checkbox"/> Communication channels and assistance <p><i>Evaluation Management</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time line for evaluation of both clients and evaluators <input checked="" type="checkbox"/> Assignment of evaluation responsibilities <p><i>Client Responsibilities</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to information <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Personnel <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> Materials <input type="checkbox"/> Transportation assistance <input checked="" type="checkbox"/> Work space <p><i>Evaluation Budget</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Payment amounts and dates <input type="checkbox"/> Conditions for payment, including delivery of required reports <input type="checkbox"/> Budget limits/restrictions <input type="checkbox"/> Agreed-upon indirect/overhead rates <input type="checkbox"/> Contracts for budgetary matters <p><i>Review and Control of the Evaluation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contract amendment and cancellation provisions <input type="checkbox"/> Provisions for periodic review, modification, and renegotiation of the evaluation design as needed <input type="checkbox"/> Provision for evaluating the evaluation against professional standards of sound evaluation
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Figure 7. Completed DTS Christian education evaluation checklist, adapted from Daniel

Stufflebeam, George Madaus, and Kellaghan, 2000, p. 316.

CHAPTER III

PROCEDURES FOR THE COLLECTION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to ascertain alumni perceptions of the quality of graduate professional training in Christian education at DTS. Because this study was institution-specific and sought to evaluate the Christian Education Program at DTS, survey questions were based on the Christian Education department's function, purpose, and goals. This resulted in the development of a survey instrument specifically designed for this study. It also utilized a panel of experts comprised of: Barry Lumsden (Professor of Higher Education at the University of North Texas and major professor of the principal investigator), Michael S. Lawson (Chairman of the Department of Christian Education at DTS), Gene Pond (Director of Institutional Research and Assistant Professor of Bible Exposition at DTS), Jay Sedwick (Assistant Professor of Christian Education at DTS), Jim Thames (Associate Academic Dean and Assistant Professor of Christian Education at DTS) and John Cooper (a professional marketer). This panel provided educational and research guidelines for the development of the survey instrument, and also helped to develop face validity. The survey collected information regarding Dallas Theological Seminary's Th.M (Christian Education Leadership and Academic Ministries concentrations) and M.A./CE (all tracks) degrees.

This chapter discusses the development of the questionnaire and the following: (1) research questions, (2) research design, (3) procedures for the collection of data, (4) survey instrument, (5) population of the study, (6) procedures for analysis of the data, and (7) reporting the data.

Research Questions

The study was directed by the following 4 research questions:

1. What are the perceptions of alumni of the quality of graduate professional training in Christian education at DTS?
2. To what extent do alumni perceive the objectives and goals of the DTS Christian Education Department are being met?
3. What are the current and future training needs of Christian education professionals at DTS?
4. What recommendations can be made to improve the quality of graduate professional training in Christian education at DTS?

Research Design

The research design employed in the study utilized a survey instrument and, therefore, employed a non-experimental design methodology. The study utilized a mailed questionnaire for the collection of data regarding the Christian education program at DTS as perceived by Th.M (Christian Education Leadership and Academic Ministries concentrations) and M.A./CE (all tracks) program graduates. The mailed questionnaire was used because geographical boundaries were expected to be minimal to nonexistent. The nature of the design allowed the survey to be mailed to master's level program

graduates of Christian education from DTS without any restrictions of current geographical locale. The questionnaire also allowed for flexibility (Alreck & Settle, 1995). Moreover, thoughtful and accurate responses to the questionnaire were more expected than in an interview (Borg & Gall, 1989). Additionally, this mailed survey response was less expensive and timelier with respect to data collection than interviews would have been.

However, because notable disadvantages arise in survey research, such as non-response, a second letter was utilized to increase respondent rates. A 3-step procedure, as recommended by Creswell (1994), was utilized, but the order was changed. An initial mailing of the questionnaire was sent out followed by a second mailing, 2 weeks later, utilizing a postcard reminding non-respondents to complete the questionnaire. A third and final mailing of the complete instrument and return-postcard occurred 3 weeks after the second mailing. The total mailing sequence was completed in 5 weeks.

Procedures for the Collection of Data

Approval was obtained for an investigation involving the use of human subjects from the University of North Texas and Dallas Theological Seminary before the data were collected. An initial mailing packet was sent to 780 alumni of DTS on February 26, 2001. It consisted of a cover letter (Appendix A) from Michael S. Lawson (Department Chairman of the Christian Education Department at DTS), a second letter (Appendix A) from the principal investigator and Gene Pond (Director of Institutional Research and Assistant Professor of Bible Exposition at DTS), a DTS Alumni Survey (Appendix B), a completion postcard (Appendix C), and a postage-paid-return-envelope.

Seven-hundred-eighty postcards (Appendix D) were mailed to program alumni on March 12, 2001. The postcards briefly thanked each respondent who returned the questionnaire. They also reminded non-respondents to return theirs as soon as possible.

A final mailing was sent to those who had not responded on April 2, 2001. The final mailing consisted of a new cover letter (Appendix E), the questionnaire, and a self addressed return envelope.

Survey Instrument

The survey instrument was used to solicit information regarding the characteristics, educational experiences, and coursework of the respondents during their tenure at DTS as well as the perceived professional benefits resulting from their master's program. The survey information was used to assess and evaluate the quality of the Christian Education program at DTS. The panel of experts reviewed the survey instrument to insure that it would solicit the kind of information essential to answering the research questions guiding the study. A pilot study was conducted using graduating students, alumni and members of the panel of experts (N = 25 which exceeded the minimum one percent of the survey population, Fisher, 1988, p. 33). The pilot study served to identify problem areas in the survey instrument. Appendix B is a copy of the questionnaire sent to the individuals who participated in the study. The goal of this study was a 65% response rate, and was successfully attained. Slightly more than 500 respondents (504) returned their questionnaires. Additionally, there were 3 undeliverables.

A 4-part questionnaire was used to gather data regarding the demographics, educational experience, and coursework experience of the individual. Below is a more detailed discussion of the selection of questions that are included.

About You

This section of the questionnaire contained questions about the demographic characteristics of the respondent. Six demographic variables (including, but not limited to, gender, age, year of graduation and present employment) made up this part of the instrument.

Your Educational Experience

This part of the questionnaire had 19 questions dealing with student awareness and the selection of the DTS master's program, available resources, student services and program requirements. Of the 19 questions in this section, 6 were single questions, 5 were questions with space provided for comments and – or elaboration, and 3 were open-ended questions. An additional 9 items used a Likert-type scale for responses.

Your Educational Program Objectives

DTS's course offerings were the subject of this part of the instrument. Four questions were open-ended. A 5-point Likert scale was used for 8 questions, with responses ranging from "Strongly Disagree" to "Strongly Agree." One 6-point Likert scale with the same scale plus a not applicable option was used. Scores for each response ranged from 1, for a response of "Strongly Disagree", to 5 for "Strongly Agree" and 6 for "NA" (not applicable). One question called for a Likert-rating of Christian Education,

Bible Exposition and Systematic Theology courses with 1 indicating a rating of “Poor” and 5 a rating of “Strong.”

Population of the Study

The population in this study consisted of all individuals who have graduated with Master’s degrees in Christian Education during the past 16 years (Th.M – Christian Education and M.A./CE – all tracks) from DTS (N= 780). Computer records were not kept prior to 1984. Information Services at the Seminary provided a list of graduates from the Christian Education program at DTS.

Procedures for Analysis of Data

Chi-square goodness of fit tests using specified frequencies with the independent variables, viz., program, denomination and position, were calculated using Statistical Package for the Social Sciences (SPSS), version 10. Data was analyzed for descriptive purposes. Chi-square goodness-of-fit tests were performed where appropriate to ascertain whether observed distributions of alumni responses were consistent with what would be expected under the condition of the null hypothesis of no difference in the responses of participants to each questionnaire item (Snedecor and Cochran, 1980).

Chi-square may be classified as distribution-free nonparametric statistical procedure (Gibbons and Chakraborti, 1992, p. 3). Some researchers feel that nonparametric statistics “are more suitable for analyzing data in the social sciences” (Pierce, 1970, p. 2) and “are frequently almost as powerful” (Gibbons and Chakraborti, 1992, p. 6). Yount also states that chi-square “is a simple yet powerful statistic” and that it “lends itself well to categorical data gained through questionnaires or interviews”

(Yount, 1990, p. 249). Parametric or “strong assumption” statistics, as opposed to nonparametric statistics, does generally have greater power to generate a specified level of data, but this presupposes that the population meets certain requirements or assumptions. If these requirements are not met, the issue of power becomes mute (Pierce, 1970, p. 2). Robustness is a desirable quality for any statistic, but it must be added that robust models “are those that work well even if an assumption limit is violated” (Pierce, 1970, p. 2).

This robust flexibility, relatively speaking, is one of the strengths of nonparametric statistics. Gibbons captures the sense of this strength, “Nonparametric statistics is a collective term given to the methods of hypothesis testing and estimation that are valid under *less restrictive assumptions* than classical techniques” (Gibbons, 1993, p. 1, emphasis mine), and “The qualifiers are always much less restrictive for nonparametric tests than for classical (or parametric) tests” (Gibbons, 1993, p. 1).

Another distinction of nonparametric statistics is the scales of measurement that are used. These are the nominal and ordinal scales (Gibbons, 1993, p. 1). Since scale data are used very often in social and behavioral science research, nonparametric statistics is ideally suited to them. For example, many self-report survey instruments often request responses on 3, 5 and 7-point Likert scales that measure the extent of agreement with survey items. As Gibbons acknowledges, these kind of “data are not appropriate for analysis by classical techniques because the numbers are comparable only in terms of relative magnitude, not actual magnitude,” (Gibbons, 1993, p. 1). The difference between rankings of 2 and 3 vary from person to person, and the differences between rankings of

2 and 3 and 4 and 5 may vary even for the same person. These differences are not constant.

Very importantly, Gibbons states that the assumption of a normal distribution “cannot possibly be justified” for Likert-scale data because data from a normal distribution “can take on all real values between minus infinity and plus infinity; they are not limited to three, five, or seven integer values” (Gibbons, 1993, p. 2). This is why “we frequently need inferential procedures whose validity does not depend on rigid assumptions” (Daniel, 1978, p. 15).

Therefore, the choice of a nonparametric procedure by this principal investigator seemed to be justified. Such a choice met at least 2 of 4 criteria identified by Daniel: (1) that the data be measured on a weaker scale than that needed by a parametric procedure, and (2) when “assumptions for the valid use of a parametric procedure are not met” (Daniel, 1978, p. 16).

In the family of nonparametric statistics, chi-square is one of the most versatile, popular, and frequently used inferential tests of frequencies, percentages and proportions (Huck, 2000, p. 613). Chi-square goodness-of-fit also goes by the name of one-sample chi-square test and “is used to determine whether the discrepancy between the set of sample proportions and those specified by H_0 is large enough to permit H_0 to be rejected” (Huck, 2000, pp. 616-618). Another way to say this is that the goodness-of-fit test “is applied to a single nominal variable, and determines whether the counts we observe in k categories fit what we might expect” (Yount, 1990, p. 242). The PROPHET StatGuide further clarifies the meaning of this statistical procedure,

The chi-square test for goodness of fit tests the hypothesis that the distribution of the population from which nominal data are drawn agrees with a posited distribution. The chi-square goodness-of-fit test compares observed and expected frequencies (counts). The chi-square test statistic is basically the sum of the squares of the difference between the observed and expected frequencies, with each squared difference divided by the corresponding frequency. (2001)

Yount explains that some textbooks call this procedure the “**Badness**” of Fit Test because a significant χ^2 value means that *observed counts do not fit what we expect*” (1990, p. 242). In another helpful comment, Yount notes that the goodness of fit test “can be applied with *equal* expected frequencies or *proportional* expected frequencies” (Yount, 1990, p. 242). The use of proportional expected frequencies, however, depends on *known* population distinctions and, as such, is reflected in the H_0 .

The expected distributions of responses across response categories were tested for goodness-of-fit with the actual, observed distributions. The actual frequencies that depart significantly from the expected frequencies were understood to be attributable to phenomena other than chance. All tests of goodness-of-fit were performed at the .05 alpha level. In the principal investigator’s research, the expected, theoretical distributions of alumni responses were calculated according to the hypothesis of no difference. Therefore, the expected, theoretical distribution of responses was an equal distribution of responses across the number of response options per questionnaire item.

Five open-ended questions (questionnaire item numbers 10, 25, 37, 39, and 40) were qualitatively analyzed for patterns of repeated terms and content clusters. The

content clusters grouped congruent terms under a broader rubric for heuristic purposes. Terms and content clusters were subjected to frequency counts and reported in tabular form for descriptive purposes in chapter 4.

Reporting the Data

The data collected in the study were reported to: (1) the doctoral committee of the principal investigator, (2) readers of scholarly publications, and (3) the administration at DTS. The findings are presented in the body of the dissertation.

Summary

The study implemented a non-experimental design methodology using a survey instrument. The population (N= 780) consisted of graduates with master's degrees, both Th.M and M.A./CE, and with concentrations from Dallas Theological Seminary's Christian Education program. Questionnaires were mailed to 780 recipients to determine alumni perceived strengths and weaknesses of DTS's Christian Education program. Three waves of mailings took place in order to achieve the 65% response rate. The goal of this study, 65% response rate, was achieved.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The primary purpose of this study was to determine how alumni of the Christian Education program at Dallas Theological Seminary perceive the quality of the program and the training they received. A questionnaire was mailed to 780 alumni to determine their perceptions; 504 usable responses (N = 504) were returned for a 65% response rate, and 3 were undeliverable.

The data from these responses were analyzed to answer the 4 research questions listed in chapter 1. The results are reported in this chapter.

The Questionnaire

The Christian Education Alumni questionnaire consisted of 9 pages. Forty-seven questions were in 6 sections. These sections were: (1) About You, (2) Your Educational Experience, (3) Educational Program Objectives, (4) Your Ministry Experience and (5) Overall Evaluation, and (6) Open-ended questions.

Six questions comprised the About You section; some had multiple parts. This first section solicited basic demographic data including gender, ethnicity, age upon entering and graduating from DTS, date of graduation, degree program and employment.

Section 2, Your Educational Experience, solicited information about the alumni's educational experiences. Reason(s) for attending DTS, career benefits of the program, strengths and weaknesses of the program and educational experience, quality of faculty-

student interaction, spiritual nurturing by DTS, academic supervision and social climate were assessed by the alumni. Fifteen questions, again some with multiple parts, were used to evaluate these areas of the alumni's educational experiences.

Section 3, Educational Program Objectives, solicited information from the alumni in numerous program areas, especially in light of the program's objectives and goals. Multi-disciplinary knowledge, comprehension and praxis were evaluated by each alumnus as well as the value of specific courses to their career experiences.

Section 4, Your Ministry Experience, had alumni characterize the congruity between their ministry experiences and professional training.

Section 5, Overall Evaluation, asked the alumni for a global rating of the preparatory efficacy of the master's degree.

Section 6, Open-ended Questions, asked the alumni several follow-up questions to various Likert-scale ratings.

In the presentation of findings, the data from each section of the questionnaire were examined using chi-square goodness-of-fit tests. The following presentation of findings will follow the section order of the questionnaire. Section 6 will examine the alumni's responses of 5 open-ended questions.

Section 1: About You

Table 1

Alumni Responses to Questionnaire Item Number 1 Regarding Gender of Subject.

Gender	Observed N	Percent	Expected N
Male	387	76.8	252
Female	117	23.2	252
Total	504	100	504

$\chi^2 = 144.7^*$; df = 1

Of the 504 respondents responding to the item regarding gender (Table 1), 387 were male (76.8%), and 117 (23.2%) were female.

Theoretically, the expected distribution of gender would be 50.0 percent male and 50.0 percent female. The chi-square value of 144.6 for gender is statistically significant. The observed distribution of responses in Table 1 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 2

Alumni Responses to Questionnaire Item Number 2 Regarding Race or Ethnicity.

Ethnicity	Observed N	Percent	Expected N
Asian or Pacific Islander American	34	6.8	100.4
African-American	27	5.4	100.4
Hispanic-American	7	1.4	100.4
White, non-Hispanic American	412	81.8	100.4
Other	22	4.4	100.4
Total	502	100	502

$$\chi^2 = 1212.8^*; df = 4$$

Of the 502 responses regarding race or ethnicity, the majority were White, non-Hispanic American (N = 412; 81.8%). Thirty-four (6.8%) were Asian or Pacific-Islander American; 27 (5.36%) were African-American; 22 (4.4%) were Other, (N = 22; 4.4%), and 7 (1.4%) were Hispanic-American.

The chi-square value of 1212.8 is statistically significant. The observed distribution of responses in Table 2 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 3

Alumni Responses to Questionnaire Item Number 3a Regarding Age Upon Admission to Subject's Master's Program.

Age Upon Admission	Observed N	Percent	Expected N
20	2	.4	14.8
21	7	1.4	14.8
22	49	10.1	14.8
23	57	11.7	14.8
24	45	9.2	14.8
25	43	8.8	14.8
26	38	7.8	14.8
27	26	5.3	14.8
28	29	5.9	14.8
29	19	3.9	14.8
30	34	7.0	14.8
31	26	5.3	14.8
32	17	3.5	14.8
33	19	3.9	14.8
34	10	2.1	14.8
35	9	1.9	14.8
36	9	1.9	14.8

37	6	1.2	14.8
38	8	1.6	14.8
39	1	0.2	14.8
40	8	1.6	14.8
41	3	0.6	14.8
42	6	1.2	14.8
43	2	0.4	14.8
44	1	0.2	14.8
45	1	0.2	14.8
46	2	0.4	14.8
47	2	0.4	14.8
48	3	0.6	14.8
49	1	0.2	14.8
53	1	0.2	14.8
55	2	0.4	14.8
59	1	0.2	14.8
Total	487	100	487

$\chi^2 = 589.3^*$; df = 32

A total of 487 respondents indicated the year in which they matriculated into the master's program at DTS. A majority (N = 57; 11.7%) were 23 years old at the time of matriculation. The largest number of alumni who matriculated into the master's program clustered around these age groups: 22 years of age

(N = 49; 10.1%), 24 years of age (N = 45; 9.2%), 25 years of age (N = 43; 8.8%), and 26 years of age (N = 38; 7.8%). There was a steady decline after age 26 until 30 years of age when the enrollment increased to 34 (7.0%). This is followed by another steady decline to 1 or 2 new students per year after 42 years of age. A 59-year-old respondent represented the oldest enrollee since 1984.

The chi-square value of 589.3 is statistically significant. The observed distribution of responses in Table 3 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 4

Measures of Central Tendency and Range Related to Age Upon Subject's Enrollment in DTS: 1984-2000 Christian Education (CE) Master's Student Enrollment .

Mean	Median	Mode	Range
28.3	27.0	23	39

The measures of central tendency in Table 4 reflect a mean age of 28.3, a median age of 27.0 and a modal age of 23 for students at the time of enrollment in the CE (Th.M. and M.A./CE) master's program between 1984 and 2000. The range was 39 years; the youngest was age 20, and the oldest was age 59.

Figure 8. Age histogram for subjects enrolling in the CE Master's Program: 1984 – 2000

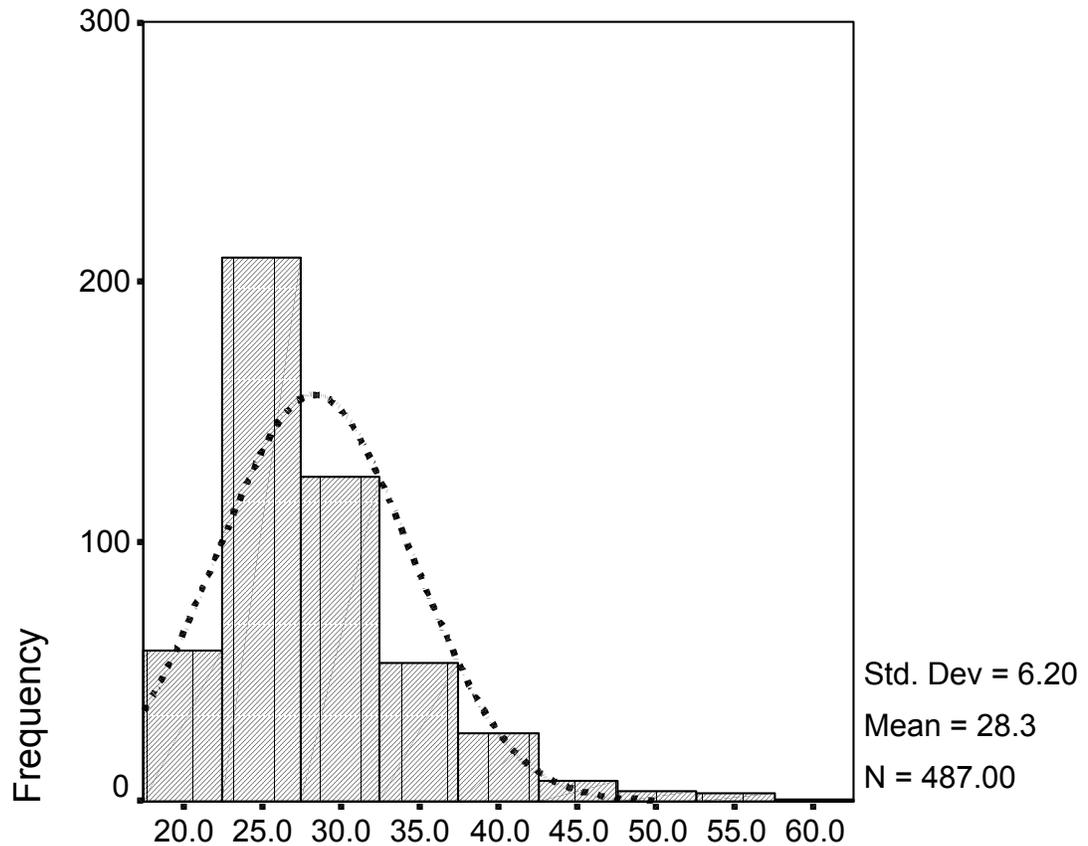


Figure 8. Age histogram for subjects enrolling in the CE Master's Program: 1984 – 2000.

Class intervals with exact limits are represented with a superimposed normal curve for comparison.

The age histogram in Figure 8 indicates a positively skewed and leptokurtic population distribution for students enrolled in the CE master's program between 1984 and 2000. The histogram does not reflect a normally distributed age population as can be seen from the superimposed normal curve (dotted line).

Table 5

Alumni Responses to Questionnaire Item Number 3b Regarding Age Upon Graduation
From Master's Program.

Age	Observed N	Percent	Expected N
23	1	0.2	14.3
24	10	2.1	14.3
25	29	6.0	14.3
26	41	8.4	14.3
27	48	9.9	14.3
28	31	6.4	14.3
29	43	8.9	14.3
30	36	7.4	14.3
31	30	6.2	14.3
32	30	6.2	14.3
33	29	6.0	14.3
34	25	5.1	14.3
35	25	5.1	14.3
36	15	3.1	14.3
37	23	4.7	14.3
38	9	1.9	14.3
39	6	1.2	14.3
40	6	1.2	14.3

41	7	1.4	14.3
42	7	1.4	14.3
43	4	0.8	14.3
44	6	1.2	14.3
45	5	1.0	14.3
46	2	0.4	14.3
47	2	0.4	14.3
48	3	0.6	14.3
49	4	0.8	14.3
50	2	0.4	14.3
51	1	0.2	14.3
52	2	0.4	14.3
55	1	0.2	14.3
57	1	0.2	14.3
58	1	0.2	14.3
63	1	0.2	14.3
<hr/>			
Total	486	100	486

$\chi^2 = 497.1^*$; df = 33

A total of 486 respondents indicated the year in which they graduated from the master's program at DTS. A majority of them (N = 48; 9.9%) were 27 years old. The largest number of alumni from the master's program cluster around this age group: 26 years of age (N = 41; 8.4%), 29 years of age (N = 43; 8.9%), 30 years of age

(N = 36; 7.4%), and 28 years of age (N = 31; 6.4%). There was a steady decline after age 37. A 63-year-old respondent represented the oldest graduate since 1984.

The chi-square value of 497.1 is statistically significant. The observed distribution of responses in Table 5 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 6

Measures of Central Tendency and Range Related to Age Upon Subject's Graduation from DTS: 1984-2000 Christian Education (CE) Master's Level Graduates .

Mean	Median	Mode	Range
32.1	31.0	27	40

The measures of central tendency in Table 6 reflect a mean age of 32.1, a median age of 31.0 and a modal age of 27 for students graduating from the CE (Th.M. and M.A./CE) master's program between 1984 and 2000. The range was 40 years; the youngest age was 23; the oldest age was 63.

Figure 9. Age histogram for subjects graduating from the CE Master's Program: 1984 – 2000.

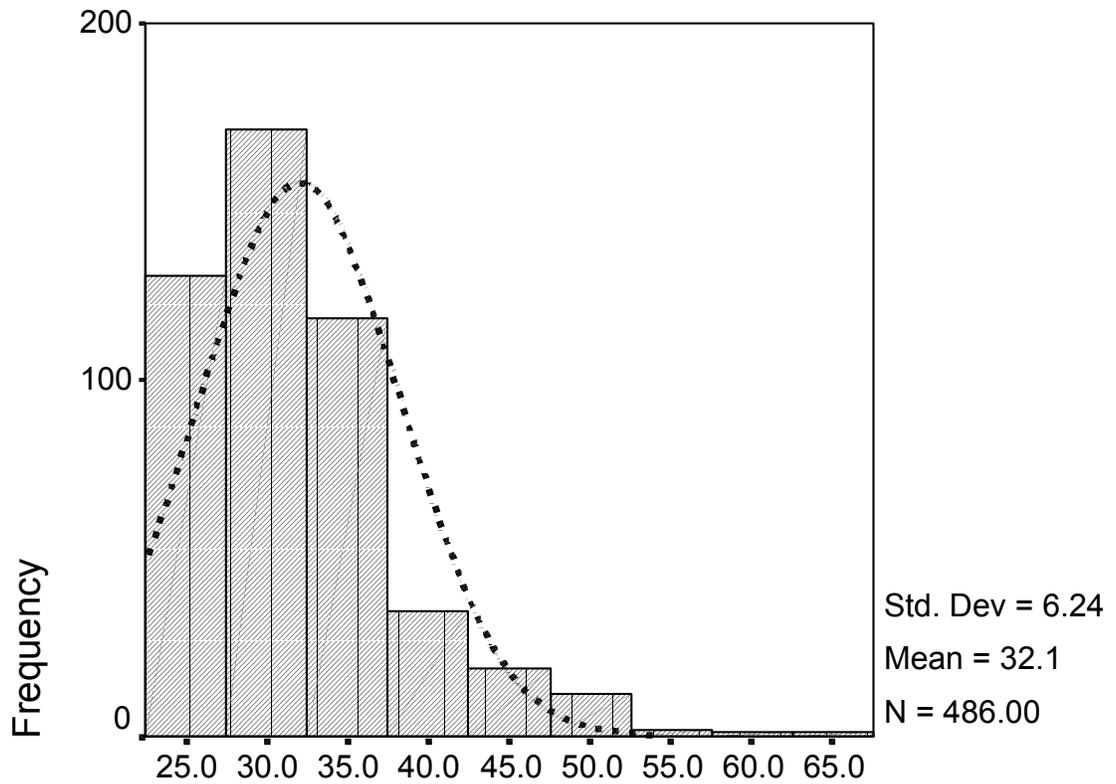


Figure 9. Age histogram for subjects graduating from the CE Master's Program: 1984 – 2000. Class intervals with exact limits are represented with a superimposed normal curve for comparison.

The histogram in Figure 9 indicates a positively skewed and leptokurtic population distribution for students graduating from the CE master's program between

1984 and 2000. The histogram does not reflect a normally distributed age population as can be seen from the superimposed normal curve (dotted line).

Table 7

Alumni Responses to Questionnaire Item Number 4a Regarding Month of Graduation.

Month	Observed N	Percent	Expected N
January	10	2.1	48.2
February	1	0.2	48.2
March	1	0.2	48.2
April	43	8.9	48.2
May	319	66.2	48.2
June	21	4.4	48.2
July	4	0.8	48.2
August	54	11.2	48.2
September	2	0.4	48.2
December	27	5.6	48.2
Total	482	100	482

$$\chi^2 = 1754.9^*; df = 9$$

Of 482 respondents, a majority (N = 319; 66.2%) had graduated in the month of May. August represents the next largest graduating month (N = 54; 11.2%) followed by April (N = 43; 8.9%) and December (N = 27; 5.6%).

The chi-square value of 1754.9 is statistically significant. The observed distribution of responses in Table 7 departs significantly from the distribution of

responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 8

Alumni Responses to Questionnaire Item Number 4b Regarding Year of Graduation.

Year	Observed N	Percent	Expected N
1984	23	4.6	28.1
1985	32	6.4	28.1
1986	35	7.0	28.1
1987	26	5.2	28.1
1988	26	5.2	28.1
1989	34	6.8	28.1
1990	22	4.4	28.1
1991	29	5.8	28.1
1992	21	4.2	28.1
1993	24	4.8	28.1
1994	20	4.0	28.1
1995	35	7.0	28.1
1996	25	5.0	28.1
1997	26	5.2	28.1
1998	41	8.1	28.1
1999	35	7.0	28.1
2000	23	4.6	28.1
Total	477	100	477

 $\chi^2 = 21.6; df = 16$

With 477 respondents indicating year of graduation, the distributions fit better, such that the chi-square value is not statistically significant. The observed N ranges from a high of 41 to a low of 20 ($R = 21$).

