



2017 Graduating Student Survey Report

2017 Graduating Student Survey Report

Office of Institutional Research and Effectiveness

August 2017



Executive Summary

Overall, findings of the GSS continue to be positive. Of the 439 graduates invited to participate in the survey, 239 responded for a **response rate of 54%**. Upon reflection of their overall experience during their graduate program by respondents, **96% were satisfied with their academic experience** and **91% agreed that if they could do it all over again, they would still come to DTS**.

Five recommendations for improvement based on the data are:

- 1) *Improve satisfaction with the Internship office and Spiritual Formation offices.* With dissatisfaction remaining over 10% for the Internship for the second year in a row and over 10% for the sixth year in a row for the Spiritual Formation Groups, the Seminary should investigate the reasons for the higher dissatisfaction and seek to make improvements.
- 2) *Improve awareness of Relocation Services.* With 2017 results mirroring 2016 results 41% of respondents remain unaware that DTS offers Relocation Services revealing a continued need for improvement.
- 3) *Improve perception of Relocation Services, Married Student Housing at Dallas (Swiss Tower), and the Housing office.* With Married Student Housing results revealing an 11 point drop in satisfaction, Relocation Services continuing with 50% satisfaction, and the Housing Office remaining with over 10% dissatisfaction for the second year in a row, the Seminary should investigate the reason for the lower results with the Housing and Relocation office and its services.
- 4) *Improve perception of the PhD office.* With a satisfaction level of 54% the Seminary should review the office to ensure they meet the needs of students.
- 5) *Improve student perception of their Communication competency in electronic media.* With only 70% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should continue be reviewed to identify where it is addressed and seek improvements.

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2017 Graduating Student Survey Report

Introduction

The Graduating Student Survey (GSS) continues to be one of the largest assessments conducted by the Office of Institutional Research and Effectiveness at Dallas Theological Seminary. Since DTS graduates help fulfill our mission of building godly servant leaders for the proclamation of the word and the building up of the body of Christ worldwide, we cherish their input, seeking to learn from it. Every graduating student is asked to complete this survey. Both student learning outcomes as well as satisfaction with programs, departments, and services are surveyed.

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

Procedure of Survey

The survey was administered online. Graduates were invited to participate through e-mails with links to the survey. The survey asks the graduating student to evaluate over thirty Seminary departments and services (from "very dissatisfied" to "very satisfied," and includes the options "unaware of" and "aware of but had no experience with"), to assess the accomplishment of the Seminary's goals in his or her life ("strongly disagree" to "strongly agree"), and to indicate achievement of both Student Learning Outcomes specific to their degrees and DTS Core Competencies. Several open-ended questions ask the student to pinpoint particular high points and areas needing improvement. Other questions gathered general demographic data and the respondents' near and long-term career and education plans.

Of the 439 students invited to participate in the survey, 239 responded for a **response rate of 54%**. In this report, survey results focus on agreement or satisfaction percentages rather than offering a full reporting of all data. Additional breakdowns or specific cross referent information is available through the Office of Institutional Research and Effectiveness. A specimen of the

survey instrument is also available through the Office of Institutional Research and Effectiveness.

Demographics

The survey sample (239) reflected the population (439). The only difference of more than 4% was that there were 7% more graduates 41 or older (46%) than in the population (39%). The full comparison is found on page 36.

Survey Results and Analysis

Overall Experience

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

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



Respondents reported their overall experiences while at DTS as positive. Results were in line with the previous 7 year average with one exception.

For the statement “If I had to do it over, I would still come here” the previous 7 year average agreement percentage was 83%. This year’s result of 91% is an increase of 8 percentage points. The highest agreement percentage for this statement during that time was 89% (2014 and 2017).

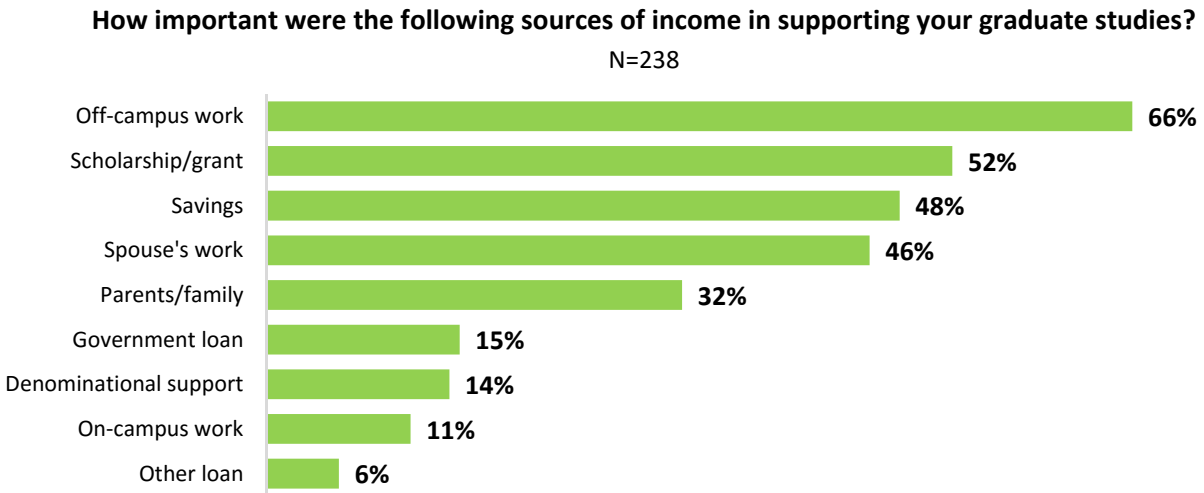
Breaking the data down between respondents’ demographics few variances are seen between the sexes, marital status, and ethnicity. Only one statements held subset scores that were statistically significant.

For the statement “I have been able to manage financially” married respondents responded with 84% agreement, while with single respondents 71% agreed.

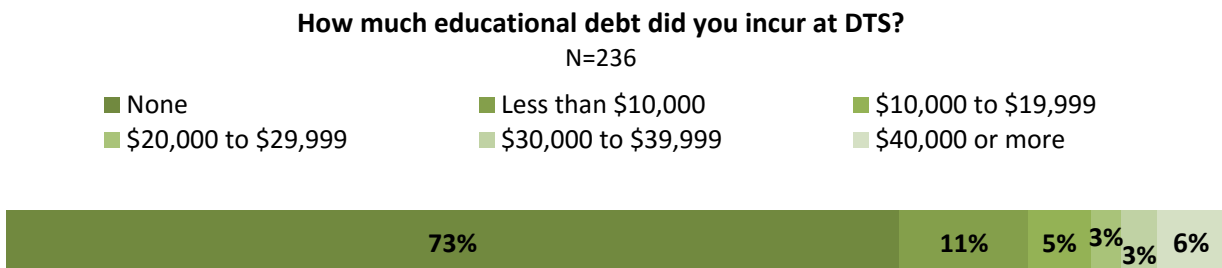
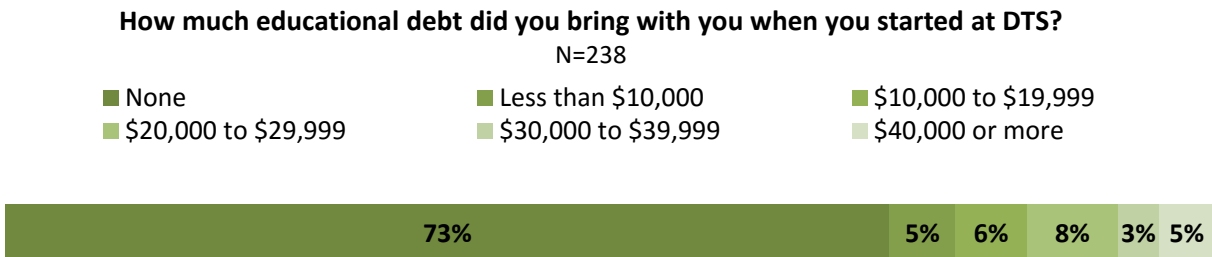
Financial Items

Graduates were asked to respond from “Very important” to “Of no importance” for various sources of income that supported their graduate studies.

Results are shown in the below chart in descending order of importance percent agreement (“Very important” and “Important” responses).

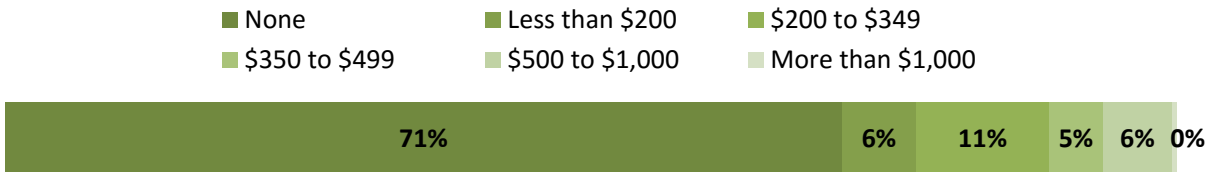


The GSS asked graduates concerning their educational debt. Graduates are asked the amount brought with them to DTS, the amount incurred at DTS, and what their monthly educational debt payments will be.



How much will your monthly educational debt payments be after graduation?

N=238

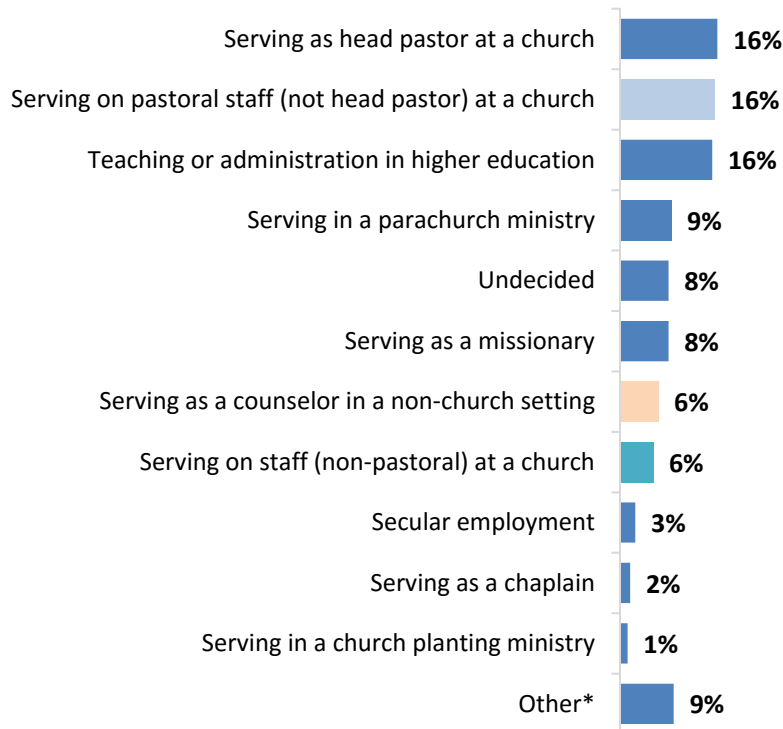


Post-Graduation Plans

Graduates were asked concerning both their 2 year and 10 year post-graduation plans. Follow-up questions asked for specifics concerning plans to serve on pastoral staff as a non-head pastor, plans to serve on church staff (non-pastoral), settings in which they planned to serve as a counselor, as well as specifics concerning further educational plans. The following graphs show their responses by percentages. *Note that color in variance corresponds to the additional graphs which follow showing the responses to follow up questions to their response.* Following the graphs is a table with the breakdown by degrees.

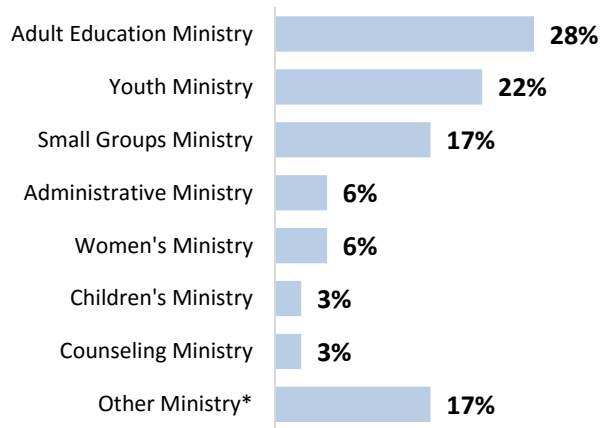
What do you hope you will be doing 10 years from now?

N=231

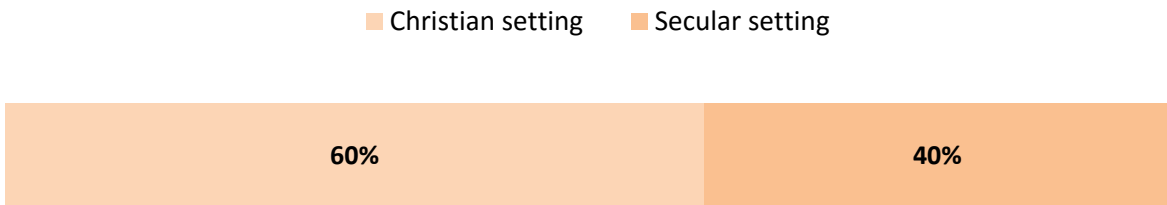


*See page 38 for list of “Other” write in responses.

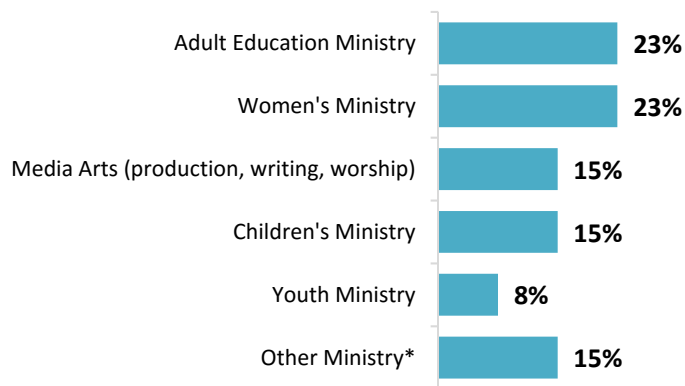
Serving on pastoral staff (not head pastor) at a church in:
n=36



Serving as a counselor (non-church setting) in:
n=15



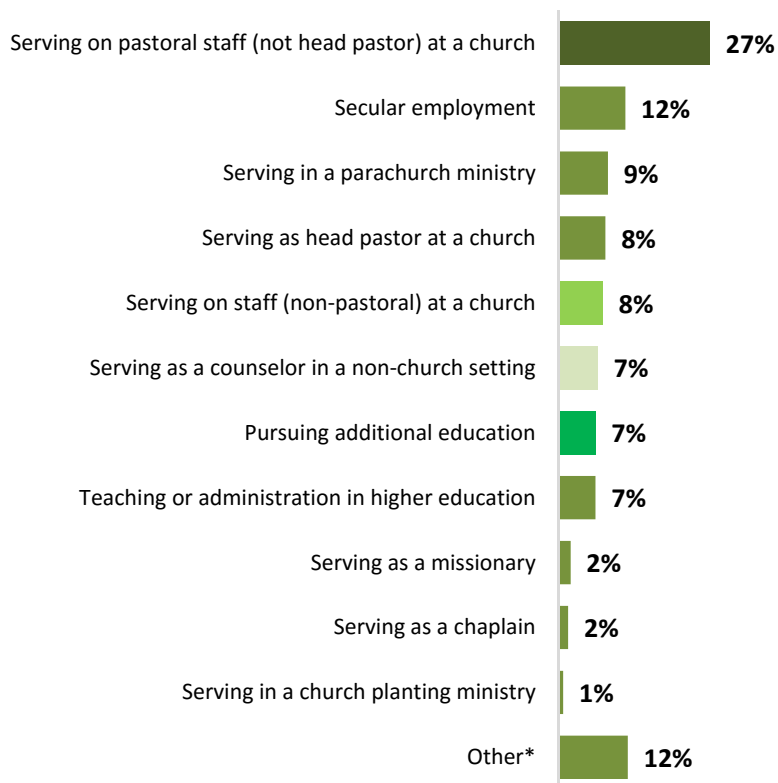
Serving on staff (non-pastoral) at a church in:
n=13



*See page 38 for list of "Other Ministry" write in responses.

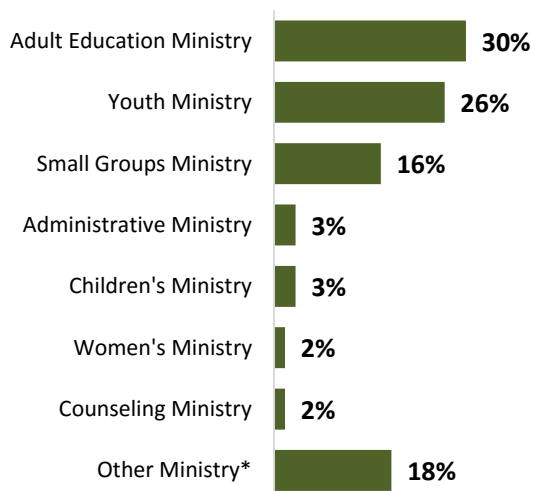
What are you most likely to be doing in the next two years?

N=230



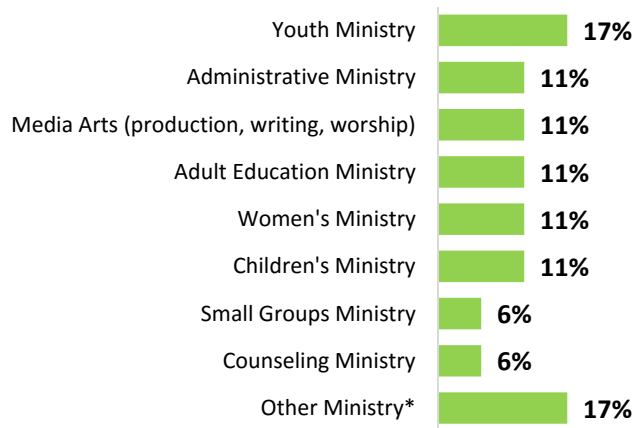
Serving on pastoral staff (not head pastor) at a church in:

n=61

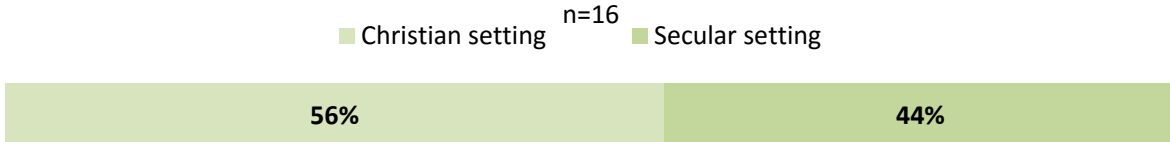


*See page 39 for list of "Other Ministry" and "Other" write in responses.

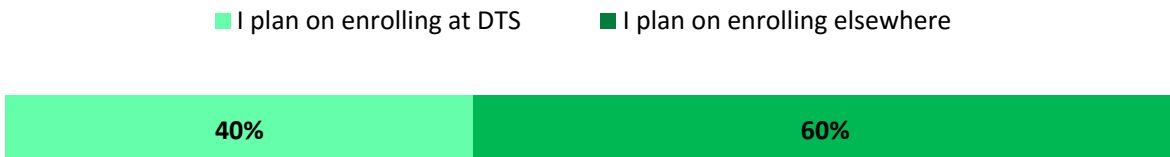
Serving on staff (non-pastoral) at a church in:
n=18



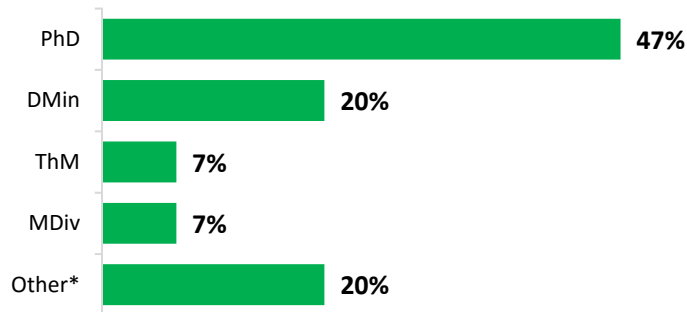
Serving as a counselor (non-church setting) in:
n=16



In pursuing additional education, where do you plan to enroll?
n=15



What degree do you plan to pursue?
n=15



*See page 39 for list of "Other Ministry" and "Other" degree write in responses.

10 year plans														
	ThM	MABS	MACL	MABC	MACE	MACM	MAMW	DMin	DEdMin	PhD	CGS or CBTS	STM	MBTS	All
Serving as head pastor at a church	17	3	7	0	0	0	0	6	0	2	1	0	2	38
Serving on pastoral staff (not head pastor) at a church	13	4	5	0	13	0	1	0	0	0	0	0	1	37
Serving on staff (non-pastoral) at a church	1	2	1	0	5	0	1	0	0	0	0	0	3	13
Serving as a counselor in a non-church setting	0	2	0	13	0	0	0	0	0	0	0	0	0	15
Serving as a chaplain	0	1	1	1	0	0	0	0	0	0	0	0	1	4
Serving in a church planting ministry	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Serving as a missionary	7	1	2	0	0	6	0	0	0	0	2	0	1	19
Serving in a parachurch ministry	2	3	4	0	3	1	0	3	0	0	1	0	3	20
Teaching or administration in higher education	10	6	1	0	5	0	0	5	3	3	0	2	1	36
Secular employment	0	2	1	1	0	0	0	0	0	0	0	0	2	6
Undecided	2	4	0	3	3	1	2	0	0	0	1	0	3	19
Other	3	4	2	0	1	1	1	2	0	1	2	0	4	21
Total	57	33	24	18	30	9	5	16	3	6	7	2	21	231

2 year plans														
	ThM	MABS	MACL	MABC	MACE	MACM	MAMW	DMin	DEdMin	PhD	CGS or CBTS	STM	MBTS	All
Serving as head pastor at a church	6	2	1	0	0	0	0	6	0	2	0	1	1	19
Serving on pastoral staff (not head pastor) at a church	26	8	11	0	11	0	0	1	0	0	1	1	2	61
Serving on staff (non-pastoral) at a church	4	1	1	1	7	0	2	0	0	0	1	0	1	18
Serving as a counselor in a non-church setting	0	1	0	14	0	0	0	0	0	0	0	0	1	16
Serving as a chaplain	1	0	1	1	0	0	0	1	0	0	0	0	0	4
Serving in a church planting ministry	1	0	0	0	0	0	0	1	0	0	0	0	0	2
Serving as a missionary	2	1	1	0	0	1	0	0	0	0	0	0	0	5
Serving in a parachurch ministry	3	2	4	0	4	1	0	2	1	0	0	0	3	20
Teaching or administration in higher education	3	2	0	0	1	0	0	3	2	3	0	0	1	15
Pursuing additional education	6	3	1	0	3	0	0	0	0	0	2	0	0	15
Secular employment	2	7	1	2	2	3	0	0	0	0	1	0	9	27
Other	2	6	3	0	2	4	3	2	0	1	2	0	3	28
Total	56	33	24	18	30	9	5	16	3	6	7	2	21	230

Departments and Services

Graduates were asked to express the level of satisfaction with seminary departments and services on a five point Likert scale from “Very dissatisfied” to “Very satisfied.” Additionally they could indicate that they were “Aware of but had no experience with” or “Unaware of.”

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

Dept. or Service	Respondents	
Advisor to African American Students	Black graduates only	N=12
Advisor to Women Students	Female graduates only	N=59
Your extension library	Extension graduates only	N=34

For some other departments which have primary service to one subpopulation and still serve any students, all respondents were included.¹ Results are shown in the following charts in descending order of satisfaction percent (“satisfied” and “very satisfied responses”) and dissatisfaction percentage (“dissatisfied” and “very dissatisfied”). Reporting is limited to responses that included a rating (no “Unaware of,” or “Aware of but had no experience with”), thus limiting satisfaction and dissatisfaction percentages to respondents who affirm they have had interaction with the department or service. A table showing full results follows the graphs. Following the graphs and table, the awareness results are shown (those that marked “Unaware of” vs all other responses).

Overall respondents’ satisfaction ratings were positive with 90% (37 of 41) departments and services rated over 70% satisfaction, and 65% (26 of 41) rated over 80%. The top 9 received a satisfaction rating of 90% or more: **DTS Book Center** (95%), **Turpin Library facilities and services** (93%), **Admissions Office** (93%) **Classroom conditions** (92%), **Student Computer Lab on your campus** (92%), **Media Center (Mosher basement)** (91%), **Registration procedures** (91%), **Campus Police at your campus** (90%), and **Copy Center on your campus** (90%).

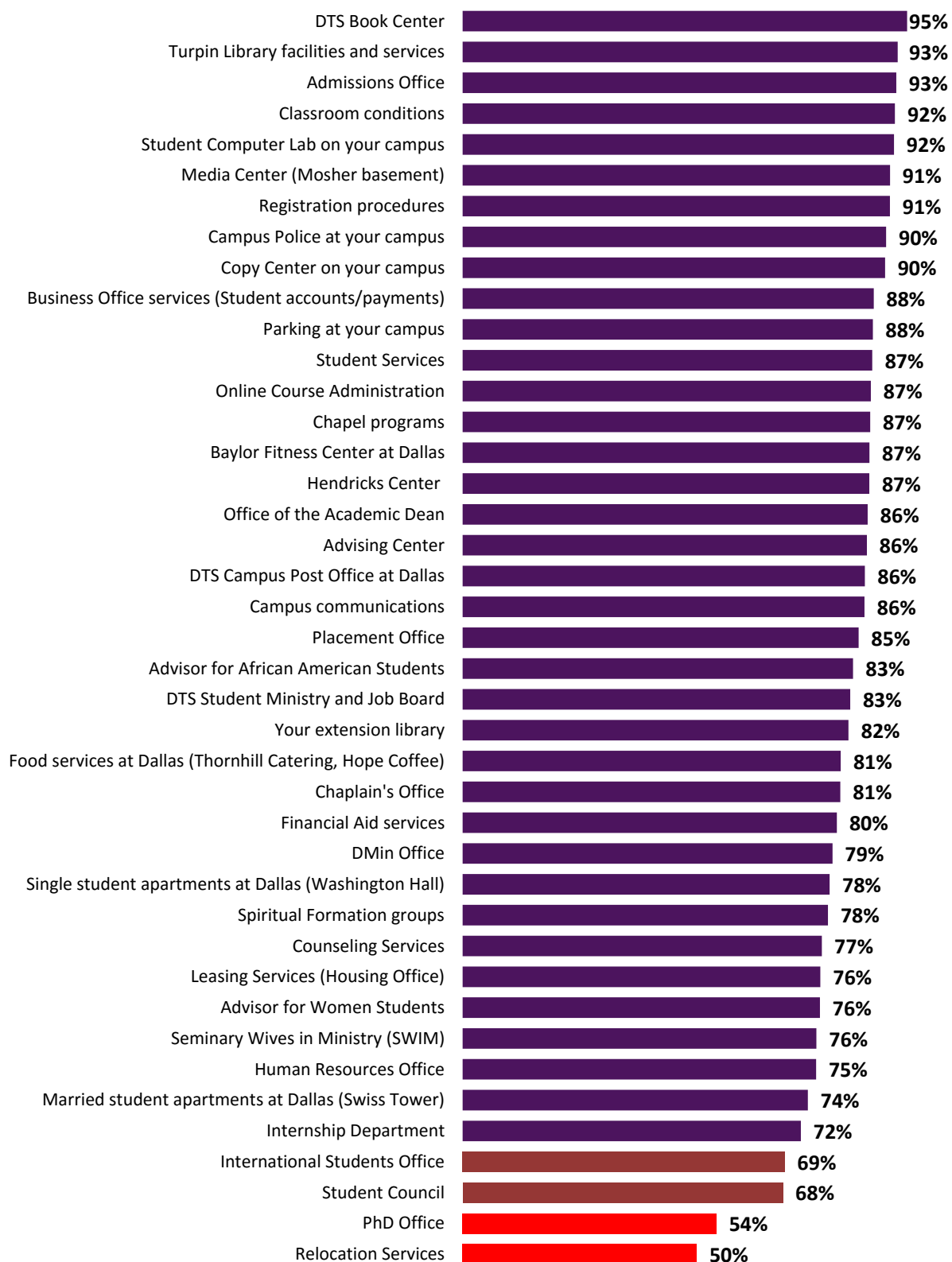
Conversely, 4 received satisfaction ratings of 70% or below: **International Students Office** (69%), **Student Council** (68%), **PhD Office** (54%), and **Relocation Services** (50%).

Likewise dissatisfaction ratings were generally positive with only 7% (3 of 41) departments and services rated over 10% dissatisfaction.

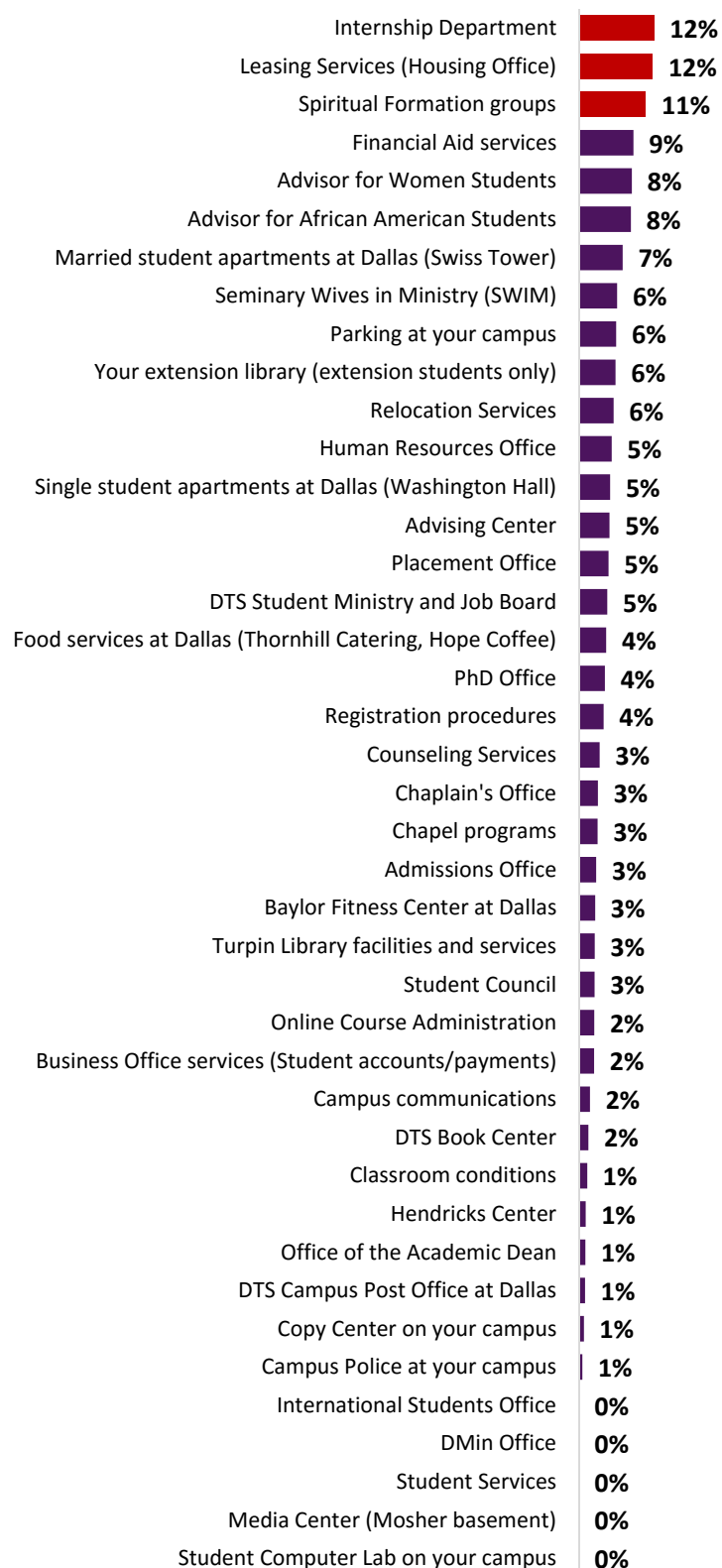
However, three departments or services received dissatisfaction of more than 10%: **Internship department** (12%), **Leasing Services (Housing Office)** (12%), and **Spiritual Formation Groups** (11%).

¹ For example the PhD office primarily serves students in the PhD program, however any student who is interested in PhD studies at DTS may contact the PhD studies office. Thus their interactions with non-PhD students remain a valid source of indirect assessment.

Departments and Services Satisfaction %



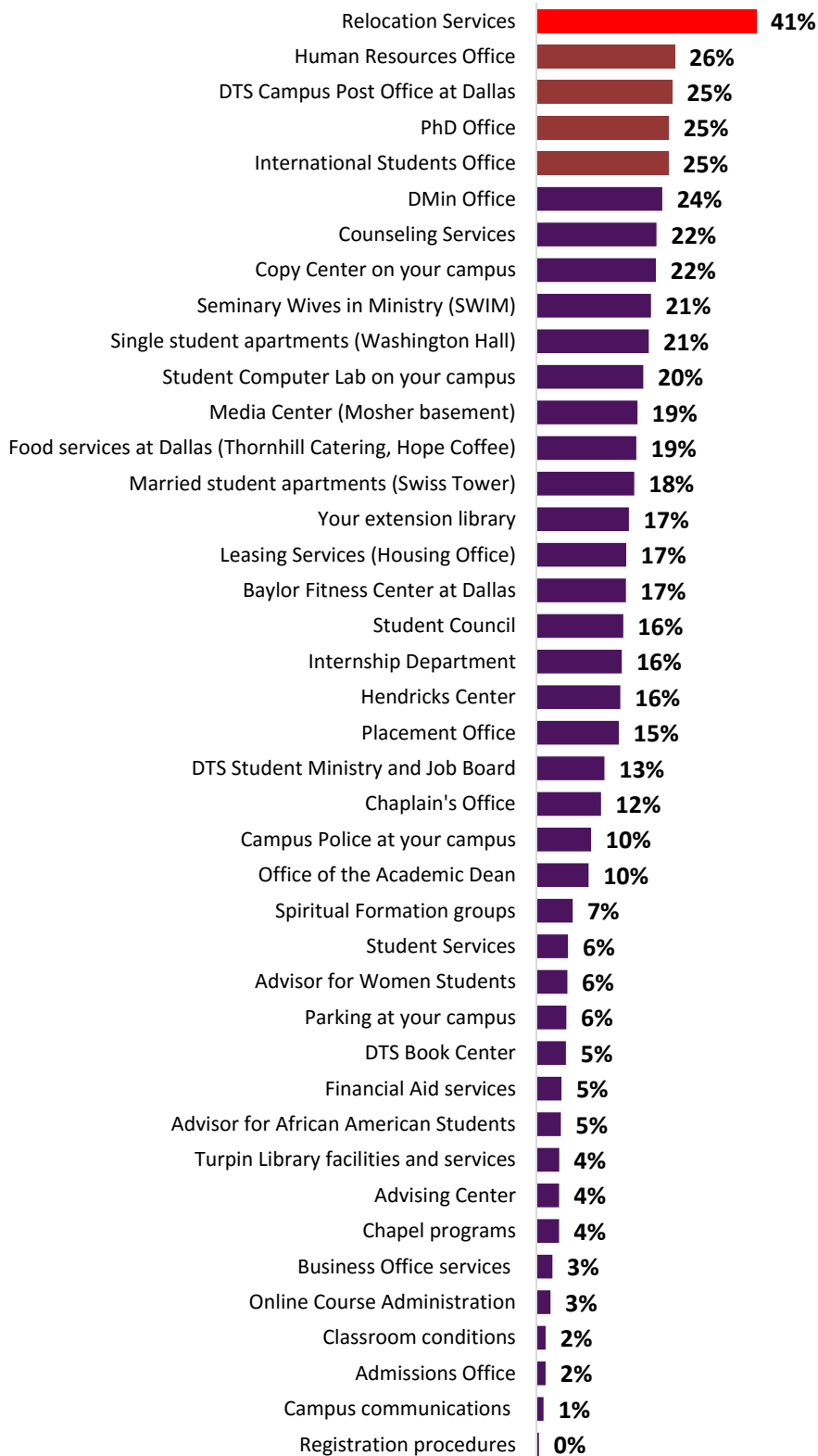
Departments and Services Dissatisfaction %



	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	Total	Sat. %	Diss. %
DTS Book Center		3	7	92	93	195	95%	2%
Turpin Library facilities and services		5	9	87	95	196	93%	3%
Admissions Office	1	5	10	96	103	215	93%	3%
Classroom conditions		3	14	95	108	220	92%	1%
Student Computer Lab on your campus			10	56	60	126	92%	0%
Media Center (Mosher basement)			13	64	71	148	91%	0%
Registration procedures	1	8	11	105	102	227	91%	4%
Campus Police at your campus		1	16	66	94	177	90%	1%
Copy Center on your campus		1	11	60	50	122	90%	1%
Business Office services (Student accounts/payments)		5	20	92	87	204	88%	2%
Parking at your campus	3	9	13	87	89	201	88%	6%
Student Services			21	81	65	167	87%	0%
Online Course Administration		5	21	83	93	202	87%	2%
Chapel programs	2	4	20	79	95	200	87%	3%
Baylor Fitness Center at Dallas		2	8	16	50	76	87%	3%
Hendricks Center for Christian Leadership and Cultural Engagement		1	11	41	38	91	87%	1%
Office of the Academic Dean		1	12	42	41	96	86%	1%
Advising Center	2	8	18	86	90	204	86%	5%
DTS Campus Post Office at Dallas		1	13	29	56	99	86%	1%
Campus communications (e.g. Kerygma and Student Journal, websites, email)		4	28	106	87	225	86%	2%
Placement Office	1	3	9	38	33	84	85%	5%
Advisor for African American Students	1		1	4	6	12	83%	8%
DTS Student Ministry and Job Board	2	3	14	53	38	110	83%	5%
Your extension library		2	4	13	15	34	82%	6%
Food services at Dallas (Thornhill Catering, Hope Coffee)	1	4	17	63	29	114	81%	4%
Chaplain's Office		3	16	40	39	98	81%	3%
Financial Aid services	3	10	17	58	61	149	80%	9%
DMin Office			8	5	25	38	79%	0%
On-Campus single student apartments at Dallas (Washington Hall)	3		10	23	24	60	78%	5%
Spiritual Formation groups	5	13	19	57	74	168	78%	11%
Counseling Services		2	12	15	31	60	77%	3%
Leasing Services (Housing Office)	4	7	11	33	38	93	76%	12%
Advisor for Women Students	1	4	9	21	24	59	76%	8%
Seminary Wives in Ministry (SWIM)		3	9	20	17	49	76%	6%
Human Resources Office		3	11	17	26	57	75%	5%
On-Campus married student apartments at Dallas (Swiss Tower)	3	1	11	10	32	57	74%	7%
Internship Department	4	12	21	51	45	133	72%	12%
International Students Office			10	4	18	32	69%	0%
Student Council		2	23	28	26	79	68%	3%
PhD Office		1	10	4	9	24	54%	4%
Relocation Services	2		16	9	9	36	50%	6%

Unawareness % of Departments and Services

N=238

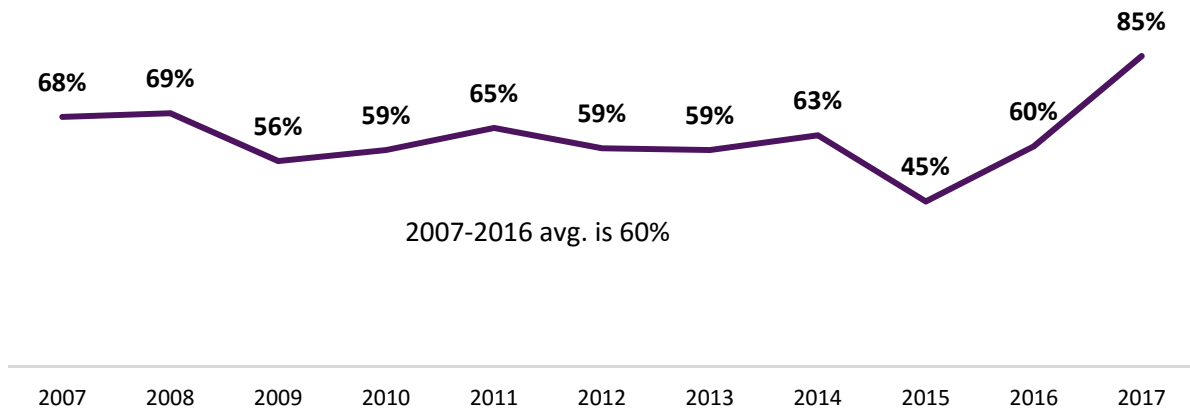


Commendable areas

Two seminary departments and services had 2017 satisfaction performance indicators that increased over 20 percentage points when compared to the previous 10 year average: **Placement Office (+24)** and **Your Extension Library (+23)**.

