

# 2018 Graduating Students Survey Report



Office of Institutional Research and Effectiveness

August 2018



## Executive Summary

Overall, findings of the GSS continue to be positive. Of the 402 graduates invited to participate in the survey, 236 responded for a **response rate of 59%**. Upon reflection of their overall experience during their graduate program by respondents, **97% were satisfied with their academic experience** and **90% agreed that if they could do it all over again, they would still come to DTS**.

Three recommendations for improvement based on the data are:

- 1) *Improve satisfaction with the PhD Office and Internship Department.* With Satisfaction dropping and dissatisfaction increasing for both the PhD Office and Internship Department, the Seminary should investigate the reasons for the higher dissatisfaction and seek to make improvements. (The PhD Office decreased 7 percentage points in Satisfaction and increased 9 percentage points in Dissatisfaction from 2017, and the Internship Department decreased 8 percentage points in Satisfaction and increased 8 percentage points in dissatisfaction from 2017.)
- 2) *Continue efforts to improve satisfaction of the Housing Office and Relocation Services.* While improvements are seen with the increase of 8 percentage points from 2017 in satisfaction for Relocation Services, its performance indicators remain low with only 58% satisfaction and along with the Housing Office received over 10% dissatisfaction.
- 3) *Improve awareness of DTS departments and Services.* One out of every 4 respondents were unaware of 8 DTS departments and services, 1 out of 5 respondents were unaware of 15 departments and services, and 1 out of every 10 respondents were unaware of 25 departments and services.

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# 2018 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 402 graduates invited to participate in the survey, 236 responded for a **response rate of 59%**. 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**

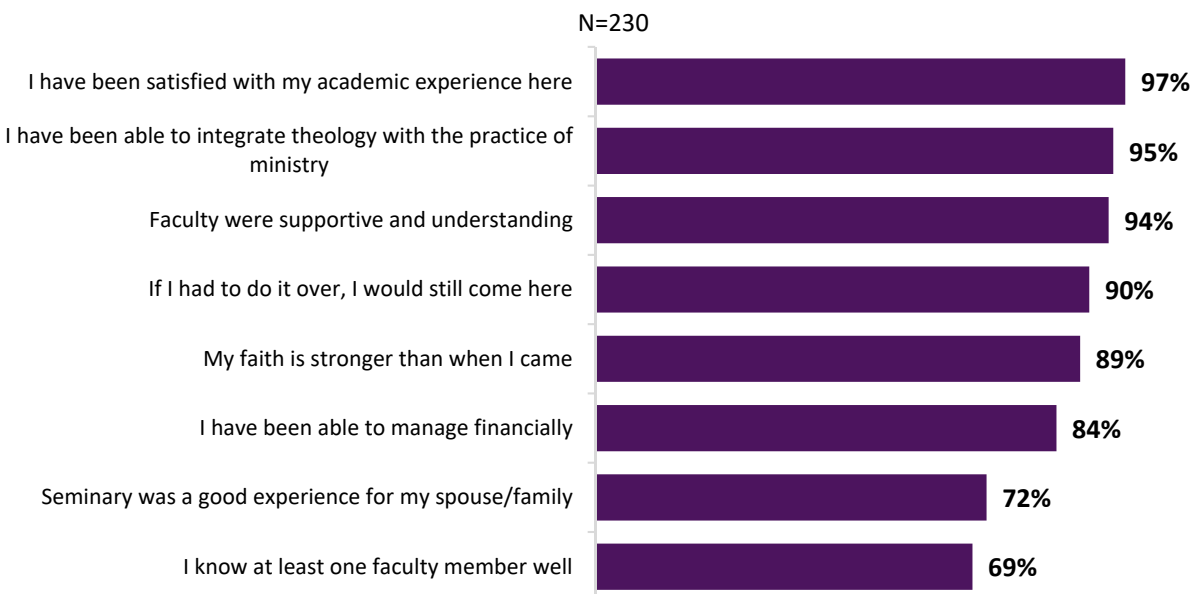
The survey sample (236) reflected the population (402). The only differences of 5% or more were that there were 5% more respondents classified as “white” (70%) than the population (65%) and 5% more respondents were 41 years or older (44%) than in the population (39%). The full comparison is found on pages 32 and 33.

## 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 8-year average with two exceptions.

For the statement “If I had to do it over, I would still come here” the previous 8-year average agreement percentage was 85%. This year’s result of 90% is an increase of 5 percentage points.

For the statement “I know at least one faculty member well” the previous 8-year average agreement percentage was 77%. This year’s result of 69% is a decrease of 8 percentage points.

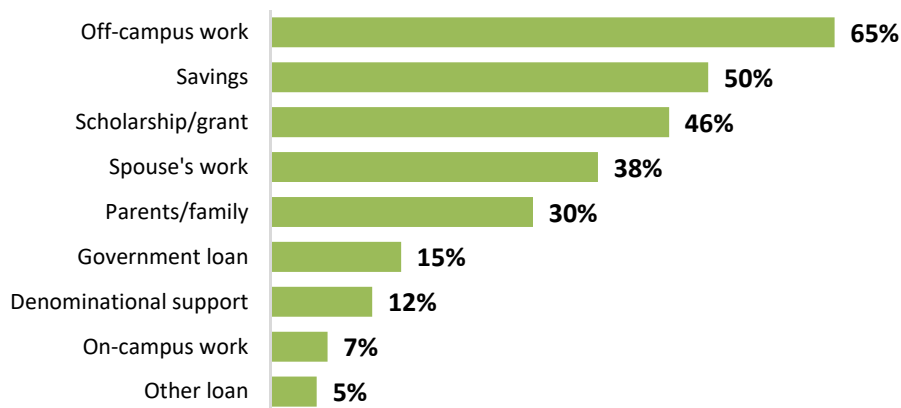
## Financial Items

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).

### How important were the following sources of income in supporting your graduate studies?

N=224



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 educational debt did you bring with you when you started at DTS?

N=231

- None
- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 or more



### How much educational debt did you incur at DTS?

N=231

- None
- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 or more



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

N=229

- None
- Less than \$200
- 200 to \$349
- \$350 to \$499
- \$500 to \$1,000
- More than \$1,000

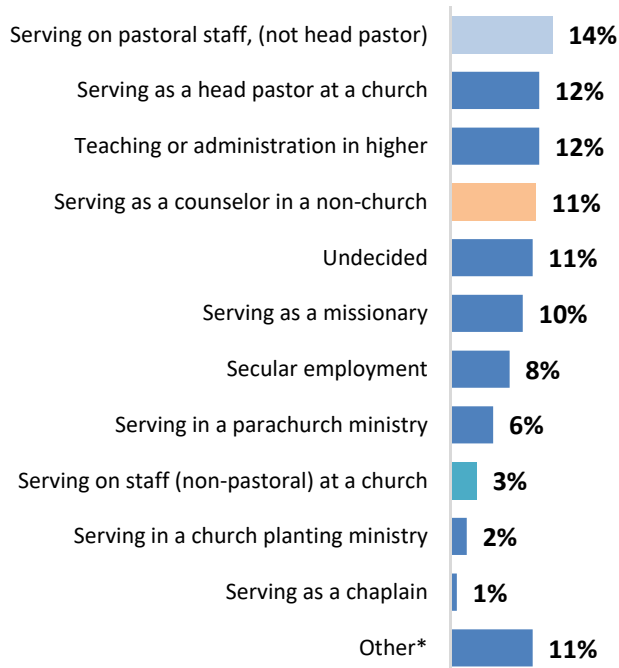


**Post-Graduation Plans**

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?**

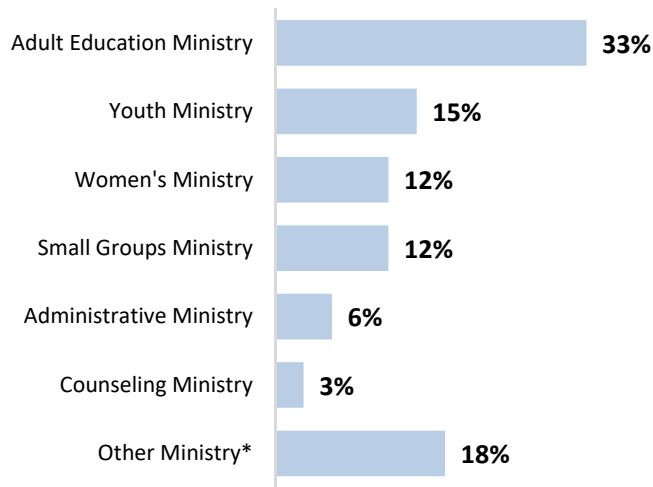
N=229



\*See page 34 for "Other" write in responses.



**Serving on pastoral staff (not head pastor) at a church in:**  
n=33

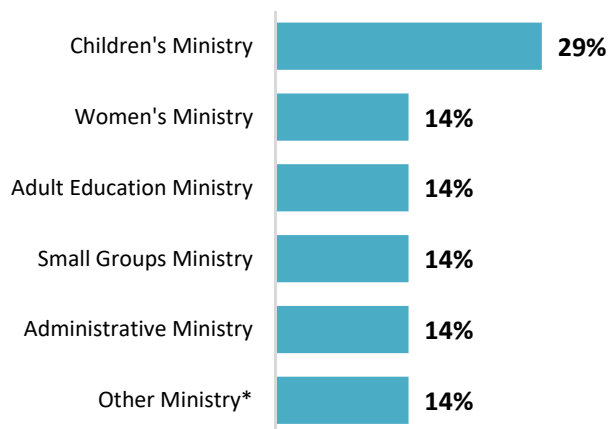


**Serve as a counselor (non-church setting) in:**  
n=26

■ Counseling in a Christian setting   ■ Counseling in a secular setting



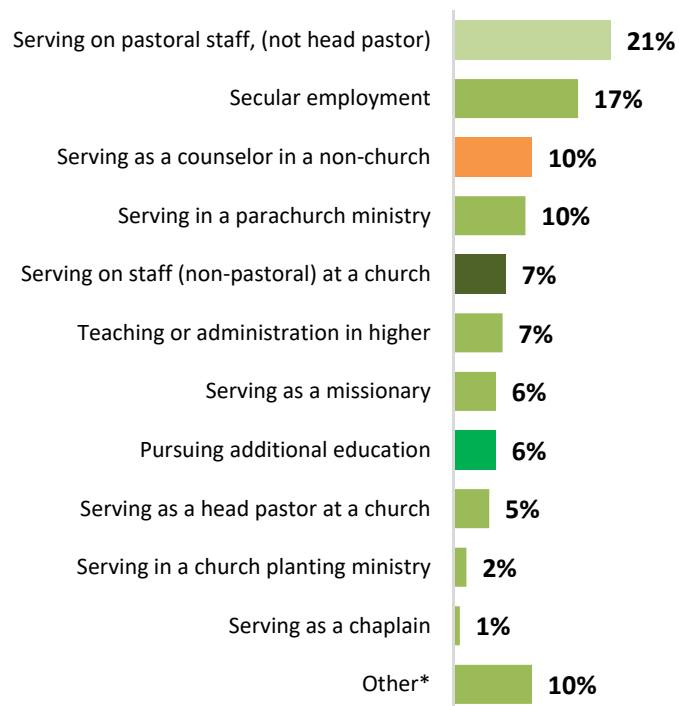
**Serving on staff (non-pastoral) at a church in:**  
n=7



\*See page 34 and 35 for "Other Ministry" write in responses.

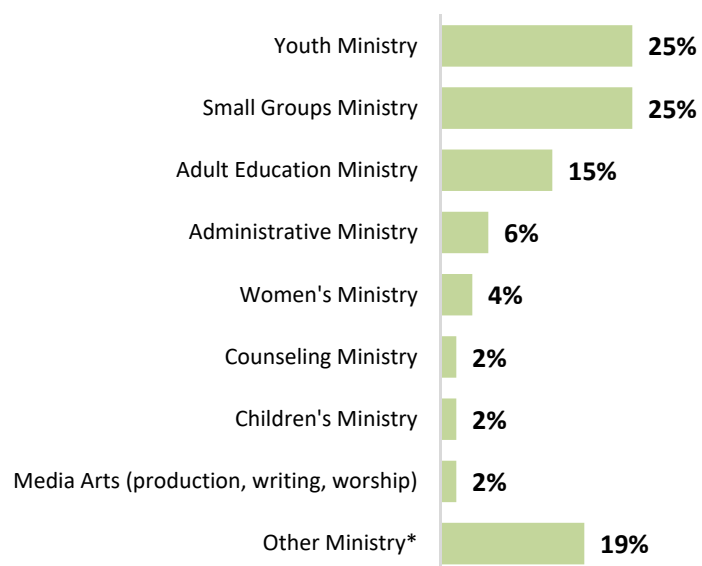
### What are you most likely to be doing in the next two years?

N=230



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

n=48



\*See page 35 for "Other" and "Other Ministry" write in responses.

**Serve as a counselor (non-church setting) in:**

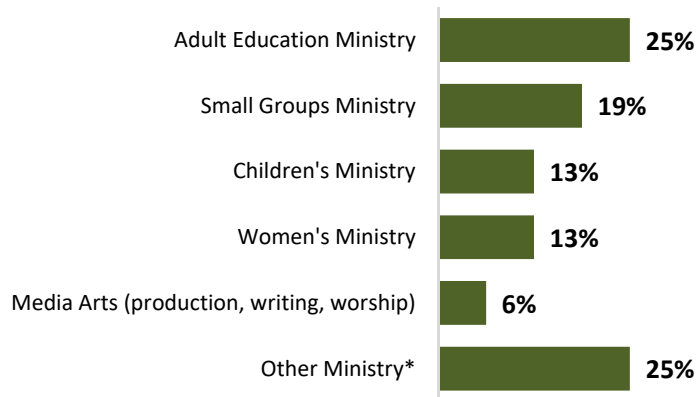
n=24

■ Counseling in a Christian setting      ■ Counseling in a secular setting



**Serving on staff (non-pastoral) at a church in:**

n=16



**In pursuing additional education, where do you plan to enroll?**

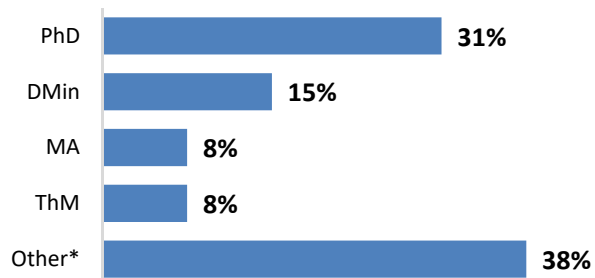
n=13

■ DTS      ■ Elsewhere



**What degree do you plan to pursue?**

n=13



\*See page 36 "Other Ministry." None of the 5 respondents that selected "other" wrote in their degree.

### Ten-year plans

	ThM	STM	MABC	MABEL	MACE	MACL	MACM	MACS	MAMW	MBTS	CGS	PhD	DMin	DEdMin	All
Serving as a head pastor at a church	16	1	0	0	3	2	0	0	0	1	0	0	4	0	27
Serving on pastoral staff, (not head pastor)	8	2	0	0	5	9	0	1	0	3	0	0	2	1	31
Serving on staff (non-pastoral) at a church	0	0	1	0	4	0	0	1	0	2	0	0	0	0	8
Serving as a counselor in a non-church	1	0	24	0	0	0	0	0	0	0	0	0	1	0	26
Serving as a chaplain	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Serving in a church planting ministry	2	0	0	0	0	1	0	2	0	0	0	0	0	0	5
Serving as a missionary	2	0	1	1	1	2	5	1	0	5	2	1	1	0	22
Serving in a parachurch ministry	1	0	0	0	5	2	0	1	1	2	0	0	0	1	13
Teaching or administration in higher	4	0	0	0	6	0	0	1	1	7	0	5	1	2	27
Secular employment	3	0	1	0	1	1	0	5	0	7	0	0	0	0	18
Undecided	6	0	0	0	5	2	0	4	0	6	0	0	2	0	25
Other	1	0	4	0	2	5	2	3	1	7	0	0	0	0	25
Total	44	3	31	1	32	24	7	19	3	42	2	6	11	4	229

### Two-year plans

	ThM	STM	MABC	MABEL	MACE	MACL	MACM	MACS	MAMW	MBTS	CGS	PhD	DMin	DEdMin	All
Serving as a head pastor at a church	4	0	0	0	2	1	0	0	0	1	0	0	3	0	11
Serving on pastoral staff, (not head pastor)	20	3	0	0	5	11	0	0	0	5	0	0	3	1	48
Serving on staff (non-pastoral) at a church	1	0	0	0	7	4	0	2	0	1	1	0	0	0	16
Serving as a counselor in a non-church	1	0	23	0	0	0	0	0	0	0	0	0	0	0	24
Serving as a chaplain	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2
Serving in a church planting ministry	2	0	0	0	0	1	0	1	0	0	0	0	0	0	4
Serving as a missionary	0	0	1	1	2	2	3	1	0	1	1	1	0	0	13
Serving in a parachurch ministry	1	0	0	0	6	2	1	2	1	6	0	1	2	0	22
Teaching or administration in higher	1	0	0	0	2	0	0	0	0	4	0	4	2	2	15
Pursuing additional education	3	0	0	0	2	1	1	3	1	2	0	0	0	0	13
Secular employment	9	0	2	0	3	1	0	5	0	16	0	0	1	1	38
Other	1	0	5	0	3	1	2	5	1	6	0	0	0	0	24
Total	44	3	31	1	32	24	7	19	3	43	2	6	11	4	230

## Departments and Services

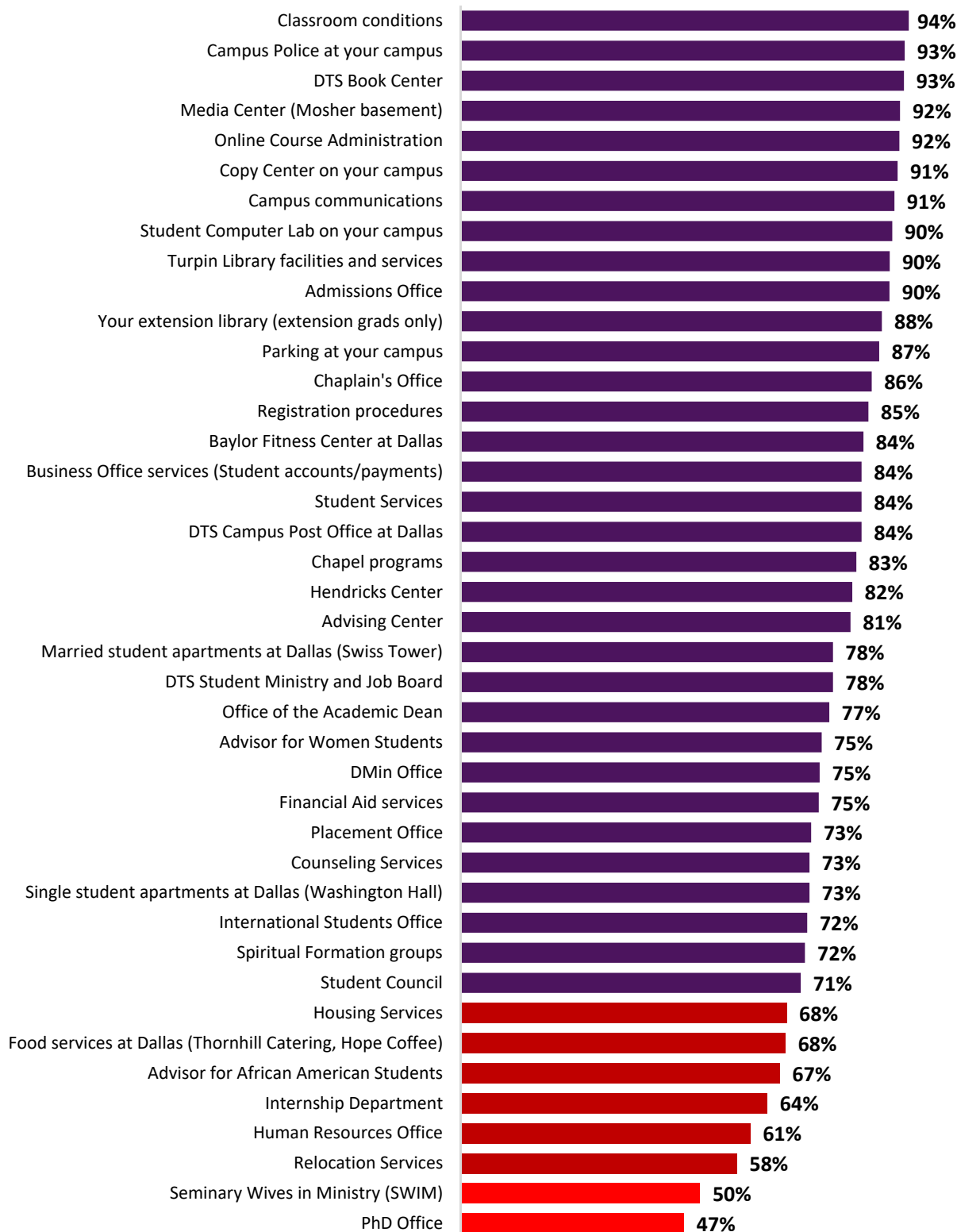
Graduates were asked to express the level of satisfaction with seminary departments and services on a five point Likert scale from “Very dissatisfied” to “Very satisfied.” Additionally, they could indicate that they were “Aware of but had no experience with” or “Unaware of.” In calculating Satisfaction and Dissatisfaction percentages respondents that indicated they had no experience with the department or service were omitted.

Overall respondents’ satisfaction ratings remain positive with 80% (33 of 41) departments and services rated over 70% satisfaction, and 51% (21 of 41) rated over 80%. The top 10 received a satisfaction rating of 90% or more: **Classroom conditions** (94%), **Campus Police at your campus** (93%), **DTS Book Center** (93%), **Media Center (Mosher basement)** (92%), **Online Course Administration** (92%), **Copy Center on your campus** (91%), **Campus communications** (91%), **Student Computer Lab on your campus** (90%), **Turpin Library facilities and services** (90%), and **Admissions Office** (90%).

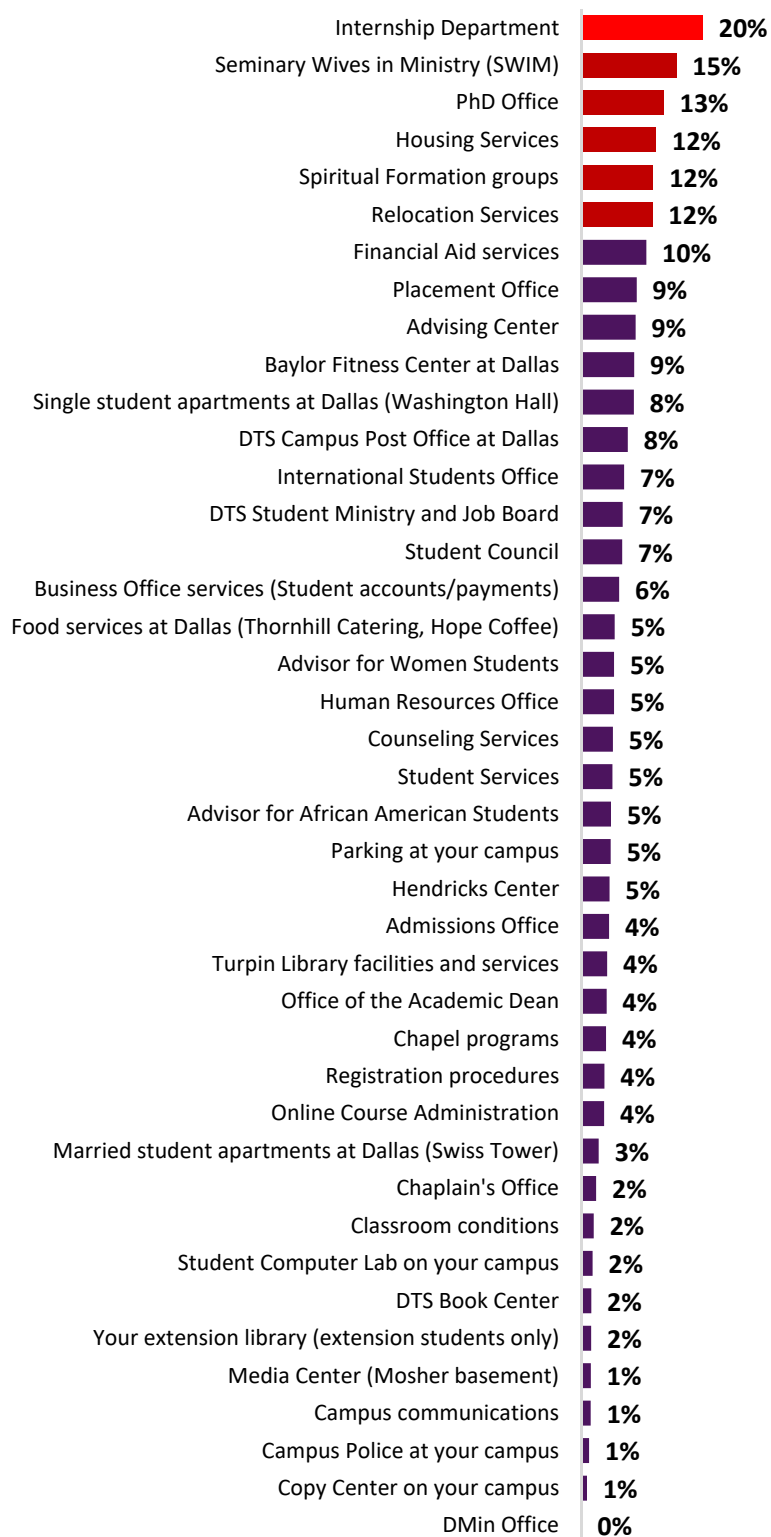
Conversely, 8 received satisfaction ratings of 70% or below: **Housing Services** (68%), **Advisor for African American Students** (67%), **Internship Department** (64%), **Human Resources Office** (61%), **Relocation Services** (58%), **Seminary Wives in Ministry** (50%), and **PhD Office** (47%).

Likewise, dissatisfaction ratings were generally positive with only 14% (6 of 41) departments and services rated over 10% dissatisfaction: **Internship department** (20%), **Seminary Wives in Ministry** (15%), **PhD Office** (13%) **Housing Office** (12%), **Spiritual Formation Groups** (12%), and **Relocation Services** (12%).