The distribution of ages in Table 8 is what was to be expected under the condition of the null hypothesis of no difference between the number of responses per response category. Therefore the null hypothesis is accepted.

Table 9

Alumni Responses to Questionnaire Item Number 5 Regarding The Subject's Degree Programs.

Degree Program	Observed N	Percent	Expected N
Th.M. – CE Major (pre-1991)	146	29.3	38.3
Th.M. – Christian Education Lead.	43	8.6	38.3
Th.M. – Academic Ministries	9	1.8	38.3
M.A./CE – Church Educational Lead.	61	12.3	38.3
M.A./CE – Children's Ministry	35	7.0	38.3
M.A./CE – Youth Ministry	68	13.7	38.3
M.A./CE – Adult Ministry	29	5.8	38.3
M.A./CE – Family Life Ministry	42	8.4	38.3
M.A./CE – College Teaching	16	3.2	38.3
M.A./CE – Educational Administration	18	3.6	38.3
M.A./CE – Christian School Admin.	12	2.4	38.3
M.A./CE – Women's Ministry	4	0.8	38.3
Other	15	3.0	38.3
Total	498	100	498

$$\chi^2 = 451.8^*; df = 12$$

Four-hundred-ninety-eight subjects indicated their degree programs; the majority was in the Th.M. – CE Major (pre-1991) category (Prior to 1991, Th.M. Christian education majors did not have the option to specialize in Christian Educational

Leadership or Academic Ministries). The rankings of degree programs by number of graduates appear in Table 10. The chi-square value of 451.8 is statistically significant. The observed distribution of responses in Table 9 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 10

Ranking of Degree Programs by Number of Graduates.

Ranking	Degree Program	Observed N
1	Th.M. – CE Major (pre-1991)	146
2	M.A./CE – Youth Ministry	68
3	M.A./CE – Church Educational Lead.	61
4	Th.M. – Christian Education Lead.	43
5	M.A./CE – Family Life Ministry	42
6	M.A./CE – Children’s Ministry	35
7	M.A./CE – Adult Ministry	29
8	M.A./CE – Educational Administration	18
9	M.A./CE – College Teaching	16
10	Other	15
11	M.A./CE – Christian School Admin.	12
12	Th.M. – Academic Ministries	9
13	M.A./CE – Women’s Ministry	4
Total		498

Table 11

Alumni Responses to Questionnaire Item Number 6a Regarding Present Church

Employment.

Present Church Employment	Observed N	Percent	Expected N
Minister	221	62.6	88.25
Counselor	14	4.0	88.25
Administrator	25	7.1	88.25
Other	93	26.3	88.25
Total	353	100	353

$\chi^2 = 307.8^*$; df = 3

Table 11 shows that the majority of respondents in the Church Ministry category indicated that they occupied a ministerial position (N = 221) followed by frequencies of 93 other, 25 administrator, and 14 counselor. Since respondents could check all that apply, they could be serving in one or more roles in this category.

The chi-square value of 307.8 is statistically significant. The observed distribution of responses in Table 11 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 12

Alumni Responses to Questionnaire Item Number 6b Regarding Parachurch Ministry Employment.

Parachurch Employment	Observed N	Percent	Expected N
Campus Staff	10	15.4	21.67
Administrative Leadership	21	32.3	21.67
Other	34	52.3	21.67
Total	65	100	65

$\chi^2 = 20.3; df = 2$

Table 12 shows that the majority of respondents in the Parachurch Ministry employment category checked other (N = 34) followed by frequencies of 10 campus staff and 21 administrative leadership. Because respondents could check all that apply, they could be serving in one or more roles in this category.

The chi-square value of 20.3 is statistically significant. The observed distribution of responses in Table 12 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 13

Alumni Responses to Questionnaire Item Number 6c Regarding K-12 Education Employment.

K-12 Education Employment	Observed N	Percent	Expected N
Teacher	31	49.2	15.75
Principal	10	15.9	15.75
Administration	9	14.3	15.75
Other	13	20.6	15.75
Total	63	100	63

$\chi^2 = 20.2; df = 3$

Table 13 shows that the majority of respondents in the Primary/Secondary Education employment category indicated that they were teachers (N = 31) followed by frequencies of 13 other, 9 administrator, and 10 principal. Since respondents could check all that apply, they could be serving in one or more roles in this category.

The chi-square value of 20.2 is statistically significant. The observed distribution of responses in Table 13 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 14

Alumni Responses to Questionnaire Item Number 6d Regarding Postsecondary
Employment.

Postsecondary Employment	Observed N	Percent	Expected N
Teacher or Professor	34	44.2	15.4
Dean	3	3.8	15.4
Department Chair	4	5.2	15.4
Other	14	18.2	15.4
Other	2	2.6	15.4
Total	77	100	77

$\chi^2 = 52.7; df = 4$

Table 14 shows that the majority of respondents in the Postsecondary employment category identified themselves as teachers (N = 34) followed by frequencies of 16 other, 4 department chairperson, and 3 deans. Since respondents could check all that apply, they could be serving in one or more roles in this category.

The chi-square value of 52.7 is statistically significant. The observed distribution of responses in Table 14 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 15

Alumni Responses to Questionnaire Item Number 6e Regarding Other Employment.

Other Employment	Observed N	Percent	Expected N
Part-time Ministry	19	16.1	29.5
Bivocational Ministry	12	10.2	29.5
Non-salaried Ministry	57	48.3	29.5
Other	30	25.4	29.5
Total	118	100	118

$\chi^2 = 39.8; df = 3$

Table 15 shows that the majority of respondents in the Other employment category indicated that they occupied a non-salaried ministerial position (N = 57) followed by frequencies of 30 other, 19 part-time, and 12 bivocational. Since respondents could check all that apply, they could be serving in one or more roles in this category.

The chi-square value of 39.8 is statistically significant. The observed distribution of responses in Table 15 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Section 2: Your Educational Experience

Table 16

Alumni Responses to Questionnaire Item Number 7: How did you learn about the graduate program at DTS in which you earned your master's degree?

Information Source	Observed N	Percent	Expected N
Previous DTS Attendance	22	4.4	125
Friend or Colleague	314	62.8	125
Faculty Recommendation	53	10.6	125
Other	111	22.2	125
Total	500	100	500

$\chi^2 = 413.7^*$; df = 3

A majority, 314, of 500 respondents indicated that their primary source of information about the graduate program at DTS was a friend or colleague (62.8 %); 111 through others (22.2 %), 53 faculty (10.6 %), and 22 who had previously attended DTS (4.4 %).

The chi-square value of 413.7 is statistically significant. The observed distribution of responses in Table 16 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 17

Alumni Responses to Questionnaire Item Number 11: If I were beginning my master's degree program again, I would choose DTS over another seminary.

Response	Observed N	Percent	Expected N
Strongly Disagree	7	1.4	83.7
Disagree	21	4.2	83.7
Neutral	34	6.8	83.7
Agee	121	24.1	83.7
Strongly Agree	313	62.4	83.7
Not Applicable	6	1.2	83.7
Total	502	100	502

$\chi^2 = 864.0$; $df = 5$

Five-hundred-two people responded to this question; a majority (N = 313; 62.4%) strongly agreed that they would attend DTS if they had to do it over again; the second largest number of respondents (N = 121; 24.1 %) agreed that they would attend DTS if they had to do it over again. Thirty-four were neutral (6.8 %), 21 disagreed (4.2 %), and 7 strongly disagreed (1.40 %).

The chi-square value of 864.0 is statistically significant. The observed distribution of responses in Table 17 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 18

Alumni Responses to Questionnaire Item Number 12: My master's program adequately prepared me for my first ministry position after seminary.

Response	Observed N	Percent	Expected N
Strongly Disagree	4	0.8	83.8
Disagree	22	4.4	83.8
Neutral	34	6.8	83.8
Agree	255	50.7	83.8
Strongly Agree	146	29.0	83.8
Not Applicable	42	8.4	83.8
Total	503	100	503

$\chi^2 = 567.8^*$; df = 5

A total of 503 alumni responded to this question; the majority (N = 255; 50.7 %) agreed that their master's degree adequately prepared them for their first ministry position. One-hundred-forty-six strongly agreed (29.0%), 34 were neutral (6.7%), 22 disagreed (4.4%), and 4 disagreed (0.8%). Forty-two (8.4%) alumni said the statement was not applicable.

The chi-square value of 567.8 is statistically significant. The observed distribution of responses in Table 18 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance

Table 19

Alumni Responses to Questionnaire Item Number 13: The training I received from my master's program continues to help me do my present job.

Response	Observed N	Percent	Expected N
Strongly Disagree	3	0.6	83.7
Disagree	11	2.2	83.7
Neutral	37	7.4	83.7
Agree	231	46.0	83.7
Strongly Agree	186	37.1	83.7
Not Applicable	34	6.8	83.7
Total	502	100	502

$$\chi^2 = 581.0; df = 5$$

The majority of the 502 respondents (N = 231; 46.0%) agreed that their master's degree training helps them do their present job. One-hundred-eighty-six alumni (37.1%) strongly agreed with this statement, 37 were neutral (7.4%), 11 disagree (2.2%), and 3 strongly disagree (0.6%). Thirty-four (6.8%) believed the statement was not applicable to them.

The chi-square value of 581.0 is statistically significant. The observed distribution of responses in Table 19 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 20

Alumni Responses to Questionnaire Item Number 14: There was quality student-faculty interaction with the Christian Education Department concerning academic and professional issues while I was at DTS.

Response	Observed N	Percent	Expected N
Strongly Disagree	6	1.2	83.7
Disagree	28	5.6	83.7
Neutral	64	12.8	83.7
Agree	180	35.9	83.7
Strongly Agree	223	44.4	83.7
Not Applicable	1	0.2	83.7
Total	502	100	502

$$\chi^2 = 538.4; df = 5$$

A majority of alumni (N = 223; 44.4%) strongly agreed that there was quality student-faculty interaction over professional issues in the Christian Education department. Moreover, 180 (35.9%) agreed with this statement; 64 (12.8%) were neutral, 28 (5.6%) disagreed, and 6 strongly disagreed (1.2%). One person believed the statement was not applicable (0.2%).

The chi-square value of 538.4 is statistically significant. The observed distribution of responses in Table 20 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 21

Alumni Responses to Questionnaire Item Number 15: There was quality student-faculty interaction with the Christian Education Department during informal occasions while I was at DTS.

Response	Observed N	Percent	Expected N
Strongly Disagree	4	0.8	83.3
Disagree	46	9.2	83.3
Neutral	66	13.2	83.3
Agree	186	37.2	83.3
Strongly Agree	193	38.6	83.3
Not Applicable	5	.01	83.3
Total	500	100	500

$\chi^2 = 440.3; df = 5$

Of the 500 alumni who responded to this statement, a majority (N = 193; 38.6%) strongly agreed that there was quality student-faculty interaction in informal occasions; 186 alumni agreed with this statement (37.2%). Sixty-six alumni (13.2%) were neutral, 46 (9.2%) disagreed, and 4 (0.8%) strongly disagreed.

The chi-square value of 440.3 is statistically significant. The observed distribution of responses in Table 21 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 22

Alumni Responses to Questionnaire Item Number 16a: In your program, do you believe sufficient attention was given by the Christian Education Department to your growth in your personal spiritual life?

Response	Observed N	Percent	Expected N
Yes	312	62.7	249
No	186	37.4	249
Total	498	100	498

$$\chi^2 = 31.9; df = 1$$

The majority of alumni (N = 312; 62.7%) reported that sufficient attention was given to their spiritual growth by the Christian Education Department at DTS; 186 (37.4%) responded “no” to the question.

The chi-square value of 31.9 is statistically significant. The observed distribution of responses in Table 22 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 23

Alumni Responses to Questionnaire Item Number 16b: In your program, do you believe sufficient attention was given by the Seminary overall (other than the CE department) to your personal spiritual life?

Response	Observed N	Percent	Expected N
Yes	322	64.5	249.5
No	177	35.5	249.5
Total	499	100	499

$$\chi^2 = 42.1; df = 1$$

The majority of alumni (N = 322; 64.5%) reported that sufficient attention was given to their spiritual growth by the seminary overall; 177 (35.5%) responded “no” to the question.

The chi-square value of 42.1 is statistically significant. The observed distribution of responses in Table 23 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 24

Alumni Responses to Questionnaire Item Number 17: Of the following major steps in your master's degree program, with which did you experience the greatest anxiety?

Response	Observed N	Percent	Expected N
Selection of track or concentration	91	18.6	98
Meeting with your advisor	16	3.2	98
Selecting a ministry for you internship	71	14.5	98
No anxiety	242	49.4	98
Other	70	14.3	98
Total	490	100	490

$\chi^2 = 296.1; df = 4$

Out of 490 respondents, a majority (N = 242; 49.4%) did not experience any anxiety when taking the major steps involved in their master's program. Ninety-one (18.6%) alumni experienced major anxiety when selecting a track or concentration, 71 (14.5%) when selecting a ministry for their internship, 70 (14.3%) with other issues, and 16 (3.3%) when meeting with their advisors.

The chi-square value of 296.1 is statistically significant. The observed distribution of responses in Table 24 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 25

Alumni Responses to Questionnaire Item Number 18: The CE Department helped me get a professional ministry position.

Response	Observed N	Percent	Expected N
Strongly Disagree	48	10.2	94
Disagree	104	22.1	94
Neutral	143	30.4	94
Agree	111	23.6	94
Strongly Agree	64	13.6	94
Total	470	100	470

$\chi^2 = 61.8^*$; df = 4

A total of 470 alumni responded to this statement; a majority (N = 143; 30.4%) were neutral, 111 agreed (23.6%) and 104 disagreed (22.1%). Sixty-four (13.6%) strongly agreed, and 48 (10.2%) strongly disagreed.

The chi-square value of 61.8 is statistically significant. The observed distribution of responses in Table 25 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 26

Alumni Responses to Questionnaire Item Number 19: The Placement Department helped me get a professional ministry position.

Response	Observed N	Percent	Expected N
Strongly Disagree	75	16.2	92.4
Disagree	104	22.5	92.4
Neutral	140	30.3	92.4
Agree	81	17.5	92.4
Strongly Agree	62	13.4	92.4
Total	462	100	462

$\chi^2 = 40.7^*$; df = 4

A total of 462 alumni responded to this statement. A majority (N = 140; 30.3%) were neutral, 81 agreed (17.5%), and 104 disagreed (22.5%). Sixty-two (13.4%) strongly agreed and 75 (16.2%) strongly disagreed.

The chi-square value of 40.7 is statistically significant. The observed distribution of responses in Table 26 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 27

Alumni Responses to Questionnaire Item Number 21: My relationship with my academic advisor was very helpful.

Response	Observed N	Percent	Expected N
Strongly Disagree	29	5.8	98.8
Disagree	48	9.7	98.8
Neutral	144	29.2	98.8
Agree	150	30.4	98.8
Strongly Agree	123	24.9	98.8
Total	494	100	494

$\chi^2 = 128.6^*$; df = 4

A total of 494 alumni responded to this statement; a majority (N = 150; 30.4%) agreed, 123 strongly agreed (24.9%), and 144 (29.2%) were neutral. Forty-eight (9.7%) disagreed and 29 (5.9%) strongly disagreed.

The chi-square value of 128.6 is statistically significant. The observed distribution of responses in Table 27 departs significantly from the distribution of responses expected under the condition of the hypothesis no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 28

Alumni Responses to Questionnaire Item Number 22: I received the right amount of supervision from my academic advisor.

Response	Observed N	Percent	Expected N
Strongly Disagree	34	6.9	98.8
Disagree	66	13.4	98.8
Neutral	140	28.3	98.8
Agree	181	36.6	98.8
Strongly Agree	73	14.8	98.8
Total	494	100	494

$\chi^2 = 145.7^*$; df = 4

A majority of alumni (N = 181; 36.6%) agreed that they received the right amount of supervision from their supervisor. Seventy-three strongly agreed (14.8%); 140 (28.3%) were neutral, 66 (13.4%) disagreed, and 34 (6.9%) strongly disagreed.

The chi-square value of 145.7 is statistically significant. The observed distribution of responses in Table 28 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 29

Alumni Responses to Questionnaire Item Number 24a Regarding Level of satisfaction with coursework.

Response	Observed N	Percent	Expected N
Very Unsatisfied	4	0.8	100
Unsatisfactory	8	1.6	100
Adequate	78	15.6	100
Very Satisfactory	275	55.0	100
Excellent	135	27.0	100
Total	500	100	500

$$\chi^2 = 500.1^*; df = 4$$

Out of 500 respondents, a majority (N = 275; 55.0%) were very satisfied with their coursework and 135 (27.0%) believed it was excellent. Seventy-eight (15.6%) alumni rated the coursework as adequate, 8 (1.6%) as unsatisfactory, and 4 (0.8%) as very unsatisfactory.

The chi-square value of 500.1 is statistically significant. The observed distribution of responses in Table 29 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 30

Alumni Responses to Questionnaire Item Number 24b Regarding Level of Satisfaction with Relations with Other Faculty.

Response	Observed N	Percent	Expected N
Very Unsatisfied	4	0.8	99.4
Unsatisfactory	39	7.9	99.4
Adequate	176	35.4	99.4
Very Satisfactory	201	40.4	99.4
Excellent	77	15.5	99.4
Total	497	100	497

$$\chi^2 = 296.2^*; df = 4$$

A majority of alumni (N = 201; 40.4%) reported being very satisfied with their relations with other faculty; 77 (15.5%) classified them as excellent. One-hundred-seventy-six alumni (35.4%) characterized them as being adequate, 39 (7.9%) as unsatisfactory, and 4 (0.8%) as very unsatisfactory.

The chi-square value of 296.2 is statistically significant. The observed distribution of responses in Table 30 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 31

Alumni Responses to Questionnaire Item Number 24c Regarding Level of Satisfaction with Relations with Fellow Students.

Response	Observed N	Percent	Expected N
Very Unsatisfied	5	1.0	100.4
Unsatisfactory	19	3.8	100.4
Adequate	159	31.7	100.4
Very Satisfactory	210	41.8	100.4
Excellent	109	21.7	100.4
Total	502	100	502

$\chi^2 = 311.2^*$; df = 4

Out of 502 respondents, a majority (N = 210; 41.8%) were very satisfied with their relations with fellow students; 109 (21.7%) believed they were excellent. One-hundred-fifty-nine (31.8%) alumni rated relations as adequate, 19 (3.8%) as unsatisfactory, and 5 (1.0%) as very unsatisfactory.

The chi-square value of 311.2 is statistically significant. The observed distribution of responses in Table 31 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 32

Alumni Responses to Questionnaire Item Number 24d Regarding Level of Satisfaction with Internship or Field Experience.

Response	Observed N	Percent	Expected N
Very Unsatisfied	11	2.2	98.4
Unsatisfactory	42	8.5	98.4
Adequate	175	35.5	98.4
Very Satisfactory	164	33.3	98.4
Excellent	100	20.3	98.4
Total	492	100	492

$\chi^2 = 213.4^*$; df = 4

A majority of alumni (N = 175; 35.6%) reported their level of satisfaction with their internship as adequate; 164 (33.3%) described it as very satisfactory. One-hundred respondents (20.3%) characterized it as excellent, 42 (8.53%) as unsatisfactory, and 11 (2.2%) as very unsatisfactory.

The chi-square value of 213.4 is statistically significant. The observed distribution of responses in Table 32 departs significantly from the distribution of responses expected under the condition of the hypothesis no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 33

Alumni Responses to Questionnaire Item Number 24e Regarding Level of Satisfaction with the Quality of Instruction by Full-time Instructors.

Response	Observed N	Percent	Expected N
Very Unsatisfied	5	1.0	100.4
Unsatisfactory	2	0.4	100.4
Adequate	38	7.6	100.4
Very Satisfactory	201	40.0	100.4
Excellent	256	51.0	100.4
Total	502	100	502

$$\chi^2 = 567.8^*; df = 4$$

Out of 502 respondents, a majority (N = 256; 51.0%) believed the quality of instruction by full-time instructors was excellent; 201 (40.0%) believed it was very satisfactory. Thirty-eight (7.6%) alumni rated instruction as adequate, 2 (0.4%) as unsatisfactory, and 5 (1.0%) as very unsatisfactory.

The chi-square value of 567.8 is statistically significant. The observed distribution of responses in Table 33 departs significantly from the distribution of responses expected under the condition of the hypothesis no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 34

Alumni Responses to Questionnaire Item Number 24f Regarding Level of Satisfaction with the Quality of Instruction by Part-time Instructors.

Response	Observed N	Percent	Expected N
Very Unsatisfied	2	0.4	94
Unsatisfactory	12	2.6	94
Adequate	114	24.3	94
Very Satisfactory	200	42.6	94
Excellent	142	30.2	94
Total	470	100	470

$$\chi^2 = 309.9^*; df = 4$$

Four-hundred-seventy alumni rated their satisfaction with the quality of instruction by part-time instructors. A majority, 200 (42.6%), were very satisfied and 142 (30.21%) viewed it as excellent. One-hundred-fourteen (24.3%) alumni rated the instruction as adequate, 12 (2.6%) as unsatisfactory, and 2 (0.4%) as very unsatisfactory.

The chi-square value of 309.9 is statistically significant. The observed distribution of responses in Table 34 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 35

Alumni Responses to Questionnaire Item Number 24g Regarding Level of Satisfaction with the Qualifications of the Faculty.

Response	Observed N	Percent	Expected N
Very Unsatisfied	3	0.6	100
Unsatisfactory	2	0.4	100
Adequate	18	3.6	100
Very Satisfactory	166	33.2	100
Excellent	311	62.2	100
Total	500	100	500

$$\chi^2 = 746.1^*; df = 4$$

Out of 500 respondents, a majority (N = 311; 62.2%) believed faculty qualifications were excellent; 166 (33.2%) believed they were very satisfactory. Eighteen (3.6%) alumni rated the qualifications as adequate, 2 (0.4%) as unsatisfactory, and 3 (0.6%) as very unsatisfactory.

The chi-square value of 746.1 is statistically significant. The observed distribution of responses in Table 35 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 36

Alumni Responses to Questionnaire Item Number 24h Regarding Level of Satisfaction with the Variety of Course Offerings.

Response	Observed N	Percent	Expected N
Very Unsatisfied	1	0.2	100.2
Unsatisfactory	19	3.8	100.2
Adequate	116	23.2	100.2
Very Satisfactory	224	44.7	100.2
Excellent	141	28.1	100.2
Total	501	100	501

$\chi^2 = 336.1^*$; df = 4

A majority of alumni (N = 224; 44.7%) reported their level of satisfaction with the variety of course offerings as very satisfied; 141 (28.1%) described it as excellent. One-hundred-sixteen respondents (23.2%) characterized it as adequate, 19 (3.8%) as unsatisfactory, and 1 (0.2%) as very unsatisfactory.

The chi-square value of 336.1 is statistically significant. The observed distribution of responses in Table 36 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 37

Alumni Responses to Questionnaire Item Number 24i Regarding Level of Satisfaction with Social Contact with the Faculty.

Response	Observed N	Percent	Expected N
Very Unsatisfied	11	2.2	100
Unsatisfactory	90	18.0	100
Adequate	215	43.0	100
Very Satisfactory	138	27.6	100
Excellent	46	9.2	100
Total	500	100	500

$\chi^2 = 256.1^*$; df = 4

Five-hundred alumni rated their satisfaction with their social contact with the faculty; a majority, 215 (43.0%), rated their satisfaction adequate and 138 (27.6%) as very satisfied. Forty-six (9.2%) alumni rated their satisfaction with social contact with faculty as excellent, but 90 (18.0%) as unsatisfactory, and 11 (2.2%) as very unsatisfactory.

The chi-square value of 256.1 is statistically significant. The observed distribution of responses in Table 37 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 38

Alumni Responses to Questionnaire Item Number 24j Regarding Level of Satisfaction with the Opportunity for Social Contact with Students.

Response	Observed N	Percent	Expected N
Very Unsatisfied	10	2.0	100
Unsatisfactory	32	6.4	100
Adequate	217	43.4	100
Very Satisfactory	168	33.6	100
Excellent	73	14.6	100
Total	500	100	500

$\chi^2 = 317.7^*$; df = 4

Out of 500 respondents, a majority (N = 217; 43.4%) believed the opportunity for social contact with students was adequate; 168 (33.6%) believed it was very satisfactory. Seventy-three (14.6%) alumni rated the opportunity as excellent, 32 (6.4%) as unsatisfactory, and 10 (2.0%) as very unsatisfactory.

The chi-square value of 317.7 is statistically significant. The observed distribution of responses in Table 38 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 39

Alumni Responses to Questionnaire Item Number 26: I felt valued by the faculty outside the CE Department.

Response	Observed N	Percent	Expected N
Strongly Disagree	10	2.0	99.6
Disagree	27	5.4	99.6
Neutral	116	23.3	99.6
Agree	238	47.8	99.6
Strongly Agree	107	21.5	99.6
Total	498	100	498

$\chi^2 = 329.1^*$; df = 4

Out of 498 alumni, a majority (N = 238; 47.78%) felt valued by faculty outside of the CE department. One-hundred-seven (21.5%) strongly agreed with the statement; 116 were neutral (23.3%). Twenty-seven (5.4%) disagreed, and 10 (2.0%) strongly disagreed.

The chi-square value of 329.1 is statistically significant. The observed distribution of responses in Table 39 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Section 3: Educational Program Objectives

Table 40

Alumni Responses to Questionnaire Item Number 27: I know how to study the Bible using proven hermeneutical principles.

Response	Observed N	Percent	Expected N
Strongly Disagree	1	0.2	100
Disagree	2	0.4	100
Neutral	2	0.4	100
Agree	193	38.6	100
Strongly Agree	302	60.4	100
Total	500	100	500

$\chi^2 = 784.6^*$; df = 4

A majority of respondents (N = 302; 60.4%) strongly agreed that they know how to study the Bible using proven hermeneutical principles. One-hundred-ninety-three (38.60%) agreed with the statement; 2 (0.4%) were neutral, 2 (0.4%) disagreed, and 1 (0.2%) strongly disagreed.

The chi-square value of 329.1 is statistically significant. The observed distribution of responses in Table 40 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 41

Alumni Responses to Questionnaire Item Number 28: I have a synthetic understanding of the Bible’s major books.

Response	Observed N	Percent	Expected N
Strongly Disagree	1	0.2	100
Disagree	9	1.8	100
Neutral	20	4.0	100
Agree	271	54.2	100
Strongly Agree	199	39.8	100
Total	500	100	500

$\chi^2 = 635.2^*$; df = 4

Five-hundred alumni responded to the statement “I have a synthetic understanding of the Bible’s major books.” A majority (N = 271; 54.2%) agreed; 199 (39.8%) strongly agreed. Twenty alumni (4.0%) were neutral, 9 (1.8%) disagreed, and 1 (0.2%) strongly disagreed.

The chi-square value of 635.2 is statistically significant. The observed distribution of responses in Table 41 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 42

Alumni Responses to Questionnaire Item Number 29: I have a good understanding of how to work with people.

Response	Observed N	Percent	Expected N
Disagree	12	2.4	124.8
Neutral	46	9.2	124.8
Agree	245	49.1	124.8
Strongly Agree	196	39.3	124.8
Total	499	100	499

$$\chi^2 = 308.2^*; df = 3$$

Out of 499 alumni, a majority (N = 245; 49.1%) agreed that they have a good understanding of how to work with people. One-hundred-ninety-six (39.3%) strongly agreed with the statement; 46 were neutral (9.2%). Twelve (2.4%) disagreed.

The chi-square value of 308.2 is statistically significant. The observed distribution of responses in Table 42 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 43

Alumni Responses to Questionnaire Item Number 30: I understand the historical development of theology.

Response	Observed N	Percent	Expected N
Strongly Disagree	1	0.2	100.2
Disagree	37	7.4	100.2
Neutral	122	24.4	100.2
Agree	258	51.5	100.2
Strongly Agree	83	16.6	100.2
Total	501	100	501

$\chi^2 = 394.3^*$; df = 4

A majority of respondents (N = 258; 51.5%) strongly agreed that they have a good understanding of Historical Theology. One-hundred-twenty-two (24.4%) were neutral; 83 (16.6%) strongly agreed. Thirty-7 (7.4%) disagreed, and 1 (0.2%) strongly disagreed.

The chi-square value of 394.3 is statistically significant. The observed distribution of responses in Table 43 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 44

Alumni Responses to Questionnaire Item Number 31: I have knowledge of premillennial theology.

Response	Observed N	Percent	Expected N
Strongly Disagree	2	3.4	100.2
Disagree	2	3.4	100.2
Neutral	37	7.4	100.2
Agree	281	56.1	100.2
Strongly Agree	179	35.7	100.2
Total	501	100	501

$\chi^2 = 620.6^*$; df = 4

Five-hundred-one alumni responded to the statement, “I have knowledge of premillennial theology.” A majority (N = 281; 56.1%) agreed and 179 (35.7%) strongly agreed. Thirty-seven alumni (7.4%) were neutral, 2 (3.4%) disagreed, and 2 (3.4%) strongly disagreed.

