

# Fall 2016

## Student Enrollment Report



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The purpose of this document is to report—broadly and to some extent in detail—the student enrollment at The Master’s University and Seminary (TMUS) for the Fall 2016 semester. Particular emphasis is given to the University’s traditional undergraduate program (TRAD), but sections are included to present enrollment characteristics for TMU’s graduate programs, online programs, Degree Completion Program (DCP), and The Master’s Seminary (TMS). The final section of the report provides a snapshot of the academic characteristics of the College’s 2016 First-Time Freshmen (FTF) cohort.

Response and feedback is welcome to suggest how the information in this report might be expanded to better serve the needs of our campuses. Please send suggestions to [jhughes@masters.edu](mailto:jhughes@masters.edu) or [jwalter@masters.edu](mailto:jwalter@masters.edu).

### A. Institutional Overview

The information in this report represents student enrollment at TMUS as of our official fall “census” date—October 15, 2016—unless specifically noted otherwise. For most programs this corresponds to the Fall 2016 semester. However, for the TMU Online, DCP, MABC, and MABS programs, this is labeled as their Summer 2016 semester. Below are some key summary points from the report:

- The total unduplicated student enrollment across all TMUS programs based on the Oct. 15 census date was 1,936—a 12.6% increase vs. Oct. 15, 2015 enrollment of 1,719 students.
- Total TMU enrollment was 1475, which is a 13% increase from 2015.
  - 911 students were enrolled in traditional undergraduate programs in fall 2016 which is a slight decrease from the 927 students enrolled in these programs in fall 2015.
  - TMU graduate programs grew from 122 students in fall 2015 to 149 students in fall 2016. The 5<sup>th</sup> year credential and MABC programs both grew in their enrollments. In addition, TMU Online launched their MBA program during the 2015-16 school year.
  - TMU’s Online programs experienced an enrollment growth of 135 students from the previous fall, and, the Advanced Start Academic Programs (ASAP) increased by 60 students.
- Total TMS enrollment was 461 students which is an 11% increase compared to 2015.
  - The addition of the mixed modality M.Div. program which provided students the opportunity to complete their program using courses that were offered in a combination of online, live-streamed, or remotely at any of four sites, resulted in a 15% increase in that degree program.
  - The Seminary’s D.Min. program also experienced an increased student enrollment from 56 in Fall 2015 to 72 in Fall 2016

A summary of the institutional enrollment is shown on Figure A1 on the following page.

**Figure A1: Total Fall 2016 Unduplicated Student Headcount by Program**

Program	Total Students	Gender		Ethnicity									Full-Time Equivalent Students
		Male	Female	Non-Resid't Alien	Race Unknown	His-panic of any race	Amer. Indian / Alaska Native	Asian	Black or African Amer.	Native Hawai-ian / Other Pac. Is.	White	Two or More Races	
Certificate and Non-degree Programs													
TMS Dip.Th.	22	22	0			7		4	1		10		9.3
TMU ASAP	68	25	43		20			7		1	37	3	22.7
TMU Online Non-Matric (OLP, HSON, DPUG)	146	60	86	4	21	1		6		1	107	6	48.7
TMU Trad/DCP Non-Matric	0	0	0										0.0
Total Certificate Programs	236	107	129	4	41	8	0	17	1	2	154	9	9.3
Baccalaureate Degree Programs													
TMU Traditional BA/BS/BM	911	450	461	44	29	82	0	48	22	4	614	68	903.0
TMU DCP	47	34	13		1	12		9	8		17		22.3
TMU OLP BA Pgrms.	154	99	55		24	9		5	2		106	8	51.3
TMS B.Th.	42	42		6		6		4	2		24		25.3
Total Baccalaureate Programs	1,154	625	529	50	54	109	0	66	34	4	761	76	1002.0
Masters Degree Programs													
5th-yr. Cred.	20	3	17	1	1	2		1			15		20.0
MABC	107	46	61	8	1	10	2	14	10		60	2	39.0
MABS	8	7	1					1			7		2.7
MBA	14	14				3					9	2	4.7
M.Div.	293	293		53		24	1	32	13	3	161	6	193.7
Th.M.	28	28		8		1			2		17		22.7
Total Masters Programs	470	391	79	70	2	40	3	48	25	3	269	10	282.7
Doctoral Degree Programs													
D.Min.	72	72		12		4		3	2		51		66.0
Ph.D.	4	4						1			3		2.7
Total Doctoral Programs	76	76	0	12	0	4	0	4	2	0	54	0	68.7
Total Fall 2016 Student Enrollment													
TMU	1475	738	737	57	97	119	2	91	42	6	972	89	1114.3
TMS	461	461	0	79	0	42	1	44	20	3	266	6	319.7
Total TMUS	1,936	1,199	737	136	97	161	3	135	62	9	1238	95	1,434.0

## B. TMU Traditional Undergraduate Program (TRAD)

As of October 15<sup>th</sup>, there were a total of 911 students enrolled for credit in TMU traditional baccalaureate degree programs. Figure B1 summarizes this student group by class and enrollment status.

This fall's student group includes 177 first-time freshmen (FTF) students which is the cohort of individuals traditionally used by the Federal government as the basis for calculating student retention and graduate rates. As can be seen in Figure B1, nine of the FTF students are not in fact still freshmen. This is a consequence of these students taking enough advanced placement and dual enrollment courses during high school to have at least 30 (or 60) semester units of transfer credit to be classified as sophomores (or juniors). There were 21 FTF students who had earned credit via TMU Online, and seven who had taken ASAP coursework.

<b>Figure B1: Traditional Undergraduate Programs Enrollment by Class</b>						
	<b>Non-Matric</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Total</b>
First-Time Freshman:		164	8	1	0	<b>173</b>
Transfer (i.e. non-FTF)		36	27	12	2	<b>77</b>
Readmit:		4	8	4	6	<b>22</b>
Continuing:		22	197	212	208	<b>639</b>
IBEX-only students:	0	0	0	0	0	<b>0</b>
<b>Total:</b>	<b>0</b>	<b>226</b>	<b>240</b>	<b>229</b>	<b>216</b>	<b>911</b>

Figure B2 summarizes TMU's traditional undergraduate student population by gender. As has historically been the case for TMU, the relative percentage of male and female students is almost identical. This is in contrast to what is the case in the great majority of American colleges and universities, with females out numbering males by a significant proportion.

<b>Figure B2: Traditional Undergraduate Programs Enrollment by Gender</b>						
	<b>Non-matric</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Total</b>
Female:	0	109	119	110	123	<b>461</b>
Male:	0	117	121	119	93	<b>450</b>

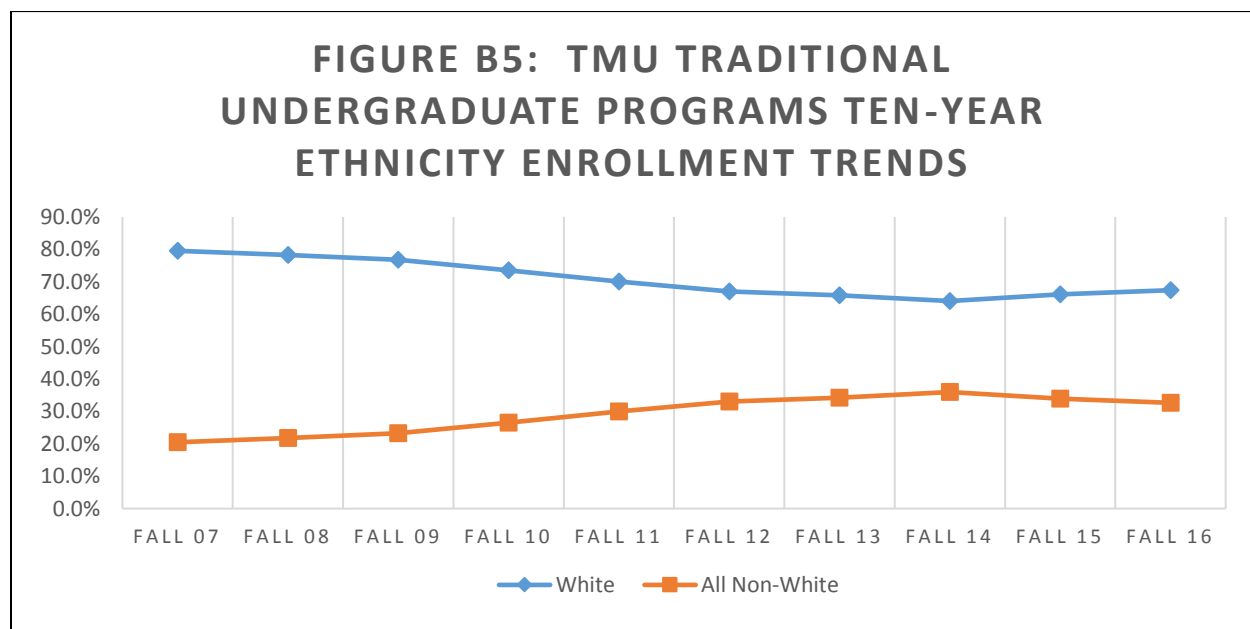
The ethnic distribution of Fall 2016 TRAD students is summarized in Figure B3. The ethnic distribution of TMU TRAD students over the past ten years is presented in Figures B4 and B5 (next page). The proportion of TRAD students from non-white backgrounds has continued to decline slightly this fall. It will be interesting to see if the recent increased efforts to recruit students from Southern California ethnic churches will help to increase the diversity of the student population at TMU in coming years.

<b>Figure B3: Traditional Undergraduate Program Enrollment by Ethnic Group</b>					
<b>Ethnic Group</b>	<b>Num.</b>	<b>% total</b>	<b>Ethnic Group</b>	<b>Num.</b>	<b>% total</b>
White	614	67.4%	Non-Resident Alien	44	4.8%
Black or African American	22	2.4%	Natv. Hawaiian / Pac. Islndr.	4	0.4%
Amer. Indian / Alaska Nat.	0	0.0%	Two or More Races	68	7.5%
Asian	48	5.3%	Race / Ethnicity Unknown	29	3.2%
Hispanic / Latino - Any Race	82	9.0%	<b>Totals:</b>	<b>911</b>	