## Departments and Services Satisfaction %



## Departments and Services Dissatisfaction %



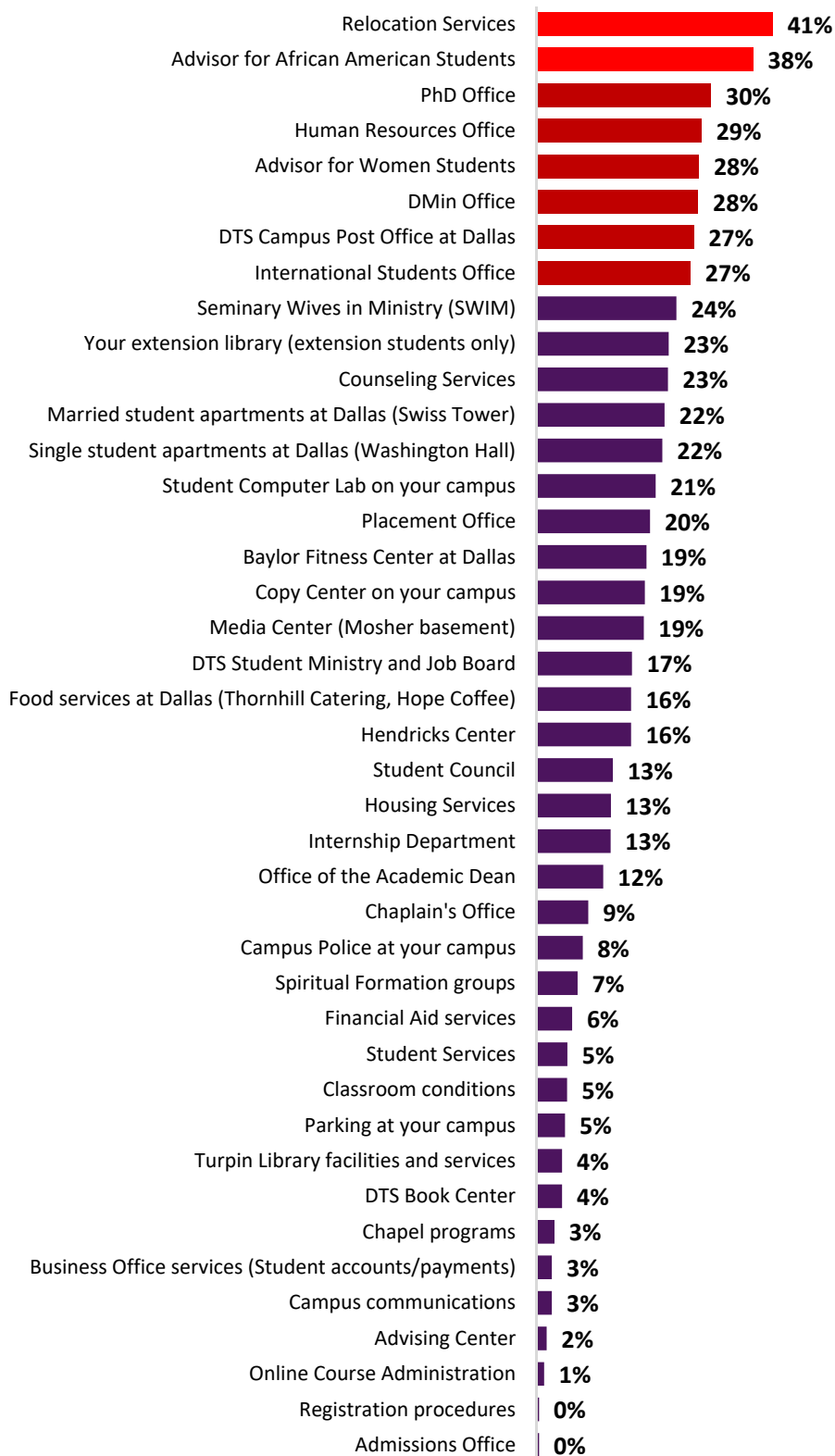
### Respondents that had Experience with Departments or Services

	Very Diss.	Diss.	Neither sat. nor diss.	Satisfied	Very Satisfied	Total	Sat. %	Diss. %
Classroom conditions	1	3	9	93	98	204	94%	2%
Campus Police at your campus	1	1	10	74	80	166	93%	1%
DTS Book Center	2	1	11	92	84	190	93%	2%
Media Center (Mosher basement)	1	1	9	70	53	134	92%	1%
Online Course Administration	1	6	9	97	79	192	92%	4%
Copy Center on your campus	0	1	9	62	43	115	91%	1%
Campus communications (e.g. Kerygma and Student Journal, websites, email)	1	2	16	114	70	203	91%	1%
Student Computer Lab on your campus	1	1	9	66	35	112	90%	2%
Turpin Library facilities and services	1	7	12	86	87	193	90%	4%
Admissions Office	2	7	12	94	87	202	90%	4%
Your extension library (ext. students only)	0	1	4	19	17	41	88%	2%
Parking at your campus	1	8	15	89	78	191	87%	5%
Chaplain's Office	1	1	10	41	32	85	86%	2%
Registration procedures	2	6	24	110	74	216	85%	4%
Baylor Fitness Center at Dallas	1	6	6	20	49	82	84%	9%
Business Office services (Student accounts/payments)	1	11	20	96	69	197	84%	6%
Student Services	1	7	18	89	45	160	84%	5%
DTS Campus Post Office at Dallas	2	4	7	33	34	80	84%	8%
Chapel programs	2	6	27	90	77	202	83%	4%
Hendricks Center for Christian Leadership and Cultural Engagement	1	2	9	29	25	66	82%	5%
Advising Center	3	14	19	82	76	194	81%	9%
On-Campus married student apartments at Dallas (Swiss Tower)	0	1	7	12	16	36	78%	3%
DTS Student Ministry and Job Board	1	5	14	50	20	90	78%	7%
Office of the Academic Dean	2	1	14	36	21	74	77%	4%
Advisor for Women Students	0	3	11	28	15	57	75%	5%
DMin Office	0	0	6	4	14	24	75%	0%
Financial Aid services	1	14	21	52	55	143	75%	10%
Placement Office	2	3	10	18	23	56	73%	9%
Counseling Services	0	3	13	28	15	59	73%	5%
On-Campus single student apartments at Dallas (Washington Hall)	1	4	11	24	19	59	73%	8%
International Students Office	1	1	6	4	17	29	72%	7%
Spiritual Formation groups	3	14	24	53	52	146	72%	12%
Student Council	0	5	17	37	17	76	71%	7%
Housing Services	4	7	18	40	22	91	68%	12%
Food services at Dallas (Thornhill Catering, Hope Coffee)	3	3	30	44	32	112	68%	5%
Advisor for African American Students	0	1	6	2	12	21	67%	5%
Internship Department	5	18	19	41	34	117	64%	20%
Human Resources Office	1	1	13	14	9	38	61%	5%
Relocation Services	0	3	8	11	4	26	58%	12%
Seminary Wives in Ministry (SWIM)	2	2	9	7	6	26	50%	15%
PhD Office	1	1	6	4	3	15	47%	13%



## Unawareness % of Departments and Services

N=227



While DTS remains concerned with all student experiences for every department, some departments are designed to serve a particular segment of the overall population. Examining the satisfaction results of the specific portion of the overall population may be seen below.<sup>1</sup>

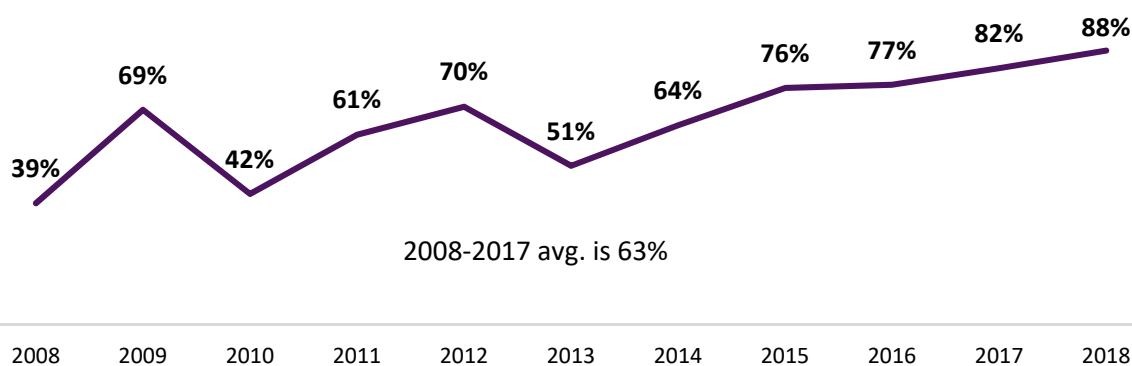
	Total	total w/ Experience	Unaware %	Sat. %	Diss. %
Advisor to African American Students	21	10	24%	90%	10%
Advisor to Women Students	79	52	11%	79%	6%
Dmin Office	14	13	0%	100%	0%
International Student Office	18	17	6%	82%	12%
PhD Office	6	6	0%	50%	33%

### Commendable areas

Two seminary departments and services had 2018 satisfaction performance indicators that increased over 15 percentage points when compared to the previous 10-year average: **Your Extension Library** (+25) and **Student Council** (+17).

#### Your Extension Library

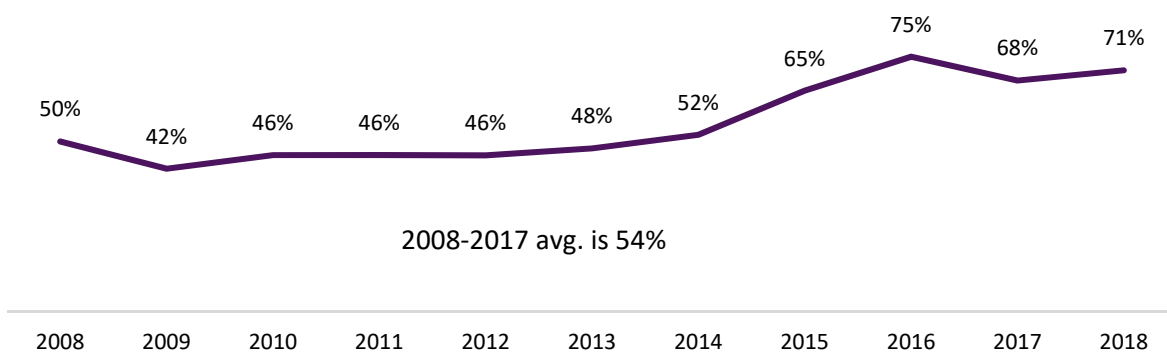
Limited to extension respondents, yearly fluctuation with “Your Extension Library” may be seen. However, the historical trend shows a positive momentum. The 2018 satisfaction level increase is the fifth year in a row wherein respondents’ satisfaction has increased as seen in the graph below.



<sup>1</sup> Specific populations are as follows: Advisor to African American Students: Only respondents whose IPEDS race is Black. Advisor to Women Students: Only female respondents. DMin Office: Only DMin and DEdMin respondents. International Student Office: Only respondents with citizenship status of visa. PhD Office: Only PhD respondents.

### Student Council

With historical satisfaction percentages hovering below 50%, the continued ratings above 60% are encouraging.



Two other seminary departments and services had 2018 satisfaction performance indicators that increased over 10 percentage points when compared to the previous 10-year average: **Placement Office** (+11), and **Copy Services on your campus** (+10).

### Areas to Improve

The **PhD Office** (-26), and the **Internship Department** (-14) had their satisfaction decrease over 10 percentage points when compared to the previous 10-year average.

Six departments or services received over 10% dissatisfaction. They are the **Internship Department** (20%), **Seminary Wives in Ministry (SWIM)** (15%), the **PhD Office** (13%) **Housing Services** (12%), **Spiritual Formation groups** (12%), and **Relocation Services** (12%).

Over 25% of respondents reported being unaware of 8 departments or services. They are **Relocation Services** (41%), **Advisor for African American Students** (38%), **PhD Office** (30%), **Human Resources Office** (29%), **Advisor for Women Students** (28%), **DMin Office** (28%), **DTS Campus Post Office at Dallas** (27%), and **International Students Office** (27%).

## Recommendations

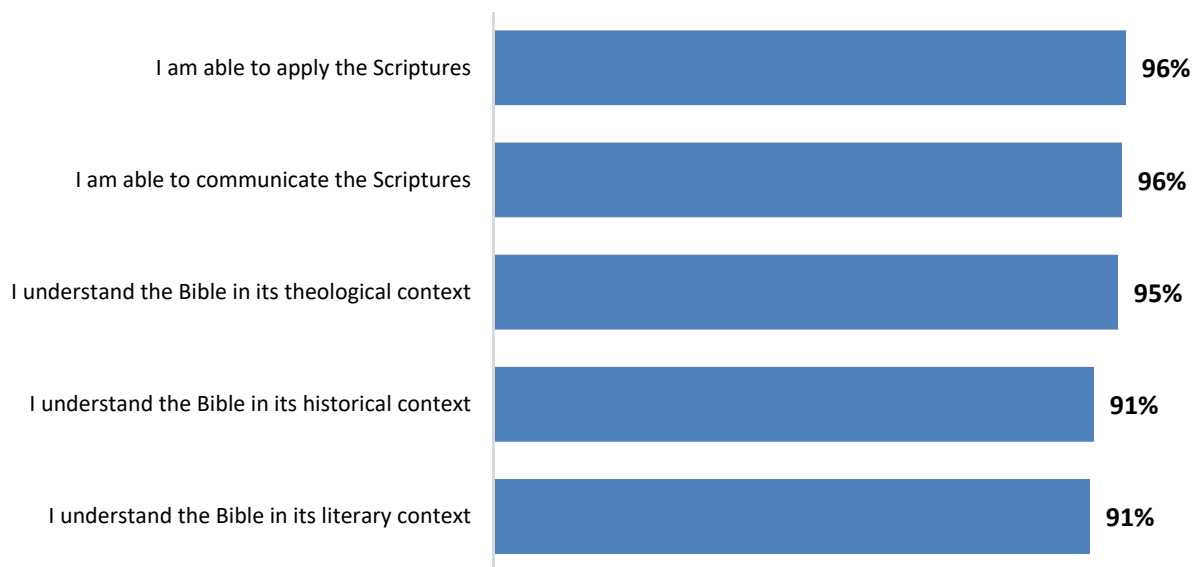
- 1) *Improve satisfaction with the PhD Office and Internship Department.* With Satisfaction dropping and dissatisfaction increasing for both the PhD Office and Internship Department, the Seminary should investigate the reasons for the higher dissatisfaction and seek to make improvements. (The PhD Office decreased 7 percentage points in Satisfaction and increased 9 percentage points in Dissatisfaction from 2017, and the Internship Department decreased 8 percentage points in Satisfaction and increased 8 percentage points in dissatisfaction from 2017.)
- 2) *Continue efforts to improve satisfaction of the Housing Office and Relocation Services.* While improvements are seen with the increase of 8 percentage points from 2017 in satisfaction for Relocation Services, its performance indicators remain low with only 58% satisfaction and along with the Housing Office received over 10% dissatisfaction.
- 3) *Improve awareness of DTS departments and Services.* One out of every 4 respondents were unaware of 8 DTS departments and services, 1 out of 5 respondents were unaware of 15 departments and services, and 1 out of every 10 respondents were unaware of 25 departments and services.

## 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.<sup>2</sup> Results are shown in the following chart in descending order of achievement percent.

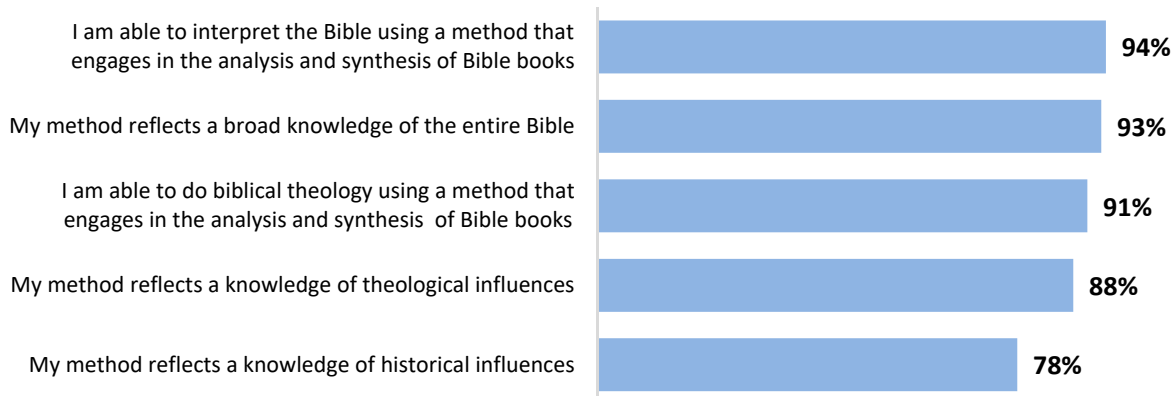
### Biblical Interpretation Competency

N=164



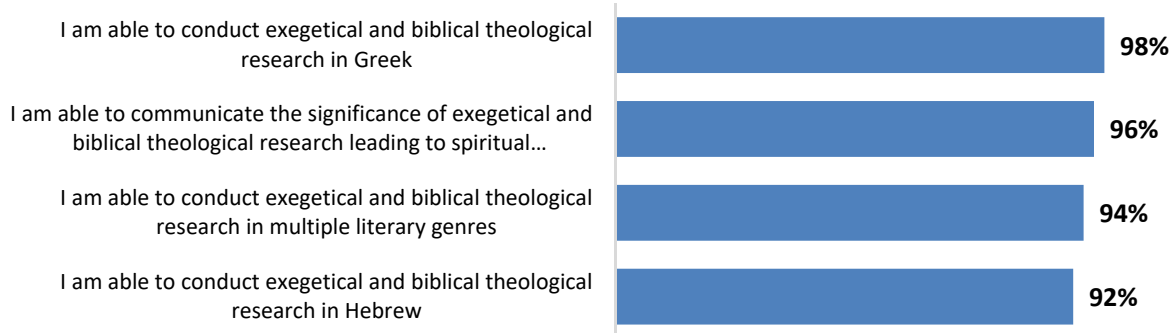
### Masters level Specific Competency Level

n=116



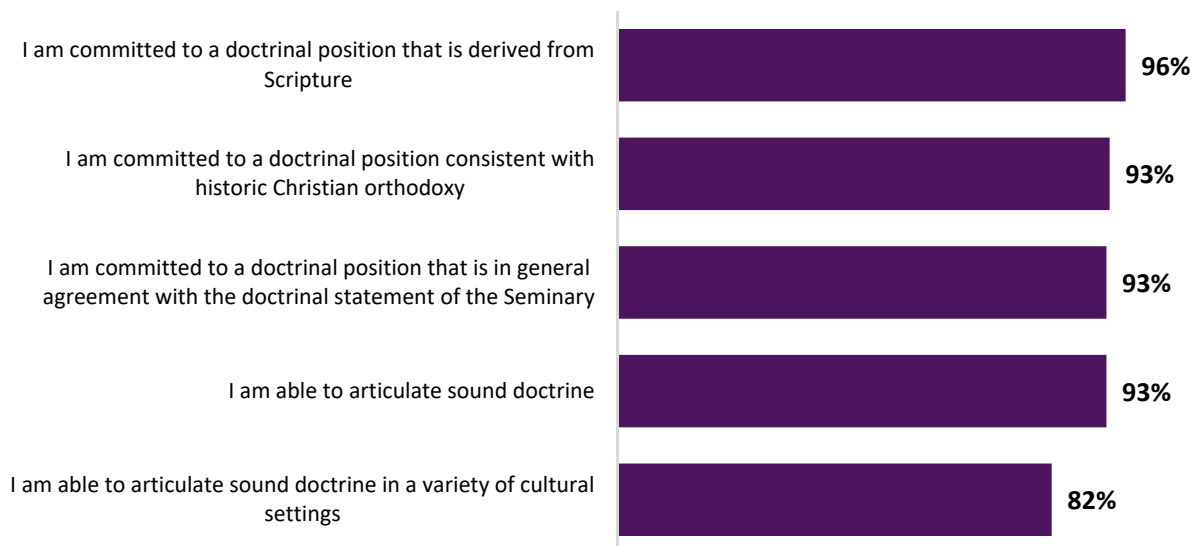
<sup>2</sup> With the change to the Cultural Engagement Competency, no faculty approved degree specific achievement levels have been crafted yet. Also note that while the 2017 results include the MBTS, the competencies are no longer expected of all masters level graduates and are now for the MAs and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

### ThM/STM Specific Competency Level n=48



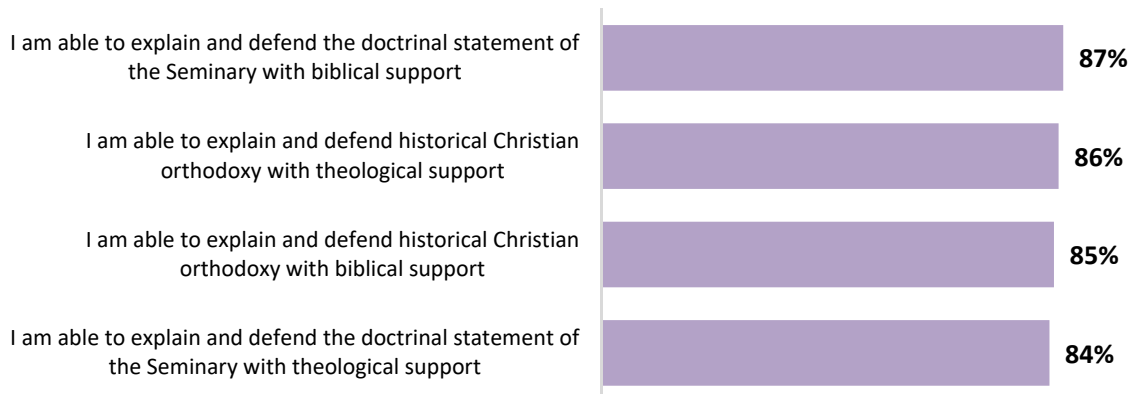
### Theology Competency

N=164

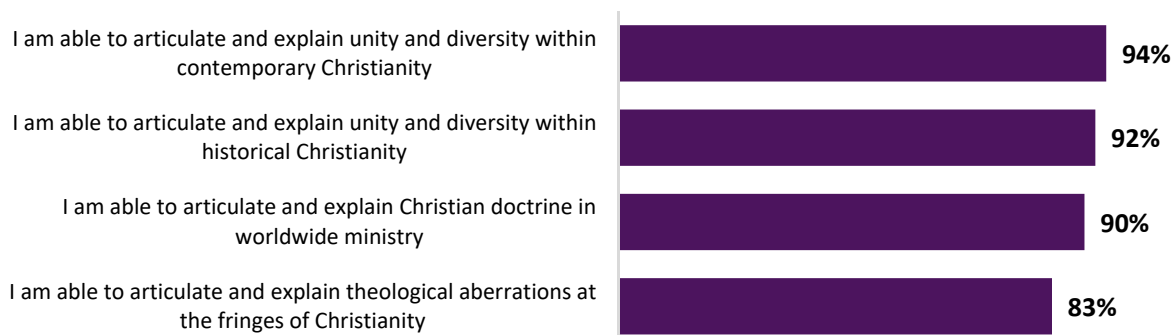


### Masters level Specific Competency

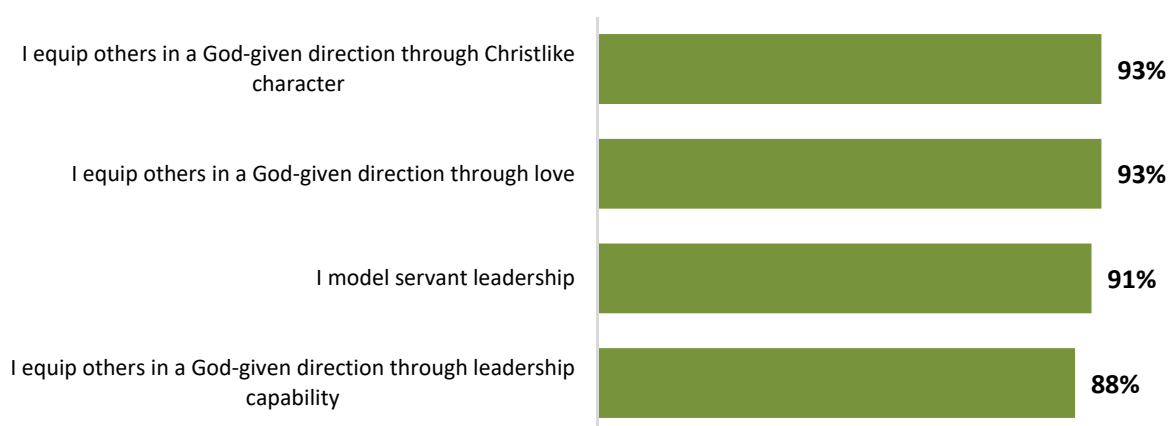
n=116



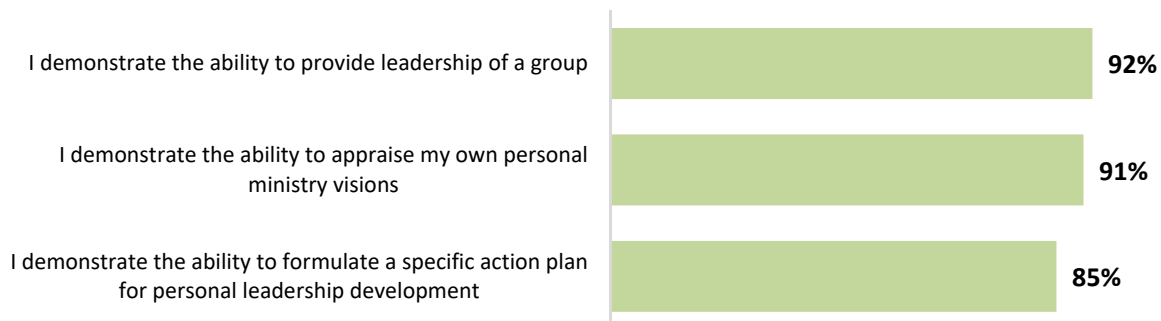
### ThM/STM Specific Competency Level n=48



### Servant Leadership Competency N=164



### Masters level Specific Competency n=116



### ThM/STM Specific Competency Level n=48



### Cultural Engagement Competency

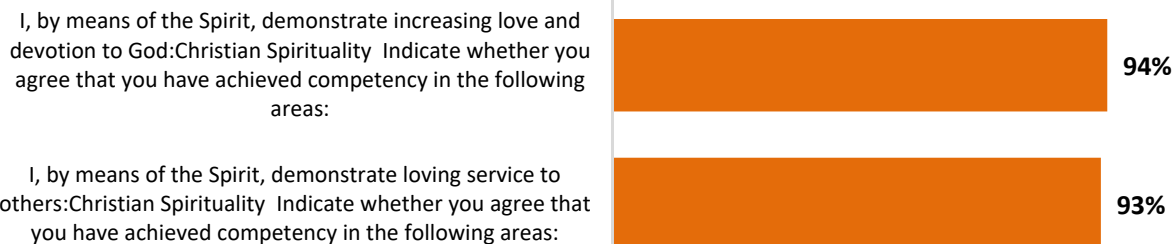
N=164





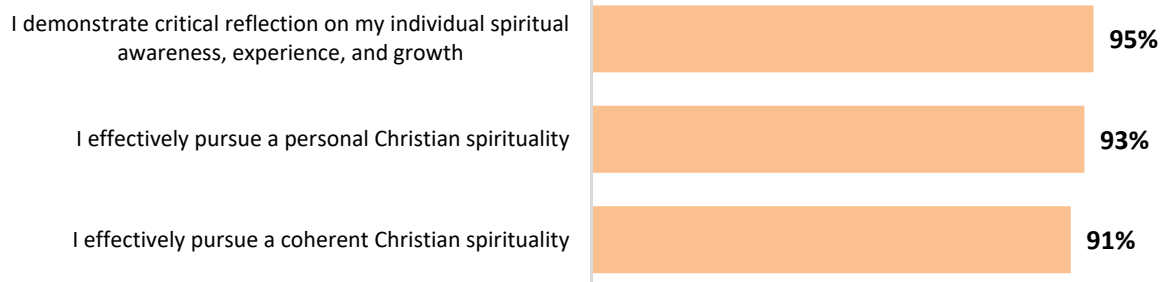
### Christian Spirituality Competency

N=164



### Masters level Specific Competency

n=116



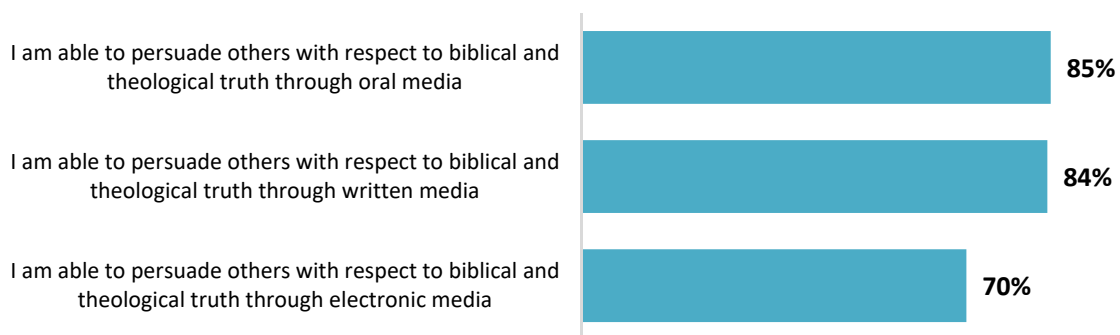
### ThM/STM Specific Competency Level

n=48



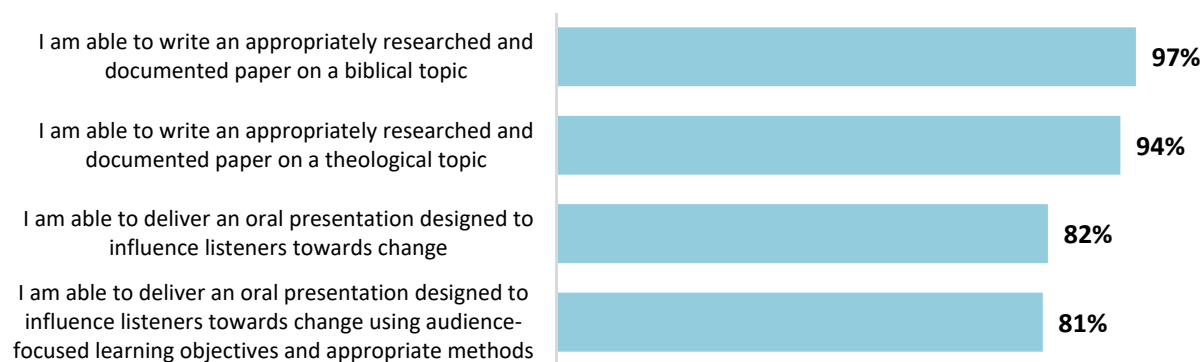
### Communication

N=164



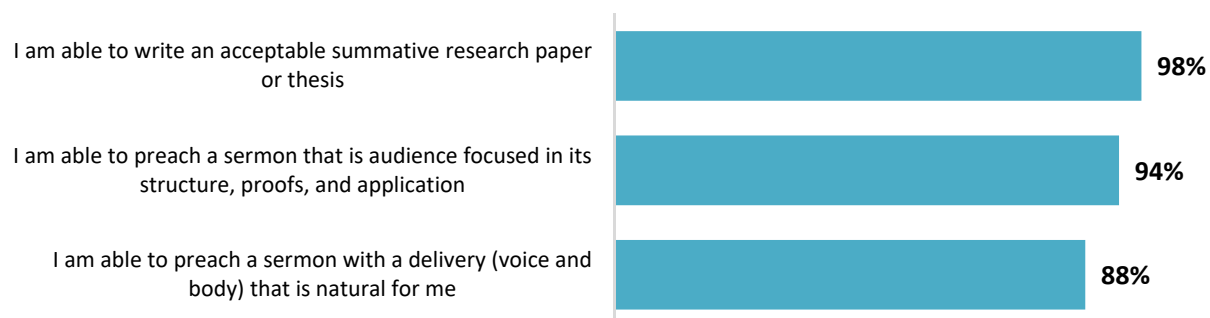
### Masters level Specific Competency

n=116



### ThM/STM Specific Competency Level

n=48



## Academic Programs

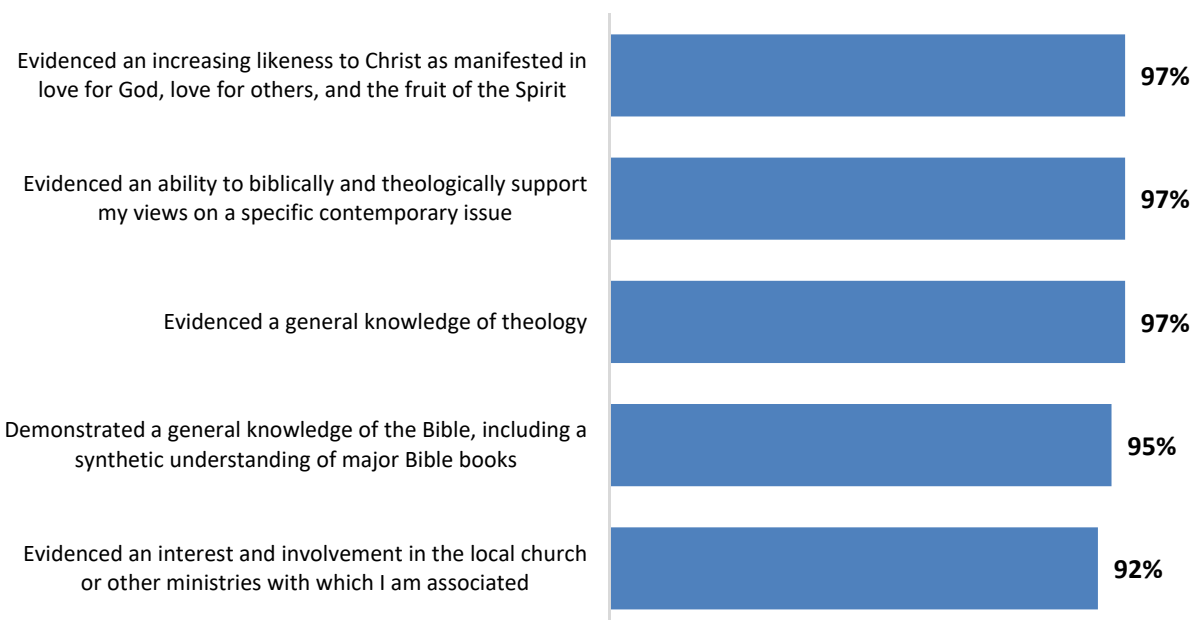
Graduating students were asked to assess their attainment of student learning outcomes (SLO) specific to their stated degree program on a five point Likert scale from “Strongly agree” to “Strongly disagree.” Graduates were then given a chance to give suggestions for improving their specific degrees which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

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

The CGS (N=2), MA (N=0), MABEL (N=1), MAMW (N=3), STM (N=3), and DEdMin (N=4) are not included in this report due to low numbers of respondents.