The chi-square value of 620.6 is statistically significant. The observed distribution of responses in Table 44 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 45

Alumni Responses to Questionnaire Item Number 32: I can support my theological views and apply them to contemporary issues.

Response	Observed N	Percent	Expected N
Disagree	2	3.4	125.3
Neutral	35	7.0	125.3
Agree	273	54.5	125.3
Strongly Agree	191	38.1	125.3
Total	501	100	501

$\chi^2 = 620.6^*$; $df = 3$

A majority of respondents (N = 273; 54.5%) agreed that they can support their theological views and apply them to contemporary issues. One-hundred-ninety-one (38.1%) strongly agreed; 35 (7.0%) were neutral, and 2 (3.4%) disagreed.

The chi-square value of 620.6 is statistically significant. The observed distribution of responses in Table 45 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 46

Alumni Responses to Questionnaire Item Number 33: I have developed and am committed to a biblical philosophy of Christian education in my home.

Response	Observed N	Percent	Expected N
Disagree	3	0.6	124.5
Neutral	47	9.4	124.5
Agree	218	43.8	124.5
Strongly Agree	230	46.2	124.5
Total	498	100	498

$\chi^2 = 326.4^*$; df = 3

Out of 498 alumni, a majority (N = 230; 46.2%) strongly agreed that they are committed to a biblical philosophy of Christian education. Two-hundred-eighteen (43.8%) agreed with the statement; 47 were neutral (9.4%), and 3 (0.6%) disagreed.

The chi-square value of 326.4 is statistically significant. The observed distribution of responses in Table 46 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 47

Alumni Responses to Questionnaire Item Number 34: I have developed and am committed to a biblical philosophy of Christian education in the church where I have ministered in a leadership role.

Response	Observed N	Percent	Expected N
Strongly Disagree	3	0.6	96.8
Disagree	3	0.6	96.8
Neutral	51	10.5	96.8
Agree	198	40.9	96.8
Strongly Agree	229	47.3	96.8
Total	484	100	484

$\chi^2 = 489.8^*$; df = 4

Four-hundred-eighty-four alumni responded to the statement, “I have developed and am committed to a biblical philosophy of Christian education in the church where I serve in a leadership role.” A majority (N = 229; 47.3%) strongly agreed and 198 (40.9%) agreed. Fifty-one alumni (10.5%) were neutral, 3 (0.6%) disagreed, and 3 (0.6%) strongly disagreed.

The chi-square value of 489.8 is statistically significant. The observed distribution of responses in Table 47 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 48

Alumni Responses to Questionnaire Item Number 35: I have developed and am committed to a biblical philosophy of Christian education in the school where I have worked.

Response	Observed N	Percent	Expected N
Strongly Disagree	2	0.4	94.6
Neutral	34	7.2	94.6
Agree	47	9.9	94.6
Strongly Agree	84	17.8	94.6
Not Applicable	306	64.7	94.6
Total	473	100	473

$\chi^2 = 627.0^*$; df = 4

A majority of respondents (N = 306; 64.7%) did not believe the statement was applicable; 84 (17.8%) strongly agreed. Forty-seven (9.9%) agreed, 34 (7.2%) were neutral, and 2 (0.4%) strongly disagreed.

The chi-square value of 627.0 is statistically significant. The observed distribution of responses in Table 48 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 49

Alumni Ratings of Questionnaire Item Number 36a Regarding Their Learning Experience in 701 – Educational Process of the Church.

Rating	Observed N	Percent	Expected N
Poor	22	4.9	90.8
Adequate	40	8.8	90.8
Neutral	61	13.4	90.8
Good	229	50.4	90.8
Strong	102	22.5	90.8
Total	454	100	454

$\chi^2 = 302.1^*$; df = 4

Four-hundred-fifty-four alumni rated their learning experience in 701; a majority (N = 229; 50.4%) rated it as good; 102 (22.5%) rated it as strong. Sixty-one alumni (13.4%) were neutral in their rating, 40 (8.8%) rated it as adequate, and 22 (4.9%) rated it as poor.

The chi-square value of 302.1 is statistically significant. The observed distribution of responses in Table 49 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 50

Alumni Ratings of Questionnaire Item Number 36b Regarding Their Learning Experience in 711 – History and Philosophy of Christian Education.

Rating	Observed N	Percent	Expected N
Poor	32	6.8	93.8
Adequate	46	9.8	93.8
Neutral	81	17.3	93.8
Good	201	42.9	93.8
Strong	109	23.2	93.8
Total	469	100	469

$\chi^2 = 191.8^*$; df = 4

A majority of alumni, 201 (42.9%) out of 469 respondents, rated their learning experience in 711 as good; 109 (23.2%) rated it as strong. Eighty-one alumni (17.3%) were neutral in their rating, 46 (9.8%) rated it as adequate, and 32 (6.8%) rated it as poor.

The chi-square value of 191.8 is statistically significant. The observed distribution of responses in Table 50 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 51

Alumni Ratings of Questionnaire Item Number 36c Regarding Their Learning Experience in 712 – Current Issues in Christian Education.

Rating	Observed N	Percent	Expected N
Poor	8	2.4	67.4
Adequate	19	5.6	67.4
Neutral	48	14.2	67.4
Good	143	42.4	67.4
Strong	119	35.3	67.4
Total	337	100	337

$\chi^2 = 217.0^*$; df = 4

Three-hundred-thirty-seven alumni rated their learning experience in 712. A majority (143; 42.4%) rated it as good; 119 (35.3%) rated it as strong. Forty-eight alumni (14.2%) were neutral in their rating, 19 (5.6%) rated it as adequate, and 8 (2.4%) rated it as poor.

The chi-square value of 217.0 is statistically significant. The observed distribution of responses in Table 51 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 52

Alumni Ratings of Questionnaire Item Number 36d Regarding Their Learning Experience in 720 – Teaching Process.

Rating	Observed N	Percent	Expected N
Poor	2	0.5	87.2
Adequate	10	2.3	87.2
Neutral	26	6.0	87.2
Good	109	25.0	87.2
Strong	289	66.3	87.2
Total	436	100	436

$\chi^2 = 667.0^*$; df = 4

Four-hundred-thirty-six alumni rated their learning experience in 720. A majority (289; 66.3%) rated it as strong; 109 (25.0%) rated it as good. Twenty-six alumni (6.0%) were neutral in their rating, 10 (2.3%) rated it as adequate, and 2 (0.5%) rated it as poor.

The chi-square value of 667.0 is statistically significant. The observed distribution of responses in Table 52 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 53

Alumni Ratings of Questionnaire Item Number 36e Regarding Their Learning Experience in 721 – Small Group Process.

Rating	Observed N	Percent	Expected N
Poor	5	3.5	29
Adequate	5	3.5	29
Neutral	24	16.6	29
Good	56	38.6	29
Strong	55	37.9	29
Total	145	100	145

$\chi^2 = 89.0^*$; df = 4

A majority of alumni, 56 (38.6%) out of 145 respondents, rated their learning experience in 721 as good; 55 (37.9%) rated it as strong. Twenty-four alumni (16.6%) were neutral in their rating, 5 (3.45%) rated it as adequate, and 5 (3.5%) rated it as poor.

The chi-square value of 89.0 is statistically significant. The observed distribution of responses in Table 53 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 54

Alumni Ratings of Questionnaire Item Number 36f Regarding Their Learning Experience in 722 – Designing Biblical Instruction.

Rating	Observed N	Percent	Expected N
Poor	3	3.0	20
Adequate	2	2.0	20
Neutral	24	24.0	20
Good	45	45.0	20
Strong	26	26.0	20
Total	100	100	100

$\chi^2 = 64.5^*$; df = 4

Forty-five alumni (45.0%), out of a total of 100, rated this course. A majority viewed it as good; 26 (26.0%) viewed it as strong. Twenty-four alumni (24.0%) had neutral feelings about the course; 2 (2.0%) rated it as adequate, and 3 (3.0%) rate it as poor.

The chi-square value of 64.5 is statistically significant. The observed distribution of responses in Table 54 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 55

Alumni Ratings of Questionnaire Item Number 36g Regarding Their Learning Experience in 724 – Teaching in Christian Higher Education.

Rating	Observed N	Percent	Expected N
Poor	3	3.5	17.2
Adequate	6	7.0	17.2
Neutral	17	19.8	17.2
Good	27	31.4	17.2
Strong	33	38.4	17.2
Total	86	100	86

$\chi^2 = 39.1^*$; df = 4

Eighty-six alumni rated their learning experience in 724; a majority (N = 33; 38.4%) rated it as strong; 27 (31.4%) rated it as good. Seventeen alumni (19.8%) were neutral in their rating, 6 (7.0%) rated it as adequate, and 3 (3.5%) rated it as poor.

The chi-square value of 39.1 is statistically significant. The observed distribution of responses in Table 55 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 56

Alumni Ratings of Questionnaire Item Number 36h Regarding Their Learning Experience in 732 – Administration in Christian Higher Education.

Rating	Observed N	Percent	Expected N
Poor	3	4.4	13.8
Adequate	7	10.1	13.8
Neutral	16	23.2	13.8
Good	27	39.1	13.8
Strong	16	23.2	13.8
Total	69	100	69

$\chi^2 = 25.1^*$; df = 4

A majority of alumni, 27 (39.1%) out of 69 respondents, rated their learning experience in 732 as good; 16 (23.2%) rated it as strong. Another 16 alumni (23.2%) were neutral in their rating, 7 (10.1%) rated it as adequate, and 3 (4.4%) rated it as poor.

The chi-square value of 25.1 is statistically significant. The observed distribution of responses in Table 56 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 57

Alumni Ratings of Questionnaire Item Number 36i Regarding Their Learning Experience in 733 – Administrative Process.

Rating	Observed N	Percent	Expected N
Poor	9	5.3	33.8
Adequate	12	7.1	33.8
Neutral	38	22.5	33.8
Good	66	39.1	33.8
Strong	44	26.0	33.8
Total	169	100	169

$$\chi^2 = 66.5^*; df = 4$$

One-hundred-sixty-nine alumni rated their learning experience in 724; a majority (N = 66; 39.0%) rated it as good; 44 (26.0%) rated it as strong. Thirty-eight alumni (22.5%) were neutral in their rating, 12 (7.1%) rated it as adequate, and 9 (5.33%) rated it as poor.

The chi-square value of 66.5 is statistically significant. The observed distribution of responses in Table 57 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 58

Alumni Ratings of Questionnaire Item Number 36j Regarding Their Learning Experience in 734 – Christian School Administration.

Rating	Observed N	Percent	Expected N
Poor	3	5.4	11.2
Adequate	6	10.7	11.2
Neutral	19	33.9	11.2
Good	12	21.4	11.2
Strong	16	28.6	11.2
Total	56	100	56

$\chi^2 = 16.0^*$; df = 4

Fifty-six alumni rated their learning experience in 734; a majority (N = 19; 33.9%) were neutral in their rating; 12 (21.4%) rated it as good. Sixteen alumni (28.6%) rated it as strong, 6 (10.7%) rated it as adequate, and 3 (5.4%) rated it as poor.

The chi-square value of 16.0 is statistically significant. The observed distribution of responses in Table 58 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 59

Alumni Ratings of Questionnaire Item Number 36k Regarding Their Learning Experience in 735 – Legal and Financial Issues.

Rating	Observed N	Percent	Expected N
Poor	4	9.3	8.6
Adequate	9	20.9	8.6
Neutral	10	23.3	8.6
Good	11	25.6	8.6
Strong	9	20.9	8.6
Total	43	100	43

$\chi^2 = 3.4; df = 4$

A majority of alumni, 11 (25.6%) out of 43 respondents, rated their learning experience in 735 as good; 9 (20.9%) rated it as strong. Another 10 alumni (23.3%) were neutral in their rating, 9 (20.9%) rated it as adequate, and 4 (9.3%) rated it as poor.

The chi-square value of 3.4 is *not* statistically significant. The observed distribution of responses in Table 59 is what is expected under the condition of the hypothesis of no differences in the numbers of responses per response category.

Therefore, the null hypothesis of no differences is accepted.

Table 60

Alumni Ratings of Questionnaire Item Number 36l Regarding Their Learning Experience in 740 – Early Childhood Education.

Rating	Observed N	Percent	Expected N
Poor	3	2.1	29.2
Adequate	3	2.1	29.2
Neutral	15	10.3	29.2
Good	61	41.8	29.2
Strong	64	43.8	29.2
Total	146	100	146

$\chi^2 = 130.0^*$; df = 4

One-hundred-forty-six alumni rated their learning experience in 740; a majority (N = 64; 43.8%) rated it as strong; 61 (41.8%) rated it as good. Fifteen alumni (10.3%) were neutral in their rating, 3 (2.1%) rated it as adequate and 3 (2.1%) rated it as poor.

The chi-square value of 130.0 is statistically significant. The observed distribution of responses in Table 60 is what is expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the null hypothesis is accepted.

Table 61

Alumni Ratings of Questionnaire Item Number 36m Regarding Their Learning Experience in 741 – Church Ministries with Children.

Rating	Observed N	Percent	Expected N
Poor	3	1.7	35.8
Adequate	5	2.8	35.8
Neutral	19	10.6	35.8
Good	80	44.7	35.8
Strong	72	40.2	35.8
Total	179	100	179

$\chi^2 = 155.6^*$; df = 4

One-hundred-seventy-nine alumni rated their learning experience in 741; a majority (N = 80; 44.7%) rated it as good; 72 (40.2%) rated it as strong. Nineteen alumni (10.6%) were neutral in their rating, 5 (2.8%) rated it as adequate, and 3 (1.7%) rated it as poor.

The chi-square value of 155.6 is statistically significant. The observed distribution of responses in Table 61 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 62

Alumni Ratings of Questionnaire Item Number 36n Regarding Their Learning Experience in 742 – Church Ministries with Youth.

Rating	Observed N	Percent	Expected N
Poor	4	1.8	45
Adequate	11	4.9	45
Neutral	28	12.4	45
Good	98	43.6	45
Strong	84	37.3	45
Total	225	100	225

$\chi^2 = 165.7^*$; df = 4

A total of 225 alumni responded to the opportunity to rate their learning experience in 742: Church Ministries with Youth. A majority (N = 98; 43.6%) rated their experience was good; 84 (37.3%) characterized it as strong. Twenty-eight (12.4%) were neutral about their learning experience, 11 (4.9%) rated it as adequate, and 4 (1.8%) rated it as poor.

The chi-square value of 165.7 is statistically significant. The observed distribution of responses in Table 62 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 63

Alumni Ratings of Questionnaire Item Number 36o Regarding Their Learning Experience in 745 – Church Ministries with Adults.

Rating	Observed N	Percent	Expected N
Adequate	8	3.9	51.5
Neutral	21	10.2	51.5
Good	92	44.7	51.5
Strong	85	41.3	51.5
Total	206	100	206

$\chi^2 = 108.5^*$; df = 3

A total of 206 alumni rated their learning experience in 745: Church Ministries with Adults. A majority (N = 92; 44.7%) rated their experience was good; 85 (41.3%) characterized it as strong. Twenty-one (10.2%) were neutral about their learning experience, and 8 (3.9%) rated 742 as adequate.

The chi-square value of 108.5 is statistically significant. The observed distribution of responses in Table 63 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 64

Alumni Ratings of Questionnaire Item Number 36p Regarding Their Learning Experience in 746 – Programming for Youth Ministries.

Rating	Observed N	Percent	Expected N
Poor	4	3.6	22.0
Adequate	5	4.5	22.0
Neutral	13	11.8	22.0
Good	45	40.9	22.0
Strong	43	39.1	22.0
Total	110	100	110

$\chi^2 = 75.6^*$; df = 4

A total of 110 alumni responded to the opportunity to rate their learning experience in 746: Programming for Youth Ministries. A majority (N = 45; 40.9%) rated their experience as good; 43 (39.1%) characterized it as strong. Thirteen alumni (11.8%) were neutral about their learning experience, 5 (4.5%) rated 746 as adequate, and 4 (3.6%) rated it as poor.

The chi-square value of 75.6 is statistically significant. The observed distribution of responses in Table 64 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 65

Alumni Ratings of Questionnaire Item Number 36q Regarding Their Learning Experience in 747 – Developing and Leading a Women’s Ministry.

Rating	Observed N	Percent	Expected N
Poor	5	12.5	8
Adequate	5	12.5	8
Neutral	16	40.0	8
Good	6	15.0	8
Strong	8	20.0	8
Total	40	100	40

$\chi^2 = 10.8^*$; df = 4

A total of 40 alumni rated their learning experience in 747 – Developing and Leading a Women’s Ministry. A majority (N = 16; 40.0%) rated their experience as neutral; 6 (15.0%) characterized it as good. Eight alumni (20.0%) viewed their learning experience as strong, 5 (12.5%) rated 747 as adequate, and 5 (12.5%) rated it as poor.

The chi-square value of 10.75 is statistically significant. The observed distribution of responses in Table 55 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 66

Alumni Ratings of Questionnaire Item Number 36r Regarding Their Learning Experience in 748 – Single Adult Ministry in the Local Church.

Rating	Observed N	Percent	Expected N
Poor	4	9.5	8.4
Adequate	8	19.1	8.4
Neutral	15	35.7	8.4
Good	7	16.7	8.4
Strong	8	19.1	8.4
Total	42	100	42

$\chi^2 = 7.8^*$; df = 4

A total of 42 alumni rated their learning experience in 748 – Single Adult Ministry in the Local Church. A majority (N = 15; 35.7%) rated their experience as neutral; 7 (16.7%) characterized it as good. Eight alumni (19.1%) viewed their learning experience as strong, 8 (19.1%) rated 748 as adequate, and 4 (9.5%) rated it as poor.

The chi-square value of 7.8 is *not* statistically significant. The observed distribution of responses in Table 59 is what is expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the null hypothesis of no differences is not rejected.

Table 67

Alumni Ratings of Questionnaire Item Number 36s Regarding Their Learning Experience in 750 – The Christian Home.

Rating	Observed N	Percent	Expected N
Poor	2	0.6	65.0
Adequate	9	2.8	65.0
Neutral	28	8.6	65.0
Good	117	36.0	65.0
Strong	169	52.0	65.0
Total	325	100	325

$\chi^2 = 338.4^*$; df = 4

Three-hundred-twenty-five alumni rated their learning experience in 750. A majority (N = 169; 52.0%) rated it as strong; 117 (36.0%) rated it as good. Twenty-eight alumni (8.6%) were neutral in their rating, 9 (2.8%) rated it as adequate, and 2 (0.6%) rated it as poor.

The chi-square value of 338.4 is statistically significant. The observed distribution of responses in Table 67 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 68

Alumni Ratings of Questionnaire Item Number 36t Regarding Their Learning Experience in 751 – Seminar on Family Problems.

Rating	Observed N	Percent	Expected N
Poor	5	4.1	24.4
Adequate	5	4.1	24.4
Neutral	20	16.4	24.4
Good	47	38.5	24.4
Strong	45	36.9	24.4
Total	122	100	122

$\chi^2 = 70.0^*$; df = 4

A total of 122 alumni rated their learning experience in 751 – Seminar on Family Problems. A majority (N = 47; 38.5%) rated their experience as good; 45 (36.9%) characterized it as strong. Twenty alumni (16.4%) were neutral about their learning experience, 5 (4.1%) rated 751 as adequate, and 5 (4.1%) rated it as poor.

The chi-square value of 70.0 is statistically significant. The observed distribution of responses in Table 68 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 69

Alumni Responses to Questionnaire Item Number 36u: Rate Your Learning Experience in 752 – Family Life Education.

Rating	Observed N	Percent	Expected N
Poor	4	3.5	23.2
Adequate	5	4.3	23.2
Neutral	14	12.1	23.2
Good	54	46.6	23.2
Strong	39	33.6	23.2
Total	116	100	116

$$\chi^2 = 85.5^*; df = 4$$

A total of 116 alumni rated their learning experience in 752 – Family Life Education. A majority (N = 54; 46.6%) rated their experience as good; 39 (33.6%) characterized it as strong. Fourteen alumni (12.1%) were neutral about their learning experience, 5 (4.3%) rated 752 as adequate, and 4 (3.5%) rated it as poor.

The chi-square value of 85.5 is statistically significant. The observed distribution of responses in Table 69 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 70

Alumni Responses to Questionnaire Item Number 36v: Rate Your Learning Experience in 760: Christian Journalism.

Rating	Observed N	Percent	Expected N
Poor	5	8.1	12.4
Adequate	5	8.1	12.4
Neutral	14	22.6	12.4
Good	12	19.4	12.4
Strong	26	42.0	12.4
Total	62	100	62

$\chi^2 = 24.0^*$; df = 4

Three-hundred-twenty-five alumni rated their learning experience in 760. A majority (N = 26; 42.0%) rated it as strong; 12 (19.4%) rated it as good. Fourteen alumni (22.6%) were neutral in their rating, 5 (8.1%) rated it as adequate, and 5 (8.1%) rated it as poor.

The chi-square value of 24.0 is statistically significant. The observed distribution of responses in Table 70 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 71

Alumni Responses to Questionnaire Item Number 36w: Rate Your Learning Experience in 761 – Basic Audiovisual Techniques.

Rating	Observed N	Percent	Expected N
Poor	3	1.3	45.4
Adequate	11	4.9	45.4
Neutral	22	9.7	45.4
Good	100	44.1	45.4
Strong	91	40.1	45.4
Total	227	100	227

$\chi^2 = 189.9^*$; df = 4

A total of 227 alumni rated their learning experience in 761 – Basic Audiovisual Techniques. A majority (N = 100; 44.1%) rated their experience as good; 91 (40.1%) characterized it as strong. Twenty-two alumni (9.7%) were neutral about their learning experience, 11 (4.9%) rated 761 as adequate, and 3 (1.32%) rated it as poor.

The chi-square value of 189.9 is statistically significant. The observed distribution of responses in Table 71 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 72

Alumni Responses to Questionnaire Item Number 36x: Rate Your Learning Experience in 762 – Audiovisual Media.

Rating	Observed N	Percent	Expected N
Poor	1	0.8	26.4
Adequate	4	3.0	26.4
Neutral	13	9.9	26.4
Good	52	39.4	26.4
Strong	62	46.5	26.4
Total	132	100	132

$$\chi^2 = 123.1^*; df = 4$$

A total of 132 alumni rated their learning experience in 762 – Audiovisual Media. A majority (N = 62; 46.5%) rated their experience as strong; 52 (39.4%) characterized it as good. Thirteen alumni (9.9%) were neutral about their learning experience, 4 (3.0%) rated 762 as adequate, and 1 (0.8%) rated it as poor.

The chi-square value of 123.1 is statistically significant. The observed distribution of responses in Table 72 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 73

Alumni Responses to Questionnaire Item Number 36y: Rate Your Learning Experience in 770 – Principles of Discipleship.

Rating	Observed N	Percent	Expected N
Poor	3	1.9	31.8
Adequate	11	6.9	31.8
Neutral	26	16.4	31.8
Good	63	39.6	31.8
Strong	56	35.2	31.8
Total	159	100	159

$\chi^2 = 89.8^*$; df = 4

A total of 116 alumni rated their learning experience in 770 – Principles of Discipleship. A majority (N = 63; 39.6%) rated their experience as good; 56 (35.2%) characterized it as strong. Twenty-six alumni (16.4%) were neutral about their learning experience, 11 (6.9%) rated 770 as adequate, and 3 (1.9%) rated it as poor.

The chi-square value of 89.8 is statistically significant. The observed distribution of responses in Table 73 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 74

Alumni Responses to Questionnaire Item Number 36z: Rate Your Learning Experience in 771 – Practice of Discipleship.

Rating	Observed N	Percent	Expected N
Poor	6	6.3	19.0
Adequate	8	8.4	19.0
Neutral	15	15.8	19.0
Good	28	29.5	19.0
Strong	38	40.0	19.0
Total	95	100	95

$\chi^2 = 36.4^*$; df = 4

A total of 132 alumni rated their learning experience in 771 – Practice of Discipleship. A majority (N = 38; 40.0%) rated their experience as strong; 28 (29.5%) characterized it as good. Fifteen alumni (15.8%) were neutral about their learning experience, 8 (8.4%) rated 771 as adequate, and 6 (6.3%) rated it as poor.

The chi-square value of 36.4 is statistically significant. The observed distribution of responses in Table 74 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 75

Alumni Responses to Questionnaire Item Number 36aa: Rate Your Learning Experience in 772 – Role of the Associate in Ministry.

Rating	Observed N	Percent	Expected N
Poor	2	3.2	12.4
Adequate	9	14.5	12.4
Neutral	15	24.2	12.4
Good	19	30.6	12.4
Strong	17	27.4	12.4
Total	62	100	62

$\chi^2 = 15.4^*$; df = 4

A total of 116 alumni rated their learning experience in 772 – Role of the Associate in Ministry. A majority (N = 19; 30.6%) rated their experience as good; 17 (27.4%) characterized it as strong. Fifteen alumni (24.2%) were neutral about their learning experience, 9 (14.5%) rated 772 as adequate, and 2 (3.2%) rated it as poor.

The chi-square value of 15.4 is statistically significant. The observed distribution of responses in Table 75 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 76

Alumni Responses to Questionnaire Item Number 36ab: Rate Your Learning Experience in 774 – Creativity.

Rating	Observed N	Percent	Expected N
Poor	3	2.9	20.4
Adequate	2	2.0	20.4
Neutral	14	13.7	20.4
Good	31	30.4	20.4
Strong	52	51.0	20.4
Total	102	100	102

$\chi^2 = 87.9^*$; df = 4

A total of 102 alumni rated their learning experience in 774 – Creativity. A majority (N = 52; 51.0%) rated their experience as strong, and 31 (30.4%) characterized it as good. Fourteen alumni (13.7%) were neutral about their learning experience, 2 (2.0%) rated 774 was adequate, and 3 (2.9%) rated it as poor.

The chi-square value of 87.9 is statistically significant. The observed distribution of responses in Table 76 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 77

Alumni Responses to Questionnaire Item Number 36ac: Rate your Learning Experiences in Bible Exposition Courses.

Rating	Observed N	Percent	Expected N
Poor	3	0.7	83.6
Adequate	8	1.9	83.6
Neutral	18	4.3	83.6
Good	142	34.0	83.6
Strong	247	59.1	83.6
Total	418	100	418

$$\chi^2 = 557.7^*; df = 4$$

A total of 418 alumni rated their learning experiences in Bible Exposition courses. A majority (N = 247; 59.1%) rated their experiences as strong; 142 (34.0%) characterized them as good. Eighteen alumni (4.3%) were neutral about their learning experiences, 8 (1.91%) rated the Bible Exposition courses as adequate, and 3 (0.7%) rated them as poor.

The chi-square value of 557.7 is statistically significant. The observed distribution of responses in Table 77 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 78

Alumni Responses to Questionnaire Item Number 36ad: Rate Your Learning Experiences in Systematic Theology Courses.

Rating	Observed N	Percent	Expected N
Poor	12	2.7	89.2
Adequate	20	4.5	89.2
Neutral	45	10.1	89.2
Good	185	41.5	89.2
Strong	184	41.3	89.2
Total	446	100	446

$\chi^2 = 346.0^*$; df = 4

A total of 418 alumni rated their learning experiences in Systematic Theology courses. A majority (N = 185; 41.5%) rated their learning experiences as good; 184 (41.3%) characterized them as strong. Forty-five alumni (10.1%) were neutral about their learning experiences, 20 (4.5%) rated the Systematic Theology courses as adequate, and 12 (2.7%) rated them as poor.

The chi-square value of 346.0 is statistically significant. The observed distribution of responses in Table 78 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 79

Alumni Responses to Questionnaire Item Number 36ae: Rate Your Learning Experiences in the Christian Education Internship.

Rating	Observed N	Percent	Expected N
Poor	21	5.2	80.4
Adequate	25	6.2	80.4
Neutral	69	17.2	80.4
Good	152	37.8	80.4
Strong	135	33.6	80.4
Total	402	100	402

$$\chi^2 = 184.5^*; df = 4$$

A total of 402 alumni rated their learning experiences in the Christian Education Internship. A majority (N = 152; 37.8%) felt their experiences were good; 135 (33.6%) characterized them as strong. Sixty-nine alumni (17.2%) were neutral about their learning experiences, 25 (6.2%) rated the Christian Education Internship as adequate, and 21 (5.2%) rated it as poor.

The chi-square value of 184.5 is statistically significant. The observed distribution of responses in Table 79 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Section 4: Your Ministry Experience

Table 80

Alumni Responses to Questionnaire Item Number 41: For what age group have you been most responsible?

Responses	Observed N	Percent	Expected N
Early Childhood (0 – Kind.)	49	10.9	113
Primary (1 st – 6 th Grades)	52	11.5	113
Youth (7 th – 12 th Grades)	140	31.0	113
Adult	211	46.7	113
Total	452	100	452

$$\chi^2 = 160.6^*; df = 3$$

Four-hundred-fifty-two respondents indicated the age group for which they are most responsible. Adults represented the majority (N = 211; 46.7%), followed respectively by youth (N = 140; 31.0%), primary (N = 52; 11.5%), and early childhood (N = 49; 10.9%).

The chi-square value of 160.6 is statistically significant. The observed distribution of responses in Table 80 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 81

Alumni Responses to Questionnaire Item Number 42: My CE concentration at Dallas Seminary closely matched this specific age group.