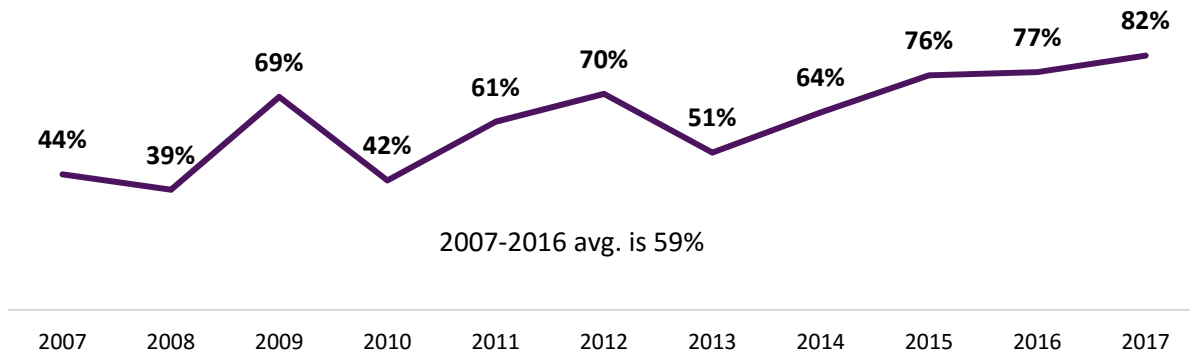
Placement Office

Since 2015’s low performance indicator the Placement Office has received increasing results on the GSS. Additionally, This year’s 85% satisfaction is 15 points higher than the previous high of 70% in 2004 and 2005. This year’s increase can be seen in the graph below.



Your Extension Library

With historically lower respondents, yearly fluctuation with “Your Extension Library” may be seen. However the historical trend shows a continuing general increase. The 2017 satisfaction level increase is the fourth year in a row wherein respondents satisfaction has increased as seen in the graph below.



Five other seminary departments and services had 2017 satisfaction performance indicators that increased over 10 percentage points when compared to the previous 10 year average: **Food Services at Dallas (+15)**, **Parking at your campus (+14)**, **Spiritual Formation Groups (+14)**, **Chapel Programs (+11)**, **Academic Dean's Office (+10)**, and **Copy Services on your campus (+10)**.

Areas to Improve

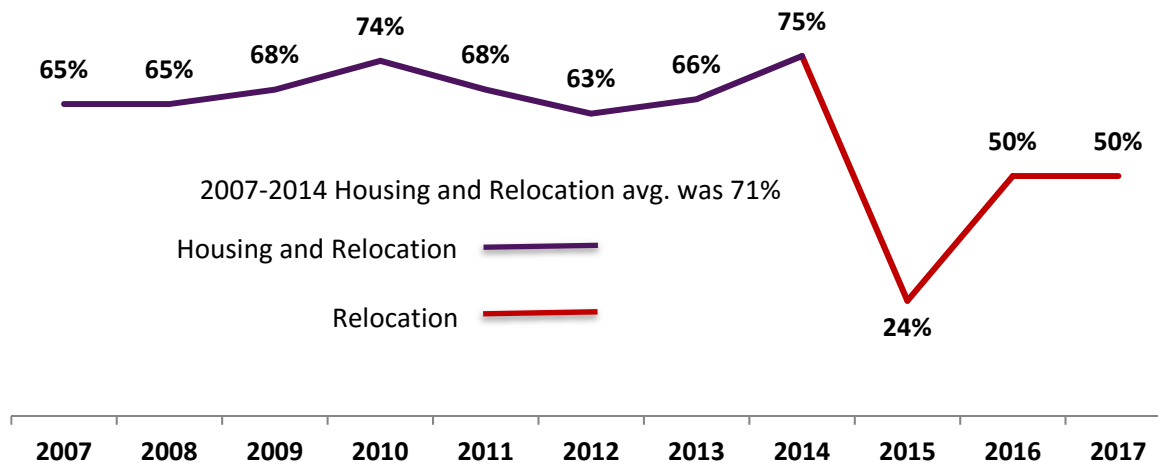
The **PhD Office (-20)**, and **Married Student Housing at Dallas [Swiss Tower] (-11)** had their satisfaction decrease over 10 percentage points when compared to the previous 10 year average.

Since distinguishing the Housing Office from Relocation Services in the GSS three years ago, **Relocation Services** has remained the service with the lowest satisfaction (50%) and has had the highest unawareness (41%).

Respondents were most dissatisfied with the **Internship Department (12%)**, and the **Leasing Services (Housing Office) (12%)**, with **Spiritual Formation groups (11%)**.

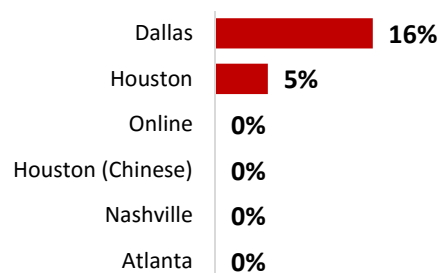
Relocation Services

The 2017 Relocation services performance indicators for both satisfaction (50%) and unawareness (41%) remain the same from 2016. The graph below indicates the historical trend of satisfaction percentage.

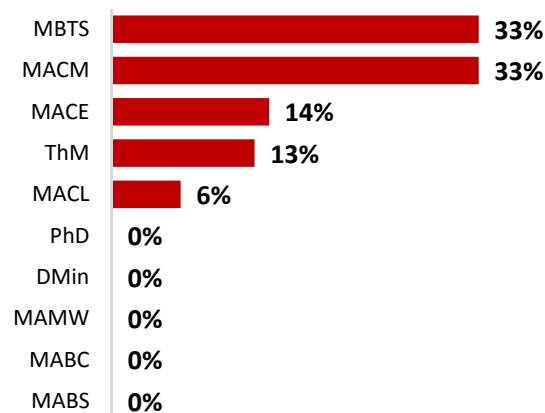


Internship Department

For the second year in a row dissatisfaction with the internship department was above 10%. The charts and graphs below indicate respondent dissatisfaction by location and degree.



location	n	Diss. %
Dallas	95	16%
Houston	19	5%
Online	11	0%
Houston (Chinese)	11	0%
Nashville	4	0%
Atlanta	3	0%



Degree	n	Diss. %
MBTS	3	33%
MACM	9	33%
MACE	28	14%
ThM	54	13%
MACL	16	6%
PhD	1	0%
DMin	1	0%
MAMW	5	0%
MABC	7	0%
MABS	7	0%

Recommendations

- 1) *Improve satisfaction with the Internship office and Spiritual Formation offices.* With dissatisfaction remaining over 10% for the Internship for the second year in a row and over 10% for the sixth year in a row for the Spiritual Formation Groups, the Seminary should investigate the reasons for the higher dissatisfaction and seek to make improvements.
- 2) *Improve awareness of Relocation Services.* With 2017 results mirroring 2016 results 41% of respondents remain unaware that DTS offers Relocation Services revealing a continued need for improvement.
- 3) *Improve perception of Relocation Services, Married Student Housing at Dallas (Swiss Tower), and the Housing office.* With Married Student Housing results revealing an 11 point drop in

satisfaction, Relocation Services continuing with 50% satisfaction, and the Housing Office remaining with over 10% dissatisfaction for the second year in a row, the Seminary should investigate the reason for the lower results with the Housing and Relocation office and its services.

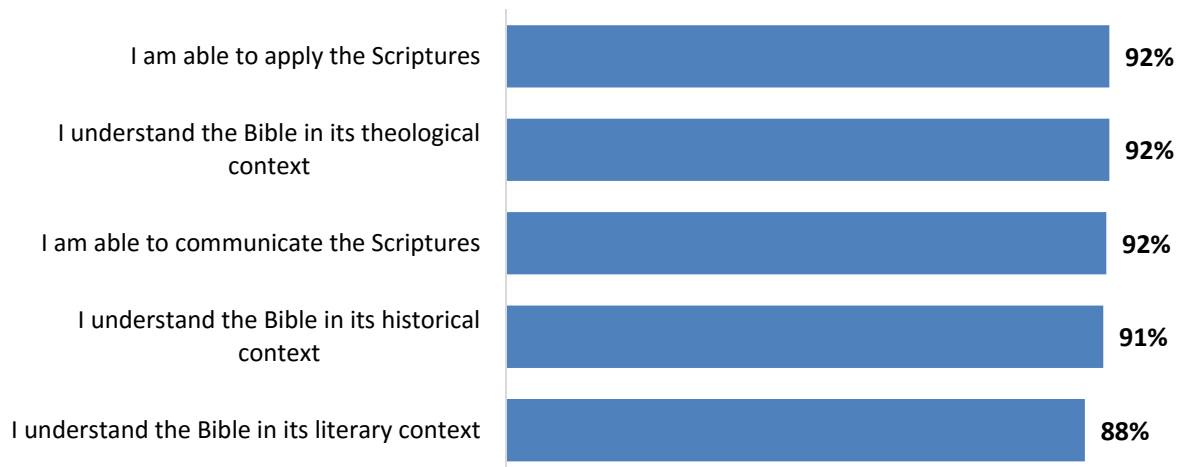
- 4) *Improve perception of the PhD office.* With a satisfaction level of 54% the Seminary should review the office to ensure they meet the needs of students.

DTS Core Competencies

All masters level graduates (no DMin, or PhD) were asked to indicate the areas of each of the six DTS core competencies in which they had achieved competency. Additionally they were asked to indicate achievement of degree specific competency levels.² Results are shown in the following chart in descending order of achievement percent.

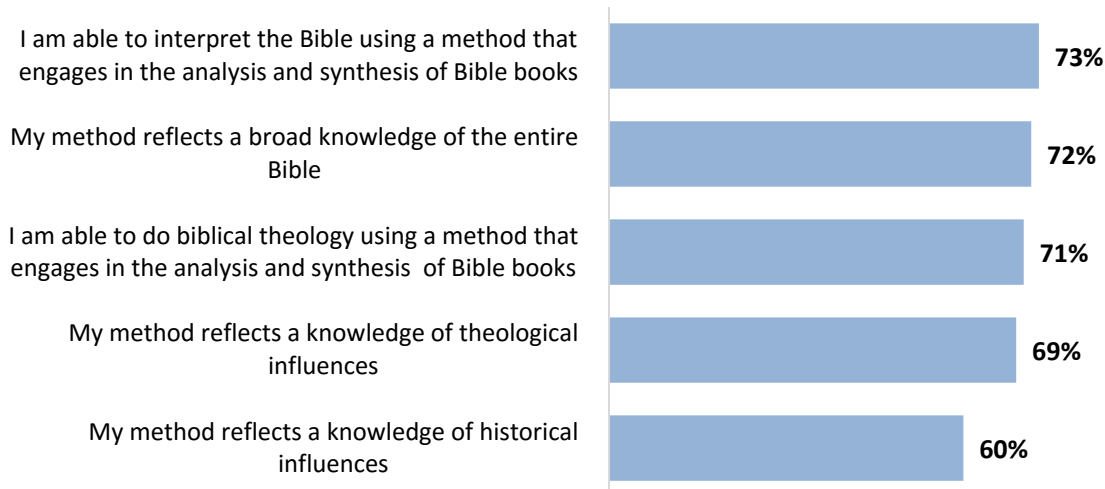
Biblical Interpretation Competency

N=215



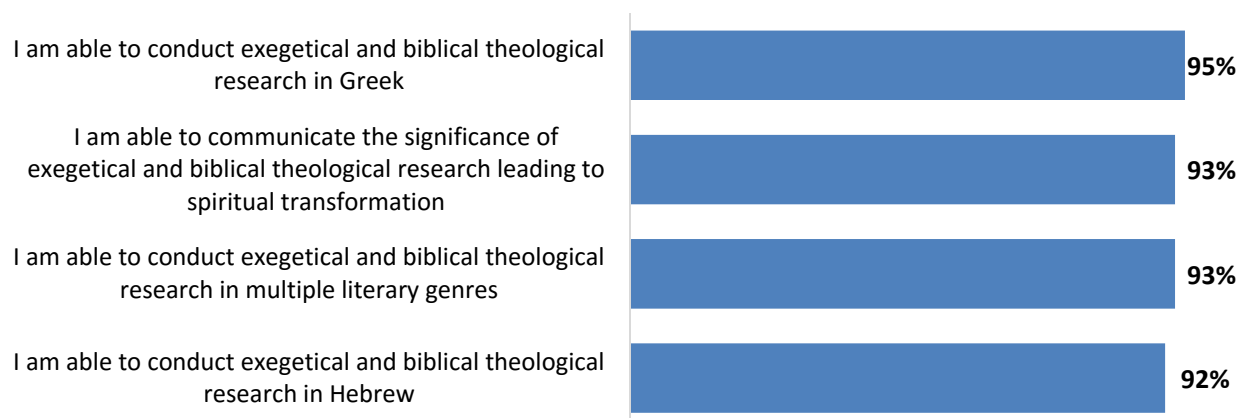
Masters level Specific Competency Level

n=156



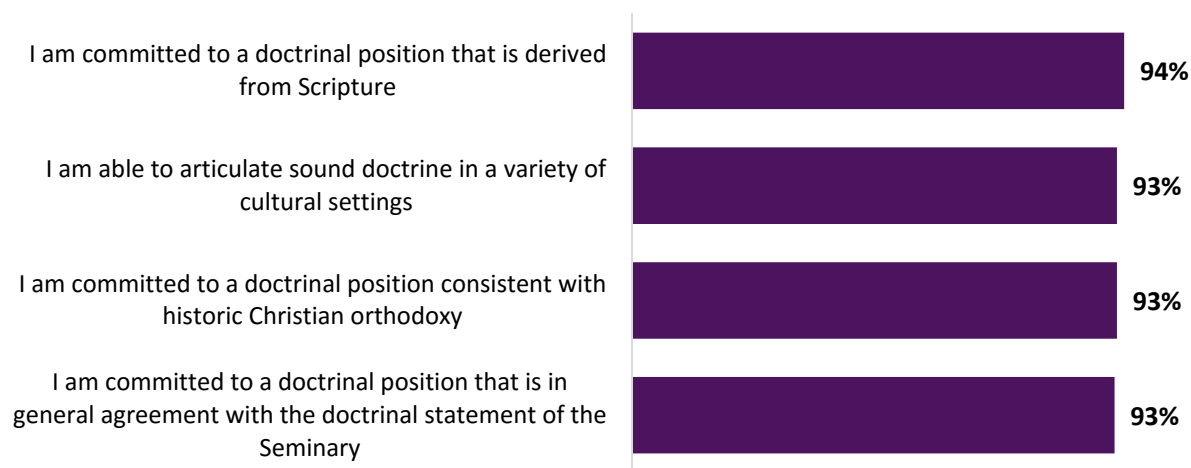
² With the change to the Cultural Engagement Competency, no faculty approved degree specific achievement levels have been crafted yet. Also note that while the 2017 results include the MBTS, the competencies are no longer expected of all masters level graduates and are now for the MAs and ThM only.

ThM/STM Specific Competency Level n=59



Theology Competency

N=215

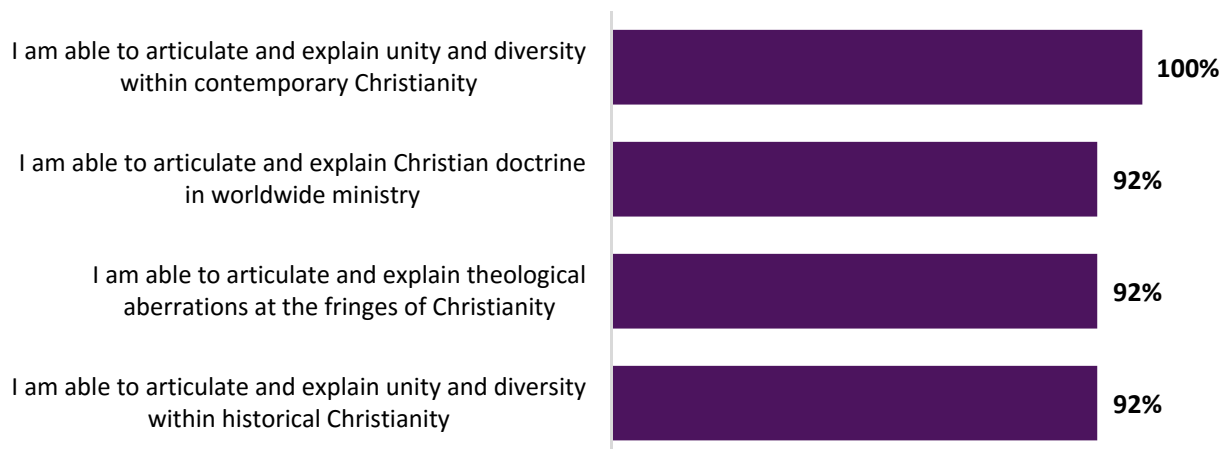


Masters level Specific Competency

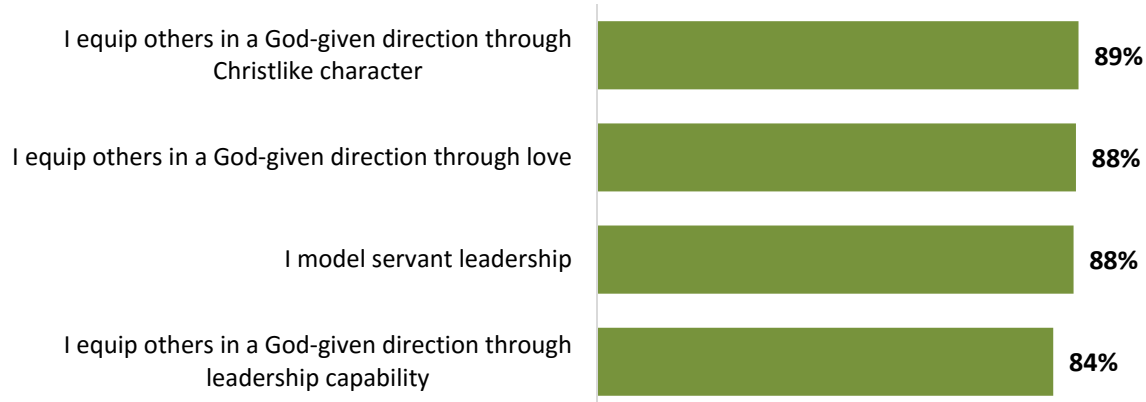
n=156



ThM/STM Specific Competency Level n=59



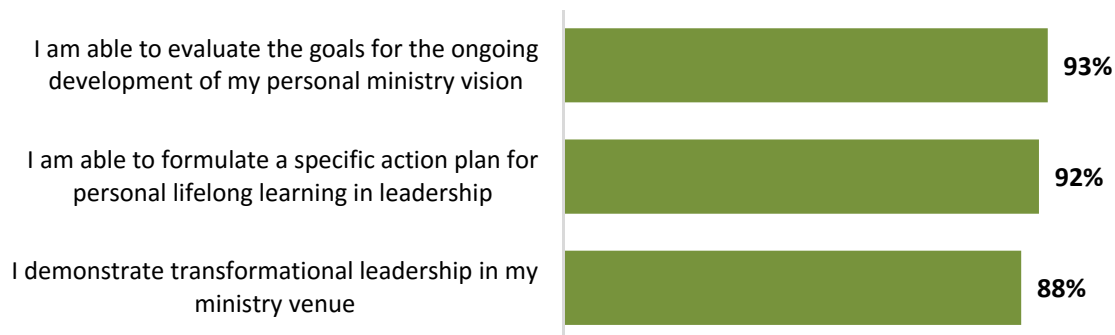
Servant Leadership Competency N=215



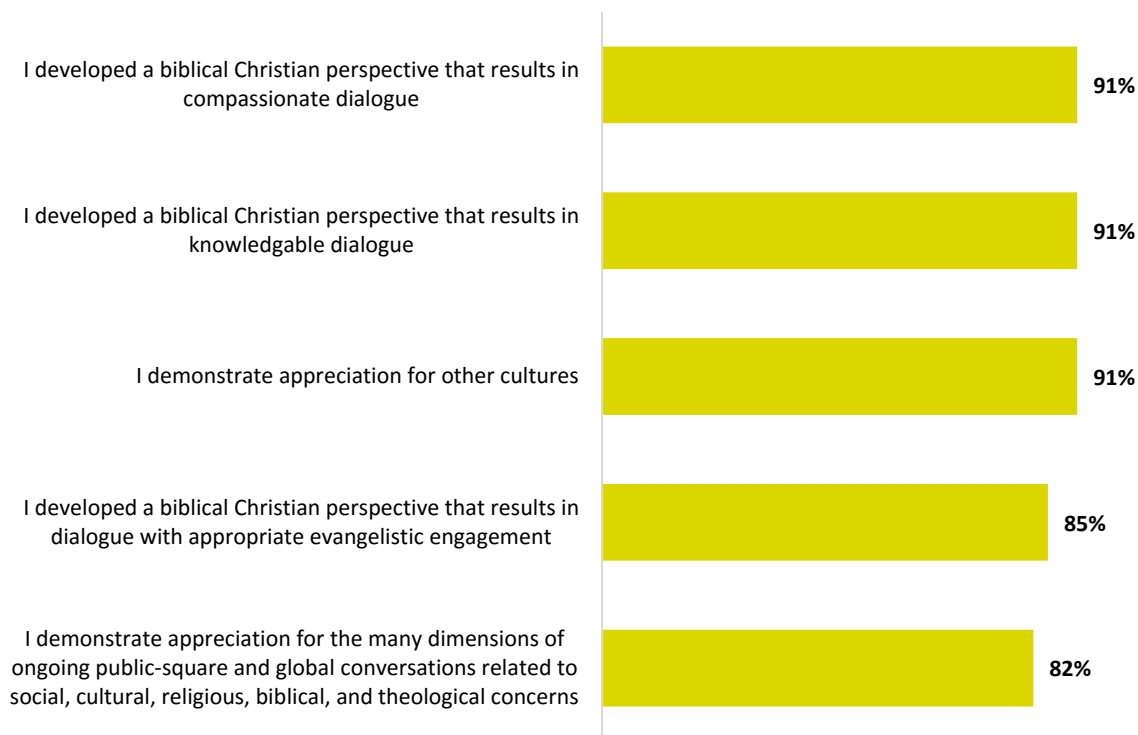
Masters level Specific Competency n=156



ThM/STM Specific Competency Level n=67

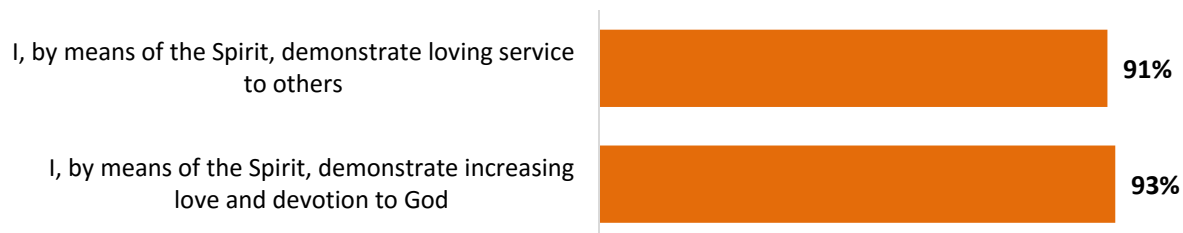


Cultural Engagement Competency N=215



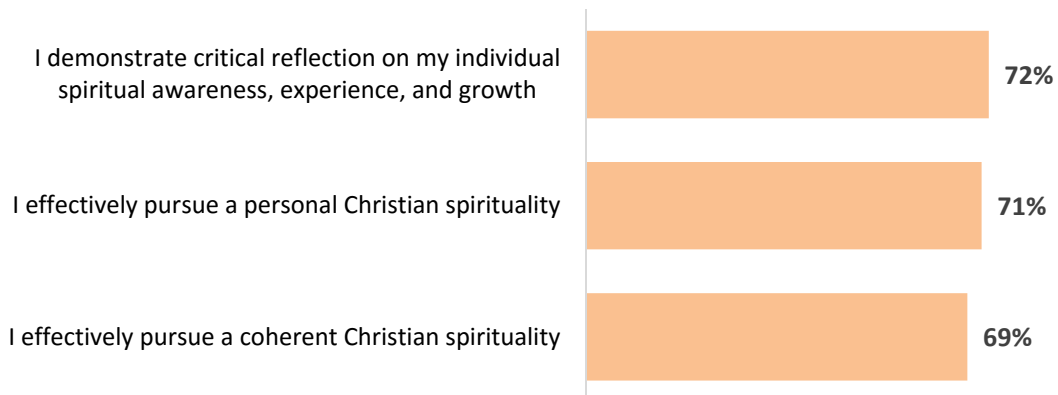
Christian Spirituality Competency

N=215



Masters level Specific Competency

n=156



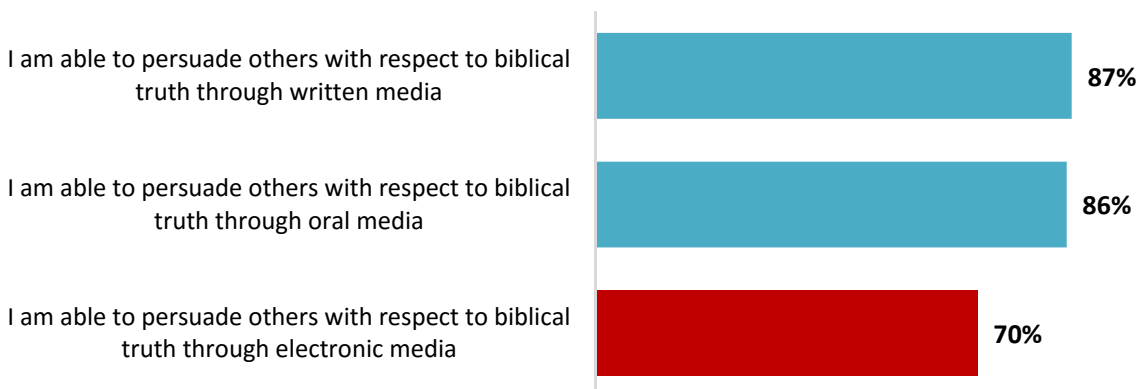
ThM/STM Specific Competency Level

n=67



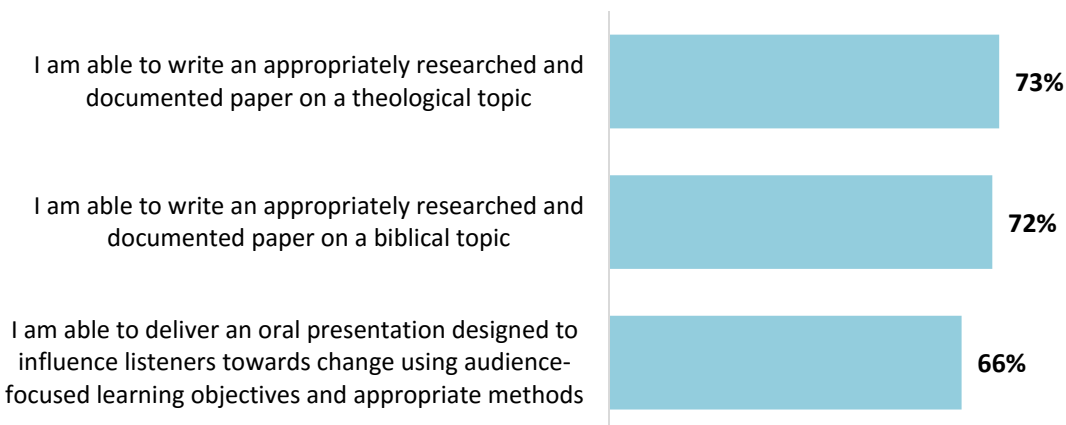
Communication

N=217



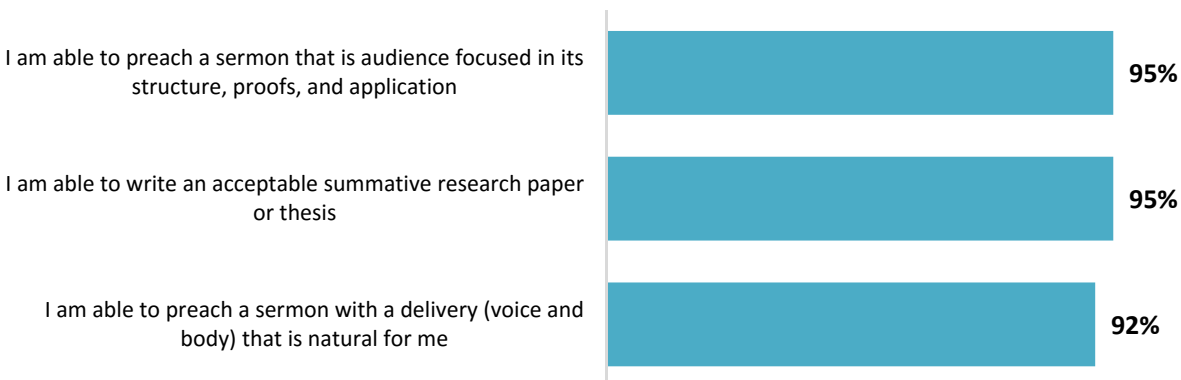
Masters level Specific Competency

n=156



ThM/STM Specific Competency Level

n=67



Commendable areas

For the most part, respondents assess that they have attained the Core Competencies. DTS graduates continue to respond favorably to the development of DTS competencies. Of the 23 measured aspects of the competencies, 57% (13) were claimed to have been attained by 90% or more graduate respondents, and 96% (22) were claimed to be attained by at least 80% of graduate respondents.

Particularly praiseworthy results can be seen in ThM graduates. All 16 of the ThM levels of the DTS competencies were assessed to have been attained by at least 88% of ThM respondents.

Areas to improve

The only aspect of the DTS Competencies that was claimed to have been attained at a lower level was:

- **Electronic media aspect of the Communications Competency:** "I am able to persuade others with respect to biblical truth through electronic media," (70%)

With the addition of the MBTS degree the Masters level attainment of competencies deteriorated. No masters level specific competency received more than 73% agreement that the level was reached. Throughout the past academic year discussion as to what should be expected from the MBTS vs other degrees ensued which lead the change that DTS competencies as a whole are no longer expected from MBTS graduates.

Recommendations

- 5) *Improve student perception of their Communication competency in electronic media.* With only 70% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should continue be reviewed to identify where it is addressed and seek improvements.

Academic Programs

Graduating students were asked to assess their attainment of student learning outcomes (SLO) specific to their stated degree program on a five point Likert scale from “Strongly agree” to “Strongly disagree.” Graduates were then given a chance to give suggestions for improving their specific degrees which can be found on page 37.

This year, an error occurred in the administration of the survey where the MABS, MAMW, MACM, MA CL, MABC respondents did not receive the degree questions. Degree specific portions were sent to those that did not receive the degree portion of the GSS. The results of the follow up surveys are included.

Results are again shown in descending order of percent agreement (“Strongly agree” and “Agree” responses).

The MABEL (N=0), MA (N=1), STM (N=2), and DEdMin (N=2) are not included in this report due to low numbers of respondents.

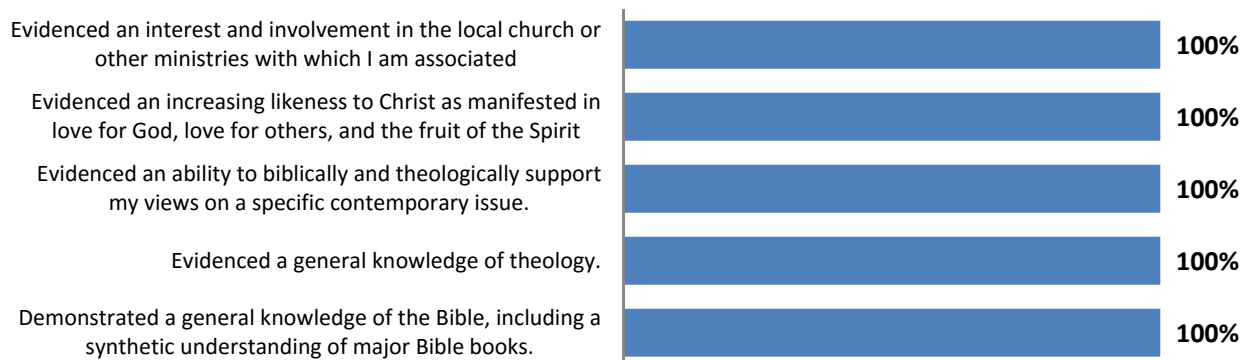
CBTS/CGS

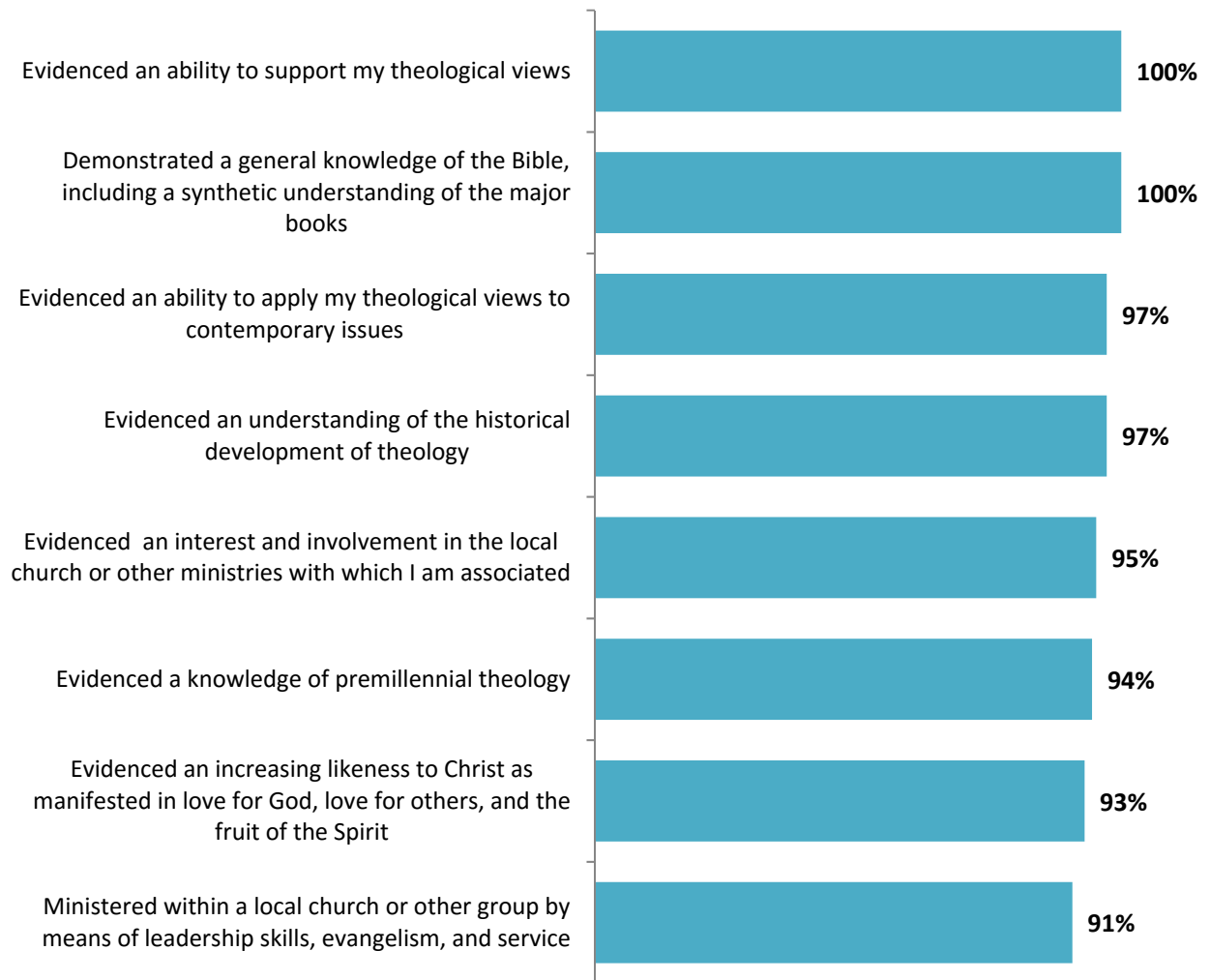
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MBTS