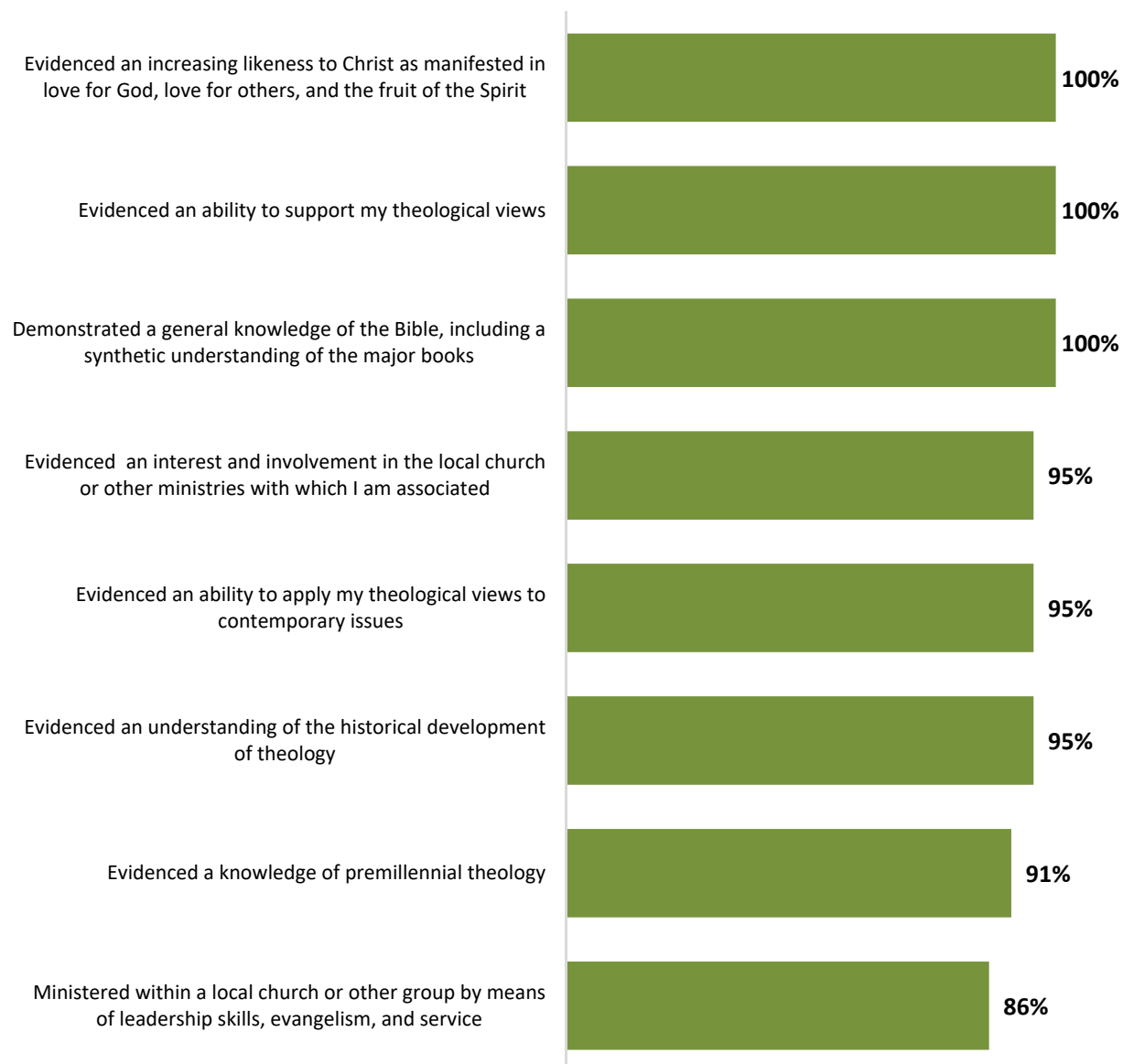
### MBTS

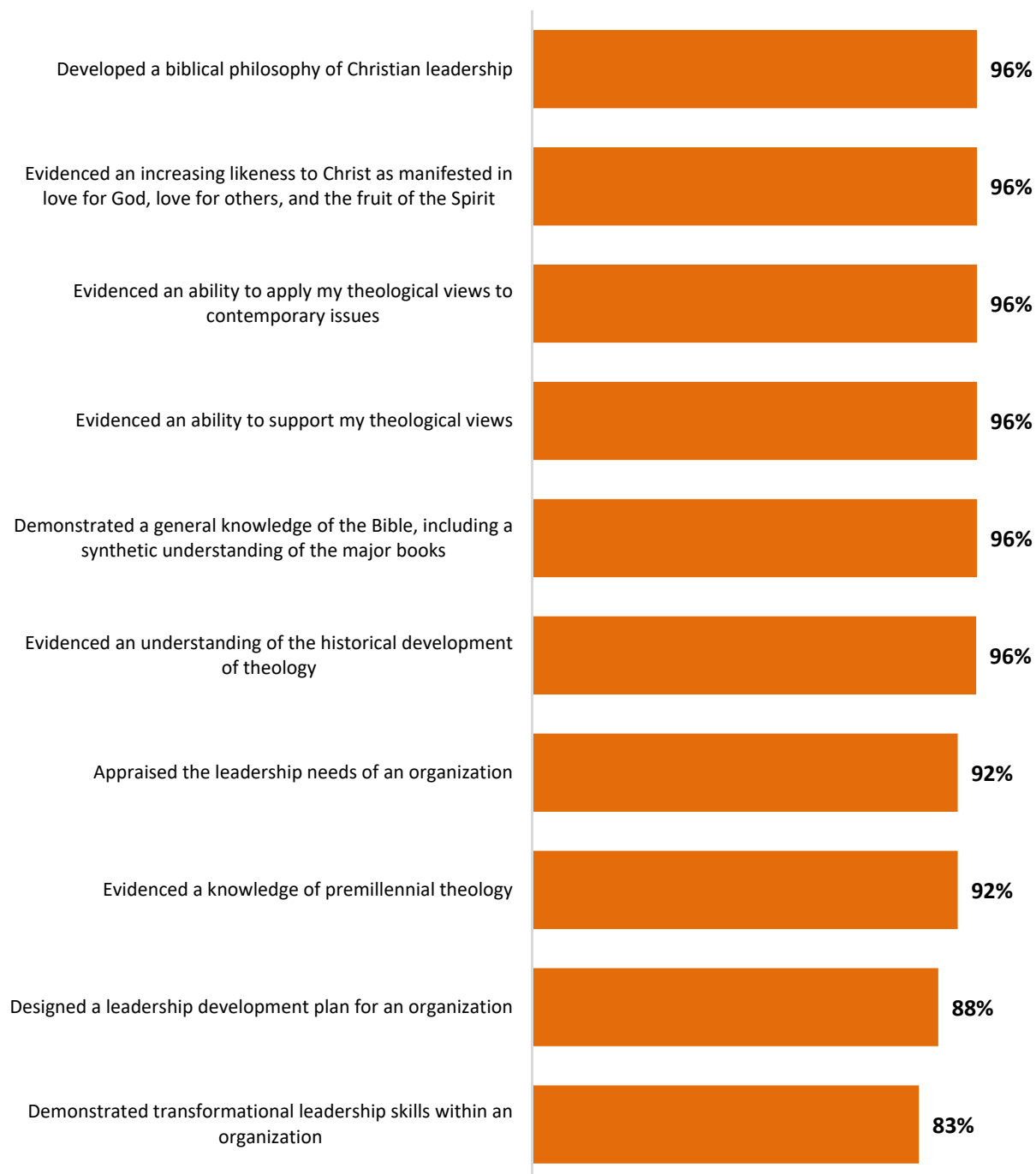
N=39

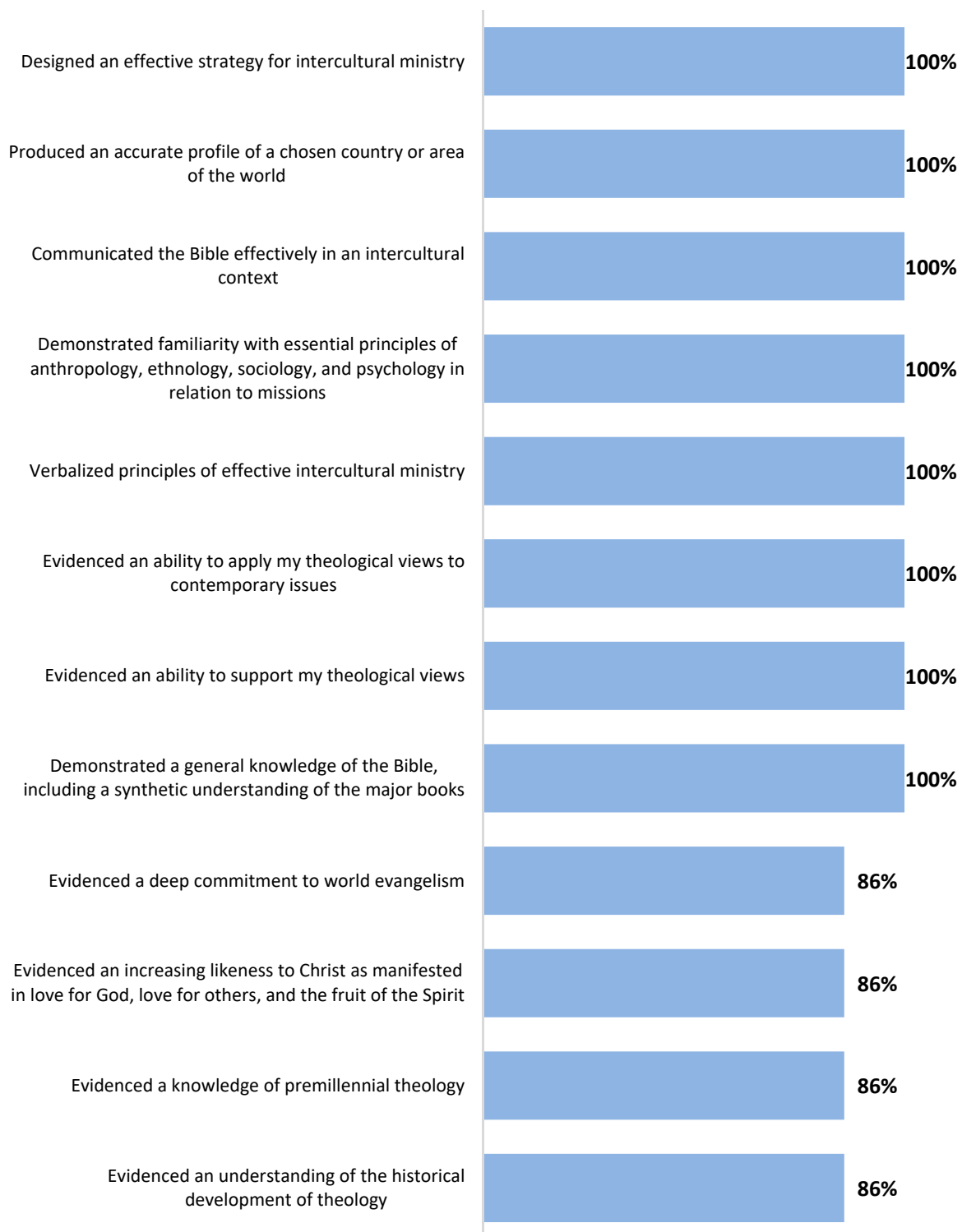


**MABS/CS**

N=22

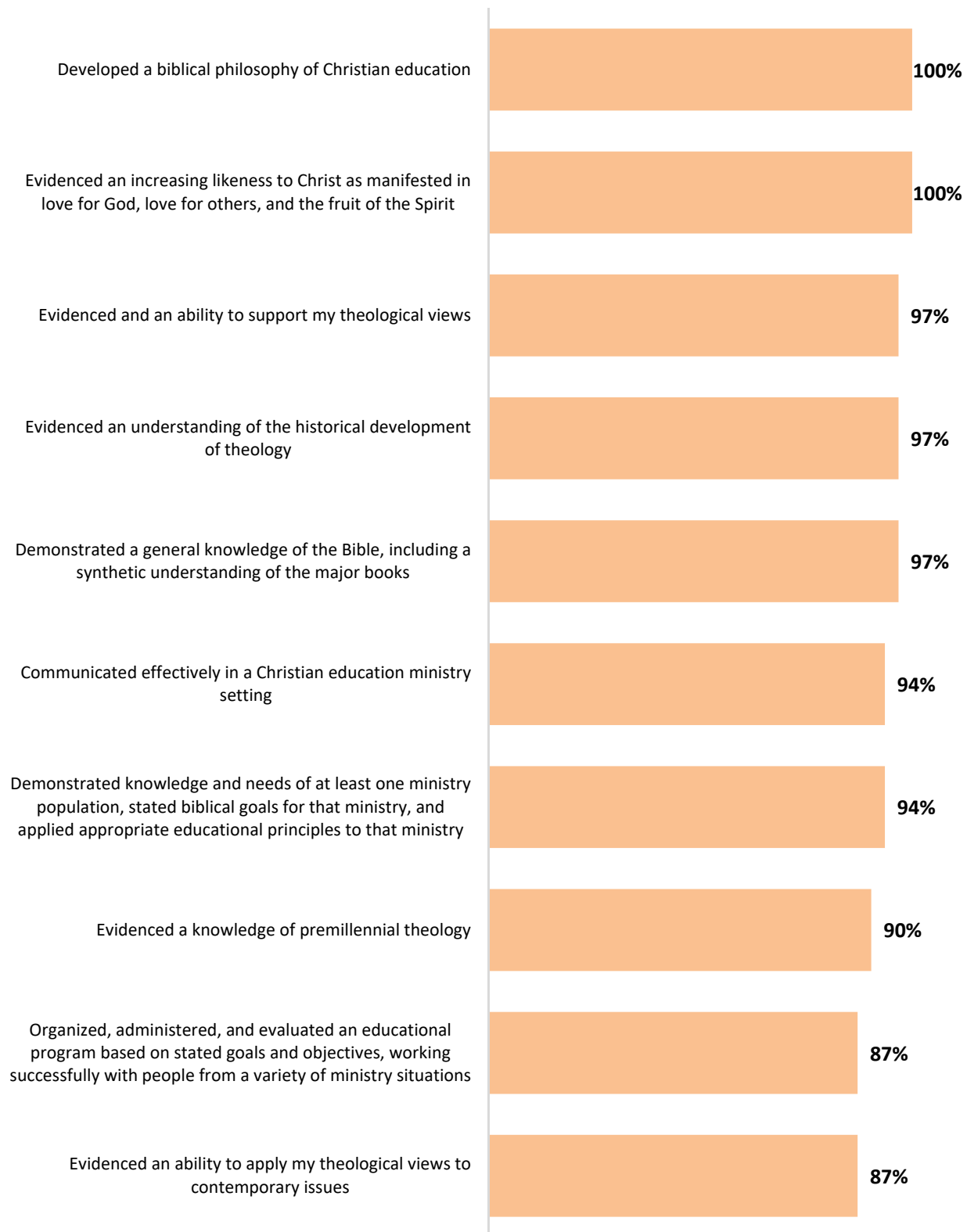


**MACL**  
N=24

**MACM**  
N=7

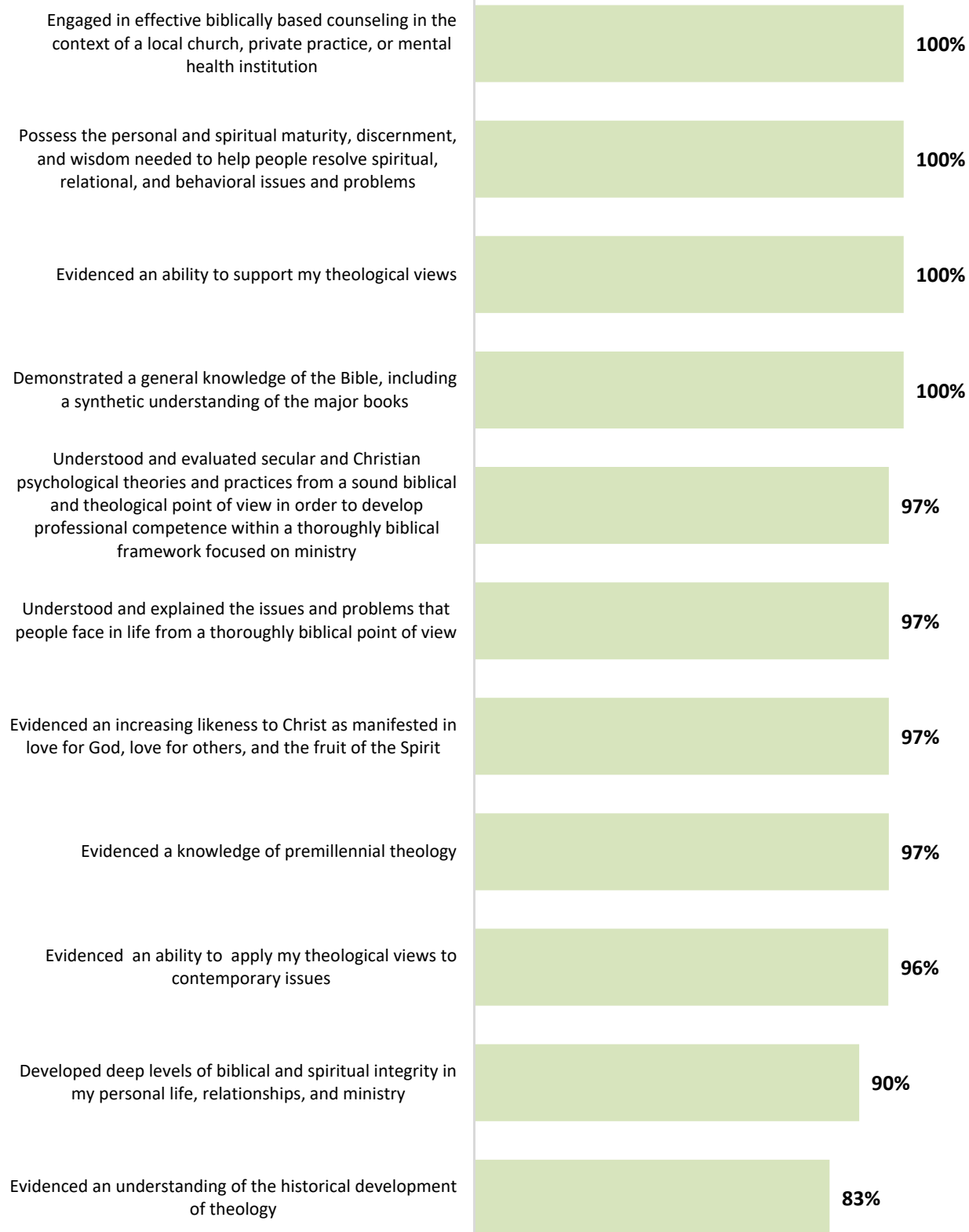
**MACE**

N=31



## MABC

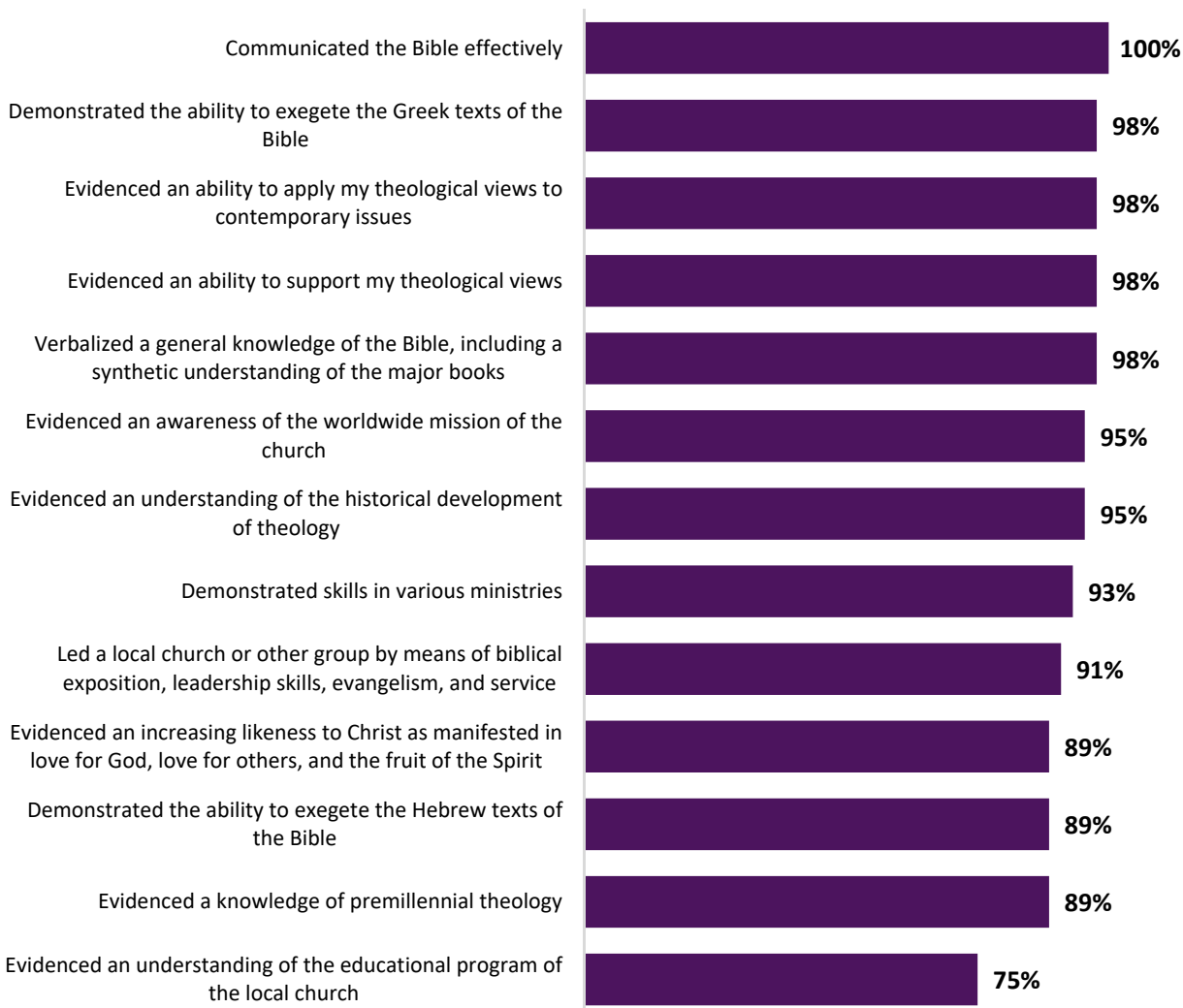
N=29





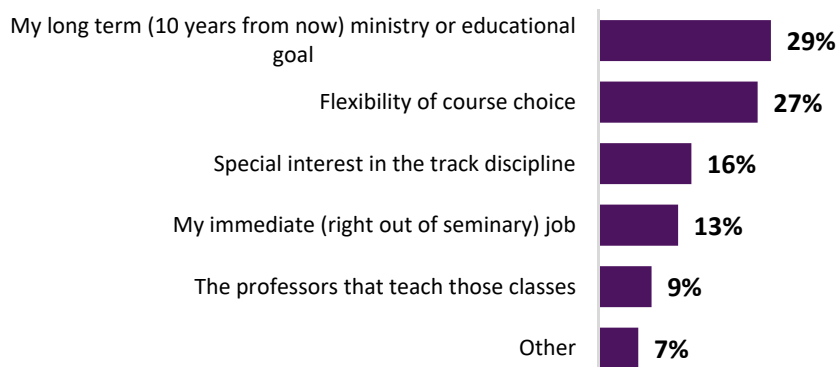
## ThM

N=44



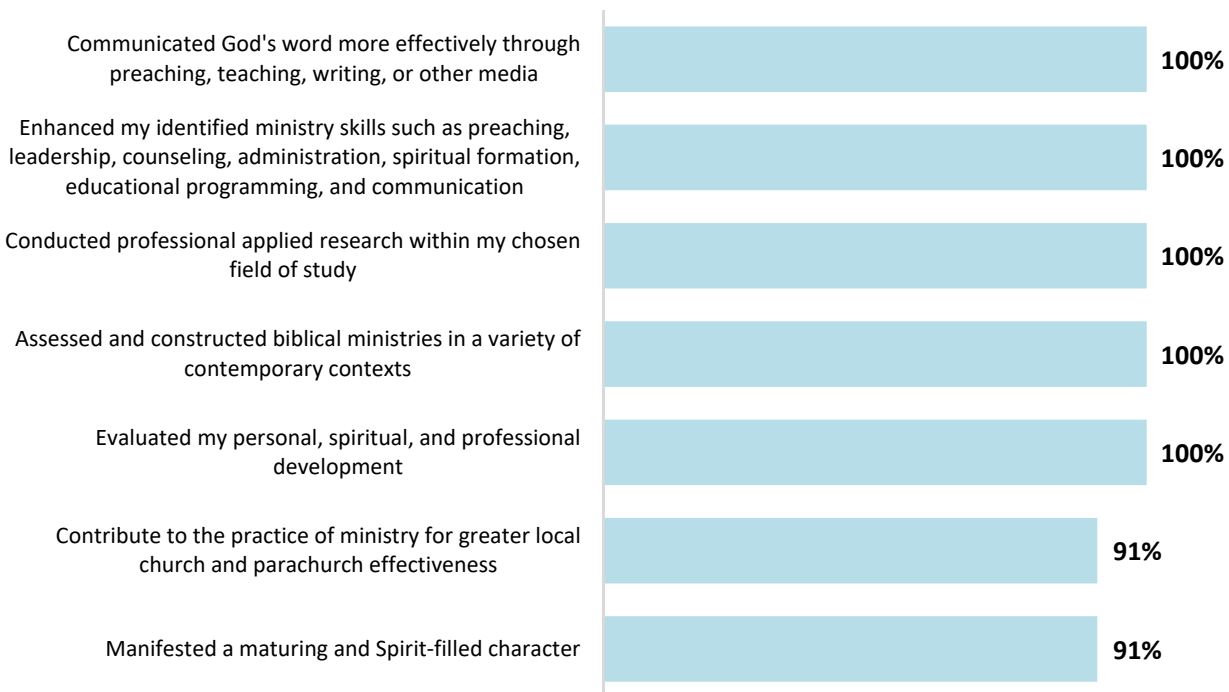
## What is the main reason why you chose your ministry emphasis?