Response	Observed N	Percent	Expected N
Strongly Disagree	5	1.1	89.4
Disagree	47	10.5	89.4
Neutral	68	15.2	89.4
Agree	222	49.7	89.4
Strongly Agree	105	23.5	89.4
Total	447	100	447

$\chi^2 = 304.3^*$; df = 4

Out of 447 alumni, a majority (N = 222; 49.7%) agreed that their CE concentration closely matched the age group for which they are most responsible. One-hundred-five (23.5%) strongly agreed with the statement; 68 (15.2%) were neutral, 47 (10.5%) disagreed, and 5 strongly disagreed (1.1%).

The chi-square value of 304.3 is statistically significant. The observed distribution of responses in Table 81 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 82

Alumni Responses to Questionnaire Item Number 43: I can state the nature and educational needs of this age group.

Response	Observed N	Percent	Expected N
Strongly Disagree	1	0.2	89.2
Disagree	9	2.0	89.2
Neutral	35	7.9	89.2
Agree	260	58.3	89.2
Strongly Agree	141	31.6	89.2
Total	446	100	446

$\chi^2 = 549.4^*$; df = 4

Out of 446 alumni, a majority (N = 260; 58.3%) agree that they can state the nature and educational needs of the age group for which they are most responsible. One-hundred-forty-one (31.6%) strongly agreed with the statement; 35 (7.9%) were neutral, 9 (2.0%) disagreed, and 1 strongly disagreed (0.2%).

The chi-square value of 549.4 is statistically significant. The observed distribution of responses in Table 82 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 83

Alumni Responses to Questionnaire Item Number 44: I can state biblical goals for ministering to this age group.

Response	Observed N	Percent	Expected N
Strongly Disagree	1	0.2	89.4
Disagree	3	0.7	89.4
Neutral	27	6.0	89.4
Agree	251	56.2	89.4
Strongly Agree	165	36.9	89.4
Total	447	100	447

$\chi^2 = 570.5^*$; df = 4

Out of 446 alumni, a majority (N = 251; 56.2%) agree that they can state the biblical goals for ministering to the age group for which they are most responsible. One-hundred-sixty-five (36.9%) strongly agreed with the statement; 27 (6.0%) were neutral, 3 (0.7%) disagreed, and 1 strongly disagreed (0.2%).

The chi-square value of 570.5 is statistically significant. The observed distribution of responses in Table 83 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 84

Alumni Responses to Questionnaire Item Number 45: I can apply appropriate educational principles in ministering to this age group.

Response	Observed N	Percent	Expected N
Strongly Disagree	2	0.5	89.8
Disagree	4	0.9	89.8
Neutral	34	7.6	89.8
Agree	263	58.6	89.8
Strongly Agree	146	32.5	89.8
Total	449	100	449

$\chi^2 = 571.7^*$; df = 4

Out of 449 alumni, a majority (N = 263; 58.6%) agreed that they can apply appropriate educational principles in ministering to the age group they are most responsible for leading. One-hundred-forty-six (32.5%) strongly agreed with the statement; 34 (7.6%) were neutral, 4 (0.9%) disagreed, and 2 strongly disagreed (0.5%).

The chi-square value of 571.7 is statistically significant. The observed distribution of responses in Table 84 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Table 85

Alumni Responses to Questionnaire Item Number 46: Since graduating from DTS, have you served as a leader in formulating or modifying an educational program in ministry?

Response	Observed N	Percent	Expected N
Yes	377	79.2	238.0
No	99	20.8	238.0
Total	476	100	476

$\chi^2 = 162.4^*$; df = 1

A total of 476 respondents replied to the question about whether they have ever served as a leader in formulating or modifying an educational program in ministry. A majority (N = 377; 79.2%) said “yes;” 99 (20.8%) said “no.”

The chi-square value of 571.7 is statistically significant. The observed distribution of responses in Table 85 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Section 5: Overall Evaluation

Table 86

Alumni Responses to Questionnaire Item Number 47: How would you rate the preparation your master's degree gave you to undertake your profession?

Response	Observed N	Percent	Expected N
Very Unsatisfactory	1	0.2	82.2
Unsatisfactory	7	1.4	82.2
Adequate	79	16.0	82.2
Very Satisfactory	210	42.6	82.2
Excellent	185	37.5	82.2
No Opinion	11	2.2	82.2
Total	493	100	493

$\chi^2 = 538.3^*$; $df = 5$

Out of 493 alumni, a majority (N = 210; 42.6%) were very satisfied that their master's degree gave them the preparation they needed to undertake their profession. One-hundred-eighty-five (37.5%) believed that their preparation was excellent; 79 (16.0%) believed it was adequate. Seven (1.4%) viewed their preparation as unsatisfactory, and 1 viewed it as very unsatisfactory (0.2%).

The chi-square value of 538.3 is statistically significant. The observed distribution of responses in Table 86 departs significantly from the distribution of responses expected under the condition of the hypothesis of no differences in the numbers of responses per response category. Therefore, the observed distribution cannot be attributed to chance.

Section 6: Open-ended Questions

Five open-ended questions were examined and tabulated for recurring terms and concept clusters. Terms represented the repeated occurrence of a specific word and content clusters represented a grouping of similar terms and phrases that were then tabulated. These are presented in the figures 87 and 88.

Alumni Response to Open-ended Questionnaire Item Number 10: What present or anticipated professional duties do you feel your master's-level graduate training at DTS did not adequately prepare you for, but should have?

Table 87

Top 3 Professional Duties by Frequency of Terms.

Professional Duty	Observed N	Percent
Administration	68	40.7
Counseling	56	33.5
Leadership	43	25.8
Total	167	100

Three terms dominated the frequency count in answer to the first open-ended question (survey question #10). Administration (N=68; 40.7%) was the most frequently used term to describe a respondent's lack of professional preparation followed respectively by counseling (N=56; 33.5%) and leadership (N=43; 25.8%).

Table 88

Top 3 Professional Duties by Frequency of Content Cluster.

Professional Duty	Observed N	Percent
People Skills	206	48.1
Administrative/Management Skills	136	31.8
Leadership Skills	86	20.1
Total	428	100

Three content clusters dominated the frequency count in answer to the first open-ended question (survey question #10). People skills (N=206; 48.1%) was the largest content cluster followed respectively by administrative/management skills (N=136; 31.8%) and leadership skills (N=86; 20.1%). The cluster of similar concepts for each content cluster can be seen in Tables 89 through 91.

Table 89

People Skills Content.

Response	Observed N	Percent
Counseling	56	27.2
Conflict resolution/management	51	24.8
Working with people	35	17.0
Staff issues	19	9.2
Church politics	13	6.3
Working with Church boards/leaders	12	5.8
Working with difficulty pastors/staff	10	4.9
Managing people	7	3.4
Mentoring	2	1.0
Hiring and firing	1	0.4
Total	206	100

In this content cluster, counseling (N=56, 27.2%) and conflict resolution/management (N=51, 24.8%) represent the most frequently cited content areas. Working with people (N=35; 17.0%) ranks as the third most cited content area. The remaining terms had an N ranging from 1 to 19 (R=18) representing 0.4 to 9.2% of the responses.

Table 90

Administrative/Management Content Cluster.

Response	Observed N	Percent
Administration/management	68	50.0
Finances	30	22.1
Staff issues	19	14.0
Managing people	10	7.4
Supervision	6	4.4
Strategic planning	2	1.4
Hiring/firing	1	0.7
Total	136	100

Administration or management was the most frequently cited content area (N=68, 50.0%) and finances was second in frequency rank (N=30; 22.1%). The remaining content areas had an N ranging from 1 to 19 (R=18) citations and represented 0.7 to 14.0% of the responses.

In certain instances, a concept was counted in more than one cluster because it was difficult to separate one idea from another. Such was the case with the content pertaining to staff issues and hiring/firing in Tables 89 and 90.

Table 91

Leadership Skills Content.

Response	Observed N	Percent
Leadership	43	50.0
Leadership development	17	19.7
Equipping/training	12	14.0
Change	6	7.0
Vision casting	5	5.9
Coaching	2	2.3
Problem solving	1	1.1
Total	86	100

Leadership was the most frequently cited content area (N=43: 50.0%) and leadership development (N=17; 19.7%) and equipping/training (N=12; 14.0%) followed respectively. The remaining content area(s) had an N ranging from 1 to 6 (R=5) citations and represented 1.1 to 7.0% of the responses.

Whether certain content is most appropriately clustered under leadership skills versus administrative/management skills may be debated. There was a degree of subjectivity involved in grouping content into clusters.

Other terms and phrases were mentioned, but they did not fall into any discernable cluster pattern other than possibly miscellaneous. These terms and phrases included: spiritual formation, preaching/speaking, languages for non-language people,

doctrine, marketing, worship, discipleship, public relations, small groups, prayer, research, field-ed, statistics, lesson planning, legal issues, women-in-ministry, technology, small church, personality, men's ministry, apologetics, family life, writing and publishing, postmodern culture, leading Bible studies, cross-cultural concerns, Christian school, curriculum evaluation, continuing education, thinking critically, children, youth and missions. The frequencies of these terms ranged from 1 to 16 (R=15).

Alumni Response to Open-ended Questionnaire Item Number 25: Looking back on your master's degree program, what do you consider to be the strengths of the program?

Table 92

Strengths of Your Master's Degree Program.

Response	Observed N	Percent
Faculty	158	19.5
Bible	129	16.0
Christian Education program	106	13.1
Excellence/quality of courses	105	13.0
Theology	55	6.8
Practical/applicational nature	47	5.8
Faculty relations	46	5.7
Academic/challenging nature	42	5.2
Student interaction/small group work	22	2.7
Ministry preparation	21	2.6
Languages	21	2.6
Faculty role model	14	1.7
Staff	13	1.6
Preaching courses	13	1.6
Internship	7	0.9
Spiritual formation	5	0.6
Reading/assignments	3	0.4

Flexibility	1	0.1
Secured a job	1	0.1
Environment	1	0.1
Feedback on homework	1	0.1
<hr/>		
Total	811	100
<hr/>		

Faculty was the most frequently cited (N=158; 19.5%) strength of the respondents' master's level program. Faculty was followed, in order of frequency, by Bible (N=129; 16.0%), Christian Education program (N=106; 31.1%) and excellence/quality of program (N=105; 13.0%). The remaining strengths had an N ranging from 1 to 55 (R=54) citations and represented 0.1 to 6.8% of the responses.

Table 93

Specific Faculty Named as a Strength of Master's Program.

Response	Observed N	Percent
Howard Hendricks	39	32.2
Bob Choun	23	19.0
Kenn Gangel	16	13.2
Mike Lawson	15	12.4
Jim Slaughter	12	10.0
Jay Sedwick	7	5.8
Sid Buzzel	5	4.1
Bob Hicks	4	3.3
Total	121	100

Howard Hendricks was the most frequently identified faculty member (N=39; 32.2%) representing a strength of the respondents' master's level program. Following Howard Hendricks were Bob Choun (N=23, 19%), Kenn Gangel (N=16; 13.2%), Mike Lawson (N=15; 12.4%), and Jim Slaughter (N=12; 10%). The remaining names had an N ranging from 4 to 7 (R=3) citations and represented 3.3 to 5.8% of the responses.

Alumni Response to Open-ended Questionnaire Item Number 37: What were the *most* valuable courses you took?

Table 94

Most Valuable Courses.

Response	Observed N	Percent	Expected N
701 Educational Program of the Church	76	4.8	45.1
711 History and Philosophy of Christian Ed	78	4.9	45.1
712 Current Issues	61	3.9	45.1
720 Teaching Process	222	14.1	45.1
721 Small Group Process	38	2.4	45.1
722 Designing Biblical Instruction	15	1.0	45.1
724 Teaching in Christian Higher Education	23	1.5	45.1
732 Administration in Christian Higher Ed	8	0.5	45.1
733 Administrative Process	37	2.3	45.1
734 Christian School Administration	5	0.3	45.1
735 Legal Issues	8	0.5	45.1
740 Early Childhood Education	27	1.7	45.1
741 Church Ministries with Children	49	3.1	45.1
742 Church Ministries with Youth	50	3.2	45.1

745 Church Ministries with Adults	50	3.2	45.1
746 Programming for Youth Ministries	24	1.5	45.1
747 Developing and Leading a Women's Ministry	7	0.4	45.1
748 Single Adult Ministry in the Local Church	2	0.1	45.1
750 The Christian Home	128	8.1	45.1
751 Seminar on Family Problems	17	1.1	45.1
752 Family Life Education	16	1.0	45.1
760 Christian Journalism	13	0.8	45.1
761 Basic Audiovisual Techniques	12	0.8	45.1
762 Audiovisual Media	10	0.6	45.1
770 Principles of Discipleship	45	2.9	45.1
771 Practice of Discipleship	22	1.4	45.1
772 The Role of the Associate in Ministry	13	0.8	45.1
774 Creativity	28	1.8	45.1
CE Internship	40	2.5	45.1
301 Bible Study Methods	102	6.5	45.1
Bible Exposition	156	9.9	45.1
Greek	35	2.2	45.1
Hebrew	27	1.7	45.1

Pastoral Ministries	25	1.6	45.1
Systematic Theology	109	6.9	45.1
Total	1578	100	1578

Responses were itemized in Table 94 in order of course sequence beginning with 701 – Educational Program of the Church and concluding with the highest numbered course in the Christian Education course sequence, 774 – Creativity. The CE Internship, 303 – Bible Study Methods, and Bible Exposition, Greek, Hebrew, Pastoral Ministries, and Systematic Theology courses were also included in the frequency count. See Table 95 for a frequency count ranking of these courses.

Table 95

Most Valuable Courses by Rank.

Response	Observed N	Percent
720 Teaching Process	222	14.1
Bible Exposition	156	9.9
750 The Christian Home	128	8.1
Systematic Theology	109	6.9
301 Bible Study Methods	102	6.5
711 History and Philosophy of Christian Ed	78	4.9
701 Educational Program of the Church	76	4.8
712 Current Issues	61	3.9
742 Church Ministries with Youth	50	3.2
745 Church Ministries with Adults	50	3.2
741 Church Ministries with Children	49	3.1
770 Principles of Discipleship	45	2.9
CE Internship	40	2.5
721 Small Group Process	38	2.4
733 Administrative Process	37	2.3
Greek	35	2.2
774 Creativity	28	1.8
740 Early Childhood Education	27	1.7
Hebrew	27	1.7

Pastoral Ministries	25	1.6
746 Programming for Youth Ministries	24	1.5
724 Teaching in Christian Higher Education	23	1.5
771 Practice of Discipleship	22	1.4
751 Seminar on Family Problems	17	1.1
752 Family Life Education	16	1.0
722 Designing Biblical Instruction	15	1.0
760 Christian Journalism	13	0.8
772 The Role of the Associate in Ministry	13	0.8
761 Basic Audiovisual Techniques	12	0.8
762 Audiovisual Media	10	0.6
732 Administration in Christian Higher Ed	8	0.5
735 Legal Issues	8	0.5
747 Developing and Leading a Women's Ministry	7	0.4
734 Christian School Administration	5	0.3
748 Single Adult Ministry in the Local Church	2	0.1
<hr/>		
Total	1578	100

Note. It must be noted that these rankings can be misleading because some of the courses are required and, therefore, will naturally have a higher N than elective courses.

Consequently, conclusions must be tempered and adjusted for this fact.

720 – Teaching Process was the most frequently cited course as being most valuable (N=222; 14.1%). Bible Exposition (N=156; 9.9%), Systematic Theology

(N=109; 6.9%) courses are ranked second and fourth respectively, and 301 – Bible Study Methods (N=102; 6.5%) is ranked fifth. These courses were part of the Th.M. and M.A./CE degree programs, but were outside of the CE Department. 750 – Christian Home (N=128; 8.1%) ranks third. The remaining courses had an N ranging from 2 to 78 (R=76) citations and represented 0.1 to 4.9% of the responses.

Alumni Response to Open-ended Questionnaire Item Number 39: What were the *least* valuable courses you took?

Table 96

Least Valuable Courses.

Response	Observed N	Percent
701 Educational Program of the Church	114	26.6
711 History and Philosophy of Christian Education	74	17.2
712 Current Issues	20	4.7
720 Teaching Process	2	0.5
721 Small Group Process	4	0.9
722 Designing Biblical Instruction	4	0.9
724 Teaching in Christian Higher Education	1	0.2
732 Administration in Christian Higher Education	1	0.2
733 Administrative Process	14	3.3
734 Christian School Administration	1	0.2
735 Legal Issues	2	0.5
740 Early Childhood Education	3	0.7
741 Church Ministries with Children	7	1.6
742 Church Ministries with Youth	17	4.0
745 Church Ministries with Adults	5	1.2

746 Programming for Youth Ministries	5	1.2
747 Developing and Leading a Women's Ministry	1	0.2
748 Single Adult Min. in the Local Church	3	0.7
750 The Christian Home	7	1.6
751 Seminar on Family Problems	5	1.2
752 Family Life Education	2	0.5
760 Christian Journalism	2	0.5
761 Basic Audiovisual Techniques	4	0.9
762 Audiovisual Media	3	0.7
770 Principles of Discipleship	11	2.6
771 Practice of Discipleship	9	2.1
772 The Role of the Associate in Ministry	5	1.2
774 Creativity	2	0.5
CE Internship	17	4.0
301 Bible Study Methods	0	0.0
Bible Exposition	9	2.1
Greek	9	2.1
Hebrew	12	2.8
Pastoral Ministries	3	0.7
Systematic Theology	51	11.9
<hr/> Total	<hr/> 429	<hr/> 100
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Responses were itemized in Table 94 in order of course sequence beginning with 701 – Educational Program of the Church and concluding with the highest numbered course in the Christian Education course sequence, 774 – Creativity. The CE Internship, 303 – Bible Study Methods, and Bible Exposition, Greek, Hebrew, Pastoral Ministries, and Systematic Theology courses were also included in the frequency count. See Table 97 for a frequency count ranking of these courses.

Table 97

Least Valuable Courses by Rank.

Response	Observed N	Percent
701 Educational Program of the Church	114	26.6
711 History and Philosophy of Christian Education	74	17.2
Systematic Theology	51	11.9
712 Current Issues	20	4.7
742 Church Ministries with Youth	17	4.0
CE Internship	17	4.0
733 Administrative Process	14	3.3
Hebrew	12	2.8
770 Principles of Discipleship	11	2.6
771 Practice of Discipleship	9	2.1
Bible Exposition	9	2.1
Greek	9	2.1
741 Church Ministries with Children	7	1.6
750 The Christian Home	7	1.6
745 Church Ministries with Adults	5	1.2
746 Programming for Youth Ministries	5	1.2
751 Seminar on Family Problems	5	1.2
772 The Role of the Associate in Ministry	5	1.2

721 Small Group Process	4	0.9
722 Designing Biblical Instruction	4	0.9
761 Basic Audiovisual Techniques	4	0.9
740 Early Childhood Education	3	0.7
748 Single Adult Min. in the Local Church	3	0.7
762 Audiovisual Media	3	0.7
Pastoral Ministries	3	0.7
720 Teaching Process	2	0.5
735 Legal Issues	2	0.5
752 Family Life Education	2	0.5
760 Christian Journalism	2	0.5
774 Creativity	2	0.5
724 Teaching in Christian Higher Education	1	0.2
732 Administration in Christian Higher Ed	1	0.2
734 Christian School Administration	1	0.2
747 Developing and Leading a Women's Ministry	1	0.2
301 Bible Study Methods	0	0.0
Total	429	100

Note. It must be noted that these rankings can be misleading because some of the courses are required and, therefore, will naturally have a higher N than elective courses.

Consequently, conclusions must be tempered and adjusted for this fact.

701 – Educational Program of the Church was the most frequently cited course as being least valuable to respondents (N=114; 26.6%). Respondents frequently identified two other least valuable courses: 711 – History and Philosophy of Christian Education (N=74; 17.2%) and Systematic Theology (N=51; 11.9%). The remaining course(s) had an N ranging from 0 to 20 (R=20) citations and represented 0.0 to 4.7% of the responses.

Table 98

Comparison of Most/Least Valuable Courses.

Response	Most Valuable N	Least Valuable N
701 Educational Program of the Church	76	114
711 History and Philosophy of Christian Education	78	74
712 Current Issues	61	20
720 Teaching Process	222	2
721 Small Group Process	38	4
722 Designing Biblical Instruction	15	4
724 Teaching in Christian Higher Education	23	1
732 Administration in Christian Higher Education	8	1
733 Administrative Process	37	14
734 Christian School Administration	5	1
735 Legal Issues	8	2
740 Early Childhood Education	27	3
741 Church Ministries with Children	49	7
742 Church Ministries with Youth	50	17
745 Church Ministries with Adults	50	5
746 Programming for Youth Ministries	24	5
747 Developing and Leading a Women's Ministry	7	1
748 Single Adult Ministry in the Local Church	2	3

750 The Christian Home	128	7
751 Seminar on Family Problems	17	5
752 Family Life Education	16	2
760 Christian Journalism	13	2
761 Basic Audiovisual Techniques	12	4
762 Audiovisual Media	10	3
770 Principles of Discipleship	45	11
771 Practice of Discipleship	22	9
772 The Role of the Associate in Ministry	13	5
774 Creativity	28	2
CE Internship	40	17
301 Bible Study Methods	102	0
Bible Exposition	156	9
Greek	35	9
Hebrew	27	12
Pastoral Ministries	25	3
Systematic Theology	109	51
Total	1578	429

Table 98 presents a comparison of the most/least valuable rankings of courses arranged in order by course sequence. These courses were numerically ranked in Table 99 in descending order from most valuable to least valuable with a third column

presenting the least valuable N. This ranking and comparison of most valuable courses with least valuable courses was analytically helpful.

Table 99

Comparison of Most Valuable N with Least Valuable N by Rank.

Response	Most Valuable N	Least Valuable N
720 Teaching Process	222	2
Bible Exposition	156	9
750 The Christian Home	128	7
Systematic Theology	109	51
301 Bible Study Methods	102	0
711 History and Philosophy of Christian Education	78	74
701 Educational Program of the Church	76	114
712 Current Issues	61	20
742 Church Ministries with Youth	50	17
745 Church Ministries with Adults	50	5
741 Church Ministries with Children	49	7
770 Principles of Discipleship	45	11
CE Internship	40	17
721 Small Group Process	38	4
733 Administrative Process	37	14
Greek	35	9
774 Creativity	28	2
740 Early Childhood Education	27	3

Hebrew	27	12
Pastoral Ministries	25	3
746 Programming for Youth Ministries	24	5
724 Teaching in Christian Higher Education	23	1
771 Practice of Discipleship	22	9
751 Seminar on Family Problems	17	5
752 Family Life Education	16	2
722 Designing Biblical Instruction	15	4
760 Christian Journalism	13	2
772 The Role of the Associate in Ministry	13	5
761 Basic Audiovisual Techniques	12	4
762 Audiovisual Media	10	3
732 Administration in Christian Higher Education	8	1
735 Legal Issues	8	2
747 Developing and Leading a Women's Ministry	7	1
734 Christian School Administration	5	1
748 Single Adult Ministry in the Local Church	2	3
<hr/>		
Total	1578	429
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For a helpful comparison, Table 100 duplicates the data of Table 99, except that the “Least Valuable N” column is ranked in descending order rather than the “Most Valuable N” column.

Table 100

Comparison of Least Valuable N with Most Valuable N by Rank.

Response	Least Valuable N	Most Valuable N
701 Educational Program of the Church	114	76
711 History and Philosophy of Christian Education	74	78
Systematic Theology	51	109
712 Current Issues	20	61
742 Church Ministries with Youth	17	50
CE Internship	17	40
733 Administrative Process	14	37
Hebrew	12	27
770 Principles of Discipleship	11	45
Bible Exposition	9	156
Greek	9	35
771 Practice of Discipleship	9	22
750 The Christian Home	7	128
741 Church Ministries with Children	7	49
745 Church Ministries with Adults	5	50
746 Programming for Youth Ministries	5	24
751 Seminar on Family Problems	5	17
772 The Role of the Associate in Ministry	5	13

721 Small Group Process	4	38
722 Designing Biblical Instruction	4	15
761 Basic Audiovisual Techniques	4	12
740 Early Childhood Education	3	27
Pastoral Ministries	3	25
762 Audiovisual Media	3	10
748 Single Adult Ministry in the Local Church	3	2
720 Teaching Process	2	222
774 Creativity	2	28
752 Family Life Education	2	16
760 Christian Journalism	2	13
735 Legal Issues	2	8
724 Teaching in Christian Higher Education	1	23
732 Administration in Christian Higher Education	1	8
747 Developing and Leading a Women's Ministry	1	7
734 Christian School Administration	1	5
301 Bible Study Methods	0	102
Total		
		429
		1578

The greatest difference between most valuable N and least valuable N occurred with 720 – Teaching Process (most valuable N=222; least valuable N=2). 301 – Bible Study Methods had a most valuable N of 102 compared with a 0 least valuable N. Other

large differences between most valuable (MVN) and least valuable N (LVN) were: Bible Exposition courses (MVN=156; LVN=9), 750 – The Christian Home (MNV=128; LVN=7), and Systematic Theology (MVN=109; LVN=51).

There was a small MVN/LVN difference (78/74) in 711 – History and Philosophy of Christian Education. 701 – Educational Program of the Church was the only course with a larger LVN than MVN value (MVN=76; LVN=114).

Alumni Response to Open-ended Questionnaire Number 40: What kind of courses, that were not available during your time at DTS, would have been most desirable in view of your career experience?

This question was answered by listing the course numbers and accompanying frequencies along (Table 99) with a listing of terms and content clusters (Tables 100-104) that indicated respondents' preferences. Both were listed because some respondents listed course numbers while others primarily used terms and concepts to identify subject areas for needed training.

Table 101

Most Desirable Courses for Career Preparation.

Course/Title	Observed N	Percent
772 Role of the Associate in Ministry	14	15.9
735 Legal and Financial Issues	11	12.5
770 Principles of Discipleship	9	10.2
721 Small Group Process	7	8.0
722 Designing Biblical Instruction	6	6.8
751 Seminar on Family Problems	6	6.8
771 Practice of Discipleship	6	6.8
752 Family Life Education	5	5.7
774 Creativity	5	5.7
760 Christian Journalism	5	5.7
733 Administrative Process	4	4.5
724 Teaching in Christian Higher Education	3	3.4
734 Christian School Administration	3	3.4
762 Audiovisual Media	2	2.3
742 Church Ministries with Youth	1	1.1
750 The Christian Home	1	1.1
Total	88	100

772 – Role of the Associate was the most frequently cited course as desirable in light of career experience (N=14; 15.9%). This was followed by 735 – Legal and Financial Issues (N=11; 12.5%). The remaining course(s) had an N ranging from 1 to 9 (R=8) citations and represented 1.1 to 10.2% of the responses.

The most frequently cited terms and concept clusters are presented in Tables 102 and 103.

Table 102

Top 3 Most Desirable Subjects in Light of Career.

Response	Number	Percent
Administration	42	33.3
Counseling	42	33.3
Leadership	42	33.3
Total	126	100

Three terms dominated the frequency count in answer to the fifth open-ended question (survey question #40). Administration (N=42), counseling (N=42), and leadership (N=42) were cited an equal number of times by respondents as course subject areas that they would like to have been exposed to in light of their career experience.

Table 103

Top 3 Most Desirable Content Clusters in Light of Career.

Content Cluster	Observed N	Percent
People Skills	135	44.6
Administrative/Management Skills	94	31.0
Leadership Skills	74	24.4
Total	303	100

Three content clusters dominated the frequency count in answer to the fifth open-ended question (survey question #40). People skills (N=134; 44.6%) was the largest content cluster, followed respectively by administrative/management skills (N=94; 31.0%), and leadership skills (N=74; 24.4%) respectively.

Table 104

People Skills Content Cluster.

Content	Observed N	Percent
Counseling	42	30.9
People ability	27	19.9
Conflict resolution/management	26	19.1
Relational skill	17	12.5
Working with church boards	8	5.9
Mentoring/coaching	5	3.7
Crisis intervention	4	2.9
Interpersonal communication	3	2.2
Church politics	2	1.5
Verbal/non-verbal communication	1	0.7
Total	135	100

Counseling was the most frequently cited content area (N=42; 30.9%). People ability was the next most frequently cited content area (N=27; 19.9%), and conflict resolution/management followed (N=26; 19.1%). The remaining content area(s) had an N ranging from 1 to 17 (R=16) citations and represented 0.7 to 12.5% of the responses.

Table 105

Administration/Management Skills Content Cluster.

Content	Observed N	Percent
Administration/management	42	44.7
Staff management	16	17.0
People management	15	16.0
Finances	9	9.6
Church management	5	5.3
Time management	4	4.3
Evaluation	3	3.2
Total	94	100

Administration/management was the most frequently cited (N=42; 44.7%) content skill that respondents needed more training in. Staff and people management followed closely behind (N=16; 17.0% and N=15; 16.0% respectively). Other content in the cluster was: finances (N=9; 9.6%), church management (N=5; 5.3%), time management (N=4; 4.3%), and evaluation (N=3; 3.2%).

Table 106

Leadership Skills Cluster.

Content	Observed N	Percent
Leadership	42	56.8
Leadership development	21	28.4
Vision	6	8.1
Mentoring	4	5.4
Change	1	1.3
Total	74	100

Leadership was the most frequently cited content skill (N=42; 56.8%) in the leadership skills cluster. Leadership development was next (N=21; 28.4%). Other content in the cluster was: vision (N=6; 8.1%), mentoring (N=4; 5.4%), and change (N=1; 1.3%).