**Figure B4: TMU Traditional Undergraduate Programs Ten-Year Ethnicity Enrollment Trends**

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	10-yr. Avg.*
<b>Number of Students:</b>											
White	746	691	664	684	709	652	621	626	613	614	662
All Non-White	192	192	201	247	303	321	323	353	314	297	274
Black / African-American	20	19	17	26	29	28	24	20	26	22	23
Amer. Indian / Alaska Nat.	9	7	9	9	9	8	5	3	0	0	6
Asian	45	47	41	51	57	63	61	60	50	48	52
Hispanic / Latino - Any Race	66	65	64	57	80	93	84	94	79	82	76
Non-Resident alien	38	44	54	57	53	45	46	56	50	44	49
Natv. Hawaiian / Pac. Islndr.	-	-	-	4	5	5	7	7	6	4	5
Two or More Races	-	-	5	18	40	48	58	74	69	68	48
Race / Ethnicity Unknown	14	10	11	25	30	31	38	39	34	29	26
<b>Total Enrolled</b>	<b>938</b>	<b>883</b>	<b>865</b>	<b>931</b>	<b>1,012</b>	<b>973</b>	<b>944</b>	<b>979</b>	<b>927</b>	<b>911</b>	<b>936</b>
<b>Enrollment Percentages:</b>											
White	79.5%	78.3%	76.8%	73.5%	70.1%	67.0%	65.8%	63.9%	66.1%	67.4%	70.7%
All Non-White	20.5%	21.7%	23.2%	26.5%	29.9%	33.0%	34.2%	36.1%	33.9%	32.6%	29.3%
Black / African-American	2.1%	2.2%	2.0%	2.8%	2.9%	2.9%	2.5%	2.0%	2.8%	2.4%	2.5%
Amer. Indian / Alaska Nat.	1.0%	0.8%	1.0%	1.0%	0.9%	0.8%	0.5%	0.3%	0.0%	0.0%	0.6%
Asian	4.8%	5.3%	4.7%	5.5%	5.6%	6.5%	6.5%	6.1%	5.4%	5.3%	5.6%
Hispanic / Latino - Any Race	7.0%	7.4%	7.4%	6.1%	7.9%	9.6%	8.9%	9.6%	8.5%	9.0%	8.2%
Non-Resident alien	4.1%	5.0%	6.2%	6.1%	5.2%	4.6%	4.9%	5.7%	5.4%	4.8%	5.2%
Natv. Hawaiian / Pac. Islndr.	-	-	-	0.4%	0.5%	0.5%	0.7%	0.7%	0.6%	0.4%	0.6%
Two or More Races	-	-	0.6%	1.9%	4.0%	4.9%	6.1%	7.6%	7.4%	7.5%	2.8%
Race / Ethnicity Unknown	1.5%	1.1%	1.3%	2.7%	3.0%	3.2%	4.0%	4.0%	3.7%	3.2%	2.8%

\* Averages for 'Native Hawaiian / Pacific Islander' & 'Two or More Races' for 2009-2015 only



As can be seen in Figure B6, the great majority of students in TMU's traditional undergraduate degree programs are in the 18 – 22 age bracket (approximately 90%). The average age of all TRAD students is 20.2 which is almost identical to the 20.1 average age of the fall 2015 TRAD student population.

<b>Figure B6: Distribution of Traditional Undergraduate Program Enrollment by Age</b>					
<b>Age Range</b>	<b>Num.</b>	<b>% total</b>	<b>Age Range</b>	<b>Num.</b>	<b>% total</b>
< 18	16	1.8%	23	37	4.1%
18	154	16.9%	24	14	1.5%
19	203	22.3%	25	19	2.1%
20	190	20.9%	26 -- 30	12	1.3%
21	181	19.9%	> 31	2	0.2%
22	83	9.1%	<b>Totals</b>	<b>911</b>	

As can be seen in Figure B7, the great majority of TRAD students were enrolled on a full-time basis during the Fall 2016 semester. Figure B8 shows the calculation of Full-Time Equivalent (FTE) students in TMU's TRAD programs. It should be noted that there are two ways that are typically used to calculate student FTE, both of which are shown in Figure B8. For Federal reporting purposes, FTE is calculated based on the number of full-time students (12 units or more) plus one-third of the part-time students. Using this approach, TMU had 903 FTE TRAD Fall 2016 students. Another method that is often used to determine FTE is to take the total number of units sold during the semester, and divide by what is considered the average full-time student load of 15 units. Using this method, there were 935.7 FTE Fall 2016 TRAD students. This FTE calculation is higher than the headcount because the average TMU student actually took 15.4 units in the Fall 2016 semester.

<b>Figure B7: Traditional Undergraduate Program Enrollment by Unit Load</b>					
<b>Number of Units</b>	<b>Num.</b>	<b>% total</b>	<b>PT vs. FT Students</b>	<b>Num.</b>	<b>% total</b>
0 -- 6	7	0.8%	Part Time Student (0.5 to 11.5 units)	12	1.3%
7 -- 11.5	5	0.5%			
12 -- 15	469	51.5%	Full-Time Student (12 and above units)	899	98.7%
15.5 -- 18	393	43.1%			
18.5 -- 20	25	2.7%			
> 20	12	1.3%			
<b>Totals:</b>	<b>911</b>			<b>911</b>	

<b>Figure B8: Traditional Undergrad Full-Time Equivalent (FTE) Students</b>	
Total number of for-credit units taken in the Fall 2015 Semester	14,035.5
Traditional Undergrad Headcount	911
"IPEDS" FTE, i.e. (#FT + (#PT/3))	903.0
"Instructional Workload" FTE, i.e. (Total Units/15 Units)	935.7
Instructional Workload FTE vs. Headcount	102.7%
Average unit load per enrolled traditional undergrad student	15.4

Figure B9 (next page) summarizes the Fall 2016 TRAD program student enrollment by major and emphasis. This figure also identifies when students declared a second emphasis within their same major (55 students), or a second major in a different department (44 students).

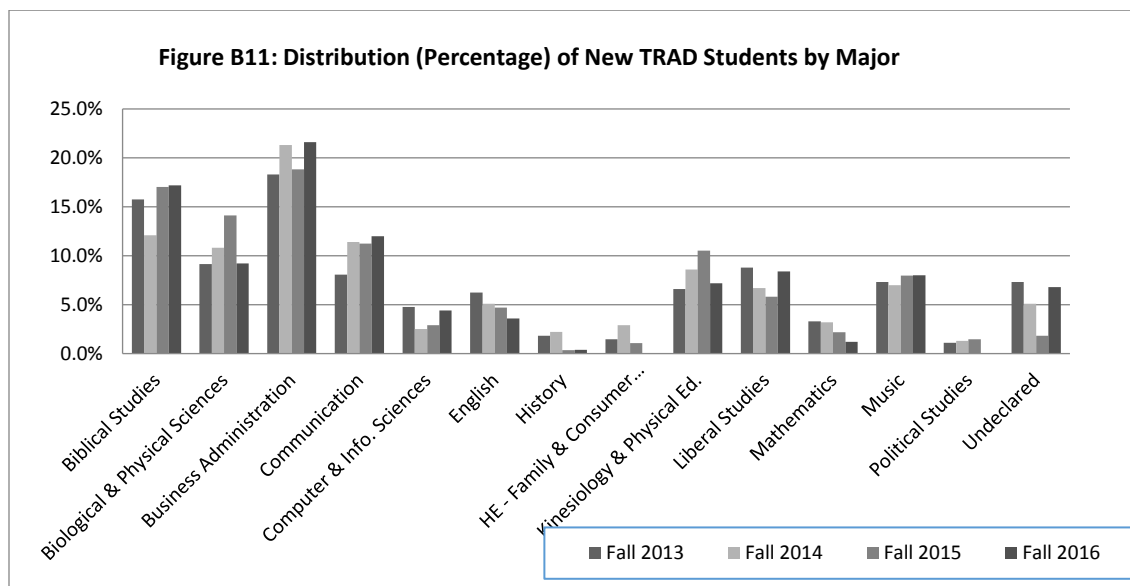
Figure B9: Traditional Undergraduate Programs Enrollment by Major / Emphasis										
	1st Mjr.	2nd emph. w/in Mjr.	2nd Mjr.	Ttl. Mjr. & Pct		1st Mjr.	2nd emph. w/in Mjr.	2nd Mjr.	Ttl. Mjr. & Pct	
<b>Biblical Studies</b>				<b>156</b>	<b>Family &amp; Consumer Sciences</b>				<b>10</b>	
Biblical Counseling	47	4	2	<b>16.3%</b>	Biblical Counseling	1			<b>1.0%</b>	
Biblical Exposition	34				Early Childhood Education	1				
Biblical Languages	13	4			General	8				
Christian Education	8	1	2		<b>History</b>				<b>12</b>	
General	21		3		General	10		2	<b>1.3%</b>	
Global Studies	11				<b>Kinesiology &amp; Physical Education</b>				<b>65</b>	
Theology	12	2	1		General	9			<b>6.8%</b>	
Student Ministries	2				Pre-Phys. Therapy	32	1	1		
<b>Biology</b>				<b>95</b>	Exercise & Sport Sci.	20				
Cell. & Molecular	6		1	<b>9.9%</b>	Education	3				
Nat. Hist./ Environ.	4		1		<b>Liberal Studies</b>				<b>83</b>	
General	22				General	37		1	<b>8.7%</b>	
Pre-Dentistry	3		1		Teacher Education	44		1		
Pre-Medicine	46	1	2		<b>Mathematics</b>				<b>21</b>	
Pre-Nursing	5				Applied Math	9		2	<b>2.2%</b>	
Teacher Education	3		1		General	5				
<b>Business Administration</b>					<b>189</b>	Pure Math	0			
Accounting	34	5		<b>19.8%</b>	Teacher Education	5				
Finance	32	10	1		<b>Music</b>				<b>74</b>	
General	2		2		Audio Technology	10			<b>7.7%</b>	
International Business	9		1		Composition	8				
Management	58	7	3		General	10		3		
Mgmt. Info. Systems	1	1			Performance - Instrumental	5	1			
Marketing	34	3			Performance - Piano	4	1			
Pre-Law	3	1			Performance - Voice	5	1			
Public Relations	8	2	1		Piano Pedagogy	2	2			
<b>Communication</b>				<b>135</b>	Music Education	13				
Cinema & Digital Arts	2		0	<b>14.1%</b>	Traditional Worship	4	1			
Creative Writing & Publishing	1		0		Modern Worship	1				
Electronic Media	35	1	0		Biblical Studies	2				
General	70		5		Business	0	1			
Print Media	14		1		Communication	7				
Speech Communication	7	1	0		<b>Political Studies</b>				<b>10</b>	
<b>Computer &amp; Info. Sciences</b>					<b>36</b>	American Politics	1			<b>1.0%</b>
Computer Science	19	1	1	<b>3.8%</b>	Constitutional Law	5				
General	10				General	3				
Information Systems	6	2			Political Theory	1	1			
<b>English</b>				<b>51</b>	<b>Non-Matriculated</b>				<b>0</b>	<b>0.00%</b>
General	36		4	<b>5.34%</b>	<b>Undeclared</b>				<b>18</b>	<b>1.88%</b>
Teacher Education	10		1		<b>Total Undergraduate Majors*</b>				<b>955</b>	
*The total majors includes 55 students with 2 or more emphases in the same major and 44 students who have declared majors in two different departments.										

Figure B10 (next page) presents a comparison of the distribution of undergraduate majors for new students vs. continuing students, looking only at students' primary majors. The total number and proportion of students in TRAD

majors is the result of a combination of factors including new student recruitment, retention, inter-department transfer of continuing students, and size of the graduating class in the major. Majors tend to ebb and flow within a percentage range as a consequence of these factors. The proportion of new students in each major can provide insight into the most recent trends in the demand for various majors.