N=45



## DMin

N=16



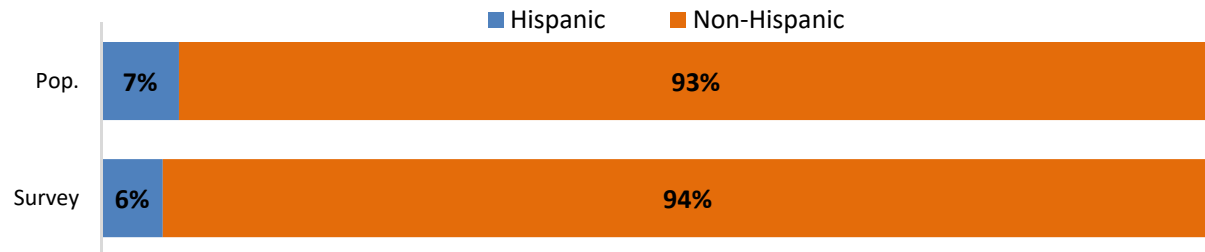
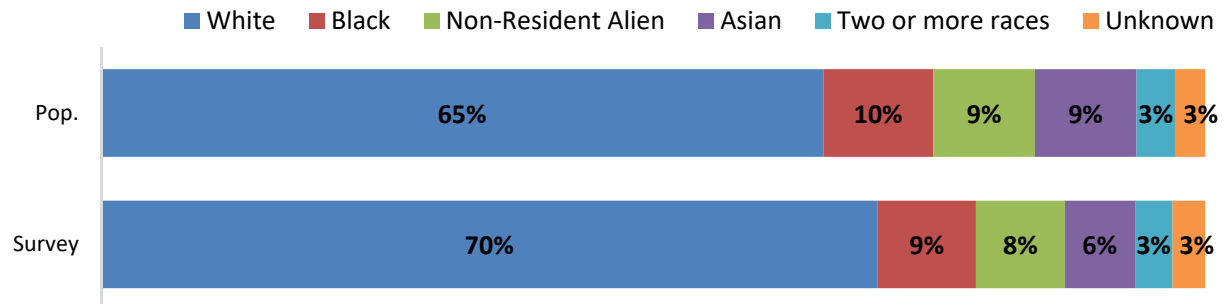
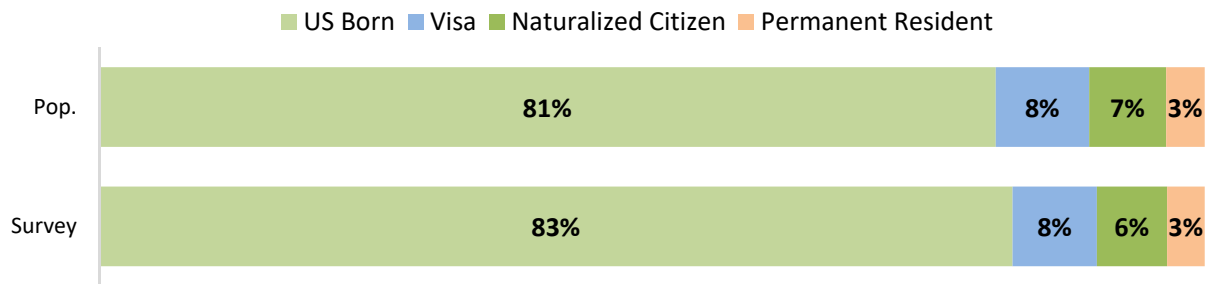
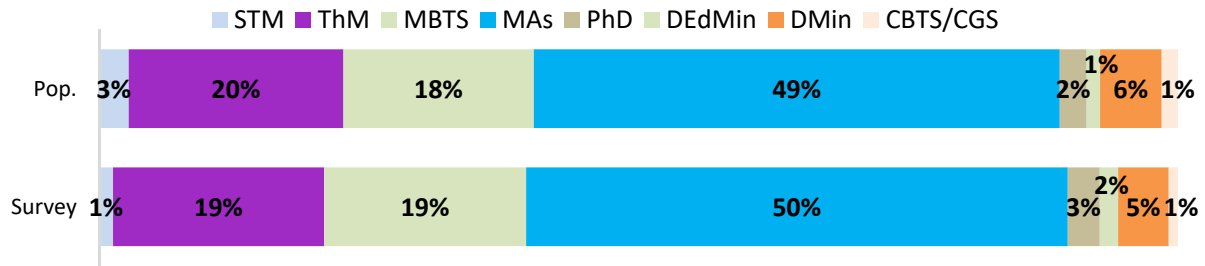
## PhD

N=6

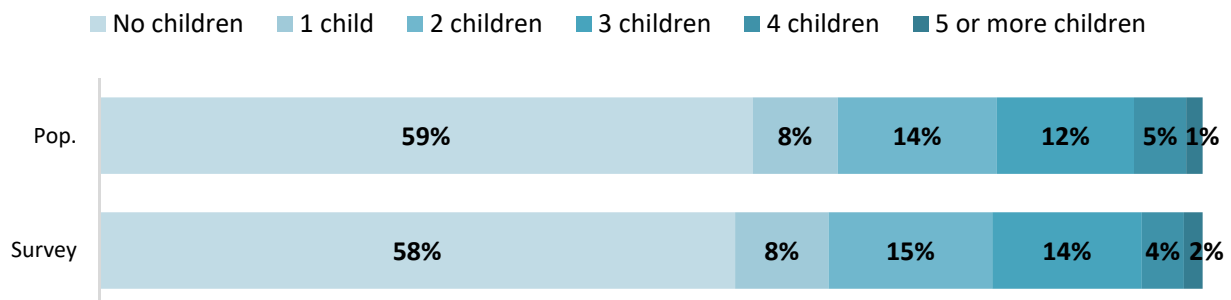
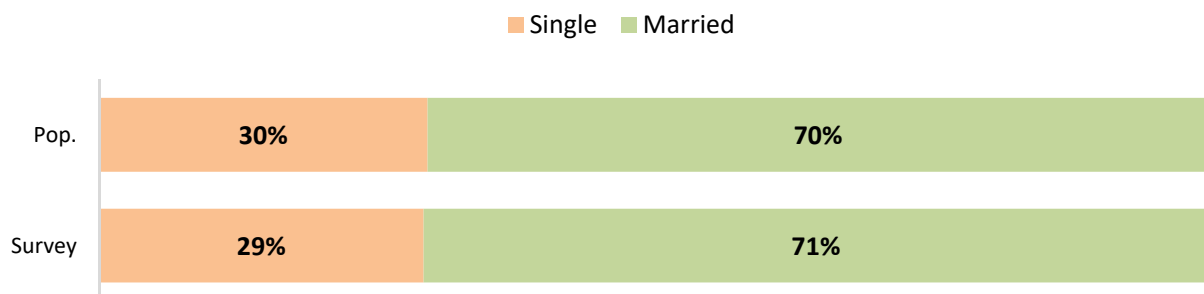
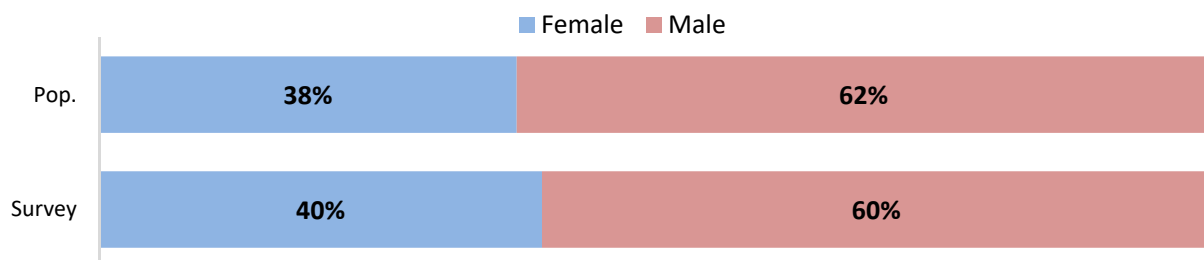
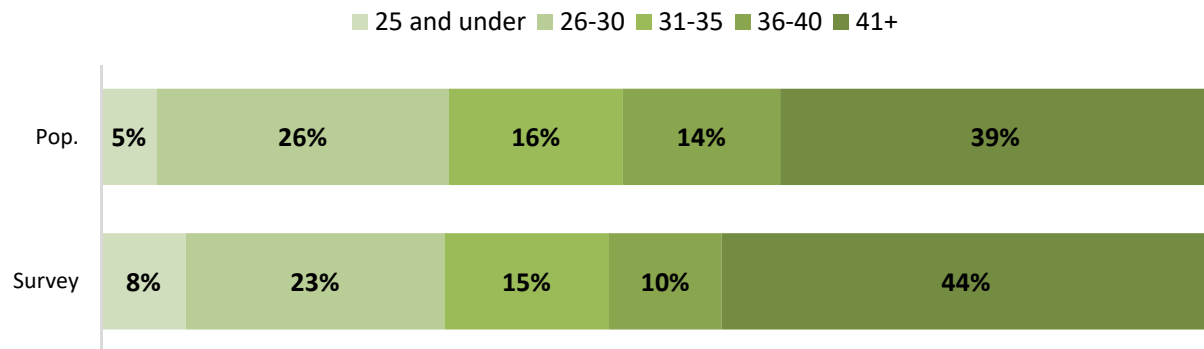


### Survey Sample Resembles Population

Sample N=236  
Population N=402



Please note that above reporting of “race” and “ethnicity” follows current US government classifications. These classifications will undergo yet another change with the upcoming US census in 2020.



## Graduates' Future Plans

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

#### “Other” responses

- “Continuing my ministry in business and financial support of DTS.” (Respondent 16)
- “preaching as a lead pastor or in a parachurch” (Respondent 18)
- “serving where God would have me to serve.” (Respondent 22)
- “Writing and teaching” (Respondent 31)
- “Short term on pastoral staff; 10 years from now as a layperson for Christ” (Respondent 35)
- “Continue teaching and serving at my church” (Respondent 42)
- “continuing to serve as ‘lay’ elder in my local church. I’d like to learn how to preach better to fill in at my own church in addition to other local churches.” (Respondent 69)
- “serving as a counselor in a church setting” (Respondent 91)
- “Applying counseling skills to organizational health / company culture” (Respondent 93)
- “Bi-vocational - Holding secular employment, serving in a church planting ministry or a parachurch.” (Respondent 100)
- “raising children and be involved in parachurch military ministry” (Respondent 103)
- “Doing ministry with my spouse in some way” (Respondent 114)
- “Serving as a Life Coach and Licensed Chemical Dependency Counselor, Foster parenting” (Respondent 115)
- “Having a counselor practice and serving with my church as a pastor” (Respondent 117)
- “Some combination of part-time secular employment and writing” (Respondent 124)
- “Continuing to walk with Jesus wherever He calls me to serve” (Respondent 137)
- “How can I know?” (Respondent 147)
- “Retired” (Respondent 186)
- “Tutoring math and other subjects and publishing a book on/teaching short classes on Faith and Art to Evangelicals in church and Christian school settings.” (Respondent 201)
- “Contributing author for Christian publications” (Respondent 205)
- “LPC” (Respondent 208)
- “serve in corporate world” (Respondent 224)
- “Secular Employment and running non-profit educational ministry” (Respondent 234)
- “Serving in a church as a lay person” (Respondent 235)
- “Volunteer in church or parachurch ministry” (Respondent 236)

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

#### “Other Ministry” responses

- “Discipleship & Administration” (Respondent 5)
- “Associate pastor” (Respondent 25)
- “Spanish or multicultural” (Respondent 98)
- “Outreach Pastor” (Respondent 136)
- “Evangelism and adult education” (Respondent 142)
- “Missions” (Respondent 189)

**In which area do you intend to serve on staff (non-pastoral) at a church?  
"Other Ministry" responses**

"Care Ministry" (Respondent 59)

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

"Raising children" (Respondent 14)

"serving on my job, at church, in my city, and in my community." (Respondent 22)

"Secular employment and transition to church staff" (Respondent 48)

"Continue working at Dallas Theological Seminary" (Respondent 59)

"same as previous" (Respondent 69)

"writing, teaching, speaking" (Respondent 81)

"Bi-vocational, holding employment and serving in church or parachurch" (Respondent 100)

"parachurch military ministry" (Respondent 103)

"Doctoral program" (Respondent 104)

"Serving as a Life Coach and Licensed Chemical Dependency Counselor, Foster Parenting"  
(Respondent 115)

"internship" (Respondent 117)

"Idk" (Respondent 121)

"Administration in Christian School" (Respondent 129)

"practicing medicine and becoming more skilled at counseling" (Respondent 130)

"Volunteer ministry position within a church setting with the hopes of joining staff when funding is  
available" (Respondent 133)

"Unsure" (Respondent 144)

"How can I know?" (Respondent 147)

"Do not know." (Respondent 168)

"Itinerant preaching" (Respondent 170)

"unsure" (Respondent 200)

"Same as previous answer" (Respondent 201)

"LPC" (Respondent 208)

"Serve in corporate world" (Respondent 224)

"Serving in a church as a lay person" (Respondent 235)

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

"Discipleship & Administration" (Respondent 5)

"College. I'm already a college pastor." (Respondent 18)

"Whole congregation" (Respondent 25)

"Campus Pastor" (Respondent 50)

"Spanish or Multicultural" (Respondent 98)

"Outreach Pastor" (Respondent 136)

"Discipleship" (Respondent 176)

"Missions" (Respondent 189)

“Marriage” (Respondent 199)

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

**“Other Ministry” responses**

“Operations” (Respondent 34)

“pastoral assistant” (Respondent 35)

“Missions Ministry” (Respondent 145)

“Family” (Respondent 230)

**Suggestions to Improve Departments and Services**

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

“Spiritual Formation was difficult to invest in when I already had a small group I was running with weekly. Parking was often difficult-hard to find a spot” (Respondent 9)

“I had consistent difficulty paying my bill due to a glitch in the system.” (Respondent 16)

“I had one good advisor when I first started who gave me advice on how to schedule my classes but I never found another advisor with that much engagement or assistance with the MABC program.” (Respondent 23)

“I was a commuter student - hours that Baylor Fitness was available were never convenient for the times I was in the area.” (Respondent 24)

“I dont really think that students should be pulled away from their churches small groups ministries because they have to fulfill a ‘spiritual formation’ requirement. There should be an option to opt out of these groups. Too many seminarians were loosley connected to a church body during their time in seminary. I think that SF enables this to take place more often. My experience with SF is more philosophical then anything. I met some of my best friends through SF, one who continues to be my weekly accountability parter to this day (2 years after SF completed).” (Respondent 29)

“Each semester, I would have to call the business office for them to find the information about my scholarship and apply it to my payment information. I also had several instances where I was double charged for something and had to note it myself and call to have it changed. As for online course, I struggled with several instances of glitches and system crashes that made the courses difficult to manage.” (Respondent 32)

“Chapel programs were generally not very good, with exception of ‘The Table’. Why not get more gifted grads, like Andy Stanley to come or even record them for on campus people to watch? Financial aide was not nearly as helpful as I expected. It seemed as though their standard answer to everything was, ‘You missed the deadline.’ I have posted internships for our church on job board and have not received any interest at all. Does anyone look at them outside of Dallas?” (Respondent 35)

“Internship process was a pain, there should be a section for people with existing ministry positions separate from students seeking actual internships.” (Respondent 37)

“I reached out for counseling services over the summer, I believe 2016, and received no response. I later learned that Dr Jagggers was leaving around that time but no one picked up my request in his absence.” (Respondent 44)

- “The internship department was nothing more than a load of busywork on top of an already overloaded schedule. It was the most bureaucratic and senseless part of DTS. I understand the need for an internship and for students to gain experience, but the online component and the busy work associated with it was too much. The internship requirement of three semesters is too long. DTS’ internship department needs a complete overhaul and should take into account the needs of already taxed and overworked students. This office should be there to help students excel in their internships/fields of work, rather than taking time from family/church/and work in order to complete assignments. I did not have one friend at DTS who had a positive experience with the internship office.” (Respondent 47)
- “Admissions Office - I very much appreciate the hard work the admissions office does in recruiting and getting students here. When I was applying to come to DTS there were several balls that were dropped that resulted in my application getting processed late and me not being able to get into on campus housing. I realize though that this was in connection to just a single staff person on the Admissions Team, and I hope I was just the exception. Financial Aid Services - The financial support from DTS and it’s supporters is incredible. As an international student though, there was not a lot of scholarships or financial aid offered, especially to Canadians. I think there may be an expectation that financial support is not as much needed for students from first-world countries (and that is definitely probably true), but it’s hard to not go into debt with little financial assistance available from the school - not being in the ThM program. Parking - It’s very plain to see DTS has done what they can to provide parking. This is more just a logistical acknowledgement that there is not enough parking. WH Housing - There have been several times throughout my years here that I have been quite disappointed with interactions with WH Housing management.” (Respondent 55)
- “My experience trying to get into Washington was very unfriendly and unloving - this was my first encounter talking with people from DTS. Bad first impression. They need a better system there to be able to tell students earlier if they will have housing or not, and to do so in a loving way.” (Respondent 58)
- “The gym had weird student hours which did not enable me to utilize my membership when I had it. Additionally, I Don’t like how it automatically signs you up for a membership and you have to opt out; it seems like it would make more sense for us to have to opt in instead of automatically charging everyone for it.” (Respondent 59)
- “The housing office was by far the most difficult, and frustrating part of campus to deal with. The lack of grace, the extremely ridiculous rules, and the fact that improvements in the system and cleaning captains is nonexistent. Any suggestions or attempts at changing the system were shot down immediately or ignored. As for the advising office, all the people in their work so hard and do such a good job! The only reason I put dissatisfied was that as a MABC student they could offer me no advising opportunities as far as counseling goes. They helped greatly in making sure my classes were correct, but they had no knowledge of LPC requirements and I felt as if I was left on my own to figure everything out. My suggestion would be to have an MABC adviser in the advising office to help answer licensure questions as they are not addressed by the seminary very well.” (Respondent 63)
- “Working with Internship office is a pain. None of my friends had good experiences with them either. They are known to be difficult on many levels.” (Respondent 66)
- “Advising center was very inflexible on registration. As a very part-time student, I took 7 years to complete a 2 year degree. Because of this, there was a perpetual hold on my account which required me to ask for it to be lifted every semester. The SF process was not fulfilling at all. I understand how this might be a good program for a full-time student, but everyone in my group except one was part-time. To drive an hour across Houston every week in order to meet for one



hour was a very steep price to pay - and I got very, very little in return. Perhaps the part-time students should have a weekend retreat each semester and work through the SF curriculum during the weekend retreat?" (Respondent 71)

"Business office — Confusing fees and mistakes with billing. Internship department — The introductory material to the internship process is befuddling and confusing, especially to prospective mentors. Communication by the internship department relies more on random chance than sound principles. I consider myself lucky that I had all requirements in on time. The post-internship surveys are far too burdensome upon respondents. Chapel programs — The selection of chapel speakers reveals that it is far less about edification of students' souls and applying scripture to our lives than it ought to be. Rather, it seems more to be a platform for individual professors' pet issues. The current chapel requirement is far too much for what it actually provides. Spiritual Formation groups — Spiritual formation curriculum being based on the theology of Dallas Willard and Richard Foster should raise serious red flags. While the seminary appears to have maintained that DTS practices a 'light' Version of spiritual formation which does not include the mysticism of such theologians as these, spiritual formation curriculum nonetheless includes their views of spiritual disciplines. Moreover, we were even instructed to write a mock letter to a demon in the style of C.S. Lewis. Having to tread so carefully through the curriculum detracted from the fellowship that I otherwise would've had with my fellow group members. Book Center — The book center unapologetically sells the works of false teachers such as Rick Warren, Beth Moore, and Sarah Young. The latter is especially egregious, as for series of Jesus Calling books claim to be direct, divine revelation. It is one thing for the book center to carry works from authors with divergent viewpoints, e.g. covenant theology, from the seminary's doctrinal statement. Carrying and advertising utter heresy is quite another. From the standpoint of the quality of my earned academic credential, this is a unmitigated embarrassment. Baylor Fitness Center — The seminary should not automatically opt commuter students into Baylor Fitness Center memberships. Hendricks Center — The Hendricks Center appears to be buying into critical race theory. This has no place at Christian seminary. Student Council — What do they do other than festival planning and bad student chapels?" (Respondent 73)

"- I was initially denied admission because my references were misunderstood. I think the admissions office should have contacted the references for clarity before denying my application. I was allowed in after I had them contact admissions. - It was difficult to communicate with the internship office. I usually had to send several emails and make calls before I got a reply. - For online courses, there was a mix of quality. Graders were inconsistent—some essentially graded for completion and some were unfair in grading. One's grade often depended on which grader he is assigned to, rather than the quality of the work. It was sometimes difficult to reach the instructor. A number of the lectures were out of date for some courses, especially in the Bible Exposition department." (Respondent 74)

"Told I was unwise to take courses that were not required to complete the ThM degree." (Respondent 79)

"The advising center was never able to answer the questions that I had regarding course work, transfer credit, etc. I was thankful for their help in creating a graduation plan, but many questions were hard to get answers for. I felt that the registration process at DTS was frustrating because I was often unable to register for courses despite having completed the prerequisites." (Respondent 83)

"...SWIM is a clique excluding anyone not rearing children, is relevant only to women who want to take a backseat rather than be partners to their husbands, and neglects men who's wives are in

- seminary. There should not be limitations for academic internships for those with a general studies emphasis.” (Respondent 90)
- “The limited hours at the Baylor fitness center are very inconvenient.” (Respondent 93)
- “on more than one occasions, my questions were not answered, had to drive from Houston to Dallas to get answers, or find them on my own,” (Respondent 97)
- “The internship process at DTS is unnecessarily complicated and the staff is disorganized. Depending on which staff member you speak with you get different answers...” (Respondent 99)
- “The internship department was very consistent about not being able to be contacted. Only once or twice during my entire time at DTS was the secretary at her desk to take a call. None of the other staff would respond to emails. They were very hard to contact. I heard this same complaint from other students.” (Respondent 102)
- “Spiritual Formation Groups - I had a great time getting to know my group. We became close, but it was almost despite the curriculum rather than because of it. The material itself did not provide any benefit in doing the assignments. It only felt like it took more time away from my family. The Student Job Board - It did not have many jobs related to ministry outside of internships in the Houston area and was therefore of no use to me.” (Respondent 108)
- “Online Course administration: Slow and unclear responses to inquiries, problems from TAs.” (Respondent 110)
- “Fitness center was not open when I was in town. Job was no help in getting ministry position Placement Center was no help in job placement” (Respondent 125)
- “TOEFL requirement for native English speaker” (Respondent 129)
- “I had a negative experience working with the internship office. I think that they tried to make the internship into something that it should not have been and it was very stressful. I loved my actual internship experience, but working with the DTS office was frustrating.” (Respondent 132)
- “Internship course is not organized and structure needs evaluated. Students are being sent into busy churches expecting senior pastors and staff to fill out extensive paperwork and LPW sheets, set up meetings at the convenience of DTS staff and it really should be the other way around. Our churches are serving hurting people and we need to be more flexible to serve them and structure internship in a way to serve the needs of church and train interns. Women’s advisor only heard from her my 1st year at a mandatory scheduled call. Online students need integrated into the school more.” (Respondent 137)
- “I had pretty terrible experiences with both my Internship and my SF group. Regarding the SF group... the first ‘leader’ we had was actually pretty terrible and probably shouldn’t have even been one in the first place. He talked the entire time and never let us speak and interact with one another and get to know each other. A couple of the members dropped SF because they switched degrees and it wasn’t required for the one they switched to. Anyway, this first leader left after the first semester, unsurprisingly, and we had a group member lead the 2nd semester and we were down to a group of 3 by that point. He wasn’t terrible, but wasn’t good either. Finally an SF fellow named Eric Wood came in and really did a good job of salvaging things, but by that point the experience was already ruined for me. Regarding the internship office... I had some very unexpected health problems during my internship which really complicated the entire thing. When I contacted the internship office they seemed against me dropping the internship and restarting it, which is really what I wanted to do because my health issues really did affect my performance during the internship. Anyway, whether dropping it was or was not a possibility I don’t know for sure, but at the time dropping it didn’t seem to be an option so I was forced to continue and overall had a terrible experience with my internship because of it.” (Respondent 144)

- “The only thing I wish was that there were scholarship opportunities for people working full time taking less than 9 hours. That might not be able to be a possibility, but if it could, the summer would be very helpful. For example, I am a teacher and took the majority of my hours in the summers, but throughout my degree was never able to apply for scholarships. I might represent a small minority, but just wanted to give that feedback.” (Respondent 152)
- “The Live Oak lot should at least have another crosswalk painted on the end near Jack in the Box. There is one closest to the student center, but that one is less used. The one near Jack in the Box is used more frequently and there is not a crosswalk or any mention of pedestrians crossing on that end. I have had one encounter where someone turned onto the street very quickly without seeing me and when he did see me, he yelled at me that I almost got hit and to watch where I was going.” (Respondent 157)
- “single housing is expensive in comparison to the local area as well as the married housing...” (Respondent 158)
- “The internship department was not a great ending to my degree. The department felt disorganized, impersonal and academically-centered rather than a practical launch into ministry. My actual internship in my church was good, however.” (Respondent 160)
- “Internship department - seemed very disorganized and you could only make phone calls for certain things. There was no email system, which just seemed odd. Online Course Administration - one course ruined this. It was RS101. It was so bad that I felt like I should have gotten money back. I let someone know. The material was dated and poor.” (Respondent 165)
- “I had a lot of problems with the Internship Department and getting entered into the system and following the program.” (Respondent 167)
- “Communications have been lacking throughout my time at DTS. Communication with online students could be better for all areas of DTS. Financial aid should be available to MBTS students.” (Respondent 168)
- “It is not fair to lump together HOPE coffee and Thornhill. They perform entirely different functions and with entirely different outcomes. Thornhill is qualitatively inferior to HOPE... DTS Mail Services needs a revamp. Apparently, packages are scanned in for two-day air on a Friday, but sometimes the person who is supposed to take them to the post office so that they will get sent out that day does not take them and they sit at DTS until the following Monday. When people pay for 2 day shipping, they don't expect it to be sent 3 days later. On-campus housing needs to get its packages delivered to the apartment buildings. I had a package delivered at 12:05 the day that mail services closed for Christmas. It sat at mail services for two more weeks because they had closed. Many times Amazon and others ship things to campus and they go back to the shipper because mail services is not open whether that is because they arrived after 4:00pm or because they arrived on the weekend. I have had delays of up to 7 days for packages that should have taken 2 for no reason more than we never get anything delivered to the house anymore. It used to work well just leaving things on the desk in the lobby.” (Respondent 172)
- “The post office has terrible hours for those who work full time. Its impossible to get anything delivered on the weekends and often difficult to get packages in general.” (Respondent 176)
- “I marked ‘dissatisfied’ with the Registrar and Internship offices. The Registrar’s office was ok in most cases, but the one time where I had to directly interact with the office they had a rule that doesn’t make sense... The Internship Office personnel were great, but the Internship course they oversee was not valuable to my education.” (Respondent 183)
- “Trying to figure out what was expected of me by the internship department was the single most stressful process I experienced at DTS.” (Respondent 185)

- “Unable to use the library as an extension student. Tried several times and couldn’t. Librarians I talked to had no ideas. I resent that the MABS degree doesn’t qualify for placement. MACL wasn’t reasonable for a secular job student.” (Respondent 186)
- “Advising always refused to answer even the simplest question- insisting always that I find it online, even if I assured them I had looked online before coming into the office. Their attitudes seemed to be somewhat lazy and rude. I stopped trying to learn anything from them after my first year here. Both the internship office and Spiritual formation programs have much to improve on. The internship process was confusing and overwhelming. I was told conflicting things by the internship office and my department advisor on more than one occasion. Dipa is very sweet and was a blessing to me, but they need to be more organized. My SF group was led by a woman who was not in a good place to be leading a group. She was in the middle of her fourth divorce (a fact she told us she was keeping from the SF leadership on purpose) and every single other woman in the group had a better testimony and more faithful walk with God than she did. I love my former SF leader and we still meet for coffee occasionally, but SF should not besed the place for stumbling believers to try their hand at discipleship for the first time ever. Our leader was discipled more by the group than any of the rest of us were.” (Respondent 196)
- “Relocation services did not help me at all when I was moving from MD to Dallas. They didn’t have any helpful tips or even vendors that they had relationships with in terms of car shipping, moving services.” (Respondent 203)
- “Internship program is poorly constructed and fails on a practical level to enhance the learning experience for interns. Paperwork and ‘theoretical’ goals of the program do not translate into success on a practical level.” (Respondent 209)
- “Even though I have lived in US for 14 years with a green card and graduated from University of Canterbury in New Zealand way back in 1987, the admission staff still insisted that I was an international student and had to do English exam! I was thankful eventually a professor helped me to explain my situation.” (Respondent 224)
- “Mainly dissatisfied with SWIM because they sent my wife constant mail without us asking for it and when I asked them to stop, they continue to send the mail.” (Respondent 226)
- “There was no advisor for women students on Houston campus. There was one who visited from Dallas from time to time. I made an appointment with her once but she did not appear warm and personable. I never made appointment again.” (Respondent 236)

### **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 MBTS program to help fulfill the completion of degree competencies?**

- “This program was exceptional and fits perfectly with my desire to continue my ministry as a businessman to the unreached in my community.” (Respondent 16)
- “What I am going to suggest does not mean that I had any problems as you can see from my answers. I loved the school and Houston should have more mature professors at the campus.” (Respondent 62)
- “How can I judge myself?” (Respondent 147)

**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?**

“Much more discussion in class and less ‘data dump’ of information from professors. Our professors have a lot to share, but just listening to them does not at all engage my learning style, or even why I began attending seminary in the first place.” (Respondent 35)

“Start from scratch and rebuild. Don’t just turn Christian Leadership into a few add-on classes to a Biblical Studies degree. Leadership is far too lacking in the church to limit the program to a few leaders that only DTS is aware of and comfortable with. Expand the program to bring in better speakers and leaders who lead in multiple settings, not just Dallas churches. Diversify. The program lacks vision for leadership and instead settles for the same old methods that Malphurs has been writing about for years. The church has changed and churches have changed. Assuming that leadership is the same in churches around the country as it is in Dallas is short-sighted. The program needs to be overhauled and consider what kinds of leadership/church staffing structures it’s students work in or it will be outdated and replaced very soon.” (Respondent 92)

“I loved my education in the but as a person who came from business would love to see you provide more leadership courses that dive deeper into real life things students will encounter regardless whether they go into ministry or the marketplace.” (Respondent 137)

“EML950 was an extremely disappointed course. Having worked in corporate business with executives, I am grateful I learned leadership, strategic planning, project implementation, and organizational design outside of the classroom. I would not have learned these skills from EML950.” (Respondent 205)

**What is the main reason why you chose your (ThM) ministry emphasis?  
“Other” responses**

“Both my immediate and long term ministry goals.” (Respondent 7)

“emphasis choices are unhelpful for what I desire” (Respondent 66)

“I did not choose an emphasis because I transferred in with around 20 credit hours” (Respondent 165)

**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?**

“Hebrew 101 and 102 online were pedagogically awful. Then 103 in person let us use a parsing chart, and 104 could have been completed entirely by interlinear.” (Respondent 73)

“I struggled for 3 years with a combination of low testosterone and chronic stress which left me feeling exhausted and depressed for most of my time here. So I did not experience much love for others during this time. I joined the Anglicans while out here and they typically do not allow lay-people to lead any groups. I got to teach Sunday School a few times during my internship, but I was not the leader of the class.” (Respondent 144)

“I would suggest getting some younger professors. Many of the professors are old and though knowledgeable do not have the gift of teaching. Also, the intensity of study seems second rate in comparison to secular schools as a result. The educators often come across as complacent instead of driven.” (Respondent 158)

“Get rid of SF. It is a time suck for people who are already over stretched.” (Respondent 172)

“I know a lot more about the Bible now because of seminary, but I don’t know that I would attribute much from DTS to my growing sanctification. Unfortunately, I don’t have many ideas to help DTS be more practical and to help students be more Christ-like. To some extent I just don’t think that’s something that seminary can do.” (Respondent 183)

**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?**

“Most of the sections in which I marked Neither Agree Nor Disagree or Disagree were relating what we learned at seminary to the greater world context. I felt as if in Bible and Theology classes, only a small amount of time was given to how these topics relate to the current issues and situations in ministry. I felt as if the chapel topics did a great job with this, but not always in classes. I learned a LOT about Bible and Theology, but I don’t think I can say that I feel competent to then apply all of that information.” (Respondent 32)

“I do not remember much in the way of the historical development of theology from my ST classes. As far as ‘deep levels of biblical and spiritual integrity in my personal life’, I do think I have definitely developed spiritually in my time at DTS but I have to admit that for most of my semesters the demands placed on students both in the classroom and outside with internships and church involvement left little time for deep reflection and spiritual integration with what was learned in class. It felt like many times I was rushing to get things done and once the semester ended I had to gear up for the next one with little time to process and reflect what was being learned in order for it to change me deeply spiritually.” (Respondent 59)

“as a MABC practicum student, I was able to sit on sessions with counselors, and as part of that experience, I was able to use biblical examples and their interactions from the behavioral perspective, I think this approach needs to be observed and practiced in class. How a student will respond or approach an individual with both behavioral theory and biblically based” (Respondent 97)

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

“We hardly take any missions classes (looking at the last question).” (Respondent 27)

**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 was never taught premillennialism. That is a result of bad theology and Bible classes, not CE. I loved every CE class except the outdated ones - online lectures from 2001? And Media Presentations - teaching nothing new and relevant...” (Respondent 58)

“‘Organized, administered, and evaluated an educational program based on stated goals and objectives, working successfully with people from a variety of ministry situations.’ Unsure what this refers to.” (Respondent 110)

“I think it would be helpful to participate in exercises where we are forced to support our theological views. NT113 had such an exercise on the final exam, although we didn’t really practice this during the class. But the exercise was so useful, I thought it should be a standard part of the seminary education. Also, I can’t think of an arena at DTS where MACE students discuss contemporary issues (other than trends in Christian Education) and seek to apply our theological views, but I am a graduate of the Washington, DC extension site, so perhaps this is done more at Dallas.” (Respondent 233)

“It is difficult for those in full time secular jobs to lead a ministry and do the assignments for the coursework. I led one on one discipleship, and served in prayer and single parenting ministry during seminary studies. In my internship, I was practicing ministry under the guidance of my ministry mentor and could not gain fully competence in effective communication. Some online courses need to cut down busy work.” (Respondent 236)