Whether certain concepts are most appropriately clustered under leadership skills versus administrative/management skills may be debated. There was a degree of subjectivity involved in grouping concepts into clusters.

Other terms and phrases were mentioned, but they did not fall into any discernable cluster patterns other than possibly “miscellaneous.” These terms and phrases included: Christian school, marketing, women-in-ministry, preaching/speaking, curriculum design, Christian worldview, missions, spiritual formation, church history, music, teaching theory, learning theory, prayer, discipleship, small group formation, language for non-language people, modern culture, elderly care, statistics, everyday

ministry, teaching methods, bivocational ministry, camping, research, childhood development, small church, ministry to singles and young marrieds, journalism, ethics, aptitudes, end-time prophecy, curriculum, home-school issues, technology, cults, children, youth ministry and recreation ministry.

CHAPTER V

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study involved non-experimental research that identified alumni perceptions of strengths and weaknesses of graduate professional training in Christian education at Dallas Theological Seminary. Specifically, the design of the study was to determine (1) the extent to which the stated purpose and goals of the Christian Education (CE) Department have been met based on alumni perceptions, (2) alumni perceptions of the quality of graduate professional training in Christian education at DTS, (3) current and future needs in the professional training of future students, and (4) recommendations for improving the quality of professional training in Christian education at DTS.

This chapter concludes the study in four sections. The first section summarizes the findings of the study; the second section examines and discusses those findings. The third section extrapolates numerous conclusions from the examination of the findings, and the fourth section presents recommendations regarding the Christian Education department's professional program.

Summary of the Findings

The following summary of findings is presented in 6 parts – each part corresponding to 6 areas of feedback from 504 respondents. Part 1 summarizes the findings from the demographic characteristics of the respondents. Part 2 summarizes

findings of the educational experience of the respondents. Part 3 summarizes findings of the respondents' perceptions of the program objectives of their professional training at DTS. Part 4 summarizes the findings of the respondents' ministry experience. Part 5 summarizes the findings of the respondents' overall evaluation of the educational program at DTS. Part 6 summarizes the findings of 5 open-ended questions.

Part One: Demographic Characteristics of the Respondents

A majority of respondents in this study were male (76.8%), and 23.2% were female.

A majority of the respondents were white, non-Hispanic (81.8%). Asian or Pacific Islander American constituted the next largest percentage (6.8%) followed respectively by African-American (5.4%), other (4.4%), and Hispanic-American (1.4%).

The majority of respondents were 23 years of age upon admission to their program (11.7%). The measures of central tendency for alumni were the following: mean = 28.3 years of age, median = 27 years of age, mode = 23 years of age, and range = 39 years. The age distribution for this sample of respondents reflected a positively skewed and leptokurtic distribution.

The majority of respondents were 27 years of age upon graduation from their master's programs. The measures of central tendency for graduates were as follows: mean = 32.1 years of age, median = 31 years of age, mode = 27 years of age, and range = 40 years. The age distribution for graduates reflected a positively skewed and leptokurtic distribution.

The majority of respondents graduated in 1998 (8.1%) followed by years 1986, 1995, and 1999 (7.0% for each year). The smallest percentage of graduates (3.97%) were in the class of 1994. The majority of respondents also graduated in the month of May although other months were represented.

Of the 13 different degree categories, the majority (29.3%) represented the Th.M. in Christian Education Major (pre-1991). The largest M.A./CE degree category was represented by Youth Ministry (13.7%).

When all Th.M. and M.A./CE degree categories were combined, the majority of respondents represented the M.A./CE degree program (60.2%); 39.7% represented the Th.M. degree program.

The majority of respondents indicated that they were employed by a church after graduation (N=353). The majority of those working at a church were ministers (N=221).

Part Two: Your Educational Experience

A majority of alumni indicated that their primary source of information about the master's program at DTS had come from a friend or colleague (62.8%). Other sources were the origin of information 22.2% of the time, 10.6% from faculty, and 4.4% from previous DTS attendance.

A majority of respondents strongly agreed that they would choose DTS if they were starting over (62.4%); 24.1% agreed, 6.8% were neutral, 4.2% disagreed, 1.39% strongly disagreed, and 1.2% believed the above statement was not applicable.

A majority of respondents agreed that their master's program adequately prepared them for their first ministry position (29.0%); 29.0% strongly agreed. Less than 10%

(8.4%) believed the above statement was not applicable, 6.8% were neutral, 4.4% disagreed, and 0.8% strongly disagreed.

Forty-six percent agreed with the statement that their master's level training has continued to help them in their current job; 37.1% strongly agreed with the statement. Fewer than 10% (7.7%) were neutral, 6.8% believed the statement was not applicable, 2.2% disagreed, and 0.6% strongly disagreed.

A majority of respondents strongly agreed that there was quality student-faculty interaction in the CE Department over professional issues (44.4%). Slightly more than one-third (35.9%) agreed with the statement; 12.8% were neutral, 5.6% disagreed, 1.2% strongly disagreed, and 0.2% believed the statement was not applicable.

A majority of respondents strongly agreed that there was quality student-faculty interaction with the CE Department during informal occasions (38.6%), and 37.2% agreed with the statement. Neutral on the statement were 13.2%; 9.2% disagreed; 0.8% strongly disagreed, and .01% believed the statement was not applicable to them.

A majority of respondents believed that sufficient attention was given by the CE Department to their spiritual growth (62.7%); 37.4% disagreed.

A majority of respondents also believed that sufficient attention was given by DTS overall to their spiritual growth (64.5%); 35.5% disagreed.

Most respondents did not experience anxiety associated with their master's program (49.4%); 18.6% experienced anxiety when selecting a track or concentration, 14.5% when selecting a ministry internship, 14.3% from some other source, and 3.3% from meeting with their advisor.

A majority of alumni were neutral about the CE Department's help in ministry placement (30.4%); 23.6% agreed that the department did help in ministry placement, 22.1% disagreed, 13.6% strongly agreed, and 10.2% strongly disagreed with the statement.

A majority of respondents agreed that their academic advisor was helpful (30.4%), 24.9% strongly agreed, 29.2% were neutral, 9.7% disagreed, and 5.9% strongly disagreed.

A majority of alumni agreed that they received the right amount of supervision from their academic advisor (36.6%); 14.8% strongly agreed. Slightly more than one-fourth (28.3%) were neutral, 13.4% disagreed, and 6.9% strongly disagreed.

Most respondents were very satisfied with their coursework (55.0%); 27.0% believed it was excellent. Fewer than 20% (15.6%) thought it was adequate, 1.6% thought it was unsatisfactory, and 0.8% thought it was very unsatisfactory.

A majority of respondents were very satisfied with their relationships with other faculty (40.4%) and 15.5% believed they were excellent. Over one-third (35.4%) thought they were adequate, 7.9% viewed them as unsatisfactory, and 0.8% were very unsatisfied.

A majority of respondents were very satisfied with the relationships they had with fellow students (41.8%); 21.7% thought they were excellent. Less than one-third (31.7%) thought they were adequate, 3.8% were unsatisfied, and 1.0% were very unsatisfied.

A majority of alumni believed their internship or field experience was adequate (35.6%); 8.5% saw it as unsatisfactory; 2.2% were very unsatisfied. Very satisfied were 33.3% of the alumni, and 20.3% viewed it as excellent.

A majority of respondents believed the quality of instruction from full-time instructors was excellent (51.0%); 40.0% viewed it as very satisfactory. Less than 10% (7.8%) thought it was adequate, 0.4% were unsatisfied, and 1.0% were very unsatisfied.

A majority (42.6%) were very satisfied with the quality of instruction by part-time instructors, and 30.2% viewed the instruction as excellent. Almost one-fourth (24.3%) believed it was adequate, 2.6% were unsatisfied, and 0.4% were very unsatisfied.

A majority of respondents believed the qualifications of the faculty were excellent (62.2%); 33.2% were very satisfied with their qualifications. Fewer than 5% (3.6%) saw them as adequate, 0.4% as unsatisfactory, and 0.6% were very unsatisfied with their qualifications.

A majority of respondents were very satisfied with the variety of course offerings (44.7%); 28.1% believed they were excellent. Course offerings were adequate for 23.2%, 3.8% as unsatisfactory, and 0.2% as very unsatisfactory.

A majority of respondents believed the social contact with their faculty was adequate (43.0%). The social contact was very satisfactory for 27.6%, excellent for 9.2%, unsatisfactory for 18%, and very unsatisfactory for 2.2%.

Most respondents believed that the opportunity for social contact with students was adequate (43.4%), and 33.6% as very satisfactory. Social contact was excellent for 14.6%, unsatisfactory for 6.4%, and very unsatisfactory for 2.0%.

A majority of the alumni agreed that they were valued by faculty outside the CE department (47.8%); 21.5% strongly agreed. Neutral were 23.3%, 5.4% disagreed, and 2.0% strongly disagreed.

Part Three: Educational Program Objectives

A majority of the respondents strongly agreed that they knew how to study the Bible by using proven hermeneutical principles (60.4%). Agreeing were 38.6%; 0.4% were neutral, 0.4% disagreed, and 0.2% strongly disagreed.

A majority of alumni agreed that they have a synthetic understanding of the Bible's major books (54.2%). Strongly agreeing were 39.8%, 4.0% were neutral, 1.8% disagreed, and 0.2% strongly disagreed.

A majority of respondents agreed that they have a good understanding of how to work with people (49.1%); 39.3% strongly agreed. Neutral were 9.2%, and 2.4% disagreed with the statement.

A majority of respondents agreed that they have a good understanding of Historical Theology (51.5%), and 16.6% strongly agreed. Neutral on the statement were 24.4%, 7.4% disagreed, and 0.2% strongly disagreed.

Most alumni agreed that they have knowledge of Premillennial Theology (56.1%); 35.7% strongly agreed. Neutral were 7.4%, 3.4% disagreed, and 3.4% strongly disagreed.

A majority of the alumni agreed that they could support their theological views and apply them to contemporary issues (54.5%); 38.1% strongly agreed. Less than 10% of the alumni (7.4%) were neutral and 3.4% disagreed.

A majority of respondents strongly agreed that they have developed and are committed to a biblical philosophy of Christian education in their home (46.2%); 43.8% agreed. Neutral on the statement were 9.4% and 0.6% disagreed.

Most of the respondents strongly agreed that they have developed and are committed to a biblical philosophy of Christian education in their church (47.1%); 40.9% agreed. Slightly over 10% (10.5%) were neutral, 0.6% disagreed, and 0.6% strongly disagreed.

A majority of the respondents strongly agreed that they have developed and are committed to a biblical philosophy of Christian education at their school (64.7%), and 9.9% agreed. Neutral on the subject were 7.2%, and strongly disagreeing were 0.4% of the respondents.

A majority of the respondents rated their learning experience in 701: Educational Program of the Church as good (50.4%) and 22.5% as strong. Slightly less than 15% (13.4%) were neutral, 8.8% viewed it as adequate, and 4.9% viewed it as poor.

Most of the alumni rated their learning experience in 712: Current Issues in Christian Education as good (42.4%); 35.3% viewed it as strong. Neutral on their learning experience were 14.2%, 5.6% viewed it as adequate, and 2.4% as poor.

A majority of the respondents rated their learning experience in 720: Teaching Process as strong (66.3%) and 25.0% as good. Six percent were neutral, 2.3% viewed it as adequate, and 0.5% as poor.

Most of the respondents rated their learning experience in 721: Small Group Process as good (38.6%) and 37.9% as strong. Neutral on the rating were 16.6%, 3.5% rated it as adequate, and 3.5% as poor.

Most of the alumni rated their learning experience in 722: Designing Biblical Instruction as good (45.0%) and 26.0% as strong. Twenty-four percent were neutral in their rating, 2.0% rated it as adequate, and 3.0% as poor.

A majority of respondents rated their learning experience in 724: Teaching in Christian Higher Education as strong (38.4%) and 31.4% as good. Neutral in their rating were 19.8%, 7.0% rated it as adequate, and 3.5% as poor.

A majority of respondents rated their learning experience in 732: Administration in Christian Higher Education as good (39.1%) and 23.2% as strong. More than 20% (23.2%) were neutral, 10.1% believed it was adequate, and 4.4% believed it was poor.

A majority of respondents (39.1%) believed their learning experience in 733: Administrative Process was good, and 26.0% believed it was strong. Neutral in their rating were 22.5%, 7.1% believed it was adequate, and 5.3% believed it was poor.

A majority of alumni (33.9%) were neutral about their learning experience in 734: Christian School Administration. More than 25% (28.6%) believed their learning experience strong, 21.4% believed it was good, 10.7% believed it was adequate, and 5.4% believed it was poor.

A majority of respondents believed their learning experience in 735: Legal and Financial Issues was good (25.6%), 23.26% were neutral, 20.9% believed it was a strong learning experience, 20.9% believed it was adequate, and 9.3% believed it was poor.

A majority of respondents (43.8%) believed their learning experience in 740: Early Childhood Education was strong, 41.8% believed it was good, 10.3% were neutral, 2.1% believed it was adequate, and 2.1% believed it was poor.

A majority of respondents (44.7%) believed their learning experience in 741: Church Ministries with Children was good, 40.2% believed it was strong, 10.6% were neutral, 2.8% believed it was adequate, and 1.68% believed it was poor.

A majority of respondents (43.6%) believed their learning experience in 742: Church Ministries with Youth was good, 37.3% believed it was strong, 12.4% were neutral, 5.0% believed it was adequate, and 1.8% believed it was poor.

A majority of respondents (44.7%) believed their learning experience in 745: Church Ministries with Adults was good, 41.3% believed it was strong, 10.2% were neutral, and 3.9% believed it was adequate.

A majority of respondents (40.9%) believed their learning experience in 746: Programming for Youth Ministries was good, 39.1% believed it was strong, 11.8% were neutral, 4.5% believed it was adequate, and 3.6% believed it was poor.

A majority of respondents (43.6%) were neutral about their learning experience in 747: Developing and Leading a Women's Ministry, 20.0% believed it was a strong learning experience, 15.0% believed it was a good learning experience, 12.5% believed it was adequate, and 12.5% believed it was poor.

A majority of respondents (35.7%) were neutral about their learning experience in 748: Single Adult Ministry in the Local Church, 19.1% believed it was a strong learning experience, 16.7% believed it was a good learning experience, 19.1% believed it was adequate, and 9.5% believed it was poor.

A majority of respondents (52.0%) believed their learning experience in 750: Christian Home was strong, 36.0% believed it was good, 8.6% were neutral, 2.8% believed it was adequate, and 0.6% believed it was poor.

A majority of respondents (38.5%) believed their learning experience in 751: Seminar on Family Problems was good, 36.9% believed it was strong, 16.4% were neutral, 4.1% believed it was adequate, and 4.1% believed it was poor.

A majority of respondents (46.6%) believed their learning experience in 752: Family Life Education was good, 33.6% believed it was strong, 12.1% were neutral, 4.3% believed it was adequate, and 3.5% believed it was poor.

A majority of respondents (42.0%) believed their learning experience in 760: Christian Journalism was strong, 19.4% believed it was good, 22.6% were neutral, 8.1% believed it was adequate, and 8.1% believed it was poor.

A majority of respondents (44.1%) believed their learning experience in 761: Basic Audiovisual Techniques was good, 40.1% believed it was strong, 9.7% were neutral, 4.9% believed it was adequate, and 1.3% believed it was poor.

A majority of respondents (38.5%) believed their learning experience in 751: Seminar on Family Problems was good, 36.9% believed it was strong, 16.4% were neutral, 4.1% believed it was adequate, and 4.1% believed it was poor.

A majority of respondents (46.5%) believed their learning experience in 762: Audiovisual Media was strong, 39.4% believed it was good, 9.85% were neutral, 3.0% believed it was adequate, and 0.8% believed it was poor.

A majority of respondents (39.6%) believed their learning experience in 770: Principles of Discipleship was good, 35.2% believed it was strong, 16.4% were neutral, 6.9% believed it was adequate, and 1.9% believed it was poor.

A majority of respondents (40.0%) believed their learning experience in 771: Practice of Discipleship was strong, 29.5% believed it was good, 15.8% were neutral, 8.4% believed it was adequate, and 6.3% believed it was poor.

A majority of respondents (30.6%) believed their learning experience in 772: Role of the Associate in Ministry was good, 27.4% believed it was strong, 24.2% were neutral, 14.5% believed it was adequate, and 3.2% believed it was poor.

A majority of respondents (51.0%) believed their learning experience in 774: Creativity was strong, 30.4% believed it was good, 13.7% were neutral, 2.0% believed it was adequate, and 3.0% believed it was poor.

A majority of respondents (59.1%) believed their learning experience in the Bible Exposition courses was strong, 34.0% believed it was good, 4.3% were neutral, 1.9% believed it was adequate, and 0.7% believed it was poor.

A majority of respondents (41.5%) believed their learning experience in the Systematic Theology courses was good, 41.3% believed it was strong, 10.1% were neutral, 4.5% believed it was adequate, and 2.7% believed it was poor.

A majority of respondents (37.8%) believed their learning experience in the Christian Education Internship was good, 33.6% believed it was strong, 17.2% were neutral, 6.2% believed it was adequate, and 5.2% believed it was poor.

Part Four: Your Ministry Experience

The majority of respondents indicated that the age group they are most responsible for was adults (46.7%), followed respectively by youth (31.0%), primary age children (11.5%), and early childhood (10.9%).

A majority of respondents agreed (49.7%) that their training closely matched the age group they are most responsible for leading, 23.5% strongly agreed, 15.2% were neutral, 10.5% disagreed, and 1.1% strongly disagreed.

A majority of respondents agreed (58.3%) that they can state the nature of the educational needs of the age group they are most responsible for leading, 31.6% strongly agreed, 7.9% were neutral, 2.0% disagreed, and 0.2% strongly disagreed.

A majority of respondents agreed (56.2%) that they can state the biblical goals of the age group they are most responsible for leading, 36.9% strongly agreed, 6.0% were neutral, 0.7% disagreed, and 0.2% strongly disagreed.

A majority of respondents agreed (58.6%) that they can apply educational principles to the age group they are most responsible for leading and 32.5% strongly agreed, 7.6% were neutral, 0.9% disagreed, and 0.5% strongly disagreed.

A majority of respondents stated that they have served as a leader in formulating or modifying an educational program in ministry (79.2%), and 20.8% said they have not.

Section Five: Overall Evaluation

A majority of respondents were very satisfied (42.6%) with the preparation their master's degree gave them to undertake their profession, 37.5% gave it an excellent

rating, 16.0% rated it as adequate, 1.4% were unsatisfied, 0.2% were very unsatisfied, and 2.2% had no opinion.

Section Six: Open-ended Questions

The term “administration” was listed 68 times as a present or anticipated duty for which alumni did not believe their master’s level graduate training adequately prepared them. The terms “counseling” and “leadership” (N = 56 and 43 respectively) were two more frequently listed terms.

Similarly, the 3 top content clusters that alumni listed as present or anticipated duties that they were inadequately prepared for were: people skills (N = 206), administrative/management skills (N = 136), and leadership skills (N = 86).

The top 4 strengths of the respondents’ master’s degree program were: faculty (N = 158), Bible exposition/teaching (N = 129), Christian Education program (N = 106), and excellence and quality of courses (N = 105).

Those faculty members most often identified as a strength of the respondent’s master’s level program were: Howard Hendricks (N = 39), Robert Choun (N = 23), Kenneth Gangel (N = 16), and James Slaughter (N = 12).

The course(s) most cited as being most valuable to respondents were: 720: Teaching Process (N = 222), Bible Exposition courses (N = 156), 750: Christian Home (N = 128), Systematic Theology (N = 109), 301: Bible Study Methods (N = 102), and 711: History and Philosophy of Christian Education (N = 78).

The course(s) most cited as being least valuable to respondents were: 701: Educational Program of the Church (N = 114), 711: History and Philosophy of Christian Education (N = 74), Systematic Theology (N = 51), and 712: Current Issues (N = 20).

Courses listed as desirable, but not taken or unavailable at the time, were: 772: Role of the Associate (N = 14), 735: Legal and Financial Issues (N = 11), 770: Principles of Discipleship (N = 9), and 721: Small Group Process (N = 7).

Specific training areas respondents would like to have been available when they were at DTS included administration, counseling and leadership courses. Skill areas in which respondents needed more training included people, administrative, and leadership areas.

Discussion of Findings

The following discussion pertains to 2 of the 4 research questions of the study: (1) alumni perceptions of the extent to which the objectives and goals of Christian Education Department at DTS have been met, and (2) alumni perceptions of the quality of graduate professional training in Christian education at DTS. Research question 3 is dealt with in the conclusions section. Research question 4 will be dealt with in the recommendations section.

Alumni Perceptions Pertaining to the Extent to Which the Objectives and Goals of the

Christian Education Department of DTS Have Been Met

Assessment of the Educational Goals Section

There are 3 goals sections in the CE department's purpose and goals publication: educational, spiritual, and ministry. These are examined beginning with the educational

goals. Data, reported in specific tables, are identified as to the relationship and support of each goal. It may be helpful for the reader to refer to the CE purpose and goals statement in the process of this discussion (see Appendix F).

It should be noted that the nature of the relationships identified below result from a mixture of statistical and subjective support. The strength of this research investigation was in assessing program quality. This was accomplished by identifying alumni perceptions of strengths and weaknesses of the graduate professional program in Christian education at DTS. The research design allowed this to be done using nonparametric statistics to statistically characterize sample distributions. These statistical results, therefore, made possible the fulfillment of the first research purpose.

The second research purpose set forth the goal of ascertaining the degree to which the CE department's program purpose, objectives, and goals have been accomplished. Achieving this research purpose was accomplished most directly under sections 3 and 4 of the alumni questionnaire – "Educational Program Objectives" and "Ministry Experience." The questionnaire items under these sections were constructed on the basis of the CE department's program purpose and goals. Since all of the Likert-scale items were statistically significant, stronger conclusions could be reached on the degree to which departmental goals have been attained. Since other questionnaire items were not developed as directly from the CE department's program purpose and goals, characterizing the nature of the relationships was more subjective. Thus, a mixture of statistical and subjective support from the data emerged. In the absence of statistical

support or correlation, the principle investigator undertook to subjectively and conceptually connect selective questionnaire items and program goals and objectives.

Conclusions could possibly have been even stronger if alumni-perceived strengths and weaknesses had been statistically correlated with program purpose, objectives and goals. However, the research design of this investigation did not allow for such statistical correlation, and program goals would have to be quantified in order for any such future study to take place. Further study of the data from this investigation will allow some existing questionnaire items to be correlated with each other using cross tabs and Pearson's chi in SPSS.

The degree to which the Christian Education department has accomplished its stated purpose will be explored and assessed after each departmental goal has been explored and assessed. Without the aggregate program picture, it is difficult to assess the CE program purpose.

First educational goal.

The data in Tables 40 and 41 relate to and support the first educational goal of enabling students to “demonstrate a general knowledge of the Bible including a synthetic understanding of the major books.” Alumni have a high level of confidence in their Bible study proficiency and synthetic understanding of the Bible.

These data also represent significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. Since the chi-square results indicated that the distribution was not attributable to chance, it is probably best explained by several reasons: First, according to

Pond's research, Bible teaching and training is one of the main reasons students come to DTS (1999; 2000). Supporting this student expectation, alumni stated that the emphasis on the Bible was one of the major strengths of their master's program (Table 92). Two other strengths of the master's program also related to the Bible emphasis of the program. First was faculty, and second was the excellence and quality of courses.

Second, the frequency distribution (Tables 40 and 41) can also be explained by the number of courses in the Th.M. and M.A./CE curriculum devoted to the subject of the Bible: 21 hours of Bible exposition courses and 26 hours of original languages for the Th.M. degree, and 22 hours of Bible exposition courses for the M.A./CE degree. Over one-third of each degree is committed to the subject of the Bible. This emphasis on the Bible, therefore, strongly relates to and supports the first educational goal and may account for the unexpected distribution.

The statistically significant data from Table 77 also support the biblical learning achievement necessary to accomplish the first educational goal. These data reveal the large number of alumni who rated their learning experiences in Bible Exposition courses as either good or strong. In Table 77, 59.1% of the respondents stated that their learning experience in Bible Exposition courses was strong. Another 34% said their learning experience was good. That is a combined total of 93.1% who gave high ratings to their learning experiences in Bible Exposition courses. In the Systematic Theology courses, 41.3% rated the courses as strong, and 41.5% rated the courses as good for a combined total of 82.8%.

Second educational goal.

The data in Tables 43-45 relate to and support the second educational goal of “enabling students to understand the historical development of theology, have knowledge of premillennial theology, and an ability to support their theological views and apply them to contemporary issues.” Alumni have great confidence in their understanding of historical and premillennial theology as reflected in the distributions of their responses. Additionally, the same findings that supported the accomplishment of the first educational goal also supported the second.

The data in Tables 43-45 also represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. These data indicated that the observed distributions were not attributable to chance, and they are probably best explained for similar reasons to those given above regarding the first educational goal.

Moreover, the frequency distribution can also be explained by the fact that students are required to take a number of Systematic theology courses in addition to Bible exposition and language courses. Twenty-four hours of Systematic and Historical theology courses are required of Th.M students, and 18 hours of Systematic theology courses are required for M.A./CE students.

Third educational goal.

Data in Tables 46-48 relate to and support the third educational goal of “enabling students to develop a biblical philosophy of and commitment to Christian education in home, church, and school.” These statistically significant data represent a strong

commitment on the part of DTS alumni to a biblical philosophy of Christian education in their homes, churches and schools.

These data also represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. Perhaps this can be explained by a greater success in 711 – History and Philosophy of Christian Education that students realize. It may be that this course has successfully helped them develop a philosophy of Christian Education and integrate it into various areas of life, especially home, church, and school.

The statistically significant distributions may also be explained by the model of the faculty. The CE faculty, are integrationists in theory and practice. Therefore, students may be successfully blending theory and practice themselves because they have seen it in those who taught them.

Fourth education goal.

The data in Tables 60-63 and 82-84 relate to and support the fourth educational goal of “enabling students to verbalize the nature and needs of at least one age-group, state biblical goals for that age-level ministry, and apply appropriate educational principles.” Alumni firmly believe that they can state biblical objectives and the nature and educational needs of at least one age group and can apply appropriate educational principles in ministering to at least one age group.

The data in Tables 60-63 and 82-84 also represent significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. The majority of respondents rated their learning

experiences as good or strong for each age-level ministry course (740, 741, 742, and 745). The distribution may argue for the quality of these courses and, thus, the greater likelihood of transfer of learning so that students are in fact able to describe, organize, and successfully minister to a given age-group.

The distribution may also be related to the practical and applicational nature of these age-level courses. These courses expose students to practitioners, educational materials, and simulated exercises which tend to give students more of a working knowledge of their field as well as an intellectual one. Therefore, the quality of respondents' learning experiences strengthened and supported the fulfillment of educational goal number 4.

Assessment of the Spiritual Goals Section

First spiritual goal.

Data in Tables 22, 23, 77, and 78 relate to and support the first spiritual goal of “enabling students to evidence an increasing likeness to Christ as manifested in love for God, love for others, and evidence of the fruit of the Spirit.” Perhaps the quality of learning experiences students had in Bible and theology courses as well as the attention to their personal spiritual growth while at DTS influenced their likeness to Christ and love for others. Modeling and socialization may have contributed to increasing Christian maturity.

The data in Tables 22, 23, 77, and 78 also represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. Tables 22 and 23 represent the alumni's

perception of departmental and institutional efforts to give attention to respondents' growth in their personal spiritual life. The statistically significant data revealed that 62.7% of the respondents believed that the CE department gave sufficient attention to their personal spiritual growth, and 64.5% of the respondents believed that the institution gave sufficient attention to their personal spiritual growth.

These distributions may be explained by a number of reasons. First, all DTS master's level courses may be more intrinsically related to a person's spiritual life, especially Bible and theology courses. Second, the faculty are acutely aware of the need to model a quality spiritual life for students. The nature of biblical and theological beliefs is such that the test of authenticity is whether or not they are lived out. This is keenly felt by teachers of spiritually-related subjects. Third, the environment of DTS fosters a supportive spiritual community which is reinforced by a second spiritual community – the student's church. Therefore, there is a strong socialization force at work molding and shaping the spiritual values of DTS students.

Tables 77 and 78 also relate to the first spiritual goal in that they report the ratings of courses directly related to students' spiritual growth – Bible exposition and Systematic theology courses. Almost 95% of the alumni (93.1%) rated their Bible exposition courses as strong or good, and almost 85% of the alumni (82.8%) rated their Systematic courses as good or strong. A strong case can be made that these distributions are due, at least in part, not only to the quality of the courses, but also to the primary reason students come to DTS – to be trained to study and teach the Bible. Consequently, they are very committed students while at DTS, and especially to these courses.

Second spiritual goal:

Data in Tables 42, 87, 88, 102, and 103 relate to and support the second spiritual goal of “enabling students to exhibit godly leadership with a team spirit that will lead others into spiritual maturity and help develop them for leadership roles.” Alumni have a measure of confidence that they can work well with people. This ability, combined with a degree of godliness and Christian maturity, may provide them a measure of success in leading people into spiritual maturity and also preparing them for leadership roles.