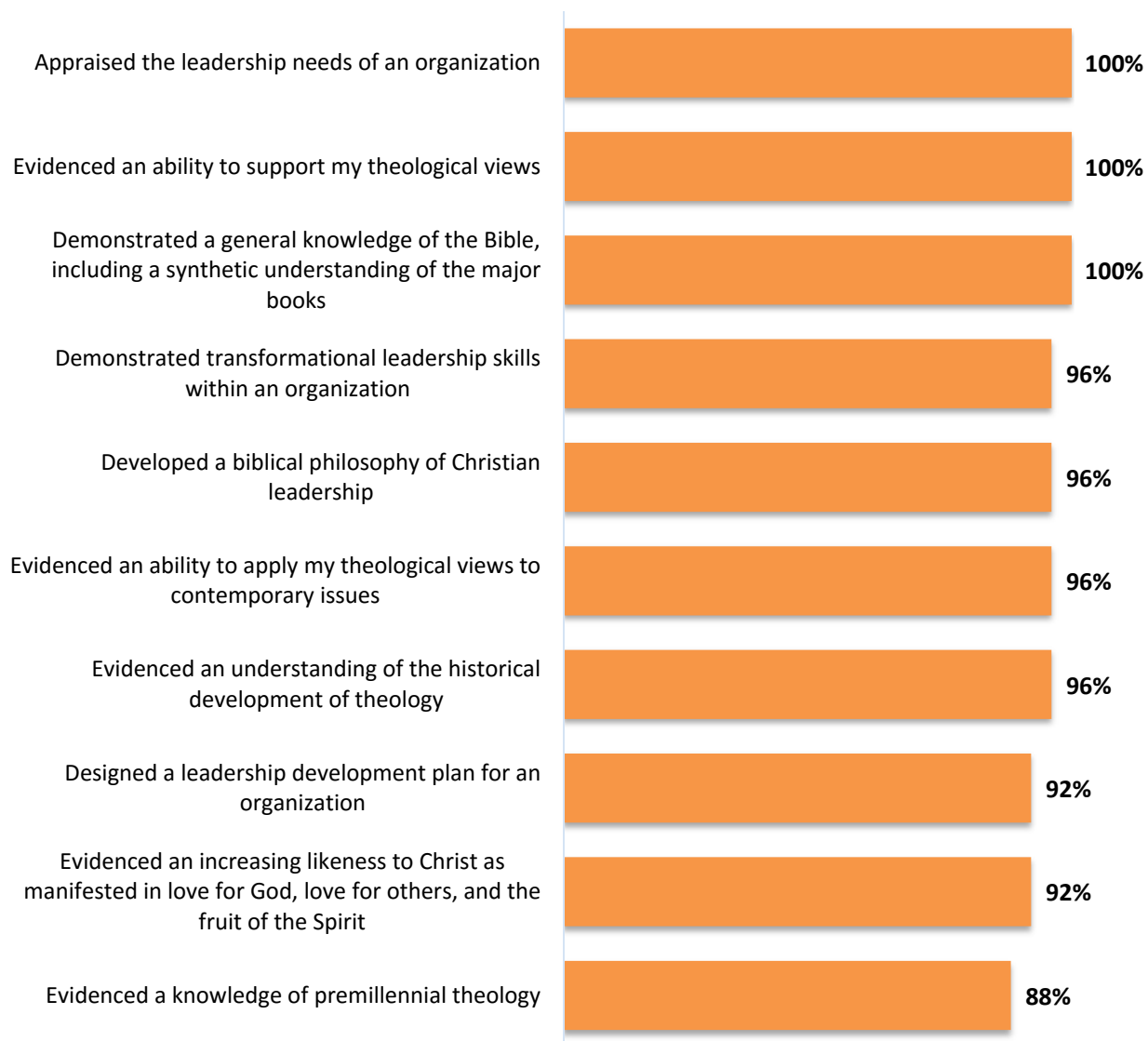
N=21



MABS/CS
N=40

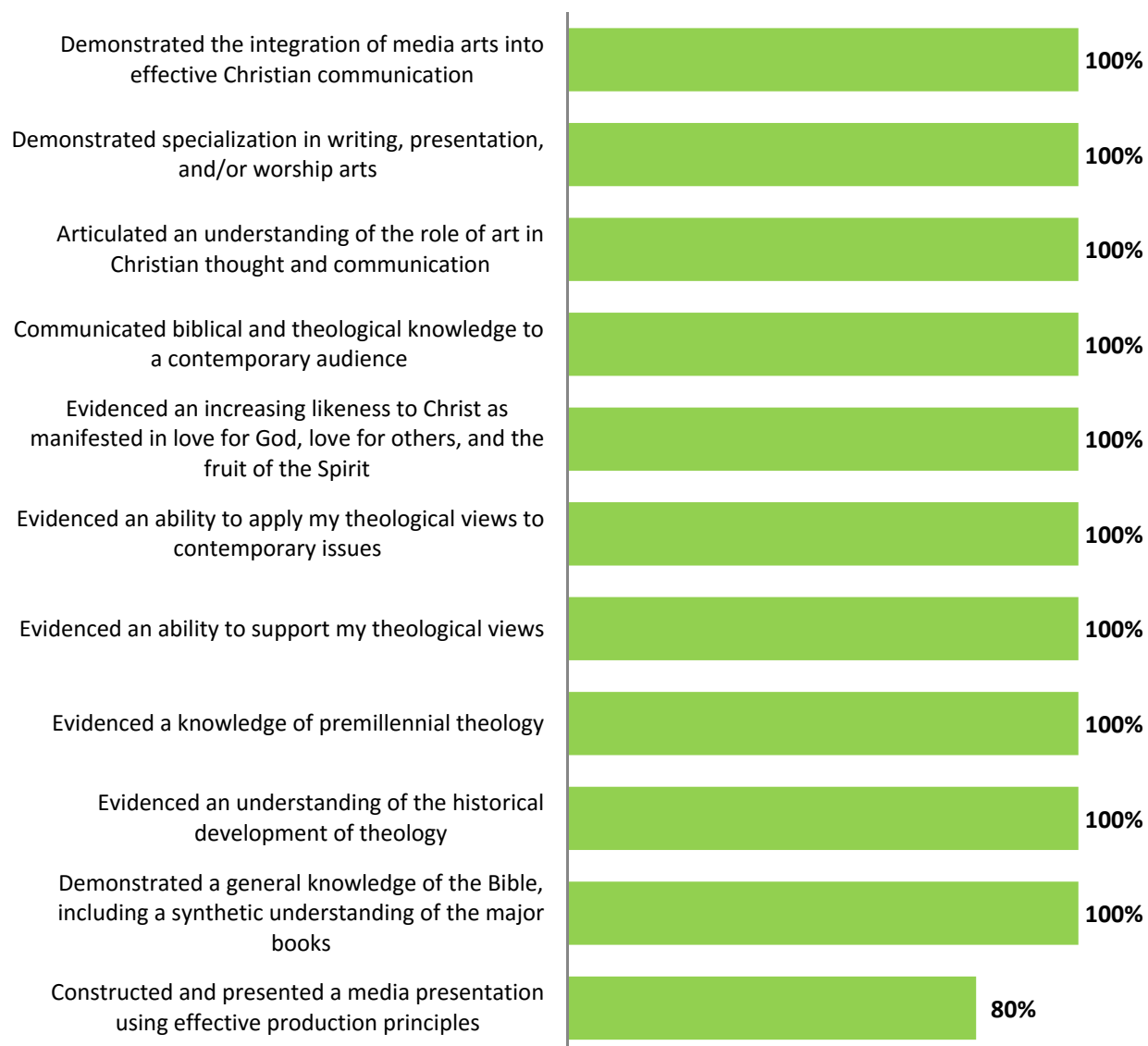
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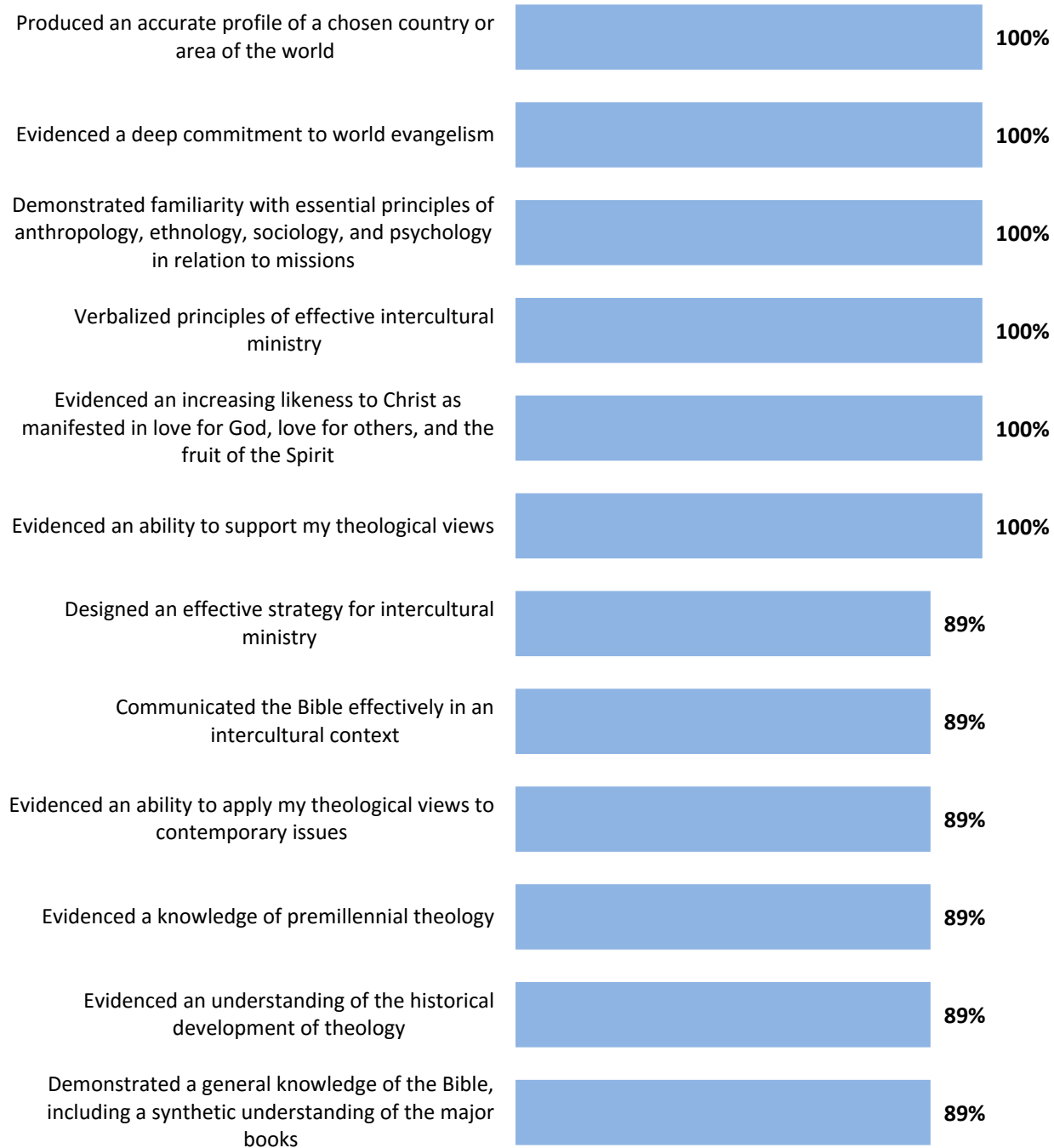
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MAMW

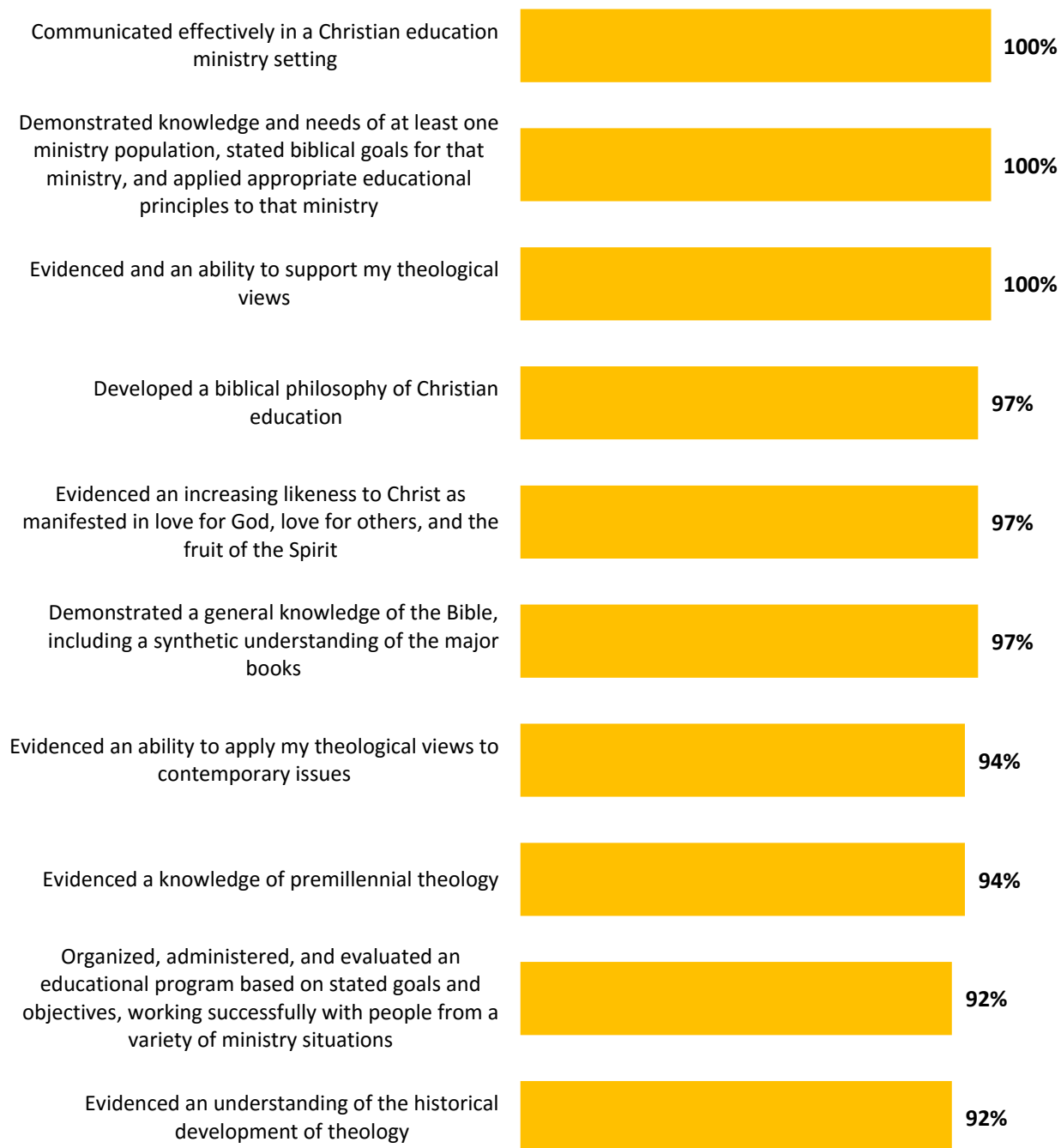
N=5



MACM
N=9

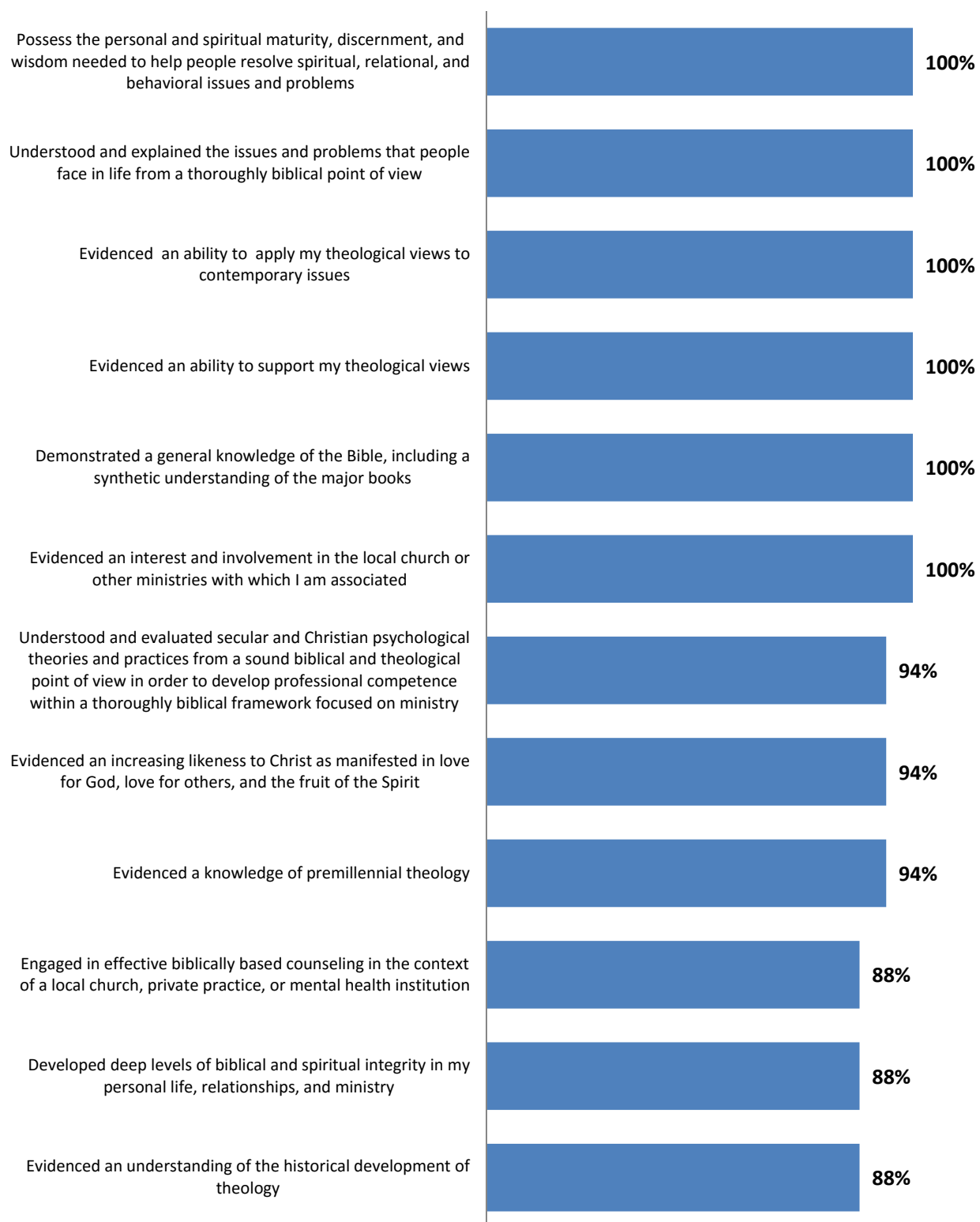
MACE

N=36



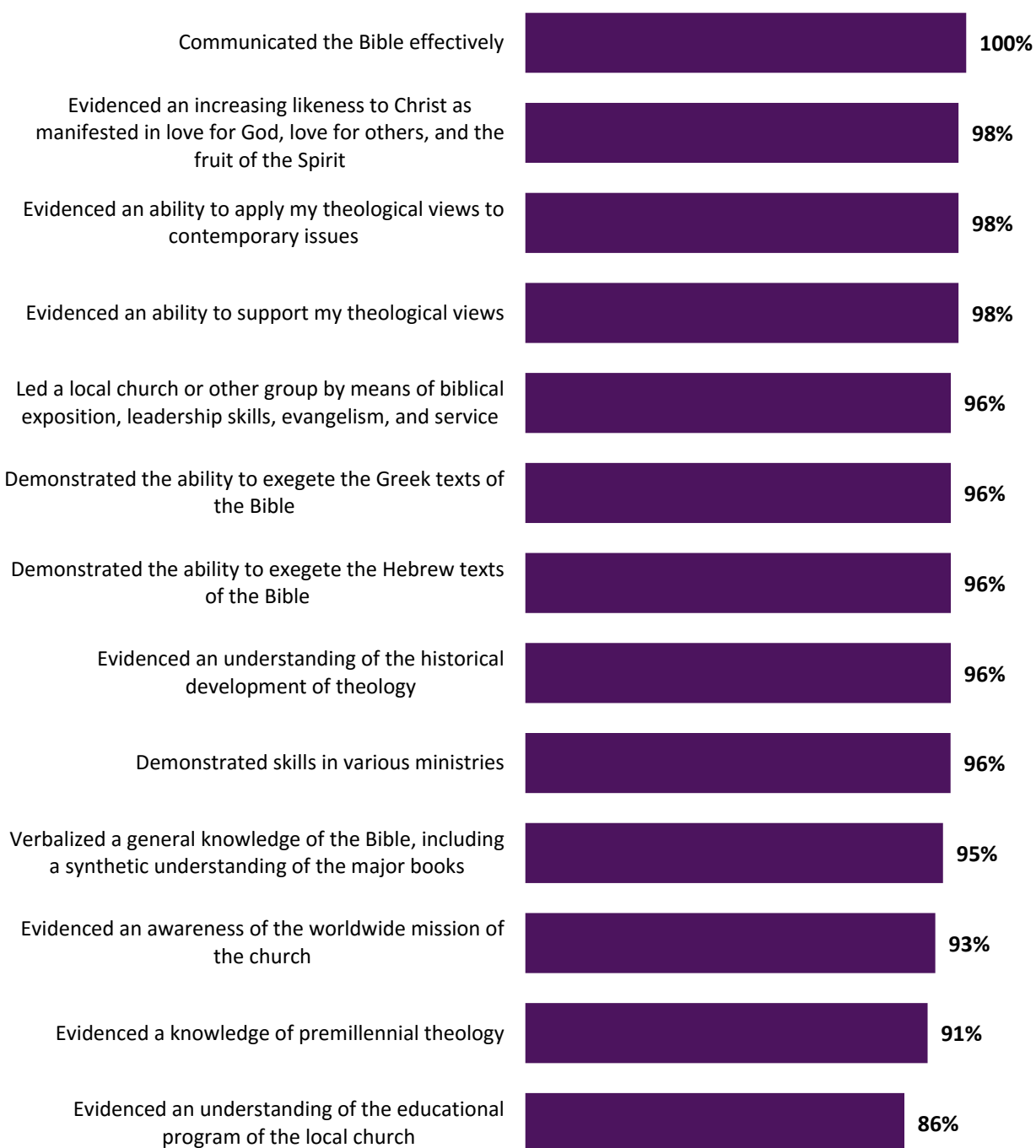
MABC

N=16



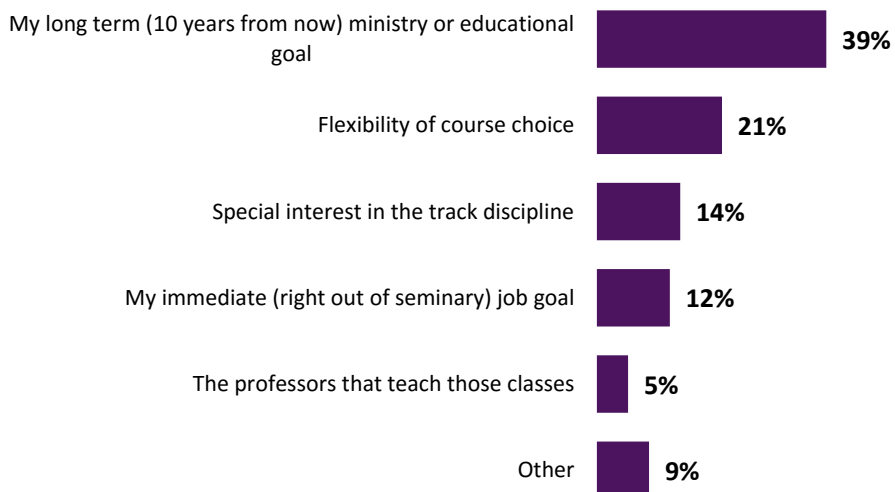
ThM

N=57



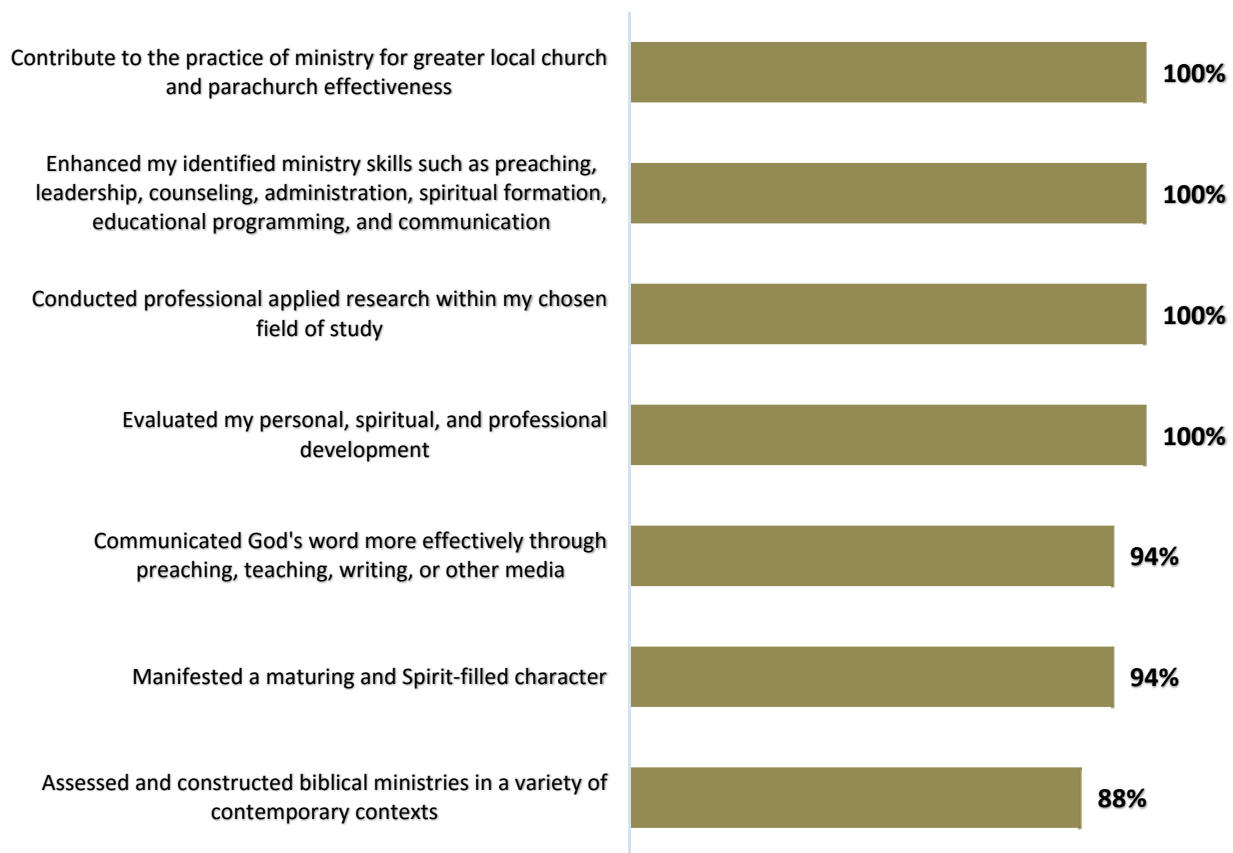
What is the main reason why you chose your ministry emphasis?

N=57



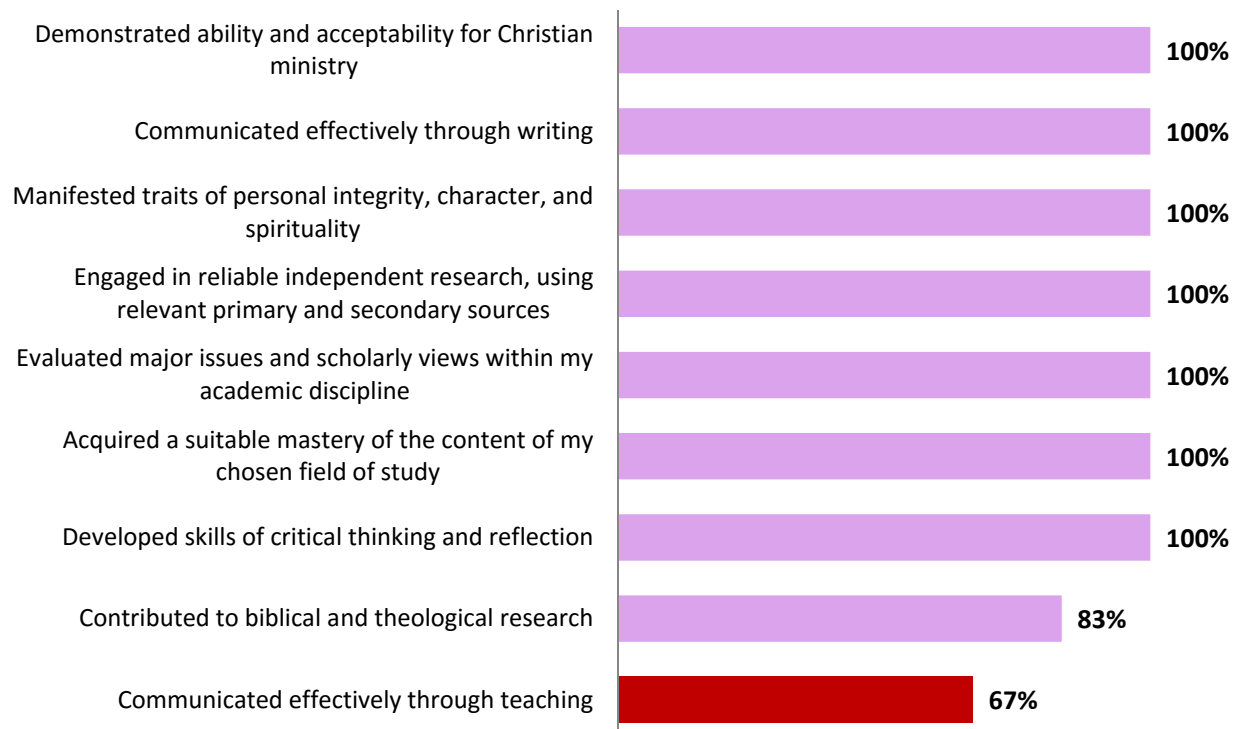
DMin

N=16



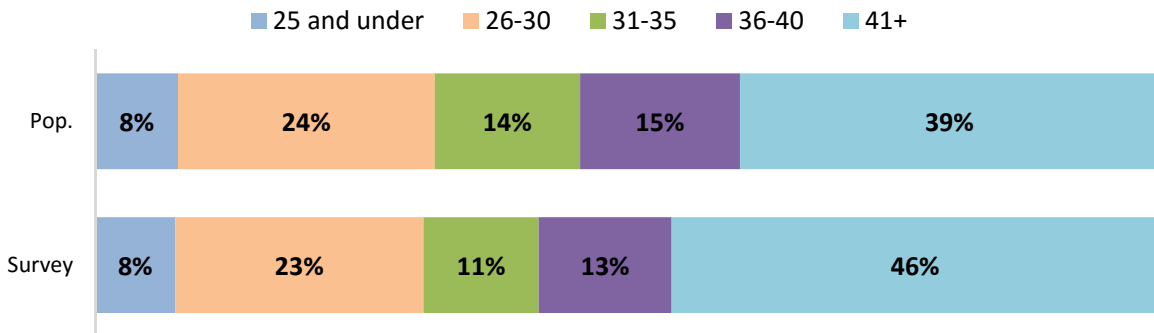
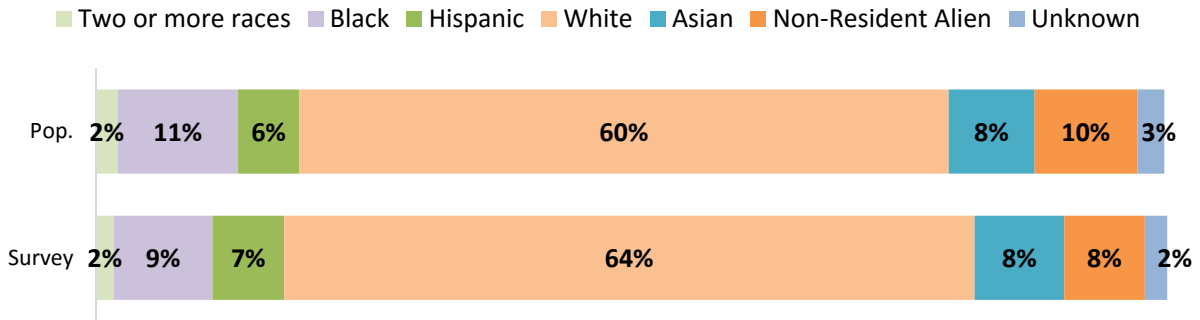
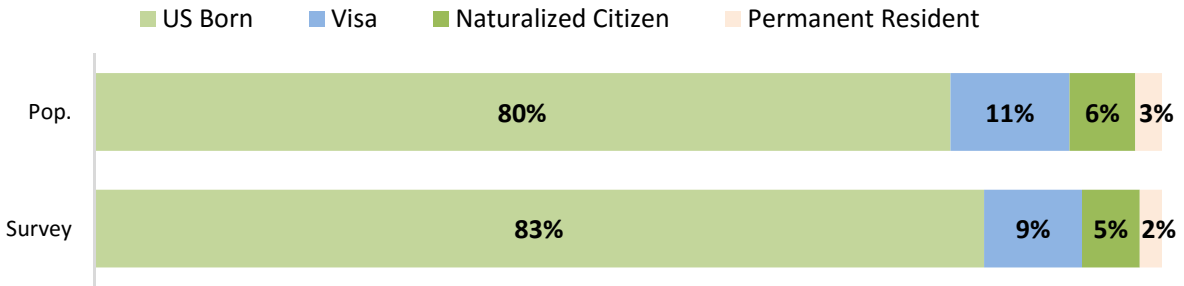
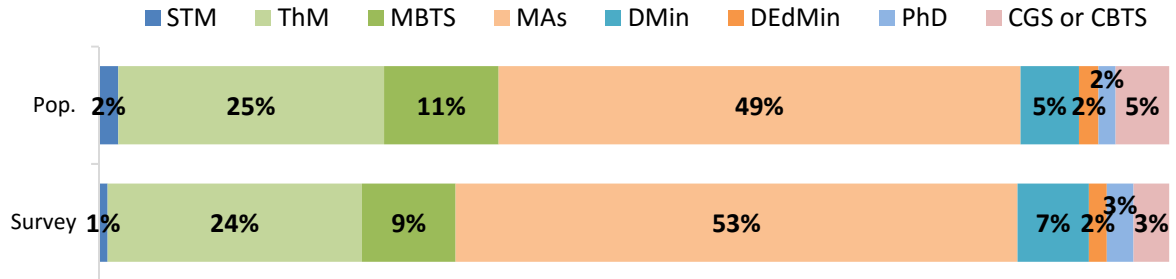
PhD

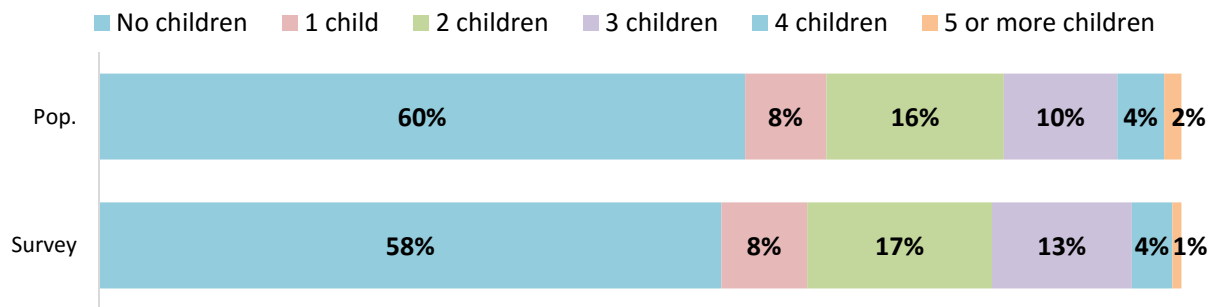
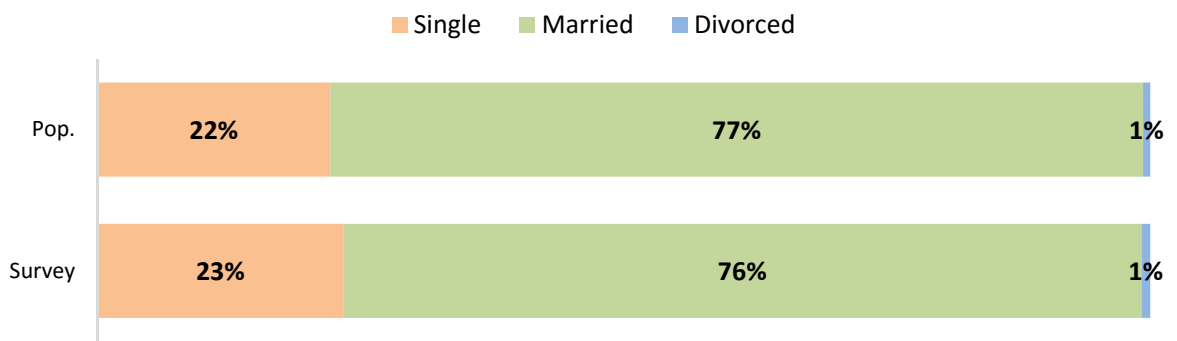
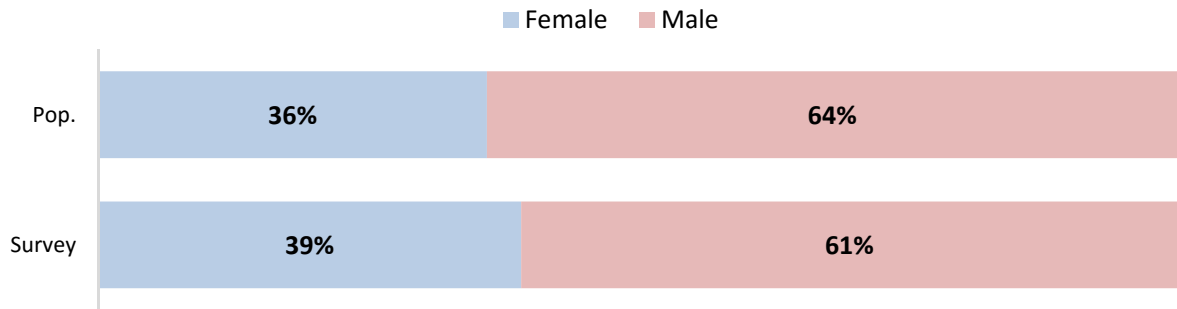
N=6



Survey Sample Resembles Population

Sample N=239
Population N=439





Graduates' Future Plans

What do you hope you will be doing 10 years from now?

“Other” responses

- “Missionary, staff pastor, church planter, parachurch, or teaching at high school / Bible college - wherever God opens doors” (Respondent 5, MABS, DC)
- “Co-Lead Pastor of a church” (Respondent 12, MABS, MAIN)
- “Preaching, Teaching and Writing Ministries through the local Church for the global Church” (Respondent 16, MACE, MAIN)
- “Both teaching in higher education and serving as a head pastor” (Respondent 23, PHD, MAIN)
- “serving in volunteer capacity at a church” (Respondent 28, MABS, DC)
- “Teaching in higher education overseas” (Respondent 47, THM, MAIN)
- “The ministries I have lead on staff with InFaith and Young Life while I have been a student.” (Respondent 52, MACL, MAIN)
- “Church lay elder” (Respondent 53, MBTS, OC)
- “Leading a gospel-centered missions organization w/ multi-country impact” (Respondent 63, MBTS, OL)
- “Discipling believers in a local congregation” (Respondent 96, CBTS, OL)
- “Be a platform speaker, train other ministers, consultant” (Respondent 97, DMIN, MAIN)
- “Coaching a college team using biblical principles” (Respondent 101, MACS, OL)
- “Speaker on ministry spiritual issues” (Respondent 114, MBTS, MAIN)
- “serving at a church and as a chaplain and as a missionary and in secular employment” (Respondent 135, MACM, MAIN)
- “Layman ministry within the church” (Respondent 136, CGS, MOBL)
- “I'm torn between Army Chaplaincy and being a pastor.” (Respondent 157, THM, MAIN)
- “I'm 61. I hope I'll be healthy enough to be serving in some capacity in intergenerational ministry.” (Respondent 160, MACL, DC)
- “Serving as an administrator in a Christian ministry” (Respondent 176, DMIN, MAIN)
- “Being an author” (Respondent 183, MAMW, MAIN)
- “Serving Christian Business Owners through Growth and Transition” (Respondent 197, MBTS, OL)
- “Combination of university teaching, pastoral role, and parachurch outreach” (Respondent 231, THM, MAIN)

In which area do you intend to serve on pastoral staff (not head pastor) at a church?