**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?**

“Towards the end of the program I had some professors that were strong on teaching how the Biblical Story connects, many things finally started becoming one unit and making sense. However, this wasn’t the experience from the beginning. If I had had the Biblical Story introduced, I could’ve connected things more easily. Sometimes Professors assume we have some basic understandings that unfortunately we don’t have and the learning is acquired but remains isolated. Not every Professor emphasizes how what we are studying connects to the Biblical Story. I could articulate what I was learning but I could not always articulate how it connected to the Biblical Story. I think this could be improved by requiring a course or seminar in which the student learns to integrate all the pieces. Perhaps seeing a layout at the beginning of our studies and concluding with how the layout got filled in. Since we don’t study classes in the right order, I believe it is important we learn how to put everything together. I know such a class is now available, The Biblical Story or something similar. Perhaps I will return and audit it when possible as I believe this will help me put all things together. I learned little Church History or History of Theology in my program or it was visited way too fast, that’s why I feel I learned solid concepts of theology but could not articulate their historical development. However, with the theology I learned, I could study on my own its historical development if I needed to do it.” (Respondent 100)

“I believe it would be incredibly beneficial to learn more about how theology impacts missions. Perhaps there is a class on this subject and I just did not have the time or opportunity to take it.” (Respondent 196)

### **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)**

“I generally agree that I gained a knowledge of historical influences, but in my method I am much more prone to focus on biblical and theological knowledge rather than historical. I’m not sure DTS can

- do much to improve because I feel like I got a good degree of exposure to historical influences and movements.” (Respondent 30)
- “See my previous response. I did not take historical theology classes as a part of my program, so that is why I feel I am lacking there. I also feel as if there is not as much conversation regarding how the Scriptures and theology can be applied in our current cultural context.” (Respondent 32)
- “Allow for more divergence of opinion and discussion among students regarding doctrinal beliefs. As iron sharpens iron, so would some diversity of opinion help. When diversity is stifled, people learn to be quiet about their differences, rather than expressing them in the diversity that they will be faced with in ministry.” (Respondent 35)
- “All of these have been well met, but I do wish for future students to be inculcated with a better know-how concerning the historical locatedness and, therefore, limitedness feature of DTS’ specific interpretation and methodology.” (Respondent 45)
- “I feel like I feel a little less confident in my theological competency. I definitely know more theology than I did when entering, but would not necessarily feel 100% confident discussing or debating theology with people. As an MABC student, I did not need to take any of the HT classes which in one sense was beneficial as it meant less required courses but I feel like I did miss out on learning about the development of Christianity and historical influences that brought us to where we are today.” (Respondent 59)
- “Online Hebrew 101/102 is pedagogically weak, and the video is hopelessly blurry. It should not be offered as an online course until it can get re-recorded and re-thought!” (Respondent 73)
- “There was inconsistency in the quality of the Bible Exposition courses. Some only treated small portions of the sections they purported to cover. Some paid little attention to the historical context (i.e., ANE and Second Temple backgrounds). Some seemed more concerned with espousing dispensationalism than helping students discover authorial intent. I think there is room for improvement in these institutional goals through the standardization of these required courses.” (Respondent 74)
- “Do more with extrabiblical literature and Second Temple literature.” (Respondent 77)
- “I took BE101 my first semester at DTS and then took BE107 my last semester. In 107 I was asked to use all of the skills gained in 101 to write my papers and I found I had forgotten much of what I had acquired in 101. I believe other BE courses should incorporate more of those skills into the course requirements.” (Respondent 83)
- “After getting a very low score on the TBTK I am hesitant to say I understand the bible. :)” (Respondent 88)
- “We need a much stronger emphasis on the literary characteristics of scripture.” (Respondent 90)
- “Use cohort learning for online classes, not self-guided. A cohort reinforces information, self-guided instruction is too easy to skim and cram and lacks the retention that cohort learning provides” (Respondent 92)
- “I would like to audit some Greek/Hebrew after I graduate, since the MABC track doesn’t cover the linguistics.” (Respondent 93)
- “I think if we are able to learn how the historical influences affect us on a positive way in the present church, with examples or cases, to understand its impact” (Respondent 97)
- “In general, the programs need to be oriented toward ministry. There seems to be a gap between Departments and all departments are disconnected to relevant ministry.” (Respondent 98)
- “Something I think could be improved is for the student to have a better understanding of the Jewish culture and history as a people. I sought to take an elective on ministry on Jewish contexts and was never able to as it was offered during my work hours. Everything we study goes back to the Jewish people and I don’t think we were given this understanding. I recently noticed that this started being emphasized on Chapel with Messianic-Jewish guest speakers, but in my opinion



- this should be vital instruction connected to our study. I have very scarce knowledge of their feasts and celebrations, The Talmud, Tanakh, etc, and having this understanding could have brought much light to my study of Theology and the Scriptures. I have acquired the tools to go and study this myself, but I think my learning experience would have been much better if I had understood the Jewish roots throughout my studies. Having a deeper understanding of the Jewish people, worldview, and culture would have helped me build a more solid literary, historical, and theological understanding. Also, I think I lacked a basic Chronological understanding of the Biblical Story. Emphasizing chronology and connecting books with each other could have improved my learning experience. I know the information was covered, but Professors assume it's coming together in our minds when we're just trying to reconcile scattered pieces of learning and sometimes don't succeed with it. The Professor's knowledge is so much more advanced and they might not realize we have gaps and are not following successfully." (Respondent 100)
- "In certain BE/ST classes, a lot of information is thrown at students at a very fast pace. I have difficulty retaining historical information and am certainly unable to do so in the manner that biblical history is taught at DTS." (Respondent 112)
- "DTS is excellent in terms of Biblical and Theological Academic education, but the whole experience lacks soul. It feels like even the extracurricular on-campus activities are following a purely 'academic-institution' set of guidelines rather than a service, ministry, Spirit-focused inspiration. The experience is growing, but there is no evident interest in focusing on cultivating the fruits of the Spirit, particularly Joy. Earnestness and the ability to present a well-informed argument are admirable traits, but they aren't evidence of the Spirit. While I understand that it is, after all, a graduate level academic institution, it is \*ultimately\* (and one hopes intended to be primarily) a ministry for students' spiritual growth. Until ThMs, for instance, are being taught not only how to explain theology and cite origins & resources, but also how to share it in a way that makes people feel included, interested, invigorated by the message of the Gospel rather than feeling stupid, patronized, or like they are in some kind of competition, there is something lacking in the curriculum. At the very least some kind of training in Social Intelligence (Daniel Goleman) and reading one's audience before jumping in to discussions of deep theology. Overall an excellent school, but there is some growth to be had in the ministry side in my opinion. Dr. L. Burns has the best grasp of what the school's ministerial priorities could and should be, and how to implement them, of anyone I spoke to during my time on campus." (Respondent 115)
- "My pastors challenge my training because they do not feel it is transferrable in a sense because they use Wayne Grudem and follow his book and want us to use his book to train others." (Respondent 137)
- "see previous statement. younger professors that are not complacent, but are driven and are qualified teachers with the gift of teaching." (Respondent 158)
- "Give church history greater prominence in all theology classes (It is very prominent in some, less in others at present)." (Respondent 170)
- "This is not the seminaries issue, but for me, I feel some things I could have used more time to process-- maybe taking less hours at a time or something. I feel I am more competent for sure, but would not say I have complete confidence on my own accord. I am looking forward to continuing to restudy some of the material again." (Respondent 180)
- "As a cross-cultural student I did not take any historical classes except the little I received in Ecclesiology. I have never been strong in history so I would have loved to learn more, but there are no free electives in my program." (Respondent 196)
- "Church history could be better emphasized." (Respondent 205)

“Teaching of theology courses is quite abstract and heavy in terminology. Theology courses could relate more to biblical theology.” (Respondent 236)

**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)**

“The MABEL program doesn’t have many Bible and theology classes, especially not the specific theology classes (like Trinitarianism), so I wouldn’t say that I am able to explain and defend my theology. I also would not insist that MABEL students have to take all those classes (that’s what the ThM-BT program is for).” (Respondent 27)

“I think Dallas places way too much emphasis on its doctrinal statements. I agree with the overwhelming majority of the statements, but my opinion of higher education is that it should teach one to think, not to agree with a certain dogma in order to get a degree. I didn’t come to Seminary to get indoctrinated, I came to learn more about God, and, in my opinion, that happens best when ideas are being discussed, rather than being told that this is the way one should believe.” (Respondent 35)

“In general agreement with the school for the essentials, i.e., the Godhead, Christology, etc. Wish DTS offered a more robust ecclesiology (or better yet, multiple takes) as well as a better understanding of embodied know-how with regards to joining Christ in the restoration of all things.” (Respondent 45)

“I’m not sure how well I could articulate doctrine in a different cultural setting - the world missions courses were helpful but might be able to be emphasized a bit more.” (Respondent 60)

“We need more early church history. HT101 felt very rushed.” (Respondent 73)

“Again, cohort learning would make these concepts stick.” (Respondent 92)

“Except for the issues of Spiritual Gifts, as I am a charismatic. So, aside from the cessationist stance towards some of the gifts, I largely agree with the doctrinal statement of DTS.” (Respondent 93)

“Although I checked everything above, the learning experience could be improved if the Seminary invited guest speakers from different denominations. Students need to be exposed to the reality out there, we will not be working with individuals that believe 100% what we believe and if we’re not exposed to this as part of our learning, this will create a lot of conflicts in ministry. Students need to learn that ministry can be done with others even if our views are different in the non-essentials. Just from listening to classmates in class, it seemed they would never succeed in working with someone who was not from their same denomination. They had no flexibility for differing opinions and this does not prepare them for the real world of ministry. Others would also not benefit from the graduating students’ training since they might only want to teach those that hold their same tenets.” (Respondent 100)

“I think it is impossible. The reason I did not mark the two competencies above is because that is so much diversity and strange teachings on the fringes that it cannot all be covered.” (Respondent 102)

“None. I admit that I was not too concerned with defending the Seminary’s doctrinal statement. I was more concerned with figuring out my own. I assume there may be minor points of doctrine in which I may change or disagree with the Seminary. For example, I am still unsure about a physical rapture in which we are caught up in the air only to immediately return to earth.” (Respondent 110)

- “There is not much cross-cultural work required for the ThM and I did not do much on my own, so I cannot agree that I achieved competency in ‘I am able to articulate and explain Christian doctrine in worldwide ministry.’ ” (Respondent 144)
- “Many of the above competencies would require specific apologetics classes.” (Respondent 170)
- “Dispensationalism is not terribly necessary. I have less hope in a pretrib rapture now that I have seen the evidence for it.” (Respondent 172)
- “There is an odd preoccupation with ‘defending’ in these statements. I think we are a little too preoccupied with circling the wagons and cutting ourselves off from the insights of others/considering that what they have to say that might actually be to our benefit.” (Respondent 201)
- “I had limited experience with articulating doctrine in a variety of cultural settings. My internship didn’t involve this. I think requiring AGAPE projects for MACE students could help with this.” (Respondent 233)

**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)**

- “I don’t remember any classes or instruction concerning how to do vision so it is an area I feel uncomfortable with. The action plan one is a matter of not knowing a definition of what it would look like. I probably could but don’t know what you are asking for.” (Respondent 26)
- “I believe these are all true to degrees, but I would say that I have mastered any of these areas, nor do I represent them as consistently as I would like/ ought. My time at DTS helped challenge and equip me in these areas tremendously, but it also revealed how much growth needs to take place in each of these areas as well. So I agree to degrees of competency but with the acknowledgement that each is still lacking and needs development.” (Respondent 30)
- “My internship was fantastic, but it wasn’t closely supervised from DTS. I think student feedback should be encouraged and then sites required or eliminated based on the feedback of student and mentors.” (Respondent 35)
- “Do not like the auspices that typically come with, ‘servant leadership.’ Also, not able to judge myself on these areas without the help of the body of Christ that I am embedded within.” (Respondent 45)
- “There are a large number of graduates who will end up in ‘secular’ work which I feel there could be more preparation for. May be a few courses on business ethics, christian business leadership, employee/employer relationships, etc.” (Respondent 60)
- “ ‘Servant leadership’ is more or less a buzz word that gets used at chapel quite a bit but never really gets defined or taught. We ought to be more interested in sanctification, the result of which for many people will be effective servant leadership.” (Respondent 73)
- “MABC does not focus on leadership. I have learned leadership from my previous career and church education.” (Respondent 88)
- “Can’t say any of my core classes really taught leadership/management/vision casting skills.” (Respondent 90)
- “None of what I checked off above came from my time in the MACL program. Most of what I can say that I have ‘achieved’ has come from personal study, reading, listening and counseling and being surrounded by others who model the same behavior and encourage it in me. Not my coursework.” (Respondent 92)

“Less of the MABC program focuses on leadership, so it would be difficult for me to speak to this. I know as an entrepreneur, a lot of the counseling skills I have learned at DTS have helped me be more listening and understanding to those that I lead in the business world.” (Respondent 93)

“The learning experience could be improved by incorporating to the faculty Professors from varied ethnicities and trained in other Seminaries, even overseas Seminaries. The Seminary could work to bring more guest speakers from different cultures and backgrounds. What I’m trying to say is that it is easy to be a servant leader among those who look like you and act like you, but many students are not prepared to work in multicultural contexts. In present day America, this will not bring successful ministry and gospel expansion. Most Professors are white, most conference speakers are white, most women speaking at women events are white. We know God is moving among all ethnic groups and I’d love for the Seminary to incorporate ministry leaders from all backgrounds to all Seminary activities. Otherwise, graduates are sent to ministry with exposure to teaching from those of their same ethnic group and worldview. This will reduce ministry effectiveness and evangelization, this will not develop the true world leaders that are much needed right now. Leading those that look different from you, that earn different incomes, that have accents, that do not have a formal education, etc, will look very different from leading those of your same background. Many males at the Seminary need to learn how to be servant leaders when leading the women God has entrusted to their care. I would love for all graduates to have exposure to the real world and love for all those God is drawing to Himself.” (Respondent 100)

“The reason I did not mark the above statements is because I am not in pastoral ministry at the moment and I cannot say I am able to demonstrate my competency until I am ministering and have a chance to prove myself.” (Respondent 102)

“ ‘I demonstrate the ability to appraise my own personal ministry visions.’ What does this mean?? I’m able to evaluate whether my ministry visions are realistic or not? ‘I demonstrate the ability to formulate a specific action plan for personal leadership development.’ I believe I can do this but not sure I’ve done this at DTS.” (Respondent 110)

“I think this is a strength of the MACL” (Respondent 137)

“My numerous health issues really hindered my ability to demonstrate leadership in these servant leadership areas. Nothing the seminary can really do, but I can not say I achieved competency in these areas. I feel confident in my abilities in these areas, but I was not given a chance to really prove competency in them.” (Respondent 144)

“The Spiritual Formation program is a useful tool for appraising ministry visions and formulating action plans. However, this was the only class that I took where these things were an integral part of the curriculum. Therefore, I have only received peer support and not professional support for these skills.” (Respondent 170)

“The leadership aspects of servant-leadership are overtly missing from the MACS curriculum unless you take an EML elective in that area.” (Respondent 218)

**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)**

“These are all a bit abstract, but in general I feel strong in learning how to ‘listen’ and participate in meaningful ‘conversation’ that does not univocally denounce before actually dialoguing.” (Respondent 45)

- “I do think that their needs to be more cultural engagement and open dialogue on campus as well as diversifying faculty, chapel speakers, and the student body population. I saw more progress this semester than ever before with opportunities for open dialogue, spoken word performed in chapel, and the deaf student awareness chapel but I would encourage DTS to work on continuing down this path.” (Respondent 59)
- “I feel especially dumb when it comes to understanding Reformed and covenant theology as compared to my peers from such traditions, even those without any formal theological training. Since one of the seminary’s goals is to prepare us for public theological dialogue, this is a hole which needs to be fixed.” (Respondent 73)
- “Programs and classes need to be more relevant to cultural diversity” (Respondent 98)
- “The learning could be improved by teaching students to relate to males and females, people older than themselves, and people from non-denominational backgrounds, or people of difference in general. I observed how many young people did not value older/senior students’ contributions and wisdom, and this is a BIG mistake when heading out to ministry. At times they wouldn’t even respect the Professors. Many jokes or derogatory comments were made in classrooms, on occasions by Professors themselves, and even by Chapel speakers concerning believers, pastors, and leaders from Charismatic backgrounds or non-denominational backgrounds. I believe it is vital that students learn to relate to ALL believers, this doesn’t mean they have to compromise what they hold as their essential beliefs, it just means they have to be respectful towards other individuals God has redeemed.” (Respondent 100)
- “Loved it!” (Respondent 110)
- “I don’t know that the seminary could help much in this area simply because my lack of competency is due more to lack of experience than anything else. When I was in class on campus I had a lot of opportunity to engage with others from different cultures. But since the majority of my time was on-line, I kind of stayed in my own little bubble. Cultural context did not often come up within the online environment in such a way that I was able to engage with it.” (Respondent 133)
- “What I checked was a result of things that were formulated from experiences and ministry before DTS. I think the chapels that are happening to start conversations regarding race, and cultural issues are a great starting point. It is difficult to engage the population of students that is online.” (Respondent 137)
- “Improving students’ ability to dialogue is not a particularly strong part of the general DTS curriculum. Some professors encourage it in their classrooms - but usually it is dominated by two or three students. Other teachers are far more comfortable simply lecturing.” (Respondent 170)
- “I just had no experience in this area in my time at DTS.” (Respondent 173)
- “DTS did not prepare me for or incorporate global conversations related to social, cultural, religious, biblical, and theological concerns as much as it could have in the classroom.” (Respondent 205)
- “Classes could use more ‘global conversations related to social, cultural, religious, biblical, and theological concerns’ for class discussion and lectures.” (Respondent 236)

**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)**

- “I would again say that these are true to degrees. I think the statement, ‘The more you know, the more you realize you don’t know,’ is true in regards to these areas for me. I have grown and I think my life does reflect devotion to God and active pursuit of him, but I realize now more than ever how lazy my love tends to be and how deeply divided my affections are. My time in seminary was

- incredible, but I found my love for the Lord challenged and dwindling at times as I tried to keep life in proper tension. I did not always feel like seminary helped me love God more, but I'm certain that that has a lot more to do with my perspective and how I went about the work/ what my motivations were, than anything the seminary did. I appreciated professors who articulated the need to guard time and realize when enough was enough in regards to seminary work. Professors often encouraged us to guard our families and our souls, but that was very difficult for me. To keep that in front of the students and to instruct them on how to do good work during seminary would be helpful." (Respondent 30)
- "Spiritual formation was excellent, practical application of what we were learning -- one of my favorite educational experiences." (Respondent 35)
- "I will say that my time at DTS felt very dry spiritually because the word became so academic to me. I do have a deeper and greater understanding but have a deep desire for the word to feel like life again and not an assignment. The foundation laid in my time at DTS is immeasurably valuable so I am extremely grateful. I don't have a solution to make that better, just a personal struggle I experienced." (Respondent 38)
- "Wouldn't be able to judge the first category. As for the second, 'effectiveness' and 'impact' are concepts that I find myself more adverse. I am acutely aware of my spiritual journey, especially encountered failures." (Respondent 45)
- "More time to really reflect on what is being learned in class and not feeling so overwhelmed and overburdened with demands and expectations that we are just rushing through to keep up and get done." (Respondent 59)
- "not sure what 'coherent Christian spirituality' means" (Respondent 69)
- "SF curriculum did not contribute to my Christian spirituality." (Respondent 73)
- "In order to answer these, I have to step back, because there are weeks were I feel like I love others less than I did the previous week. When I step back, however, I can see an overall pattern of growth and increasing fruit. As for improvement, I think anything that values vulnerability over academic esteem is a step in the right direction. Any academic setting can pressure people to want to 'impress', but it is, in my opinion one of the greatest hindrances to Spiritual growth, so anything that encourages service over academic achievement..." (Respondent 93)
- "I would have loved to see more prayer in classrooms, more concern for the needs of students present in class. Although Seminary is not church, not many reacted with compassion when we had students who would share deep burdens, medical diagnosis or crisis. We as students need to learn that ministry takes place everywhere and a hurting brother or sister is as important as what needs to be covered in class." (Respondent 100)
- "I think that seminary has in a way beaten me down a little bit spiritually. It became such a chore to keep up with reading scripture/so much theology etc. that it became dry for me. Especially because I was so overwhelmed with trying to keep up with a heavy class load/working a lot of hours/maintaining church membership and service. As seminary students at an expensive school we are not given the opportunity to be still often- this hindered my relationship with the Lord. I want to start rebuilding it now that I have time to breath again." (Respondent 112)
- "Allow online students to cultivate relationships with peers or staff from the beginning to help students have accountability through the whole journey." (Respondent 137)
- "I cannot say that I demonstrate love to others and increasing love and devotion to God. It is not really the seminary's fault though. I had a mentor betray me during my internship. My health issues left me feeling depressed and exhausted and I was never able to really use my gifts to serve others and receive appreciation from them for using those gifts. In fact, these days I struggle daily to believe that God does indeed love me because I feel like I have wasted 6 years of my life

here. Again though, most if not all of these things are outside the seminary's control."  
(Respondent 144)

"Self evaluation of increased love and devotion to God and loving service to others seems best determined by someone other than myself. The same goes for how effectively I pursue a 'coherent and personal Christian spirituality...'" (Respondent 223)

**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)**

"I have never been very persuasive. I have tried and it doesn't work and I have no idea how to teach it without being manipulative. I have improved my oral and written presentation while here at seminary. I didn't have any classes on blogging, or twitter, and I have not been very good at them in the first place. I don't know if it would be a brown bag seminar offering."  
(Respondent 26)

"In which classes were we supposed to learn all this stuff?? Not in my classes." (Respondent 27)

"I feel as if I have no experience with media applications." (Respondent 32)

"I am still not the best at utilizing all electronic media can do, but I am getting better and know how to access resources that can assist." (Respondent 35)

"I need more practice in delivering sermons, but that is not really the seminary's responsibility."  
(Respondent 39)

"I would probably mark all within the first category, except that I think univocally predicating that 'I persuade' is a bit monomaniacal. I have inchoate faith in my attempt to persuade others while being open to being surprised by the Spirit with regards to real-life conversation."  
(Respondent 45)

"Logos training!! And an update to the Media Presentations class." (Respondent 58)

"I can deliver an oral presentation but I'm not sure that I've ever needed to deliver one at DTS that was influenced at changing others? My presentations for school usually consisted of giving information, not trying to change the audience." (Respondent 59)

"oral and electronic presenting were addressed in a couple of classes but seemed like afterthoughts compared to the emphasis on written communication. More assignments requiring these other types of communication should be prioritized." (Respondent 60)

"preaching electives at Washington, DC campus" (Respondent 69)

"DTS has some of the very best professors I've ever encountered - professors that are experts in teaching techniques. I was extremely disappointed in the one CE class I took (CE 105) because it did not teach me how to teach. In fact, CE 105 was the only class I took at DTS I considered a waste of time. The focus of the class was teaching techniques, but those techniques did not match the techniques of the professors I considered to be world-class professors. I found the techniques I 'learned' in CE 105 to be trite and gimmicky - not techniques I would ever consider using. I think DTS needs to completely revamp its education classes so that students receive insight into how to teach effectively in the same way DTS' world-class professors teach. I really disliked the CE class I took. I learned nothing in the class that will help me teach in the future."  
(Respondent 71)

"Let us use notes for preaching. The 'no notes' method is unrealistic." (Respondent 73)

"We need more crossover between the Media Arts and Worship and the ThM programs. Things like effective communication using social media, etc would be good skills to have. Have Svigel teach it with someone else to moderate his bluntness." (Respondent 90)

- “Professors need to be sensitive to international students. We may come writing on our own culture’s style and all we need is an explanation that we must switch to English style and rhetoric in order to be academically successful while at Seminary. It took me a long time to figure out the dynamics of page limits... if someone had explained it, I would not have wasted time writing many more pages in what I valued as a learning experience. In the end, I got penalized for writing more pages than I was asked, and this was cultural shock for me. Understanding the dynamics of Western graduate school would have been helpful, perhaps just a gathering with Professors who had been missionaries would have helped. However, it would be helpful to build awareness so international students do not lose their own cultural writing and speaking styles as often times by the time they go back to minister to their own people, they have adopted the Western writing and speaking style. If our international styles are completely wiped out, it will be hard to recover them and we might not be as successful when we go and minister to specific groups. I often heard ‘go to the point,’ but in my culture at times going to the point is not the priority, but the discussion that arises while we were trying to go to the point. It is not bad that we learn the Western communication style and adhere to Western academic standards, but we must not forget that that is not the only effective communication style for all people groups.” (Respondent 100)
- “I simply need to learn how to use media better. I am not very skilled technologically. However, teaching ThM students how to use varying technological means to communicate should not be a part of the program. It is big enough as it is.” (Respondent 102)
- “As an MABC student, I never had to deliver an oral presentation designed to effect change on my audience.” (Respondent 112)
- “Any skill I have in persuading others with respect to biblical and theological truth by means of electronic media are skills I brought in to the Seminary/have learned by chance. I think the school would benefit SIGNIFICANTLY in equipping students for this day and age by having a mandatory class for all students that is purely focused on evangelism on the internet, i.e. Social media platforms, blogs, etc. After all, the Media Arts program are not the only people in the school with constant electronic contact with the rest of the world- those who are not planning to be professional bloggers would still benefit from knowing HOW to present the gospel in a forum where facial expressions are not a factor, and far more people are reading your posts than just the ones you may think you are engaging. Too often are believers making rookie mistakes in what they post online, not considering the way it will be received by onlookers who are not their intended audience, but reading their posts nevertheless.” (Respondent 115)
- “The mandatory RS research class needs revamped. The one I had to take my first semester was not helpful and I learned each time I went to a super week from other students tips and tricks for everything from the online template, to how to borrow from library when you are online student. Help new students out that are online students. Don’t assume they are figuring it out. Assume they are clueless.” (Respondent 137)
- “Skills in oral and electronic media are only taught in classes specializing in these areas.” (Respondent 170)
- “I am still nervous about the oral presentation aspect; I am more comfortable with a teaching method. One class required this at my time at DTS in the education department. There was not really oral presentations required in BE or ST courses.” (Respondent 180)
- “There is an unsettling preoccupation here with ‘persuading’ through media. As an artist persuasion is NOT my job. My job is to provide an experience of presence.” (Respondent 201)
- “I did not use a whole lot of electronic media in my program, and I believe learning more of that would be helpful” (Respondent 222)



“The media portion of the EML class needs to have teaching assistants to assist those who are struggling. A whole day was spent in class, but I am an older student who struggled to keep up with the tools taught and there was no TA to assist. Some classes could have speech for assignment instead of all being papers.” (Respondent 236)

### **The thing I like best about Dallas Theological Seminary is:**

“The quality of the teachers” (Respondent 1)

“I really enjoyed being able to go through as many topics as I did. For the BE classes, we covered as much as we could and I would like to go back and audit them again just to deepen my understanding of them, but I love how broad of a spectrum we cover between the BE and ST classes.” (Respondent 2)

“the emphasis on the word of God as authoritative.” (Respondent 3)

“Emphasis on the importance of exegesis of the text.” (Respondent 4)

“The online course offerings were excellent and the administration of the online system was also excellent. I was able to complete all course work with a very minimum of any technical difficulties. Very professionally done.” (Respondent 5)

“The professors who poured into me and took a specific interest in me as an individual. I also really appreciated the Seminary's pursuit of academic depth. While so many institutions are cutting back in areas of depth of teaching, DTS is continuing to push the envelope and challenge students.” (Respondent 6)

“it's willingness to not settle in the teaching of God's Word.” (Respondent 7)

“Adherence to academic excellence while holding firm to scripture.” (Respondent 8)

“The dedication to biblical teaching and equipping. I love that DTS is centered on the entirety of God's Word and communicating it well.” (Respondent 9)

“In my opinion, the instruction is second to none.” (Respondent 11)

“The people I met through it.” (Respondent 12)

“The authenticity of the faculty.” (Respondent 14)

“The professors and the students I interacted with-- such deep, God-following men and women who strived to push one another towards Christ.” (Respondent 15)

“The Professors. They are humble, godly, highly competent men and women who make the Scriptures come to life.” (Respondent 16)

“The professors and thorough curriculum.” (Respondent 17)

“broad content” (Respondent 18)

“Outstanding profs!!!!” (Respondent 19)

“Theology Department” (Respondent 20, MACB, MAIN)

“Overall, I greatly enjoyed my time at DTS over the last couple years. It is very easy to see that DTS is Christ centered and that the professors want to help students grow in relationships with Christ. I really liked how we go through all 66 books of the Bible at DTS, and that the professors are very effective at teaching the material in a way that causes you to think.” (Respondent 21)

“the in-depth study of the word of God. The knowledge that professors brought to the courses was very helpful.” (Respondent 22)

“I love the professors and the teaching.” (Respondent 23)

“The professors...some in particular really ministered to me. Dr. Holsteen was fantastic.” (Respondent 24)

“Most faculty members model the school's motto.” (Respondent 25)

“It's depth and challenge mitigated by grace.” (Respondent 26)