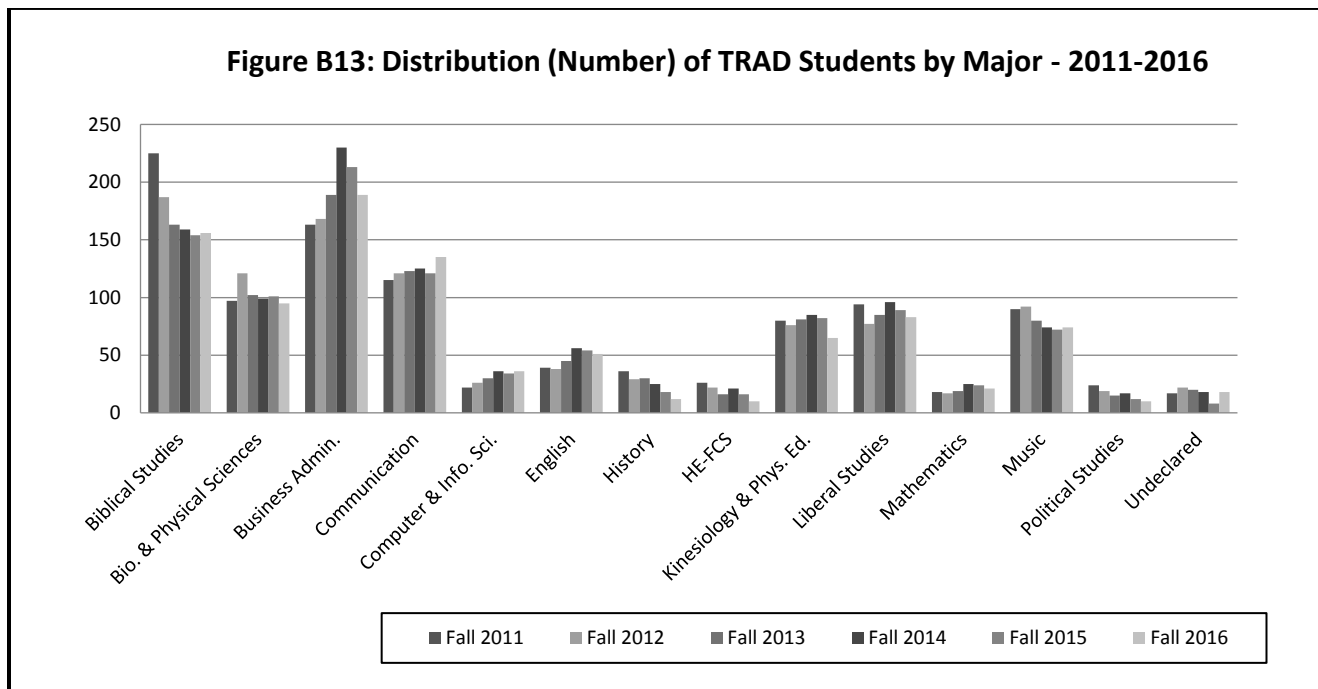
<b>Figure B10: Primary Major Distribution for New vs. Continuing Trad Students</b>						
	New Students		Cont. & Re-Admit Students		Total Students	
	#	%	#	%	#	%
Biblical Studies	43	17.2%	105	15.9%	148	16.2%
Biological & Physical Sciences	23	9.2%	66	10.0%	89	9.8%
Business Administration	54	21.6%	127	19.2%	181	19.9%
Communication	30	12.0%	99	15.0%	129	14.2%
Computer & Info. Sciences	11	4.4%	24	3.6%	35	3.8%
English	9	3.6%	37	5.6%	46	5.0%
History	1	0.4%	9	1.4%	10	1.1%
HE - Family & Consumer Sciences		0.0%	10	1.5%	10	1.1%
Kinesiology & Physical Ed.	18	7.2%	46	7.0%	64	7.0%
Liberal Studies	21	8.4%	60	9.1%	81	8.9%
Mathematics	3	1.2%	16	2.4%	19	2.1%
Music	20	8.0%	51	7.7%	71	7.8%
Political Studies		0.0%	10	1.5%	10	1.1%
Undeclared	17	6.8%	1	0.2%	18	2.0%
Non-Matric.		0.0%		0.0%	0	0.0%
<b>Total Trad. Undergrad. Students</b>	<b>250</b>		<b>661</b>		<b>911</b>	

Figure B11 shows the relative proportion of **new** students in each major for the three most recent years. The percentage of new TRAD students declaring Biblical Studies, Business Administration, Music, Communication, or Liberal Studies as their primary major increased somewhat in comparison to recent years. The proportion of TRAD students entering with a declared major in Biology, English, KPE, or Mathematics decreased modestly or significantly in comparison to previous years.



The number and percentage of students in each of TMU's traditional undergraduate majors over the past five years is shown in Figure B12, while a graph showing the distribution of students in those majors is shown in Figure B13.

<b>Figure B12: Distribution TRAD Undergrad Majors from 2011 to 2016 (Incl. Secondary Majors)</b>												
	<i>Fall, 2011</i>		<i>Fall, 2012</i>		<i>Fall, 2013</i>		<i>Fall, 2014</i>		<i>Fall, 2015</i>		<i>Fall, 2016 **</i>	
	#	%	#	%	#	%	#	%	#	%		
Biblical Studies	225	21.5%	187	18.4%	163	16.3%	159	14.9%	154	15.4%	156	16.3%
Biological & Physical Sciences	97	9.3%	121	11.9%	102	10.2%	99	9.3%	101	10.1%	95	9.9%
Business Administration	163	15.6%	168	16.6%	189	18.9%	230	21.5%	213	21.3%	189	19.8%
Communication	115	11.0%	121	11.9%	123	12.3%	125	11.7%	121	12.1%	135	14.1%
Computer & Info. Sciences	22	2.1%	26	2.6%	30	3.0%	36	3.4%	34	3.4%	36	3.8%
English	39	3.7%	38	3.7%	45	4.5%	56	5.2%	54	5.4%	51	5.3%
History	36	3.4%	29	2.9%	30	3.0%	25	2.3%	18	1.8%	12	1.3%
Home Economics - FCS	26	2.5%	22	2.2%	16	1.6%	21	2.0%	16	1.6%	10	1.0%
Kinesiology & Physical Ed.	80	7.6%	76	7.5%	81	8.1%	85	8.0%	82	8.2%	65	6.8%
Liberal Studies	94	9.0%	77	7.6%	85	8.5%	96	9.0%	89	8.9%	83	8.7%
Mathematics	18	1.7%	17	1.7%	19	1.9%	25	2.3%	24	2.4%	21	2.2%
Music	90	8.6%	92	9.1%	80	8.0%	74	6.9%	72	7.2%	74	7.7%
Political Studies	24	2.3%	19	1.9%	15	1.5%	17	1.6%	12	1.2%	10	1.0%
Undeclared	17	1.6%	22	2.2%	20	2.0%	18	1.7%	8	0.8%	18	1.9%
Non-Matric.	0	0.0%	0	0.0%	1	0.1%	3	0.3%	1	0.1%	0	0.0%
Master's Institute	6		1		0		0		0		0	0.0%
<b>Total Trad. BA / BM / BS students (incl. double and triple majors)*</b>	<b>1,046</b>		<b>1,015</b>		<b>999</b>		<b>1,069</b>		<b>999</b>		<b>955</b>	
<b>Total Trad. BA / BS / BM students enrolled*</b>	<b>1,006</b>		<b>972</b>		<b>944</b>		<b>979</b>		<b>927</b>		<b>911</b>	
<b>Percent of Double Majors</b>	<b>4.0%</b>		<b>4.4%</b>		<b>5.8%</b>		<b>9.2%</b>		<b>7.8%</b>		<b>4.8%</b>	
*Excluding TMI students												
** In contrast to previous years, the fall 2016 enrollment by major includes all first majors plus students who have declared a second major in a different department. It does NOT include additional emphases declared by students in the same department.												





The distribution of TMU TRAD students by state is shown in Figure B14 while the distribution of International TRAD students can be seen in Figure B15 (next page). It is interesting to note that while the percentage of students coming from different states and regions fluctuates from year to year, the overall percentage of TRAD students from California has decreased from 73% to 64% over the past four academic years.

Figure B14: Traditional Undergraduate Enrollment by Home State									
Home State	All TMU Undergrad's	Pct of Overall	New TMU Undergrad's	Pct of All New Students	Home State	All TMU Undergrad's	Pct of Overall	New TMU Undergrad's	Pct of All New Students
<b>California</b>	<b>583</b>	<b>64.0%</b>	<b>147</b>	<b>58.8%</b>	<b>Northwest Region</b>				
<b>Western Region</b>					Alaska	7	0.8%		0.0%
Colorado	21	2.3%	9	3.6%	Idaho	13	1.4%	1	0.4%
Hawaii	3	0.3%	1	0.4%	Montana	3	0.3%	1	0.4%
Kansas	7	0.8%	2	0.8%	Oregon	9	1.0%	2	0.8%
Nebraska	5	0.5%	3	1.2%	Washington	51	5.6%	13	5.2%
North Dakota		0.0%		0.0%	<b>NW Region</b>	<b>83</b>	<b>9.1%</b>	<b>17</b>	<b>6.8%</b>
South Dakota	3	0.3%	3	1.2%	<b>Midwest Region</b>				
Utah	3	0.3%	1	0.4%	Illinois	12	1.3%	4	1.6%
Wyoming	1	0.1%	1	0.4%	Indiana	4	0.4%	2	0.8%
<b>West Region</b>	<b>43</b>	<b>4.7%</b>	<b>20</b>	<b>8.0%</b>	Iowa	6	0.7%		0.0%
<b>Southwest Region</b>					Michigan	5	0.5%	2	0.8%
Arizona	22	2.4%	5	2.0%	Minnesota	7	0.8%	2	0.8%
Arkansas		0.0%		0.0%	Missouri	3	0.3%	2	0.8%
Nevada	5	0.5%	2	0.8%	Ohio	7	0.8%	4	1.6%
New Mexico	2	0.2%	1	0.4%	Wisconsin	4	0.4%	1	0.4%
Oklahoma	1	0.1%	1	0.4%	<b>MW Region</b>	<b>48</b>	<b>5.3%</b>	<b>17</b>	<b>6.8%</b>
Texas	15	1.6%	5	2.0%	<b>Mid-Atlantic Region</b>				
<b>SW Region</b>	<b>45</b>	<b>4.9%</b>	<b>14</b>	<b>5.6%</b>	Delaware		0.0%		0.0%
<b>South Region</b>					Maryland	1	0.1%		0.0%
Alabama	3	0.3%	3	1.2%	New York	4	0.4%	1	0.4%
Wash. D.C.		0.0%		0.0%	New Jersey	4	0.4%		0.0%
Florida	6	0.7%	3	1.2%	Pennsylvania	4	0.4%	2	0.8%
Georgia	4	0.4%		0.0%	<b>Mid-Atl Region</b>	<b>13</b>	<b>1.4%</b>	<b>3</b>	<b>1.2%</b>
Kentucky	2	0.2%	1	0.4%	<b>Northeast Region</b>				
Louisiana	1	0.1%	1	0.4%	Connecticut	3	0.3%	1	0.4%
Mississippi		0.0%		0.0%	Maine		0.0%		0.0%
North Carolina	12	1.3%	3	1.2%	Massachusetts	4	0.4%	3	1.2%
South Carolina	3	0.3%	1	0.4%	New Hampshire	1	0.1%	1	0.4%
Tennessee		0.0%		0.0%	Rhode Island	2	0.2%		0.0%
Virginia	6	0.7%	2	0.8%	Vermont		0.0%		0.0%
West Virginia		0.0%		0.0%	<b>NE Region</b>	<b>10</b>	<b>1.1%</b>	<b>5</b>	<b>2.0%</b>
<b>South Region</b>	<b>37</b>	<b>4.1%</b>	<b>14</b>	<b>5.6%</b>	<b>Total US:</b>	<b>862</b>		<b>237</b>	
					<b>Overall (incl. int'l):</b>	<b>911</b>		<b>250</b>	

**Figure B15: TRAD Undergrad Enrollment, Non-U.S. Students by Home Country**

Home Country	Non-Resident Alien Students	US Citizens fr. outside US	FTF Non-Resident Aliens	Home Country	Non-Resident Alien Students	US Citizens fr. outside US	FTF Non-Resident Aliens
Australia		1		Malawi	2		
Brazil	2			Mexico	2		1
Canada	10		2	New Zealand	1		
Columbia	2			Philippines	4		
Egypt	2			Romania	1		
India	1			Singapore	4		
Indonesia	1			South Africa		1	1
Ireland		1		South Korea	1		
Israel	2	2	2	Switzerland		2	1
Italy	1			Thailand	1		1
Japan	2	3	1	<b>Totals</b>	<b>39</b>	<b>10</b>	<b>9</b>

## C. TMU On-Campus Graduate Programs

TMU offers three post-baccalaureate programs in an on-campus or mixed modality format. The University's Teacher Education department offers a fifth-year Teacher Credential (CRED) program leading to a California multiple- or single-subject teaching credential. TMU also offers MA programs in Biblical Counseling (MABC) and Biblical Studies (MABS). Both of these programs operate year-round, in a "three-semester" format with some coursework being taught on-campus while other courses are taken in an online format. This past year, TMU began to offer a Master of Business Administration (MBA) program which is taught totally online, and will be examined in Section F of this report.