These data also represent significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. A majority of alumni either agreed (49.1%) or strongly agreed (39.3%), for a total of 88.4%, that they have a good understanding of people. A good understanding of people is part of what is needed to achieve the second spiritual goal. A strong case can be made that the distributions for these data are due, at least in part, to the care provided by the faculty and the emphasis on people in the CE department. The importance of loving and caring for people is a natural outgrowth of biblical and theological values. Skillfully working with people, building teams of people, and organizing people is at the heart of the CE department’s course content, passion and practice.

In somewhat of a contrasting viewpoint, Tables 87, 88, 102, and 103 identified terms and content clusters, related to this goal, which indicated that respondents believe they needed more training in administration, counseling, people, and leadership related skills. This may be partially due to the limited number of courses dealing with these

issues in the curriculum. The curriculum places heavy emphasis on Bible and theology leaving less room for Christian education courses, (23 hours in the M.A./CE program; 17 hours in the Th.M. degree program). Consequently, a student may be able to take 1 elective course dealing specifically with administration, counseling, or leadership matters. Yet, ministry is very administration, people, and leadership intensive.

Assessment of Ministry Goals Section

First ministry goal.

The data in tables 42, 80, and 85 relate to and support the first ministry goal of “enabling students to organize, administer, and evaluate an educational program based on stated goals and objectives, and working successfully with people in a variety of ministry situations.” Alumni indicated a strong belief in their ability to accomplish this goal in their respective ministries. This belief arises not only from their training but also from their actual ministry experience. Alumni’s ministry experiences definitely require them to engage in a combination of activities very similar to those included in the first ministry goal.

The data in Tables 42, 80, and 85 also represent significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. The distributions in Tables 42, 80, and 85 are probably significant because the positions which alumni hold are in fact people intensive, requiring them to interface with people on a constant basis. Most alumni are also, in all likelihood, spending significant time working with at least one specific age-group.

For instance, the statistically significant findings from Table 85 revealed that 79.2% of respondents have served as leaders in formulating or modifying educational programs in ministry. Formulating or modifying such educational programs would have presumably involved such things as organizing, administering, evaluating educational programs for at least one specific age group. This effort was also probably based on stated goals and objectives. Table 80 indicates that respondents held responsibilities for a number of different age-groups: 10.9% in early childhood, 11.5% in primary, 31% in youth, and 46.7% in adult ministries.

Interestingly, alumni perceive their ministries as requiring people, administrative, and leadership skills (Tables 87, 88, 102, and 103). These data brought out alumni's perceived need for more preparatory training on how to work with people upon graduation. Alumni have faced the challenges of working with people, sometimes difficult challenges, and administrating and leading a ministry effort. This experience may have surfaced the need for more training in skill areas related to administration, leadership, and working with people as identified in Tables 87, 88, 102, and 103. A much greater requirement in these skill areas than expected may have created a greater felt need for this training.

Second ministry goal.

Data from Table 52, 94, and 95 relate to and support the second ministry goal of “enabling students to communicate effectively in a variety of Christian education ministry settings.” The data also represents a significant departure from the expected

frequency distributions under the hypothesis of no differences in the numbers of responses per response category.

Table 52 indicates a positive learning experience for respondents in the course 720: Teaching Process. A majority of respondents rated their learning experience as strong (N=289, 66.3%), and another 25.0% rated it as good (N=109). This unexpected distribution can probably be best explained by the quality of the course, the structure of the course, and its relationship to one of the primary reasons students come to DTS – to study and teach the Bible. 720 enables students to skillfully communicate that which they are most enthusiastic about – the Bible. The structure of the course also provides students with the most practical of strategies and methodologies for teaching.

The course's success is also underscored by the responses to open-ended questionnaire item number 37 (Tables 94 and 95). These revealed that 720: Teaching Process was the single most valuable course respondents took by a large margin (N=222). It was only mentioned twice as the least valuable courses taken by respondents (Table 95).

Third and fourth ministry goals.

Data from Tables 82, 83, and 84 relate to and support the third ministry goal of “enabling students to formulate educational programs that are biblically based, educationally accurate, and related to people’s needs.” These data also relate to and support the fourth ministry goal of “enabling students to utilize proper biblical and educational methods and materials for at least one age-level.” These data agree with what has already been noted about alumni’s confidence in their ability to work with a specific

age group in a biblically and educationally competent manner. For example, the majority of respondents agreed or strongly agreed that they could state the nature and educational needs of the age group they are most responsible for leading (agree – N=260, 58.3%; strongly agree – N=141, 31.6%), state the biblical goals for ministering to that age group (agreed – N=251, 56.2%; strongly agreed – N=165, 36.9%), and apply appropriate educational principles in ministering to that age group (agreed – N=263, 58.6%; strongly agreed – N=146, 32.5%).

These distributions in Tables 82-84 also represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. This, again, is reflective of the probability that a large number of alumni do in fact have specific, even significant, responsibilities to at least one specific age group. Their ministry experiences are calling on them to do what they were trained to do.

Summary.

All goals of the Christian Education department at DTS had at least one favorable data set that relate to or support the fulfillment of an educational goal. Figure 10 provides a graphic summary of some especially relevant findings that relate to and support the goals of the Christian Education department at DTS. It must be stressed that these are related findings only; some are statistically supported and some are not. Therefore, relationships are sometimes characterized as a subjective ones; common ground between a data set and a goal was identified.

Figure 10 is similar to a program table of specifications as opposed to a course table of specifications (Linn and Gronlund, 2000, pp. 79-81). Instead of course objectives and goals being correlated with learning domains, program courses are correlated with program goals.

<i>Figure 10.</i> Christian education department goals and related findings										
Tables	CE Goal Categories									
	Educational Goals				Spiritual Goals		Ministry Goals			
	Individual CE Goals									
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 1	Goal 2	Goal 3	Goal 4
	Intersecting goals and table(s) marked by "X"									
22					X					
23					X					
27	X									
28	X									
29							X			
30		X								
31		X								
32		X								
33			X							
34			X							
35			X							
40	X									
41	X									
42						X	X			
43									X	X
44									X	X
45									X	X
52								X		
60				X						
61				X						
62				X						
63				X						
77	X				X					
78	X				X					
80							X			
82				X					X	
83				X					X	
84				X					X	
85							X			
92							X			
93					X					
94				X			X	X	X	X
95				X			X	X	X	X

96								X		
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Figure 10. Chart of Christian education goals and related findings. This chart indicates the intersection of tables and goals by “X”.

Given the extensive alumni feedback on the Christian Education program at DTS, goal achievement can also be evaluated in a Likert-scale rating as a subjective interpretation and correlation of alumni-perceived program strengths and weaknesses with program goals (Figure 11).

Figure 11. Rating goal-achievement as a reflection of alumni perceptions

Likert-scale Rating	CE Goal Categories									
	Educational Goals				Spiritual Goals		Ministry Goals			
	Individual CE Goals									
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 1	Goal 2	Goal 3	Goal 4
	Intersecting goals and Likert-scale ratings marked by “X”									
Strong	X	X	X	X			X			
Good									X	X
Moderate					X			X		
Weak						X				
Failing										

Figure 11. Rating goal-achievement as a reflection of alumni perceptions.

Alumni-Perceptions of the Quality of Graduate Professional Training
in Christian Education at DTS

For the purposes of this investigation, *program quality* was defined in terms of alumni-perceived strengths and weaknesses of graduate professional training in Christian Education at DTS. Program strengths and weaknesses are described under the four

relevant sections of the questionnaire: (1) about you, (2) your educational experience , (3) educational program objectives, (4) your ministry experience, and (5) overall evaluation.

Strengths

There were numerous alumni-perceived strengths of the master's level training noted by the respondents. These strengths were found in 5 of the 6 sections of the questionnaire, which are discussed below.

About you.

The demographic data generated from this section do not represent alumni-perceived strengths since alumni are not indicating their perceptions of the CE program. However, it is still important to observe and comment on any *suggested* strengths that might be extrapolated from the data. Upon examination, no specific strengths stand out from the demographic data.

Your educational experience.

Numerous strengths of the Christian Education program at DTS were identified from this investigation due to the number of statistically significant chi-square values and the positive nature of the distributions. These strengths are discussed in the following.

Broadly speaking, responses from questionnaire item numbers 11 and 12 (Tables 17 and 18) indicated a positive regard for the master's level work of the respondents. The fact that a majority of respondents (N=313, 62.4%) strongly agreed and another 24.1% agreed that they would choose DTS over another seminary if they were starting a master's degree program again, provide strong evidence for the value of the program. Together, those who strongly agreed and agreed represent 84.5% of the respondents who

valued their experience and training in the Christian Education program at DTS enough to say they would do the same thing over again if given the choice.

A majority of respondents also believed that their master's program adequately prepared them for their first ministry position after seminary (50.7% agreed and 29.0% strongly agreed). This represents slightly under 80% (79.7%) of the respondents who viewed themselves as prepared to undertake their first professional position as a result of their master's training.

The distributions in Tables 17 and 18 also represented significant departures from the expected frequency distributions under the hypothesis of no differences in the number of responses per response category. It may be that these distributions can be best explained by the consistent quality of education that alumni received in most areas of the master's level work: overall course quality, faculty relations, advising, standard of teaching, administrative support, and faculty modeling.

Another important general rating was that 83.1% of the respondents believed their master's level training continues to help them do their present job (Table 86). These distributions represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. It may be that the combination of quality teaching, modeling, simulated ministry exercises, student participation, and exposure to practitioners accounts for significant learning transfer (see Appendix H).

In looking at the big picture of respondents' overall view of their master's level experience at DTS, it was helpful to stand back and look broadly at the above data.

Slightly more than 80% (80.1%) of the respondents rated their preparation for their profession as a result of their master's degree as either very satisfied or excellent. Altogether, 80-85% of the respondents gave the program high ratings on 4 critically important issues for any program: whether or not alumni would repeat the program; whether or not the program prepared alumni for their first vocational assignment; whether or not training received from the program continues to help alumni do their present job; and whether or not the program prepared alumni for their profession. A favorable rating on any 1 of these items should be enough to encourage any program, not to mention all 4.

The faculty of DTS was identified as a strength of the master's program since they received high marks with respect to qualifications, teaching, course content and variety, and relationships with students. Slightly more than 90% (91%) of the respondents rated quality of instruction as very satisfactory or excellent. Less highly, but still very respectably rated, were part-time instructors with 72.8% having received a very satisfactory or excellent rating.

The distributions for these data in Tables 33-34 represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. It could be argued that these distributions are best explained in terms of the credentials and expertise of the faculty as well as the emphasis DTS places on teaching quality. Additionally, almost all of the ministry venues students are being trained for at DTS necessitate good communication skills in order for graduates to be effective.

Faculty in general and especially the CE faculty also received high ratings in terms of the contact and care they provided students. Faculty, the Christian Education program, and the excellence and quality of courses were 4 of the most frequently cited strengths of the respondent's master's degree program. The respondents' identification of the faculty as a strength of their master's program was an important affirmation since this is one of the "primary reasons" students give for enrolling at Dallas Theological Seminary (Pond, 1999 and 2000). It is also often referred to as a strength of the seminary by graduates upon graduation (Pond, 1999 and 2001).

Alumni see the variety of course offerings as another strength of their master's level work. Table 36 shows almost three-fourths of the alumni (72.8%) having been very satisfied about them or having seen the variety of course offerings as excellent. These distributions represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. Perhaps the course variety can be explained by the differences alumni see in courses offered by different departments. Overlap and needless repetition, it may be argued, are relatively small.

Almost four-fifths (79.8%) of the alumni believed that opportunity for social contact with the faculty was adequate, very satisfactory, or excellent (Table 37). These represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. These distributions may be explained by the people orientation and student-accessibility of

some or most of the faculty at DTS. Individual faculty, departments, and the institution also host numerous social functions throughout the year.

Related to this issue and reinforcing it is the fact that alumni believed that they were valued by faculty inside and outside the CE department. Slightly more than 90% (92.6%) believed this, and the distributions in Table 39 represented significant departures from the expected frequency distributions under the hypothesis of no differences in the numbers of responses per response category. It is possible that this distribution could be explained by the mutually reinforcing nature of perceived accessibility of the faculty on the one hand and being valued by them on the other hand.

Opportunity for social contact with other students was another strength of the program with slightly more than 90% (91.6%) of the alumni viewing the opportunities to be adequate, very satisfactory, or excellent (Table 38). The statistically significant distributions may be accounted for by the opportunity for social functions, growing number of student organized events, and increased student housing occupancy.

Educational program objectives.

Almost 100% (99%) of alumni agreed or strongly agreed that they know how to study the Bible using proven hermeneutical principles. This specific strength of the program is probably attributable to the great success of 301: Bible Study Methods and, more generally, the Bible Exposition department.

Ninety-four percent of the respondents agreed or strongly agreed that they have a synthetic understanding of the Bible's major books. This unexpected distribution can

probably be best explained for the same reasons just mentioned – the success of 301 and the Bible Exposition department.

An unexpected number of alumni (87.4%) agreed or strongly agreed that they have understanding of how to work with people. This has already been discussed, and, again, perhaps this is due to adequate training and modeling.

Program strengths in alumni's understanding of theology have been discussed above in answer to the first research question. Other program strengths related to alumni's commitment to a biblical philosophy of Christian education in the home, church, and school have also been discussed in the same section.

All course ratings except 2 had statistically significant distributions. Perhaps this is due to the numerous program strengths identified in Table 97. Some of the top strengths were: faculty, Bible, Christian Education program, academically challenging courses, practical and applicable courses, and faculty relations.

Your ministry experience.

Out of 504 respondents, 452 indicated that they had responsibility for at least 1 specific age group. A majority (N=211, 46.7%) had responsibilities for adults. This was followed by those having responsibilities for youth (N=140, 31%). It could be argued that adults are dealt with in a variety of ministry positions and venues, and that children and youth are specialized. Therefore, more alumni encountered adults in their ministries than children or youth given the kinds of positions alumni reported having (see Tables 11-15).

Slightly less than three-fourths of the respondents (73.2%) believed that their CE concentration at DTS closely matched the specific age group they were most responsible

for leading. Perhaps this is due to successfully being placed in a ministry situation that matched their training emphasis at DTS.

Other program strengths such as being able to state the nature the nature of educational needs to, state biblical goals for, and apply appropriate educational principles to a specific age group have been discussed above in answer to the first research question. As has been noted, this is probably due to congruent training and reinforcing ministry experience with a specific age group.

Overall evaluation.

Eighty percent of alumni rated the training their master's level work provided them to undertake their profession as very satisfactory or excellent. Another 16% viewed it as adequate. Less than 5% (3.4%) viewed it as unsatisfactory or very unsatisfactory. It could be argued, based on all the data in this investigation that have already been discussed, that a combination of factors has made the master's level training at DTS successful: relevant quality courses, faculty relations and mentoring, practical and applicational training, variety of course offerings, and a reality based focus.

Weaknesses

There were several alumni-perceived weaknesses of the master's level training noted by the respondents. These weaknesses were found in 3 of the 6 sections of the questionnaire, and are discussed below.

About you.

Possible weaknesses from the demographic section of the questionnaire are very tentatively identified because demographics are technically in the class of descriptive and

not inferential statistics (Thomas and Young, 1995, p.3). By definition, this implies that one cannot have as much inferential confidence in descriptive as opposed to inferential statistics. This reason tempered the principal investigator's observation of possible demographic weaknesses.

Gender distribution. The first possible demographic weakness is in the gender distribution, which was predominantly male (male N=387; 76.8%/female N=117; 23.2%). Perhaps these unexpected distributions are best explained because of continued male dominance in strongly evangelical ministries, especially those with a DTS connection. Women were first admitted to the Master of Arts in Biblical Studies program (M.A./BS) in 1974 and into the Th.M. program in 1986 (interview with Jim Thames, Associate Academic Dean, 2001). The flip side of this trend is the slowly emerging recognition of professional roles for women in more numerous and varied ministry venues.

A question arises as to whether the gender distribution of this investigation matches the gender distribution of Christian educational leadership in most churches, parachurch organizations, or Christian schools? If the actual distribution of Christian educational leadership in these type organizations is more heavily female, perhaps even predominantly female, how are the roles of DTS in training servant leaders and the CE department in training Christian education specialists affected when graduates are predominantly males?

Little is known about the gender of professional clergy. Barna reports that women represent 5% of all Protestant Senior Pastors (Barna Research Online, September 25, 2001). Also, they are

much more likely to be seminary-trained (86% have a seminary degree, compared to 60% of male pastors); are more than twice as likely to have been divorced (31%, compared to 12% among male pastors); have less experience in the pastorate (9 years in full-time paid ministry, compared to a median of 17 years among men); last less time in a given church than do men (three years per pastorate, compared to almost six years among men); are almost four times more likely to describe themselves as theologically liberal (39% vs. 11% respectively); much less likely to embrace the label of “evangelical” (58%, vs. 85% among male pastors); and receive much smaller compensation packages. (Barna, 2001)

Whenever one is dealing with statistical research, however, one must always evaluate what is really being measured. In the case of female pastors, it may not just be the qualities of female pastors that are being measured. It may also be the narrow range of women who are interested in the few ministry positions that are offered by certain types of churches.

Barna also hails women as the “Backbone of the Christian Congregation in America” (Barna, 2000, p.1). Specifically he notes that women are

- 100% more likely than men to be involved in discipleship
- 57% more likely than men to participate in adult Sunday School
- 56% more likely than men to hold a leadership position in a church

- 46% more likely than men to disciple others
- 39% more likely than men to have a devotional time or quiet time
- 33% more likely than men to volunteer in a church
- 29% more likely than men to attend church
- 29% more likely than men to read the Bible
- 29% more likely than men to share faith with others
- 23% more likely than men to donate to a church
- 16% more likely than men to pray (Barna, 2000, p. 2)

Continuing on the subject of women, it will probably come as no surprise to the reader that women outnumber men in the national, state, and local census. On a national level, there were 143.4 million women and 138.1 million men (msnbc.com, 2001). In Texas, there were 10,308,511 women and 9,982,202 men (U.S. Census Bureau, 2000, p. 1). On a local level in Dallas, there were 1,770,783 women and 1,762,206 men (North Central Texas Council of Government, Census 2000, p. 1). In churches, 57% of denominational affiliates are women and 43% are men (Barna, 2001, p. 1).

Though the gender gap is closing (msnbc.com, 2001), women still represent more than half the population in 4 population settings according to these demographic statistics: national, state, local, and church. Women also constitute a greater spiritual force in the church than men when considered on various spiritual indicators as identified by Barna (2000, p.2). If this is the case, what kind of gender-demographic profile for professional ministers might be most effective in ministering to men and women from this gender profile? Females constituted 24.4% of the 2001 graduates from DTS. On what

basis can this statistic be evaluated? Should DTS and/or the CE department be excited or disappointed about this figure?

Ethnic Distributions. A second possible demographic weakness is in the ethnicity distribution of DTS, which was predominantly white, non-Hispanic (N=412; 81.8%). The explanation for this unexpected distribution may lie in the traditional ethnic mold of DTS and associated DTS ministries.

A question arises as to whether this ethnic population distribution of Christian educational leadership matches the ethnic population distribution of Christian educational leadership in most churches, parachurch organizations, or Christian schools? This question is especially pertinent from an international point of view since DTS seeks to impact the world. It is also pertinent, however, from a national or American point of view with respect to national and regional ethnic population distributions. A similar question regarding gender in leadership training arises with the ethnic issue. For instance, 30% of North Texas residents were born in another country or are the children of foreign-born people (U.S. Census Bureau, 2001). Consider also a census comparison of ethnic groupings used for this study with those within a 25-mile-radius of DTS and within Texas (Figures 12 and 13).

Ethnic Grouping	DTS-CE study	25-mile-radius	Texas
Asian or Pacific	34	13,468	562,000
Islander-American	0	2,792	?????
African-American	27	548,838	2,543,000
Hispanic-American	7	378,110	5,875,000
White, Non-Hispanic	412	1,922,789	16,920,000

Figure 12. Census comparisons of ethnic grouping. Demographic data from this investigation, the U.S. Census Bureau, and the North Central Texas Council of Governments: Census 2000.

Within the DTS-CE study column (Figure 12), the white, non-hispanic category is by far the largest ethnic grouping. However, when all groupings are compared against the different populations within a 25-mile-radius (Figure 13), the Asian or Pacific ethnic group has the greatest representation at DTS.

Ethnic Grouping	DTS-CE study	% of 25-mile-radius
Asian or Pacific	34	.10%
Islander-American	0	0.0%
African-American	27	0.005%
Hispanic-American	7	0.002%
White, Non-Hispanic	412	0.02%

Figure 13. DTS-CE alumni as a percentage of 25-mile-radius. Demographic data from this investigation, the U.S. Census Bureau, and the North Central Texas Council of Governments: Census 2000.

The actual ethnic distributions of Christian educational leadership in different types of Christian organizations may be significantly different on a national and international level than those of DTS. There is little demographic information on such distributions. Barna has published a limited demographic breakdown on ethnicity in

American churches. That demographic breakdown is compared with the one in this study along with that of the 2001 graduates of DTS (Figure 14).

<i>Figure 14. Ethnic comparison of DTS-CE alumni with 2001 DTS graduates & American</i>			
Ethnic Grouping	DTS-CE study	2001 DTS Grads	Barna's Study
Asian or Pacific	6.8%	10.7%	<i>no data available</i>
Islander-American	0%	<i>no data available</i>	<i>no data available</i>
African-American	5.4%	5.6%	15%
Hispanic-American	1.4%	4.3%	11%
White, Non-Hispanic	81.8%	77.4%	71%

Figure 14. Ethnic comparison of DTS-CE alumni with 2001 DTS graduates & American churches. Demographic information from this investigation, Pond (2001), and Barna Research Online, www.barna.org (2001).

From these demographic variables arises the question of how might the roles of DTS in training servant leaders and the CE department in training Christian education specialists be affected when graduates are predominantly white, non-Hispanics? Especially when the Hispanic population is expected to almost double in Texas by 2025 (U.S. Census Bureau, 2001).

Several limitations of these comparisons are recognized. Barna's distributions come from a broader range of church denominations and types than those of this investigation. The distributions in this study might compare more favorably with churches that have a DTS connection (i.e., are pastored or staffed by DTS grads). It may also be more difficult to encourage a diverse ethnic enrollment at an institution like DTS. Tuition cost, different religious cultures, church tradition, and non-denominational status represent potential hurdles to different ethnic groups. However, without some kind of conscious, intentional philosophy and plan for ethnic recruitment, it is impossible to

compare the ethnic distributions of the master's program against some benchmark or standard.

Age Distributions. A third possible demographic weakness was related to the age distribution of the alumni who were predominantly young adults (see Tables 4 and 5). The age distribution may be due to an overall tendency for young adults to pursue undergraduate and graduate education in contrast to middle and late adults. Adults in the latter age categories face career changes and may feel incapable of successfully taking on the rigors of academic programs. Middle and late adults may also avoid such a challenge out of fear of failure.

Whatever the reason, a question arises as to whether this age distribution matches the age distribution of Christian educational leadership in most churches, parachurch organizations, or Christian schools? Age-related demographic information is, again, lacking on Christian organizations of any type. Barna reported in 1997 that the average age of senior pastors in America is 48, up from 44 in 1992. By comparison, the average age of the respondents when they graduated was 32.1. The median for respondents was 31 years of age, which is close to the current median age of adults in Texas – 32.4 (U.S. Census Bureau, 2001). Barna also reports generational demographics in American churches (Figure 15). The U.S. Census Bureau reports that 3 age categories will increase in the next 25 years by the following quantities: ages 18-24 by 618,000, ages 25-64 by 2,541,000, and 65 and up by 2,263,000.

Again, how are the roles of DTS in training servant leaders and the CE department in training Christian education specialists affected when graduates are

predominantly young adults in a graying America? The age distribution may not be as much of an issue on an international level where the age population distribution of other countries may have a younger profile than the United States.

Figure 15. Church and national population figures by generation			
Generation	Age Range	Church Population	National Population
Busters	18-33	21%	31%
Boomers	34-52	45%	42%
Builders	53-71	24%	19%
Seniors	72+	8%	6%

Figure 15. Church and national population figures by generation. Taken from Barna Research Online, 2001.

The age breakdown of 2001 DTS graduates (N=234) from all programs can be seen in Figure 16.

Figure 16. Age breakdown of 2001 DTS graduates from all programs

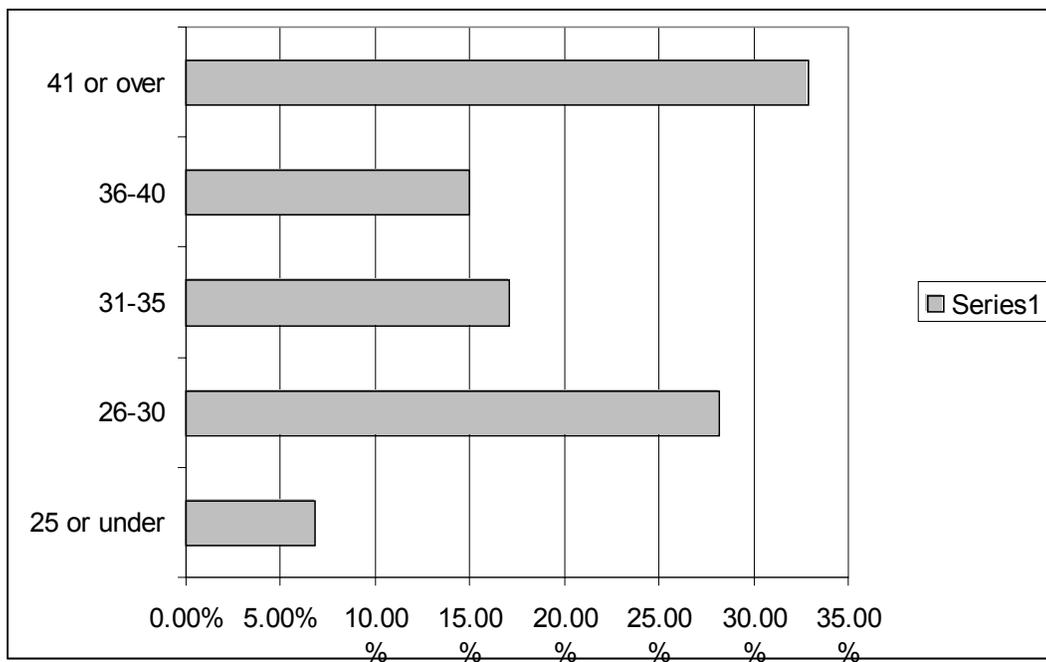


Figure 16. Age breakdown of 2001 DTS graduates from all programs. Information taken from Graduating Student Survey: 2001 Summary Report, Gene Pond, 2001.

Distribution of Degree Programs and Concentrations. A fourth possible demographic weakness was related to the distribution of degree programs and concentrations (Table 9). The statistically unexpected distribution may be attributable to the ministry interest respondents had when they came to DTS and a limited understanding of the ministry job market.

A question arises as to how well the degree programs and concentrations match the Christian education ministry job market? The job market obviously changes from year-to-year. However, trends are probably discernable over some period of years, and, therefore, the job market trends can serve as a benchmark against which to compare degree program and concentration trends. To repeat the question, how are the roles of DTS in training godly servant leaders and the CE department in training Christian education specialists affected when graduating trends in degree programs and concentrations do not match the Christian education job market trends?

Your educational experience.

Three areas were deficient or somewhat weak in the eyes of respondents: (1) professional duties that respondents were not adequately prepared for undertaking, (2) the possible lack of help from the CE and Placement departments in helping respondents get a professional ministry position, and (3) a possible concern in the advising area of the CE department at DTS.

As far as professional preparation for present or anticipated duties, respondents believed they needed more training in 3 areas: (1) how to effectively work with people, (2) how to effectively manage and administrate, and (3) how to effectively lead (see Table 88). Much ministry effort, time, and responsibility had to be devoted to these areas of ministry life. However, respondents seemed to be somewhat surprised and unprepared for just how much time and effort was required in dealing with people, managing and administrating ministry, and undertaking leadership roles.

In the second area of weakness, a majority of respondents did not agree or strongly agree that the CE department helped them in finding a ministry position (Table 25). Slightly more than 65% (65.7%) were either neutral, disagreed, or strongly disagreed that this proposition was true. A majority of respondents also did not agree or strongly agree that the Placement department helped them get a professional ministry position (Table 26). Sixty-nine percent were either neutral, disagreed, or strongly disagreed that this proposition was true. These unexpected distributions may be attributable to several possibilities: a failure to understand how placement works; a failure to understand the volatile nature of placement; a failure to understand how long placement can take; or, unrealistic expectations toward the CE and Placement departments regarding the placement process.

In the third area of weakness, under “your educational experience,” a small majority (55.1%) of respondents agreed or strongly agreed that their relationship with their academic advisor was very helpful. Another small majority (51.4%) believed they received the right amount of supervision from their academic advisor. Since the Christian

Education department has placed a high priority on advising, a concern may surface over this distribution. Does it meet the expectations of the department in light of its emphasis on advising? Perhaps faculty loads and attendant responsibilities made faculty less accessible to students than was ideal, or perhaps the respondents failed to take advantage of faculty office hours and other meeting opportunities until it was right for their schedule.

Educational program objectives.