- “the people.” (Respondent 27)
- “Devotion to scripture” (Respondent 28)
- “The professors and its long standing tradition of biblical faithfulness.” (Respondent 29)
- “The ministry residency and the spiritual formation groups were the most influential elements of my time at DTS. However, being a distance student who took many classes online, I know my experience was not as rich as those who lived in Dallas and took all of their classes live with professors and other students. Every interaction I had with the professors was good.” (Respondent 30)
- “Focus on the word of God and figuring out what God means by what He says not just interpreting things based on feeling, etc. Loved the focus on the big picture story of the Bible and how all the individual books play into that larger meta-narrative.” (Respondent 31)
- “the culture of kindness and support demonstrated by the faculty and students.” (Respondent 32)
- “The professors’ love for the Lord exemplified in their teaching. - Dr. Burns, Dr. Yarbrough, Dr. Kreider, Dr. Allen, Dr. Edwards, Dr. Baker, Dr. Glahn, Dr. Lawson, Dr. Hitchcock, Dr. Grant - Brilliant teaching - All 66 Books - Chapel Speakers & Guest Lecturers - DTS App - Chapel Access & Availability to Share Messages - Cultural Engagement - Particularly Christopher Yuan’s Interview - TMS” (Respondent 34)
- “Biblical based learning.” (Respondent 35)
- “The professors.” (Respondent 37)
- “The compassion and grace I experienced in all departments of the campus. This season of my life came with an unusual amount of personal trials out of my control. I was met with so much grace and support. I was a HUGE blessing.” (Respondent 38)
- “The camaraderie and the feeling of fellowship in pursuit of a worthy goal. This applies to the professors as well as the students. DTS is a friendly place, a serious place, and a spiritual place.” (Respondent 39)
- “Missions Department. Anna Jean from the Registrar Office has excellent can do spirit and customer service. I wish all the admin staff could be trained by her.” (Respondent 40)
- “the faculty.” (Respondent 41)
- “Studying individual books of the Bible and all the professors are wonderful” (Respondent 42)
- “The quality of the professors, the intentionality of each course, the commitment to orthodox doctrine, the love for students.” (Respondent 43)
- “The high caliber teaching on Bible and theology. The excellent professors who devote themselves to their students and the material they are teaching.” (Respondent 44)
- “Dr. Basselin K Pastore Katie Fischer Matt Snyder Garrett Flatt Wilton Howard Jayme Hightower Chris Dortch Matt Lyons Soon to hopefully be ‘Dr.’ Sten-Erik Armitage Dr. Kreider Dr. Horrell Dr. Harris And many others who have formed and shaped my theological imagination.” (Respondent 45)
- “The humility of the professors who are dedicated to teaching and pastorally caring for their students.” (Respondent 46)
- “Its commitment to the word of God” (Respondent 47)
- “the heart and expertise of the faculty as well as the seminary’s awareness of real life issues in society and church.” (Respondent 48)
- “how consistent and congruent classes were. I will never forgot during my first week of my first semester how in three different classes (one theology, one evangelism and one bible exposition) how each professor indicated similarly one nuance about the text. I loved how Greek and Hebrew classes helped us pour over the exegetical side of the text and how preaching then connected exegetical outlines to theological outline to homiletical outlines. All in all, I love how each class seemed to build upon the next. The connection was superb.” (Respondent 49)
- “The willingness of the profs to help. I genuinely felt like the faculty cared for me.” (Respondent 50)

- “Professors, classes and the academic challenge” (Respondent 51)
- “The biblically based worldview it instills, with a dispensational foundation.” (Respondent 54)
- “Learning the Word - in a way that I can break it down and use it with an average person (not just at a seminary level). Also, the people I have had the opportunity and blessing of getting to know, walk through life here with, learn from and grow together with.” (Respondent 55)
- “The friendships I made in spiritual formation truly helped me surrender areas of my life, where I needed to surrender to Jesus. I remain a work in progress, but I am continuing to grow in my faith and practice to become more like Christ. My SF friends were a tremendous blessing to me while I walked through some hard times in my relationship with Jesus. Spiritual Formation at DTS is truly transformative.” (Respondent 56)
- “Dr. Sue Edwards!!” (Respondent 58)
- “I have loved the opportunity to study at a school that is committed to the word of God and to study alongside a body of believers. I have learned so much during my time at DTS and have grown in many ways. The school is committed to preserving its founding principles without being resistant to change and I appreciate that delicate balance.” (Respondent 59)
- “The student community is outstanding” (Respondent 60)
- “quality of instruction in bible and theology.” (Respondent 61)
- “The learning of scripture and its contents” (Respondent 62)
- “the professors in the MABC department. FANTASTIC! also being the only seminary to fully integrate theology and psychology is why I came” (Respondent 63)
- “The flexibility of online courses.” (Respondent 64)
- “professors, online format” (Respondent 65)
- “the faculty” (Respondent 66)
- “Doctrinal statement I agree with.” (Respondent 67)
- “A number of the professors taught me the depths of God’s grace the way that I envision Dr. Chafer would have taught on grace. Specifically I am thinking of Drs. Kreider, Yarbrough, and Allen. I appreciate the importance of DTS’s own tradition and the way some professor’s expounded on not only that history, but the value of historical orthodoxy. Specially, I am thinking of Drs. Svigel and John Hannah, and Prof. Armitage.” (Respondent 69)
- “The faculty at DTS is unrivaled. It has been such a privilege to study under such giants.” (Respondent 70)
- “The professors live the motto - they teach truth and the love well.” (Respondent 71)
- “The sound biblical teaching and professors who were humble in their pursuit and teaching of the word.” (Respondent 72)
- “Greek exegesis.” (Respondent 73)
- “The training in the biblical language, especially grammatical analysis, is world-class and gave me a foundation for my PhD research at another institution.” (Respondent 74)
- “its commitment to furthering the Kingdom through education and ministerial practice.” (Respondent 75)
- “The affordable education and dedication to studying the Scriptures in the original languages in their original contexts.” (Respondent 76)
- “bible training and friendliness of professors.” (Respondent 77)
- “The personal interaction with and genuine care of the professors.” (Respondent 78)
- “DTS faculty and staff being part of God’s drawing me closer and enabling me to serve Him more fully.” (Respondent 79)
- “the people (i.e. faculty and staff). I deeply appreciate my professors in Theological Studies and everyone associated with the Ph.D. Studies department.” (Respondent 80)

- “the professors and teaching; also the philosophy of the school motto was evident throughout - Teach Truth Love Well.” (Respondent 81)
- “It models academic excellence and its reputation across the country and locally is stellar.” (Respondent 82, MBTO, HO)
- “being around such incredible scholars.” (Respondent 83)
- “The professors genuinely seemed to care about me as a person as well as my educational pursuits” (Respondent 84)
- “I feel equipped to teach, serve, lead.” (Respondent 85)
- “The support of the professors” (Respondent 86)
- “The small classroom sizes.” (Respondent 87)
- “The atmosphere. DTS atmosphere is full of grace, love, and excellence.” (Respondent 88)
- “the online course application which included video, PowerPoints and written transcripts. Kept me engaged and felt a part of the actual class.” (Respondent 89)
- “The authentic, vulnerable, knowledgeable, caring faculty.” (Respondent 90)
- “It’s strong and obvious commitment to a quality biblical and theological education.” (Respondent 92)
- “The thoroughness and respect for the Word and its possible interpretations within orthodoxy.” (Respondent 93)
- “the library, with so many wonderful books” (Respondent 94)
- “The commitment of the staff to make what time I spent on campus the best experience possible.” (Respondent 95)
- “The seminary stays true to Scripture and does not vary off course.” (Respondent 96)
- “I was able to appreciate the scriptures, i was able to find other people who are as passionate as I am,” (Respondent 97)
- “Rigor and challenge” (Respondent 98)
- “the other students and it’s devotion to Scripture.” (Respondent 99)
- “The cross-cultural learning/understanding I gained in my program and how it connects to God’s salvific plan. I cannot fathom ministry without the understanding I gained on cultural dynamics and worldview. I LOVED my program and all the wisdom I received from the many Professors who had been missionaries.” (Respondent 100)
- “The faculty and the teaching of all 66 books of the Bible.” (Respondent 101)
- “The professors are very knowledgeable and skilled at teaching what they know. They are accessible should we need to meet with them outside of class. Plus, I love how humble they all are. To see people who are so smart being humble causes the students to be humble as we grow in our own understanding.” (Respondent 102)
- “the professors and the emphasis on Scripture, doctrine, and impacting society with Christ’s love.” (Respondent 103)
- “Most professors demonstrate their genuine concern about the welfare of students, both academically and personally. I enjoyed the diversity of the student population which allows students to interact and learn about other ethnicities in an academic setting and this will be helpful in ministry. I believe the student groups add tremendous value to the seminary experience in terms of providing another opportunity for students to be in community; additionally, the community brings awareness of unique areas of interests to other students. I enjoyed the chapel services and the exposure to speakers that we may not otherwise hear or meet in person.” (Respondent 104)
- “To me, it seems a sincere place. Meaning, I think the faculty members under whom I sat truly want to impart not only knowledge and how to do ministry but also how to live a godly life as a seminarian and as a minister of the gospel (in whatever capacity) after seminary.” (Respondent 105)

- “The excellent theology and lecture.” (Respondent 107)
- “It’s commitment to Biblical exposition. Also, just as important, I like the gracious and Christ-like attitudes of most of the staff I encountered.” (Respondent 108)
- “Commitment to studying the Word rigorously.” (Respondent 110)
- “The interactions among students and professors.” (Respondent 111)
- “the commitment to the grammatical historical interpretation of scripture that provides a foundation for understanding and presenting the truth within a unified metanarrative of all scripture.” (Respondent 113)
- “My class with Dr. Allen. I felt like he was extremely engaging and passionate about the material he was teaching. He also had a lot of personal experience from visits to places in the books of the Bible that he taught. I was greatly blessed by his class.” (Respondent 114)
- “Intentionality. Everyone really seems to be there to serve and with an intent to move students forward in ministry.” (Respondent 115)
- “that it advocates for solid biblical theology and equips its students with the resources to proclaim the Word from a literal, grammatical, historical interpretive method and that it promotes studying the whole counsel of God’s Word.” (Respondent 116)
- “the people and the environment as a whole.” (Respondent 117)
- “the education I received.” (Respondent 118)
- “how the Bible is taught thoroughly and in depth.” (Respondent 119)
- “The rigorous work load and expansive studies” (Respondent 120)
- “My theology and missions classes and some professors: Calenberg , Bramer , Hatteberg, Allen, martin , and horrell made my time at seminary the best experience for me . And I can’t forget Baylis , I didn’t agree with a lot that the taught, but I definitely liked being in his class . He made me a better student.” (Respondent 121)
- “Theology classas” (Respondent 122)
- “The faculty were amazing--so gracious, so thoughtful, just the absolute epitome of what it looks like to teach truth and love well. My life is forever changed because of their patient instruction and kindness.” (Respondent 124)
- “The biblical and theological knowledge gained.” (Respondent 128)
- “Its commitment to teaching the truth about God’s word.” (Respondent 129)
- “The biblical classes” (Respondent 130)
- “The faculty and students in my preaching cohort classes.” (Respondent 131)
- “Commitment to teaching all 66 books of the Bible with an appreciation for the context in which it is written for the purpose of applying its truth to my life and the lives of those that I will serve” (Respondent 132)
- “My time on campus really helped me to feel like I was part of the seminary student body. The faculty were all encouraging and engaging both in person and online. The opportunity to stay on campus through subleasing (during SuperWeek, etc.) also helped with feeling like I was part of the DTS student body. Going through Spiritual Formation was huge for me. It helped me to see spiritual baggage I had been carrying around for years that I didn’t realize I had. Going through SF my first year was so important to how I handled the next two years.” (Respondent 133)
- “The teacher” (Respondent 134)
- “Amazing professors, solid Bible focus” (Respondent 135)
- “The quality of the faculty, the comprehensiveness of the ThM curriculum, and the quality of the education as apriori aspects of DTS that make it incredibly valuable as an institution, I have to say the SF program and the Internship program are what have been the most life giving and valuable to me in my overall experience here. They typically get short-shrift because in a short sighted fashion many only want to focus on the academics or are unable to see the value

- because of the rigor of the rest of the curricula. However, my life experience before coming here is dramatic proof that is one does not watch over one's heart (and character) with all diligence, there is great potential for one to derail in life and ministry. The internship gave me a practical laboratory in which to apply and grow in my ministry gifts and calling. It was the place to put the classroom to reality. Again, I think many students don't get as much out of the experience as they can because they are kicking against the goads of the requirement itself, and fail to develop and execute an effective plan for growth and development through the internship."  
(Respondent 136)
- "our professors!! They are amazing men and women of God!! It has been an incredible journey of a lifetime to study under the leadership of this school." (Respondent 137)
- "The instruction is Biblically based. I felt like I was growing in my understanding of the Scriptures themselves, not simply theological terms or ideas. My knowledge grew, but more importantly my faith grew and for this I am eternally grateful to DTS. Also, since I am currently serving in the ministry I was able to apply with immediacy things that I was learning through lectures, reading, and assignments." (Respondent 138)
- "The learning experience with the professors." (Respondent 141)
- "DTS is very strong in Bible. I appreciate much on the focus on the understanding of the Scripture."  
(Respondent 142)
- "the love that shown by the professors towards the students when teaching them the truth."  
(Respondent 143)
- "I like the understanding and compassion that various staff and faculty members showed me during my health issues. I was never denied a course extension when I needed and was always given extra time to complete assignments when my health issues put me behind." (Respondent 144)
- "The reason I chose Dallas Seminary and what I still highly value about the seminary is its commitment to the teaching the complete truth of scripture while loving well. I believe that if the goal of the seminary's instruction is love, then the goal is being achieved by leadership and faculty who are making this a beautiful reality for DTS students who become passionate to model this goal to the world." (Respondent 145)
- "The rigor, professionalism and commitment to very high standards." (Respondent 146)
- "My experience is that the professors truly care about the students, and are willing to make themselves available to help the students in any way they can. At the same time, all students are encouraged and challenged to think more deeply, to broaden their understanding of biblical truth in light of current culture, and to widen their vision of what can be accomplished."  
(Respondent 148)
- "the online program; many wonderful teachers" (Respondent 149)
- "That they teach all 66 books and keep Christ at the center." (Respondent 150)
- "the professors and the high standards placed on biblical studies." (Respondent 151)
- "The teaching (especially that all 66 books are taught)." (Respondent 152)
- "I Love the spiritual oasis DTS became in my life, allowing me to rejuvenate and retool in the midst of a world becoming darker and darker. I loved sitting shoulder to shoulder with fellow believers, both men and women, and actually feeling the process of iron sharpening iron."  
(Respondent 154)
- "My professors. This is a theological perspective that's not possible anywhere else. Where else are you going to find A Dr. Ron Allen, A Svigel and a Jim Allman? Where are you going to find thoughtful Reformed theology with a sensitized reading of the OT?" (Respondent 155)
- "Resources, teacher" (Respondent 156)
- "The relationship with the professors." (Respondent 157)

- “organization. all the departments are organized and it is easy to navigate the registration, application, and graduation process.” (Respondent 158)
- “the growth of the institution in engaging cultural and social issues.” (Respondent 159)
- “that it is solidly grounded in and committed to the truth of God’s Word, and has allowed me to wrestle with grey areas in a safe space. The professors have all been humble, kind, engaging, and inspirational.” (Respondent 160)
- “the consistent focus on the Bible and Jesus Christ.” (Respondent 161)
- “My on campus (Dallas) experience.” (Respondent 162)
- “Its focus on the scriptures and servanthood” (Respondent 164)
- “Teaching of the Word by people who know it far more than I do (Dr. Brahmer, Ronald Allen)” (Respondent 165)
- “The Faculty of the D.Min Department. They were on point in what it means to minister in today’s environment. Special kudos to Scott Barfoot, George Hilman, Dr. John Reed who were always available to help as I struggled through my applied research project.” (Respondent 166)
- “It’s commitment to Biblical accuracy and education” (Respondent 167)
- “the passion and excellence of the professors.” (Respondent 168)
- “Dedication to Bible and Theology.” (Respondent 169)
- “The love and compassion that is consistently demonstrated by so many people on campus.” (Respondent 170)
- “Dr. Coover-Cox. Science should figure out how to clone her. Her teaching style, demeanor, and care for students is surpassed by none. She is quiet and regularly that gets her overlooked when compared to the loud ones like Glahn. But, Coover-Cox does more to help students than any prof I have had anywhere. She has a depth of insight into how academia should work to advance the knowledge of God in her students that she lives out each day. And she is a woman working in an environment where many of the other women harbor and promote resentment, yet she remains unresentful. She gives me hope that I could find a woman as smart as her who doesn’t harbor anger and resentment. I have met Chuck a couple times and I love the stories she tells about the two of them. I can tell she respects him. She is the epitome of what a seminary professor should be in my opinion. She knows her Bible, is fully qualified academically, and lives a life that should be a model for her students.” (Respondent 172)
- “The commitment to a high view of Scripture and the rigorous academic expectations.” (Respondent 173)
- “The accessibility and willingness of the professors to meet regularly.” (Respondent 174)
- “the seminary as a whole and specific faculty are very open and honest about their doctrinal views.” (Respondent 175)
- “Its commitment to training ministry leaders that can handle the Scriptures.” (Respondent 176)
- “what I learned about the God of the Bible. Relationships grow when you learned more about each other. God knew all about me but biblical and theologically I knew little about Him. My relationship with the God has deepened since I have learned more about Him.” (Respondent 177)
- “the way the teachers would tell you what they believe but give you the opportunity to come to your own conclusions.” (Respondent 178)
- “The diversity for one--in the students and the staff. The holistic approach to theological training by really focusing on the spiritual development of the students was very effective. Covering all 66 books!” (Respondent 180)
- “The seriousness of biblical exegesis and respect of historical development of theology.” (Respondent 181)

- “the emphasis on author-centered meaning based on knowledge of ancient backgrounds and languages” (Respondent 182)
- “The forum for discussion with other ministry minded believers.” (Respondent 183)
- “friendly people, flowers and greenery” (Respondent 184)
- “It is a safe place to grow.” (Respondent 185)
- “Learning more about God and increasing my faith.” (Respondent 186)
- “The Bible Courses and the professors” (Respondent 187)
- “I like the thorough instructions of the truth I have received from the seminary.” (Respondent 188)
- “Commitment to the Bible” (Respondent 190)
- “The theological classes provided an opportunity to challenge my cultural views and then adopt a more theological approach to those views which reflect His words.” (Respondent 192)
- “Non-denominational.” (Respondent 193)
- “the outstanding, instructors.” (Respondent 194)
- “Trustworthy theology being taught. Friendly atmosphere.” (Respondent 195)
- “The high level of education from a faculty committed to inerrancy of Scripture.” (Respondent 196)
- “The lifelong friends/colleagues I now have! Also, DTS really has one of the best biblical counseling programs in the US. I feel prepared for the ministry of counseling and I’m super thankful that the Lord led me here.” (Respondent 197)
- “Languages” (Respondent 199)
- “I like the focus on all 66 books.” (Respondent 200)
- “Shannon Reibenstein. I wish she was a professor. She is knowledgeable, intuitive, and real, and she is a huge reason why I stayed at seminary.” (Respondent 201)
- “The different counseling electives available to students.” (Respondent 203)
- “The dedication of the professors and level of education.” (Respondent 204)
- “the interaction with the professors” (Respondent 205)
- “answering ‘singular’ is difficult. My ‘plural’ answer: The grace I have seen demonstrated by faculty and staff which has helped me learn and demonstrate improved grace in my own life. The opportunities for God to work out the imperfections in my heart over the time of study - i.e., being ‘saved’ each day. My growing capacity to connect biblical and theological ‘dots’ such that I can understand my own life and the lives of others and serve the Lord helping others apply Christian truth to their own lives so they may live successfully in God’s (not man’s) economy. The list is longer, but those are the top 3 for me....((-:” (Respondent 206)
- “The commitment to orthodox, Biblical teaching.” (Respondent 207)
- “The professors and their love for the Word of God. They do not worship the Bible but do put it in the proper place.” (Respondent 208)
- “the New Testament department faculty.” (Respondent 209)
- “Missionaries in Residence and how willing the professors were in engaging the students” (Respondent 210)
- “The balance of classes offered in theology, biblical studies, and Christian education.” (Respondent 212)
- “Spiritual formation emphasis.” (Respondent 213)
- “I love that DTS provides an environment that develops me as a believer not just educationally, but wholly as a person.” (Respondent 214)
- “66 Books. Svigel’s Theological method. Baylis’s Biblical Story.” (Respondent 218)
- “Outstanding faculty” (Respondent 219)
- “It’s strong biblical and theological training.” (Respondent 220)
- “The focus on teaching truth and loving well. I learned so much at DTS and really enjoyed the process. I also felt surrounded by Godly people who were encouraging me to study hard and grow in Christ.” (Respondent 222)



“As an online study who sat for only 17 on-campus Dallas credits, I appreciate the professional IT work that has gone into the web interface together with the ability to download lecture notes and slides. The notes were immensely helpful. The online experience was first class.”  
(Respondent 223)

“Bible focus and fellowship of teachers and students.” (Respondent 224)

“The professors, and what is taught.” (Respondent 225)

“The ability to connect with certain professors and to develop great friendships with them.”  
(Respondent 226)

“great school with great tradition but what impacted me the most was the great teaching throughout”  
(Respondent 228)

“The people.” (Respondent 229)

“Professors” (Respondent 230)

“Teachers and Prices” (Respondent 231)

“the approachable, supportive, loving, knowledgeable professors!” (Respondent 233)

“working Full Time in Housing. I worked with a great staff under Drew Williams. The relationships and ministry opportunities in Washington Hall had the greatest impact on my personal spiritual growth.” (Respondent 234)

“Greek and Hebrew course offerings” (Respondent 235)

“The different campuses. I was fortunate to have taken 11 hours at the Dallas campus and 3 hours of hybrid class at Austin campus. I loved the EML 505 Christian Home classes that I took in Dallas. Snacks were provided for weekend classes in Dallas.” (Respondent 236)

### **The thing I like least about Dallas Theological Seminary is:**

“No idea about any support services” (Respondent 1)

“While I enjoyed my professors at DTS, I think it would have been nice to be able to diversify my professor choice, especially when it comes to ST. But being in Houston, I know we don’t have any many professors as the Dallas campus and it is a luxury to have as many professors here as we do.” (Respondent 2)

“the price.” (Respondent 3)

“The inability to lessen degree requirements even when coming from a Bible college background.”  
(Respondent 6)

“Nothing.” (Respondent 7)

“DTS was both too easy and too hard. Let me explain: I had to take too many classes that I felt were unnecessary, given my previous academic experience. Moreover, these classes were filled with what seemed like ‘busy work.’ Granted, everyone does not enter DTS with the level of understanding that I did, but I felt that I spent most of my tenure here working on things that did not stimulate further academic growth or intellectual rigor. (Please forgive the appearance of arrogance, I am trying to be candid.) Indeed, a great example would be the ThM program. That is the program for which I came to DTS, but 120 hrs. is far too daunting for that degree; many of the classes that I would need to take to graduate with that degree, would have little application to me in the real world. I am married with kids, a business, a job, and I head up a couple of ministries. I do not have the time to engage in gratuitous academics.” (Respondent 8)

“The moments where some credits were not approved from outside programs because they did not fit the DTS timeline.” (Respondent 9)

- “There have been some experiences, mostly with other students, that were less than nice. Mostly statement made in ignorance about the black experience. Some things were just offensive.” (Respondent 11)
- “Feeling very disconnected only taking online classes. Not making as many relationships as those who took classes in person.” (Respondent 12)
- “It’s in Dallas.” (Respondent 14)
- “-Sometimes it seemed like it leaned more towards academia for the sake of academia rather than for the pursuit of Christlikeness. -Also, financial burden was rough at times... So many people attending that are working non-stop both in school, with families, and with work to be able to have enough to provide.” (Respondent 15)
- “The bureaucracy.” (Respondent 16)
- “the militant dispensational stigma I now have to overcome in some circles” (Respondent 18)
- “There is no fully online MDiv degree offered (or for that matter any MDiv degree offered)” (Respondent 19)
- “I felt like several of my BE courses were a bit shallow.” (Respondent 20, MACB, MAIN)
- “the lack of diversity in teaching staff, in both race and gender.” (Respondent 22)
- “The work can be extremely demanding and exhausting.” (Respondent 23)
- “Scheduling -- it seemed that often all of the classes were Tuesday-Thursday at 9 am, which meant there was a lack of flexibility to take multiple desired classes the same semester.” (Respondent 24)
- “Difficult to access good food on campus.” (Respondent 25)
- “The internship process was tedious and filled with busy work. I would have liked to have more discussion about the scenarios presented in the book. I attend a very small church so more practical advise would have been nice.” (Respondent 26)
- “admissions and advising not knowing much about the MABEL program” (Respondent 27)
- “High expense” (Respondent 28)
- “The strictly academic tract for pastors probably.” (Respondent 29)
- “While I appreciated so much the online format, I did not find the mandatory online interactions all that helpful. They almost always felt like last minute quips to fulfill the requirement but were rarely meaningful. Although I understand the chapel requirement, being in full-time ministry and taking in a good deal of teaching every week, the chapel requirements were frustrating and did not enhance my experience at DTS.” (Respondent 30)
- “Expense ;)” (Respondent 31)
- “how the programs are set up to drive you into the ground. I feel as if it is impossible to set up healthy emotional, physical, and spiritual boundaries and habits with the amount that the program expects of you, even if you are taking lower grades. I had to take several breaks because of complete and utter burn-out and now feel like I need another long break before I can step into the ministry that I feel called to. And that is with me prioritizing my health as much as I possibly could while not failing my classes.” (Respondent 32)
- “- Limited evening & weekend class options - Difficult scheduling non-online classes working full-time and being a student - Few scholarships for part-time students” (Respondent 34)
- “I naively thought my seminary experience would be one where diverse opinions would not only be tolerated, but discussed and debated, so that we could form our own opinions based on relative merits of the arguments. What I found was that instead of rewarding original, out-of-the-box thinking, Dallas seemed to want to produce orthodox ‘robots’. Even when discussion was encouraged, it was always with the idea to bring it quickly back to this is how one should think and believe, even in areas of great disagreement among well-meaning, established denominations. If I had understood this, I probably would have chosen a different school; one that emphasized education over indoctrination.” (Respondent 35)

“The internship process” (Respondent 37)

“the interaction between men and women is VERY awkward. It would be wonderful to strive for better community and understanding that genders can be brothers and sisters in Christ without pressure to date. It is as if everyone thinks a woman and man are talking they one must be interested in each other.” (Respondent 38)

“Copy Machines are not in every building on the Dallas Campus. Update the interiors. Improve the comfort of the chairs students use. Use WD40 in Todd for the seating. And general seating for students on the Houston campus. (The chairs are too hard to sit hours in for lecture) Thanks. Not enough scholarships for women outside of Houston.” (Respondent 40)

“Nothing” (Respondent 42)

“Too far from Hungary.” (Respondent 43)

“Studying theology has been difficult in the sense of turning faith into a science; it is easy to lose the wonder of God and just learn how to talk the right talk and repeat back the theology we learn in class. I would have liked more space to contemplate the theology we learned instead of having to write papers and systematic charts. Although I did learn from the papers and charts, they did not help to develop a sense of what remains of God ‘outside’ of those parameters.” (Respondent 44)

“Strident and shrill restraints of theological inquiry with regards to some professor’s methodology. Especially vis-a-vis univocal denunciations of theological concepts or persons with little attention paid to what they actually wrote. That many (though certainly not all!) of my experiences in BE spaces were, unfortunately, little more than glorified Sunday school.” (Respondent 45)

“The Bible Exposition courses, any are taught it a way that is very technical and outdated for the current audience.” (Respondent 46)

“The teacher to student ratio. I would like it better if the professors were not so overburdened, but you gotta make money somehow...” (Respondent 47)

“not feeling as connected to others which is mostly due to my part time status, but also some students not as open and loving as one might suspect.” (Respondent 48)

“I think the one thing that I liked least about DTS was the ability to approach the professors. I came from an undergraduate program where professors posted office hours and held basically open door policies. There seemed to be more difficulty finding times with professors between the busy class and work schedules. I grew close to one professor in the Pastoral Ministries department, but would have loved to have grown closer and been mentored by one or two other professors as well.” (Respondent 49)

“I felt an improvement over the 6 years I was on campus but still can be a competitive culture around campus.” (Respondent 50)

“It’s distance from me.” (Respondent 51)

“Movement away from its more conservative, normative dispensational roots in the theology department.” (Respondent 54)

“The general atmosphere on campus is unfriendly. The professors are generally friendly, as are many of the students once you get to know them. However, I felt there were many students who were unfriendly. By this I mean students who would be polite, but who didn’t seem like they really wanted to talk with you or become your friend.” (Respondent 56)

“Classes that were mandatory, but un-helpful. Like Media Presentations - so outdated.” (Respondent 58)

“It feels like sometimes there is a hierarchy on campus which is unhelpful. Certain departments being valued more than others, certain degree programs being touted more than others, ‘famous’ chapel speakers or alumni that we love to display to draw in perspective students and donors but as we are all one in the body of Christ I feel like these hierarchies are unhelpful to fostering

- community and a family atmosphere throughout campus among the faculty, staff and students.” (Respondent 59)
- “It is extremely difficult to engage in the community in online courses but the community is so important to growth and understanding” (Respondent 60)
- “the poor reputation of some graduates that others project upon me sometimes.” (Respondent 61)
- “The professors are young in age and experience” (Respondent 62)
- “the high push for everyone to be a ThM student. They almost shame you into being a ThM. If you aren’t a ThM major, you’re not as good as everyone else.” (Respondent 63)
- “Not understanding exactly when and how my degree will be completed after I finished my classes. It’s been over a year since I completed my last class and my first time applying for graduation. I have no idea what happened in the meanwhile.” (Respondent 64)
- “the administration and the negative changes it has made and continues to make to DTS” (Respondent 66)
- “Not enough live classes. I took almost half of my classes on-line and the on-line experience leaves much to be desired. The required interactions do not add to the value of the class. I realize the practical necessity of offering on-line classes, and I’m glad the seminary does so, but I got much more from my live classes than my on-line classes. The worst thing about on-line was the forced, graded, interactions - a huge waste of time. Also regarding on-line classes...timely feedback was scarce. It was not uncommon to wait 4-6 weeks for papers to be graded, which I think is unprofessional and disrespectful to the students. As a student, it is very important to have feedback; however, if I don’t get feedback on the first paper until I’ve written the third paper, the feedback is worthless to me. Timely feedback for live classes was the rule, not the exception. This needs to also be the case for on-line classes.” (Respondent 71)
- “Online classes. It is very convenient for those who are distant learners (like I was) but it is just always hard to feel connected to the seminary and the professors. Don’t really know how to improve this because it seems to come with the territory” (Respondent 72)
- “Lack of biblical discernment. We have professors who somehow manage to sign the seminary doctrinal statement and yet disagree with it in class, at least by implication. Inerrancy is redefined to meet something other than ‘without error,’ Jeremiah 29:11 is taken to be a present promise to Christians, a professor can claim in chapel to have heard the ‘still, small voice’ of God without consequence, critical race theory is considered normative, and Jesus Calling is sold at the bookstore. This ultimately showed in the results of the 2017 graduating student survey, which I read prior to taking this. How in the world in light of 1 Timothy 2:12 are we graduating students who complain that there is a lack of women authors among theologians? The same goes for complaints of lack of ethnic minorities in light of the doctrine of creation. DTS’ most notable graduates over the past ten years are largely doctrinally aberrant, especially in pneumatology. This overall issue is highly visible in the publications which DTS produces as well as in its notable graduates, and it ultimately detracts irreparably from the value of a DTS degree.” (Respondent 73)
- “There were a lot of policies in the various business offices that seem to have been put in place without the good of students in mind. I would like the seminary to evaluate policies that impact the students financially to determine whether they help or hurt students.” (Respondent 74)
- “the amount of on campus requirements that happen during the day. I work full time, so some afternoon and evening activities would be much more welcome.” (Respondent 75)
- “The lack of theological diversity among the faculty, especially in the Bible Exposition Department and the Theological Studies Department. This is in part caused by [in my opinion] an overly strict doctrinal statement for a non-denominational/inter-denominational school. It is ironic that the school was started by Congregationalists, Presbyterians, and Anglicans but there are almost no