Figure C1 presents a summary of Fall 2016 semester student enrollment in the on-campus graduate programs broken down by degree and student status. While the majority of students in the MABC and MABS programs are continuing from 2015-16 academic year, all of the students enrolled in the credential program began in Fall 2016. This is due to the fact that this program is structured to be completed by the student in one academic year.

Figure C2 shows the distribution of on-campus graduate program students by gender. While the credential and MABC programs have a strong proportion of female students, the MABS program is heavily weighted toward male student enrollment.

**Figure C1: TMU Onsite Graduate Programs Enrollment**

	CRED	MABC	MABS	Total
First-semester student:	20	6	0	<b>26</b>
Readmit:	0	9	1	<b>10</b>
Continuing:	0	92	7	<b>99</b>
<b>Total:</b>	<b>20</b>	<b>107</b>	<b>8</b>	<b>135</b>

**Figure C2: TMU Grad. Program Enrollment by Gender**

	CRED	MABC	MABS	Total
Female	17	61	1	<b>79</b>
Male	3	46	7	<b>56</b>
<b>Total:</b>	<b>20</b>	<b>107</b>	<b>8</b>	<b>135</b>

Figure C3 (next page) summarizes the on-site graduate program enrollments by ethnicity, while Figure C4 (next page) shows the student enrollment distribution by age. It is not unexpected that the age distribution of the teaching credential program students is somewhat younger than the other two programs. Individuals would typically enroll in this program immediately following graduation from their baccalaureate degree program. In contrast, most MABC and MABS students appear to have completed their undergraduate programs some years earlier, and are now returning to begin their next degree program.

Figure C3: TMU On-Site Graduate Program Enrollment by Ethnic Group								
	Credential		MABC		MABS		Total	
	#	% ttl	#	% ttl	#	% ttl	#	% ttl
White	15	75%	60	56%	7	88%	82	61%
Black or African American			10	9%			10	7.4%
Amer. Indian / Alaska Nat.			2	2%			2	1.5%
Asian	1	5.0%	14	13%	1	13%	16	12%
Hispanic / Latino - Any Race	2	10%	10	9%			12	9%
Non-Resident Alien	1	5%	8	7%			9	6.7%
Natv. Hawaiian / Pac. IsIndr.							0	0.0%
Two or More Races			2	1.9%			2	1.5%
Race / Ethnicity Unknown	1		1	0.9%			2	1.5%
<b>Totals:</b>	<b>20</b>		<b>107</b>		<b>8</b>		<b>135</b>	

Figure C4: TMU On-Site Graduate Program Enrollment by Age								
Age Range	Credential		MABC		MABS		Total	
	#	% ttl	#	% ttl	#	% ttl	#	% ttl
21	6	30%	2	2%			8	6%
22	9	45%	2	2%			11	8%
23	3	15%	6	6%			9	7%
24	1	5%	4	4%			5	4%
25 -- 29	1	5%	29	27%	1	13%	31	23%
30 -- 34			14	13%	2	25%	16	12%
35 -- 39			11	10%			11	8%
40 -- 44			8	7%	3	38%	11	8%
45 -- 49			9	8%			9	7%
50 -- 55			10	9%			10	7%
> 55			12	11%	2	25%	14	10%
<b>Totals:</b>	<b>20</b>		<b>107</b>		<b>8</b>		<b>135</b>	

The distribution of semester unit loads taken by student enrolled in TMU's on-site graduate programs is shown in Figure C5.

Figure C5: TMU Grad. Prog. Enrollment by Unit Load								
Number of Enrolled Units	Credential		MABC		MABS		Total	
	#	% ttl	#	% ttl	#	% ttl	#	% ttl
0.5 -- 3 units			49	46%	6	75%	55	41%
3.5 -- 6 units			53	50%	2	25%	55	41%
6.5 -- 8.5 units			5	5%			5	4%
9 -- 11.5 units								
12 -- 15 units								
15.5 units & above	20	100%					20	15%
<b>Totals:</b>	<b>20</b>		<b>107</b>		<b>8</b>		<b>135</b>	
Part-Time Students (8,12)	0	0%	102	95%	8	100%	115	85%
Full-Time Students	20	100%	5	5%	0	0%	20	15%

As can be seen in Figure C5, teaching credential students enroll in a full-time set of coursework during the fall semester. This is in preparation for student teaching typically during the spring semester. MABC and MABS students typically take fewer unit loads over a greater number of semesters to complete their degree programs. The result of these differing enrollment strategies is seen in Figure C6 which presents the FTE student calculation for each of these three programs.

<b>Figure C6: TMU On-Site Graduate Programs Full-Time Equivalent (FTE) Students</b>				
	<b>CRED</b>	<b>MABC</b>	<b>MABS</b>	<b>Total</b>
Total number of units taken in the <b>Fall 2016</b> Semester	320	376	21	717
"Instructional Activity" FTE (i.e. Total Units/12 Units)	26.7	31.3	1.8	59.8
Graduate Program Headcounts	20	107	8	135
Instructional Activity FTE / Headcount	133%	29.3%	21.9%	44.3%
Average unit load per enrolled graduate student	16.0	3.5	2.6	5.3

## D. TMU Degree Completion Program

TMU began offering degree completion programs (DCP) to working adult students in fall 1993. In this program, students complete courses offered in four-hour class sessions on a one night per week basis over three semesters per year. Bachelor's degree programs in four majors are available. In recent years the enrollments in these programs have declined. This may in part be due to the availability of completely online versions of these major programs at TMU and elsewhere. In spring 2016 the decision was made to sunset these programs. As a result, necessary coursework will be provided to enable the 47 currently enrolled students to complete their programs, while no new students are being admitted after summer 2016. The figures in this section of the enrollment report provide a snapshot of DCP student enrollment during the July to October 2016 timeframe which equates to DCP's Summer 2016 semester. The distribution of DCP students by major and start date is shown in Figure D1.

<b>Figure D1: DCP Enrollment by Major and Start Date</b>					
<b>Program Start Date (i.e. DCP term)</b>	<b>Organiz'l Mgt</b>	<b>Christian Ministries</b>	<b>Liberal Studies</b>	<b>Biblical Counseling</b>	<b>Total</b>
Summer 2016				1	1
Spring 2016		2		2	4
Fall 2015	2	2		2	6
Summer 2015		1		1	2
Spring 2015	1	2		1	4
Fall 2014	3	1		1	5
Summer 2014					
Spring 2014				2	2
2013 and earlier	7	10	1	5	23
<b>Total</b>	<b>13</b>	<b>18</b>	<b>1</b>	<b>15</b>	<b>47</b>

The DCP student distribution by gender is shown in Figure D2, while the distribution by ethnicity can be seen in Figure D3, and the student age distribution is summarized in Figure D4. These three figures paint a good picture of a typical DCP student. This program has attracted more men than women. There is a higher ethnic diversity among DCP students than is characteristic of TMU's traditional residential programs. And as would be expected of a program focused toward a working adult population, the students are almost exclusively from an older age bracket than that typical of TMU's residential undergraduate programs.

<b>Figure D2: DCP Enrollment by Major &amp; Gender</b>					
	<b>Organiz'l Mgt</b>	<b>Christian Ministries</b>	<b>Liberal Studies</b>	<b>Biblical Counseling</b>	<b>Total</b>
Female	3	3	1	6	<b>13</b>
Male	10	15		9	<b>34</b>
<b>Total</b>	<b>13</b>	<b>18</b>	<b>1</b>	<b>15</b>	<b>47</b>

<b>Figure D3: DCP Enrollment by Ethnic Group</b>					
<b>Ethnic Group</b>	<b>No.</b>	<b>% total</b>	<b>Ethnic Group</b>	<b>No.</b>	<b>% total</b>
White	17	36.2%	Non-Resident Alien		
Black or African American	8	17.0%	Natv. Hawaiian / Pac. Islndr.		
Amer. Indian / Alaska Nat.			Two or More Races		
Asian	9	19.1%	Race / Ethnicity Unknown	1	2.1%
Hispanic / Latino - Any Race	12	25.5%	<b>Totals:</b>	<b>47</b>	

<b>Figure D4: DCP Enrollment by Age</b>								
<b>Age Range</b>	<b># Students</b>	<b>% total</b>	<b>Age Range</b>	<b># Students</b>	<b>% total</b>	<b>Age Range</b>	<b># Students</b>	<b>% total</b>
20 - 24	2	4.3%	33 - 34	2	4.3%	50 - 54	1	2.1%
25 - 26	5	10.6%	35 - 36	5	10.6%	55 - 59	3	6.4%
27 - 28	6	12.8%	37 - 39	3	6.4%	60 - 64	1	2.1%
29 - 30	2	4.3%	40 - 44	10	21.3%	<b>Total</b>	<b>47</b>	
31 - 32	5	10.6%	45 - 49	2	4.3%			

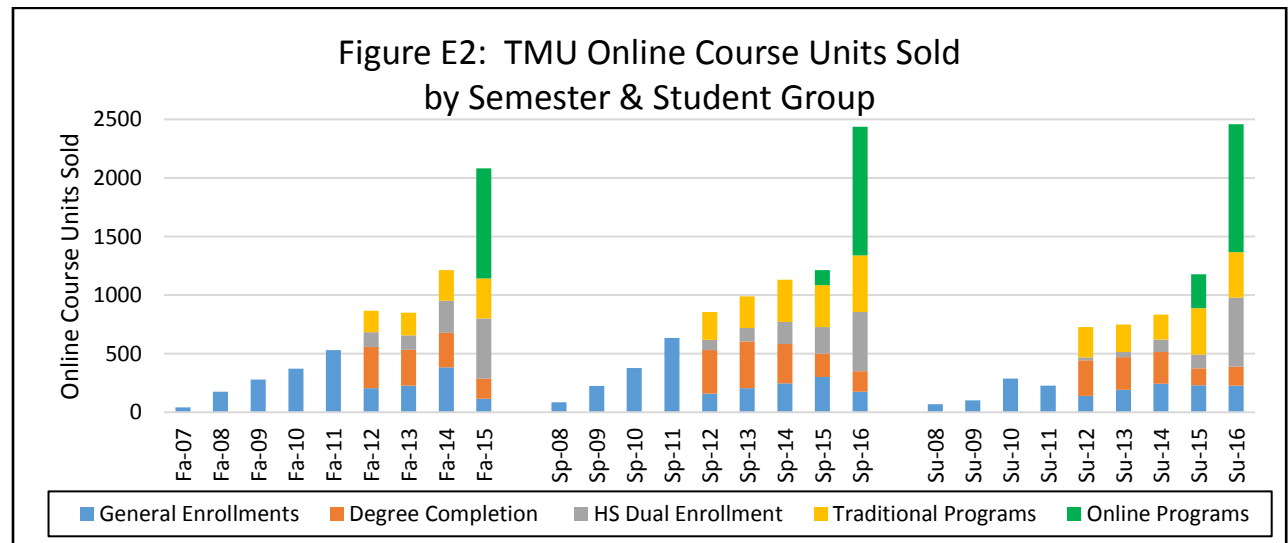
## E. TMU Online Programs

When launched in Fall 2007, TMU Online ("DEEP" as it was then called) offered just two online courses. As of September 2016, TMU Online offers 50+ courses, four bachelor's degree programs (Organizational Management, Christian Ministries, Biblical Studies, and Biblical Counseling), as well as a Master of Business Administration (MBA) program.