“Other Ministry” responses

- “Young Adults” (Respondent 19, MACE, MAIN)
- “Family Ministry” (Respondent 123, THM, MAIN)
- “Adults Ministry” (Respondent 125, MACL, MAIN)
- “Any or all of the above” (Respondent 190, MAMW, MAIN)
- “Young Adult/College” (Respondent 208, MACL, MAIN)
- “Family Ministry” (Respondent 225, MACL, MAIN)

In which area do you intend to serve on staff (non-pastoral) at a church?

“Other Ministry” responses

- “Prayer and Care” (Respondent 74, MACL, HO)
- “Children's or Community Development” (Respondent 228, MACE, HO)

**What are you most likely to be doing in the next two years?
"Other" responses**

- "stay-at-home wife" (Respondent 2, MACM, MAIN)
- "stay at home mom" (Respondent 3, MACL, MAIN)
- "Teaching in higher education and serving as a head pastor" (Respondent 23, PHD, MAIN)
- "serving in volunteer capacity at church" (Respondent 28, MABS, DC)
- "Not too sure as of yet" (Respondent 33, MAMW, MAIN)
- "recovering from seminary" (Respondent 39, MACM, MAIN)
- "continuing in my current work." (Respondent 52, MACL, MAIN)
- "Church lay elder" (Respondent 53, MBTS, OC)
- "Overseaing gospel-centered mission organization" (Respondent 63, MBTS, OL)
- "Discipling believers in a local congregation" (Respondent 96, CBTS, OL)
- "Platform speaker, have my own consulting ministry/business" (Respondent 97, DMIN, MAIN)
- "Coaching a High School team using biblical principles" (Respondent 101, MACS, OL)
- "non-profit sector, or some educational field" (Respondent 104, MABS, OL)
- "Chaplain training if I can find it." (Respondent 110, MABS, OL)
- "serving at a church and as a chaplain and as a missionary and in secular employment" (Respondent 135, MACM, MAIN)
- "Layman ministry within the church" (Respondent 136, CGS, MOBL)
- "Raising children" (Respondent 149, MACE, MAIN)
- "Assisting the "Generational Pastor" " at a large city church."" (Respondent 160, MACL, DC)
- "author" (Respondent 169, THM, HO)
- "Administration at PK-12 Christian School" (Respondent 176, DMIN, MAIN)
- "Writing" (Respondent 183, MAMW, MAIN)
- "not yet sure, weighing a couple of options" (Respondent 185, MABS, DC)
- "Stay at home mom; volunteer leader in church women's ministry" (Respondent 188, MACE, HO)
- "Serving on pastoral staff at a church AND secular employment" (Respondent 190, MAMW, MAIN)
- "tentmaking" (Respondent 194, MACM, HO)
- "Serving Christian Business Owners through Growth and Transition" (Respondent 197, MBTS, OL)
- "Bi-vocational: secular employment and lay-pastoral staff, teaching/discipleship" (Respondent 205, MABS, DC)
- "PhD Student + Associate Pastor part time" (Respondent 221, THM, MAIN)

**In which area do you intend to serve on pastoral staff (not head pastor) at a church?
"Other Ministry" responses**

- "men's ministry or small groups" (Respondent 5, MABS, DC)
- "Family, Youth, Children's, and Associate" (Respondent 12, MABS, MAIN)
- "Family Ministry (All Ages)" (Respondent 37, THM, MAIN)
- "Discipleship" (Respondent 68, MACL, DC)
- "Young Adults Ministry" (Respondent 69, THM, MAIN)
- "Children's / Youth" (Respondent 123, THM, MAIN)
- "Pastoral Care" (Respondent 158, MABS, HO)
- "Assistant Pastor" (Respondent 187, THM, MAIN)
- "Associate/Executive Pastor" (Respondent 212, THM, MAIN)
- "Hispanic Ministry" (Respondent 223, DMIN, GT)
- "Family Ministry" (Respondent 225, MACL, MAIN)

In which area do you intend to serve on staff (non-pastoral) at a church?

“Other Ministry” responses

“Women's, writing ministry, adult education” (Respondent 48, MAMC, MAIN)

“Prayer and Care ” (Respondent 74, MACL, HO)

“Missions” (Respondent 150, CGS, HO)

Suggestions to Improve Departments and Services

If you marked dissatisfied with any of the above departments or services, please explain why

“internship department- too much additional work (mainly videos) in addition to the actual internship. there should be case interviews and video interaction to get students used to that type of interaction for future interviews, but there were too many.” (Respondent 3, MACL, MAIN)

“Financial Aid - Need a better way to help students graduate more debt free. Shrinking scholarships with increasing cost doesn't help with this. Seems that new construction is taking away from student focus. Housing Office - overall not a positive experience Parking- need more parking that is safer (experienced drivers accelerating as I crossed Live Oak) Limited parking at Swiss for full size vehicles often taken by compact vehicles, forcing parking across campus.” (Respondent 12, MABS, MAIN)

“Registration Procedures- DTS did not know when the emphasis specific class I needed would be offered (It may not have been offered during the course of my stay at all), so I had no opportunity to fit it into my schedule. Internship Department- There are only four leaders for all of the internships for DTS, they are overworked and it shows. They could not liaise well with the mentors, my registration was lost, they need help formatting the class website, and they cannot focus well on each student when they have so many. Housing Office- I moved from out of state and did my internship last, internships are not counted as "on campus" so I was informed that I had to move during my internship. I had to choose between finishing early and finding new accommodations for only two months then move out without time to explore other options. Campus Communications- Your departments do not talk to each other and there is no good place to find all the information. I highly suggest you add another line to your motto and work on it- Teach truth, Love well, Communicate effectively. This is one of your biggest weaknesses. Human Resources- I came for a two year degree. I moved in July 2014 and out July 2016, I could not ever give a two year commitment without lying. Asking for a two year commitment for a domestic student seems unfair. ” (Respondent 13, MACE, MAIN)

“Business office: extraordinary fee for paying with a credit card online. Internship: a lot of unnecessary "hoop-jumping" - let the student plan and execute their own experience. Food: Terrible food at an unreasonable price. Classrooms: Cramped, bad temperature control, uncomfortable seating, absolutely awful and antiquated A/V equipment. Book center: Indifferent customer service. Amazon prime beats them on every count. Parking: I had to take my life into my own hands every morning crossing Live Oak Street. It's a wonder I survived seminary. Placement. Nice job board. I didn't get the feeling anyone was actively working for me other than to make cosmetic changes to my resume.” (Respondent 15, THM, MAIN)

“Mitchell needs cosmetic renovations, as well as intentional efforts to create an environment where students will congregate, build community, and experience relationships. The menu itself may be satisfactory, but the environment does not attract students. Chapel services could be more engaging and less lecture-style. Students are in lectures all day and having a more interactive and worshipful Chapel service would be a blessing and reprieve. I suggest

- updating worship songs, reconsidering the flow of service, and ensuring that the speakers utilize various methods of instruction. As far as the Chaplain's Office, I have been VERY SATISFIED with Jenny Fenton. Her communication is consistent and clear. Her leadership is impeccable and her heart, so pure. And while I know Pastor Joe is in his first year, making transitions, and getting settled into his role, I felt as though his leadership during and outside of chapels was a bit detached. He is always friendly and has a different manner than Chaplain Bill, but I would like to see more interaction with students before and after chapels, etc.” (Respondent 16, MACE, MAIN)
- “There was an instance my wife wanted to audit a class and I was told to register the week before the class, which I did but turned out that was after the registration period and the person there gave me a really hard time about trying to do it late. Regarding communication there was several instances where I received an email that payment needed to be made during a timeframe in the future, but then I received no email during the timeframe which would have been the better time to get an email prompt.” (Respondent 17, MABS, GA)
- “Although providing an eating establishment is not important DTS does not provide any meaningful ability to purchase food.” (Respondent 21, MABS, MAIN)
- “I marked dissatisfied for Spiritual formations groups. It was just one more thing to do. It was't very helpful and I was already well involved in my church and with other believers. The group leader also did a poor job.” (Respondent 22, THM, MAIN)
- “Only Admissions they lack personel or they had no time to remember people and following with them. They lack information to guide some special situations” (Respondent 25, THM, OL)
- “The library smells old. Some of my classes had holes in the ceiling and could use minor, affordable repairs. I was only in a handful of classes on campus and noticed it each trip.” (Respondent 31, MABS, GA)
- “Parking at Swiss Towers was incredibly hard with the ridiculously tiny spaces to park in. We had significant trouble once we had a child getting in and out of our car.” (Respondent 36, MACE, MAIN)
- “Online course syllabi and modules were consistently posted much later than F2F materials. A primary benefit and chief value of online education is flexibility. If anything the online materials should be posted first.” (Respondent 37, THM, MAIN)
- “The singles housing is very limited and you practically have to beg to live there. It's very pricy also and seems only the popular Christians fit in.” (Respondent 42, MBTS, MAIN)
- “My experience with the placement office was they gave me a list of websites where I could search for a ministry position myself. They offered nothing else.” (Respondent 44, THM, HO)
- “I did SF, though it was not required, for one year. It was different than I thought and my SF group did not mesh (not that we were conflicted) but it seemed to be a waste of time. I got involved with a more organic Bible study in Washington Hall and it was all I desired in SF and more. I guess it just wasn't for me. I also felt that, being different from the other group members (African American from the inner city, raised by a single parent), that there was a sense of pity when sharing my personal story rather than realizing we all come from various places and simply respecting those differences. If I had to do it over again, I would have rather bypassed my SF experience.” (Respondent 46, MABC, MAIN)
- “My personal experience with the housing office was great. However, I have many friends who have had negative experiences. I also have been disappointed by how the increasing number of Criswell students has affected the DTS community in Washington Hall and has prevented international students from gaining much-needed housing. It is also absurd that the Housing Office has a rule that it cannot sponsor faith-based events in Washington due to government funding. Please look into this -it's absurd that an office that requires its staff to maintain Christian community in its job description thinks it cannot sponsor faith-based events.” (Respondent 47, THM, MAIN)
- “On line admissions cumbersome.” (Respondent 54, DMIN, MAIN)
- “I was really dissatisfied with the level of communication through e-mail of DTS at large. Being an online student is tough because there is such a difficulty in communication with either the advising center, admissions center, or the registrar. I remember when applying it was a bear as I kept having to track down people, I was going through so much hassle for simple things.

- Even know, I am not sure when graduation is, if I am graduating or anything. Just left in the dark. I loved my time at DTS as far as the courses are concerned. Such a wonderful, life-changing time. I have learned so much that will be such a powerful tool in preaching to my church." (Respondent 57, MACL, OL)
- "Fin Aid told me I would not qualify but encouraged me to apply anyway, even after a major medical emergency I did not qualify for aid. Fin aid should not encourage people who do not qualify to try for aid anyway. Married housing instituted rules which hindered community (segregating play areas, disallowing older kids use of the courtyard for soccer, and often closing amenities without explanation or announcing est duration), effectively disallowing parents of younger kids to build relationships with parents of older kids. Uncovered parking put vehicles at risk to hail, rough weather and crime." (Respondent 64, THM, MAIN)
- "There was no effective library available for first 4 years of Washington DC campus and the one that exists I was never told if it has an online feature to find our which books are there or not, so never used." (Respondent 68, MACL, DC)
- "The internship department takes forever to get back to you and generally seems to be a little disorganized " (Respondent 69, THM, MAIN)
- "There was some confusion between the internship department and the advising department regarding whether or not I was on the Bible translation track or Bible translation emphasis. The difference had to do with whether or not I needed to do an internship for my degree. The internship department and the registrar helped me work through the confusion but there was a breakdown in communication between the advising department and myself. Garland Dunlap and Sabrina Hopson were especially helpful." (Respondent 72, THM, MAIN)
- "I had a horrible experience with my two internships. My internship supervisor drastically lacked communication skills and put my graduation back a semester because of his mistakes. When I brought all the issues to his immediate supervisor I was dismissed and the problem was not taken seriously. I had to deal with these problems for almost two years." (Respondent 76, MACM, MAIN)
- "Registration Procedures: Often missions classes were offered infrequently to the point the myself as well as others had to delay course work even though it is presented as a full degree program for full time working students. Chapel Programs-Though many of the speakers were very good, I can't remember hearing a woman preach in chapel. It sadly reflects much of the attitudes women face in the classroom on the Houston campus from male students. The absence of women being invited to preach in chapel and the silence on issues surrounding the marginalization of female students by male students and on occasion faculty in the classroom only magnifies the problem of women being made to "earn" the right to contribute or be taken seriously at the seminary. Your Extension Library- The last few years there have been drastic improvements to the Houston campus library. However, completing assignments were much more difficult in the first half of my time at the seminary because I was not able to access sufficient resources. It was unfortunate that of the fees we payed and the high cost of seminary that there was such a discrepancy between Houston and the main campus though the cost was the same. Counseling Services-Until my last semester I had no idea that students could receive counseling through the seminary. I know several students who would have also benefited but were also unaware. Advisor to Women Students-When I first began we had Dr. K Geissen. After the first few semesters there simply wasn't someone on campus to fill that role. DTS Student Ministry & Job Board-since I nor the seminary believe that women should be senior pastors, it is unlikely to find employment through the job board unless I wish to be a nanny for a family. I have check several times but it does not seem very useful for female students unless their convictions differ from that of the seminary. " (Respondent 77, MACM, HO)
- "Need much more parking!" (Respondent 78, THM, MAIN)
- "SF Groups are a waste of time for those who are actively in community at a church and on staff at a church, and who do not live on campus. It is redundant and forced community, in which I was already getting. It is necessary and I don't mind proving spiritual formation was happening, but when I am not on campus, and work and go to church in a completely different community it is redundant and a waste of time. Spiritual Formation is important,

and for on campus students, and for those in the DTS community is needed the way it is set up, but not if you are off campus, working full-time, and in a community at a church.”
(Respondent 86, MACE, MAIN)

“For extension students heavily involved in community groups in their home church, I saw this requirement as unnecessary and very burdensome on my already stretched family, when I was accomplishing the same thing through my church. Perhaps one’s pastor could vouch for this requirement in place of taking on another time commitment outside of classroom attendance, homework, church ministry, etc. ” (Respondent 88, THM, HO)

“I had a terrible SF experience.” (Respondent 112, THM, MAIN)

“Spiritual Formation - The kick-off event was neat. My SF leader decided we shouldn't do the curriculum, so we didn't. We treated it as a traditional small group and developed some good relationships but one student quit the school after a year so there were only three of us for the second year. At the end of the second year my SF leader graduated and the other member quit the school as well, so the relationships were not long-lasting. I didn't really understand the goals of the whole endeavor, but even so I did not feel that we accomplished them ; Financial Aid Services - I only dealt with them one semester, but I sent multiple e-mails and never got a single response; Turpin Library - The library is a fantastic resource, but the staff have been rude or unhelpful in nearly every interaction I've had with them. I've been erroneously reprimanded for "throwing" books in the return receptacle, certain staff members will check out your books without speaking a single word or making eye contact, I asked staff to address a "library visitor" who was mumbling loudly to himself and watching loud videos on his phone and they did nothing, and once I asked for help researching "the theological intersection between love and faith" and the young staff member typed "love and faith" into the search function and showed me the unhelpful results. Additionally, the "group study" rooms need to be made available for sermon practice. I practiced my sermons in them (quietly) for years until this last year when a new policy prevents this. I have been on campus for over six years and have seen a group study room used a total of one time: they should be made more accessible not less accessible.; DTS Book Center - It was fine as a book center, insofar as there were good books on the shelves available for purchase, BUT the staff were not knowledgeable about services and the "sale" signs were constantly misleading. I had to stop by the book center multiple times before anyone could answer questions about availability of graduation invitations, and again to find anyone who could answer questions about ordering graduation rings, and again about anyone who could answer questions about Logos/Accordance sales events. To the second point, "sale" racks of books would regularly have signs that said "50% off!" but in fact be 15-20% off, or something like that. It's a little thing, but incredibly frustrating to see it happen over and over again.” (Respondent 121, THM, MAIN)

“Advising center told me multiple wrong things in regards to how to go through the ThM emphasis process. It was very confusing. For registration, you couldn't register for certain classes if you were taking that class or needed to take another one first but in the same semester. This was frustrating when it came to signing up for language classes. For example, I signed up for OT102 in the summer and OT103 in the fall, but couldn't sign up for OT103 when I needed to. I had to email the registrar every time, which no one told me I had to do initially (it was very confusing). I would suggest finding a way to fix this process. The housing office changed out move-out date after we reserved everything, because they decided to move out students earlier than what they had told us. Not a big deal, but frustrating to have to figure that out in the midst of graduation, church interviews, and such. Really not a big deal, but something to consider. Some of the classrooms need to be updated. One room has a problem with the lights flickering frequently (this happened over the course of several years). Also, I might suggest moving away from overheads - I haven't seen those for more than 20 years until I came to DTS, and it just seems that the equipment needs to be updated. I don't know if that has other implications that I am unaware of, but just a thought regarding equipment. Also, some of the sound equipment makes a buzzing noise during classes, and the professors didn't know how to fix it / didn't care enough to fix it. It's hard to listen attentively with that going on (for someone who deals with ADD). Campus police were great, except they didn't

- answer the phone sometimes. One time they did answer, and expressed that they were on the toilet and would be right over to help (just the professionalism piece... doesn't bother me personally, but it's probably good for you to know that that happens). Overall, I have had an excellent experience at DTS! I just wanted to communicate this to you in order to help, per your request to the graduating students. Keep up the excellent ministry training!" (Respondent 123, THM, MAIN)
- "Spiritual Formation groups were a drag, took away a lot of time from my wife, and quickly became something we had to do, not something we wanted to do. If I could go back I would have done a single SF group instead of a married group. It seemed that the single SF groups were more lenient than the married groups." (Respondent 126, THM, MAIN)
- "Too much bureaucracy in the internship department, with zero value added. Spiritual formation is too curriculum based, takes too long to share life." (Respondent 130, THM, MAIN)
- "I'm a commuter student who only signed up for Baylor Fitness center one semester -- the hours they were available to us never lined up with the hours I would have been able to go. They were too limited to be useful to me by blocking out lunch and the period after 4 pm in the late afternoon before dinner." (Respondent 134, THM, MAIN)
- "Every encounter I had with Admissions or especially the Registrar's Office it was a beat down." (Respondent 140, MBTS, MAIN)
- "The spiritual formation group, I had 4 young guys that were not married. Not that I minded being a counselor at times, but I wish I could of been with men my age and life stage. SWIM, asked my wife to help, but didn't have anyone to followup with to get help." (Respondent 142, MACL, MAIN)
- "Classrooms had very squeaky chairs and some outlets didn't work. Financial aid gave lists of scholarships, but did not offer much aid or specific reason on why I was unable to receive more aid." (Respondent 145, MABC, MAIN)
- "SF groups were not offered at times convenient for those working (i.e. after 6pm). Never felt connected to the Women's Advisor." (Respondent 150, CGS, HO)
- "I had a very poor experience of admissions process. Just because my name was of foreign origin, they automatically put me in the international student category and asked me for unnecessary information for a US citizen." (Respondent 161, MACL, DC)
- "Baylor Fitness Center: I normally attend classes in Houston. On several occasions I attended a mini-semester in Dallas and wanted access to a place to workout. I would have paid an extra \$30 to access the fitness center for a week, but the option wasn't available. Financial Aid Services: The "Last Year Free" (LYF) was a big disappointment. The news of this program raised my expectations, but in the end my last year wasn't free. Although the seminary promoted this promise heavily, I had to pay for three hours in the fall and three in the spring semesters, because the courses I needed to take were not offered in Houston or for some other reason the restrictions kicked into effect. Also, LYF does not accommodate the Winter session very well. I wanted to take a 3-hour course in the Winter session, but a single course wasn't covered by LYF and it would have caused me to owe an even larger payment in the Spring 2017 semester. The restrictions of Last Year Free didn't provide much help for someone who only had 12-13 hours remaining for his last year. My wife thought LYF would bring some financial relief, but it didn't work out that way. My ThM experience at DTS has been wonderfully positive, but the LYF thing was a bummer. DTS should manage expectations better: First, I was so happy when I received the initial email that I didn't comprehend the exceptions laid out in that email. Second, it would have been helpful for the letter to add a sentence that says: "Forty percent* of last year students will still have to pay for some classes for one or more of the following reasons..." (* Instead of 40%, indicate the true percentage of paying last-year students.) Third, I had some that were required, but that were not offered in Houston. I wish these required on-line courses had been free. I had to take them in order to graduate, but the LYF program wouldn't cover the expenses of these required courses." (Respondent 173, THM, HO)
- "I had a rather negative experience with other the financial aid office" (Respondent 174, MABC, MAIN)

- “Internship office had terrible communication and frequently would not respond to emails. I had to go there in person two or three times to get a straight answer. I do not know who the student council is or what they do on campus. Did not get any quality feedback from any of my online course administrators (I took on average 1 online class per semester)”
(Respondent 177, THM, MAIN)
- “Customer service is lacking due to the fact that there is no need to retain residents. It feels often like we serve them, instead of them serving us.” (Respondent 178, THM, MAIN)
- “I think the requirements for many of the scholarships are unrealistic. Many students must work full time and have no financial support from their home church, which only allows them to take 6 hours and yet there is no scholarship provision for under 9 hours and the 9 hours scholarship requires 40 hours working a week, which is not possible for many single and married students (like that is just not available at our workplaces or the student is also married and a parent, and expected to participate in ministry at his or her church). I am going to try to be financially viable as I pay off my student loans in the next few years so that I could possibly provide for such a scholarship. That is how much I want to help the student who is not able to be full time or part time.” (Respondent 190, MAMW, MAIN)
- “-Parking in Swiss tower was frustrating at times especially for bigger vehicles. Smaller cars parking in big spots resulting in bigger vehicles unable to park in "compact spots" -Spiritual Formation content was redundant and surface level at times. Love the concept, but the content was a burden at times” (Respondent 208, MACL, MAIN)
- “Hendricks Center is not disabled friendly. Counseling services do offer longer term counseling and the referral counselors cost too much, so very few continue.” (Respondent 215, MABC, MAIN)
- “Internship Office: the evaluations of the internship office were not based on the actual work produced for the internship, but on producing wordy evidence that were time consuming and not very helpful.” (Respondent 221, THM, MAIN)
- “The women's commuter lot and visitor's lots are in disrepair and overdue for resurfacing. The angled spaces are cramped and too close together, with barely enough space to drive down the aisle. It is extremely difficult to pull a rolling backpack on the loose gravel parking lot.”
(Respondent 227, MABS, MAIN)
- “Online registration is not the easiest system to use, especially adding or dropping a class. I would recommend a confirmation screen so students know when they are making a permanent change to their schedule. Also student account statements were confusing as they are strictly chronological, not by category. It can be confusing, & the Business Office was difficult to reach by both phone & email.” (Respondent 229, MBTS, MAIN)

Suggestions to Improve Academic Programs

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the STM program to help fulfill the completion of degree competencies?

“My disagreement does not reflect dissatisfaction. There is only so much one can do in an STM degree.” (Respondent 80, STM, MAIN)

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the ThM program to help fulfill the completion of degree competencies?

- "I would suggest more emphasis on how one could use their education and abilities in the field of education in the local church. It seems that it is either you teach in the academic setting if you have gifts and abilities there, OR, you go into church work where education is not as important." (Respondent 22, THM, MAIN)
- "I will say, I think my awareness of the worldwide mission of the church is more from my own passion and experience than from DTS. I'm consistently shocked at how much my peers, particularly Americans, are unaware of what's going on in the world outside of the DTS block... or even what is going on in Dallas for that matter. I'm also disappointed at the insensitivity regarding race and gender expressed by classmates in the ThM." (Respondent 47, THM, MAIN)
- "I suggest that the BE, NT and OT department and courses should have stronger linkage and integration to the preaching and teaching courses. For example, the compulsory courses in NT department teach only exegesis of Pauline epistles, but a lot of preaching and teaching is on narrative/gospel and other books. The OT department does a better job in exegesis of narrative (Jonan, Ruth) but the teaching on exegesis of psalms and prophecy does not link well to preaching/teaching (how should the congregation do based on this?). The PM department has only 2 compulsory courses on preaching, and with time limitation, it assumes that the students already learnt exegesis well from the other courses to enable preaching/teaching. There is a clear gap in between, so I have seen final year Th.M. students preaching/teaching a bible passage without really grasping the key idea from the text, especially narrative." (Respondent 73, THM, MAIN)
- "I suggest a return to what Dr. Ryrie did at the end of the Th.M. program. Students need to be able to orally defend their views. I think this assessment at the end was wanting. I also believe personal evangelism with professors should be more heavily emphasized." (Respondent 98, THM, MAIN)
- "Perhaps an opportunity to verbalize a Bible book would be helpful to accomplish the first item. This could be done in small groups in a given BE class." (Respondent 99, THM, MAIN)
- "I wish we got more from the vantage point of the dispensational distinctive. However, I had tested out of the Bible Exposition classes, and therefore I may have missed exposure there." (Respondent 137, THM, MAIN)
- "I didn't lead a group as often as I expected, but I don't think the seminary is responsible for that. The Spiritual Formation group was helpful in learning how small groups can be run." (Respondent 138, THM, MAIN)
- "More required courses on practical elements of ministry (besides preaching) would be valuable. Things like church administration, outreach planning, church-community relations, etc." (Respondent 166, THM, MAIN)
- "I did not have much exposure to world missions outside of WM101. My own WM101 session was very poorly run, being taught by a teacher who came out of retirement to fill a last-minute need. Beyond this, my only missions exposure was during WEC week. However, by my own choice, I only attended sessions relevant to local missions issues, and so I did not get any further exposure to world missions issues." (Respondent 177, THM, MAIN)
- "The ThM is quite low in two aspects: (1) in Hebrew Exegesis / OT introduction; (2) pastoral care preparation. For #2, I have audited 3 classes in the BC department, but I will have to do a lot of personal work to improve my Hebrew." (Respondent 221, THM, MAIN)

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the MACS/BS program to help fulfill the completion of degree competencies?

- "No suggestions. It just seems that adding part-time graduate school to an already busy family life and ministry can have an adverse effect on personal spiritual growth. Not sure how to change that as it seems like a common challenge for many." (Respondent 5, MABS, DC)
- "Include more opportunities to serve in classes" (Respondent 36, MACE, MAIN)

"Online interaction is not functioning" (Respondent 235, MACS, HOCH) **translation from Chinese*

"Combined with the current situation in mainland China, adding some practical application of the part." (Respondent 236, MACS, OC) **translation from Chinese*

"More face-to-face or face-to-face and mixed courses." (Respondent 239, MACS, HOCH) **translation from Chinese*

"To carry out the course of the original course and church history" (Respondent 240, MACS, MACH) **translation from Chinese*

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the MABC program to help fulfill the completion of degree competencies?

"I think our program would be better suited to be labeled as "Christian counseling" opposed to "Biblical counseling"" (Respondent 232, MABC, MAIN)

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the MACL program to help fulfill the completion of degree competencies?

"Allow more leadership oriented courses in the completion of this degree" (Respondent 12, MABS, MAIN)

"The history part was just because I didn't get a chance to take a church history class. As I said before, I absolutely loved my classes and everything I learned. However with the leadership courses. The one class on leadership was pretty decent, but outside of that not much else was there. I'm currently reading a book called Ultimate Leadership by John Maxwell, highly recommend using this or making students read this. It incorporates theory of leadership with practical application. And the application side of leadership was lacking a bit at DTS in my opinion." (Respondent 57, MACL, OL)

"FYI, I think I needed a little more help with actually developing a leadership plan for an organization." (Respondent 160, MACL, DC)

"I loved the classes taught by the professors who have had both church and outside of the church experiences. I felt though the breath of leadership experience was not as wide (marketplace, para-church etc). I" (Respondent 161, MACL, DC) **original comment ends here*

"Design a leadership development plan; this was not incorporated in the MACL degree program, but would be great to include." (Respondent 193, MACL, DC)

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the MACE program to help fulfill the completion of degree competencies?

"I feel that a solid historical understanding of theology is offered in classes expected of the THM and not in the MACE. Breaking the history up based on the different theological disciplines (Trinitarianism, Sanctification, etc.) made an overview of the history difficult to reconcile because of limited information since an historical view was not the overall purpose and different professors approach that information differently. Unfortunately my philosophy of Christian Education course was not as straight forward or information heavy as it could have been. I have heard the class is to be revamped and I think that will help a lot." (Respondent 13, MACE, MAIN)

“In the MACE program, we did observe and evaluate the women's ministry program. ” (Respondent 41, MACE, HO)

“I did mark agree in most of these areas, though I would say that some of those areas were evidenced not by my academic work, but through extra projects I conducted outside of class. While I received an extremely high level of education at DTS, much of the actual epiphanies about Christian education were produced in personal study or discussion with peers outside of DTS environments.” (Respondent 103, MACE, MAIN)

If you did not mark agreement in one or more of the above competency statements, how would you suggest the Seminary improve the MACM program to help fulfill the completion of degree competencies?

“I did my internship in a North American church setting, which was not cross-cultural. I could have sought out an intercultural Bible teaching experience, but chose not to. I don't think this is the fault of the program. I can't remember ever designing a strategy for intercultural ministry per se, but I learned a lot in my classes about how to do intercultural ministry effectively. While I did not ever sit down and come up with a coherent strategy paper, I don't think that would have been useful anyway. I think it was more useful to learn principles that would apply in a variety of contexts, as I did in this program. Perhaps I misunderstood the question on this survey.” (Respondent 2, MACM, MAIN)

“All the BE classes were way too condensed with far too much material.” (Respondent 39, MACM, MAIN)

“Most of my missions courses were extremely helpful and my professors were excellent. In the first few years of my time at the seminary, I felt challenged and found professors to be very knowledgeable and clear about not only their views of theology but also the competing views. In the last few years there seems to have been a slow shift, in my opinion, of the emphasis of my classes. In some classes we talked *about the Bible a great deal but did not sift through it very much. I think this was a very unfortunate reality in quite a few classes and I completed those courses without getting a good understanding of what the class what meant to cover. DTS talks about teaching all 66 books but a course that only covers a few normally highlights a few details in each an then spends a bulk of the time on one as the amount of class time is not adequate for covering the books to be covered. It seems over time there is more focus on practitioners, but unless one is taking the Th.M, students aren't also challenged to grapple with the material in a way that demonstrates a mastery of it, whether it be a theology class or a preaching class. I am thankful for DTS and love that God brought me to such a wonderful institution. I hope DTS will stay true to challenging students to know the word of God deeply as well as be able to demonstrate it.” (Respondent 77, MACM, HO)

Suggestions to Improve DTS Core Competencies

**In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above?
(Biblical Interpretation)**

MBTS Respondents

“I believe that requiring the narrative of the bible class, as well as Dr. P's Kingdoms and Covenants class early in a student's experience might be beneficial in instilling a 30,000 foot view into which subsequent information could be placed in context” (Respondent 63, MBTS, OL)

“Better communicating Scripture is an area that I need to work on.” (Respondent 105, MBTS, OL)

MA Respondents

- "More historical integration." (Respondent 6, MACS, HO)
- "I think it's doing a great job." (Respondent 9, MACE, MAIN)
- "History of Doctrine seemed to miss major areas of influence that draw apologetic needs today (i.e. time periods that included inquisition, crusades, etc.) and the doctrinal changes and justifications of those eras" (Respondent 12, MABS, MAIN)
- "Further practice in hermeneutics, beyond BE101. Yes, other BE's offer instruction in interpretation, but not always the student working out that interpretation. Usually, the student simply imbibes the interpretation of the professor. I'd prefer to see the professors walking alongside the students and showing HOW to interpret in addition to revealing interpretations they hold. Dr Baylis' "Seed of the Woman/Seed of the Serpent; Top Line/Bottom Line" was beneficial in this regard. I still feel a little insecure in declaring full confidence in my interpretation and synthesis of all Bible books because I am still solidifying the theology learned here and the transformation experienced. :)" (Respondent 16, MACE, MAIN)
- "I would have liked to take a class in comparative religions. The ability to have a fundamental, working knowledge of the Muslim, Buddhist and Hindu faiths would be helpful." (Respondent 21, MABS, MAIN)
- "More online video conferencing with professors in online classes. It seemed like that increased quite a bit toward the end of my degree, and it proved to be very helpful." (Respondent 32, MACE, MAIN)
- "I found that my Bible Ex classes spent more time on structure of book than on content or literature. I would have liked to have had more." (Respondent 34, MABS, OL)
- "MABC student's don't get much church history. The ST courses hit on it often, but not from the beginning. I would have preferred a better foundation on the history of Christianity, rather than piecemealing it together from lectures and notes." (Respondent 46, MABC, MAIN)
- "It would be nice to have a short, easy, quick class on major historical characters in church history. Even if just given flash cards to memorize names and what they contributed. I read a couple, but I don't learn primarily through reading so I can't remember what they stood for. But a graph would be very helpful." (Respondent 57, MACL, OL)
- "I think that there could be more of a history lesson integrated into the program." (Respondent 65, MABC, MAIN)
- "I'm not sure that through BE courses I saw a model of historical influence that was presented in such a consistent fashion that I can state that I have methodized this - I understand historically where OT fits better but nit sure I have a handle on it thoroughly." (Respondent 68, MACL, DC)
- "MA should include a course on Homiletics." (Respondent 75, MABS, OL)
- "Church history is not required for my degrees so I lacked in that area." (Respondent 76, MACM, MAIN)
- "Narrow down the reading requirements; at times it was so exhaustive that it was overwhelming & I was unable to keep up despite speed reading" (Respondent 79, MABC, MAIN)
- "FYI, I could use a little more instruction on historical influences in biblical interpretation." (Respondent 160, MACL, DC)
- "The history of Christian Ed could have been re-filmed. The online version seemed to skim over details too fast." (Respondent 170, MACE, OL)
- "I was part of the Advanced Standing program where the theology and Bible classes were grouped together. I feel like the majority of the class time was too broad to feel confident in the subject matter." (Respondent 171, MACE, MAIN)
- "None. It's just been a while since I took classes." (Respondent 183, MAMW, MAIN)
- "I think that the Church History we teach at DTS is not very inclusive because it is only a study of the Western and North American Church history, with a sad neglect of the Asian and African American church histories and origins. It is for this reason I did not feel comfortable marking

- my method reflects a knowledge of historical influences, it does by Western epistemological standards to be sure, but that is all." (Respondent 190, MAMW, MAIN)
- "It would be better if all counseling classes could integrate more biblical interpretations, even though some classes are meant to be more secular." (Respondent 202, MABC, MAIN)
- "MACE students should be required to take a historical theology class." (Respondent 207, MACE, MAIN)
- "Though I selected all statements above, the Seminary needs to improve greatly it's knowledge of historical and theological influences." (Respondent 216, MAMW, MAIN)
- "I think it has more to do with a person's strengths rather than how the seminary can improve. While understanding historical influences in theology is important, that comes more easily to some than others." (Respondent 227, MABS, MAIN)

ThM Respondents

- "Nothing they do a great job, but I think with languages it would be great to have more technological support to keep doing them for a extended time" (Respondent 25, THM, OL)
- "How do you measure the ability of exegetical and biblical theological research leading to spiritual transformation? I have witnessed spiritual transformation take place in greater form from other's testimonies, bible study, fellowship, and service more than I have heard. I look forward to possibly seeing this more in my ministry in the years to come." (Respondent 40, THM, HO)
- "I marked all of the above. I will say that I do not believe the TBTK reflects the above. It feels more like Bible trivia reflecting a particular interpretation of certain passages by the person who crafted it than a measurement of the above competencies. It's also difficult taking the TBTK if you haven't had a BE or ST or HT class in a few years; I just don't know how well it reflects what students actually learn here. I do think there is a greater need for interaction with liberal literature on an academic level, particularly JPED theory and interaction with other hermeneutics outside the literal/grammatical/historical approach; I do not feel equipped to engage those if I attend a liberal university." (Respondent 47, THM, MAIN)
- "Just not enough time to get good at the literary genres." (Respondent 58, THM, MAIN)
- "These few questions on competency as a graduate has only yes/no answer, so I guess most graduates would fill in yes. But there is a big range of competency and confidence. I continue to see that the biggest improvement opportunity in our TH.M. program is that the BE, NT and OT department/courses should have stronger linkage and integration to the preaching/teaching courses, as I mentioned above. The exposition and exegesis courses should help the students think of applications of the text, and how to help the congregations on the application." (Respondent 73, THM, MAIN)
- "It would help if the preaching and education classes were more in sync with the exegetical and Bible exposition classes." (Respondent 98, THM, MAIN)
- "I would say that I am able to conduct exegetical and biblical theological research in Hebrew and Greek, but I do not feel nearly as proficient as I thought I would be upon graduation. I also wish DTS would implement an academia route and a pastoral route in regards to languages. As someone who struggled greatly in languages, I found that I was not able to apply myself like I wanted in the other classes." (Respondent 126, THM, MAIN)
- "There is a gap between exegesis and application. In other words, a gap between NT105 (and OT104) and PM103/104." (Respondent 130, THM, MAIN)
- "I wish the theology and bible exposition courses could have gone deeper theologically and biblically. The reading in the theology courses usually helped. However, I felt that the required courses were broad and shallow in order to encapsulate a larger audience." (Respondent 137, THM, MAIN)
- "I'm not certain what is meant by "...research in multiple literary genres," but I'm sure I could do it." (Respondent 138, THM, MAIN)
- "I am not sure what the theological context of the Bible is. Comparative studies with other ANE religions has only clouded my concept further. I thought OT103 was one of the most important classes for deeper study of Hebrew after seminary. I have a great foundation in

- OT101-2, but OT103 was so disorganized that I feel like my grasp on Hebrew was stronger before I took it than after. I did not learn the grammatical categories (not for lack of trying), but rather experienced a jumbled teaching mess." (Respondent 177, THM, MAIN)
- "I believe history is much more than the theologians, but has much to do with major events and movements. I don't feel we ever cover the major events. Just the people who lived at one time or another." (Respondent 178, THM, MAIN)
- "As mentioned earlier, the Hebrew aspect of the curriculum is on the low side. The OT classes are easier than the NT classes, and they are less numerous (OT intro is conflated with OT exegesis, whereas NT intro is apart from NT103-4-5)." (Respondent 221, THM, MAIN)

**In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above?
(Theology)**

CGS/CBTS Respondents

- "The seminary may have classes that address world religions and cultural differences, but I am not aware of it. Better understanding world religions and cultures would help in communicating the beliefs we have in common yet clearly state the differences in doctrine." (Respondent 136, CGS, MOBL)
- "I don't believe I would be able to articulate doctrine in different cultural settings very well. Mainly from a lack of understanding of other cultures and not knowing norms and values of other cultures." (Respondent 192, CBTS, OL)

MA Respondents

- "I just haven't been in a variety of cultural settings yet in which to practice articulating sound doctrine. I don't know how the program could improve upon this (though it seems that a degree in "cross-cultural ministry" should force students into cross-cultural situations). Perhaps it would be beneficial to have a two-week (or month-long?) cultural immersion program as a part of the MACM. It would probably not be difficult to find a DTS grad serving overseas who would be willing to partner in such an endeavor. That would give MACM students the opportunity to live, and possibly teach, in a cross-cultural setting. But more importantly, it would teach them how to listen and learn from those in another culture well. This might be a more important skill than knowing how to articulate sound doctrine in another culture, and one that is harder to learn. I felt that the MA program was lacking in the church history department. (i.e.: I never took a church history class.) Church history naturally came up at different points, particularly in the theology classes, but I don't feel that I have a very good handle on the big picture of church history. Therefore, it is difficult for me to feel confident in explaining the historical development of Christian orthodoxy, since my knowledge of this comes from a hodgepodge of classes, and has big gaps." (Respondent 2, MACM, MAIN)
- "I did not mark the cultural settings question because I have not had sufficient opportunity to make that claim with integrity." (Respondent 5, MABS, DC)
- "I believe the seminary is doing a great job." (Respondent 9, MACE, MAIN)
- "I marked them all, but it would be interesting to add an ability to support Christian orthodoxy using more secular means. If scholarly disciplines are the goal, non-Christian scholars will not accept these premise." (Respondent 13, MACE, MAIN)
- "I can explain/defend the doctrinal statement in its near-entirety. However, I disagree that some gifts of the Spirit were temporary, only useful during the 1st century birth of the Church. My stance is based on Scripture and personal experience, as well as years of Church history and orthodoxy. Additionally, I believe the oneness and unity of believers the doctrinal statement