- professors in the NT/OT/BE and Theology departments that espouse these very views (it is ironic that there is not one paedobaptist in a theology department that was founded by teachers who held to the Westminster Confession; this is evidenced in the fact that Dr. Walvoord used to require students to write papers defending infant baptism). The mindless confessional attitude to revised dispensationalism in the BE department may be helpful to those who have no Biblical background, but unfortunately ends up producing courses that are more like Sunday school classes than graduate level classes that include legitimate interaction with various point of view and sources." (Respondent 76)
- "lack of class-taking flexibility." (Respondent 77)
- "being required to do the SF groups." (Respondent 78)
- "incomplete, changing, and conflicting requirements and instructions for coursework and the dissertation without being informed." (Respondent 79)
- "the drive from Frisco, Texas." (Respondent 80)
- "slow feedback on online coursework." (Respondent 81)
- "I attended the extension campus in Houston. I missed some of the classes they offered on the main campus that they never offered on our extension campus. I also missed interacting with the full staff of the Biblical Counseling department." (Respondent 82, MBTO, HO)
- "the unfriendly feel of the campus/students." (Respondent 83)
- "As a commuter student I often felt disconnected and had difficulty plugging in with other students" (Respondent 84)
- "Chapel was ok (in Houston)" (Respondent 85)
- "Professional orientation and lifestyle & career. I felt that the way these classes were taught were not productive. Most classmates don't pay attention and I feel that it's a waste of my tuition. I think dr. Jones is a great man but these classes are subpar and these are always the classes I tell others to take elsewhere( to save them money)." (Respondent 86)
- "Dealing with the registrar." (Respondent 88)
- "number of books required that we did not use during some of the course." (Respondent 89)
- "The overbearing administration oriented to much toward accreditation and not enough toward education." (Respondent 90)
- "It's 'pride' in being Dallas Theological Seminary." (Respondent 92)
- "It can be difficult to describe, but I think in many theological and academic settings, there can be a tendency to talk about God as if He weren't in the room. I don't think this is just a DTS problem, I think it is present in many churches, especially ones where there is a tendency to focus on learning (which is a good thing), but the Bible commands us to worship in Spirit AND in Truth. I think we have the truth part down, but at times it can feel unbalanced." (Respondent 93)
- "Distance to travel to a campus. I live on the west coast." (Respondent 95)
- "a lack of empathy from Professors to students, from students to students, countless times, I arrived to a classroom saying 'good morning' trying to ignite conversations, until I just gave up. Dallas Campus is different because students have a school life and among them they are able to know and interact with each other. How do you plan a seed? how do you promote loving one another," (Respondent 97)
- "The disconnection from real life ministry" (Respondent 98)
- "excessive, pointless reading." (Respondent 99)
- "learning the unwritten rules of male-female relationships. I learned that the dynamics in Seminary were very different than in most professional/ministry settings. I also didn't like how I saw many students made no effort to relate to people of difference even on a basic level such as greeting each other or paying attention to a students' comments in class." (Respondent 100)
- "I like Dallas Theological Seminary .:)" (Respondent 101)

- “How many requirements are in the ThM program and the fact that this is just increasing.”  
(Respondent 102)
- “Probably dealing with some of the non-academic departments.” (Respondent 105)
- “As an online student, it was very difficult to establish relationships with professors.” (Respondent 107)
- “The strict standards by which they hold students to a specific degree plan for ministry goals. Though I understand the philosophy behind it, one may not know God’s future will for their lives, and holding many people to the ThM is more burdensome than helpful sometimes.”  
(Respondent 108)
- “Studying the Word rigorously. :) !” (Respondent 110)
- “The commute.” (Respondent 111)
- “It is a 2.5 hour plane ride away from my home.” (Respondent 113)
- “While it’s not the Seminary’s fault, I would have loved to take more classes in person. However, having a full time job didn’t allow me to do this.” (Respondent 114)
- “The graders, particularly for Theology courses. They often give the impression in the way that they grade as though they have a bad case of ‘I had to suffer to earn my opportunity to pass on the suffering,’ like hazing at a frat house. I’m not saying they shouldn’t grade with genuine critical eye, but there have been many cases both with my own papers and several of my friends where it felt that the grader was more on a power trip, or had lost track of the human on the other end of their comments, rather than exercising tact, discretion, grace... Never were assignments graded by the actual professor given as harsh feedback or grades as with graders. Matthew 18:21-35 should be at the center of their training.” (Respondent 115)
- “two areas in the DMin program that are weak: the form reader’s communication skills with and willingness to offer instructive help to the DMin student; and, providing an advisor to specifically work with the student as they develop their research instruments and then how to analyze that data.” (Respondent 116)
- “the hours for the Biblical program sometimes conflicted with me be able to work consistently.”  
(Respondent 117)
- “the communication, especially for Ph.D. stage one students. Also, the housing department.”  
(Respondent 118)
- “chapel and having to sign reading reports that say what percentage of the material I read.”  
(Respondent 119)
- “The lack of willingness to study and discuss the Holy Spirit .... it was extremely disheartening to see their hesitation to discuss any of it due to the school’s theological statement .”  
(Respondent 121)
- “This is something that the seminary has absolutely no control over (seriously, I can’t sing the praises of DTS enough), but it was really difficult to sit in classes where the faculty gave of themselves to students while certain individuals treated them (and sometimes other classmates) with utter disrespect. Given that these are future church, parachurch, and lay leaders, I got really discouraged, especially when I saw these same individuals continue to do this over many years and imagined how they would treat people in their future ministries. As someone with a story filled with church hurt, I continue to be troubled by what I saw and what will happen when they graduate.” (Respondent 124)
- “The cost and the course load for seniors. Shortened the time to get the work done when it could be helpful to have more time” (Respondent 128)
- “Sometimes in correspondences you forget that students exist outside the Dallas campus.”  
(Respondent 129)
- “If a professor is not prepared” (Respondent 130)
- “The cost.” (Respondent 131)

“The internship requirement/process” (Respondent 132)

“That I couldn’t be on campus full time! I have been incredibly blessed by the online element because without it I wouldn’t have been able to attend seminary. But I do think if I had done everything online I would never have felt that I was part of the student body. (see further thoughts below)” (Respondent 133)

“Sometimes dogmatic teaching and lack of academic discussion in the classroom - within an academic setting, professors shouldn’t mock other views but should at least examine them civilly” (Respondent 135)

“The BE curriculum is inconsistently executed across each of the courses. In too many of my BE classes I felt like understanding the bigger/comprehensive picture was often lost by discussion of the smaller interpretive issues (as important as they may be) which ended up taking a larger segment of time. We seemed to skip across wave tops and camp on the nuances of these issues. Drum the bigger movements of the narrative into my brain so that I have a command of the flow of the argument for each book and it’s contribution to the larger narrative arc of Scripture. Yes, tell me which issues are topics of interpretive differences, but let’s not get lost in the micro terrain to the point I lose sight of the bigger landscape. The model course form me was an online BE course on the Pauline Epistles (Dr. Waters as Instr of record and featuring Dr. Toussaint’s lectures.) It was the only BE course I had where we covered every verse of every book, AND we discussed the issues. The requirement to create significance papers for each book was supremely effective. Beyond that one experience, and the foundational tools I learned in BE 101, the rest of the core BE curriculum felt somewhat disingenuous to the oft heard mantra ‘we teach every book of the Bible.’ We certainly talk about parts of every book of the Bible, but Dr. Toussaint’s lectures showed me we can truly teach to every pericope of every book of the Bible if we choose to standardize the approach.” (Respondent 136)

“that it is in Dallas. I wish that I was not an online student and could have studied in person on campus.” (Respondent 137)

“I have nothing to complain about at all. I highly recommend this seminary to all.” (Respondent 138)

“Distance from home country.” (Respondent 141)

“I wish I can come to know at least one professor better through this program It is because I am a distance student and have a full time job. It is more of my own issue than the seminary.” (Respondent 142)

“I wish there were more opportunities for African American ministers to attend at an affordable cost.” (Respondent 143)

“The library chairs. For real. How old are those things? Can we move some of those black ones we use in chapel in there or something? They are much more comfortable than the current library chairs.” (Respondent 144)

“...the current spiritual formation course setup. Bringing groups of people together randomly and asking them to go through such deeply personal introspective thought processes with these relative strangers in their group is probably not the best setup. Some people are very private and introverted, and do not function well in situations where they feel they are having to ‘bare their souls’ to people they have never met.” (Respondent 148)

“the difficulty of getting to campus; DFW traffic” (Respondent 149)

“With every type of education, the threat to keep knowledge in the head instead of flooring to one’s heart, hands, and feet, to work it’s way out practically in a believer’s life.” (Respondent 150)

“Nothing to note.” (Respondent 151)

“Leaving, or having only one female bathroom in Todd. It’s a toss up.” (Respondent 154)

“I worry about the dilution of value from increased online offerings. The access that it provides non-traditional students is amazing, but I hope that people at the reigns are aware of the cost that

others have paid to be so successful at online; they sold their souls. The ThM. is just a big Mdiv and the quality of many the BE classes is low. I can read a commentary. Dr. Allen's nuanced, academic and yet personally devotional style should be emphasized (though he talks to slow and tells a lot of stories and some people think that's a waste of time. Many of my BE classes were just a run through of the basic level you would get from reading a non-technical commentary. I understand that not everyone is at the same level of depth and that what might be blasé to me is new information to others, but I would say some of it is not grad level info. I think some of it is due to the fact that too much ground has to be covered in some of these BE classes. I know the whole 66 books is a selling point, but I did not always see the value in the in-class lectures. I may have learned a ton in the assignments, but some of these lectures are just... not excellent. When you have the benefit of being able to look at a topic or a book of scripture that another dept. covers, like one of the departments that evince an exceedingly high level of scholarship (ST, NT, OT) and then you experience an average level of academic scholarship in a BE class, it's hard not to compare and find the BE Dept wanting. I must stress that I love and have learned so much in my BE classes, and I love and respect the professors and I am not questioning their abilities or scholarship. I am trying to express something that could be explained in better ways than I have here, something general. I am far from the only person who I have met who feels this way. I don't have an answer. There is too much to cover to go any deeper. If I were to offer something constructive I would say to spend more time focussing on the argument of the specific books and on the Biblical theology of the specific books. I got to hear something that I didn't know before that I couldn't have found in any old commentary. In Dr. Allen's class that happened over and over." (Respondent 155)

"Price" (Respondent 156)

"The relationship with the administrative offices." (Respondent 157)

"internship is very weak. older professors who are complacent in their teaching. Low academic standards and accountability" (Respondent 158)

"the need for some fresh blood at professor positions." (Respondent 159)

"As a female distance student, I was never given the opportunity to take any courses on women or taught by women. This is a huge disappointment for me, and I believe something that should be a high priority for change." (Respondent 160)

"the cost." (Respondent 161)

"LOGOS. difficult to master." (Respondent 162)

"Its position regarding women in ministry" (Respondent 164)

"RS101" (Respondent 165)

"During our on campus time, there was little time for interaction with other D.Min Students." (Respondent 166)

"the antiquated grading scale" (Respondent 167)

"as an online student, I often did not feel like I was a part of the school. There was a disconnect sometimes between me, professors, and other students." (Respondent 168)

"Too much priority in THM for languages that are not adaptive to modern tools such as Logos." (Respondent 169)

"I dislike the fact that workload for the same class can sometimes vary massively depending upon which professor you take." (Respondent 170)

"The cost." (Respondent 173)

"The PM departments emphasis on expository preaching that does not encourage a use of the exegetical skills developed in other departments." (Respondent 174)



- "I switched majors several times during my time at DTS and therefore wasted many credits, time, and money. I met with an advisor several times and they were helpful in completing a degree plan, but did not help me think through my degree choice and career goals." (Respondent 175)
- "How it is moving away from focusing on the Th.M. There is a benefit to the other programs, but it makes me sad to think about the future of the school. It seems like the future for the Th.M. is less bright." (Respondent 176)
- "The limited course offers that I could take between semesters on the DTS campus." (Respondent 177)
- "Sometimes in Houston you can not sign up for the classes you need." (Respondent 178)
- "My only feedback for this is that some moms would love to come to DTS, however without working, no aid is available. I understand we all must work, however do feel being a mom takes time. To add seminary to a mom's schedule AND 12+ hours of work is a lot. I do not state this for personal reasons. The Lord truly provided financially in every way for me to do this without being required to work. I just know others who can't take on the rigor of seminary, remain motherly, and adding work at the same time. Just food for thought." (Respondent 180)
- "Not enough collaboration and discussion between students or between students and professors outside the classroom. Very little feedback on assignments (except the dissertation)." (Respondent 182)
- "The time, expense, and impractical nature of education." (Respondent 183)
- "unfriendly people" (Respondent 184)
- "It's an hour away from my home." (Respondent 185)
- "Lack of communication with professors. Paying the same tuition that students on campus pay and never having verbal conversations or written email dialogues with professors." (Respondent 186)
- "Lack of ability to interact meaningfully with other classmates - perhaps due to online nature." (Respondent 187)
- "The pressure and the weight gain" (Respondent 188)
- "Interface with some online course ware (for online classes)" (Respondent 190)
- "The communication from the student advisors to those who are struggling in certain areas of classes by proactively offering alternatives." (Respondent 192)
- "Needs more women serving on faculty" (Respondent 193)
- "I took a lot of classes online, so I don't feel a sense of community (but that is not the seminary's fault! I think it's hard to have community online.)" (Respondent 195)
- "There seems to be a higher commitment to political correctness than to evangelism and discipleship. I am glad everyone feels included but the focus on sanctification should be forefront with everything else as secondary. Seminary is for training pastors and ministers, not political activists and feminists." (Respondent 196)
- "Outside of interacting with the professors, it seems like many of the offices on campus have a hard time communicating clearly/kindly and getting things accomplished for students (housing, student services, registrar). For some reason, there always seemed to be some sort of difficulty when communicating with these people. When I've offered to come discuss matters in person, they are not willing. They want to accomplish things via email, yet tend to misunderstand students needs constantly. Most things tend to be much more difficult... even compared to state universities with tens of thousands of students. When communicating with a lot of offices on campus, it is easy to feel like a burden to these people. I know others who feel the same. In my experience, the only office that is the exception is the admissions office. They're kind and great there! Which is one of the many reasons I ended up coming to DTS in the first place. Also, unfortunately, there is definitely still a divide between men and women on campus. This is something that I see improving, but still got a ways to go!" (Respondent 197)

- “Lack of biblical theology emphasis” (Respondent 199)
- “In the MABS route, the focus on the book of Romans was less than needed. It was a professor’s choice to focus more on other books included in that course (BE109).” (Respondent 200)
- “The disrespect showed by non-MW staff and students for the arts.” (Respondent 201)
- “The credit requirements for an MABC.” (Respondent 203)
- “Lack of community for off campus students.” (Respondent 204)
- “answering ‘singular’ is difficult. My ‘plural’ answer: The grace I have seen demonstrated by faculty and staff which has helped me learn and demonstrate improved grace in my own life. The opportunities for God to work out the imperfections in my heart over the time of study - i.e., being ‘saved’ each day. My growing capacity to connect biblical and theological ‘dots’ such that I can understand my own life and the lives of others and serve the Lord helping others apply Christian truth to their own lives so they may live successfully in God’s (not man’s) economy. The list is longer, but those are the top 3 for me....((-:” (Respondent 206)
- “Not having a campus near me.” (Respondent 207)
- “That someone has to work to receive scholarships from the seminary. Seminary is hard enough on people and time especially when someone is married. Therefore, I believe that scholarships should not be dependent on someone working, especially for those who are going to school full-time. For example, I was taking 15 hours a semester while at the same time trying to finish my 300 practicum hours. Therefore, I could not maintain a job and go to school full-time. My only option was loans.” (Respondent 208)
- “The internship program.” (Respondent 209)
- “I grew fond of the guys in my SF group. They’re genuine friends of mine now. However, I’m still no fan of SF. We are all (or most of us at least) part of a local church and are part of their community/bible study groups. I don’t rehash things well all the time and it feels disingenuous because I’ve already opened up about some issue.” (Respondent 210)
- “the sparsity of classes offered in class in Houston, especially recently.” (Respondent 212)
- “Rats in Swiss Tower” (Respondent 213)
- “I’m not sure there is anything I didn’t like in my experience.” (Respondent 214)
- “Liberal academia has influenced some (more than I anticipated) professor’s to water down a stance on a literal creation by putting more credence on other ancient creation accounts. They assume the other accounts influenced the biblical instead of the Bible account being preminent.” (Respondent 218)
- “Very inconsistent GTA’s - some did not communicate timely, did not grade our assignments timely, and graded our assignments in a perfunctory fashion” (Respondent 219)
- “The demands placed on students that often require sacrifice of time with spouses and families, and even sometimes their relationship with the Lord.” (Respondent 220)
- “the pressure to do well. DTS is a tough school, and being a full-time student is very difficult. I often felt the pressure to be perfect which produced stress and anxiety. I believe we should always strive for excellence, but there is a difference between perfection and excellence - and sometimes it was hard for me to distinguish between the two while at DTS.” (Respondent 222)
- “Some of the professors are clearly liberal as Dallas is absorbing the liberal society at large in America.” (Respondent 223)
- “some professors’ lack of love and treat DTS as another educational institution.” (Respondent 224)
- “Their lack of effort to give voice to more minority groups. Both those of color still have yet to be given the chance to voice more of the difficulties they face in the Church. Also, DTS needs to do better in empowering their female students to pursue after the ministries they desire to be in and not to simply be ‘aids for their husbands’ who are in ministry.” (Respondent 226)

“it is very difficult to be graded by many GTA’s as some lack grace or communication skills.”

(Respondent 228)

“The silence of DTS Administration on cultural issues.” (Respondent 229)

“Can’t think of anything I don’t like about DTS” (Respondent 233)

“that it drives students to put too much emphasis on synthetic standards (grades) rather than personal investment in spiritual growth. I worked with many students who simply could not find the balance between personal growth and measuring themselves by that single letter at the end of each semester.” (Respondent 234)

“The online version of ST101 or maybe just ST101. The Holy Spirit is seriously put into a box with a ‘Do Not Open’ sign on it. How do you teach future pastors to listen to the Spirit’s leading, to abide in Christ, when one of the first things they are taught is to close the lid? How will their ministry be powerful? And as a side note, the Lion King is NOT a good way to teach children about Christ. There wasn’t a degree program that fit my needs. I started off with a sincere desire to learn Greek and Hebrew and ended up with 24 hours, then thought I might as well get a degree. But all of those hours couldn’t carry over into any degree but the THM which is way too intensive for a lay person.” (Respondent 235)

“EML102 was not offered very often on the Houston campus...” (Respondent 236)

### **The seminary could improve by:**

“contacting online students to see how they are doing” (Respondent 1)

“I think the Houston Campus is doing a great job and God willing, I’m excited for the growth that is to come. I think my only real criticism right now would be with the placement department. I have signed up with them, but haven’t really gotten any suggestions as to how to best use them or significant responses from them (in terms of communication).” (Respondent 2)

“introducing more professors to different ways students learn so that classes are more engaging and creative.” (Respondent 3)

“offering more night classes for those with daytime jobs.” (Respondent 4)

“Engaging students more to adapt degree programs specifically to their background and experiences (less systematic theology when coming from a bible college background and more in depth specific courses)” (Respondent 6)

“better uniformity/communication between departments concerning terms and concepts (i.e., biblical application).” (Respondent 7)

“Offering placement and exception tests.” (Respondent 8)

“You are already starting to do more to make live classes available to distance students, I was just a little too early.” (Respondent 12)

“Offering more library resources online or electronically.” (Respondent 14)

“Continue in developing the practical outpouring of theology alongside the academic pursuit of theology. Also, continue to find donors to lessen the burden of finances for school.” (Respondent 15)

“Keeping the main thing the main thing and relaxing some of the antiquated requirements. I look forward to every Chapel and listen with enrapt attention. At age 53, I do not need to report attendance.” (Respondent 16)

“Just keep doing what you’re doing. Stay the course. I loved everything about it.” (Respondent 17)

“contributing to the broader Christian culture through podcasts, books, etc.” (Respondent 18)

“Offering a fully online MDiv degree” (Respondent 19)

- “Continuing to look to connect students socially. Theology is learned best in community- and will the efforts have been good, they need to continue.” (Respondent 20, MACB, MAIN)
- “ I am beyond grateful for the education, spiritual guidance, and leadership I received at Dallas Theological Seminary. The teaching I have received, and the relationships I have gained, will benefit me and generations to come. I am thankful that our professors would fly in from Dallas to Houston on the weekends to teach us. I had an incredible opportunity. However, if there was one improvement to be made, it would in the area of diversity. As far as contributions, and advancement of the Christian faith we only learned about white men. I did not learn of any people of color (and very few women) who advanced the Gospel of Jesus Christ and/or contributed to the faith. How can this be, when those who are called by Jesus are also given a unique purpose to walk in? Is there no record of the expansion of the Gospel other than Europeans and Americans? The classes sparked an interest within me, and I began to research missionaries and men of women of color who risked life and limb to proclaim the name of Christ. So thank you.” (Respondent 22)
- “I loved my BE course on Acts and the Pauline Epistles because the course reading focused on the Bible and only one additional reading assignment of Dr. Swindol’s book on Paul, A Man of Grit and Grace or my ST course with Dr. Krieder who gave a huge list of books for our supplementary reading. This way we could individually select the book that would help us most with our ministry. These are the books that I retained the most personal growth.” (Respondent 23)
- “1. Improving scheduling of classes and deconfliction between departments 2. Tracking the BE courses to do more in Greek and Hebrew for ThM students” (Respondent 24)
- “offering more play spaces for the kids in Swiss. I know we have a park close but it would be nice to have one on campus.” (Respondent 26)
- “Continuing to find ways for online students to connect personally with faculty” (Respondent 28)
- “Offering greek/hebrew classes that are more applicable to the pastoral experience (especially sermon prep). I felt that my greek/hebrew classes were preparing me to be a professor instead of a pastor.” (Respondent 29)
- “analyzing the purposes they want to accomplish in the life of each student. As far as it appears to me, the seminary is trying to create a context where each student is as overwhelmed and stressed as possible. The intent may be to do that because a life of ministry feels that way and we need to get used to it. However, I feel as if there is next to no teaching about how to build healthy boundaries and habits in the midst of that. I got some of that training in the MABC program, but I see none of it for other programs. I participated in Spiritual Formation and do not feel that it teaches students what it is like to make healthy choices. If creating the culture of pressure and stress is not the purpose of the program, the seminary needs to seriously evaluate what they are expecting of their students, focusing on what information could be removed and could be replaced with training on how to care for people in ministry and how to survive personally in ministry.” (Respondent 32)
- “- Helping connect commuter students with other students in their geographic areas” (Respondent 34)
- “See above. Also, it seemed as though the average tenure was 20+ years. Perhaps a mixture of less seasoned professors and newer staff (not necessarily younger) would encourage a less entrenched way of thinking and acting.” (Respondent 35)
- “Making a separate internship process for students already in ministry positions.” (Respondent 37)
- “As a counseling student I often felt out of place in my BE or ST classes. Sometimes I felt inadequate in my knowledge because I didn’t have the language background or deeper understanding that the THM students have. Im not sure how to improve this but it is a common thread discussed among counseling students.” (Respondent 38)

- “Invest more in the Library. Add Wayne Stiles video series of the Bible Lands.(subscription service)”  
(Respondent 40)
- “Creating more space for contemplation or alternative assignments other than always doing charts and papers.” (Respondent 44)
- “- Connecting baseline classes with real-world concerns. - Creating ethics courses that are taught by actual ethicists or theologians sensitive to the nuances needed for such a discipline. - Hiring more women professors. Especially in depts. with none (BE and ST) - Hiring Black and Latino/a professors. - Taking a stand on public issues that to be silent on is to tacitly condone.”  
(Respondent 45)
- “Being mindful for international students, the amount of credit hours they have to take and respecting that their heart is calling to another place rather than America.” (Respondent 46)
- “offering 2 different THM tracks. One for students who desire to pursue a PhD or linguistics and another for those who desire to be competent pastors. The first track would include all of the language courses as they are currently. The second track would include languages courses that focused on making the students competent in using language tools (logos, Accordance, etc.) and added more homiletic and biblical theology courses.” (Respondent 47)
- “possibly integrating more service and outward facing ministry even within the academic rigor of ministry preparation.” (Respondent 48)
- “Hard to say. All in all the educational experience was outstanding. I came to (1) grow closer to God and deepen my marital relationship (2) get a degree and (3) gain church experience. DTS helped accomplish all three of those goals. Thanks for a great 4 years!” (Respondent 49)
- “Great place to prepare for ministry but I would like to see more pastoral care development while in seminary. I started working full time for a church while completing my studies and the thing I felt least prepared for in ministry is the counseling and ‘real life’ challenges people want help with daily.” (Respondent 50)
- “Getting assignment grades back to students more quickly so as to apply the feedback to the next assignments before they are due.” (Respondent 54)
- “Providing a common area for students and their families to get together. Walvoord is really the only indoor location and it seems to be used as a study place or commuter hang out.”  
(Respondent 55)
- “Lowering the workload on students by about 25%. The seminary should maintain its high academic standards, but just lower the workload. Perhaps drop one paper per class per semester. It would allow students more time to reflect on what they are learning, as well as maintain a healthier work/life balance.” (Respondent 56)
- “Updating classes.” (Respondent 58)
- “Diversifying chapel speakers, faculty demographics, and the student body. Incorporating theology and worship experiences that do a better job of reflecting the diverse student body population that is already here. For instance, learning more about Asian or African theology in theology classes. Emphasizing students and alumni taking unique and alternative paths after graduation apart from being a preacher at a church.” (Respondent 59)
- “Continue to find new ways to improve online course community and interactions to foster teamwork and personal communication.” (Respondent 60)
- “continuing to make it easier for more people to receive instruction.” (Respondent 61)
- “Sending more mature professors” (Respondent 62)
- “Pushing students to where they are called, not into a ThM major....” (Respondent 63)
- “Direct emails, not whole student body announcements that get lost in the junk email.” (Respondent 64)
- “getting back to focusing on the things that matter and ignoring what everyone else is doing.”  
(Respondent 66)

“don’t know” (Respondent 67)

“Having language at the DC extension is a great improvement.” (Respondent 69)

“Consider having at least 2 commencement ceremonies each year. :)” (Respondent 70)

“DTS is racing down the road that Fuller Theological Seminary once traversed. In efforts that appear to be geared towards defending the least number of people possible — presumably in order to preserve outside funding — the Seminary takes light positions on controversial theological issues and then takes little to no action upon them. For example, the women in ministry policy covertly approves of women pastors, but actual opinions among professors vary across the complementarian-egalitarian spectrum. Inerrancy is redefinable. The doctrinal statement takes no stand on creation in six literal days. And the seminary’s functional pneumatology for all practical purposes ranges between actual cessationism and charismaticism-minus-tongues. I suspect nothing short of hiring new leadership on the level of Albert Mohler will be sufficient to turn things around.” (Respondent 73)

“I think the seminary could improve through some theological diversity. I had professors who were all over the place on their interpretation of Gen 1, for example. But every professor has to agree on a pre-tribulation rapture, when no Christian believed any such thing before the 19th century. I understand that the seminary has a tradition they value and want to uphold. But I think having a diversity of opinions represented among the faculty on non-essential issues will help the seminary to produce better quality thinkers who can work better with those of different opinions.” (Respondent 74)

“adding some more afternoon/evening/weekend activities.” (Respondent 75)

“As an interdenominational seminary DTS should work to expand the theological and biblical makeup of its professor base so that it could cater to and prepare students to work in various church traditions. It often seems that it is only catering to Baptist and non-denominational churches. It could remedy this by hiring professors who could provide denominational specific classes for other churches such as Methodists, Anglicans, or Presbyterians (this happens at other evangelical seminaries like Beeson Divinity, Gordon Conwell, Fuller, Asbury, and TEDS). I also would recommend dissolving the BE department into courses taught by OT and NT professors. The quality of all the BE classes I took were not sufficient for graduate level education because of the ignorance of large swaths of teaching material (current issues of interpretation in OT/NT studies), the refusal to use the languages, and the caustic attitudes to dissenting opinions. The lack of quality of BE professors can be evidenced by the fact that (a) none received a PHD outside of DTS (that is a sign of an ingrown education; see Bob Jones University) and (b) there is a low amount of academic publishing performed by the department as a whole, evidencing a lack of engaging with current issues (the Bible Departments at TEDS, Gordon Conwell, or McMaster have much higher levels of publishing in comparison). I was very happy with the quality of education and irenic attitudes by professors in the NT/OT departments who seemed to have a much better grasp of Biblical Material and current issues.” (Respondent 76)

“allowing for more flexibility with class selection.” (Respondent 77)

“Encouraging students to take the degree at a slower pace.” (Respondent 78)

“implementation of requirements being consistent with requirements.” (Respondent 79)

“I’m not sure.” (Respondent 80)

“requiring a response time for grading of at least 2 weeks for example and requiring a 48 hour response time on email correspondence (For GTAs of online courses). This would require more GTAs for certain courses according to the course load. I had anywhere from 3 papers to 16 papers in one class. The GTA/student experience varied as a result.” (Respondent 81)

“Making it possible for the students on the extension campuses to experience all the classes and professors being offered within a department.” (Respondent 82, MBTO, HO)