Two areas reflect possible weaknesses in the Christian Education program: (1) courses that were reported as having been least valuable to respondents, and (2) actual courses and the *kind* or *type* of courses respondents would like to have taken but were not available at the time they were at DTS.

First, Tables 97-100 report the frequencies of courses that were least valuable to respondents. 701: Educational Program of the Church was the most frequently reported course to have been least valuable to respondents. Some respondents did report it to have been most valuable. However, it was the only course in which more people reported it to have been *least* valuable rather than *most* valuable. Therefore, it stands out for that reason alone. Some of the reasons respondents most often gave for 701's lack of value were: lack of relevancy, confusing, too elementary, and lacked coherence.

711: History and Philosophy of Christian Education was marginally more often reported as having been *most* valuable than *least* valuable (Tables 99 and 100). From reading the open-ended explanations as to why this course was most or least valuable, it seemed that respondents either loved it or hated it. Stated reasons for either response

were almost diametrically opposite. Respondents that found it least valuable cited the course's lack of practical application, lack of relevance, and dry nature. Respondents that found it most valuable cited 711's philosophical importance, the course's relevance, and intellectual stimulation. Interestingly, the latter found the course to be very practical and applicable.

Second, actual courses or course subjects that respondents would like to have had obviously indicates potential weaknesses in course offerings. Alumni responses on this issue reiterate those areas that respondents believed they were not adequately prepared for in their ministry training. Respondents would like to have taken more courses whose subjects dealt with people, administration/management, and leadership skill development. It is also interesting that the top 4 actual courses that respondents would like to have taken (see Table 101) deal with administrative/management, people, and leadership matters.

The need for these skills has some triangulated support from at least 2 dissertations from DTS. First, Martin Hawkins (2000) evaluated 324 DTS alumni in their roles as assistant and associate pastor. These alumni were graduates over a 50 year period of time, from 1945-1995. Their assessment of their management and organizational skills are germane to this investigation and are reproduced in Figure 17. Hawkins states

What appears to be true is that Dallas Theological Seminary prepared a man well in his major field and in the area of teaching, but not as well in the areas of program management and people skills. (2000, p. 125)

Figure 17. Management and structure of programs

Ministry Issue	Were you well prepared for this at the start of ministry after seminary?	Is Dallas Seminary structured to teach this?	Do you need additional training now?
I felt as though I had the proper management skills to direct my staff.	Y – 147 (45.4%) N – 170 (52.5%)	Y – 105 (32.4%) N – 188 (58.0%)	Y – 172 (53.1%) N – 136 (42.0%)
I know well how to structure and develop programs related to my ministry.	Y – 162 (50.0%) N – 156 (48.2%)	Y – 173 (53.4%) N – 132 (40.7%)	Y – 166 (51.2%) N – 147 (45.4%)

Figure 17. The first row represents the “Ministry Issue” in the form of 3 questions that are either affirmed or not affirmed (“yes” or “no”) in the statements from column 1.

Adapted from Martin Hawkins unpublished dissertation (2000, p. 67).

Second, Ana Maria Campos (2001) researched the curriculum need for an M.A./CE degree at Central American Theological Seminary (CATS). She surveyed and/or interviewed 50 pastors, 100 alumni (of CATS), 50 lay leaders, 10 senior pastors, 6 alumni directors, and a focus group of 5 people. Campos was able to identify 9 skills most needed by church leaders. She states that

At the level of “Very Dissatisfied,” nine skills emerged as needs for a better training. In order of greatest to least dissatisfaction, these are:

- An ability to handle their own family problems (56%)
- An ability to maintain an effective Christian education program (50%)
- An ability to give effective pastoral counseling (44%)
- An awareness of the biblical basis for Christian education in the church, home and school (44%)

- An ability to set personal goals and priorities (44%)
- An ability to organize and administer their work (38%)
- An ability to handle personal conflict in their lives and ministry (38%)
- An ability to minister to various ethnic and cultural groups (25%)
- An ability to deal with stress (25%)

(Campos, 2001, pp. 180-181)

It is noteworthy, from Campos' study, that administrative and management skills seem to be very needed in ministry in a culture that has not traditionally been seen to value such skills. Also, counseling and people skills are high on the need list. The needed areas of skill development identified by Campos are very similar to the 3 content clusters representing the skill needs of this investigation. Perhaps the need for these skills is fairly universal.

Overall evaluation.

There were no weaknesses identified from the data generated by this section of the questionnaire.

Conclusions

1. The overall picture from alumni of DTS and, especially, the Christian Education program, is an encouraging and relatively positive one. To the extent that the findings are related to and supportive of the institutional and departmental mission, purpose, and goals, there are measures of success. The relationship and support between institutional mission and program purpose and goals on the one hand and alumni performance on the other has been examined and established in the findings.

Consequently, this principal investigator believes the relationship and support to be solid, and, therefore, successful achievement of departmental purpose and goals can be claimed to some measure. A stronger claim would be somewhat premature. More investigation and research are needed. However, it can also be said that the CE department is doing what it said it would do based on this research. Therefore, in this investigator's view, the master's programs at DTS for this research can be counted as part of the "Silent Success" (Conrad, Haworth, and Millar, 1993) of many masters' programs nation wide that have focused on professional graduate training.

However, the strength of the success is somewhat mitigated by the fact that the goals of the CE department, as published in the DTS Catalog, are not quantified. In this sense, they read more like objectives than goals because goals are measurable and achievable while objectives are much more general (Engstrom and Dayton, 1976, p. 87; Rush, 1983, pp. 86-87; Gangel, 1989, p. 101; Stubblefield, 1993, p. 91; Geiger, 1995) . Measurement requires some kind of quantitative expression. Otherwise, measurement cannot take place, and, therefore, a full evaluation of goals cannot take place. Consequently, this lack of quantifiable expression may slightly weaken the strength of the relationship between the departmental purpose and goals and the evaluation of the program by alumni.

There is also a question of how integrated the departmental purpose and goals are with annual departmental goals, faculty goals, and course objectives. Extending institutional mission and departmental purpose and goals into annual departmental goals,

faculty goals, and course objectives would achieve a greater degree of integration or interface at the different levels of purpose and goal setting.

As strong as it was, there might be an even stronger claim to institutional and departmental success if the department quantified its goals and sought greater integration of institutional mission and departmental purpose and goals with annual CE departmental goals, faculty goals, and course objectives.

Related to this point is principle 3 from Principles of Good Practice for Assessing Student Learning (AAHE, 1992, p. 2),

Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – these derived from the institution’s mission, from faculty intentions in program and course design, and from knowledge of students’ own goals. Where program purposes lack specificity or agreement, *assessment as a process pushes a campus toward clarity about where to aim and what standards to apply*; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

2. This investigation into the CE program evaluation and educational assessment effort was an important one. However, it is only the first step in a systematic and ongoing program evaluation and assessment process. Program evaluation and educational assessment is best done when it is systematic, longitudinal, cumulative, encompassing,

and ongoing. Principle number 5, from the AAHE publication on good principles for assessing student learning states that

Assessment works best when it is *ongoing*, not *episodic*. Assessment is a process whose power is *cumulative*. Though isolated, “one-shot” assessment can be better than none, improvement is best fostered when assessment entails a *linked series of activities undertaken over time*. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights (emphasis mine, AAHE, 1992, p. 2).

Along these lines, Banta, Lund, Black, and Oblander state that “Successful assessment is an ongoing, iterative process. It is undertaken with the knowledge that the assessment process will be constantly updated...” (1996, pp. 29-30).

The encompassing nature of program evaluation and educational assessment takes a systems approach which encompasses the individual units of the system, but does not myopically limit evaluation and assessment to any one unit. This is one advantage that the CIPP model has over others, as noted earlier; it is *system wide* in its evaluative view. This investigation is, therefore, an important but beginning step because of the nature of program evaluation and educational assessment described above.

3. *Program quality* has been assessed, for the purposes of this investigation, on the basis of how well the CE program is meeting its purpose and goals according to alumni-perceptions of program strengths and weaknesses. This is certainly a very critical component of any *practical, working* definition of program quality. However, it is not the only component, and this investigative design does not represent the only model or even a complete model for assessing program quality.

At least 4 other works related to program quality are especially noteworthy: (1) Conrad, Haworth, and Millar's qualitative research on master's programs in the United States (1997), (2) Haworth and Conrad's qualitative research on program quality in higher education (1993), (3) Astin's work (1985) on excellence in higher education, and (4) Freed and Klugman's work on quality principles and practices for higher education.

First, Conrad, Haworth, and Millar's qualitative research utilized a grounded multicase study design and constant comparative method involving 781 interviewees in master's level programs. It resulted in a multidimensional/multilevel view of program quality that they called the "Engagement Theory of Program Quality," (1997). A total of 17 attributes in 5 clusters make up the theory (see Figure 8).

Haworth and Conrad define high-quality programs as

those in which students, faculty, and administrators engage in mutually supportive teaching and learning: students invest in teaching as well as in learning, and faculty and administrators invest in learning as well as teaching. Moreover, faculty and administrators invite alumni and employers of graduates to participate in tier programs. (1997, p. 27)

Figure 18. Engagement Theory of Program Quality

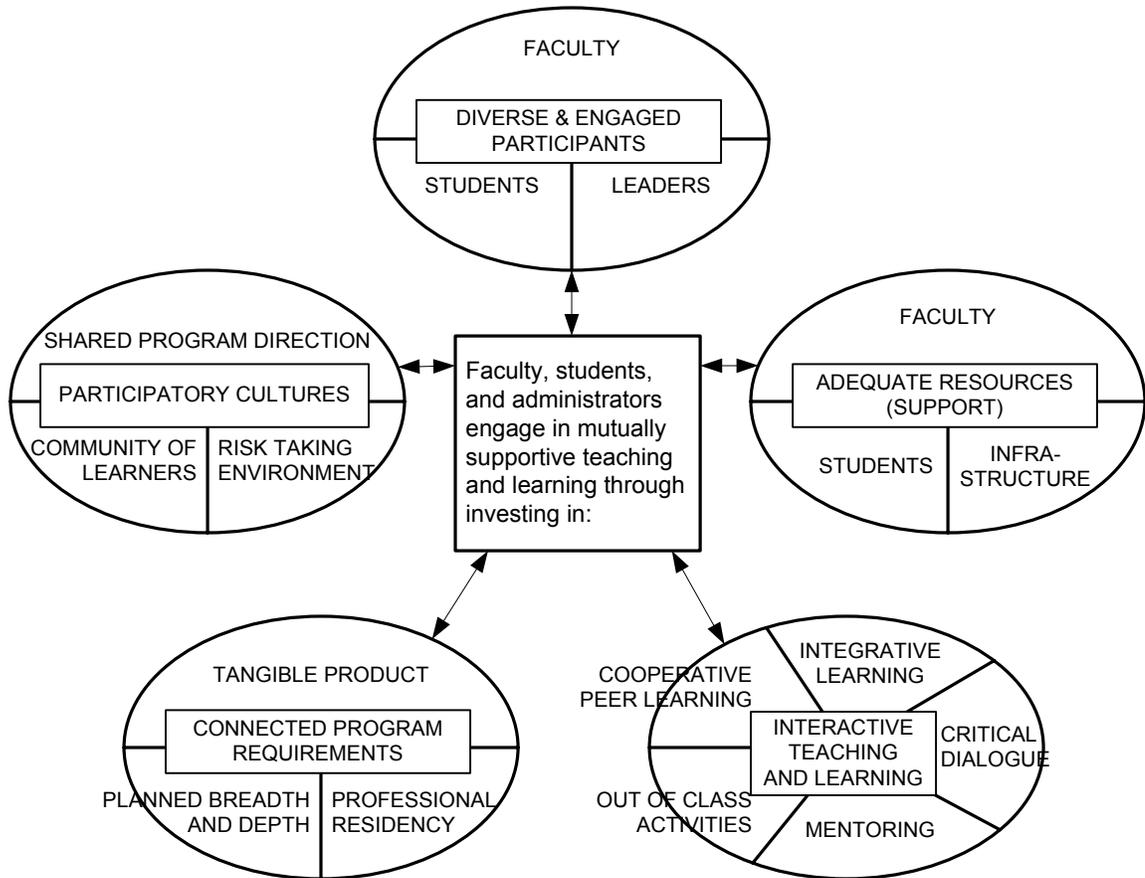


Figure 18. Each oval represents 1 of 5 clusters with different attributes in each cluster. From Haworth and Conrad's model of Engagement Theory of Program Quality, 1997, p. 29.

Though the authors have not developed a well-thought-out methodology for implementing their model, it can still serve as a grid to evaluatively sift a program through for quality assessment purposes. It would also serve as guide to goal setting processes.

Second, Conrad, Haworth, and Millar have also touched on matters of program quality in their extensive analysis of master's education in the United States (1993).

Stakeholder groups contribute to 5 decision-situations (see Figure 18). There are 6 stakeholder groups making these contributions: “institutional and program administrators, faculty, students, program alumni, and employers of program graduates” (1997, p. xv). The researchers’ data in conjunction with their decision-situations, results in a typological classification of programs: ancillary programs, career advancement programs, apprenticeship programs, and community-centered programs (Conrad, Haworth, and Millar, 1993, pp. 130-131). Their decision-situations and typological classifications would be useful for program quality assessment and evaluation.

<i>Figure 19: Five decision-situations</i>			
Decision-Situation 1: Approach to Teaching and Learning			
Teaching choices	Didactic	Facilitative	Dialogical
View of knowledge	Authoritative	Authoritative/ contingent	Authoritative/ contingent
Model of communication	Transmission	Interactive	Interactive
View of teacher and learning	Hierarchical	Participative	Collaborative
View of learner and learning	Students viewed as receivers	Students viewed as apprentices	Students viewed as colleagues
Decision-Situation 2: Program Orientation			
Choices	Academic orientation	Professional orientation	Connected orientation
Decision-Situation 3: Departmental Support			
Choices	Weak	Strong	
Decision-Situation 4: Institutional Support			
Choices	Weak	Strong	
Decision-Situation 5: Student Culture			
Choices	Individualistic	Participative	Synergistic

Figure 19. Five decision-situations. Adapted from Conrad, Haworth, and Millar, 1993, pp. 46-48.

Third, Astin advocates a Talent Development Model over and against an Industrial Production Model (1985, pp. 14-17) for educational excellence. The latter

assesses “quality or excellence” on the basis of profit. There is no “analog” to profit in higher education for Astin. For him, this is a very reductionistic approach to determining excellence and quality. In the Talent Development Model, “the major purpose of any institution of higher education is to develop the talents of its faculty and students to their maximum potential,” (Astin, 1985, p. 16). Stated in economic terms, the purpose of higher education is to develop “human capital” (1985, p. 16). Educational equity, teacher quality, and student involvement are needed for this kind of development and for achieving educational excellence.

Fourth, Freed and Klugman have proposed the utilization of the continuous quality movement in higher education. This requires the adoption of quality principles and practices. Quality principles “are a personal philosophy and an organizational culture that use scientific measurement of outcomes, systematic management techniques, and collaboration to achieve the institution’s mission,” (Freed, Klugman, and Fife, 1997, p. 4). People using principles of continuous improvement ask hard questions. They also operate according to the following tenet: “*when there is a choice to do something well or not well, they choose to do it well,*” (Freed and Klugman, 1997, p. 3).

One key to quality improvement is to think of an institution as a system. This means seeing all actions as “a part of interactive and interdependent systems,” (Freed and Klugman, 1997, p. 32). The systems that support a drive to improvement are those that enable the institution to create a culture of quality; to learn about quality; to develop and communicate vision and mission statements that are outcomes driven; to develop employees in quality improvement concepts; to make decisions

based on data; to effectively communicate within the institution; to involve and empower employees toward teamwork and collaboration; to improve learning and teaching processes; and to financially support the quality efforts. (Freed and Klugman, 1997, p. 39)

4. The demographic data of this investigation provides an important demographic profile for DTS and the CE department. The importance of this profile is predicated on the assumption that DTS and the CE department can maximize the impact of their mission and purpose statements by bearing in mind the national and international demographic picture. With this in mind, it would be possible to ask and answer, at least in part, the strategic question of how demography relates to mission and purpose. For example, considering the regional, national, and international realities of our world, what graduating student demographic profile would best serve the CE department's purpose statement or Seminary's mission statement? In other words, what demographic factors or components are important to the institution and the department? A follow-up question needs to then be asked. To what degree can DTS and/or the CE program develop this demographic profile?

Currently, the *dominant* DTS student demographic profile reads: male, white, non-Hispanic, 25-30 years of age, and probably heading into some type of church-based ministry. However, this does not necessarily represent an intentional demographic philosophy of what the demographics should look like.

5. Professional education and scholarship are being successfully blended and integrated. This was the intent of previous seminary leaders, especially former President,

Donald Campbell, and former CE Department Chairman and Academic Dean, Kenneth Gangel. There has been something of an ongoing debate at DTS about whether the two academic areas can be successfully blended. Some academic leaders think an academic institution should be one or the other, and the trend in master's education has definitely been towards professional education (Conrad, Haworth, and Millar, 1993). While the two do not make the best bed-partners, and while there may always be tension between them, perhaps they do co-exist well enough to serve the unique needs of DTS alumni. To the extent that this is true, it is a credit to the visionary leadership of DTS's founding president, Lewis Sperry Chafer, the CE department's founder, Howard Hendricks, and the pioneer of the M.A./CE degree, Kenneth Gangel. All 3 men pursued an educational reformation that sought to recognize the place of scholarly and practical knowledge in a professional ministry training context.

6. Alumni of the CE program at DTS are a product not only of the Christian Education department, but also of the investments of other departments. The alumni have been prepared for ministry by their Bible exposition and systematic theology courses in addition to their Christian Education courses. Respondents frequently noted that courses from their Bible Exposition, Theology, Pastoral Ministries, World Missions, and Biblical Language courses were not only valuable, but continued to serve them in their current ministries.

7. There may be a specialized and generalized nature to the ministerial roles that alumni assume. On the one hand, they are using their specialized educational training to address unique educational needs such as biblical and educational objectives for specific

age-level ministries. On the other hand, alumni seem to be encountering a common set of pastoral challenges regardless of specialized roles or responsibilities. These challenges are in the people, counseling, administrative, and leadership areas as reflected in Tables 87-91 and 102-106.

8. Several Christian Education courses may need some ongoing revision and special assessment attention because of their low ratings in answer to the open-ended questions. This is especially true for 701: Educational Program of the Church, and, to a lesser degree, 711: History and Philosophy of Christian Education. The rating status of these courses is a bit confusing because a majority of respondents gave them a “good” or “strong” evaluation on the Likert-scale rating. However, they were the most often cited courses as having been least valuable (Table 96). Several cycles of assessment will hopefully clarify this inconsistency and/or reveal any significant concerns.

9. The number of respondents who rated advising in the neutral category was unexpected because this has been considered one of the strengths of the CE department. Therefore, higher frequencies in the “good” and “strong” categories were expected.

10. The number of respondents who rated placement in the neutral category was also somewhat unexpected since the CE department has historically been very supportive of those in the placement process. Student-requested recommendations have been a high priority for faculty as has been lobbying on behalf of students for potential employment opportunities. In light of the placement support from the CE department, higher marks would have been expected. Either alumni-perception of the placement help offered by the

CE department is hindered, or the CE department is not offering as much placement help as it thinks it is or should offer.

The Placement department of DTS plays an equal if not greater role in placing graduates, so their less than expected rating may also raise some questions. Their official role at DTS is placement. Low or less-than-expected marks for them raises concern.

11. It is clear that respondents were not as prepared in people, administrative and leadership skills as they would like to have been. It is no understatement to say that they make a strong, emphatic statement about their needs in these areas.

Recommendations

1. The Christian Education department should continue to assess its program on a regular and systematic basis. Specific suggestions follow.

a. Follow through with CIPP evaluation process. The full benefits of this model will not be realized unless the department works its way through the model as far as possible. The location of the CE department's progress is noted in Figure 20. The CE department has not gathered enough information to be able to adequately answer "yes" or "no" to the question of whether there is a justification for a change. Although the principle investigator believes the evidence is mounting in that direction, more information is still needed, especially from other stakeholders (i.e., students, employers of alumni, and faculty – especially the CE faculty).

Because justification for a change means seeking improvement, going ahead with the rest of the CIPP model could be a positive and constructive project. As Stufflebeam states it, "*the most important purpose of evaluation is not to prove, but to improve*"

(2000, p. 283). This approach to evaluation and assessment puts the process on a very positive footing.

b. Assess present students using focus groups and classroom research and assessment.

First, use of classroom assessment and research techniques with current students will prove helpful with formative evaluation. At least 3 works will provide practical direction and instruments for this purpose: Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning (Huba and Freed, 2000), Classroom Assessment Techniques: A Handbook for College Teachers (Angelo and Cross, 1993), and Classroom Research: Implementing the Scholarship of Teaching (Cross and Steadman, 1996).

Second, focus groups should be attempted, especially with the courses with questionable ratings – 701 and 711. Focus groups are a qualitative research method, and they can compliment quantitative methods (Popham, 1997, pp. 196, 204). They also have several advantages and disadvantages (see Figure 21).

Figure 20. The CE Department's progress using the CIPP evaluation model.

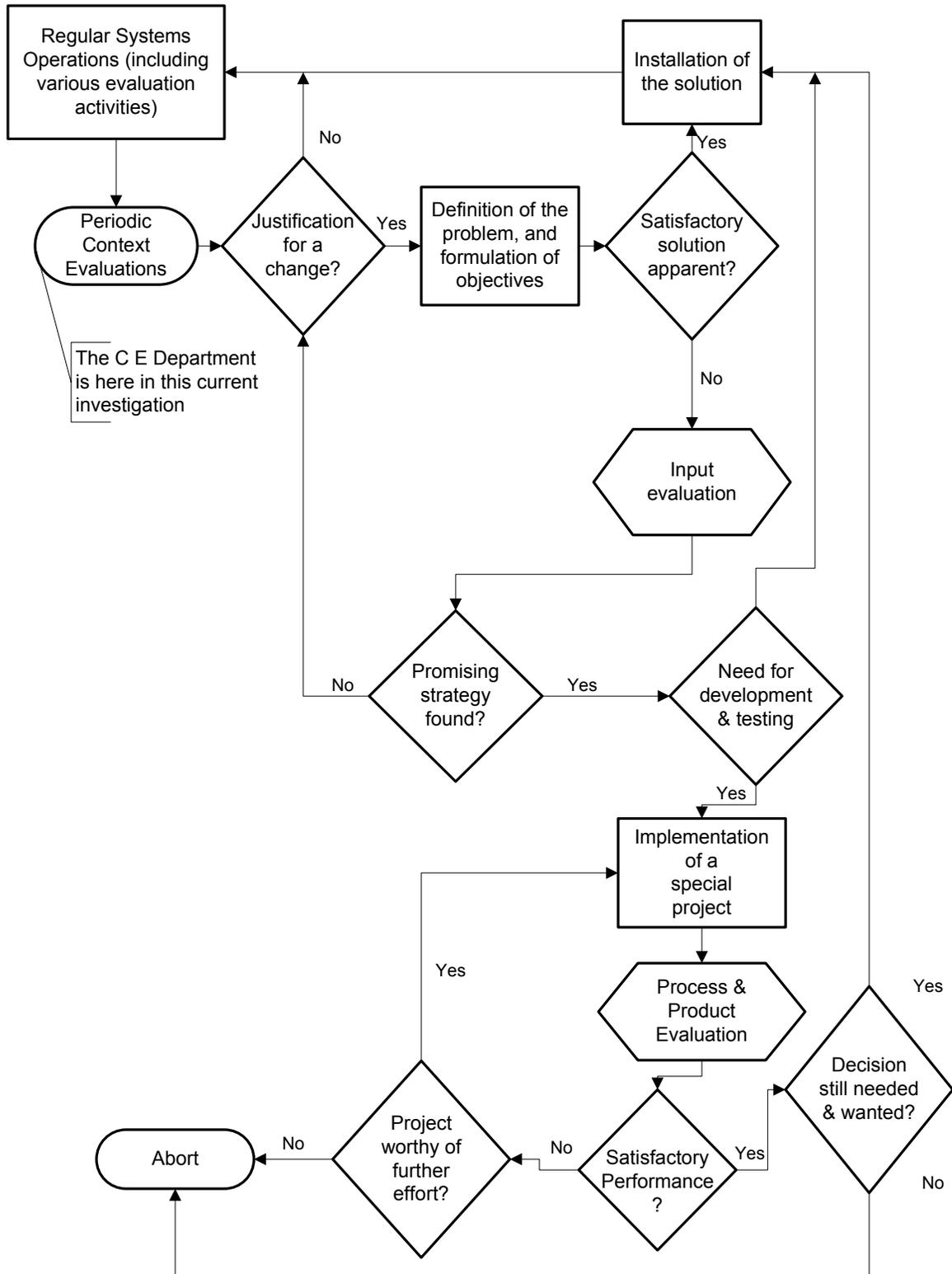


Figure 20. The CE Department’s progress using the CIPP evaluation model. This model graphically represents where the CE department is in the evaluation process. Adapted from Daniel Stufflebeam, George Madaus, and Kellaghan. (2000).

Focus groups may also need to be considered with regard to advising and the placement process. This information could be potentially used to accomplish a summative evaluation on these courses. As long as the information supports revision and update, then courses should continue to be revised and updated. However, if summative evaluations demonstrate a negative pattern over time, more drastic action may be needed.

<i>Figure 21.</i> Advantages and disadvantages of focus groups	
Advantages of Focus Groups	Disadvantages of Focus Groups
<ol style="list-style-type: none"> 1. Lessen participants’ inhibitions in sharing. 2. Yields synergistic gains 3. Results reliably understandable 4. Quickly implemented 5. Relatively inexpensive 	<ol style="list-style-type: none"> 1. Research has less control 2. Data analysis is labor intensive 3. Group interaction can distort participants’ views/contributions 4. Highly limited generalizability 5. Data can be interpreted to support predetermined views of researcher

Figure 21. Advantages and disadvantages of focus groups. From James Popham, 1997, pp. 194-202.

c. Assess employers of alumni as a follow-up of this current investigation using an alumni-employer questionnaire. A modified questionnaire, based on the one used in this investigation, should be used with employers of the alumni who were subjects for this study (see Appendix J).

2. The CE Department should consider being more intentional in the deployment and integration of its departmental purpose, objectives, and goals on a program-wide basis.

As has already been noted, the CE department gets high marks for developing and successfully achieving its departmental purpose and goals. There are several possibilities of building on this success with a more integrated goal-setting process.

a. Have the CE department read, discuss, and affirm the program purpose and goals each year at the faculty retreat. The agenda for each year's CE faculty retreat is more than can be done in short time allowed for planning. Consequently, it's hard to think of adding a standing item. However, the CE faculty needs to keep program goals, as well as departmental goals, in front of them if they are to be intentionally pursued and accomplished. Otherwise, it is easy to become unintentional about the program goals rather than intentional. Faculty start to assume that goals are getting accomplished and that teaching and departmental activities relate to and support the goals. However, departmental projects, activities, and courses can only be intentionally related to program goals when everyone is consciously aware of them and working from them in a proactive manner.

b. Quantify goals. Quantify program goals or set sub-goals for each program goal that are quantifiable. It is possible to view the current program goals as strategic goals that are a little more general as long as quantifiable sub-goals support them.

c. Separate some program goals. A number of the individual goals seem like more than one goal. When a stated goal contains more than one goal, it makes it difficult to implement and measure.

d. Identify one or more departmental goal(s) each year that is/are specifically and intentionally linked to the program purpose and goals.

- e. Have each faculty member also set one or more professional goal(s) that is/are specifically and intentionally linked to the program purpose and goals.
- f. Continually evaluate and assess the CE masters program in light of the CE program purpose and goals.
- g. Specifically and intentionally tie at least one course objective, for each course in the CE program, to the program purpose and goal(s). Existing course objectives were analyzed for their relationship to program purpose and goals (see Figure 22). Although relationships were identified, they are identified after-the-fact.
- h. Set goals related to 735 and 772. This principal investigator found no goals related to 735 and few related to 772.

Figure 22. Christian Education department goals and related findings

CE Goal Categories	Educational Goals				Spiritual Goals		Ministry Goals			
Individual CE Goals	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 1	Goal 2	Goal 3	Goal 4
Courses	Intersecting goals and course objectives marked by "X"									
701			X	X		X	X		X	
711			X					X	X	
712		X	X					X	X	
720				X		X	X	X	X	X
721			X	X			X	X	X	X
722				X			X		X	X
724		X	X					X	X	X
725									X	X
733					X	X	X			
734							X			X
735										
740			X	X	X	X			X	X
741		X	X	X			X	X	X	X
742			X	X		X	X	X	X	X
743			X						X	
745			X	X			X			X
746							X		X	X
747				X						X
748										
750			X						X	
751			X					X	X	
752			X	X				X		
770			X	X				X		
771			X		X	X				
772						X				
774			X		X	X			X	

Figure 22. Christian Education department goals and related findings. A relationship or connection between a CE course and 1 or more goals is identified by an "X".

3. The CE Department should define program quality.

Working from the authors and their respective works already cited, the CE department should define program quality for its masters program. In all probability, some of the components of program quality are in place. However, the department ought to seek a more comprehensive, systematic plan for program quality. This would assist and complement the goal-setting and assessment processes. The department should also identify some key performance indicators (KPIs) to measure program quality progress.