- describes is not fully in place at DTS. This, specifically, in regards to women. Several professors and faculty members promote their positions on a Complementarian|Egalitarian Spectrum more than they promote oneness. This is actually the opposite of what the doctrinal statement affirms, a "rising above of sectarian differences" to maintain the bond of unity and peace." (Respondent 16, MACE, MAIN)
- "I'm still growing in explaining and defending my faith theologically and especially in different cultural settings." (Respondent 28, MABS, DC)
- "Trying to retain all of the information is difficult." (Respondent 33, MAMW, MAIN)
- "It is indeed drinking from a fire hydrant. I was glad to have slowed down my studies after my first year and a half so that I could learn better. After slowing down, and working less, my grades improved and I felt like I was learning more." (Respondent 46, MABC, MAIN)
- "Because I worked in the spiritual formation department as a spiritual formation fellow, I got training in this area, but I think we are moving in a good direction at DTS with helping students apply what they're learning in a variety of cultural settings. I think this is a good move. With postmodernity, there is a need to be able to communicate biblical principles, doctrine, and theology within that framework. I've noticed over the last couple years more integration within the classroom." (Respondent 48, MAMC, MAIN)
- "I think I have been better at finding passages of scripture that support Christian orthodoxy including the Trinity, outside of that I'm patchy in putting together full theological constructs to support doctrine except for Trinity and Soteriology....Perhaps because I didn't engage these topics enough or I was so busy learning them but no time or conversation to really consider these at length- it was more about specific assignment completion of aspects of doctrine rather than seeing the bigger picture- I also think some profs are better at this than others as they taught me " (Respondent 68, MACL, DC)
- "I believe that MA programs should study the History of the Church." (Respondent 142, MACL, MAIN)
- "I do not have much experience in a variety of cultural settings." (Respondent 154, MACE, MAIN)
- "I agree with all of the above, however, I am much more proficient with putting my beliefs in writing than in speaking mostly because I have more practice with writing. I would encourage more speaking assignments now that technology today makes videos easy to do with online students. I found my internship online video speaking assignments and my BE201 (Story of Scripture) video assignment the most difficult assignments for me to do, but very important to developing my speaking skills." (Respondent 160, MACL, DC)
- "I would have appreciated better understanding of complementary vs. egalitarian position of women early in the DTS seminary journey." (Respondent 161, MACL, DC)
- "Require/provide 3 hours of Historical theology for all students, and require Role of Women/Gender for all students" (Respondent 168, MACE, MAIN)
- "I loved my class on world religions...it just needs practice now thus I am now yet confident in my ability to smoothly articulate sound doctrine in a variety of cultural settings...but that is a practice issue not a "well taught or not" issue" (Respondent 185, MABS, DC)
- "I am able to explain and defend the doctrinal statement of the Seminary with theological and biblical support, however, this does not mean I agree with all tenants of the doctrinal statement. I am able to give a biblical and theological argument for the positions given in it." (Respondent 190, MAMW, MAIN)
- "I feel I could take more courses in World Evangelism." (Respondent 224, MABS, HO)

ThM Respondents

- "I'm not even sure that's the seminary's job. Other than actual exposure to other cultures, there's not really a way to teach this in my opinion." (Respondent 22, THM, MAIN)
- "I may not know all the theological abbreviations at the fringes, ut could probably figure them out with research." (Respondent 40, THM, HO)
- "I took my HT courses 5 years ago -I feel like I have a basic foundation but that I have much to learn and study in those areas. Even though I'm very globally minded, I don't know that DTS itself has prepared me to articulate Christianity in worldwide ministry -I took two terrific missions courses, but outside of them I am concerned that the majority of what we read at

- DTS is written by White, Western, Male theologians and scholars. We do not get exposed to the voices of minorities within the USA or to the voices of the majority world church worldwide. Aside from Justo Gonzalez' historical theology, I cannot recall being required to read anything for a BE or ST course written by a woman, an African American, or by someone from a non-Western Culture (after 400 BCE perhaps)." (Respondent 47, THM, MAIN)
- "Need more time in studying in this area." (Respondent 58, THM, MAIN)
- "I think the Seminary could use help in explaining "Theological aberrations at the fringes of Christianity." Explaining the differences between American culture and what are Church teachings, scriptures, and theology would help with this. For example, women here are free to wear what they want, but would Christians exercise their religious/clothing freedom in a closed country, or would it be best to blend in to society with what they're wearing?" (Respondent 138, THM, MAIN)
- "I do not know how the church handled unity and diversity historically. My understanding of Christian history is that it has not handled that issue well. I am not aware of my own cultural blindspots to the extent that I would feel comfortable articulating the more nuanced Christian doctrine in a worldwide ministry." (Respondent 177, THM, MAIN)
- "It would be nice to have more opportunities to hear of international students' theological perspectives throughout studies." (Respondent 202, MABC, MAIN)
- "Continue to include/enhance professors, lectures, and/or historical information and perspectives from other cultures, E.g. African American and Latino sub-cultures." (Respondent 212, THM, MAIN)
- "My ST106 prof who graded my capstone doctrinal statement said it was one of the "most excellent statement" he had seen in these past few years. As I was writing this statement, 99.9 of my footnotes were based on the Bible. I was trying to incorporate more data from Church history, but this would have been very time consuming. The point is that I don't feel that my training in HT and ST classes has sufficiently equipped me to make an easy use of Church history in my doctrinal articulation. I haven't read a whole lot of primary sources in the required classes." (Respondent 221, THM, MAIN)

**In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above?
(Servant Leadership)**

CGS/CBTS Respondents

- "I checked the above areas of servant leadership but I question if I truly demonstrate "competency". I try to live out those areas, but I admit, I battle my flesh in consistently living it out everyday. Do we ever reach competency?" (Respondent 136, CGS, MOBL)

MBTS Respondents

- "More info in courses to provide Christian leadership." (Respondent 105, MBTS, OL)
- "I'm not sure why I did not do well in the leadership class. That is my disappointment, I do not know where I did not meet the standards." (Respondent 167, MBTS, DC)
- "Always working on Christlike character." (Respondent 184, MBTS, DC)

MA Respondents

- "I don't like answering questions about how good of a servant I am. I feel that as soon as I check that box saying, "Why yes, actually, I DO model servant leadership. Shucks," I am automatically disqualifying myself from humility. I don't think these questions are particularly good as self-evaluation questions. The whole leadership internship portfolio was difficult for me in

- that way, also. I wanted the portfolio and artifacts to be done by someone else who knew me well and was observing me. How can I best present my servant leadership abilities without sounding too arrogant? Hmm... I didn't like it at all. I know I have a long way to go in servant leadership, but talking about how great I am in this area doesn't help me very much." (Respondent 2, MACM, MAIN)
- "More detailed background with regards to the origins of "servant leadership" I disagree with that I model it as servant leadership is by definition acting like a servant in order to achieve a leadership position. Rather, I agree with Paul in 1 Cor 9:19." (Respondent 6, MACS, HO)
- "I believe the seminary is doing great." (Respondent 9, MACE, MAIN)
- "I still struggle in this area and received the clearest understanding of my lack from my internship exit interview which was my last assignment before graduation. I suggest that you either encourage students to not have the internship be the last class they take or find a way to have students work through the evaluations that are used in the internship. Another look at the expectations of the spiritual formations groups might be helpful as I thought this was part of their expectation, but they may have too many expectations already." (Respondent 13, MACE, MAIN)
- "I agree with all the statements above, but I wanted to say that my spiritual formation experience was life-changing. I had the privilege of leading three groups and working with the spiritual formation leadership team and I am forever changed in many of the areas listed above." (Respondent 48, MAMC, MAIN)
- "Perhaps there was a class on gifts and how to develop your personal ministry with those personal gifts which I should have taken. I find myself to be adrift as to what God really wants me to do with who He has made me and the outstanding education He has just given me. Perhaps this is a common issue for students like me who are not on the Dallas Campus." (Respondent 131, MABS, DC)
- "I think the internship should be more involved in locating churches that are equipped at helping the student reach his/her goal in leadership." (Respondent 142, MACL, MAIN)
- "I am not sure a seminary can teach character or skill that comes from time and experience. I hope I do these things which I've left unmarked above. I have done them before. But I don't necessarily link these things to the seminary and it's training." (Respondent 151, MABS, OL)
- "I think there is more comprehensive preparation of the leadership at ThM students; however, it is rather inadequate for MACL students who desire to lead in top leadership. For example, Spiritual Formation journey for 2 years is foundational but for those assuming top leadership position, it is insufficient. There needs to be more than advising of what courses to take but how to prepare students to be better equipped to take on the leadership role i.e. vocational ministry or career advising to students in preparation for the leadership role. There must be some practical guidance. There are plenty of students with experiences but we don't currently leverage these experiences of students." (Respondent 161, MACL, DC)
- "These are awful questions" (Respondent 174, MABC, MAIN)
- "While I feel I have competency in all these areas, there will always be room for growth and accountability." (Respondent 175, MACM, MAIN)
- "Not sure." (Respondent 183, MAMW, MAIN)
- "One of the most valuable things I learned at Seminary, came from Shannon Reibenstien during my internship. Even though I have been told my whole life that I have leadership qualities and abilities, I had internalized a very traditional view of what leadership looks like, aka the Church Swindoll model, and felt thoroughly disqualified. Shannon took the time to help me see the rich variety of leadership styles within the body of Christ, and I think the only way that other students will not fall into the same thought trap that I did, is to continue to see more and more leaders promoted at DTS that are unconventional. This could be through speaking at Chapel, through special events, or videos and articles in the DTS magazine and on the website. We need to see more pastors and pastoral staff, male and female, who have served faithfully at non-mega churches, or unconventional ministries, who have not seen great public success but who have taught truth and loved well when numbers were low. I'm not denying that Chuck Swindoll is a servant leader in the least, he is one of my favorite speakers because he models servanthood well. I am asking for additional leaders to be added

- to his ranks, so that our cloud of witnesses might be more varied and inclusive to better reflect the body of Christ. One way this was done best is through interactive chapels featuring a panel of leaders. I loved those, and they reiterated to me that leadership is modeled well within the body of Christ by many diverse peoples.” (Respondent 190, MAMW, MAIN)
- “It would be nice to have more ministry opportunities off campus.” (Respondent 202, MABC, MAIN)
- “Much of what I did in the area of servant leadership was/is done on my own in response to the Holy Spirit’s leading. I lead a number of young ladies as a disciple-maker. Although it certainly is not discouraged, DTS does not seem to emphasize discipleship.” (Respondent 214, MABC, MAIN)
- “MABC students could benefit from some type of spiritual formation. While professional counseling is necessary and incredibly helpful, especially for aspiring counselors, it would also benefit students to be a part of a community group (be it spiritual formation or otherwise). Many BC students go to church, but there is no real accountability at times to ensure we are committed to a local church and pursuing the Lord. I believe MABC students learn a lot while in seminary but are not necessarily challenged in servant leadership like students from other degrees.” (Respondent 232, MABC, MAIN)

ThM/STM Respondents

- “I don’t aspire to be a leader.” (Respondent 22, THM, MAIN)
- “I LOVE the DTS model of servant leadership. I have served in a setting where someone had a different paradigm of leadership (authoritarian), and it was devastating to everyone around him/her. However, I don’t know that DTS does much to specifically train in leadership, outside of the leadership courses. As an employee, I don’t see what DTS does to develop and train leaders within its organizational structure... I see little professional development. That may sound out of place, but I don’t know how students can embody what isn’t modeled for them. The servant aspect of leadership is well-modeled by the incredible faculty and staff. But other skills such as conflict resolution, communication, casting a vision, etc do not seem addressed by faculty, staff, or students outside the leadership courses or the internship program.” (Respondent 47, THM, MAIN)
- “In the areas of leadership I used some leadership in my internship but I wasn’t really taught or challenged in this area while at seminary. I was a accomplished leader before I arrived at DTS.” (Respondent 58, THM, MAIN)
- “I just want to thank DTS for helping me love God more. The four year experience helped me grow deeper in a love for Christ and others.” (Respondent 137, THM, MAIN)
- “I’m not sure what transformational leadership is.” (Respondent 138, THM, MAIN)
- “I’m not sure about improvement, but these questions make me feel incredibly vain and arrogant to answer. There might be a better way to phrase them...” (Respondent 189, THM, MAIN)
- “I am not currently working in a leadership role.” (Respondent 222, THM, MAIN)

In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above? (Cultural Engagement)

CGS/CBTS Respondents

- “I’m not sure!” (Respondent 96, CBTS, OL)
- “I would feel hesitant to enter a deep dialogue with someone of a different religious belief. A class that compared and contrasted world religions to Christianity would be very helpful.” (Respondent 136, CGS, MOBL)

MBTS Respondents

- “In my course program, I may not have taken classes in mission and pastoral counseling that will help me to have more global view of using my Christian background to influence the world. That is my intend after graduation to begin taking classes in those areas” (Respondent 53, MBTS, OC)
- “Discussion of other cultures to help students be aware of and appreciate different cultural norms...” (Respondent 105, MBTS, OL)

MA Respondents

- “As the English pastor in a Chinese church, I have had to learn how to integrate Christian teaching into multiple cultural backgrounds. It would be great if there was a way to connect DTS students and alumni who are serving in similar capacities.” (Respondent 6, MACS, HO)
- “I believe the seminary is doing well.” (Respondent 9, MACE, MAIN)
- “The seminary is behind by ten years as the world around it changes daily. To have knowledgeable dialogue you need to know the perspective of others and the seminary works hard to show us 'our perspective'. The glaring error for this is the over simplifications of the people, their beliefs, and their perspectives. There is a reason behind their belief, do we know how to engage without straw men?” (Respondent 13, MACE, MAIN)
- “Evangelism wasn't a required course in my program and I wish it had been.” (Respondent 19, MACE, MAIN)
- “Still growing in these areas. DTS did a good job with this, but these are areas of personal struggle.” (Respondent 28, MABS, DC)
- “I wish DTS were more connected to the surrounding community and the public square. I felt very much in a bubble that had little permeability. I know that much of it is for a good reason (maintaining its conservative orientation), but I also felt like I had no means to connect what I was learning in the classroom to "out there" until I began to get connected to people "out there" on my own. And even still, the connections were few.” (Respondent 46, MABC, MAIN)
- “I agree with all the above statements, and I got a lot of practice through spiritual formation, my work with Barry Jones and the spiritual formation team, and also my work with Dr. Basselin and Dr. Glahn. I'm so grateful for their influence.” (Respondent 48, MAMC, MAIN)
- “DTS has done a great job of moving to recognize and include other cultures in recent years. They still have a lot way to go, but I'm so encouraged to watch DTS reach out and make a different to ALL peoples.” (Respondent 103, MACE, MAIN)
- “The missions and evangelism classes were excellent, but I was not trained in dialogue to have with people of other religions, particularly Muslims which I encounter regularly. Appropriateness of dialogue would be really helpful!” (Respondent 131, MABS, DC)
- “I did not look to the seminary to teach me how to appreciate the many dimensions of ongoing public-square and global conversations related to social, cultural, religious... because as a extension site students, we do not get to spend enough time on campus except classes. I feel it would have been great to interact with other students beyond the SF programs but it was tough.” (Respondent 161, MACL, DC)
- “Provide more opportunities for engaging in cultural discussions - such as Spiritual Formation in Contemporary Culture by Dr. Jones. This class opened up a whole new understanding of culture and cultural discussions - especially in America today.” (Respondent 168, MACE, MAIN)
- “I would have enjoyed leaning more about the global conversations happening today. I also feel that it would have been useful to learn various techniques in presenting the Gospel” (Respondent 170, MACE, OL)
- “I think that I need to grow in these areas by ongoing communication with those of other cultures and within the public square. I don't think DTS could have done more, I think it just takes time and study.” (Respondent 171, MACE, MAIN)

- “Get rid of the word engagement. Replace it with Dialogue. Engagement implies warfare or marriage, dialogue implies hearing as well as speaking. The greatest growth I experienced in these areas were through the Media Arts and Worship classes I took, specifically Dr. Basselin's classes. He invited multicultural perspectives using media artifacts and guest speakers that were phenomenal. Also, Dr. Barnes WEC week presentations have had a similar affect in developing my understanding of the LGBT community that I consider invaluable. Finally, every chapel led by the Black Student Fellowship also showed excellence in this, and helped me to hear fellow students on campus with greater sensitivity and compassion than I previously had.” (Respondent 190, MAMW, MAIN)
- “I believed this area was developed for me by taking World Religion and Theology to satisfy my WM credits. This course introduced me to other religions and began the conversations with others as part of the curriculum. I highly recommend to other students because it is a safe learning environment to ask questions and seek understanding.” (Respondent 191, MABS, MAIN)
- “All students should be REQUIRED to take a racial sensitivity course. As an institution we need to be more proactive about preparing students to properly engage issues of race and culture beyond world missions. Students need to be equipped to minister to and with their literal neighbors of a different race as much as they are for our brothers and sisters overseas. With a whole week dedicated to World Missions, we need to provide more emphasis for the issues of race and culture that are happening in our own communities. (My name is Elizabeth Woodson and I am African American)” (Respondent 207, MACE, MAIN)
- “I achieved competency and I am continuing to achieve competency in this area, but it is not to the credit of the Seminary. The Seminary has fundamentally failed and continues to fail when it comes to cultural engagement.” (Respondent 216, MAMW, MAIN)
- “I feel I am not as in tune as I could be with social, cultural and religious concerns. I think it's on me to engage more.” (Respondent 224, MABS, HO)

ThM/STM Respondents

- “I think these competencies arise from my particular experience at DTS; however, I do not see these in my peers. Many of my peers have little understanding of the complexity of factors in our world today. I've had a peer who won an academic award tell me that all the problems in our inner-cities stem from "crack addict moms who won't take care of their kids." I have peers who have had professors in class say that systemic racism doesn't exist today. DTS has come a LONG way in my time here; but the job of equipping students to compassionately and knowledgably engage issues in our culture is still a large task.” (Respondent 47, THM, MAIN)
- “Evangelism does not seem to be emphasized as much as it needs to be. I'd like to see the professors themselves more involved in evangelism with students.” (Respondent 98, THM, MAIN)
- “I'm not sure the Seminary has anything to do with this - I just struggle to be evangelistic in my dialogue. I understand the need for it and engage in compassionate dialogue with unbelievers, but it is still difficult for me.” (Respondent 102, THM, MAIN)
- “This was not accomplished in the classroom, but in chapel primarily through Dr. Bock's ministry. I'm not sure if there would be a course that could facilitate this effort. The chapel is an effective tool for this due to its flexibility to keep up with contemporary culture.” (Respondent 137, THM, MAIN)
- “I do not think I have grown much as an evangelist while in seminary. While I have definitely grown deeper in my faith and my love for people, I have been sheltered from most ongoing relationships with the lost.” (Respondent 177, THM, MAIN)
- “I did not have a lot of experience with other cultures. Perhaps there could be more interaction with the international students office or events” (Respondent 203, THM, MAIN)
- “I feel that the work of Dr Bock in the cultural engagement chapels and the various night venues were VERY useful for this, particularly in HOW Dr Bock MODELS this HIMSELF.” (Respondent 221, THM, MAIN)
- “I think white students at DTS are challenged to think more broadly, but the seminary has a long way to go in making the actual seminary more welcoming for and understanding of people of

color and people who did not grow up with white evangelical assumptions.” (Respondent 231, THM, MAIN)

**In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above?
(Christian Spirituality)**

MBTS Respondents

“PRAYER before every course. Invite the Holy Spirit into every class.” (Respondent 105, MBTS, OL)

MA Respondents

“I think the Seminary did a good job of giving me the tools I need to develop a better and more loving heart toward God and others. I'm just not confident I can check a box saying I've "achieved competency" in that. From an educational standpoint, the Seminary did what it could do. I just have some more life application to work through.” (Respondent 2, MACM, MAIN)

“I dont understand what the unmarked question is asking” (Respondent 5, MABS, DC)

“I believe the seminary is doing great and the SF groups are a great help.” (Respondent 9, MACE, MAIN)

“SF ROCKS!! SPIRITUAL LIFE with Dr. Barry Jones CHANGES LIVES!” (Respondent 16, MACE, MAIN)

“I would have loved a Spiritual Life course "part 2. Maybe one closer to degree completion. That was one of my favorite classes at DTS and I took it during my first semester.” (Respondent 46, MABC, MAIN)

“How can I mark these and be honest? I hope I effectively pursue a personal and coherent spirituality. I fail often and my successes are Spirit led.” (Respondent 151, MABS, OL)

“I felt the Internship was very helpful for me to put the Christian Spirituality goals therefore I had more discipline to practice more frequently.” (Respondent 161, MACL, DC)

“Again, terrible questions” (Respondent 174, MABC, MAIN)

“With the exception of my theology classes and the Spiritual Formation program, most classes I took had an underdeveloped pneumatology, or at least a neglected one in favor of Christology. While this is not an unusual bias considering the seminary's cessationist roots, it is an unfortunate one. I think I affirmed both of the statements above that involve the Holy Spirit because of my position coming to DTS more than my education through it. I'd like to see the seminary grow in this area, perhaps by asking the two departments mentioned above what steps they have taken to be decidedly Trinitarian in their pedagogies.” (Respondent 190, MAMW, MAIN)

“Dr. Gary Barnes impacted my spiritual walk in profound ways by sharing his practice of yielding to the Holy Spirit. I learned what he calls the change lab process in the Fall of 2012 - and it changed everything! Most students seem to view this process as simply a homework assignment to complete. I have been using the process weekly since Fall 2012. It seemed to dovetail nicely with another class I was taking then: Spiritual Life. Understanding Romans 6-8 was another crucial piece of the Spirit moving me into weekly transformation. I honestly don't know what to suggest for improvement, but many students just aren't catching the beauty of yielding to the Spirit as the only true means of lasting change. ” (Respondent 214, MABC, MAIN)

“Here again, the Seminary has failed in the area of loving service to others.” (Respondent 216, MAMW, MAIN)

ThM/STM Respondents

“I think one of the BEST things about DTS is how much the faculty and staff care about my personal relationship with God. I did not think to look for that in a seminary. I was shocked to see it here; I think more than being academically trained, I have been disciplined at DTS.” (Respondent 47, THM, MAIN)

- "I lost my love for others during my time at seminary. Academics is a very selfish endeavor. Spiritual formation was helpful in my awareness and growth but I am not sure DTS helped me in my pursuit of Christian spirituality." (Respondent 58, THM, MAIN)
- "Spiritual life should be emphasized in every class. It easy to become too bookish." (Respondent 98, THM, MAIN)
- "Contrary to what I have often heard, the Lord was very gracious to me and allowed my pursuit of Him at Seminary to result in a deeper love and appreciation for Him. Obviously, this can always be better and I continue to seek the Lord and grow in my understanding of Him." (Respondent 102, THM, MAIN)
- "Spiritual formation, chapel, Christ-like students, and Christ-like professors contributed to this greatly." (Respondent 137, THM, MAIN)
- "I'm not sure the seminary in particular helped my spiritual life grow, but through the pressure of seminary and my ministry position, God did a lot to grow and mature me while in seminary." (Respondent 231, THM, MAIN)

**In what specific ways could the Seminary program be improved so that you would be able to agree with the statements that you did not mark above?
(Communication)**

CGS/CBTS Respondents

- "Requirement for one or two on-campus course will allow for demonstrating competency to persuade others through oral media." (Respondent 11, CBTS, HO)
- "In truth, I don't know how much I persuade, but I can attempt to defend biblical truth in hopes of persuading." (Respondent 136, CGS, MOBL)

MA Respondents

- "My deficiency in oral communication is largely because I was an online student. I think it would be difficult to improve the "oral media" segment for the online courses, but perhaps there is a way. For example, I was required to take one-third of my classes on campus, and did them mostly in the one-week intensive format. In only one of those classes was I required to do a significant amount of public speaking, and I did one short presentation in another class. Many of my one-week intensives had the same feel as the online classroom: the professor was a talking head. This is probably because one-week intensives are not designed specifically for online students who don't normally get to be in a classroom environment, and maybe that's what most on-campus classes are like. But I was disappointed in one-week classes that were mostly didactic with some Q&A time. I paid a good chunk of money to get down to campus, and I got a similar experience as the one I got every day on my couch." (Respondent 2, MACM, MAIN)
- "I did not have enough coursework to feel adequate in oral presentations or electronic media" (Respondent 5, MABS, DC)
- "I believe the seminary is doing great." (Respondent 9, MACE, MAIN)
- "Require MW301 for all students" (Respondent 12, MABS, MAIN)
- "Without engaging facebook, twitter, and other social media I cannot claim to persuade others through electronic media." (Respondent 13, MACE, MAIN)
- "I believe women should be allowed to take all levels of the preaching courses." (Respondent 16, MACE, MAIN)
- "There was very little on electronic media and oral presentations." (Respondent 31, MABS, GA)
- "My particular degree did not require me to present orally or through media in class requirements." (Respondent 34, MABS, OL)
- "I did not receive any preaching or teaching training at DTS. It was not part of my program. We did have group presentations in Counseling classes, but this is not the same. Through my

- involvement with the youth ministry at my church, i was able to grow in confidence in leading a small group of high school and middle school girls and had a couple of opportunities to teach a larger group at youth retreats and mission trips, but all of this was concurrent to my studies at DTS rather than part of my program of study.” (Respondent 46, MABC, MAIN)
- “ I have improved greatly in being able to use electronic media for presentations, however, I'm an older student that came very unknowledgeable of technology, and would've appreciated maybe some optional workshops besides the CE course in how to use media. I got a lot of help from other students, and I am 500% better than when I came to DTS.” (Respondent 48, MAMC, MAIN)
- “I wouldn't say my electronic media is stellar I see it purely as a means to highlight the words or reinforce the words, so I don't consider I have gained any creative means to use media, but that is probably because I have a education background and view media from this perspective- a back up to oral word- (and I'm older) i think that I do better when I know my audience and can identify topics for change, I am not so good when I don't know my audience to influence for change- maybe this is due to a lack of experience in doing this ” (Respondent 68, MACL, DC)
- “I have little experience with oral presentations.” (Respondent 110, MABS, OL)
- “The grading on theological papers differed greatly, in my experience. I would make high grades on papers throughout the semester or in Bible classes but when it came time for the research paper in theology classes my grades would suffer. While I believe I can write a well written and defined paper, the gap in grading often left me frustrated.” (Respondent 111, MACE, MAIN)
- “The oral skills I leave seminary with are largely those I brought to the table in 2012. I have greatly enhanced my biblical and theological knowledge and increased my confidence level in areas of pastoral care and leadership. This was my primary goal and I am extremely pleased with the results but in terms of oral communication the MA curriculum is mostly void of this type of training and I am blessed that my business experience had already well-equipped me in this regard. (Posting 3 minute interaction videos helps but does not really develop one's ability to communicate orally) To a lesser extent I would say the same applies to the use of electronic media, although I did check that box because many classes, particularly in the EML Dept., but also some BE and ST assignments too, gave opportunities to present concepts in formats other than Turabian formatted paper.” (Respondent 120, MACL, GA)
- “I can use electronic media to convey Biblical truth, but I did not learn how to do that at DTS.” (Respondent 154, MACE, MAIN)
- “I could use more practice in the oral skills.” (Respondent 160, MACL, DC)
- “I would only say that it is the Spirit, not I, that "persuades" anyone.” (Respondent 164, MABS, MAIN)
- “Change these questions” (Respondent 174, MABC, MAIN)
- “I struggle with the electronic media aspect. The only platform outside of discussions for online courses that we used (at least that I can recall) was for recorded video responses and discussions during the internship. For me they were an awkward way to engage in discussion and I have never had to use that outside of DTS. It was very different that video calls (such as FaceTime or Skype) where you can have real time discussion.” (Respondent 175, MACM, MAIN)
- “We need more training on how to bridge the gap between the seminary educated and laypersons, specifically linguistically. We leave here well able to talk to our peers, but there's dissonance when we try to have the same theologically deep conversations with our church members. My media arts and worship classes have been the most helpful in developing ways to bridge this divide.” (Respondent 190, MAMW, MAIN)
- “I will be learning more of the electronic media outside of the seminary. I didn't have time to take a course to enhance my electronic knowledge. At the same time, I don't think I would have taken an interest in such a class. I have basic electronic media experience. The oral presentation experience for me comes from my practice at church.” (Respondent 191, MABS, MAIN)

"It would be better to have more practical assignments than simply research papers." (Respondent 202, MABC, MAIN)

ThM/STM Respondents

"Continue to develop the media department! I had an excellent experience in my preaching courses - please encourage students outside the ThM to take preaching courses!!" (Respondent 47, THM, MAIN)

"I wish I was more able to communicate through electronic means, such as a website or blog. I know there are classes on these things." (Respondent 98, THM, MAIN)

"Probably the research paper is the one I feel weakest on." (Respondent 102, THM, MAIN)

"This is more about me than the seminary. I need to get more practice in public speaking. When I took the preaching classes I did not feel that I found the voice and body that is natural to me." (Respondent 109, THM, MAIN)

"I did not have to have extensive interaction with electronic media presentations of biblical truth. If the seminary wants me to feel like I can engage through such media, I would need additional training." (Respondent 112, THM, MAIN)

"Were we supposed to learn how to persuade others through electronic media? The only interaction I possibly had with this was internship response videos, but is speaking into a camera not an oral media? I don't understand the question." (Respondent 121, THM, MAIN)

"Not the seminary's issue, but my own personal issue." (Respondent 137, THM, MAIN)

"I'm not quite sure what's meant by "electronic media." However, I do feel as though I'm leaving with an excellent equipping in my ability to communicate Biblical Truth." (Respondent 157, THM, MAIN)

"There should be a remedial class that instruct students on how to write the various types of papers (research, theology, Bible, and etc) and how to better utilize library services." (Respondent 165, THM, MAIN)

"I wish I had taken the CE course that teaches electronic media skills. I think that would have helped me teach better, better than my current skill level and also it could have been more helpful than the CE101 course that I took." (Respondent 173, THM, HO)

"I am not a huge fan of speaking in public however I feel that this will come with more repetition." (Respondent 203, THM, MAIN)

"Added basic media presentation tips, tools, etc. E.g. Prezzi, online/multiplatform tools" (Respondent 212, THM, MAIN)

"Although I was able to complete my preaching courses, the requirement to do so without any form of notes or guides challenged me deeply. Although I worked through this and was able to grow, I did not reach that proficiency and still struggle to preach in front of mixed crowds without any form of notes." (Respondent 222, THM, MAIN)

"I'm so glad I wrote a thesis. Huge learning process for me, and gives me a lot of confidence in writing. Appreciated preaching classes for helping me improve communication, but sometimes felt that the judgment was too narrow." (Respondent 231, THM, MAIN)

The thing I like best about Dallas Theological Seminary is:

"The availability of professors to students." (Respondent 1, MABC, MAIN)

"strong biblical and theological education. I did very little research into the program before I started it, and did not realize until I was already enrolled how heavily the MA programs consist of Bible and Theology classes. This was so useful, and all of my classes were taught with clarity and excellence. The information communicated was helpful to my biblical interpretation, and my ability to espouse a coherent theology. My other favorite thing about DTS is the Spiritual Formation department. This was the only department on campus where I felt I truly connected. Every person who works there takes great personal interest in each student's life, there is such huge emphasis on personal and spiritual development, and it just feels like

- everyone you talk to is someone you could hug. I loved the Spiritual Formation requirement. I want to do it all over again." (Respondent 2, MACM, MAIN)
- "the professors, best I've ever had" (Respondent 3, MACL, MAIN)
- "It equipped me to study the Scriptures and know God more deeply." (Respondent 4, MABS, MAIN)
- "DTS is committed to "keeping the main thing the main thing." DTS is a pillar in an ever changing western Church that upholds the inerrancy and complete sufficiency of God's Word." (Respondent 5, MABS, DC)
- "Strict adherence to orthodox, historical Biblical Christianity." (Respondent 6, MACS, HO)
- "The really enjoy the Ministry Residency Class. It was by far my favorite." (Respondent 7, MACL, OL)
- "excellent faculty" (Respondent 8, PHD, MAIN)
- "SF Groups and the incredible atmosphere." (Respondent 9, MACE, MAIN)
- "The knowledge and passion of the professors. I also appreciate the Doctrinal Statement!!!" (Respondent 10, MABS, GA)
- "Variety of course selections and available resources for the students." (Respondent 11, CBTS, HO)
- "the exposure to use of the arts in ministry" (Respondent 12, MABS, MAIN)
- "The community and the overwhelming desire to follow God and serve Him and His people." (Respondent 13, MACE, MAIN)
- "Faculty, especially in OT, NT and Theology." (Respondent 15, THM, MAIN)
- "The honor and respect with which professors treat the Word of God. In EVERY class, the professor verbalized and demonstrated a humility in relation to the Word. EVERY professor communicated that they had a certain level of understanding, of knowing God's Word and will, but that they would never presume to know God in His fullness and mysteriousness. This astonished me at first, since I came to seminary thinking that these profs would "have all the answers" and I'd just take great notes. :) Yes, I received solid Biblical and theological instruction that is priceless. But I also received the freedom to be IN PROCESS of learning who God is and who He says I am ... every single day ... for all eternity." (Respondent 16, MACE, MAIN)
- "the humility and expertise of the professors." (Respondent 17, MABS, GA)
- "I like that the professors are passionate about the courses that they teach and their willingness to share their testimony which is very encouraging." (Respondent 18, MACE, MAIN)
- "the commitment to the Word of God and teaching through each book of the Bible." (Respondent 19, MACE, MAIN)
- "The availability of online classes, but there needs to be more." (Respondent 20, MABC, MAIN)
- "1. Study of 66 Bible books 2. Study of fundamental classifications (eg, ecclesiology, soteriology, Trinitarianism, etc) 3. A genuine desire to see that students understand the Bible and God's plan" (Respondent 21, MABS, MAIN)
- "The information in the classroom." (Respondent 22, THM, MAIN)
- "The quality of the people--the professors, the administration, and the students." (Respondent 23, PHD, MAIN)
- "The serious approach by the professors to lead the students in studying the Text in its appropriate historical, literary, and theological context in its original languages so that we better understand what the Text says, why the author said it, what it means for the church today, and how to communicate the message of the Text clearly, interestingly, faithfully, and relevantly. In my mind, DTS is the best seminary in the world. I am so thankful to have attended. It was a dream of mine and it did not disappoint. DTS maintaining its high view of Scripture, the Atonement, and necessity of personal faith are some of the most important things about the seminary. With that being said, I am so encouraged that DTS is able to consistently remain faithful to doctrine and simultaneously change appropriately with the times, e.g., dress code and alcohol policy." (Respondent 24, THM, MAIN)
- "Commitment to biblical authority and how they challenge you to make your own story in ministry" (Respondent 25, THM, OL)
- "The deep teaching, studying all the books in the Bible, community, taking truths and applying them to real world/life experiences " (Respondent 27, MACL, MAIN)
- "the adherence to a correct interpretation of Scripture. The strength of the seminary is the faculty and their commitment to God's calling in their lives." (Respondent 28, MABS, DC)

- “rigorous scholarship Seminary.” (Respondent 29, MACS, OC)
- “The professors' ability to balance high standards for knowledge and demonstrate grace”
(Respondent 30, MABC, HO)
- “The Bible and Theology are the best in the World in my opinion. I have friends at other seminaries that do good things, but do not deliver the Bible and Theology the way DTS does. Thank you!” (Respondent 31, MABS, GA)
- “The people. Professors, students, TAs, faculty, etc. I felt like everyone was available, sincere, and concerned about my growth in theology, bibliography, ministry, and sanctification.”
(Respondent 32, MACE, MAIN)
- “the knowledge, experience, and kindness of the professors.” (Respondent 33, MAMW, MAIN)
- “The theological studies.” (Respondent 34, MABS, OL)
- “The focus on training students to understand scripture in its entirety. To read and study all of it, even the smaller books.” (Respondent 36, MACE, MAIN)
- “The Faculty. They are authentic, academically challenging, and kind.” (Respondent 37, THM, MAIN)
- “The theology department.” (Respondent 39, MACM, MAIN)
- “Its faculty and staff.” (Respondent 40, THM, HO)
- “my spiritual formation group.” (Respondent 41, MACE, HO)
- “The faculty. Truly passionate and humble. They model so well for their students and excel in their areas of study.” (Respondent 42, MBTS, MAIN)
- “STANDARD AND REPUTATION” (Respondent 43, MACE, HO)
- “The instruction in all 66 books, the theology and the extensive language training. I also appreciated the professors investing in my education.” (Respondent 44, THM, HO)
- “It's devotion to studying thoroughly all 66 books in every degree program from a literal and historical exegesis.” (Respondent 45, MBTS, OL)
- “I met some wonderfully genuine people - faculty, staff, and students.” (Respondent 46, MABC, MAIN)
- “how much DTS cares about students' personal relationships with God. I have seen in all my 5 years here how every professor genuinely thinks that my relationship with God is the most important thing in my life -more so than my coursework, ministry, etc. A close second is the faculty themselves. We have INCREDIBLE faculty at DTS. I love Christ more and am who I am today because of the men and women at this school who have invested in me.” (Respondent 47, THM, MAIN)
- “ I am hard-pressed to pick one thing, I loved every bit of my experience at DTS. I'm an older student that first had a dream to go to DTS in 1983 when I heard Dr. Hendrix at a campus Crusade for Christ conference. It is a dream come true to attend there, and I have to pinch myself that I'm getting a degree from DTS.” (Respondent 48, MAMC, MAIN)
- “Learning scripture and theology” (Respondent 50, MABS, OL)
- “teaching” (Respondent 51, PHD , MAIN)
- “The Theological Department- Specifically Dr. Scott Horrell and Krieder.” (Respondent 52, MACL, MAIN)
- “Most lecture has deep pastoral experience in conjunction to his knowledge of the Bible that can shepherd us along with teaching biblical truth. Homework are good learning” (Respondent 53, MBTS, OC)
- “Our theological statement” (Respondent 54, DMIN, MAIN)
- “personal relationships with world-class faculty that walk in humility; emphasis on the Bible and our calling to be conformed to the image of Christ.” (Respondent 55, DEDM, MAIN)
- “The in-depth ST and BE classes.” (Respondent 56, MABS, GA)
- “The courses. Especially courses that had the professor basically just preach through the Bible.”
(Respondent 57, MACL, OL)
- “For the most part the professors were real people who didn't try to force something down but put what they thought was true out there and challenged the student to wrestle with it. Also I liked the teaching of sound doctrine.” (Respondent 58, THM, MAIN)
- “The gracious staff. Amazing” (Respondent 59, MABC, MAIN)
- “Community” (Respondent 60, MACM, MAIN)
- “The compassion compassion that teachers have for the students.” (Respondent 61, THM, MAIN)
- “the professors whom are knowledgable, professional, and loving.” (Respondent 62, DMIN, MAIN)