TMU Online courses are scheduled in 6 eight-week blocks through each calendar year, which are grouped into three terms (Fall, Spring, and Summer). The start/end dates for each semester block were adjusted in July 2011 to provide an opportunity for TMU TRAD program students and DCP students to make use of online courses as part of their regular semester schedules (note these populations below). It is planned that in summer 2017 the term structure will be further adjusted to completely mirror that of TMU's traditional on-campus programs.

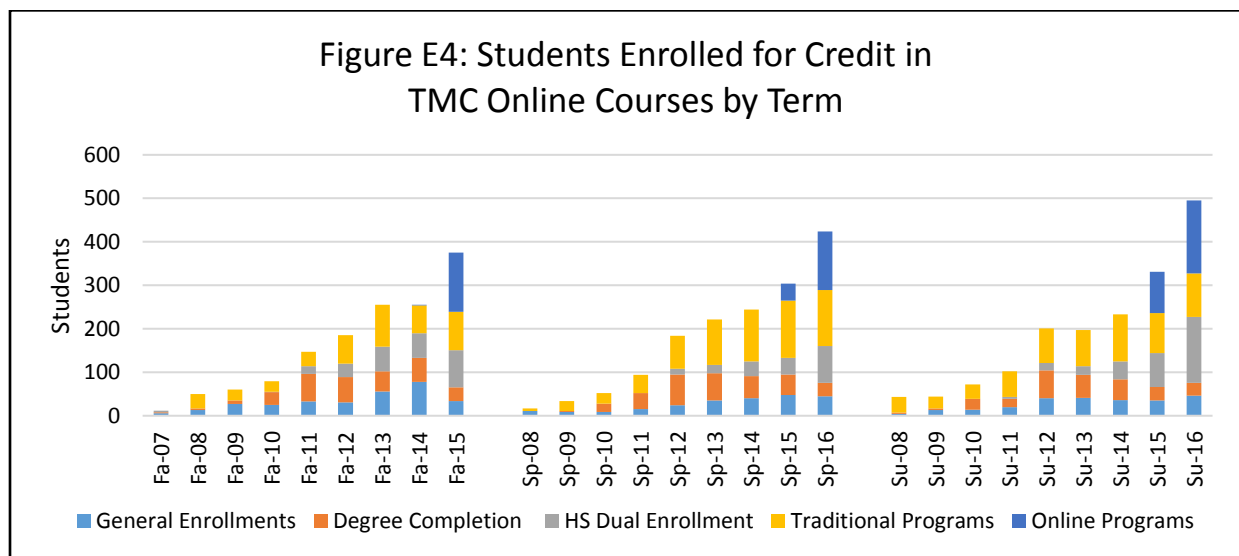
Figure E1 (next page) summarizes online course units sold to each student group over each semester since beginning in Fall 2007, while Figure E2 (next page) presents the same information in graph format.

Figure E1: TMU Online Course Units Sold from Fall 2007 to Summer 2016						
Semester	Student Group					Total
	General Enrollments	Degree Completion	HS Dual Enrollment	Traditional Programs	Online Programs	
Fa-07	42					42
Fa-08	174					174
Fa-09	279					279
Fa-10	372					372
Fa-11	531					531
Fa-12	204	354	126	183		867
Fa-13	228	306	123	192		849
Fa-14	384	294	273	261		1212
Fa-15	114	174	513	342	939	2082
Sp-08	84					84
Sp-09	225					225
Sp-10	378					378
Sp-11	633					633
Sp-12	159	372	87	237		855
Sp-13	204	399	117	270		990
Sp-14	246	336	189	360		1131
Sp-15	300	201	225	360	126	1212
Sp-16	174	177	504	483	1098	2436
Su-08	69					69
Su-09	102					102
Su-10	288					288
Su-11	228					228
Su-12	141	303	24	258		726
Su-13	192	279	42	237		750
Su-14	243	270	108	213		834
Su-15	231	144	117	396	291	1179
Su-16	228	159	592	386	1093	2458



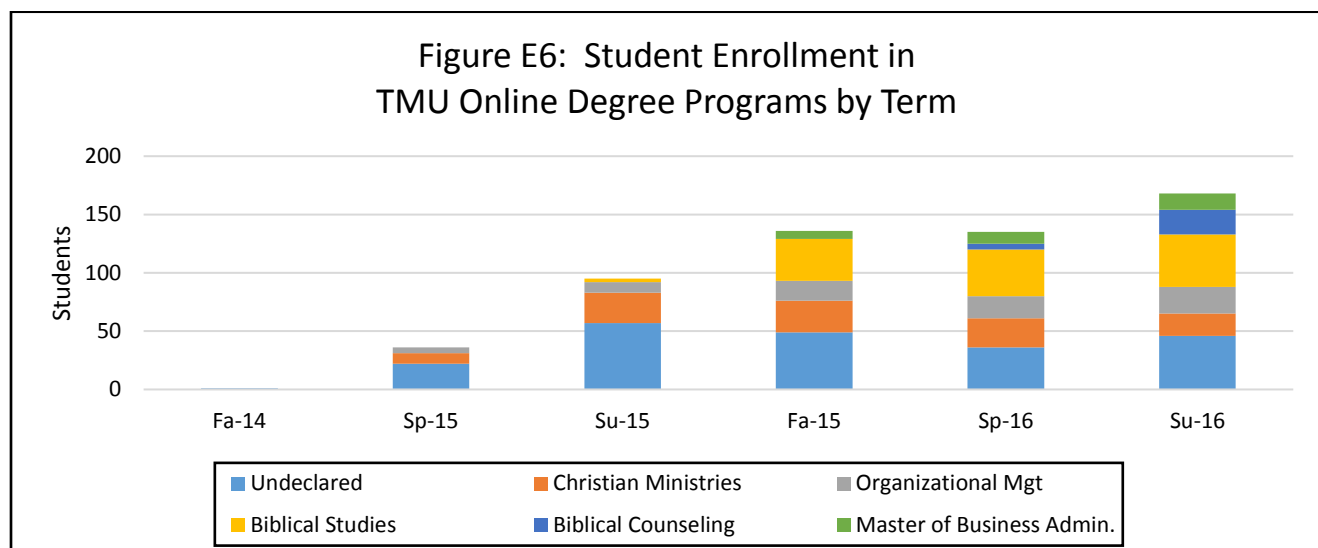
Figures E3 and E4 summarize the number of each type of student enrolled in online courses by semester.

<b>Figure E3: Students Enrolled in TMU Online Courses for Credit</b>						
<b>Semester</b>	<b>Student Group</b>					<b>Total</b>
	<b>General Enrollments</b>	<b>Degree Completion</b>	<b>HS Dual Enrollment</b>	<b>Traditional Programs</b>	<b>Online Programs</b>	
Fa-07	6	2	4		0	12
Fa-08	13	4	0	33	0	50
Fa-09	27	8	0	25	0	60
Fa-10	25	29	1	24	0	79
Fa-11	33	63	18	33	0	147
Fa-12	31	58	31	65	0	185
Fa-13	56	46	57	96	0	255
Fa-14	78	55	57	64	1	255
Fa-15	34	31	86	88	136	375
Sp-08	11	0	0	6	0	17
Sp-09	9	2	0	23	0	34
Sp-10	9	19	0	24	0	52
Sp-11	15	37	0	42	0	94
Sp-12	24	71	13	76	0	184
Sp-13	35	63	19	104	0	221
Sp-14	40	51	34	119	0	244
Sp-15	48	47	38	132	39	304
Sp-16	45	31	84	129	135	424
Su-08	4	3	0	36	0	43
Su-09	13	4	0	27	0	44
Su-10	14	25	0	33	0	72
Su-11	20	19	4	59	0	102
Su-12	40	64	17	80	0	201
Su-13	41	53	20	83	0	197
Su-14	36	48	41	108	0	233
Su-15	35	31	78	92	95	331
Su-16	46	30	151	100	168	495



TMU received Substantive Change Program approval from its accrediting association (WSCUC) in fall 2014 to begin offering complete online BA degree programs (Organizational Management and Christian Ministries). These programs were launched in Spring 2015. Bachelor's degree programs in Biblical Studies and Biblical Counseling were subsequently approved and launched along with the MA in Biblical Studies and MBA programs. Figures E5 and E6 summarize the student enrollment in each of these online degree programs each semester.

<b>Figure E5: TMU Online Major/Degree Program Student Enrollment by Term</b>							
<b>Semester</b>	<b>Undeclared</b>	<b>Christian Ministries</b>	<b>Organizational Mgt</b>	<b>Biblical Studies</b>	<b>Biblical Counseling</b>	<b>Master of Business Admin.</b>	<b>Total</b>
Fa-14	1						<b>1</b>
Sp-15	22	9	5				<b>36</b>
Su-15	57	26	9	3			<b>95</b>
Fa-15	49	27	17	36		7	<b>136</b>
Sp-16	36	25	19	40	5	10	<b>135</b>
Su-16	46	19	23	45	21	14	<b>168</b>



Figures E7, E8, and E9 present a snapshot of the 168 TMU Online degree program students enrolled during the July to October 2016 timeframe (Summer 2016 semester). Figure E7 summarizes student enrollment by gender and major, while E8 presents the online major student ethnic distribution, and E9 shows the student age distribution.

<b>Figure E7: TMU Online Degree Program Student Enrollment by Gender</b>							
	<b>Un-declared</b>	<b>Christian Ministries</b>	<b>Organizational Mgt</b>	<b>Biblical Studies</b>	<b>Biblical Counseling</b>	<b>MBA</b>	<b>Total</b>
Female	24	3	11	4	13		<b>55</b>
Male	22	16	12	41	8	<b>14</b>	<b>113</b>
<b>Total</b>	<b>46</b>	<b>19</b>	<b>23</b>	<b>45</b>	<b>21</b>	<b>14</b>	<b>168</b>



As can be seen in Figure E7, TMU's online degree programs seem to attract a much higher percentage of men than women. The ethnic distribution of online students is roughly similar to that of TMU's traditional programs. TMU Online has been purposefully marketed to individuals who are at least 23 years of age to minimize competition with TMU's residential undergraduate programs. As a result, 63% of TMU's online degree program students are older than the University's typical traditional program student.