4. Recognize CE departmental contributions and encourage team effort.

A number of faculty, and especially the CE faculty, have made long-term contributions to the department and institution that taught the respondents of this investigation. This ministry to respondents spans an 18 year period of time. Department Chairman, Michael Lawson, and Professors James Slaughter and Don Regier have been at DTS between 15 and 30 years each. Their long service has made significant contributions to the field of Christian education.

Moreover, all departments are contributing to the creation of professionally healthy and competent CE graduates and leaders, as already noted. This seminary-team effect should be recognized, appreciated, and cultivated. Alumni were very appreciative of every department's role in their professional education and training. They were very generous in their praise and recognition of faculty, departments, and the institution. With such wide-spread recognition and praise, no department should feel slighted or that they play an unimportant role in shaping Christian education leaders of the future.

5. Carefully assess advising and placement.

Advising and Placement need to be assessed for specific strengths and weaknesses. The questionnaires should be revisited for open-ended comments about either service as part of this assessment. Discussions with Bob Kaumeyer, Director of Placement, about possible problems and potential improvements should also be explored.

6. Strengthen people, administrative, and leadership skills.

A strategy should be developed to strengthen the people, administrative, and leadership training of students in the CE program.

a. Identify and assess areas (i.e. class sessions, courses, internships, etc.) where students currently receive training in these areas.

b. Explore the option of expanding the treatment of these skill areas in current classes and/or courses.

c. Examine the core course offerings of the M.A./CE and Th.M degree programs for alternative configurations in order to better meet these training needs.

d. Consider how to expand the role of CE 501 – Church Leadership and Administration, CE 502 – Interpersonal Relations and Conflict Management in Church and Christian Organizations, and CE 503 – Advanced Leadership and Administration in order to provide more training in the people, administrative, and leadership areas.

e. Explore interdisciplinary options where leadership courses or course content from the Pastoral Ministries and World Missions departments may provide training in people, administrative, and leadership areas.

7. Utilize the D.Min program.

All degree programs face limitations on what can be covered by virtue of a set number of hours to complete a program. That is to say, most programs desire more time to cover material than class hours available. This is no less true of the Th.M. and M.A./CE degree programs.

It may be desirable to more diligently explore a two-stage strategy of preparing Christian education professionals – a combination of a master’s and D.Min. degree. The D.Min. degree is a very flexible program for CE professionals and has a number of courses that could address some if not all of the training deficits that respondents surfaced. It is also better timed in terms of learning readiness. Perhaps respondents are more open and receptive to major input in the people, administrative, and leadership areas now than when they were students. It may be that ministry experience has created a much greater felt need for these abilities. However, DTS students, who lack broad ministry experience, tend to devalue the importance of the very skills they so need to survive and thrive in ministry.

Therefore, the D.Min. program needs to be more aggressively marketed and financially supported. Perhaps, if more scholarship money were available, the enrollment would almost surely increase.

8. Develop intentional demographic philosophy.

The CE department should be in touch with the changing demographic picture of the United States and strategically think about that picture in light of institutional and departmental mission, purpose, and goals. A couple of small but realistic beginning steps

would be to develop a demographic profile followed by some exploratory questions about the practical import of such a profile.

9. Maintain a balanced perspective.

Robert Birnbaum has cogently pointed out that there have been many management fads in higher education, some of which have been named in this investigation. They arrive on the scene, usually from the world of business, with great promise, and, over time, tend to recede into the background only to be replaced by another fad. Birnbaum does not use the word fad pejoratively, but descriptively. It describes the dynamic and life-cycle of many management strategies, and needs to be born in mind if those strategies are to be successfully utilized. To use them constructively, he offers the following recommendations:

- Consider with skeptical interest
- Invest in knowledge
- Avoid the bandwagon
- Anticipate resistance
- Start small
- Do not overpromise
- Culturally customize
- Adopt experimentally
- Do not relax commitment or support
- Build in assessment (Birnbaum, 2000, pp. 228-238)

These recommendations provide wise boundaries for adopting and implementing techniques in the unique context of higher education. These guidelines do not constrict. Rather they provide much needed perspective that protects organizations and leaders from expecting too much from management systems.

APPENDIX A

INITIAL COVER LETTER TO THE ALUMNI

ON DTS LETTERHEAD

February 26, 2001

Dear <Name>:

We need a favor.

Twenty years ago this fall, Dallas Theological Seminary started offering the Master of Arts in Christian Education as our first professional M.A. degree program. Along with the Christian Education major in the Th.M., the M.A./CE has equipped many outstanding ministers in the body of Christ worldwide.

From time to time DTS modifies its programs to keep up with the needs of students and changing times. An in-depth assessment of our Christian Education program is in order as we celebrate the twentieth anniversary of the existence of the M.A./CE. Both programs – the Th.M. with C.E. emphasis and the M.A./CE – will be assessed.

Enclosed you will find a detailed questionnaire requesting your honest perception of the Christian Education program at DTS. Your input will be significant since any further changes to this program will be made based on this research. Here at DTS we continue to strive to prepare our students for life and ministry. As our alum, we need your help to do a better job.

I hope you will grant us this favor. I am looking forward to your feedback on this assessment. Have a great day in the Lord and His ministry.

Sincerely,

Michael S. Lawson, Ph.D.
Chairman and Senior Professor of Christian Education

ON DTS LETTERHEAD

February 26, 2001

Dear <Name>:

Dallas Theological Seminary, in collaboration with the Higher Education department of the University of North Texas, is conducting an in-depth study of our Christian Education program. Our objective is to determine the alumni-perceived strengths and weaknesses of our M.A./CE and Th.M. with an emphasis in Christian Education.

We need you! Your participation is very important in establishing an accurate assessment of the Christian Education program at DTS. Your responses will be kept in strict confidence and will be used only in combination with those of others in the sample. The information gained in this research will not be associated with you in any way; therefore, please be candid. This project has been reviewed by the UNT Committee for the Protection of Human Subjects (940/565-3940).

Please use the enclosed postage-paid envelope to mail your completed questionnaire by March 15, 2001. Please also mail the enclosed postcard separately to indicate that you have filled out and returned the questionnaire. This two-part mail response permits you to respond anonymously to the survey while confirming to us that you have participated.

If you have any questions, please call the number noted below or e-mail your queries to Prof. Lin McLaughlin. Lin is the principal investigator and is conducting this research for his Ph.D. dissertation. Again, your assistance is greatly appreciated. Without the cooperation of peers and colleagues such as you, this important research cannot be completed.

May God strengthen you in this marathon of ministry (Heb 12.1-2).

Sincerely,

Eugene W. Pond, Th.M.
Director, Institutional Research & Planning
(800) 992-0998 ext. 3725
epond@dts.edu

Lin McLaughlin, M.A.
Assistant Professor of C.E.
(800) 992-0998 ext. 3743
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APPENDIX B
QUESTIONNAIRE

D.T.S. CHRISTIAN EDUCATION ALUMNI ASSESSMENT

Directions: Wherever the survey refers to “**master’s** program,” it refers to the highest D.T.S. degree that concentrated in Christian Education.

When answering the following questions, please respond in **one** of three ways:

1. Place a check in the blank that corresponds to your **best** choice. Disregard the coding number, i.e., “01,” “02,” etc.
2. Write your response when a line is provided.
3. Circle the number which **best** reflects your level of agreement or disagreement or evaluation according to the various rating scales.

Section 1: About You

1. Are you?

- _____ 01 Male
_____ 02 Female

2. Are you?

- _____ 01 Asian or Pacific Islander American
_____ 02 African-American
_____ 03 Hispanic-American
_____ 04 White, non-Hispanic American
_____ 05 American Indian or Alaskan Native
_____ 06 Other (Specify) _____

3. Your age?

- Upon admission to **master’s** program at Dallas Theological Seminary 01 _____
-Upon completion of **master’s** program at Dallas Theological Seminary 02 _____

4. Date of graduation from your **master’s** program at DTS? Month 01 _____ Year 02 _____

5. From which program did you receive your **master’s** degree?

- _____ 01 Th.M – CE Major (pre-1991 curriculum)
_____ 02 Th.M – Christian Education Leadership
_____ 03 Th.M – Academic Ministries
_____ 04 MACE – Church Educational Leadership
_____ 05 MACE – Children’s Ministry
_____ 06 MACE – Youth Ministry
_____ 07 MACE – Adult Ministry
_____ 08 MACE – Family Life Ministry
_____ 09 MACE – College Teaching
_____ 010 MACE – Educational Administration
_____ 011 MACE – Christian School Administration
_____ 012 MACE – Women’s Ministry
_____ 013 Other: _____

6. Present employment? (Check all that apply)

Church

- 01 Minister
- 02 Counselor
- 03 Administrator
- 04 Other (Specify) _____

Parachurch Ministry

- 05 Campus Staff
- 06 Administrative Leadership
- 07 Other (Specify) _____

Primary/Secondary Education

- 08 Teacher
- 09 Principal
- 010 Administration
- 011 Other (Specify) _____

Postsecondary

- 012 Teacher or Professor
- 013 Dean
- 014 Department Chairperson
- 015 Other (Specify) _____
- 016 Other (Specify) _____

Other

- 017 Part-time ministry
- 018 Bivocational ministry
- 019 Non-salaried ministry
- 020 Other (Specify) _____

Section 2: Your Educational Experience

7. How did you learn about the graduate program at DTS in which you earned your **master's** degree?

- 01 Previously attended DTS and knew of the program
- 02 Heard of the program from friends and/or colleagues
- 03 Program was recommended by faculty at another institution
- 04 Other (Specify) _____

8. What influenced you to apply to DTS? (Check all that apply)

- 01 Low cost
- 02 Reputation of individual professor(s)
- 03 Prestige of DTS
- 04 Availability of financial aid
- 05 Particular academic program offered
- 06 Recommendation of student
- 07 Recommendation of church leader
- 08 Other (Specify) _____

9. How has possession of your **master's** degree from DTS affected your career status? (Check all that apply)

- 01 It was necessary for getting the job position I was seeking;
- 02 It was necessary to a promotion I was wanting;
- 03 It was essential to getting a salary increase;
- 04 It was essential to getting tenure;
- 05 It was essential for my own career advancement;
- 06 It improved by concept of my self;
- 07 It had no effect on my career status.

10. What present or anticipated professional duties do you feel your **master's**-level graduate training at DTS did not adequately prepare you for, but should have?

11. If I were beginning my **master's** degree program again, I would choose DTS over another seminary (circle your response; "NA" stands for "Not Applicable").

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

If you disagree or strongly disagree, please give your reason(s). _____

12. My **master's** program adequately prepared me for my first ministry position after seminary.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

13. The training I received from my **master's** program continues to help me do my present job.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

14. I felt there was quality student-faculty interaction with the Christian Education Department concerning academic and professional issues while I was at DTS.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

15. I felt there was quality student-faculty interaction with the Christian Education Department during informal occasions while I was at DTS.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

What suggestions do you have for facilitating student-faculty interaction? _____

16A. In your program, do you believe sufficient attention was given by the Christian Education Department to your growth in your personal spiritual life?

Yes 01 _____ No 02 _____

16B. In your program, do you believe sufficient attention was given by the *Seminary overall* (other than the CE department) to growth in your personal spiritual life?

Yes 01 _____ No 02 _____

If no to either question, what suggestions do you have for facilitating spiritual growth? _____

17. Of the following major steps in your **master's** degree program, with which did you experience greatest anxiety?

- _____ 01 Selection of track or concentration
- _____ 02 Meeting with your advisor
- _____ 03 Selecting a ministry for your internship
- _____ 04 No anxiety experienced
- _____ 05 Other (Specify) _____

Concerning the above question, why was this particularly difficult for you? _____

How could this have been made less difficult? _____

18. The CE Department helped me get a professional ministry position.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

19. The Placement Department helped me get a professional ministry position.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

20. What barriers and/or problems did you encounter in getting placed into your first ministry after seminary?

21. My relationship with my academic advisor was very helpful.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you disagree or strongly disagree, please explain: _____

22. I received the right amount of supervision from my academic advisor.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

23. What non-campus activities made a significant contribution to your seminary experience? (check all that apply)

- 01 Educational internship
 02 Other internship (specify type: _____)
 03 Working in a church with salary
 04 Working in a church for nominal or no remuneration
 05 Working in a school
 06 Working with another type of ministry (specify type: _____)
 07 Working a job (specify type: _____)
 08 Other: _____

24. Evaluate the following aspects of your masters degree program at DTS. (Circle the number of your choice.)

	Very Unsatisfactory	Unsatisfactory	Adequate	Very Satisfactory	Excellent
a. Course work	1	2	3	4	5
b. Relations with other faculty	1	2	3	4	5
c. Relations with fellow students	1	2	3	4	5
d. Internship, i.e. field experience	1	2	3	4	5
e. Quality of instruction by full-time instructors	1	2	3	4	5
f. Quality of instruction by part-time instructors	1	2	3	4	5

g. Qualifications of the faculty	1	2	3	4	5
h. Variety of course offerings	1	2	3	4	5
i. Opportunity for social contact with the faculty	1	2	3	4	5
j. Opportunity for social contact with students	1	2	3	4	5

25. Looking back on your **master's** degree program, what do you consider to be the strengths of the program? _____

26. I felt valued by the faculty *outside* of the CE department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Section 3: Educational Program Objectives

27. I know how to study the Bible using proven hermeneutical principles.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

28. I have a synthetic understanding of the Bible's major books.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

29. I have a good understanding of how to work with people.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

30. I understand the historical development of theology.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

31. I have knowledge of premillennial theology.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

32. I can support my theological views and apply them to contemporary issues.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

33. I have developed and am committed to a biblical philosophy of Christian education in my home.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

34. I have developed and committed to a biblical philosophy of Christian education in the church where I have ministered in a leadership role.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

35. I have developed and am committed to a biblical philosophy of Christian education in the school where I have worked.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

36. How would you rate your learning experience in the following courses? *(Respond to only those courses you took by circling the number of your choice.)*

	Poor	Adequate	Neutral	Good	Strong
701 Educational Program of the Church	1	2	3	4	5
711 History and Philosophy of Christian Education	1	2	3	4	5
712 Current Issues in Christian Education	1	2	3	4	5
720 Teaching Process	1	2	3	4	5
721 Small Group Process	1	2	3	4	5
722 Designing Biblical Instruction	1	2	3	4	5
724 Teaching in Christian Higher Education	1	2	3	4	5
732 Administration in Christian Higher Education	1	2	3	4	5
733 Administrative Process	1	2	3	4	5
734 Christian School Administration	1	2	3	4	5
735 Legal and Financial Issues	1	2	3	4	5
740 Early Childhood Ed	1	2	3	4	5
741 Church Ministries with Children	1	2	3	4	5
742 Church Ministries with Youth	1	2	3	4	5
745 Church Ministries with Adults	1	2	3	4	5
746 Programming for Youth Ministries	1	2	3	4	5
747 Developing and Leading a Women's Ministry	1	2	3	4	5
748 Single Adult Ministry in the Local Church	1	2	3	4	5
750 The Christian Home	1	2	3	4	5
751 Seminar on Family Problems	1	2	3	4	5

752 Family Life Education	1	2	3	4	5
760 Christian Journalism	1	2	3	4	5
761 Basic Audiovisual Techniques	1	2	3	4	5
762 Audiovisual Media	1	2	3	4	5
770 Principles of Discipleship	1	2	3	4	5
771 Practice of Discipleship	1	2	3	4	5
772 The Role of the Associate in Ministry	1	2	3	4	5
774 Creativity	1	2	3	4	5
Bible Exposition Courses	1	2	3	4	5
Systematic Theology Courses	1	2	3	4	5
Christian Education Internship	1	2	3	4	5

37. What were the *most* valuable courses you took? (Please list by number or title.) _____

38. Why were these courses valuable to you? _____

39. What were the *least* valuable courses you took? (Please list by number or title.) _____

Why were these courses of little value to you? _____

40. What kind of courses, that were not available during your time at DTS, would have been most desirable in view of your career experience? _____

4. Your Ministry Experience

41. For what age group have you been most responsible? *If this question does not apply, skip to question 46.*

- _____01 Early Childhood (0 – Kindergarten)
- _____02 Primary (1st – 6th grades)
- _____03 Youth (7th – 12th grades)
- _____04 Adult

Answer questions 42-45 concerning your ministry to this age group. If you have led in more than one educational program or ministry since graduation, answer concerning the educational program on which you have had the most input.

42. My CE concentration at Dallas Seminary closely matched this specific age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

43. I can state the nature and educational needs of this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

44. I can state biblical goals for ministering to this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

45. I can apply appropriate educational principles in ministering to this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

46. Since graduating from DTS, have you served as a leader in formulating or modifying an educational program in ministry?

Yes 01 _____ No 02 _____

Section 5: Overall Evaluation

47. How would you rate the preparation your **master's** degree gave you to undertake your profession?

Very Unsatisfactory	Unsatisfactory	Adequate	Very Satisfactory	Excellent	No Opinion
1	2	3	4	5	6

Thank you for taking the time to help us evaluate the Christian Education program at Dallas Seminary. Your sincerity and honest are greatly appreciated. Please return your completed questionnaire in the enclosed postage paid, self-addressed envelope to Lin McLaughlin, Dallas Theological Seminary, 3909 Swiss Avenue, Dallas, Texas, 75204. Return the postcard separately, insuring confidentiality, confirming your completion of the questionnaire. Send it to the same address. This helps me track who has returned questionnaires from my mailing list without having to identify specific respondents on the questionnaire itself.

APPENDIX C
COMPLETION POSTCARD

Please update your data base to show that I have completed and returned the questionnaire concerning my educational experience at Dallas Theological Seminary.

Name: _____

Mailing Address: _____

City: _____

State & Zip Code: _____

Country _____

Thank you very much for participating!

APPENDIX D
REMINDER POSTCARD, SECOND MAILING

Dear

You recently received a questionnaire regarding your educational experience at Dallas Theological Seminary. If you have already returned the questionnaire, *Thank You*.

If you have not had a chance to do so, please take a few minutes to complete and return the questionnaire in the postage-paid envelope supplied. Your response is important to us and will be kept in the strictest confidence.

Sincerely,

Michael S. Lawson, Ph.D
Senior Professor
Department Chairman, Christian Ed Dept.

Lin D. McLaughlin
Assistant Professor
Christian Ed. Dept.

APPENDIX E

COVER LETTER FOR THIRD MAILING

ON DTS LETTERHEAD

April 2, 2001

Dear <Name>,

We recently sent you a questionnaire regarding **Dallas Theological Seminary's Christian Education Programs as Perceived by Program Graduates**. Your response is very important to us, so we are making a final appeal for you to reply. Another questionnaire is enclosed in case you have misplaced the original one.

Your response will be kept in strict confidence and used only in combination with those of others in the sample. The information gained in this research will not be associated with you in any way; therefore, please be candid.

Please use the enclosed postage-paid envelope to mail your completed questionnaire. Again, your assistance is greatly appreciated. Without the cooperation of peers and colleagues such as you, this important research cannot be completed.

Sincerely,

Michael S. Lawson
Chairman and Senior Professor
Christian Ed Department

Lin D. McLaughlin
Assistant Professor
Christian Ed Department

APPENDIX F

DTS CHRISTIAN EDUCATION DEPARTMENTAL PURPOSE AND GOALS

M. A. IN CHRISTIAN EDUCATION

PURPOSE

The program leading to the Master of Arts degree with a major in Christian Education is designed to provide a graduate-level biblical and theological education for men and women who anticipate a vocational ministry as Christian education specialists. This program helps prepare its graduates to assume positions as ministers of Christian education, children's workers, ministers of youth, parachurch youth leaders, ministers of adults, directors of family life education, administrators or teachers in Christian higher education, Christian school teachers and administrators, or women's ministry leaders.

GOALS

Educational Goals

To enable students to:

- Demonstrate a general knowledge of the bible, including a synthetic understanding of the major books.
- Evidence an understanding of the historical development of theology, a knowledge of premillennial theology, and an ability to support their theological views and apply them to contemporary issues.
- Develop a biblical philosophy of and commitment to Christian education in home, church, and school.
- Verbalize the nature and needs of at least one age-group, state biblical goals for that age-level ministry, and apply appropriate educational principles.

Spiritual Goals

To enable students to:

- Evidence an increasing likeness to Christ as manifested in love for God, love for others, and evidence of the fruit of the Spirit
- Exhibit godly leadership with a team spirit that will lead others into spiritual maturity and help develop them for leadership roles.

Ministry goals

To enable students to:

- Organize, administer, and evaluate an educational program based on stated goals and objectives, working successfully with people in a variety of ministry situations.
- Communicate effectively in a variety of Christian education ministry settings.
- Formulate educational programs that are biblically based, educationally accurate, and related to people's needs.
- Utilize proper biblical and educational methods and materials for at least one age-level.

APPENDIX G
PROPOSED ALUMNI-EMPLOYER QUESTIONNAIRE

DTS ALUMNI-EMPLOYER QUESTIONNAIRE

Directions: Wherever the survey refers to “**master’s** program,” it refers to the highest D.T.S. degree that concentrated in Christian Education.

When answering the following questions, please respond in **one** of three ways:

1. Place a check in the blank that corresponds to your **best** choice. Disregard the coding number, i.e., “01,” “02,” etc.
2. Write your response when a line is provided.
3. Circle the number which **best** reflects your level of agreement or disagreement or evaluation according to the various rating scales.

Section 1: Employer Information

1. Are you?

- 01 Male
 02 Female

2. Are you?

- 01 Asian or Pacific Islander American
 02 African-American
 03 Hispanic-American
 04 White, non-Hispanic American
 05 American Indian or Alaskan Native
 06 Other (Specify) _____

3. Present employment? (Select the best option)

Church

- 01 Minister
 02 Counselor
 03 Administrator
 04 Other (Specify) _____

Parachurch Ministry

- 05 Campus Staff
 06 Administrative Leadership
 07 Other (Specify) _____

Primary/Secondary Education

- 08 Teacher
 09 Principal
 010 Administration
 011 Other (Specify) _____

Postsecondary

- 012 Teacher or Professor
 013 Dean
 014 Department Chairperson
 015 Other (Specify) _____
 016 Other (Specify) _____

Other

- 017 Part-time ministry
- 018 Bivocational ministry
- 019 Non-salaried ministry
- 020 Other (Specify) _____

Section 2: Educational Preparation and Training

4. What present or anticipated professional duties do you feel your employee's training at DTS did not adequately prepare him/her for, but should have?

5. The training your employee received from her/his **master's** program continues to help him/her do him/her do his/her present job.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

6. What non-campus activities do you think makes a significant contribution a student's preparation for ministry? (check only one)

- 01 Educational internship
- 02 Other internship (specify type: _____)
- 03 Working in a church with salary
- 04 Working in a church for nominal or no remuneration
- 05 Working in a school
- 06 Working with another type of ministry (specify type: _____)
- 07 Working a job (specify type: _____)
- 08 Other: _____

7. Based on your employee's performance, what would you judge to be the strength(s) of the master's program at DTS? _____

Section 3: Employee's Ministry Performance

8. Your employee knows how to study the Bible using proven hermeneutical principles.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9. Your employee has a synthetic understanding of the Bible's major books.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

10. Your employee has a good understanding of how to work with people.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11. Your employee has knowledge of premillennial theology.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

12. Your employee can support her/his theological views and apply them to contemporary issues.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13. Your employee has developed and is committed to a biblical philosophy of Christian education in her/his home.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

14. Your employee has developed and is committed to a biblical philosophy of Christian education in his/her church where he/she ministers in a leadership role.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15. Your employee has developed and is committed to a biblical philosophy of Christian education in the school where he/she works.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
1	2	3	4	5	6

16. How would you rate your employee's knowledge and skills of the following subjects?

	Poor	Adequate	Neutral	Good	Strong	NA
Educational Ministry of the Church	1	2	3	4	5	6
Current Issues in Christian Education	1	2	3	4	5	6
Process and Mechanics of Teaching	1	2	3	4	5	6
Process and Mechanics of Small Groups	1	2	3	4	5	6
Teaching in Christian Higher Education	1	2	3	4	5	6
Administration in Christian Higher Education	1	2	3	4	5	6
Administrative Process	1	2	3	4	5	6
Christian School Administration	1	2	3	4	5	6
Legal and Financial Issues	1	2	3	4	5	6
Church Ministries with Children	1	2	3	4	5	6
Church Ministries with Youth	1	2	3	4	5	6
Church Ministries with Adults	1	2	3	4	5	6

Developing and Leading a Women's Ministry	1	2	3	4	5	6
Single Adult Ministry	1	2	3	4	5	6
Family Life Ministry and Education	1	2	3	4	5	6
Audiovisual Media	1	2	3	4	5	6
Principles of Discipleship	1	2	3	4	5	6
Serving as an Associate in Ministry	1	2	3	4	5	6
Creativity	1	2	3	4	5	6
Bible	1	2	3	4	5	6
Systematic Theology	1	2	3	4	5	6

17. What would be the *most* valuable types of courses for your employee? _____

18. Why would these courses be valuable for your employee? _____

19. What would be *least* valuable types of courses for your employee? _____

20. Why would these courses be of little value to your employee? _____

4. Educational Knowledge and Skill

21. For what age group has your employee been most responsible?

- _____01 Early Childhood (0 – Kindergarten)
- _____02 Primary (1st – 6th grades)
- _____03 Youth (7th – 12th grades)
- _____04 Adult

23. You believe your employee can state the nature and educational needs of this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

24. You believe your employee can state biblical goals for ministering to this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

25. You believe your employee can apply appropriate educational principles in ministering to this age group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Section 5: Overall Evaluation

26. How would you rate the preparation your employee's **master's** degree gave her/him to undertake her/his profession?

Very Unsatisfactory	Unsatisfactory	Adequate	Very Satisfactory	Excellent	No Opinion
1	2	3	4	5	6

Thank you for taking the time to help us evaluate the alumni of the Christian Education program at Dallas Seminary. Your sincerity and honesty are greatly appreciated. Please return your completed questionnaire in the enclosed postage paid, self-addressed envelope to Lin McLaughlin, Dallas Theological Seminary, 3909 Swiss Avenue, Dallas, Texas, 75204. Return the postcard separately, insuring confidentiality, confirming your completion of the questionnaire. Send it to the same address. This helps track who has returned questionnaires from my mailing list without disclosing the identity specific respondents on the questionnaire itself.

APPENDIX H

DESCRIPTIVE PROFILE OF THE CHRISTIAN EDUCATION DEPARTMENT

DESCRIPTIVE PROFILE OF THE CHRISTIAN EDUCATION DEPARTMENT

The Department of Christian Education at Dallas Theological Seminary has a unique set of organizational characteristics and attributes. Understanding these characteristics and attributes forms an important backdrop to the conclusions and recommendations of this principal researcher. They are the result of an educational philosophy that is deliberate and purposeful in its implementation, and are enumerated below.

Integrational Approach to Knowledge: All truth is God's truth and there is no artificial dichotomy between the sacred and the secular. God's word is the absolute and final truth, and it forms a truth-grid through which all finite knowledge is to be filtered. However, since God is the author of all truth, it follows that truth is to be appreciated and benefited from wherever it is found. This is especially important in the fields of education and social science for the Department of Christian Education.

Team Leadership: The Christian Education Department leads as a team. While there is one overall leader – the Department Chairman, all members of the department are valued for their contribution and are expected to make a contribution. Moreover, the leadership-effect is a synergistic one, whereby corporate leadership offers more to students and the institution than the sum of all individual contributions added together. Consequently, there is a multiplier-effect versus an additive one.

Because the full benefit of team-leadership is contingent on the degree of participation by all members of the team, everyone's role is valued and supported. Full-time and adjunct faculty, administrative assistants, interns, students, and secretaries make

up the team that functions with a relatively horizontal or flat organizational flow. This facilitates a free-flow of information that might otherwise be more inhibited by a vertical or tall organizational structure.

Priority on Relationships: Simply put, great value is attached to people. This core-organizational value is regularly cultivated and applied. The results are: (1) a more-or-less open door policy by the faculty toward students, (2) an intentional esteem for all members of the CE department as well as students, (3) more of a “family” culture than an “academic” one, (4) social functions outside of class such as faculty/student luncheons and departmental socials, and (5) a high priority on student advising.

Church-based Focus: The Christian Education Department is primarily focused on preparing students to minister in and to the Church. It is expected that most students will do this directly by being on the staff of a church, though some fulfill this expectation indirectly by serving in a parachurch or academic ministry venue that partners with and/or benefits the church in a meaningful way. Consequently, while students are professionally prepared for different ministry venues, they are challenged to hold a high view of the Church and to actively and competently serve the church even if they are employed full-time by a parachurch or academic organization.

Practitioner Focus: The CE Department is primarily committed to preparing professional practitioners of ministry. This aspect of the CE Department’s educational philosophy translates into an emphasis on acquiring practical ministry skills within a professional framework of training. Several things are required to accomplish this. First, hiring faculty with practitioner experience is necessary. Consequently, all full-time faculty within the

CE Department are required to have church and/or parachurch based ministry experience, which they do – an approximate average of 16.2 years per faculty member. Second, faculty seek to expose students to current ministry practitioners in classes on a regular basis. Therefore, practitioners are often scheduled as guest instructors. Third, courses and coursework have a practical bent since this tends to correspond most closely to what students will be required to do in the field. Fourth, courses move toward simulated ministry activity in class presentation and coursework assignments as often as possible.

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