- "Quality of instruction and reputation and available of online option" (Respondent 63, MBTS, OL)
- "Learning under respected New Testament faculty who take the time to truly mentor students and provide opportunities to grow and begin to build a platform for ministry." (Respondent 64, THM, MAIN)
- "The community and professors." (Respondent 67, THM, MAIN)
- "Being in the classroom with people from all walks of life (DC campus) where students were mature, second careers, and we could bring all that life experience to our biblical understanding and discussion and it provided rich opportunities for discussion" (Respondent 68, MACL, DC)
- "The campus" (Respondent 69, THM, MAIN)
- "The professors don't just give one perspective. They teach many possible ways of looking at things and are very clear as to what their own view is." (Respondent 70, MABS, HO)
- "its high regard for Scripture" (Respondent 72, THM, MAIN)
- "It has a great focus on Bible and its Inerrancy. All courses are around understanding the Bible." (Respondent 73, THM, MAIN)
- "The step by step unfolding of the Bible truths. Detailed explanation of each book, historically and exegetically and theologically. I appreciate the immense depth of experience of the DTS professors." (Respondent 74, MACL, HO)
- "Besides the fact that all the courses were exceptional and the professors highly qualified, at DTS teaching seems to have an objective: prepare the student for life, service, and to teach others." (Respondent 75, MABS, OL)
- "I love the overall desire of students to not only learn but to apply what is being learned to their existing ministry contexts. I feel the Houston campus provides so many avenues for wisdom through other students who are like-minded but also of different ages, backgrounds, and cultures. I love the diversity of thought that comes out during class discussions. I will definitely miss learning with classmates who have become dear friends." (Respondent 77, MACM, HO)
- "Exegesis of the Word. Study of original languages." (Respondent 78, THM, MAIN)
- "How well the Bible is taught to be viewed as one whole story by certain assignments. The charts I had to make for BE classes were challenging but they shaped how I understood the timeline and history of the Bible and I wouldn't understand it the way I do now without having done those assignments." (Respondent 79, MABC, MAIN)
- "the emphasis on Bible and biblical languages." (Respondent 80, STM, MAIN)
- "The scope and sequence of the curriculum as implemented by the professors at DTS. I believe that each of my professors were able to communicate their material in an effective manner." (Respondent 81, THM, MAIN)
- "sound biblical teaching" (Respondent 82, MABS, OL)
- "The professors - - what an amazing group of educators, with a passion for their respective areas of expertise, a profound respect for each other, and a heart for their students. It was a privilege to sit in these classes." (Respondent 83, MBTS, AU)
- "Many good professors" (Respondent 84, THM, MAIN)
- "the advice/remarks of professors to students in class according to their own ministry experience." (Respondent 85, MABS, OL)
- "The Faculty" (Respondent 86, MACE, MAIN)
- "Professors...commitment to Scripture.... amount of theology courses" (Respondent 87, MACL, SA)
- "The robust language and bible departments" (Respondent 88, THM, HO)
- "Faithfulness to Christ" (Respondent 89, DMIN, MAIN)
- "The Seminary's commitment to God and Faithfulness to his word with a desire to train ministry leaders with the same passion." (Respondent 90, MACE, HO)
- "The professors wanting to be part of your life. They were always there to pray for you." (Respondent 91, MABC, HO)
- "The friendships" (Respondent 92, MABC, MAIN)
- "The Greek and Hebrew classes, and the relationships I developed with certain professors who influenced me greatly." (Respondent 93, THM, MAIN)
- "The professors. Many were "real" sharing their struggles and letting you know not to put them on a pedestal." (Respondent 94, MACE, MAIN)

- “full of Godly people around and have positive mutual respect.” (Respondent 95, MACS, HOCH)
- “its thoroughness in teaching the Bible; the provision of Logos Bible software; how much the professors cared about students.” (Respondent 96, CBTS, OL)
- “DTS prepared me for full time ministry. I learned a lot about the word of God and the importance of exegeting the Bible correctly. DTS taught me how to prepare for seminars in excellence. I know where to go to research information I am not familiar with or where to go to revisit information I know and need to be refreshed. Overall this is an excellent Seminary. They give everyone a chance to grow spiritually. Because of the Scholarships each semester I was able to complete my course of studies.” (Respondent 97, DMIN, MAIN)
- “its historical commitment to understanding and teaching Scripture within a dispensational framework. It's commitment to God's glory and evangelism.” (Respondent 98, THM, MAIN)
- “The commitment to excellence and grace.” (Respondent 99, THM, MAIN)
- “The professors that I had during my time at DTS” (Respondent 100, DMIN, MAIN)
- “I love the focus on Teach Truth and Love Well. I think those two are the most important things to remember as we approach ministry. It can't be either or - it must be both. I also love the faculty and the excellence with which they teach.” (Respondent 102, THM, MAIN)
- “DTS has some of the most well known professors, highly educated in their fields of study, and eager to pass their knowledge of Bible and theology to us as students. In my experience, DTS professors have always been genuinely interested in my questions and have been committed to helping me as a student succeed.” (Respondent 103, MACE, MAIN)
- “The commitment of faculty to the teaching of Scripture.” (Respondent 104, MABS, OL)
- “Love for the Lord and serving people.” (Respondent 105, MBTS, OL)
- “the Resources available.” (Respondent 106, MBTS, OL)
- “The quality of the content of the classes.” (Respondent 107, MACL, HO)
- “The Professors. The environment.” (Respondent 108, MACE, MAIN)
- “The professors who were willing to share their life experiences in the classroom.” (Respondent 109, THM, MAIN)
- “The online courses allow me to study and continue to work and travel as needed.” (Respondent 110, MABS, OL)
- “loved the professors and the knowledge and wisdom they brought to the table.” (Respondent 111, MACE, MAIN)
- “The mentorship I developed with one of my professors. He encourages me, challenges me, and guides me toward development personally, professionally, and spiritually.” (Respondent 112, THM, MAIN)
- “The faculty and heritage.” (Respondent 113, DMIN, MAIN)
- “The education and pursuit of growing closer to Christ.” (Respondent 114, MBTS, MAIN)
- “the importance given to the centrality given to the word of God” (Respondent 115, THM, MAIN)
- “Quality instruction and emphasis on competence” (Respondent 116, DMIN, MAIN)
- “academic rigor combined with a practical concern for pastoral ministry and missions.” (Respondent 117, PHD, MAIN)
- “the caliber of the faculty.” (Respondent 118, THM, MAIN)
- “DTS is a wonderful environment to get a solid and orthodox perspective of Christian teaching. I loved learning here and being able to ask honest questions while always being pointed back to Scripture. On another note, I am extremely grateful for the scholarships given here. I was able to take advantage of the "Last Year Free" and am overwhelmed at that opportunity the school has provided.” (Respondent 119, THM, MAIN)
- “Tradition of high scholarship and outstanding faculty and alumni. Consistent doctrine and message that has molded me into a solid Christian and pastoral candidate. Professors love what they do and are very good at it.” (Respondent 120, MACL, GA)
- “The opportunity to deeply understand the languages of ancient Hebrew and Greek.” (Respondent 121, THM, MAIN)
- “The extensive course work and profs” (Respondent 122, THM, MAIN)
- “Professors who are willing to engage in conversations, talk through the tough questions in class, and design their classes for interactive learning in order to maximize student learning.” (Respondent 123, THM, MAIN)

- "I came to have a sense of confidence in how to look at Scripture and a great need of studying Scripture based on Hebrew and Greek. DTS made this change within me." (Respondent 124, THM, MAIN)
- "The holding to the inerrancy of scripture The relationships formed with professors and students The challenge to grow in knowledge of the Bible" (Respondent 125, MACL, MAIN)
- "The thing I liked most about DTS is the commitment to the Scriptures and the humility in approaching them. I never felt pressured to exercise a set of beliefs or views, but felt enlightened by the various views surrounding the Bible and equipped to make a Biblical decision regarding debated topics. DTS taught me how to think thoroughly and Biblically." (Respondent 126, THM, MAIN)
- "the Faculty" (Respondent 127, PHD, MAIN)
- "The people that I got to meet. The profs are very transparent and approachable. I really enjoyed getting to meet other students. I'm leaving the school with many great friends." (Respondent 128, MBTS, HO)
- "Biblical theology" (Respondent 129, MACL, HO)
- "The faculty" (Respondent 130, THM, MAIN)
- "This is a three way tie: 1) I love the deep study of Scripture, I had never experienced anything that compares to this; 2) the professors were outstanding in their knowledge and passion for the Scriptures and love for the students; 3) the variety of classes available to study - there are so many that I would still love to take." (Respondent 131, MABS, DC)
- "I like the openness of the professor/student relationship. I was able to discuss ministry ideas with my professors and receive immediate feedback." (Respondent 132, DMIN, MAIN)
- "the pairing of orthodoxy with authentic and challenging orthopraxy. I have heard lots of good orthodox teaching in my life but until coming to DTS I was rarely challenge with how to practice that doctrine. The staff and faculty demonstrate a genuine love for others and consistently challenge my thinking in how to engage our culture as a result of proper doctrine." (Respondent 133, MACE, OL)
- "The professors - most are engaging and personally delightful to learn from. I enjoyed the language programs and wish there was more." (Respondent 134, THM, MAIN)
- "education from profs and encouragement from peers" (Respondent 135, MACM, MAIN)
- "the level and quality of biblical teaching." (Respondent 136, CGS, MOBL)
- "the commitment to the Scriptures and the Christian character of the professors. I have grown so much in my faith. The professors have always expressed an interest in both material and students. I have been able to spend time getting to know professors and have been encouraged immensely by them. I am incredibly thankful." (Respondent 137, THM, MAIN)
- "The amount of materiel I learned, the compassionate professor and staff, and the on-campus housing. Both Washington Hall and Swiss Towers are great places to live." (Respondent 138, THM, MAIN)
- "Classes and professors" (Respondent 140, MBTS, MAIN)
- "the professors are experts in their fields but committed to teaching on the level of the students. That doesn't always mean they drop everything to talk to the student whenever a conversation is requested, but they are willing to discuss with patience with all students to articulate their views. I also appreciate that the professors don't all agree on what most people would consider fairly important topics. Yet, they are able to be fair with the evidence and serve beside one another in harmony." (Respondent 141, STM, MAIN)
- "The size of the classes and the investment that the professors will put into their students" (Respondent 142, MACL, MAIN)
- "The biblical language program." (Respondent 143, MACS, OL)
- "Loving the Word" (Respondent 144, DMIN, MAIN)
- "The professors' obvious passion for the Word and love for the students." (Respondent 145, MABC, MAIN)
- "Faculty expertise and involment with students" (Respondent 146, DEDM, MAIN)
- "Its commitment to biblical literacy made known through love for Christ and others." (Respondent 147, MBTS, DC)

- “The consistency of the staff to provide the best education in a seminary” (Respondent 148, MACE, HO)
- “I love the commitment to the Scriptures and the professors—their faith and their care for the students are genuine.” (Respondent 149, MACE, MAIN)
- “academic rigor; classes were well worth the effort” (Respondent 150, CGS, HO)
- “Systematic theology and the ST department.” (Respondent 151, MABS, OL)
- “Time with professors. They are extremely helpful.” (Respondent 152, MACL, NA)
- “Academic environment, classes and class interaction.” (Respondent 153, DMIN, GT)
- “I really enjoyed my children's ministry classes where we as the students were able to direct the conversation and learn from each other.” (Respondent 154, MACE, MAIN)
- “The strong Biblical and Theological training that I received.” (Respondent 155, MBTS, HO)
- “the course content and professors were incredible.” (Respondent 156, MABC, MAIN)
- “The professors care far more about your personal spiritual growth and love for the Lord than they do the grades you achieve in their class. This, combined with how approachable all of the professors are, made for an incredible experience.” (Respondent 157, THM, MAIN)
- “I love the fact that the seminary is Christ Centered and the teaching is strictly biblical. I love the staff as being very competent and committed to the vision of the Seminary.” (Respondent 158, MABS, HO)
- “Faculty and Staff” (Respondent 159, MBTS, MAIN)
- “Teach truth. Love well. DTS exemplifies their motto which seems to me what it means to be a teaching disciple of Jesus.” (Respondent 160, MACL, DC)
- “I appreciated the professors who have had practical experiences in the field and depth of knowledge combined to teach from. I think there was something unique I learned from each of the professors. For example, Dr. Allen taught me to express my love for the Lord from my heart, Dr. Kreider taught me to see how God speaks to me even through secular music/movies and allowed me to remove some of my blinders I had due to traditions, Dr. Yarborough the amazing way to share the meta narrative story of the bible, and Dr. Waters theology of suffering. Even though it wasn't required, taking compassion project grew my compassion for those different from me, and Dr. Hillman's enthusiasm for his students modeled how we should love those we teach.” (Respondent 161, MACL, DC)
- “The passion with which all my professors teach the word of God and they are so knowledgeable and approachable.” (Respondent 163, CBTS, OL)
- “seeing the work of the Spirit in the lives of other people.” (Respondent 164, MABS, MAIN)
- “I appreciated how we systematically went through every book of the Bible.” (Respondent 165, THM, MAIN)
- “Its commitment to the authority and inspiration of Scripture, and its academic rigor and excellence.” (Respondent 166, THM, MAIN)
- “the courses, including the lectures.” (Respondent 167, MBTS, DC)
- “grace-based, biblical teaching that incorporates all books of the Bible and seeks the Spirit for life change in ourselves and those we are called to serve.” (Respondent 168, MACE, MAIN)
- “heritage” (Respondent 169, THM, HO)
- “its respect for the Scriptures and the holiness of God” (Respondent 170, MACE, OL)
- “I think the best thing is the emphasis on teaching truth of Scripture from a biblical narrative. The faculty and staff model how to teach and love people in a way that was authentic to their own life. They live out Phil 2 and equip students to live faithfully by their example and devotion to God.” (Respondent 171, MACE, MAIN)
- “the teachers and the fact that they were very approachable” (Respondent 172, DMIN, MAIN)
- “I never doubted the professors' commitment to the inspiration of Scriptures and to its proper interpretation. So although I might struggle to understand the material of a particular lecture, I never worried about where a lecture might be heading doctrinally.” (Respondent 173, THM, HO)
- “The opportunity to learn, and the grace displayed by the professors” (Respondent 174, MABC, MAIN)
- “The faculty is some of the smartest, most scholarly Christians I have ever met, yet for the most part they are so humble and caring. They exemplify the Christian principles they teach. They love

- Jesus more as a result of their lifetime studies, which was encouraging." (Respondent 177, THM, MAIN)
- "Chapels...Also the language classes helped me appreciate the Bible much more." (Respondent 178, THM, MAIN)
- "DTS right emphasizes study of the Scripture and because of my time there I know God's Word better and as a result I am able to teach it more effectively." (Respondent 179, MACE, OL)
- "The commitment to teach Truth and love well. DTS's commitment to developing the whole individual is very important to me. Faculty are the best and most of them exemplified to me a pastoral heart, which I believe is integral in Christian ministry because higher education can to be sometimes purely an academic exercise." (Respondent 180, PHD, MAIN)
- "The payment plan" (Respondent 181, DEDM, MAIN)
- "Intellectual stimulation; Sound doctrine" (Respondent 182, MACE, MAIN)
- "The availability of these professors to spend one on one time with all their students." (Respondent 183, MAMW, MAIN)
- "Strong academics, caring professors, good doctrine. Bible based!" (Respondent 184, MBTS, DC)
- "The deep study of God's word in such a way as to transform lives." (Respondent 186, MACL, OL)
- "The comprehensive approach to biblical and theological education." (Respondent 187, THM, MAIN)
- "teach truth and love well. Not one or the other, but both together. I feel like that was really the goal of almost every professor I came into contact with, and I think that's what makes this school excellent and unique: it's balanced approach to absolute truth coupled with gracious compassion." (Respondent 189, THM, MAIN)
- "The compassionate care for students, and theological depth of the content, especially in Media Arts and Worship classes. I have spoken to other media students in programs at other seminaries online, and they are not doing the very hard theologically formative work that we are doing in this program. They are not reading the same challenging texts and putting them into practice in their own art. Nor are they offering students the chance to go places like the Calvin Festival of Faith and Writing or South by Southwest." (Respondent 190, MAMW, MAIN)
- "The thing I like best about DTS is the commitment to the Bible." (Respondent 191, MABS, MAIN)
- "The well rounded knowledge of the professors and the ability to understand different backgrounds and knowledge of theology and the bible in different students." (Respondent 192, CBTS, OL)
- "the faculty!" (Respondent 193, MACL, DC)
- "professor interaction" (Respondent 194, MACM, HO)
- "Curriculum studies" (Respondent 195, THM, MAIN)
- "The Old Testament and New Testament Departments with Evangelical Scholars and the community of fellow believers studying together." (Respondent 196, THM, MAIN)
- "The depth of biblical studies and quality of the professors" (Respondent 197, MBTS, OL)
- "Academically challenging yet full of grace" (Respondent 198, MACM, MAIN)
- "Literal, Grammatical, Historical, Dispensational, Pre-Millennial View of the Scriptures." (Respondent 199, MBTS, OL)
- "the professors and the friendships built with other students." (Respondent 200, DMIN, MAIN)
- "It's commitment to quality education that develop student in knowledge of God, affection for Him, and service to others." (Respondent 201, THM, MAIN)
- "Solid biblical teaching" (Respondent 202, MABC, MAIN)
- "The faculty interaction and how they personally invest in you." (Respondent 203, THM, MAIN)
- "the tremendous wealth of knowledge and investment exhibited by the faculty." (Respondent 204, MACE, MAIN)
- "Equally high standards for both academics/instruction and Christ-like application and lifestyle." (Respondent 205, MABS, DC)
- "The variance in professors and their denominational backgrounds. That brings a great perspective to each classroom." (Respondent 206, MACL, MOBL)
- "My courses with Dr. Maurice Pugh, and all of my CE professors! I loved the way they helped challenge my thinking and skill development. Their courses shaped how I currently do ministry on staff at my church." (Respondent 207, MACE, MAIN)

- “The family atmosphere from the staff to the students. Everyone felt like a huge family all striving for the same goal. Most of the teachers were full of grace, compassion and love in any circumstances that came about with students. Most professors were always a joy to be around and had a smile on their face when class took place.” (Respondent 208, MACL, MAIN)
- “I appreciated that all professors handle God’s word with humility - there is no doubt that they are brilliant men and women, yet they are all very humble in handling questions and encouraging students to wrestle with tough issues. In addition I really appreciate the constant willingness to acknowledge the tension within theology. I also am very thankful that as I leave DTS I don’t feel as if I have all the answers - not even close - but I feel equipped to continue to search, probe and think through issues.” (Respondent 209, MACL, HO)
- “The teaching, reading, lectures, chapel, and love of people and learning about God.” (Respondent 210, MBTS, OL)
- “the depth of biblical and theological training delivered through professors who taught authentically and with excellence and always availed themselves should I have difficulties in understanding the assignment requirements.” (Respondent 211, MACE, OL)
- “The attempted balance of sound Biblical doctrine with the change in research discoveries and cultural/social dynamics that influence the Christian community.” (Respondent 212, THM, MAIN)
- “The commitment to sound doctrine and exploring all 66 books of the Bible.” (Respondent 213, MABC, MAIN)
- ““The thing”? Many things I like best about DTS. Here are a few: A commitment to exegetical preaching/teaching; that many/most professors exhibit and teach grace and mercy (especially Dr. Kreider! Dr. Baylis! the entire counseling department!), which helps students to correct a "punitive God" theology; that community is encouraged; a reframing of public discourse (Dr. Bock, Dr. Glahn, Dr. Barnes, and others).” (Respondent 214, MABC, MAIN)
- “The depth of knowledge of the professors and their desire to walk with the students through their seminary journey.” (Respondent 215, MABC, MAIN)
- “The thing I like best about Dallas Theological Seminary is the faculty, who clearly love students and bring contagious excitement for the subjects they teach. I very much appreciate their desire for precision in everything—from the classroom to writing to conversations to personal meetings. It was an honor to join the lives of these godly men and women who so obviously love Jesus and want all people to know Him more. Through personal interactions and meeting with professors, I consistently felt seen, loved, cared for, and supported. They opened not just their minds to me, but also their hearts and lives, their struggles, their joys, their fears, their dreams. And again and again, I saw Jesus in them.” (Respondent 217, THM, MAIN)
- “its heartbeat (teach truth, love well), and its faculty.” (Respondent 218, DMIN, MAIN)
- “Biblical and Theological foundation” (Respondent 219, DMIN, MAIN)
- “its commitment with the spiritual life and being submitted to the Scriptures insofar as they rightly interpreted.” (Respondent 221, THM, MAIN)
- “the accessibility of the faculty and staff. Their willingness to meet with students, particularly in regard to my personal meetings with the professors before, after, and outside of class times, has been the key to my success at DTS.” (Respondent 222, THM, MAIN)
- “Its biblical and theological level and focus.” (Respondent 223, DMIN, GT)
- “The commitment of the professors to invest in the students through teaching the Scriptures in the deepest and most profound ways and their commitment to "pass the torch" to each graduating class.” (Respondent 224, MABS, HO)
- “It’s faithfulness to Scripture and the humility and love exemplified by the professors.” (Respondent 226, MACL, MAIN)
- “Learning from professors who love Jesus. Engaging with students from different cultures. Engaging with other students through Spiritual Formation. Learning how to study God’s Word and apply it to my life and ministry.” (Respondent 227, MABS, MAIN)
- “the professors’ genuine desire to teach students the facts, while still teaching them how and allowing them to formulate their own conclusions.” (Respondent 228, MACE, HO)
- “its commitment to both truth and grace.” (Respondent 229, MBTS, MAIN)

- “the sound teaching and thorough orthodoxy.” (Respondent 230, MBTS, OL)
- “The depth of study in the Scriptures, particularly using the Greek and Hebrew. Getting to look at history and connect it to relevance today to avoid “chronological snobbery”” (Respondent 231, THM, MAIN)
- “That many of the professors really are willing to get to know you on a deep and meaningful level. I also appreciate the relationships formed wholly on the Gospel, across all different cultures and viewpoints.” (Respondent 232, MABC, MAIN)
- “Not compromise with secularity” (Respondent 235, MACS, HOCH) **translation from Chinese*
- “1: Dallas Theological Seminary in the interpretation of the Bible is like, I can use some effective methods and tools to get the conclusion; 2: I like every teacher, from their body to see the image of Christ, so that I can follow suit 3: the school atmosphere is very good, including all aspects of the school hardware facilities, as well as the interaction between the students.” (Respondent 236, MACS, OC) **translation from Chinese*
- “Course theology Bible content and professors teachers, very rich!” (Respondent 238, MACS, OC) **translation from Chinese*
- “Professors are very knowledgeable, spiritual life is very mature, but also very dedicated to teaching.” (Respondent 239, MACS, HOCH) **translation from Chinese*
- “teacher” (Respondent 240, MACS, MACH) **translation from Chinese*

The thing I like least about Dallas Theological Seminary is:
and
The Seminary could improve by:

Comments related to Admissions

Like Least: “... Also, some of the admission counselors are not properly trained or informed to deal with international students. In my own case, I was asked to enroll in the ThM program when I already had one from India. I was told by my admission counselor that he did not know the school and therefore he could not verify the quality of my education. But when one of the DTS professors who taught me in India intervened, I was told that I could apply for PhD. In the process, I lost one year, but in hindsight that may have been the way God orchestrated it. I think there should be a lot of improvements in this regard.” (Respondent 180, PHD, MAIN)

Comments related to Advising Center or faculty advising

To Improve: “Reaching out to the working students who take night, weekend and online classes. Also reach out and guide the MABS students. Both groups take courses but have no input, guidance, direction or care from the faculty or staff at DTS. Dr. Baker showed interest in my degree program from an off-handed comment I made in Dr. Edwards class. She took an interest and guided me to graduation with an MACE.” (Respondent 94, MACE, MAIN)

Like Least: “I was interested in doing the STM degree but there was very little communication or understanding from the advising office. I would’ve loved to have graduated with an STM and DMin, but I think there should be more flexibility with students from other seminaries who want the STM--- especially if they are in a program like the DMin.” (Respondent 113, DMIN, MAIN)

To Improve: “Having more flexibility.” (Respondent 113, DMIN, MAIN)

To Improve: “... Also, communication with the off-campus students with regard to their degree path and future ministry is needed. See my comment below.” (Respondent 131, MABS, DC)

To Improve: "Provide vocational counseling to students who desire. I think the measure of success should not be how many students taking X number of classes but the quality education they are receiving and how well they are equipped." (Respondent 161, MACL, DC)
 Like Least: "Advising and the requirement to establish a plan of study." (Respondent 167, MBTS, DC)

Comments related to Alumni/Placement

Like Least: "Almost no help with job placement." (Respondent 44, THM, HO)
 To Improve: "Assisting with job placement." (Respondent 44, THM, HO)
 Like Least: "The lack of ministry opportunities for women post graduation. It seems the focus is more on pastoral ministries." (Respondent 155, MBTS, HO)

Comments related to Biblical Exposition

Like Least: "In my particular degree: the Bible Ex classes" (Respondent 34, MABS, OL)
 Like Least: "BE exams." (Respondent 37, THM, MAIN)
 To Improve: "The greatest area of improvement or thing I liked the least was the relationship between the BE exams and the actual BE courses. The exams were often unrelated to the instruction in class and did not remotely measure student learning for the course. I think they need to be integrated in some way, especially since the BE emphasis at DTS is particularly important." (Respondent 37, THM, MAIN)
 Like Least: "The BE department." (Respondent 39, MACM, MAIN)
 Like Least: "The BE department's pedagogical method. Though I earned a 4.0 in my degree program, I am confident the BE exams did little to advance my spirituality or understanding of God, His Kingdom or my place in it. The exams were, for me, an irritating exercise of memorizing factoids held in my short-term memory and forgotten immediately after the exam. Truly, I wish the BE department would consider a different pedagogical method." (Respondent 151, MABS, OL)
 Like Least: "The poor time management in the Bible Exposition classes... I am disappointed that such brilliant experts in their fields should waste my class time by showing me pictures of their family trips to Ephesus or telling stories for the first half hour of class. Moreover, spending 30 min or less on books in the NT that I treasure, such as the book of Romans, on the assumption that this is okay since it is repeat material for THM students is a huge disservice to the other 60% of the class that are not in that masters program, and will take no such class" (Respondent 190, MAMW, MAIN)
 To Improve: "-Reshaping some BE methods. Many classes were simply the prof reading through their slideshow from 10 years ago and trying to get through everything so we stay on schedule for the course. Didn't have a lot of good discussions in my BE classes..." (Respondent 208, MACL, MAIN)
 Like Least: "The general attitude of the Bible Exposition department which felt more like Bible institute lectures rather than classes where I was challenged to think critically and to better study." (Respondent 221, THM, MAIN)

Comments related to Campus

Atmosphere

Like Least: "Lack of school unity in social events..." (Respondent 1, MABC, MAIN)
 To Improve: "Offering more events for all campus." (Respondent 1, MABC, MAIN)
 To Improve: "More opportunities to engage with fellow students" (Respondent 28, MABS, DC)

- To Improve: "Encountering less toxic personal relationships on campus and in Swiss Towers..."
(Respondent 39, MACM, MAIN)
- Like Least: "The student body is typically very elitist. Everyone seems to be after their own agenda in ministry and getting ahead. My worst experiences with people in general have been with other students." (Respondent 42, MBTS, MAIN)
- Like Least: "... I also felt at times from fellow students that I was second class because I was not pursuing a THM degree. These things were subtle..." (Respondent 48, MAMC, MAIN)
- Like Least: "As a commuter student I felt I at times lacked a good sense of community - I think it could have been stronger but as a grad student I worked and did an internship & the time was just not there." (Respondent 79, MABC, MAIN)
- Like Least: "the seminary seems to struggle with being a community of faith. It is very individualistic." (Respondent 80, STM, MAIN)
- To Improve: "I would implement a short fellowship/coffee hour between chapel and class in order to encourage fellowship between students/faculty. I've seen this done at another seminary with good success." (Respondent 80, STM, MAIN)
- Like Least: "The focus on ThM students at the exclusion of other departments. There is such a focus on the ThM students that students in other degree programs feel neglected." (Respondent 94, MACE, MAIN)
- Like Least: "Not sure if this is a student thing or higher, but the atmosphere is not very culturally inclusive." (Respondent 114, MBTS, MAIN)
- Like Least: "the bigger class sizes. It can be difficult to cultivate meaningful relationships with faculty and other students in larger classes." (Respondent 133, MACE, OL)
- Like Least: "I felt that it was very hard to make friends at DTS. I could not afford to live on campus and most of the other commuting students were much older than I was. I would have loved to spend more time on campus; however, I had to work when I was not in class." (Respondent 154, MACE, MAIN)
- Like Least: "... how at times the level of knowledge leads to a Pharisee-type demeanor in the student body" (Respondent 156, MABC, MAIN)
- To Improve: "somehow eliminating the separation of international and national student councils because that gives the impression that there is a sub-culture/otherness to the student body. If integration is something DTS is after, then that area should be looked at. Not sure how exactly this could be done!" (Respondent 180, PHD, MAIN)
- Like Least: "Too competitive..." (Respondent 182, MACE, MAIN)
- To Improve: "The biggest thing I had to overcome was feeling to isolated. I lived off campus and, to make ends meet, I worked pretty much anytime I wasn't in class. So, it was really difficult to feel connected to people on campus and I struggled a lot with loneliness and depression/anxiety. On the other hand, I don't really have a solution for you. You can't add more hours to the day, so even if you had more events, people like me probably wouldn't show up (working or exhausted from working). So I don't know how the seminary could improve on that." (Respondent 189, THM, MAIN)
- To Improve: "I think the seminary could emphasize to the students to stop and smell the roses more. This is done somewhat in chapel, but it may be helpful to have the professors share with the students as well. Dr. Burns was very good at delivering this message. Unfortunately, I had him my final year of seminary. I was burned out ((humor) by then." (Respondent 191, MABS, MAIN)
- Like Least: "The levels of self-centeredness in the students and the disregard for seminary rules." (Respondent 215, MABC, MAIN)

Facilities

- Like Least: "The lack of space for large conferences and concerts." (Respondent 9, MACE, MAIN)
- To Improve: "Above" (Respondent 9, MACE, MAIN)
- Like Least: "Physical environs." (Respondent 15, THM, MAIN)

- To Improve: "Spending a little more on instruction, and less on administration buildings."
(Respondent 15, THM, MAIN)
- To Improve: "building new property for married students" (Respondent 51, PHD, MAIN)
- Like Least: "In some the class room the temperature was too cold." (Respondent 100, DMIN, MAIN)
- To Improve: "Update the library! It's the same as it was in Chafers days! Come on! :)" (Respondent 126, THM, MAIN)
- To Improve: "Update the library and pictures around campus. More art on campus would be nice."
(Respondent 138, THM, MAIN)
- To Improve: "I think the seminary should offer more on campus housing. I lived with four other girls on campus and the apartment was very cramped and hard to live without stress. I loved living in the community on campus (especially as far as commute and safety was concerned), but I wish more people could do so and more rooms were available. My overall experience would have been better if I did not have so many people in my apartment." (Respondent 171, MACE, MAIN)
- Like Least: "The destruction of the old chapel building." (Respondent 183, MAMW, MAIN)
- To Improve: "Rebuilding the old chapel building." (Respondent 183, MAMW, MAIN)
- Like Least: "The Dallas campus, although it is getting better." (Respondent 187, THM, MAIN)

Parking

- Like Least: "Literally- having to walk across Live Oak to get to campus." (Respondent 52, MACL, MAIN)

Comments related to Chapel program

- Like Least: "... the chapel requirements" (Respondent 174, MABC, MAIN)
- Like Least: "Chapel requirements for extension students, already involved in churches and ministries." (Respondent 184, MBTS, DC)
- Like Least: "Chapel requirements..." (Respondent 196, THM, MAIN)
- To Improve: "... -I would like to have chapel speakers outside of the theological world at times. Maybe athletes, politicians, etc. Just something to change it up from a Greek doctor."
(Respondent 208, MACL, MAIN)

Comments related to Communication issues

- Like Least: "It seemed that there were always communication issues. I heard information from sources that were not the sources expected to give me that information. Advising did not know about the next semester schedule before the students (how can they advise me on what classes will be available in spring or fall?), in my opinion that is an administration fail. And that is only one example. There is also a large disconnect between the Biblical Exposition Department and the Systematic Theology Department this is an education communication issue. The information getting to the students is delayed because it must pass through the president's office, the communication is backlogged. The Student organizations do not talk to each other- the missions student organization and Eikon keep meeting at the same time in different places. There is no one place to find announcements. "
(Respondent 13, MACE, MAIN)
- To Improve: "Communicating effectively." (Respondent 13, MACE, MAIN)
- Like Least: "The departments suffer from the silo effect. In an attempt to be specialists in certain subject matter, the departments seemed unengaged with each other. It was frustrating to encounter. However, it did force the student to think for himself and take the initiative to engage the different departmental views in order to fully understand why departments differ, sometimes on crucial issues like hermeneutics. It would be refreshing if departments

- worked together more often, not to necessarily to work out their differences, but to at least discuss their differences so that students could benefit from that discussion. I say all this because it seemed at times that professors were not working with one another, but only focused on their "own thing." Maybe this is how it works at all seminaries; I honestly do not know. It was not a huge problem. More than anything it was bothersome. Overall DTS was an A+ experience. This is this first thing that I thought of when asked what I least liked."
(Respondent 24, THM, MAIN)
- To Improve: "Keep connecting with and valuing current students more." (Respondent 40, THM, HO)
- To Improve: "Helping students develop better communication from the pulpit" (Respondent 56, MABS, GA)
- Like Least: "The communication with various offices through E-mail." (Respondent 57, MACL, OL)
- To Improve: "Integrating the CanvasNet online portal with the DTS CampusNet.... It's really confusing to have two parallel, independent sources of information, requirements and contact.... PLEASE, for the sake of students who are interfacing with you in more ways than one....SIMPLIFY, UNIFY, INTEGRATE. Thank you!" (Respondent 83, MBTS, AU)
- To Improve: "using different ways to have better communication." (Respondent 95, MACS, HOCH)
- To Improve: "Having better communications with the students." (Respondent 107, MACL, HO)
- Like Least: "Not all the departments were actively engaged at communicating their services. Internship and counseling departments would be the two that stand out" (Respondent 142, MACL, MAIN)
- Like Least: "Lack of integration across departments and not putting students in the center. I believe the extension sites do not get the same benefit." (Respondent 161, MACL, DC)
- Like Least: "Lack of continuity between departments (especially OT/NT & ST)." (Respondent 177, THM, MAIN)
- Like Least: "The lack of inter-departmental communication and awareness was at times quite confusing..." (Respondent 180, PHD, MAIN)

Comments related to Core masters curriculum

- To Improve: "having a class that trains students in how to effectively prepare for and lead a short-term missions trip. Many students will go on to be pastors or church leaders in some capacity, and a lot of pastors are expected to lead short-term mission trips. Most STMs are done poorly, with more harm done to the receiving people group than good. This is a movement that does not seem to be going away, so I feel strongly that we should be trained in how to do it well. I think a 1 or 2-hour class would be excellent, perhaps with a real "short-term mission trip" included (even one that just goes to an adjacent state). There are many good resources now available, such as the Standards of Excellence in Short Term Missions (soe.org), books (Helping Without Hurting in Short Term Missions by Corbett & Fikkert; Toxic Charity by Robert Lupton; Short Term Mission: An Ethnography of Christian Travel Narrative and Experience by Brian Howell; etc.), and even a video-based study based on Corbett & Fikkert that would be an excellent starting point for preparing such a class. I've talked with friends at other seminaries who also do not get proper training in engaging with and leading STMs. DTS could really do the church universal a huge favor - and be quite cutting-edge in the seminary world - if they were to make such a class a requirement, particularly of ThM students. At the very least, it should be a requirement for the MACM program! It was touched on in a couple of my missions classes, but definitely not given the attention it requires (since these classes were really designed to meet other goals, and STMs came up as side examples in certain contexts). Even if many of us in the MACM program are aiming to be long-cross-cultural workers, we will be on the receiving end of many STMs, and we should know how to give them guidelines and pre-trip training as much as possible ahead of time, as well as coaching their leaders in how to debrief properly." (Respondent 2, MACM, MAIN)
- To Improve: "Emphasizing and giving more time to knowledge of the Bible, rather than requiring so many other classes." (Respondent 22, THM, MAIN)

- To Improve: "I would love to see a degree program specifically for church planters, whether those persons are seeking to serve as a teaching/lead pastor role, or simply in a staff pastor or lay-minister role. I understand the desire for students to pursue the ThM if they desire to pastor, but for some students that's not a realistic expectation, especially with church planters who are short on money and time." (Respondent 45, MBTS, OL)
- Like Least: "... And please, diversify the curriculum! Not just gender and race, but global perspectives!" (Respondent 47, THM, MAIN)
- Like Least: "I feel that the BE, NT, OT and PM departments/programs are not in the best integration of the program designs. It misses the opportunity to prepare the students even better for ministry." (Respondent 73, THM, MAIN)
- To Improve: "I suggest that the BE, NT and OT department and courses should have stronger linkage and integration to the preaching and teaching courses. For example, the compulsory courses in NT department teach only exegesis of Pauline epistles, but a lot of preaching and teaching is on narrative/gospel and other books. The OT department does a better job in exegesis of narrative (Jonah, Ruth) but the teaching on exegesis of psalms and prophecy does not link well to preaching/teaching (how should the congregation do based on this?). The PM department has only 2 compulsory courses on preaching, and with time limitation, it assumes that the students already learnt exegesis well from the other courses to enable preaching/teaching. There is a clear gap in between, so I have seen final year Th.M. students preaching/teaching a bible passage without really grasping the key idea from the text, especially narrative. The seminary could improve it by stronger integration of the content of the courses. Courses in BE, NT, OT should all have an eye on teaching what the passage is asking us to do in real life, and how we can teach it to our congregation." (Respondent 73, THM, MAIN)
- To Improve: "Focus on training pastors as opposed to "Christian Leaders." This could be done with focused pastoral ministries classes with a focus on day to day ministry." (Respondent 99, THM, MAIN)
- Like Least: "I really wish there had been an Mdiv option. I started in the ThM, but changed to the MACE because of length of time. I really needed to be able to finish in a more timely manner than the ThM would allow. I think an MDiv option would be invaluable to the seminary." (Respondent 171, MACE, MAIN)
- Like Least: "... the lack of attention to be able to communicate Christian truth to non-Christians audiences." (Respondent 196, THM, MAIN)
- To Improve: "Teaching not only the language of theology and academia, but how to engagingly present these truths to non-Christian or new Christian audiences." (Respondent 196, THM, MAIN)
- Like Least: "The overwhelming information/content that leaves little room for reflection." (Respondent 201, THM, MAIN)
- To Improve: "Balance knowledge and reflection. Seminary was a very difficult (though good) experience for me. At the last semester God has helped me to realize that it was because my heart was not right with His words/Himself. I realize that only God can fix a person's heart. I think it would be helpful if DTS can continue it's academic excellency at the same time leave more time for students reflect on what they learn - This I believe is the only way that a heart change. I will continue to pray for DTS." (Respondent 201, THM, MAIN)
- To Improve: "encouraging/facilitating more environments for student discussion, self-reflection, and honest wrestling through questions and ideas. DTS offers a tremendous amount of information to students, yet (especially for those of us who complete the degree within 2-3 years) very little time remains for digesting, processing, and integrating new learnings with our previous or existing worldview." (Respondent 204, MACE, MAIN)
- To Improve: "Adding some training in dealing with spiritual warfare and deeper counseling preparation for general pastoral ministry." (Respondent 205, MABS, DC)