<b>Figure E8: TMU Online Degree Program Student Enrollment by Ethnicity</b>							
	<b>Un-declared</b>	<b>Christian Ministries</b>	<b>Organizational Mgt</b>	<b>Biblical Studies</b>	<b>Biblical Counseling</b>	<b>MBA</b>	<b>Total</b>
White	26	13	17	36	14	9	115
Black or African American		1	1				2
Amer. Indian / Alaska Nat.							
Asian	1	1	1	2			5
Hispanic / Latino - Any Race	2	3	2	1	1	3	12
Non-Resident Alien							
Natv. Hawaiian / Pac. IsIndr.							
Two or More Races	1	1	1	1	4	2	10
Race / Ethnicity Unknown	16		1	5	2		24
<b>Total</b>	<b>46</b>	<b>19</b>	<b>23</b>	<b>45</b>	<b>21</b>	<b>14</b>	<b>168</b>

<b>Figure E9: TMU Online Degree Program Student Enrollment by Age</b>								
<b>Age Range</b>	<b># Students</b>	<b>% total</b>	<b>Age Range</b>	<b># Students</b>	<b>% total</b>	<b>Age Range</b>	<b># Students</b>	<b>% total</b>
<18	3	1.8%	25--29	27	16.1%	45--49	7	4.2%
18--20	42	25.0%	30--34	17	10.1%	50--54	10	6.0%
21--22	17	10.1%	35--39	10	6.0%	55--59	7	4.2%
23--24	16	9.5%	40--44	11	6.5%	60--65	1	0.6%

## F. TMU Advanced Start Academic Programs

A number of years ago TMU began the Advanced Start Academic Program (ASAP) which allows 11<sup>th</sup> and 12<sup>th</sup> grade students to enroll in a limited number of on-campus courses to earn dual high school and college credit. More recently, ASAP has expanded to offer selected college-level general education courses on campus in classes that are composed entirely of high school students. In addition, TMU's Online department has developed partnerships with Santa Clarita Christian School and Desert Christian School to offer online courses to groups of the 11<sup>th</sup> and 12<sup>th</sup> grade students.

During Fall 2016 semester, there were 68 high school students enrolled in ASAP coursework. Figure F1 (next page) summarizes in this program by gender, location/format, ethnicity, and age. As can be seen in this figure, the ASAP enrollment was heavily weighted toward females. The largest group of ASAP students came from Desert Christian High School. It is somewhat difficult to determine the mix of ethnic minorities in this program since there was such a large proportion of the students who did not declare their ethnicity as part of the application process. As would be expected, the age distribution of the ASAP student was reflective of what would be typical of 11<sup>th</sup> and 12<sup>th</sup> grade high school students.

<b>Figure F1: Advanced Start Academic Programs (ASAP) Enrollment Summary</b>						
<b>A. ASAP Enrollment by Gender</b>						
	Num.	Pct.		Num.	Pct.	Total
<b>Female</b>	43	63%	<b>Male</b>	25	37%	<b>68</b>
<b>B. ASAP Enrollment by Location/Format</b>						
On-campus in TMU classes	2		Desert Christian HS in TMU Online Courses			43
On-TMU campus in separate classes	14		Santa Clarita Christian HS in TMU Online Courses			9
<b>C. ASAP Enrollment by Ethnicity</b>						
	Num.	Pct.		Num.	Pct.	
White	37	54%	Two or More Races	3	4%	
Asian	7	10%	Race / Ethnicity Unknown	20	29%	
Pac. Islndr.	1	1%	<b>Total ASAP Students:</b>		<b>68</b>	
<b>D. ASAP Enrollment by Age</b>						
	Num.	Pct.		Num.	Pct.	
15	1	1%	18	3	4%	
16	31	46%	19	1	1%	
17	32	47%	<b>Total ASAP Students:</b>		<b>68</b>	

## G. The Master's Seminary Programs

The Master's Seminary (TMS) offers six programs including a Diploma in Theology (Dip.Th.) and the Bachelor of Theology (B.Th.) at the undergraduate level; a Masters of Divinity (M.Div.) and Masters of Theology (Th.M.) at the master's degree level; and the Doctor of Philosophy (Ph.D.) and Doctor of Ministry (D.Min.) at the doctoral degree level. As noted in Section A, TMS has continued to experience significant growth in the 2016-17 academic year. Much of this growth can be attributed to the addition of opportunity to take M.Div. courses in an online format, and growth of the D.Min. program. Figure G1 presents enrollment headcounts by program, and student type, while Figure G2 shows the student distribution by site/population.

<b>Figure G1: TMS Programs Enrollment by Type</b>							
<b>Student Type</b>	<b>Undergraduate</b>		<b>Masters Degree</b>		<b>Doctoral Degree</b>		<b>Total</b>
	<b>Dip.Th.</b>	<b>B.Th.</b>	<b>M.Div.</b>	<b>Th.M.</b>	<b>Ph.D.</b>	<b>D.Min.</b>	
First-Semester Student:	9	13	80			16	<b>118</b>
Readmit:*	1		7	3	1	5	<b>17</b>
Continuing:	12	29	206	25	3	51	<b>326</b>
<b>Total:</b>	<b>22</b>	<b>42</b>	<b>293</b>	<b>28</b>	<b>4</b>	<b>72</b>	<b>461</b>
*Includes students moving from one TMS program to another, e.g. M.Div. to Th.M.							

<b>Figure G2: TMS Programs Enrollment by Campus/Population</b>							
<b>Site/Population</b>	<b>Undergraduate</b>		<b>Masters Degree</b>		<b>Doctoral Degree</b>		<b>Total</b>
	<b>Dip.Th.</b>	<b>B.Th.</b>	<b>M.Div.</b>	<b>Th.M.</b>	<b>Ph.D.</b>	<b>D.Min.</b>	
Sun Valley	15	35	209	28	4	72	<b>363</b>
Washington D.C.	2		5				<b>7</b>
Montana			7				<b>7</b>
Texas			5				<b>5</b>
Spanish Language			12				<b>12</b>
Online	5	7	55				<b>67</b>
<b>Total:</b>	<b>22</b>	<b>42</b>	<b>293</b>	<b>28</b>	<b>4</b>	<b>72</b>	<b>461</b>

Figure G3 presents TMS enrollment by ethnicity. The number of Hispanic students has continued to increase with the availability of coursework in the Spanish language (17 in 2014; 27 in 2015; & 42 in 2016). In addition, the number of international students has also continued to grow significantly with that group increasing from 38 international students in 2014 to 61 in 2015, and 79 in 2016.

Figure G3: TMS Programs Enrollment by Ethnicity							
Ethnicity	Undergraduate		Masters Degree		Doctoral Degree		Total
	Dip.Th.	B.Th.	M.Div.	Th.M.	Ph.D.	D.Min.	
Number of Students							
White	10	24	161	17	3	51	266
Black or African American	1	2	13	2		2	20
Amer. Indian / Alaska Nat.			1				1
Asian	4	4	32		1	3	44
Hispanic / Latino - Any Race	7	6	24	1		4	42
Non-Resident Alien		6	53	8		12	79
Natv. Hawaiian / Pac. Islndr.			3				3
Two or More Races			6				6
Race / Ethnicity Unknown							0
Total Number of Students	22	42	293	28	4	72	461
Percent of Students							
White	45%	57%	55%	61%	75%	71%	57.7%
Black or African American	5%	4.8%	4.4%	7%	0%	2.8%	4.3%
Amer. Indian / Alaska Nat.	0%	0%	0.3%	0.0%	0%	0%	0.2%
Asian	18%	10%	11%	0.0%	25%	4.2%	9.5%
Hispanic / Latino - Any Race	31.8%	14%	8.2%	3.6%	0%	5.6%	9.1%
Non-Resident Alien	0%	14%	18%	29%	0%	16.7%	17.1%
Natv. Hawaiian / Pac. Islndr.	0%	0%	1.0%	0%	0%	0%	0.7%
Two or More Races	0%	0%	2.0%	0.0%	0%	0%	1.3%
Race / Ethnicity Unknown	0%	0%	0.0%	0%	0%	0.0%	0.0%

Figure G4 (next page) shows TMS enrollment by age. As a percentage of total enrollment, TMS continued to experience a decrease in students age 25-30 (39% in 2014; 31% in 2015; & 30% in 2016), while the percent of students ages 18-24 has increased to 12% of the total enrollment. The age 35-39 group as also continued to increase (11% in 2014; 16% in 2015; & 17% in 2016).

<b>Figure G4: TMS Programs Enrollment by Age</b>							
	<b>Undergraduate</b>		<b>Masters Degree</b>		<b>Doctoral Degree</b>		<b>Total</b>
	<b>Dip.Th.</b>	<b>B.Th.</b>	<b>M.Div.</b>	<b>Th.M.</b>	<b>Ph.D.</b>	<b>D.Min.</b>	
18 - 24		5	50				<b>55</b>
25 - 26		3	25	3			<b>31</b>
27 - 28		6	37	3	1	1	<b>48</b>
29 - 30		4	47	3	1	3	<b>58</b>
31 - 32	5	3	12	6		5	<b>31</b>
33 - 34	1	3	29	1		5	<b>39</b>
35 - 39	7	5	47	7	1	12	<b>79</b>
40 - 44	4	5	14	3		8	<b>34</b>
45 - 49	1	2	14	1	1	20	<b>39</b>
50 - 54	1	3	8	1		8	<b>21</b>
55 - 59		2	5			4	<b>11</b>
60 - 64	2	1	4			2	<b>9</b>
65 and above	1		1			4	<b>6</b>
<b>Average Age:</b>	<b>40.9</b>	<b>35.1</b>	<b>32.5</b>	<b>34.1</b>	<b>38.8</b>	<b>44.5</b>	<b>35.1</b>

Figure G5 summarizes the distribution of enrolled students in each program based on their fall semester unit load. As is the case at most institutions offering graduate degrees, the minimum units to be considered full-time is different from one program and degree level to the next. At TMS a student must take at least 11.5 semester units of course work to be considered full-time in either the Dip.Th. or the M.Div. program (12 units in the B.Th. program). TMS Th.M. and Ph.D./Th.D. students must take at least 4 units per semester to be considered full-time. TMS D.Min. students must complete 8 units during the fall semester to be classified as full-time.

<b>Figure G5: TMS Programs Enrollment by Unit Load</b>							
<b>Number of Units</b>	<b>Undergraduate</b>		<b>Masters Degree</b>		<b>Doctoral Degree</b>		<b>Total</b>
	<b>Dip.Th.</b>	<b>B.Th.</b>	<b>M.Div.</b>	<b>Th.M.</b>	<b>Ph.D.</b>	<b>D.Min.</b>	
0 units (Continuing Reg.)		1	1				<b>2</b>
0.5 - 3.5	8	5	52	8	2		<b>75</b>
4.0 - 7.5	11	12	63	17	1	9	<b>113</b>
8.0 - 11.0		1	33	2	1	63	<b>100</b>
11.5	2	6	27				<b>35</b>
12.0 - 15.0	1	16	99	1			<b>117</b>
15.5 & above		1	18				<b>19</b>
<b>Totals:</b>	<b>22</b>	<b>42</b>	<b>293</b>	<b>28</b>	<b>4</b>	<b>72</b>	<b>461</b>
<b>Part-time vs. Full-time TMS Graduate Program Student Enrollment</b>							
Part-Time Students	19	25	149	8	2	9	<b>212</b>
Full-Time Students	3	17	144	20	2	63	<b>249</b>

Figure G6 (next page) presents the calculation of full-time equivalent students (instructional activity in each program based on standardized thresholds of 15 units/semester at the undergraduate level and 12 units/semester at the graduate level). A lower figure for FTE vs. actual indicates a higher proportion of students taking fewer units than those thresholds for a given program. This percentage is down slightly from the 71% figure in 2015.

<b>Figure G6: TMS Programs Full-Time Equivalent (FTE) Students</b>							
	<b>Undergraduate</b>		<b>Masters Degree</b>		<b>Doctoral Degree</b>		<b>Totals</b>
	<b>Dip.Th.</b>	<b>B.Th.</b>	<b>M.Div.</b>	<b>Th.M.</b>	<b>Ph.D.</b>	<b>D.Min.</b>	
Total number of units taken in the <b>Fall 2016</b> Semester	122.5	391.5	2,708.5	126	16	600.5	<b>3,965.0</b>
Instructional Workload FTE (i.e. number of units divided by 15 for undergrad, 12 for grad)	8.2	26.1	225.7	10.5	1.3	50.0	<b>321.9</b>
Number of actual TMS program for-credit students enrolled:	22	42	293	28	4	72	<b>461</b>
Percent of FTE students v. Actual students:	37%	62%	77%	38%	33%	70%	<b>70%</b>

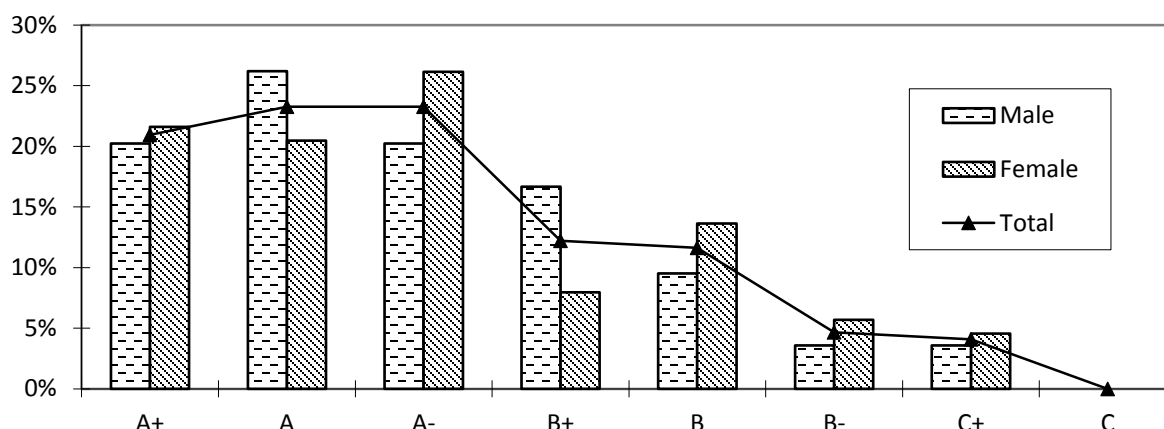
## H. TMU Fall 2016 Student Recruitment Summary

The purpose of this section is to summarize some of the key academic preparation indicators of the 173 new traditional undergraduate program (TRAD) First Time Freshman (FTF) students who entered the program beginning in the Fall 2016 semester. All summaries in this section are based on the academic preparation data that was provided on the application or high school transcript of each new student. In this situation, not all data is available for all students.

Figures H1 and H2 present a table and chart summarizing the high school (HS) GPAs of all new FTF students. As can be seen in Figure H3 (next page), the 3.65 average high school GPA for the FTF cohort is slightly down from last year's all-time high of 3.71. However, it still represents a very high average HS GPA for incoming TMU FTF students.

<b>Figure H1: Distribution of High School GPAs - Fall 2016 First Time Freshmen</b>							
		<b>Male</b>		<b>Female</b>		<b>Total</b>	
		<b>Number</b>	<b>% total</b>	<b>Number</b>	<b>% total</b>	<b>Number</b>	<b>% total</b>
A+	Above 4.0	17	20.2%	19	21.6%	36	20.9%
A	3.85 -- 4.0	22	26.2%	18	20.5%	40	23.3%
A-	3.50 -- 3.84	17	20.2%	23	26.1%	40	23.3%
B+	3.15 -- 3.49	14	16.7%	7	8.0%	21	12.2%
B	2.85 -- 3.14	8	9.5%	12	13.6%	20	11.6%
B-	2.50 -- 2.84	3	3.6%	5	5.7%	8	4.7%
C+	2.15 -- 2.49	3	3.6%	4	4.5%	7	4.1%
C	1.88 -- 2.14	0	0.0%	0	0.0%	0	0.0%
<b># Students Reporting:</b>		<b>84</b>		<b>88</b>		<b>172</b>	
<b>Average GPA:</b>		<b>3.67</b>		<b>3.62</b>		<b>3.65</b>	
<b># Not Reporting HS GPA:</b>		<b>1</b>		<b>0</b>		<b>1</b>	

**Figure H2: Distribution of High School GPAs - Fall 2016 First Time Freshmen**



**Figure H3: Average High School GPAs for New TMU FTF Students**

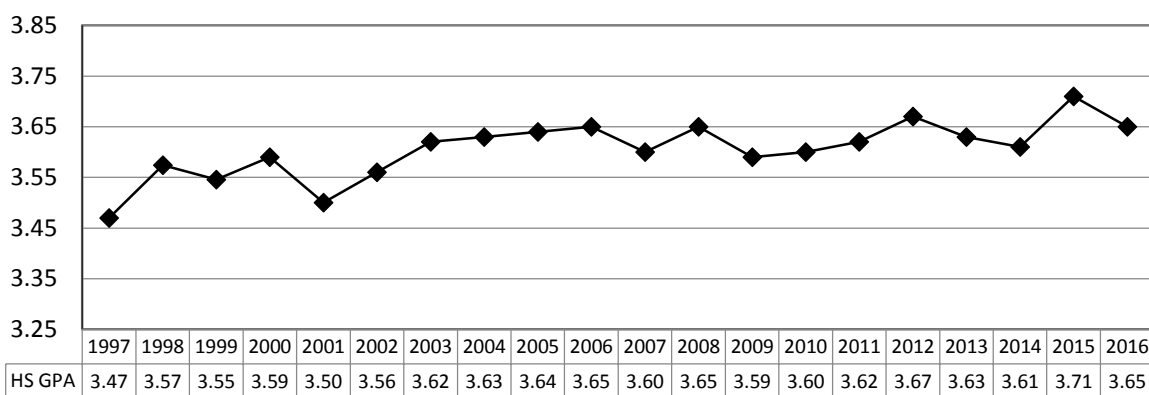


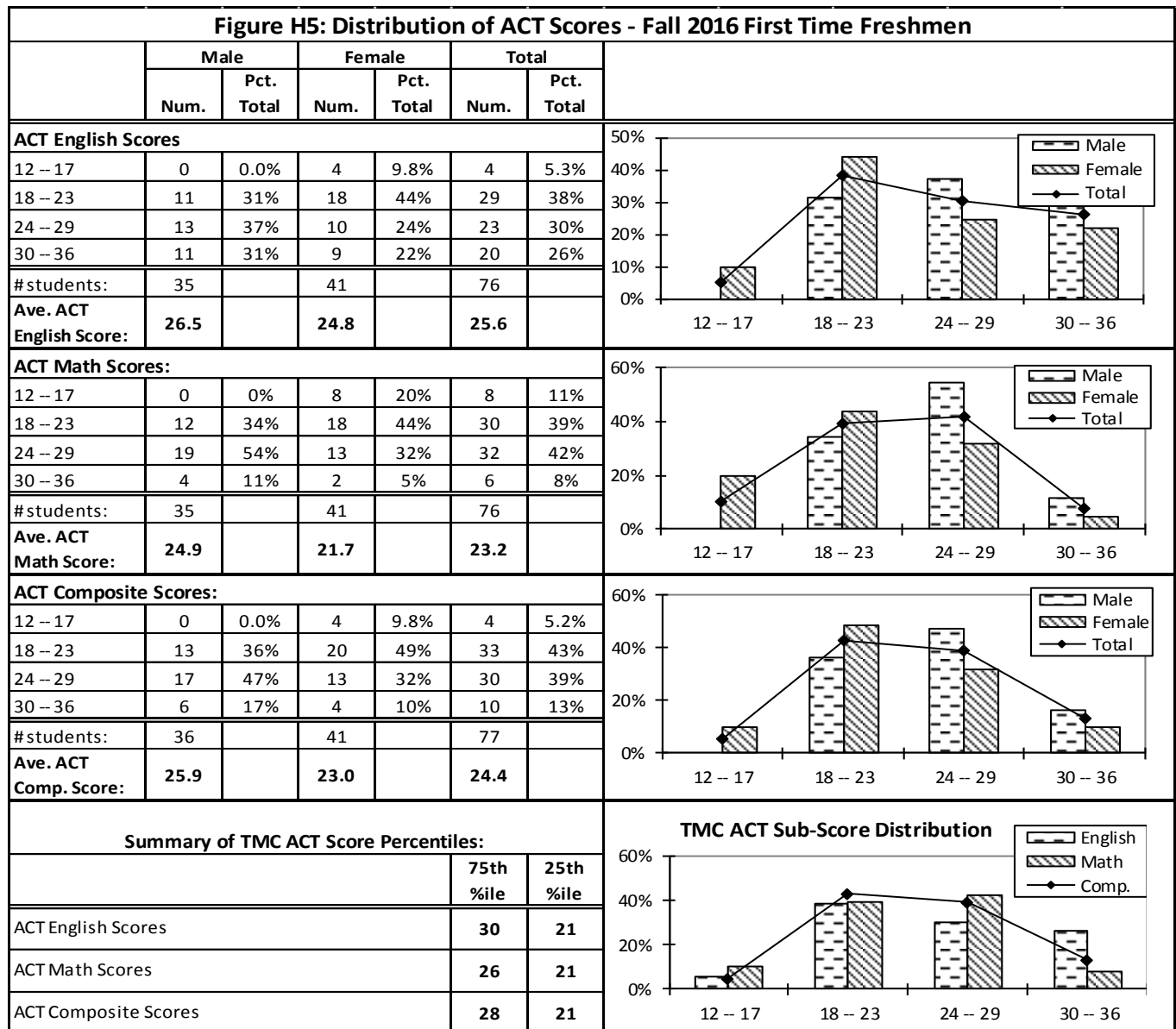
Figure H4 identifies the class rank of new FTF students who graduated from a school setting with at least 10 students in the graduating class. As can be seen from this figure, over one fourth of new TMU students were in the top 10% of their HS graduating class, and almost half of them were in the top 25%.