Comments related to Diversity

- To Improve: "Incorporating ethnic diversity into its organization, leadership and faculty." (Respondent 4, MABS, MAIN)
- To Improve: "being considerate of other cultures, having more diversity in its staff, having a diverse group of speakers for chapel (minorities and women), expanding their use of creativity and the media department." (Respondent 33, MAMW, MAIN)
- Like Least: "... While I was in spiritual formation helping to train leaders and form groups, I became aware of the racial tension on campus. Mostly it was distressed and sometimes overt agitation by the African-American students that they had to be in groups with white women. One spiritual formation group member who happened to be African-American told her leader "since I'm going to work with black women I don't see why I have to be in a group with other white women." I was also in a group with some African-American women, one of which dismissed me as a privileged white woman." (Respondent 48, MAMC, MAIN)
- To Improve: "Perhaps integrating the impact of culture and race relations or addressing it upfront in chapel services, etc." (Respondent 48, MAMC, MAIN)
- To Improve: "diversifying its faculty." (Respondent 55, DEDM, MAIN)
- Like Least: "The social culture at DTS is not normative. While many Dallas churches and secular organizations seem to be open and friendly, students from all over the world and a variety of American cultures struggle to interact and develop healthy relationships on campus. Students tend to self-segregate across racial and generational lines." (Respondent 64, THM, MAIN)
- To Improve: "... I know other students who have also experienced situations that were inappropriate because of students responding to them in a particular way based on their ethnicity. I think the seminary has to address the elephant in the room and speak against this sinful behavior that goes on right inside the classroom rather than silence communicating what I believe is not the values of the seminary." (Respondent 77, MACM, HO)
- Like Least: "very few sister TAs and professors." (Respondent 85, MABS, OL)
- To Improve: "More Black teachers" (Respondent 92, MABC, MAIN)
- Like Least: "The thing I like least is the teaching staff is not as diverse as it can be. I feel the staff should be more reflective of the students that attend. This is not a negative but it is something that can be improved on." (Respondent 97, DMIN, MAIN)
- Like Least: "Its focus on large church ministry. This is probably because of the seminary's urban context in an area of the world with many mega-churches. I would have liked more of an emphasis on small church ministry." (Respondent 99, THM, MAIN)
- Like Least: "The unfortunate ease for students who blatantly disregard fellowship and unity with other believers to continue studying here. I have seen several examples of students who explicitly attack either the church as a whole, minority groups, or women on social media or through other means while continuing as a student on campus. I pray that through the influence of their peers, their hearts will be affected and moved. I wish I knew that DTS was aware and active in those situations, but unfortunately, I am unsure of that. DTS has come such a long way in making all students feel welcome and included after years of excluding women and African Americans, it just saddens me to see how many of it's students remain ignorant." (Respondent 103, MACE, MAIN)
- Like Least: "There is continued sexism and racism, and the administration doesn't seem to want to address it. It's heart breaking." (Respondent 112, THM, MAIN)
- To Improve: "Increasing diversity in its faculty, administration, and staff." (Respondent 112, THM, MAIN)
- To Improve: "Staff diversity, cultural awareness" (Respondent 114, MBTS, MAIN)
- Like Least: "diversity on the faculty is still not reflective of an ideal multi-ethnic view of the body of Christ." (Respondent 117, PHD, MAIN)
- Like Least: "cultural awareness, especially with the international community." (Respondent 130, THM, MAIN)

- To Improve: "continuing to diversify the staff and faculty. While I believe that DTS is moving in the right direction, I would encourage DTS to keep pressing on. The body is strengthened by diversity." (Respondent 133, MACE, OL)
- Like Least: "the lack of diversity, cultural sensitivity..." (Respondent 156, MABC, MAIN)
- To Improve: "not losing personalism and accepting cultural differences into the system. There seems to be a singular cultural system and everybody knew how to operate except a few of us." (Respondent 167, MBTS, DC)
- To Improve: "integrating brothers and sisters, marrieds and singles, and people of all colors. DTS should live as an example of the beautifully diverse Body of Christ." (Respondent 168, MACE, MAIN)
- To Improve: "seeking to hire more African American professors" (Respondent 172, DMIN, MAIN)
- Like Least: "... gender and racial segregation" (Respondent 182, MACE, MAIN)
- To Improve: "Requiring yearly cultural sensitivity training for DTS professors, led by currently enrolled students and professional cultural trainers. Some of the statements made by DTS professors in classes have deeply grieved me and would have resulted in immediate firing at a secular academic institution. I believe strongly in a learning curve when it comes to cultural sensitivity, and in extending grace just as I have received it from my own peers when my privilege blinded me to how I was hurting them with my words and actions. Having said that, DTS cannot afford, if we are to be a reflection of Christ, not to grow in this area. We need to move beyond the tokenism of international dessert night, to hearing more from our international student population. We need to recognize there's a lack of African American, Latino, and Asian voices in leadership, and not assume that this can be met with students alone, but this diversity should be reflected in the curriculum of all classes, not just those with the cross-cultural ministries focus. I know that the DTS professors, admin, and staff deeply love all our students, of this I am convinced. And their culturally insensitive statements or positions were never so inflammatory as to report to admin, but rather I appealed to that professor by email or in office hours because that is the Christian way to resolve a conflict. And I recognize many of these comments are made out of ignorance. At the same time, if you are in a position of power and influence, you cannot afford to remain in such ignorance. And the burden should not be on minorities or people from other cultures to educate you, that burden falls on you. The result of all such private dialogues have been positive for me, but I am a cis white woman. Many of my peers have not had the same experience, and many of them will not even start a dialogue, private or otherwise with a professor because they think such an action would be pointless. I know, hope, and believe that we can do better in this." (Respondent 190, MAMW, MAIN)
- Like Least: "Lack of diversity at administrative and professorial level" (Respondent 195, THM, MAIN)
- To Improve: "Working on being inclusive at all levels" (Respondent 195, THM, MAIN)
- Like Least: "I wish I had more classes taught by women and minority races. And I wish I had been required to read more by women and minority race theologians/scholars." (Respondent 206, MACL, MOBL)
- To Improve: "Hiring more women and minority professors." (Respondent 206, MACL, MOBL)
- Like Least: "My experience as a student of color." (Respondent 207, MACE, MAIN)
- To Improve: "being more intentional about incorporating different voices of color in chapel and in the course curriculum." (Respondent 207, MACE, MAIN)
- To Improve: "Prayerfully increase ethnic diversity in their faculty." (Respondent 212, THM, MAIN)
- To Improve: "...increasing disability awareness. Every multicultural awareness event disparaged the elderly in some fashion and completely ignored the needs of disabled students." (Respondent 215, MABC, MAIN)
- Like Least: "its continuing of white supremacist culture." (Respondent 216, MAMW, MAIN)
- To Improve: "1. incorporating black and brown authors in curriculum 2. addressing issues of culture, especially that of it's African American students 3. listen to African American voices 4. divest from white privilege 5. invest financially in students of color, especially African American students" (Respondent 216, MAMW, MAIN)

Comments related to DMin

- To Improve: "Explaining the DMIN process in more detail and have someone who can walk along with DMIN students as they begin the process of writing their dissertation. On occasions I called the DMIN office to get direction and was made to feel that I was a bother as opposed to getting the help I needed. Instead I was told to read the information in the manual. Sometimes the information was not clear and I called to get clarity." (Respondent 97, DMIN, MAIN)
- Like Least: "DMin was difficult because of distance and detachment from instructors" (Respondent 116, DMIN, MAIN)
- To Improve: "Guiding students through the dissertation process earlier in their academic careers." (Respondent 132, DMIN, MAIN)
- Like Least: "No networking among D.Min students" (Respondent 144, DMIN, MAIN)
- To Improve: "Developing more ways of students working together outside classrooms." (Respondent 144, DMIN, MAIN)
- Like Least: "The preparation for certain aspects of writing the dissertation" (Respondent 219, DMIN, MAIN)
- To Improve: "Continue to Strengthen the preparation writing process of the dissertation." (Respondent 219, DMIN, MAIN)

Comments related to DTS distinctives

- Like Least: "It's drift from dispensationalism and conservative evangelical theology to progressive dispensationalism and modern hermeneutical premises. The inspiration and inerrancy of the Scriptures are advocated, but the NT and OT departments emphasize extra-biblical literature." (Respondent 23, PHD, MAIN)
- To Improve: "Returning to its roots with a renewed academic fervor." (Respondent 23, PHD, MAIN)
- Like Least: "insular posture toward liberal denominations, and with that, a hyper-vigilant avoidance of anything deemed too risky for conservative evangelicals (this is much less prevalent than when I began in the early 2000's, but still affects the Seminary's decisions)." (Respondent 55, DEDM, MAIN)
- Like Least: "The professors defending assigned to teach dispensationalism did a good job, but some times they were ver defensive. The idea was more of "begging" people to respect the system and not ridicule it, than of confidently communicating it as a biblical and viable system." (Respondent 75, MABS, OL)
- Like Least: "Is DTS and academic institution or an evangelistic institution? Is it trying to be respectable in the academic world or pleasing to God? Sometimes, I think we at DTS want to please men more than God." (Respondent 98, THM, MAIN)
- To Improve: "A continuous requirement for personal evangelism. More prayer. More devotional reading." (Respondent 98, THM, MAIN)
- To Improve: "Decide what you want to be the meaning of "a Master's degree from DTS." The ThM is nearly four times the credits of an MBTS, but they're both "a Master's degree from DTS." Once enough Tom, Dick, and Marys earn MBTS or weak MA degrees then the school will lose its reputation. All over the world DTS is known as the finest Seminary in the world where its graduates are second-to-none in handling God's Word, but those people don't know the difference between an MBTS and a ThM, and the diminished equipping provided by inferior degrees will change the school's reputation for the worst. The school knows these degrees are not sufficient for ministry, it doesn't even allow those graduates to view pastor listings through the Placement Office. Does the school want to be a Seminary that trains ministers, or a one-stop easy-diploma shop?" (Respondent 121, THM, MAIN)
- Like Least: "the lack of conviction about ministry distinctives and the lack of interdisciplinary study between the academic departments. With regard to conviction, the seminary seems apologetic about their stance on Calvinism, dispensationalism, complementarianism, and

- cessationism. I fear that DTS has spread their net wide in order to cater to many students due to financial concerns. However, this has led to a compromise in their own beliefs. While DTS rightly wants to avoid the harsh rhetoric of the past, DTS also needs to not be ashamed of what they believe. The affirming, contemporary culture also needs to communicate truth in love. I heard two student in the hallway talking. One said, "Yeah I no longer believe in innerancy, but I do think our church services should be more Spirit led." The other gave his approval. With regard to interdisciplinary studies, the different academic departments do not understand one another and do not speak with one voice. I have heard theological blunders from a department denying Calvinism with regards to thinking "Molinism" gives a soteriological answer to the problem of total depravity instead of Molinism being a framework in understanding the relationship between an omnipotent being and creaturely freedom. I have also heard strong teachings of the New Perspective on Paul. Further other departments have denied the validity of systematic theology in place of biblical theology, thus ignoring the historic Christian faith. Further, the departments (albeit not every professor within the departments) can be categorized distinctly in terms). The BE department represents the Classic/Revised dispensational position, yet tends to lack the academic depth of the other departments. The Theology department is a mix of Revised and Progressive dispensationalism, and tends to vary in academic depth. The OT and NT departments provide the best academic depth and learning, yet they often chide at systematic theology and fail to work with the historic faith and perspective. I respect many of these professors as all have contributed academically and spiritually to my life, yet more cooperation between the departments would be desirable." (Respondent 137, THM, MAIN)
- To Improve: "a unified voice between departments as well as boldly, gently being unashamed to teach the hallmarks of DTS. I understand this cannot be done easily. The academic world in which we live celebrates and rewards depth in a narrow field of study. Yet, the Christian life needs the wisdom of cross-disciplinary studies." (Respondent 137, THM, MAIN)
- Like Least: "its lack of teaching on alternate biblical approaches (covenant theology, etc.) I would appreciate knowledge of other views so that I can interact with people of those beliefs." (Respondent 170, MACE, OL)
- To Improve: "Educating its students on non-dispensational views" (Respondent 170, MACE, OL)
- Like Least: "in my opinion, an over-emphasis of attention to Scripture at the expense of recognizing works of the Spirit and other more relational components of pursuing God and godliness." (Respondent 204, MACE, MAIN)
- Like Least: "Theological view lacks the experience of the Holy Spirit." (Respondent 235, MACS, HOCH) **translation from Chinese*

Comments related to Extension education

- Like Least: "That I don't live in the Dallas area to attend classes on Campus." (Respondent 10, MABS, GA)
- To Improve: "Follow Dr. Yarbrough's plan to offer more venues like the Cove and the program at Passion City Church." (Respondent 10, MABS, GA)
- Like Least: "communication seems to be focused upon Dallas students much moreso than my context for the seminary." (Respondent 17, MABS, GA)
- Like Least: "Not enough classes I can take in my area near Austin." (Respondent 53, MBTS, OC)
- Like Least: "I was in the very first class at DC campus and as it grew I grew, so there were resources and people that other campus had, that I did not, so I felt quite detached from the seminary experience and it became a sort of dual world, life at weekend was DTS and life during the week was so different, there were not any efforts to integrate family with DTS etc. Also no library, no professors to have office hours with, so relationships were good but not warm and family-like." (Respondent 68, MACL, DC)
- To Improve: "DC campus has changed there is more staff etc. but I don't know what these changes have brought as this was at end of my taking classes there... also it would be great to have a

- graduation experience with cohorts from the DC campus specifically, perhaps more family/ social gatherings to bring the DC students together." (Respondent 68, MACL, DC)
- To Improve: "More one week intensives, though that is not to say you guys don't do a great job of that already. Those are just super helpful for distance education students" (Respondent 87, MACL, SA)
- Like Least: "DTS is located a long ways from me. As an online student I missed the personal interaction I would have gotten on campus, but appreciated the support of the Washington D.C. extension site." (Respondent 160, MACL, DC)
- Like Least: "... I believe the extension sites do not get the same benefit." (Respondent 161, MACL, DC)
- To Improve: "Setting up a campus satellite on the west coast!!" (Respondent 163, CBTS, OL)
- To Improve: "more classes in Austin, TX" (Respondent 194, MACM, HO)

Comments Faculty interaction/grading

- Like Least: "Professors do not go out of their way to make themselves available to students as mentors." (Respondent 4, MABS, MAIN)
- Like Least: "Some of the faculty expressed a very closed view driven by tradition, at least one that painted the book of Matthew as including false statements." (Respondent 12, MABS, MAIN)
- To Improve: "increasing the awareness of the needs of the church outside of the seminary and outside of Southern Baptist circles." (Respondent 12, MABS, MAIN)
- To Improve: "Some EML profs need to update their handouts and powerpoints. In fact, power points are redundant and frustrating for me. I do not want to read a screen full of bullet points. I want to be engaged by the speaker and the Spirit. I think profs and even chapel speakers rely too heavily on powerpoints. Probably a difference in personality and a lack of confidence and a habit. :)" (Respondent 16, MACE, MAIN)
- Like Least: "Lack of feedback on graded assignments. I often had to inquire about why I had received certain grades. What did you like about my work? What did you not like / what should I consider moving forward? How did those play into the grade I received?" (Respondent 32, MACE, MAIN)
- Like Least: "The classes focused on students who learn best through lectures and reading but to students who learn best through discussion and interaction it can be significantly more challenging." (Respondent 36, MACE, MAIN)
- To Improve: "incorporating service and personal spiritual growth and prayer into more of its classes." (Respondent 36, MACE, MAIN)
- To Improve: "... Teachers who can communicate more clearly to a younger generation." (Respondent 39, MACM, MAIN)
- To Improve: "Professors mentoring one or two students in each class, open/optional discussions groups during the semesters." (Respondent 52, MACL, MAIN)
- Like Least: "It's hard to find something that I didn't like about DTS, but encouraging students to address their professors by their first name might decrease perceived distance between professors and students." (Respondent 72, THM, MAIN)
- To Improve: "Providing training to staff on how to treat people better." (Respondent 106, MBTS, OL)
- Like Least: "The grading scale is outdated and extremely punitive but is offset by enormous amounts of grace in the grading by professors and instructors. Suggest a traditional 90-80-70 grading scale be used and stratify the grading a little more." (Respondent 120, MACL, GA)
- To Improve: "Structuring some of the classes to be more engaging in style - not just lecture for an entire semester. Lecture can be good, but I can only name a few professors who did not lecture an entire semester." (Respondent 123, THM, MAIN)
- Like Least: "The TA program without enough personal interaction and consistency with the professor" (Respondent 125, MACL, MAIN)
- To Improve: "Making sure the TA is clear as to the professors answers and intent" (Respondent 125, MACL, MAIN)

- To Improve: "Train those who grade papers so there is consistency in the grading across the departments..." (Respondent 131, MABS, DC)
- Like Least: "At times, the professors are too busy to meet with the students." (Respondent 138, THM, MAIN)
- Like Least: "There were times when the response to my work (grades and comments) did not demonstrate the same level of attention I was required to give to producing the work. My goal is to know that I am rightly handling the Scriptures and any work I do in that regard I think deserves a thorough response because it is about God's Word. If I am missing the mark, I want to know specifically how and why." (Respondent 147, MBTS, DC)
- To Improve: "Offering an exit interview so to speak. Instead of just taking a test to gauge my progress, I would like to speak with someone about my progress and how God can use me now that I have completed my course of study." (Respondent 147, MBTS, DC)
- Like Least: "... Teachers use the online system in confusing and different ways." (Respondent 152, MACL, NA)
- To Improve: "I would have loved more opportunities to get to know my professors. I never felt fully comfortable with most of my Bible and theology teachers. They were all male teachers which I think is great; however, it limited how I could interact with them because I am a female. One of my male friends was able to get coffee with many of his professors, but I felt that would be inappropriate for me to do. I never felt like professors were open to small groups interacting with them outside of the classroom, however, I would have really enjoyed that." (Respondent 154, MACE, MAIN)
- To Improve: "Helping (oftentimes) older faculty enter the digital age and make their handouts, notes, and homework submissions online. Almost all of my paper resources accumulated in seminary did not make it past "the purge" (moving), but all my electronic resources are still with me, and many (especially .docx files) have been implemented into Logos." (Respondent 177, THM, MAIN)
- Like Least: "... lack of differentiated teaching techniques from instructors ... As a high school teacher, I was expected to undergo professional development every year in regard to differentiated instructional techniques, to meet the needs of a variety of learners in my classroom. Yet the majority of our teachers still do straight lecture with visual aid by powerpoint, or notes that have not been revised for decades. We are kinetic learners, dialectic learners, and have different attention spans, different ways of internalizing information, and some of us have learning disabilities. To serve the entire student population well, I would love to see more professional development in instruction from professors, especially in the BE department..." (Respondent 190, MAMW, MAIN)
- Like Least: "-Grading system with TAs. I understand that not all teachers can grade everything. But the fact that a guy around my level of education is grading my papers and determining a large part of my grade was uneasy to me. I am paying a lot of money for DTS, I would like my grade to be determined by my professors that I learn from every week. I even had a situation where I accidentally turned in the same paper twice, received both papers back with an 18 point difference in the grades on the exact same paper. Just shows the inconsistency of some TAs. ..." (Respondent 208, MACL, MAIN)
- To Improve: "... -Getting grades back in some type of timely manner would be cool. My last semester in one class, I didn't receive a single grade on any assignment until my final grade. I had no clue how I was doing throughout the whole semester..." (Respondent 208, MACL, MAIN)
- To Improve: "... Second, in general, DTS class time was spent on content acquisition instead of interactive discussion. Basically all of what I acquired in a number of the required core classes (especially BE) could have just as easily been transcribed and slid across the table to me in a 3-ring binder. If I missed a class but had the PPT or class notes, I wouldn't have benefited any more from being in the class to hear the lecture. In other words, it was only information. I would have much rather spent that time on discussion of the Scripture's meaning and application to real-world issues rather than just hearing the same content lectured about in class that I had read for the homework for that class. Interactive class discussion is far more formative than information transfer." (Respondent 217, THM, MAIN)
- Like Least: "rigidity. super-strict grading..." (Respondent 231, THM, MAIN)

- To Improve: "Decreasing amount of lecture in classes and adding more discussion. Sometimes students, because of various skills, experiences, or studies, know more than a professor in some area and/or have things to contribute. When left unsaid, it leaves a professors teaching weakened. With diverse cultures represented in the classroom, some topics are more relative than formerly taught, and to keep up, the classroom need to invite more input from students to dialogue and come to conclusions on "truth" together as a community. It is easier to dismiss a professor or teaching that is not run through the filter of multiple people's experiences. The seminary is a helpful place to talk and think through difficult topics, which we will then teach more simply to others. But we don't need the simple teaching ourselves. We read and study and interact with great thoughts, and we need the classroom to be a place to digest them, not throw more content at us (oversaturation)." (Respondent 231, THM, MAIN)
- To Improve: "holding department chairs/professors accountable to responding to emails. Just because a person isn't type A or has a tendency to not respond, that does not excuse that kind of behavior, and I believe teachers, especially at a seminary, should be held to a higher standard." (Respondent 232, MABC, MAIN)
- To Improve: "Reduce the burden on teachers. My every teacher (professor) is given too many courses. They need more rest and family time." (Respondent 235, MACS, HOCH) **translation from Chinese*

Comments related to Finances

- Like Least: "It was pricey." (Respondent 7, MACL, OL)
- To Improve: "The last year free is a wonderful initiative. If the seminary could continue to find ways to help make tuition affordable for students, then that would be an improvement. Tuition was not overpriced, but still it is expensive for most students that either are currently serving or want to serve in the local church." (Respondent 24, THM, MAIN)
- Like Least: "The cost" (Respondent 27, MACL, MAIN)
- To Improve: "TUITION FEES" (Respondent 43, MACE, HO)
- Like Least: "TOO COSTLY TO ATTEND DTS" (Respondent 43, MACE, HO)
- Like Least: "the lack of availability of scholarships for students not enrolled in the ThM program" (Respondent 45, MBTS, OL)
- To Improve: "1-I've tried saying this for years. PLEASE change the requirements for financial aid during the internship and/or counseling program. At this point, ThM students are required to maintain 12 hours during their internship AND work AND do their internship to receive financial aid (however, their second two semesters, the internship doesn't count toward their credit total; thus, they have to take an additional course their 2nd and 3rd semesters to maintain the 12 credit hour total, on top of internship and working, etc.). Counseling students are also required to maintain 12 hours AND work during their practicum (most practicum opportunities are unpaid and can be up to 20 hours a week!!). We as a seminary say that we want students to have balanced lives, but our financial aid requirements during the internship/practicum do NOT reflect this (UNLESS a ThM student does their internship during their last "tuition free" year; still, that does not benefit counseling students. At least allow them to receive financial aid either without working or if only taking 9 hours during practicum.)." (Respondent 47, THM, MAIN)
- Like Least: "Tuition" (Respondent 50, MABS, OL)
- To Improve: "Offering more affordable tuition" (Respondent 50, MABS, OL)
- Like Least: "The price." (Respondent 70, MABS, HO)
- To Improve: "Having a different price range for international students in the online program." (Respondent 75, MABS, OL)
- Like Least: "The cost seems quite exorbitant for the average person in ministry seeking to be trained. So many cannot be trained without scholarships from outside of the seminary even though they have incredible potential to be agents of change and revival in their communities. I think the seminary should look at how it is or is not assisting students who really needs it

- rather than assistance to anyone who applies for scholarships at the Houston campus.”
(Respondent 77, MACM, HO)
- To Improve: “Not charging fees for registration.” (Respondent 108, MACE, MAIN)
- Like Least: “the cost.” (Respondent 136, CGS, MOBL)
- To Improve: “lowering its costs.” (Respondent 136, CGS, MOBL)
- To Improve: “paying their employees more.” (Respondent 164, MABS, MAIN)
- Like Least: “cost” (Respondent 169, THM, HO)
- Like Least: “Last Year Free left a bad taste, both for me and for my wife. In hindsight, it would be fair to say that I didn’t read and understand the fine print, but the program delivered far less than it appeared to promise. (See my earlier comments above.)” (Respondent 173, THM, HO)
- Like Least: “The cost...” (Respondent 174, MABC, MAIN)
- Like Least: “cost” (Respondent 194, MACM, HO)
- Like Least: “It is expensive but worth the teaching and faculty interaction” (Respondent 203, THM, MAIN)
- Like Least: “Cost.” (Respondent 205, MABS, DC)
- Like Least: “I had to work multiple jobs to pay for school, and the classes for the Biblical Counseling program were not offered consistently at times to where I could fulfill my duties for work and also devote myself fully to the program. The balance of both was difficult at times.”
(Respondent 213, MABC, MAIN)
- To Improve: “... 2) Offering more scholarships to counseling students...” (Respondent 214, MABC, MAIN)
- Like Least: “How poorly they pay their employees. Many students/staff take on additional jobs just to make ends meet.” (Respondent 218, DMIN, MAIN)
- To Improve: “Re-thinking and tweaking their Presidential Scholarship requirements to accommodate qualified extension students who work full-time. Even dropping the requirement from 12 to 9 hours would help tremendously.” (Respondent 224, MABS, HO)

Comments related to Housing at Dallas campus

- Like Least: “... Also, I did not enjoy having the singles and married students separated on campus. I believe that living in a mixed community of singles and married students is an essential part of a Godly community.” (Respondent 1, MABC, MAIN)
- Like Least: “limited housing for married couples” (Respondent 51, PHD, MAIN)

Comments related to Houston Campus

- Like Least: “Being at the Houston extension, it is the lack of social gatherings.” (Respondent 6, MACS, HO)
- To Improve: “The Houston campus needs more Counseling electives to be brought down to Houston. It was extremely difficult to complete the MABC degree without having to make a trip to Dallas. And having one class in Winter session is not enough.” (Respondent 91, MABC, HO)
- Like Least: “In Houston we don't have access to all the classes each semester” (Respondent 148, MACE, HO)
- To Improve: “Providing more professors at the Houston location” (Respondent 148, MACE, HO)
- Like Least: “Being at an extension and not having that true, campus experience in Dallas.”
(Respondent 224, MABS, HO)

Comments related to Internship

- Like Least: “the SF and Internship departments.” (Respondent 118, THM, MAIN)

Like Least: "The internship process needs to be looked at. Prior to DTS I spent a number of years in corporate America where I participated in internship programs and hired a number of interns. There are some good things about the internship but there is also a lot of "busy" work which I think needs to be re-evaluated so that it can be more value added to the student." (Respondent 179, MACE, OL)

To Improve: "... -The internship process was intense. The course work on the back end of the internship normally was more than what I did in the internship itself at church. That was my worst year of seminary in trying to juggle the monster of an internship with the rest of my classes..." (Respondent 208, MACL, MAIN)

Comments related to MA programs

To Improve: "Being more connected to surrounding community and making it part of the curriculum, not just for ThM students, but also for M.A. students. The Agape project is a great addition, but I was discouraged when I learned that the assignments were only for ThM students." (Respondent 46, MABC, MAIN)

To Improve: "Helping MABC students with how to go about licensure once they graduate!" (Respondent 79, MABC, MAIN)

To Improve: "Changing the MABS from a "non-pastoral ministry" degree. I basically took the same classes as someone who got the MACE or CL degree; however, just because I wasn't on campus as much as others, my degree isn't considered a vocational ministry degree. I served in a vocational ministry position for almost my entire time in seminary, which I think enhanced my education more than being a fulltime student. So, I honestly think it does an injustice to the degree just because it's 100% online. Other seminaries have 100% online MDiv's, so I think there's merit in considering this as a commensurate degree." (Respondent 104, MABS, OL)

Like Least: "a lack of administration and information shared through the counseling department" (Respondent 145, MABC, MAIN)

To Improve: "including more emphasis and a course on intergenerational ministry--how all generations can learn, worship, and serve Jesus in unity to truly love Jesus and one another as God intended. Churches have divided people by ages in so much of the church functions for so long now that most people don't understand how generations disciple one another better than apart. The importance of generations discipling one another is all over Scripture, but we don't see it much in the church or our daily lives." (Respondent 160, MACL, DC)

Comments related to Online Courses and Distance Learning (esp. interactions)

Like Least: "the lack of relationships with professors. (This is probably because I'm an online student. I hope it's not the same on campus.) Some profs are better than others at engaging with online students. Some have live Q&A sessions with us, which is awesome. But they still don't know who we are, or anything about us. Maybe this is just a reality of online education that will never be overcome. And maybe it is difficult enough for profs to invest in the students in front of them in person, let alone all the ones in cyber-land. But I feel like I graduated from a school I don't even know. I participated in Commencement, but mostly for my dad, who wanted to come. (And who, incidentally, knew more people at DTS than I did, even though he graduated 30 years ago!) I think it might have been helpful to me as an online student to be connected with DTS grads in my area, or something, while I was a student. That would have helped me to feel more connected to the school. So if you have any online students from my area, please let me know, and I will have them over for dinner! I just think there has to be a way to build DTS community, even from a distance. One suggestion for a small way to do this would be to hold an orientation on campus specifically for online students, instead of the online orientation. That would give us an opportunity to meet others in person who will be

- doing what we are doing (like SuperWeek). It would also give us a chance to meet with Advising in person right off the bat, which is far easier than phone and email. I met several other online students at SuperWeek with whom I still keep in occasional contact, which was awesome. But I didn't have that for the first half of my DTS career. I just think being on campus right at the beginning of my time of study, seeing the faces of some profs, and some other online students, would have been helpful." (Respondent 2, MACM, MAIN)
- Like Least: "that I had to complete most of my degree program through online courses (27 hours). I would rather have done most or all in the classroom if possible." (Respondent 5, MABS, DC)
- To Improve: "Offer additional online degrees. Allow degrees such as ThM, MACE to be achieved online. Technical support can be improved. Turnitin experienced several problems (lost papers that were turned in, inability to log in, etc)." (Respondent 21, MABS, MAIN)
- Like Least: "There few opportunities to get to know faculty members" (Respondent 25, THM, OL)
- Like Least: "The programs designed for distance students are still lacking. The fact that I had to go through SF110 for no grade was a significant waste of my time over the course of two semesters. ALSO, the interactions online when you turn in assignments are almost pointless. I was told they were put in place to try and make up for the classroom experience, but when in a classroom setting do we ever read other classmates work? People have stock answers that they throw on there every week, i.e."What spiritual insights are you taking from this assignment?" rather than genuine dialogue about the assignment." (Respondent 31, MABS, GA)
- To Improve: "Reduce the busy work (i.e. interactions)" (Respondent 31, MABS, GA)
- To Improve: "continuing to increase and improve video interaction with professors in online classes." (Respondent 32, MACE, MAIN)
- To Improve: "helping online student know how to access resources needed in classes when they do not have the availability of the campus and the library." (Respondent 34, MABS, OL)
- To Improve: "creating more interactions for online class environments - meaningful interactions with students (not just written comments) and interactions with professors. I graduated feeling like I don't really know any students or professors." (Respondent 66, MBTS, OL)
- To Improve: "making online classes have less busy-work." (Respondent 70, MABS, HO)
- To Improve: "better online interaction" (Respondent 82, MABS, OL)
- Like Least: "Online interactions" (Respondent 87, MACL, SA)
- Like Least: "the online courses, teachers and students are lack of communication." (Respondent 95, MACS, HOCH)
- Like Least: "For Online students, ways to better include in seminary experience (where feasible)." (Respondent 105, MBTS, OL)
- To Improve: "some of the online courses need updating (ex. BE109)" (Respondent 135, MACM, MAIN)
- To Improve: "Online classes are good but could be better. I applaud recent efforts to update recordings of classes so pop culture references and authors/articles can be current. Dr. Svigel modeled what an engaged professor participating in his class looks like in ST106OL this past Spring. Unfortunately the majority of online classes I have taken had very little attention paid by either the professor or the GTA (other than grading). Often the lectures were not actually by the professor of record due to retirements. There were some GTA's that were very good but most seemed to be very busy with day jobs at the seminary and dissertations. If the seminary is willing to charge 100% for an online class then there should be at least weekly communication by either the professor or the GTA to enhance the course material." (Respondent 120, MACL, GA)
- Like Least: "Lack of professor involvement in the online environment." (Respondent 143, MACS, OL)
- To Improve: "Taking more seriously the needs of the online student as compared to on campus student; particularly relative to the importance the professor of record places on the online class." (Respondent 143, MACS, OL)
- To Improve: "Altering residential requirements for the ThM program to include more students who are unable to relocate to Dallas. For as fantastic the DTS online program is and for as loudly as I proclaim its strengths, it baffles me the ThM is yet unavailable to distance students. It's personally devastating, actually." (Respondent 151, MABS, OL)

- To Improve: "I think some of the TSA are very out of touch with the needs of the students."
(Respondent 158, MABS, HO)
- Like Least: "That it is hard to pursue the ThM from a distance" (Respondent 186, MACL, OL)
- To Improve: "Continuing to build the extension and on-line platform. Capitalizing on dialogue and discourse in the hybrid classes." (Respondent 186, MACL, OL)
- Like Least: "The inability to get a master's degree from remote location (online)." (Respondent 192, CBTS, OL)
- To Improve: "Making all assignments online be listed with the classwork deadlines." (Respondent 192, CBTS, OL)
- To Improve: "continuing to reduce the amount of postings required for online courses. While there is some value to them, more interactive means could be used to satisfy that requirement."
(Respondent 193, MACL, DC)
- To Improve: "adding even more online options" (Respondent 197, MBTS, OL)
- To Improve: "Continuing to expand the on-line and extension programs. Would there be any synergy to provide lower cost on-line programs by partnering with other online programs (Liberty University). Maybe that would be counter productive." (Respondent 199, MBTS, OL)
- Like Least: "online classes in general. My personality type is one to be with others in person learning and actively communicating." (Respondent 228, MACE, HO)
- Like Least: "quality of TAs for online courses." (Respondent 229, MBTS, MAIN)
- Like Least: "Wish there were some updated, younger, professors-- some of my online classes had video of older teachers that were retired or passed away. Content was good, teaching style was not engaging for the listener- very old school and didn't maximize time well."
(Respondent 230, MBTS, OL)
- To Improve: "equipping online classes to have more fluid discussions between both students and teachers." (Respondent 228, MACE, HO)

Comments related to Orientation

- To Improve: "Having an orientation week for all out of town students to show them around Dallas, explain where things are in the city and how to get around, etc." (Respondent 64, THM, MAIN)
- To Improve: "I feel the incoming students could be helped greatly by requiring or suggesting a foundation list of resource books to own. Having the right resource tools up front is extremely important. Many new students are not set up to use Logos and Turpin Library data bases and do not have many solid resources to start off with. For example the OT and NT BKC and Dr. Ken Hanna's OT and NT books would have been great first tools to own."
(Respondent 74, MACL, HO)

Comments related to Practical, current issues

- To Improve: "Continue to take Scripture and solid theology and apply them practically to everyday life, real world experiences, and being lights to a very dark and lost culture." (Respondent 27, MACL, MAIN)
- Like Least: "at times there is a disconnect between what is going on in the society and what's happening at DTS. But I do know that they are [graduate's comment simply ends midsentence]" (Respondent 33, MAMW, MAIN)
- To Improve: "Have more application along classes customized to non church related ministry...How to serve in secular career and still be effective in ministry life" (Respondent 53, MBTS, OC)
- Like Least: "The lack of help bridging between the classroom and real life ministry. Also, some of the profs were great 30 years ago, but now don't relate to the current culture and issues in the church." (Respondent 69, THM, MAIN)
- To Improve: "Hire younger professors" (Respondent 69, THM, MAIN)

- Like Least: "Too many requirements. Not enough emphasis on practical application of the word." (Respondent 78, THM, MAIN)
- To Improve: "Having departments work together to have a more unified approach to the study and application of scripture. Less time spent on studying Greek and Hebrew and more time on how to do minimal study in real world ministry settings." (Respondent 78, THM, MAIN)
- Like Least: "Being overly academic to the neglect of spiritual growth - or the danger of making intellectual knowledge about God into knowing God and having a relationship with God." (Respondent 93, THM, MAIN)
- To Improve: "Continuing to push forward in cultural issues by addressing them head on and bringing on professors who are eager to speak truth about these issues, not in a confrontational way as much cultural "engagement" has done in the past, but through love and understanding. I've been so encouraged by the Media Arts and Worship department in their dedication to discussing these issues, not ad nauseam, but to practical ends, changing the culture by working in it. Critiquing by creating." (Respondent 103, MACE, MAIN)
- Like Least: "I hope and pray that DTS would motivate students to do something for the Lord through practical subjects." (Respondent 124, THM, MAIN)
- To Improve: "It would be better for students to have more professors who have an in-depth knowledge and experience in practical areas of ministry. This would help motivate students." (Respondent 124, THM, MAIN)
- Like Least: "focus on academia often overshadows practical ministry prep" (Respondent 198, MACM, MAIN)
- To Improve: "creating assignments in BE and ST courses which require the student to be actively practicing ministry outside of the classroom" (Respondent 198, MACM, MAIN)
- To Improve: "... -DTS has made a lot of strides, but getting past the old school label and being culturally relevant is a movement that is still a battle..." (Respondent 208, MACL, MAIN)
- To Improve: "One idea that I had during my time at DTS revolved around the numerous cultural engagement projects. I feel like I had 3 different classes that required me to engage and volunteer with a cultural project. While I love this idea, I think it would have been wonderful had one of those classes offered an option for married students or parents to spend those volunteer hours investing in unique connecting points with our own families. This would have reinforced the importance of loving and ministering to our families instead of three different times having to carve more time away from them to volunteer in another ministry organization. I would still keep at least one if not two cultural engagement projects, but it would have been really impactful if DTS made that project so that it would reinforce the importance of the family. I'm thankful that throughout seminary my wife and I stayed dedicated to a weekly date schedule and mandatory family nights - but I know many do not carry through with this during the semester and what a great opportunity this could be to remind students of the importance of leading, loving and being involved with their families - as that brings God great glory." (Respondent 209, MACL, HO)
- To Improve: "Deepening the bonds within the community to help offer more experiences to provide integration of theology and ministry within the community." (Respondent 213, MABC, MAIN)

Comments related to the PhD

- Like Least: "the PhD is too long, especially in Bible Exposition" (Respondent 127, PHD, MAIN)
- To Improve: "Being more career focused for graduates" (Respondent 127, PHD, MAIN)

Comments related to Registrar and course scheduling

- Like Least: "Keeping informed of upcoming events and issues related to graduation." (Respondent 107, MACL, HO)
- Like Least: "Registrar's office encounters" (Respondent 140, MBTS, MAIN)

To Improve: "Supplying the syllabus for the classes during registration, it would make it easier to determine how much work will need to be done in the class. This would help at determining how many hours a person could take for that semester." (Respondent 142, MACL, MAIN)

Comments related to Spiritual Formation

To Improve: "Giving emphasis to spiritual formation" (Respondent 25, THM, OL)

Like Least: "... The curriculum covered things that I have not only previously gone through but also taught to others for years..." (Respondent 31, MABS, GA)