**Figure H4: High School Class Rank Distribution - Fall 2016 First Time Freshmen**

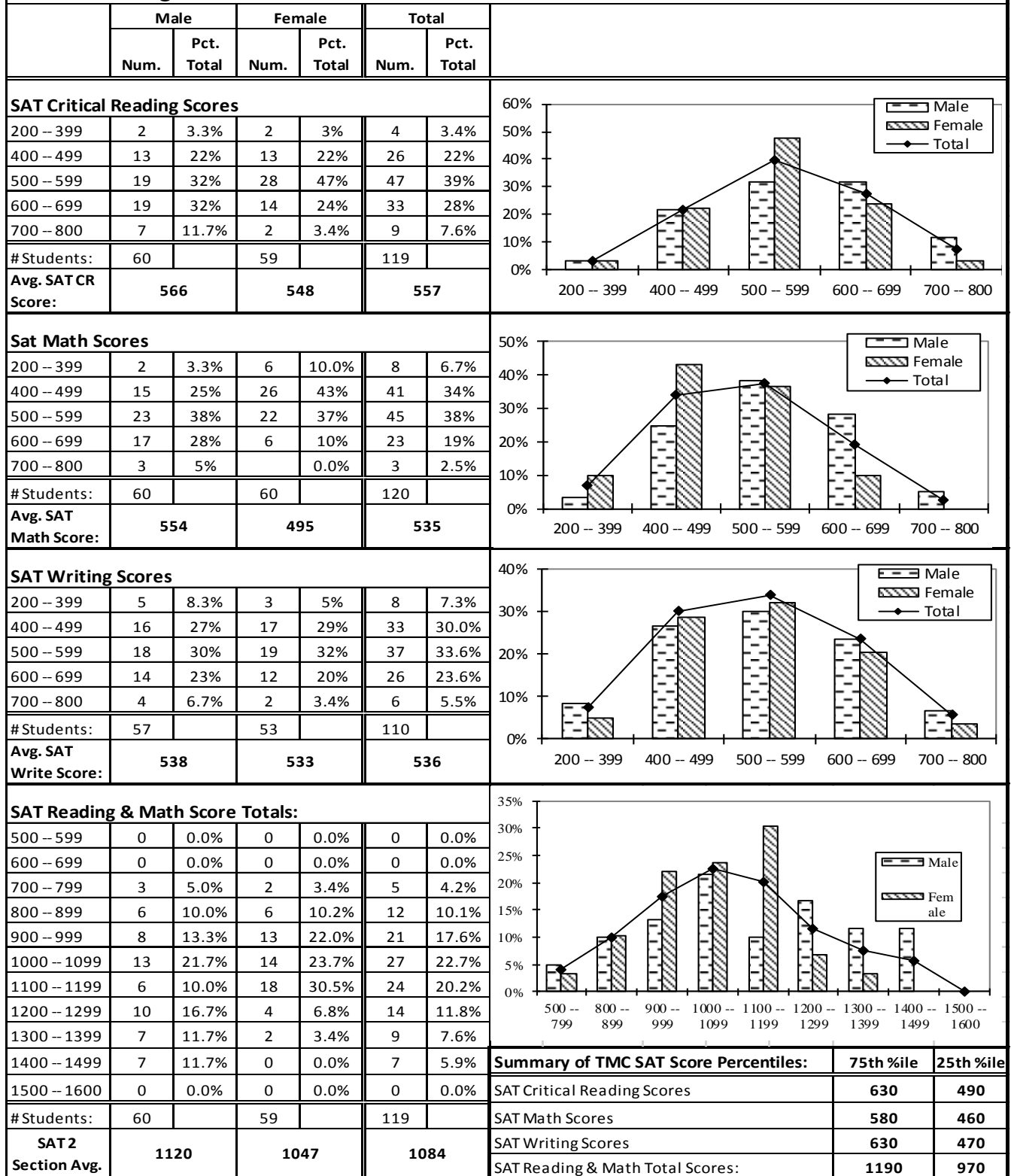
	Num.	Pct.	Cum. Num.	Cum. Pct.
Valedictorian	3	4.9%	3	4.9%
Top 5%	7	11.5%	10	16.4%
6 to 10%	6	9.8%	16	26.2%
11 to 25%	14	23.0%	30	49.2%
26 to 50%	15	24.6%	45	73.8%
51 to 75%	11	18.0%	56	91.8%
Bottom 25%	5	8.2%	61	100.0%
<b>Total</b>	<b>61</b>			

Class rank shown for 61 of 173 First-Time TMC Freshmen who reported a class rank, and who were in a class of 10 students or larger.

Figure H5 presents a summary of the distribution of ACT scores for the new 76 FTF students who submitted ACT scores as part of their entrance requirements. Figure H6 (next page) presents the parallel data for the 119 FTF students who chose to submit SAT scores as part of their entrance requirements. For students who took either exam more than one time, only the highest section scores are used.



**Figure H6: Distribution of SAT Scores - Fall 2016 First Time Freshmen**





Figures H7 and H8 present summaries of new TMU FTF student ACT and SAT data for the past ten years. It is interesting to note that within any given timeframe, the trend lines of the two exams often move in different directions (nor do either of the lines mimic the one in Figure H3).

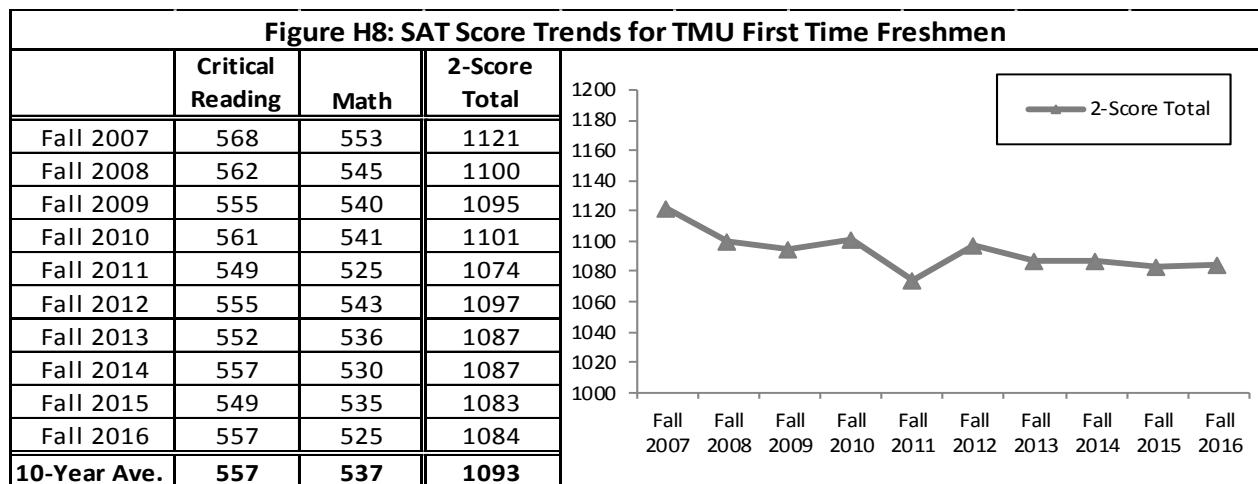
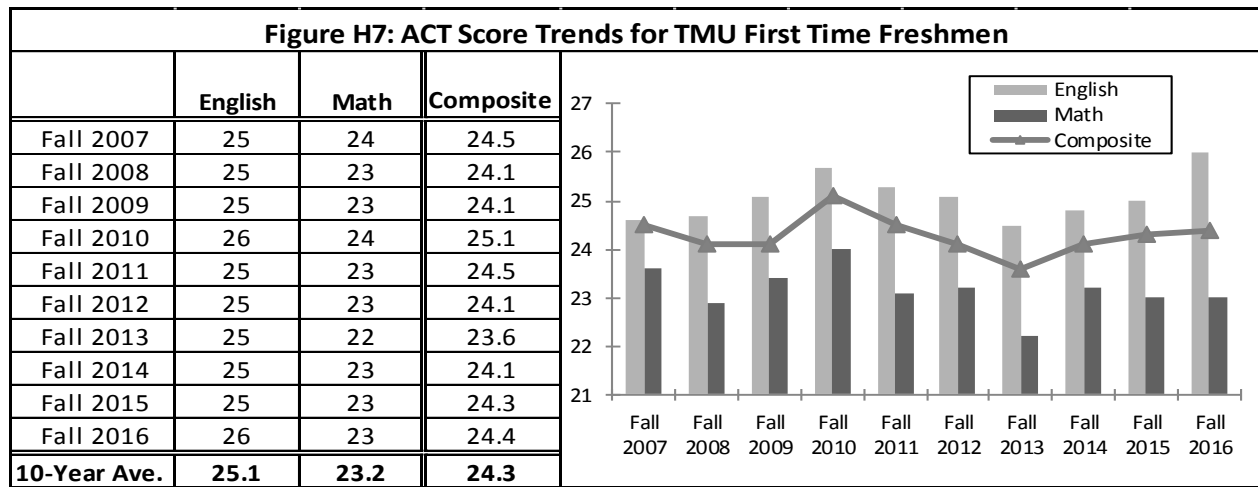


Figure H9 (next page) presents an across-year summary of the number of individuals who went through some or all of the TMU's admission process over the past decade, and the conversion percentages from one recruitment stage to the next. Figure H10 presents a graph summarizing of the number of individuals at each recruitment stage as listed in Figure H9. Figure H11 presents a graph showing the conversion percentages listed in Figure H9.

It may be noted that the difference between the 284 new and returning students reported in Figure H10 and the 272 students reported in Figure B1 is due to the difference in the sampling dates. The Enrollment Department traditionally reports their enrollments statistics in early September while the official IPEDS reporting date is October 15<sup>th</sup> of each year.

It should also be noted that 36 of the 250 Fall 2016 new traditional undergraduate program students had been enrolled in TMU's Advanced Start Academic Program and or TMU Online high school dual-enrollment courses prior to enrolling in the traditional program.

Figure H9: 10-Year TMU New Student Recruitment Conversion Profile											
	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Avg.
<b>Number of Students:</b>											
Inquiries	5,735	10,840	12,012	16,718	16,993	18,189	15,685	13,824	13,741	12,197	13,593
Applicants	630	645	733	1,117	1,319	1,230	914	859	800	737	898
Completed Applications							738	691	644	624	653
Accepts	548	544	607	776	868	801	712	638	598	609	670
Deposit Confirms	342	329	302	356	369	340	343	370	321	327	340
Enrolled	319	311	319	373	371	334	309	326	293	284	324
<b>Conversion Percentages:</b>											
Inquiries to Applicants	11.0%	6.0%	6.1%	6.7%	7.8%	6.8%	5.8%	6.2%	5.8%	6.0%	6.1%
Applicants to Complete							80.7%	80.4%	80.5%	84.7%	81.6%
Applicants to Accepts	87.0%	84.3%	82.8%	69.5%	65.8%	65.1%	77.9%	74.3%	74.8%	82.6%	74.9%
Completes to Accepts							96.5%	92.3%	92.9%	97.6%	94.8%
Accepts to Deposit	62.4%	60.5%	49.8%	45.9%	42.5%	42.4%	48.2%	58.0%	53.7%	53.7%	51.2%
Applicants to Enrolled	50.6%	48.2%	43.5%	33.4%	28.1%	27.2%	33.8%	38.0%	36.6%	38.5%	34.8%
Accepts to Enrolled	58.2%	57.2%	52.6%	48.1%	42.7%	41.7%	43.4%	51.1%	49.0%	46.6%	46.4%