To Improve: "Cutting all of these extra programs like SF that take up time and are unnatural. I think if there were more time then relationships would happen more organically. I had to work full time throughout my time at seminary and between that and school I couldn't attend all of these extra activities which are basically essential to be in the 'in crowd' at seminary." (Respondent 42, MBTS, MAIN)

Like Least: "...The amazing experience I had working with a spiritual formation team totally balanced everything out as I worked together with my brothers and sisters in Christ as a co-equal..." (Respondent 48, MAMC, MAIN)

To Improve: "... I also didn't have to participate in spiritual formation groups so I hope those provide a family like discussion forum which helps the students integrate faith and practice..." (Respondent 68, MACL, DC)

Like Least: "Spiritual Formation: See comments above" (Respondent 86, MACE, MAIN)

Like Least: "Spiritual Formation requirements for extension students already in ministry and church involvement" (Respondent 88, THM, HO)

Like Least: "the SF and Internship departments." (Respondent 118, THM, MAIN)

To Improve: "... 3. Allowing individuals to select their own SF groups rather than pairing them randomly" (Respondent 134, THM, MAIN)

To Improve: "I think that the spiritual formation program could be improved by providing various modules for students. For example, my wife and I went through Marriage Strong. We found it helpful if it were offered to students as an option to fulfill spiritual formation requirements as a substitute." (Respondent 165, THM, MAIN)

To Improve: "Focus more on students' spiritual formation" (Respondent 182, MACE, MAIN)

To Improve: "... -Restructuring the content for Spiritual Formation. Love the concept, but the content was redundant at times..." (Respondent 208, MACL, MAIN)

To Improve: "Building more community even outside of SF" (Respondent 226, MACL, MAIN)

To Improve: "Need to have the support of the spiritual group, not just a year course, but a continuous group." (Respondent 239, MACS, HOCH) **translation from Chinese*

Comments related to Student Services

Like Least: "...The Student organizations do not talk to each other- the missions student organization and Eikon keep meeting at the same time in different places..." (Respondent 13, MACE, MAIN)

To Improve: "... -Student services for married people. All of the "fun stuff" is in Washington and we have zero access to it unless Washington person is there. It's like married people's fun is sex while the single people in Washington has basketball court, movie rooms, game rooms, etc..." (Respondent 208, MACL, MAIN)

To Improve: "... 3) Offering more counseling to students. Dr. Cheatham is able to see people three times and then must refer. The students cannot afford further counseling, and we know that in counseling, things get worse before they get better, so students are left more troubled than before they began the counseling process. Students then move into ministry with serious issues, and this directly affects the Church. This is very concerning." (Respondent 214, MABC, MAIN)

Like Least: "the insular nature of the student body. Many students live, work, and recreate in a small bubble. That bubble may be on-campus or off-campus, married couples or singles. Although this is natural, I wish there was more discussion on how to engage with one another in unity, rather than flocking to what is comfortable and easy. I saw some efforts being made in this regard, but I wish that the student counsel or other student body organizations would engage in helping bridge this perceived gap." (Respondent 222, THM, MAIN)

To Improve: "See above answer to help bring more unity within the student body." (Respondent 222, THM, MAIN)

Comments related to the ThM curriculum

Like Least: "The college catalog. The ThM is advertised as a 4 yr program where a person is supposed to take 15 hrs per semester. However, 15 hrs per semester is too much and students are advised to take no more than 12 hrs per semester. So why is the ThM considered a 4 yr program instead of a 5 yr program? Also, the college catalog needs to be updated and the classes that will never be offered need to be removed. There were some classes that I thought I could take that never came up in my 8 yrs at seminary." (Respondent 109, THM, MAIN)

To Improve: "Most seminaries are 3 yrs. DTS claims to be a 4 yr plan. Do not advertise the ThM as a 4 yr plan if it really isn't. If most students do not complete the ThM in 8 semesters then advertise it as greater than 4 yrs." (Respondent 109, THM, MAIN)

Like Least: "In general, the BE curriculum could be more robust for ThM students. This may necessitate a "tracking" system for ThM students as opposed to the MA students." (Respondent 134, THM, MAIN)

To Improve: "1. Tracking system for ThM BE classes 2. More Hebrew -- since the fourth class is mixed in with OT introduction, we end up being much more comfortable in Greek than Hebrew generally..." (Respondent 134, THM, MAIN)

To Improve: "As mentioned above, add more required ThM courses on practical elements of ministry. Things like church administration, community outreach planning, etc." (Respondent 166, THM, MAIN)

Comments related to Women students

Like Least: "DTS leaders and board need to engage in the conversation regarding the role of women in ministry. Praise God for Dr. Sandra Glahn and Dr. Barry Jones who have equipped me with Biblical and theological truths on which to stand. But DTS as an institution still stiff-arms and even silences women. It is implicit, it is subtle. Sometimes you have to be quick to catch it. But it hurts my heart to see/hear professors teaching their interpretations of certain Scriptures as if those interpretations are the only truth - when, in actuality, they are one opinion of many on a spectrum. I would rather see professors open the dialogue for discussion on these Scriptures. God has always given women a place, a voice, and a role. DTS should, too." (Respondent 16, MACE, MAIN)

Like Least: "... A close second involves the gender issues on campus. I never felt defined by being a woman before coming here. However, the situation has improved incredibly!!! I have been so impressed at how heard my concerns have been over the years and appreciate the strides DTS has made -keep them coming! It's an incredible time to be at DTS!..." (Respondent 47, THM, MAIN)

Like Least: "As a woman, I felt excluded by certain professors from the banter and the ease with which they communicated with the male students..." (Respondent 48, MAMC, MAIN)

To Improve: "being up front about its positions on women in ministry rather than it simply being communicated, whether accurately or not, by the lack of women on the platform and the lack of female professors outside of Christian Education classes. Male students who are blatantly

- disrespectful or even passively disrespectful women in the classroom should be addressed by the seminary staff/faculty as these men are in ministry and will carry the name of DTS... I think the seminary has to address the elephant in the room and speak against this sinful behavior that goes on right inside the classroom rather than silence communicating what I believe is not the values of the seminary." (Respondent 77, MACM, HO)
- To Improve: "Offering more classes geared for women in ministry." (Respondent 155, MBTS, HO)
- Like Least: "... lack of focus on women in all roles of ministry..." (Respondent 156, MABC, MAIN)
- To Improve: "increased focus on minorities and women" (Respondent 156, MABC, MAIN)
- Like Least: "... and the lack of inclusion of female homiletics students of excellence in STUDENT preaching week. Finally, the PM department has lost the faith of the female student population, as is reflected in enrollment, by and large by our lack of invitation and inclusion in Student preaching week. I am a soft complementarian myself, I have never taken a preaching class as part of my program, and I respect the seminary's complementarian position. Additionally, I have personally heard the griefs experienced by female DTS students who are both gifted and called to homiletics, who were not able to take advanced preaching, even when that was the minor emphasis of their THM degree. This is a disservice to the church, and you do not know the voices you have lost." (Respondent 190, MAMW, MAIN)

Comments related to Workload (stress, family pressure)

- Like Least: "The stress of studies and finances and the time it took away from my family." (Respondent 22, THM, MAIN)
- Like Least: "The number of research papers." (Respondent 28, MABS, DC)
- Like Least: "Busy, busy, busy. Pressure, pressure, pressure. Not much time to rest during the semesters and it is easy to lose sight of the most important things - particularly relationship with God, peers, mentors, and family." (Respondent 46, MABC, MAIN)
- Like Least: "Some of the 2 credit classes didn't feel like less work than 3 credit classes" (Respondent 56, MABS, GA)
- Like Least: "The teaching truth part of DTS is done well but the who has time to learn how to or to continue to love well when there is so many priorities in a student's life. Too much senseless reading, if we only had to read two books in most classes rather than 3. Most students will tell you that they buss through them and get little because of the magnitude of reading they have." (Respondent 58, THM, MAIN)
- To Improve: "Giving the new students a better reality of what class expectations are so they don't end up dropping a class because they have too much. Need more help with struggling first semester Greek and Hebrew students. Too many students drop out of the THM because they struggle with the language classes right away." (Respondent 58, THM, MAIN)
- Like Least: "It's consuming! ...but you probably knew that. I'm looking forward to getting back into my personal spiritual rhythm, reading and studying as the Spirit leads, instead of marching to the incessant drum of a syllabus :)." (Respondent 83, MBTS, AU)
- Like Least: "DTS was all consuming." (Respondent 92, MABC, MAIN)
- Like Least: "sometimes a two hour course required more work than a three hour course!" (Respondent 96, CBTS, OL)
- Like Least: "the course load" (Respondent 122, THM, MAIN)
- Like Least: "Some of the language classes had way too much work for a 3 hour course." (Respondent 123, THM, MAIN)
- Like Least: "I think the amount of reading that is required acts as a greater hinderance than benefit. I found myself often reading immensely large portions of text without grasping much of the actual content." (Respondent 157, THM, MAIN)
- To Improve: "I think things would be improved if professors were limited to a maximum of 1 or 2 books to assign/class, but then greater emphasis on depth was put on those 1-2 books over the course of the semester." (Respondent 157, THM, MAIN)

Like Least: "overwhelming amount of work which makes it near impossible to graduate on time."
(Respondent 168, MACE, MAIN)

Like Least: "The think I like least is the pressure. I make this suggestion knowing that I applied a great deal of pressure on myself. There is pressure to perform (do well) and finish."
(Respondent 191, MABS, MAIN)

Like Least: "Schedule is too busy" (Respondent 202, MABC, MAIN)

Like Least: "... the one thing I found challenging is how 2 hour classes seemed to consume more time than 3 hour classes. While I'm not afraid of working hard when I'm trying to manage a family, a full time job and a full time seminary student I was expecting the 2 hour classes to be lighter than the 3 hour classes and this was not my experience. I loved the classes, but if they are going to require the same amount of time and energy as a 3 hour class I would have liked to have understood that when enrolling. As it stood, I tried to use those semesters with a 2 hour class as a small breathing room in my schedule but found they required the same or more energy than most of my 3 hour classes. All in all that isn't bad because the information presented was fantastic, it would have been nice to have had a better understanding of a 2 hour class expectation before each semester." (Respondent 209, MACL, HO)

Miscellaneous comments

To Improve: "Developing a lay institute to offer through partner churches." (Respondent 6, MACS, HO)

Like Least: "The disadvantages that come with being a CGS student in regards to what we were limited to and restricted from (financial aid and rules, overall mentality of an inferior, less valuable education among the staff and seminary, etc.)" (Respondent 14, CGS, MAIN)

To Improve: "Engaging more with off-campus students and CGS students, possibly connecting students in these categories together, respectively." (Respondent 14, CGS, MAIN)

Like Least: "I found everything satisfactory." (Respondent 18, MACE, MAIN)

Like Least: "I didn't really have anything I truly disliked." (Respondent 19, MACE, MAIN)

Like Least: "I truly disliked every part of my experience here. I am thankful to be done, but I would definitely choose another school if I could do it over again." (Respondent 20, MABC, MAIN)

Like Least: "all are good" (Respondent 29, MACS, OC)

Like Least: "Relentless academic pursuit." (Respondent 40, THM, HO)

Like Least: "I enjoyed my educational experience at DTS." (Respondent 41, MACE, HO)

To Improve: "I can not think of anything." (Respondent 41, MACE, HO)

Like Least: "the heat of Dallas, Texas and lack of water (lakes, rivers, etc); you don't know how serious I am..." (Respondent 47, THM, MAIN)

Like Least: "At the present time there is nothing I dislike at Dallas theological Seminary."
(Respondent 61, THM, MAIN)

Like Least: "There is nothing I dislike about DTS." (Respondent 62, DMIN, MAIN)

Like Least: "The no-alcohol on campus policy" (Respondent 67, THM, MAIN)

To Improve: "Having alcohol and Sour Patch Kids on tap." (Respondent 67, THM, MAIN)

Like Least: "I cannot think of one thing I do not like." (Respondent 74, MACL, HO)

Like Least: "I do not have one thing I disliked about DTS. My experience was wholesome and positive overall." (Respondent 81, THM, MAIN)

To Improve: "Partnering more with local churches, in a corporate sense - not just encouraging individuals to do so." (Respondent 93, THM, MAIN)

Like Least: "The location! Living in East Tennessee means being far away from campus. I love my location and don't want to leave it! :)" (Respondent 104, MABS, OL)

Like Least: "While I understand the need for rules, procedures, deadlines, etc., there have been times during my four years here where these were implemented with what seemed like unnecessary rigidity. While there are examples of this in the classroom, it also applies to student life as a whole (housing, registration, etc.). The inherent burden of ministry training, graduate school and relationships can be compounded by the stringent requirements

- sometimes asked of students that involve everything from fines to failing grades.”
(Respondent 119, THM, MAIN)
- To Improve: “As with all institutions, improvements can always be made and I appreciate the efforts toward this goal I have seen in my time here. From my perspective, one thing does come to mind. DTS could improve by giving background to the policies, procedures, and programs that are in place. I admit that when I first arrived I was very critical of the way certain things were done. I then was informed on the honest (and sometimes painful) backstory and reasonings behind some of these and my perspective totally changed. I think others might have a similar experience when intentionally given the same type of information in a formal way. This process may also lead to exposing further areas that could be improved as the reasoning behind decisions is intentionally made public to the student body.” (Respondent 119, THM, MAIN)
- Like Least: “LANGUAGES. These were incredibly difficult for me. There were several times I wanted to drop out of DTS because the languages were so frustrating to me and I felt like it was taking away from what I came to the seminary to learn. In hindsight, I probably would have done an MACL or MABS degree. Languages just about sucked the life out of me.” (Respondent 126, THM, MAIN)
- To Improve: “making partnerships with other seminaries abroad for formation of truly global leaders.” (Respondent 130, THM, MAIN)
- Like Least: “Kate L. Turabian and her minions who grade papers.” (Respondent 131, MABS, DC)
- Like Least: “I love people so sometimes it was hard to go long stretches of time between classes.” (Respondent 132, DMIN, MAIN)
- Like Least: “some times things 'NEEDED' to be done, that didn't need to be done” (Respondent 135, MACM, MAIN)
- To Improve: “Keep on doing what you are. Great place” (Respondent 140, MBTS, MAIN)
- Like Least: “I don't have any complaints against the Seminary itself. There are aspects of higher education that are difficult that can be ironed out across all institutions, but it's not DTS' issue. I thoroughly enjoyed everything I received from my time at DTS.” (Respondent 141, STM, MAIN)
- To Improve: “I don't have any specific recommendations. I think the administration and faculty are taking the school in the right direction, especially the Cultural Engagement program.” (Respondent 141, STM, MAIN)
- Like Least: “Some classes are outdated...” (Respondent 152, MACL, NA)
- Like Least: “I have been so blessed to attend Dallas Theological, I find no fault” (Respondent 158, MABS, HO)
- Like Least: “It is too far away for me to continue my education there! I love this school.” (Respondent 163, CBTS, OL)
- Like Least: “my inability to do everything well.” (Respondent 164, MABS, MAIN)
- Like Least: “There's nothing that I can think of.” (Respondent 165, THM, MAIN)
- Like Least: “Different departments can be very much rule orientated. The rules need to be seen as not rigid but flexible. They should not be considered on the same level as commandments of God.” (Respondent 178, THM, MAIN)
- To Improve: “Learning more about customer service, and serving the student body. Some here really get it...but many seemingly expect the students to be the ones who acknowledge them and their effort, instead of the other way around.” (Respondent 178, THM, MAIN)
- Like Least: “Nothing” (Respondent 181, DEDM, MAIN)
- Like Least: “nothing the school's program or curriculum itself is responsible for. This has been the most challenging four years of my life, most of which was because of outside things that were happening to and around me while I was here. On the other hand, while I didn't enjoy getting beat to a spiritual pulp while I was at DTS, I would never have grown the way I have without the trials. So I don't like that coming to DTS is like putting a target on your chest for the enemy, but I also think it's necessary and probably a sign that you're doing it right.” (Respondent 189, THM, MAIN)
- Like Least: “its relationship with Kate Turabian.” (Respondent 193, MACL, DC)
- Like Least: “very happy with my experience” (Respondent 197, MBTS, OL)

- Like Least: "That I could not attend full time in person." (Respondent 199, MBTS, OL)
- Like Least: "that I do not live closer!" (Respondent 200, DMIN, MAIN)
- To Improve: "Engaging students and families with meaningful and caring conversation." (Respondent 202, MABC, MAIN)
- Like Least: "While I truly enjoyed my time at DTS and I wish I would have been able to attend more in person classes..." (Respondent 209, MACL, HO)
- Like Least: "Not to much. The Cultural Engagement events are a good start; however, look to include presenters that are "edgy." An area that DTS can't change, the students hunger to engage in ministry that isn't comfortable. For instance students can use the Agape project and/or internship to actively serve." (Respondent 212, THM, MAIN)
- Like Least: "The thing I like least about Dallas Theological Seminary is the spirit of fear that underlies much of what goes on. Because DTS has historically been (and still is) a bastion of conservative evangelicalism, there is an attitude of extreme hesitancy toward change of any kind. This fear sets DTS back from joining in the conversations of current topics and trends, both within theology and in the wider cultural milieu, the places where real people in the real world live. Instead of inviting conversations with people who are not traditional conservative believers, DTS invites only the vetted, sanctioned voices within its own camp to speak about basically any topic. DTS, it seems, consistently takes the safe road, carefully and meticulously maintaining all of the power in any dialogue. I can't recall a single time I heard anything even remotely controversial (about theology or any current topic) from the stage in chapel. That's no coincidence. And, sadly, this means that pastors and ministry leaders are being sent out with only a pseudo-understanding of and pseudo-sympathy for those different than themselves. Also, there is much false other-ing that takes place, setting "the culture" apart as something distinct from us and something against us. But this is a false us-and-them dichotomy. All humans live in and as culture (or, better, as cultures, plural), and everything we make, build, and use together—whether it be a tool or space in which to dwell or intellectual framework or specific media piece—is a form of culture. And while, obviously, there is a difference between people who do know Jesus and people who do not yet know Jesus, "our struggle is not against flesh and blood, but against the rulers, against the powers, against the world rulers of this darkness, against the spiritual forces of evil in the heavens." Humans are not the enemy, and the more we try to bunker down and defend ourselves against those around us, the more irrelevant (read, "unpleasant") we become to those who still need Jesus. This attitude also stems from fear—a fear of evangelicals no longer being the moral majority, a fear for evangelicals losing the social power once so thoroughly and thoughtlessly enjoyed. But our citizenship is in the Kingdom of God, and that citizenship is not equivalent with social power for 21st-Century American conservatism. Let us remember, once again, what it means to be evangelical: namely, to be committed to proclaiming the gospel of Jesus Christ, that He is Life and Light to all who trust Him. Social power is not our goal; proclaiming Christ—and Him crucified and resurrected—is. I also sense that DTS is worried about maintaining its prestigious image, both within and beyond conservative evangelicalism. That concerns me. There is a sickening and festering pride that underlies the drive to seek the reputation of being the most prestigious and most rigorous of all conservative Protestant seminaries. Rather than making Jesus's name great, I wonder if we are more prone to make DTS's name great—and, consequently, our own names great, as DTS alumni. Lest anyone think I am the first to cast a stone, let me quickly add that I am equally guilty of this sinful tendency toward fear and pride." (Respondent 217, THM, MAIN)
- To Improve: "The seminary could improve by abandoning fear—fear of change, fear of the "other", fear of outside voices, fear of losing power, fear of losing image. I would like to see everyone at DTS relax and rest in the reality that the gospel brings freedom. Freedom from fear. Second, in general, DTS class time was spent on content acquisition instead of interactive discussion..." (Respondent 217, THM, MAIN)
- To Improve: "Make sure that their department chair have an excellent vision of what needs to be improved in their department. I think Michael Svigel models this perfectly." (Respondent 221, THM, MAIN)

Like Least: "International students don't often go back to their country" (Respondent 226, MACL, MAIN)

Like Least: "... OCD students who are uninvolved in community and cannot hold a conversation because they are so task-focused." (Respondent 231, THM, MAIN)

Any other comments?

"I think DTS does a great job of assessments, like the course evaluations, and even this thing I've just done. These are the most comprehensive assessments I have ever done, and feel like a good investment of time. I appreciate that DTS takes seriously the comments students have about classes, seminary experience, etc., and ask questions in the evaluations that are actually worth answering. I'm sure it is not easy to come up with good evaluations (which must be true since I have taken so many poor ones in other contexts in life), so I appreciate the time and effort DTS invests in that direction. Thank you for striving for excellence." (Respondent 2, MACM, MAIN)

"I'm so thankful to God that he gave me such a fine education through DTS. I love all my professors who gave tirelessly to teach us well. I look forward to furthering my education by completing my ThM and potentially my DMIN through DTS. " (Respondent 6, MACS, HO)

"I am very thankful that God allowed me to attend and graduate from here. I will be forever grateful." (Respondent 7, MACL, OL)

"Thank you for a clearer view of our Savior and His plan in my life!" (Respondent 10, MABS, GA)

"I was blessed to be in a church where the ministers and staff all seemed made for their position and worked well as a team. I want to pray that God begin to move on the DTS campus by placing people in the positions where they fit. It feels like everyone has the right heart, but they are working in the wrong places (the quarterback is trying to play fullback or the center is trying to be the running back). You worked so hard to give the students the information we need to find our best fit and to help our ministries run smoothly, you have the knowledge. DTS needs to look anew at who the students are, what are they really asking for, who are they trying to reach and serve? Are you a business, a church, a school, a scholarly institution? If you are all of these things, can you do them all effectively? You are also in so many places, who are you speaking to? If you had a more specific idea would you communicate better? I want to see the Seminary continue to flourish, please slow down and strengthen what you have." (Respondent 13, MACE, MAIN)

"My time at DTS has been absolutely LIFE-CHANGING! God has used every paper, every prof, every interaction, every single thing to transform me into a more mature follower of Christ. I came in very subjective, hurt, and confused. I am leaving more confident, faith-filled, Kingdom-focused, and clear. Thank you so much for giving of your time, talent, and treasure to invest in me, the next generation of Christ followers and Church leaders. God bless!!" (Respondent 16, MACE, MAIN)

"DTS could be the major center for dispensational and conservative theological studies. Instead, it seems to want to be a conservative theological institution that functions within the broader accepted academia." (Respondent 23, PHD, MAIN)

"God has been so faithful, kind, and merciful to DTS throughout its history." (Respondent 24, THM, MAIN)

"Loved my years at DTS!" (Respondent 27, MACL, MAIN)

"I found it difficult to estimate my work loads from semester to semester. Similar classes in the same department had drastically different work loads, and the syllabus often came out too close to the semester to be much help." (Respondent 32, MACE, MAIN)

"I greatly enjoyed my studies at DTS!!!! Thank you and God bless!!!!" (Respondent 37, THM, MAIN)

"I have learned so much from the professors and students during my journey at DTS. I am appreciative that I can carry the faith that increased from my interaction with them as I discover what God has next for me and operate in it with the faith that was instilled in me through seminary. " (Respondent 41, MACE, HO)

- "Thanks for a great season of learning with you guys! My time at DTS will be valuable to my ministry for many years to come!" (Respondent 45, MBTS, OL)
- "I have had quite the journey at DTS. I have experienced some of my greatest highs and some of my most devastating lows. However, I deeply love this school. I am thankful, honored, and proud to be a DTS grad. I so appreciate the humility of this school in listening to the feedback I've given over the years. I love God more because I went to DTS, and I feel more equipped for ministry. At the end of the day, DTS has shaped me to teach truth and love well. I don't know if there's anything else I could ask of a school. THANK YOU!!!!!" (Respondent 47, THM, MAIN)
- "I Canet one of my greatest adventures in life to have been able to attend and complete my degree at Dallas theological seminary. I am forever grateful for the huge transformation in my life and the amazing equipping I got from everyone there." (Respondent 48, MAMC, MAIN)
- "Attending DTS twice is a double-grace and a mercy I could never pay back. I am beyond grateful." (Respondent 55, DEDM, MAIN)
- "I very much dislike the fact that professors make students that are coming to class turn things in online. It might be more convenient for the instructor but not for the student. Some professors forget why they are there. The goal should always to be make it easy for the student to get their work done not harder." (Respondent 58, THM, MAIN)
- "Wonderful experience. Hand's down the most godly school or church I have been to or had a privilege to be part of. Keep up the good work!" (Respondent 59, MABC, MAIN)
- "Thank God for this wonderful theological experience." (Respondent 61, THM, MAIN)
- "DTS is a permanent part of my life as I have been a student there for 10 years." (Respondent 62, DMIN, MAIN)
- "I love Sour Patch Kids." (Respondent 67, THM, MAIN)
- "I marked that I feel competent in a wide range of things- but if I learned one thing at DTS it is that there is SO much I have yet to learn. I feel like I am more capable of doing a wide range of things than I was before I began, but I also am well aware that I have MUCH on which to improve." (Respondent 70, MABS, HO)
- "I highly appreciate and thank all the professors and staff in DTS. I have truly learnt a lot from this wonderful experience. God has blessed me through DTS, and I hope the congregation I serve will be blessed as well." (Respondent 73, THM, MAIN)
- "Thank you DTS staff all for all you do! YOU are so appreciated." (Respondent 74, MACL, HO)
- "I have enjoyed my time at DTS and have been so grateful for many professors who loved well and challenged their students to do the same while basing their lives on God's word. I have grown tremendously and experienced so much warfare in my time at the seminary. I would do it all over again and I am sad that my time is over. I thank all of the faculty and staff who work so hard to insure that students are equipped to face a world that desperately needs to hear the truth and be guided in the ways of the Lord. Thank you for being a seminary which seeks to base its academics around a firm understanding that knowledge alone will not help but knowledge combined with a sincere desire to love God and others can truly be used by God to change the world. Not reading for class to get ahead over the break is even something I now miss. Thank you DTS for everything and I hope this feedback will help those who are at the helm of the seminary to continue guiding DTS on the right path." (Respondent 77, MACM, HO)
- "It is very helpful to learn about the interpretation and/or work as assignments on some difficult verses throughout the Scriptures. Will we the online students after graduation be able to still have the access to the materials of online courses? It has been a great blessing for me to interact with my classmates on line, and I also leaned much from their comments and feedbacks. I appreciate all the professors and TAs for their kind and patient teaching and guidance." (Respondent 85, MABS, OL)
- "I have enjoyed my journey and I consider it an honor to have been taught by the top scholars in the nation." (Respondent 97, DMIN, MAIN)
- "I am proud to be graduating from Dallas Theological Seminary. I'm excited to see how the seminary will continue through the future! I hope to visit often and at least utilize the many, many resources the seminary is so generous to provide us graduates. I'm excited to walk on graduation day with so many honorable and excellent men and women who are headed out

- to change the world. I am thankful for DTS in their commitment to equipping us for God's service and for their continual support in our endeavors." (Respondent 103, MACE, MAIN)
- "Even as a Online student, I was able to take 2 summer courses at DTS, which was a great experience. Perhaps more opportunities like this for Online students." (Respondent 105, MBTS, OL)
- "Being an online student there is a bit of a communication barrier that DTS is aware of. That feedback from Professors may appear harsher than intended. There is a disclaimer to take such feedback in stride. I feel this is a crutch and fosters abuse, and disrespect for some. I understand people are busy with various duties, grading papers while preparing sermons and working a typical 9-5, but that goes both ways for students as well, more care should be given in the way that feedback is delivered. There is a detectable degree of arrogance and hostility delivered in the textual communication, that comes across as rude and disrespectful. Tony Evans said something along the lines of "truth not packaged in love is brutality" I see no harm in running feedback through some sort of filter as nothing but mutually beneficial for all." (Respondent 106, MBTS, OL)
- "If the seminary wants to train future leaders, it must begin by leading in areas where she is weak--cultural and ethnic diversity, engagement with the public square. And no, Dr. Bock's Table Podcasts are not sufficient." (Respondent 112, THM, MAIN)
- "In multiple occasions, my fellow students seemed to be more interested in being 'great' students instead of using the materials to help them get themselves and others closer to Christ. Because of the persona of the DTS scholar, some may feel chasing grades and being stars as their goal. I'm not sure what responsibility the University has to this, but there is a perceived expectation (by some) that makes them pursue what I believe is the wrong things." (Respondent 114, MBTS, MAIN)
- "I am forever grateful to the people at DTS. If I had to choose to go to seminary again, DTS would still be at the top of my list. I know it's not perfect, but it is a great place." (Respondent 119, THM, MAIN)
- "Keep up the good work! Keep training ministry leaders. I will forever be grateful for my time here, the education, the learning outside of the classroom (life lessons), and the relationships I built here at DTS." (Respondent 123, THM, MAIN)
- "I hope that DTS would have its own dining system so that students could have meals together more often." (Respondent 124, THM, MAIN)
- "I'm thankful for my years at DTS!" (Respondent 126, THM, MAIN)
- "Now that I am finishing the MABS, I would love some counsel on additional courses of study to pursue. Communication with the off-campus students with an eye toward future ministry would be great. Sadly, as I look at the placement office page it appears that they view the MABS as a relatively useless degree." (Respondent 131, MABS, DC)
- "My time at DTS has been transformational. Despite the long nights and tears, I would never trade my time at DTS. God has used the staff, faculty, and students in a mighty way in my life. Thank you all for making DTS a place of love and Christ-likeness." (Respondent 133, MACE, OL)
- "Overall, thanks for a great experience!" (Respondent 134, THM, MAIN)
- "I am grateful to God for my time at DTS! It has been transformative; it has improved the way I: husband my wife, parent my kids, minister to those in my ministry, evangelize the world, and improved the way I make disciples of those who will make disciples. Thank you DTS." (Respondent 135, MACM, MAIN)
- "I feel honored and privileged to have attended DTS. But, it is expensive. It saddens me that more people cannot attend such a quality seminary because of cost. I realize it is costs a lot to run, but that doesn't make it any less unfortunate." (Respondent 136, CGS, MOBL)
- "Despite the lengthy suggestion above, I really have loved my time at DTS. I hope it continues to train men and women for ministry for years to come! I would like to thank the following professors: Dr. Bramer, Dr. Hatteburg, Dr. Orr, & Dr. Holsteen- For demonstrating the kind of Christian man I want to be Dr. Jones & Dr. Hitchcock- For not divorcing their love of learning about God and love for ministry Dr. Bock- For showing me the depth of God's grace Dr. Chisholm- For showing a concern for the lost and teaching me to love the Old Testament Dr. Kuruvilla- For teaching me how to read my bible carefully Dr. Svigel- For teaching me about the historic family of faith Dr. Sedwick- For taking the next generation seriously Dr.

- Blount- For teaching me the importance of faith Dr. Wallace- For improving my prayer life ("God, please do not let him call on me!"), and vastly improving my ability to exegete the bible" (Respondent 137, THM, MAIN)
- "At first I wondered why the seminary didn't get involved politically with contemporary issues. I understood later that the seminary's goal is to "Teach Truth, Love Well." It's goal is not to gain Republicans or Democrats, or feminists or Right-wingers. I'm really glad the seminary has remained separated from politics." (Respondent 138, THM, MAIN)
- "I believe that the Dr. Paul Petitte and his department did a fantastic job at sending my resume out, keeping me informed, and being available during my last year at DTS while trying to find my next location at doing ministry." (Respondent 142, MACL, MAIN)
- "Special thanks to D.Min office." (Respondent 144, DMIN, MAIN)
- "I loved my time at DTS. Thank you to all who contributed to my education." (Respondent 151, MABS, OL)
- "I overall love this school so much and can't wait to support it as an alumni" (Respondent 156, MABC, MAIN)
- "Thank you so much for this education. It has been an immense blessing in my life. I truly feel as though I'm leaving DTS with a greater love for God and a greater love for others. Thank you." (Respondent 157, THM, MAIN)
- "My Prayer is that Dallas Theological will continue to equip men and woman to be effective servant leader. That the high standard of education will always be at the forefront of this institution. In Jesus Name" (Respondent 158, MABS, HO)
- "Thank you for teaching me truth and loving me well! I hope to pay it forward for Jesus as best I can!" (Respondent 160, MACL, DC)
- "Praise God for this seminary!" (Respondent 164, MABS, MAIN)
- "I really value the fact that DTS has an advisor to women students and SF groups. These two things changed the way I will do ministry with women and in group settings. My time with my SF and the curriculum used was one of the most valuable Christian experiences I have ever had." (Respondent 171, MACE, MAIN)
- "I love DTS even more today than when I first began the ThM program. The academic work has brought joy and skill to me personally and to my ministry. I am very thankful for both the institution and for the professors that give it shape. As I reflect now on the many academic struggles and many dollars spent toward tuition, I am convinced they have all been worth it! May the Lord allow me to put the training to responsible use. I yearn to hear, "Well done, good and faithful servant..." To God be the glory." (Respondent 173, THM, HO)
- "The amount of free stuff that DTS provides for its students is SUCH a humbling blessing. Logos; Logos upgrades; the last year's tuition; books; scholarships; etc." (Respondent 177, THM, MAIN)
- "9/10 overall....the few things I mention above have much to do with pride, and a belief that following the rules is the same as obedience to God. Furthermore, I have seen the need for security replace the ability serve those on campus. An example....A lot of guys who live in Swiss love playing basketball. We use to play at Criswell but the gym closed down due to leaks in the roof. Washington as a gym that most of the time is not being used. However, instead of letting the Swiss guys use the basketball court, they instead called it a security issue, and said we could only play if a Washington guy invited us. There are ways to compromise while maintaining a good level of security, but the housing department was unwilling to even listen or change or help us out in anyway. This was the rules, and instead of serving us, and finding a new way to show us love, they instead demanded we obey and listen to them. This is not loving your brother in Christ." (Respondent 178, THM, MAIN)
- "You guys are the BEST. I thank God every day for DTS" (Respondent 180, PHD, MAIN)
- "Housing, length of residency, and security were important factors for me as a distant student. Because of the payment plan I have no educational debt. Praise the Lord " (Respondent 181, DEDM, MAIN)
- "Best four years of my life. Hardest, yes, but the best. Keep doing what you're doing and bathing it in prayer." (Respondent 189, THM, MAIN)

- "I love DTS deeply. I have not spared any critiques above, but that is a demonstration of my love and my belief that DTS sincerely desires to change and grow. What I did not believe was possible, I would not ask for. Do not mistake my honesty for condemnation, but rather see it as it is, a steadfast love for this institution and the believers who make it. May God continue to honor your faithful service in all things. And thank you for all you have given me through my education here." (Respondent 190, MAMW, MAIN)
- "From all the pressure, I learned a valuable lesson that God is in control. It was His will for me to attend seminary and He will use me as He sees fit. Now, I rest more in Him. I would highly recommend DTS to anyone seeking seminary education. I was a female commuter student, mother of 3. I wished there were more opportunities to connect with more mature women with a sensitivity to time." (Respondent 191, MABS, MAIN)
- "My DTS experience has been a blessing and is an experience that has forever impacted my life for the good of Christ." (Respondent 195, THM, MAIN)
- "Very grateful for Dallas Theological Seminary!" (Respondent 196, THM, MAIN)
- "Thanks for the ministry of DTS!!!" (Respondent 199, MBTS, OL)
- "I am very thankful for DTS, God has answered all my prayers I had before I came. I am a different person because of DTS. THANK YOU SO MUCH!" (Respondent 201, THM, MAIN)
- "Thank you for asking our opinions and for making DTS a great place. It has been a deep privilege to study here." (Respondent 205, MABS, DC)
- "-Dr. Yarbrough, Garland Dunlap and Dr. Holsteen were game changers for me. They were three of the best people I came into contact with at DTS and people I will always think about when I look back on my time at DTS. -Dr. Horrell's class on Angelology and Demonology was my favorite class at DTS -The bookstore was always a joy to go into with great staff -Super thankful for Logos " (Respondent 208, MACL, MAIN)
- "Praise the LORD for DTS's continued faithfulness to God in "teaching truth and loving well."" (Respondent 212, THM, MAIN)
- "I worked at the hospital as a Chaplain during my time as a student, and I must confess that working there helped ground what I was learning - by that combination I was incredibly challenged and refined. I am hopeful others can get that same opportunity for their spiritual and personal development as ministers." (Respondent 213, MABC, MAIN)
- "No institution is perfect, but DTS truly desires to teach truth and love well. I have loved my time at DTS and will forever treasure each memory." (Respondent 214, MABC, MAIN)
- "I believe there should be a required ethics course incorporated into the core curriculum of every degree. When it comes down to it, I suspect that if you asked most graduates if they have any kind of ethical framework for how to make moral decisions (either personal or societal moral decisions), they would have no idea how to answer the question. That is a gaping hole in students' knowledge. This class would be part of the Systematic Theology curriculum, and it would probably fit well as the final ST capstone course. I believe there should be a required Media Arts & Worship course for all ThM students. Every other department has a required class built into the core curriculum except Media Arts & Worship. Students would benefit so much from learning to appreciate and value the artists and arts for the life of the church. Beauty will save the world. And beauty is so much more than just the pretty package for truth. Classes in the MW department explore the reality and joy of beauty. How, then, could these two new classes be added? Frankly, I believe the Bible Exposition curriculum should be chopped down to only four courses (that still cover all sixty-six books). Perhaps instead of six classes, the BE curriculum could have one hermeneutics class (BE101), one class on Pentateuch, one class on the rest of the Old Testament, and one class on the New Testament. Before attending DTS, I attended Moody Bible Institute, where they packed the whole Bible into two introduction classes, one for the Old Testament and one for the New Testament. I got so much more out of those classes than I did from the entire BE curriculum combined. What those two introduction classes gave me (unlike the BE curriculum) was an overall framework for the Bible's story. Since the BE curriculum need not be taken in order—and I don't think I've met any students who took the BE courses in the intended order—the overall storyline of the Bible easily gets lost in the minutia. Making this change (from six BE classes to four BE classes) would open up space for the new ethics course and

- MW course to be implemented. I also would love to see two different tracks for the Pastoral Ministries preaching courses, allowing one option for Advanced Speech I & II instead of Preaching I & II. The course content and methodology of Advanced Speech I & II could be very similar to Preaching I & II, but it would free those of us who never intend to be preaching pastors from trying to do something we are not wired to do. Let us teach, and let us grow in our ability to teach, rather than trying to force us to preach, which is clearly not our gifting. I believe Logos Bible Software should be extensively integrated into all New Testament and Old Testament language courses. Instead of year one (of both NT and OT) being mainly about Greek and Hebrew vocabulary memorization, I would like to see much more time spent on Logos usage instead. Again, maybe there could be two different tracks for the NT and OT courses: one track for language scholars (which would still include the 500 words to memorize), and one track for non-language-scholars (which would focus more on using the current software tools available to get the most from the original languages). I hope that these suggestions and ideas will be given serious consideration. May the Lord be honored as we all together seek to see His kingdom come and His will be done on earth as it is in heaven." (Respondent 217, THM, MAIN)
- "God has used DTS to transform my life. I'm eternally grateful." (Respondent 218, DMIN, MAIN)
- "I absolutely loved my experience at DTS! Thank you!" (Respondent 224, MABS, HO)
- "The above comment primarily reflects an extremely negative experience I had within the MABC department, which unfortunately went unacknowledged and affected my overall experience as a counseling student at DTS." (Respondent 232, MABC, MAIN)
- "I personally think that if some of the practical application of the part of the study will be better, the graduation of the students to face the future ministry more helpful. After the graduation ceremony, she was lucky enough to visit Houston to study the blessings of the Church to help me a lot, by participating in the Sunday worship, with the pastoral study and communication between brothers and sisters, great harvest!" (Respondent 236, MACS, OC) **translation from Chinese*