- “creating a strong sense of unity among students and professors.” (Respondent 83)
- “Communication! I felt this lacked in the counseling department.” (Respondent 86)
- “Friendlier registrar.” (Respondent 88)
- “adding a campus in San Antonio” (Respondent 89)
- “Incorporating artistic/creative expression into courses on exegesis, preaching, and evangelism. It is absolutely essential to know how to exegete, it is just as important to be able to convey that effectively in something other than a rigid 3-point sermon structure. You’ve got the knowing truth part down, we now need to learn how to teach it.” (Respondent 90)
- “Incorporation of more worship and things that shape human affect alongside the intellect. Both matter.” (Respondent 93)
- “not sure” (Respondent 95)
- “hosting more cross cultural events in school grounds, understanding other people backgrounds and cultural backgrounds from the student perspective will help students and professors be more sensitive and obtain more empathy to other individuals” (Respondent 97)
- “By been more relevant to ministry and today’s cultural.” (Respondent 98)
- “realizing that more work is not better. Make students do work that actually matters and stick with that.” (Respondent 99)
- “Encouraging a culture of respect among males and females, perhaps even teaching males that good manners towards sisters in Christ are an honorable thing. Incorporating Professors from different ethnic groups, and who have graduated from different Seminaries around the world. Ensuring different ethnicities are represented on activities such as conferences, chats, etc. Exposing students to guest speakers from varied denominations, bringing in examples of different denominations working together in spite of holding different views on some things. Many Professors are world experts in their field but that doesn’t always mean they know how to to transmit their wealth of knowledge. Some Professors would benefit from learning effective teaching methods and techniques. Some new Professors earn their PhD’s, they are brilliant and precious servants of God, but they do not have experience teaching in a classroom. We take that class and it is gone, we might have lost what a more experienced teacher would have helped us see. Some new Professors would benefit from a mentor Professor, from understanding teaching/learning dynamics, and from attempting different teaching methodologies. Some others need to not assume we know some things they think we know, in other words, they need to discern our level of knowledge and help us from there. It’s unfortunate that as believers we don’t know many of the basics, but that is the reality and the reason why we came to Seminary.” (Respondent 100)
- “Make sure that the ThM program is manageable. It is certainly doable. However, the seminary expects ThM students to do too much. I can say with a good level of certainty that there is too much to do. The seminary expects a ThM student to fulfill the coursework requirements of the an internship, chapel requirements, agape projects, job requirements, spiritual formation, church involvement, and caring for one’s family. This is too much to do well. What happens is that nearly all ThM students cut corners in several of these areas. This trains DTS students to accept doing the bare minimum and being content with survival. This is not the attitude that you want to create in the next generation of pastors. We want far more than survival. Most students I have seen cut corners with chapel, spiritual formation, and their course work. I do not have a family and I was blessed with a situation where I did not have to work much while in seminary. This is how I was able to fulfill all of the requirements well. However, I did not meet a single student who was not cutting corners somewhere. It could be the perfectionist in me, but that does not seem good. What needs to happen is that the seminary needs to discover through surveys or something how well students are able to manage everything and where corners are

- being cut. Then they need to decide what is most important in the program and make cuts where possible so that students are not being trained just to survive. That being said, the ThM was a good experience and I developed greatly as a Christian and as a minister. I just did not like watching the survival mentality I saw in myself and other students.” (Respondent 102)
- “Spiritual Formation: Third and fourth semesters, spend two weeks preparing and reviewing written homework and spend the remaining two weeks doing life together to develop more authentic relationships (without scripts).” (Respondent 104)
- “Becoming equipped to deal with students who have addictions. The academic pressure causes many to ‘act out’ and escape. I came in with this problem and got worse during my 3 yrs there. I met w/the head of the counseling dept three times and got no advice or help that actually worked. Recovery programs outside of DTS have been my only practical resource. I understand from other DTS graduates that I am not alone in this. Along those lines, I recommend workshops like ‘Rapid Reading’ for \*writing papers\* and for dealing with \*anxiety\* in general. The faculty at DTS is very aware that the program is demanding and difficult and they have all been understanding. However, I could have used tools and resources for reducing anxiety over assignments and projects. I felt overwhelmed my entire time at DTS and developed a serious procrastination/avoidance problem. I failed one class because I turned in a project and daily assignment log after the semester ended. The work was excellent, but I was ‘frozen’ for too long before the wheels started turning. I regret that I never performed to my ability in any class at DTS. It wasn’t until the very end that I realized my problem was anxiety over assignments—even the smallest ones. It was all in my head and I never learned how to think differently. I believe this is what exacerbated the pornography problem—it was a means of escape and avoidance through pleasure. But, of course, it solved nothing and made things worse.” (Respondent 110)
- “finding ways for more interaction with professors.” (Respondent 113)
- “Music around campus, mid-day opportunities for people to engage socially while they are on campus, rather than just after-hours events. On-campus service opportunities that are not specifically for the school (like the thank you letter writing campaign but for a non-academic cause). More focus on cultivating community, Joy, kindness, goodness, etc.” (Respondent 115)
- “addressing the above mentioned weaknesses in the DMin program.” (Respondent 116)
- “providing more flexibility with certain courses specifically for the Counseling program in Houston.” (Respondent 117)
- “revamping the housing department.” (Respondent 118)
- “being more concerned with whether the students understand the material taught rather than being so concerned with how much they read.” (Respondent 119)
- “Y’all have done an incredible job being intentional about diversity, both gender and racial. As you continue moving in this direction, I’d love to see even more of an increase in gender and racial diversity reflected in your faculty and staff. Each and every professor I had molded and shaped my idea of what it means to be made in the image of God, to be part of the Church, and to love others as I love myself—how much more will we be molded by these lessons when we can look at the employees of DTS and see a reflection of what’s to come in heaven?” (Respondent 124)
- “More applicable assignments to ministry.” (Respondent 128)
- “Holding all professors to a basic standard of being prepared for their class and honoring their syllabi no matter what the major” (Respondent 130)
- “Investing more into students that aren’t ThMs...and placing more women in leadership/professors so that female students can formulate better relationships with godly women through the seminary” (Respondent 132)
- “To help the distant students feel connected to the seminary it would be nice if there was some type of fellowship time either right before or after weekend or SuperWeek classes. I went out of my



way to make contact with other people and to reach out to them when I was back in town. It took a lot of work on my part and really stretched me because I am not that type of person normally. SuperWeek does have some of this built in. I don't know if it would be realistic to do this for every weekend class either. But, maybe for those classes that have a majority of students from out of town, if the professors could be made aware of that somehow so they could even do something as simple as making the Saturday lunch break extra long so we can get to know one another better and make connections." (Respondent 133)

"See above" (Respondent 135)

"Two things: 1) Taking a very hard look at realistically structuring the requirements of each course. More often than not it just seemed like there was more reading/coursework than time available...Particularly for those who have families and jobs. Some two credit courses unequivocally remain structured like three credit courses. Yes, ministry is hard and so thus is seminary. However, 'He who defends everywhere defends nowhere,' and perhaps deeper learning in key areas that equip and will remain foundational for a lifetime of study is better than trying to expose people to everything — at both the level of the whole curriculum, and at the level of individual course requirements. I came to DTS with over twenty five years of life experience (6 in part time ministry), which included an MA and two MS's. This was hands down the hardest academic program of them all. 2) Less lecture in the classroom and more dialogue. In some respects it seemed executed like an undergraduate course of instruction...I'm sure necessarily so given the amount of information being transmitted. But I think students would benefit from more of the 'seminar' in Seminary. Shared questions/shared experiences, enriched learning." (Respondent 136)

"You are continuing to grow your online population. You will need to increase your ability to communicate and anticipate the needs of online students and not forget about them even though they are not there. Online students tend to not call or email unless they really need something because a simple question you would ask after class seems like a bigger deal on email and you really mean to just ask a simple question." (Respondent 137)

"I would sincerely ask if you would consider making your ThM degree a hybrid degree. Let me explain... before attending DTS I was at Calvin Seminary for their M.Div distance program which required one week each semester of on campus time and the rest was online, throughout the duration of the program. Recently, Covenant Seminary instituted something similar to this, I think it becomes available in the fall of this year, for their M.Div program. The ability to complete the entire program online with brief 1 week visits to the campus throughout the duration of the program is very appealing for someone in my position. I am planning to continue my education after graduating with an MBTS. I highly prefer to stay at DTS, as my learning experience here has been very enjoyable, but to my knowledge you don't offer this type of learning experience. I am currently in full time ministry as senior pastor of First Randolph Christian Reformed Church in Randolph, WI. I wouldn't want to leave my current ministry position to relocate to Dallas to finish a ThM. However, if you were to develop a similar program that I briefly explained above, I could see myself continuing at DTS and would love brief visits to the Dallas area. I pray that you would consider this, as I think you may find numerous others in my same situation who would benefit from such a uniquely designed program. I am planning to take the rest of the year off school and plan to go back to seminary in 2019. I would love nothing more than to stay at DTS." (Respondent 138)

"Contextual learning in home countries." (Respondent 141)

"If somehow the distance student can build up a relationship with a professor during the study, it will help for the student to come him as a mentor for advice in future ministry. I think this will be ideal." (Respondent 142)

- “reaching more African Americans to attend” (Respondent 143)
- “I’m graduating with \$54,000 in debt (~\$30,000 is from DTS). I wish there was more aid available for those of us who are from America, but whose family’s are poor and do not have the funds to support their children in any way. I had to pay my entire undergrad myself (even the loans my parents took out in their name) and I will have to pay my entire master’s myself also simply because my parents do not have the money. They made \$50k/yr combined when I was growing up (from ‘85 onward) and had to support me and my brother plus themselves. We’re not all wealthy; poor Americans still exist, even poor white Americans.” (Respondent 144)
- “Requiring ALL students to take Legal and Financial Issues in Ministry so they are better prepared for the ‘real world’ of ministry.” (Respondent 146)
- “Rethinking the above mentioned system of spiritual formation training and coursework. I do not really know how to restructure it, but some other system would be helpful.” (Respondent 148)
- “I felt like a lot of professors were on different pages about some very current and controversial issues arising in the church, some would say one thing and others something else. This was mostly about women in the pulpit or when a woman would be speaking in Chapel.” (Respondent 150)
- “incorporating PM classes that teach people skills and realistic expectations in church work.” (Respondent 151)
- “The only thing I can think of that would have made my life easier, only comes as a suggestion from my time spent as a GTA. Establish a writing center. The over-all writing ability among students seems to be declining.” (Respondent 154)
- “Idk, anonymously ask the professors. Too much group-think. You can smell it when you would meet a quasi-student-employee who was hungry to climb the ladder. I wouldn’t let someone like that do anything. There is a very distinct way of thinking that you get caught up in. The people in that bubble think DTS is much more significant than it is. Do people who are in leadership have to take WM-410? I guess all PhD. have to take it. I know that through chapel and through the week-long chapel series there is an amazing amount of outside perspective and I think that you really can’t get enough of that. Timmothy Tennet blew my mind.” (Respondent 155)
- “Working to develop more scholarships for MABC students. There are numerous incentives for the ThM and some other MA programs, but none specific to MABC students. Realizing I needed more financial support, I took out a loan and felt like the financial aid office looked down on me for doing that. They would rather I fundraise for all of it, but that is not plausible for a three-year degree. I wish there had been more understanding and empathy for those that were forced to take out more debt to be at DTS.” (Respondent 157)
- “i like the new doctrinal synthesis papers. that is helpful. internship office needs to be more organized and it needs to be done in a meaningful way. They need to get in sync with the other departments. the profolio on line seems very unorganized and not practical .” (Respondent 158)
- “continuing to teach truth and love well, inside and outside the seminary.” (Respondent 159)
- “Increasing opportunities for distance students to experience community-- social media groups, opportunities to chat, ask about the questions and experiences of others. I often felt isolated and uninformed.” (Respondent 160)
- “delivering a more personalized experience to online students.” (Respondent 161)
- “Some GTAs were somewhat insensitive.” (Respondent 162)
- “Weaving community service into all of its programs” (Respondent 164)
- “making sure every online class is being used to the best of its potential (RS101 was a waste of time and money)” (Respondent 165)
- “I am not sure” (Respondent 166)
- “better communicating with online students.” (Respondent 168)
- “Too much academic focus, not enough on spirituality and practicality.” (Respondent 169)

- “Scrapping the system of using graders to mark work. Students deserve consistently informed feedback for every class.” (Respondent 170)
- “Enforcing its complementarianism position. There is an undercurrent trying to erode the basis upon which DTS holds the complementarian view. It encourages the egalitarian female students to continue to promote their views--to the extent that some of these egalitarian students received a shout out in Kat Armstrong’s chapel. Resentments from outside the seminary are allowed to multiple on campus.” (Respondent 172)
- “Having more scholarships available for those students who are having to work full-time to support their family and are not able to take the minimum amount of hours currently required for scholarship considerations.” (Respondent 173)
- “more rigorous admissions standards” (Respondent 175)
- “It would be great if there was a difference between a pastoral Th.M. track and a Ph.D. Th.M. track especially when it comes to the languages.” (Respondent 176)
- “I don’t really know. DTS does a great job. Maybe vetting professors more thoroughly...” (Respondent 177)
- “Facilitating more interaction between students and students/professors. Might need to hire more professors so they have less duty and more time for this kind of thing” (Respondent 182)
- “Figuring out how to work with online/hybrid students.” (Respondent 186)
- “Facilitate more meaningful and longer term relationships of classmates in online stores.” (Respondent 187)
- “On academic hearing when one has extenuating circumstances that prevents completion of a class.” (Respondent 188)
- “In some courses, more timely feedback on assignments/papers” (Respondent 190)
- “No improvements” (Respondent 192)
- “Updating classrooms and more women’s bathrooms.” (Respondent 193)
- “N/A. I’m sure that it can be improved, but I was very satisfied and I can’t think of ways to improve the seminary at this time.” (Respondent 194)
- “remaining committed to teaching the truth in love without compromising the Gospel for fads. If a feminist does not like DTS’s view on women preaching there are plenty of schools she can attend. As a woman who believes in complementarianism, I found myself in the minority. Professors and students who hold to the Scriptural truth are afraid to speak up in part because DTS does not even seem to believe in complementarianism any longer. If not DTS than who is preparing us to engage lovingly without watering down our values?” (Respondent 196)
- “I guess ‘costumer service’ or put differently ‘student services’ ... just more kindness from the staff working in the registrar, housing, and student office :) Also, perhaps more events for single students. There’s a lot of groups/events for families/married students/spouses. Would be great if those that were not married had some of their own events/groups as well!” (Respondent 197)
- “Creating an undergraduate program for all the younger population that comes in...since we offer so many graduate degrees anyway...” (Respondent 199)
- “As an online student that has taken several years to work through the MABS program, I didn’t feel that coursework addressed the dispensational focus until the final 2 classes (BE107, required and BE505, elective). I feel like for a seminary so known for and entrenched in the dispensational framework, that it seemed strangely absent in the overall study in the various courses.” (Respondent 200)
- “considering/staring more and persuading less.” (Respondent 201)
- “Offering all courses for both Spring and Fall semesters.” (Respondent 203)
- “I think the workload in some classes is quite different (in terms of volume) from other classes.’Different’ in a sense where the work required is sometimes MUCH GREATER in a class

than seems the norm for the 'hours' credit. I wrote 6 short papers and 1 long paper and completed a massive chronological project in 1 TWO hour class (BE103) that also required massive reading of Scripture and an additional lengthy book. That was more work than for any of my other BE classes. This class was the exception in terms of what I'd consider undue workload. There was also quite a bit of disparity between workloads in the ST classes. I think Dr. Svigel is eliminating some of that disparity with some changes in uniformity of workloads. These (both of the above) are MINOR criticisms, NOT major. I have seen on recent syllabi where profs estimate 'time required' for both the reading and writing/research assignments, so that HELPS a student understand the rigor the profs are expecting for completion. I have NO major complaints. My seminary experience has been wonderful. One other minor complaint - I am a MACE graduate, and in 2 of my BE classes the graders were ThM's (graduates), and I strongly felt they expected papers to be written by other ThM's, which clearly I could not do. While my writing skill is excellent (per feedback from several of my profs including Drs. Allen and Heinemann), yet in one class I corresponded frequently with the ThM (grad) grader and could STILL not understand what that grader wanted after writing 5 papers. In that case I do not think the grader and prof were on the same page. THAT is a problem, IMO. I think if a prof is to use a grader, he has a responsibility to make sure the grader is grading according to HIS standards, NOT the 'grader's' own standard. I am not a novice, but a professional teacher (prior to DTS) and I graded for both Dr. Bailey and Dr. Yarbrough in their BE101 classes. There the graders were given answer keys and guidelines on grading. Obviously the other BE classes have more open-ended assignments than for BE101, so similar answer keys are not possible, but I think the prof and grader SHOULD be on the same page. This did NOT adversely affect my grades or cause me to fail a class (I was able to fail several classes completely on my own merit). But, the 'frustration level' from receiving papers back on which I'd slaved and receiving what I considered unjust criticism and/or critique was discouraging. I did not go to my profs and complain because they are already swamped. I am NOT opposed to tough grading and being told where I need to improve (in fact, I invite such criticism because I want to improve) - but I receive that constructive criticism in a more positive light if received from the prof vs. a student or grad grader who does NOT appear to be on the same page with the prof. AGAIN, this is a 'minor' criticism and occurred in only 2 of my approximately 30 classes, so NOT a frequent issue, but for those 2 classes it was a REAL bummer. Thank you for asking and considering. Please know in my mind these are MINOR issues and exceptions, not the rule at DTS."

(Respondent 206)

"Building a campus in southwest Florida." (Respondent 207)

"See above comments" (Respondent 208)

"making significant changes to how the internship program is structured." (Respondent 209)

"Hire more professors? I mean some really interesting courses are not always available and what I end up taking isn't what I really wanted." (Respondent 210)

"Offering more classes at the Houston campus" (Respondent 212)

"Developing more community on campus" (Respondent 213)

"Stop treating non-ThM students as inferior. The MACS should include a class on introduction to Greek and Hebrew with an emphasis on terminology and techniques in using Logos' word study capabilities." (Respondent 218)

"More engagement with online students. Hire better GTAs" (Respondent 219)

"Increasing the focus on students' spiritual growth throughout the entire program, beyond the two year SF groups. This is especially important if students take longer than four years to complete the ThM program." (Respondent 220)

- “Encouraging the young women more. As a woman, I sometimes felt overlooked by professors (not all of them, just a few), as it seemed that they valued the opinion and teachings of the men more. However, it was always so refreshing to have a professor stand up for the women in the class and remind us that we have what it takes. Also, I loved when women would speak in chapel because it deeply encouraged me and I loved seeing strong women teach His Word - I wish DTS had more women speak in chapel.” (Respondent 222)
- “Rethinking where the seminary is absorbing Western culture which is at odds with Scripture.” (Respondent 223)
- “Live out the motto ‘teach truth and love well’ ” (Respondent 224)
- “Focusing more on its students and caring for them.” (Respondent 226)
- “i would have thought it would be easier to make/create relationships with faculty, but this was not the case. many of the faculty are extremely nice and generous.” (Respondent 228)
- “Nothing, everything is good now” (Respondent 231)
- “having more female professors and including a theology of women in the church as part of the course of studies. This is such an important area and could/should have been covered in Ecclesiology, and HT101 and HT102.” (Respondent 233)
- “continuing to work toward seeing students as unique and diverse people with deep experiences and needs. Many of my conversations revolved around students who felt like they were the wrong ‘type’ for DTS.” (Respondent 234)
- “I believe that I would have gotten more out of the seminary experience if I had been allowed more freedom in choosing classes. I guess there is a wide range in spiritual maturity in students.” (Respondent 235)
- “Having more hybrid classes on the Houston or Austin campus. I would rather go to a different city to have some live interaction with the professor than taking online classes.” (Respondent 236)

### **Any other comments?**

- “Despite what I have said here, I really did enjoy my tenure at DTS. I believe DTS is a great school. I have and will continue to recommend DTS to others.” (Respondent 8)
- “When I said if I did it all over again, I wouldn’t attend DTS, it is because my theology doesn’t totally line up. I wish there’d been more classes where we’d been taught opposing views rather than just fed the dispensational line. I wish there was more diversity in the staff and chapel speakers (In most departments, I never had a professor who wasn’t a white male). If I was starting seminary again, I would look for schools with more diversity in their teaching staff and in their theology (while remaining orthodox obviously).” (Respondent 12)
- “So incredibly blessed to learn and grow at such an amazing school!! Will be praising God for years and years to come for such an honor to attend DTS and the ways that I am sure it will help in the coming years of ministry!” (Respondent 15)
- “DTS exceeded every expectation I had going into Seminary. I am eternally grateful for the gift of the past four years. Thank you.” (Respondent 16)
- “One of the best experiences I’ve ever had. I’m so thankful for DTS.” (Respondent 17)
- “All in all, I loved my time at DTS and would totally come again if I could have a do-over.” (Respondent 20, MACB, MAIN)
- “Although demanding, it was my writing assignments which help me really clearly understand and synthesize the material I received in class. Cramming for finals did not produce the same retention.” (Respondent 23)

- “I think that the video interactions with faculty that have been implemented lately are a great way for online students to interact. Nice improvement!” (Respondent 28)
- “I am totally sold on DTS and I would recommend it to anyone considering seminary. I appreciate my time at DTS more than I every thought I would and I praise God for what I have been given. Thank you for your investment in us!” (Respondent 30)
- “My sense was that the professors truly cared for their students and I appreciated that!” (Respondent 35)
- “I am so THANKFUL for DTS. It was a long and hard journey but God has used this season of my life to deepen my understanding of the word and solidify my faith. I will always be grateful for my time here, even though I am so HAPPY to be done :)” (Respondent 38)
- “The internship ‘deliverables’ list needs to be streamlined: there are simply too many deliverables (sometimes 5-6 per week), especially at the beginning of the internship.” (Respondent 39)
- “I am SO thankful for my time at Dallas Seminary. I am humbled by God that he led me to DTS, provided for me all along my 4 year journey, and all that I have learned about him through the process.” (Respondent 44)
- “The people are who ultimately made DTS such a formative experience for me. I thank God for gifting me the time and space to be shaped by those friendships.” (Respondent 45)
- “Thank you for a great experience!” (Respondent 46)
- “Thank you for teaching Truth and loving well! (1 Tim 1:5)” (Respondent 54)
- “DTS is an excellent seminary. I’m grateful that God blessed me by allowing me to be a part of DTS.” (Respondent 56)
- “I have appreciated my time at DTS and am so grateful to the faculty, staff, and donors that have made this experience possible. While there are always ways for DTS to improve and grow, I am grateful for the commitment to excellency that DTS holds. Thank you!” (Respondent 59)
- “I wouldn’t have made it through seminary without the support and love from my professors, wife, and family. Praise the Lord it is done!” (Respondent 63)
- “Overall, I had a wonderful experience, and I highly admire every professor I had the privilege of studying under.” (Respondent 64)
- “DTS made its name and built its reputation on the quality of its grads as a result of the faculty and curriculum. the current trend is to diminish the curriculum and spread the faculty thin leading to poorly equipped grads, if indeed the students actually graduate. I have less and less faith in DTS graduates. the reality of DTS’s crumbling is becoming known beyond the seminary. this will lead to major issues in the long run as that which built DTS is gone and it becomes as worthless an institution as university of pheonix. My degree from DTS is worth less today than it was 5 years ago and I fear this trend will continue as the seminary continues it odd efforts to ‘grow.’ Remember what made the Seminary what it was known for. Quality not Quantity. Focus on that and get back to being a good school again. Going after anyone and everyone to come take a class at DTS will offer short term benefits but do a great amount of damage in the long run. the damage from these past years of focus on OL education has begun to show. I pray God convicts the Seminary of its folly and a corrective is made before DTS is diminished. I truly love the seminary and hope it will get back to turning out quality graduates rather than having lots of students (most of which do not finish).” (Respondent 66)
- “My time studying at DTS was well worth it. I pray that God uses me in ways that I can’t even conceive.” (Respondent 69)
- “I have loved my time at DTS and consider myself blessed to have studied here.” (Respondent 71)
- “More openness towards lordship salvation and particular atonement would be nice to have. I find it odd that neither of these are opposed in the seminary doctoral statement, and yet they receive so much unwarranted criticism by default. Moreover, I suspect this is solely because DTS

- leadership is attempting to assuage its donors. I have never experienced any other institution that was so blindly self-promotional even towards its own students. Finally, I received no training at all on applying scripture in counseling situations outside of my internship. Rather, everything was from Christianized secular psychology. When I tell my friends about my experience at DTS, I mostly feel resent and remorse; resent because of all the failed promises compared to what I had hoped, and remorse because taxpayer dollars went to pay for my DTS education, and I cannot possibly justify the expense in the face of any taxpayer. My friends tell me that I earned this in my military service, and that may be true, but there were so many better ways to spend these funds.” (Respondent 73)
- “Loved my time here!” (Respondent 77)
- “Thanks!” (Respondent 80)
- “I loved going to school at DTS.” (Respondent 88)
- “Thanks for a great education! I am humbled a truly grateful for my experience at DTS!” (Respondent 93)
- “As a distance education student, I loved every moment I spent on campus with my professors and with fellow students.” (Respondent 95)
- “I am grateful beyond measure for what Seminary has given me. I am grateful for the Professors’ desire to want to share with me their years of training. I am committed to passing all my learning on. I am thankful that the Seminary is open to listen to our concerns. The concerns I have shared come out of my love for this institution and my desire to see it become all that God wants it to become. I want to see it grow and be used by God beyond its expectations. This is a beautiful institution, precious to my heart, and I will continue to pray so that God is welcomed to make His adjustments where they may be needed. I LOVE DTS and I couldn’t be prouder to be a graduate of this Seminary! Thank you for treasuring the Word of God in the way that you’ve done it for so many years. The work of the Holy Spirit at DTS has changed my life!” (Respondent 100)
- “Thank you for the opportunity to study and learn at Dallas Seminary. I am forever changed by God’s grace. Thank you!” (Respondent 101)
- “I know I made several critical comments but anyone who attends any institution full time for 3.5 years and doesn’t have critical feedback isn’t being honest. I love the school and recommend it to others, I do not regret any part of my education overall. I just think we could better battle the often discussed drying up of personal relationship with Christ as the academic relationship with the scriptures and theology begin to take over if we made a push to put ALL the fruits of the Spirit at the center of what motivates every decision. It’s not just a place to train people to go out and do ministry, it IS a ministry, and feels a bit like it loses sight of that.” (Respondent 115)
- “My hopes is that as the Biblical Counseling continues to grow that DTS can get more professors and provide more opportunities and flexibility for the courses needed for the program. Some of the classes were provided once a year specifically in Houston or you had to make arrangements to take the course in Dallas. Some of us students enrolled only have a one income home and have to factor in the limited days and times that DTS Houston location offers certain classes. Even though some of the theology courses could be taken online, eventually there became a conflict of schedule between a work schedule and a school schedule. It would be great to sometimes be able to offer evening/night classes for those students that may have to work during the day.” (Respondent 117)
- “When I first visited DTS (over 9 years ago now), nobody seemed to be able to help me. I came in with an M.Div. degree and started in Ph.D. stage 1. I don’t think anybody in the advising office was equipped to help me. Because of this, I had extra time added to my stay here because I did not know simple things such as when certain electives were offered and when certain core courses

- were offered and how often. Also, I did not know that the thesis required one full year and not one semester. Had I known these things, my time here could have been reduced by at least a semester, if not a year. Furthermore, the test I took to pass out of NT 103 was ridiculously difficult. You do not even ask your own Th.M. students to take this test. If you did, I expect that fewer than 10% would pass this test. If your own students would have great difficulty with this test (and you never ask them to pass it), why are incoming students required to take such a difficult exam? If you really want incoming students to take your NT 103 class, then make it required and get rid of one of the electives, but don't make the test nearly impossible to pass. As it is, I only know of one student who passed this test, and he didn't even pass, he just got close enough so that the department did not make him take NT 103. All of these things added to my time at DTS (which was 8 years in residency)." (Respondent 118)
- "I felt like the professors at DTS did a good job of explaining how people often take scripture out of context, but I do not feel that I left there with a good understanding of how to know which scriptures are applicable to me and which are not." (Respondent 119)
- "The seminary can't control this, but the students need to relax and rest in the Lord . I thought it would be full of joyful people .. the students were stressed out people for the most part .. and not just because of seminary. Freedom in Christ is a joyful thing ... that is where I feel like any teaching about the Holy Spirit would have helped . My only other concern is that a lot of my African American female friends struggled deeply there . Two of them dropped out and one is still in school but deeply struggling ... this population at DTS is a huge concern for me .. I don't know what you could do but this seems to be an at risk population .. I am a white female and didn't have any of the of the issues that they struggled with at all. I just thought someone should know that this is a trend that I saw happen on campus .." (Respondent 121)
- "Thank you, thank you, thank you for this opportunity to sit under the wisdom of so many at this seminary. This has been one of the hardest, yet one of the most healing things I've ever done, and I'm just so grateful I got the chance to do it." (Respondent 124)
- "My faith and walk with God have deepened immensely through my studies and interactions at DTS." (Respondent 129)
- "So as is probably obvious from my comments above, I found the face-to-face time on campus vital to a good seminary experience. I know with the drive to put more and more on-line there is going to be the temptation to decrease the number of residency hours required so that more people can earn their degrees. My advice would be to not reduce the residency hours at all! It was a realistic amount and entirely doable. The friendships and networking that happen from meeting people face-to-face, I think, is a really important part of the whole experience." (Respondent 133)
- "So enormously grateful for the institution, it's leadership, the faculty and staff, the donors (Last year free — an unbelievably gracious gift!!!). One of the most challenging things I've ever done in my life, and it has humbled me. I have grown enormously, yet I also have so much more to learn (or reclaim from what has leaked out of my brain :-). The superstars: Dr. Coover-Cox. Everyone in the Dept of Theological Studies. Dr. Harris, Dr. Bock, Dr. Barry Jones. Dr. Hillman. Dr. Ash and the Academic Advising Dept; The Dept of SF; The SWIM program was absolutely life-giving to my wife during these six years." (Respondent 136)
- "It seems as though it is expected or almost required that someone go into 'full-time' ministry once they graduate from DTS. I'm in full-time ministry in my 'secular' work and DTS better prepared me to continue THIS full-time ministry. The program and instructors should encourage this path." (Respondent 146)
- "DTS has been a huge blessing to me in so many ways. Thank you!" (Respondent 149)



- “I have loved my professors at DTS. I have loved the relationships I have established with fellow students. I cannot express how grateful I am for the hard work the DTS teams put into training people to study the Word and serve until He comes. I would never be able to pay for what my education at DTS is worth.” (Respondent 154)
- “I was a sub-Christian (pre-ST102) ignorant fundamentalist jackass before I came to DTS. By no means can DTS as an institution take the credit. It’s the individuals who should. John Hanna, Orr, Svigel, KREIDER KICKED MY ASS and changed the way I look at things. I almost dropped out after taking ST101 with Kreider online because I was such a punk, ALLMAN, JAY SMITH (who saved me from dropping out)!, I could go on. When taking WM410 I realized that a seminary is just a place that provides for people like this, gives them money for food and shelter and clothes and whatnot, has classrooms and AC, etc. I was annoyed by the branding and advertising I would see because you’re selling crap that people who are actually in DTS on campus don’t care about. Community, all 66 books... just watch one of your own commercials that plays in the commuter lounge... but it is the professors who ARE the school and provide 97% of the value. An institution is simply the sum of the individuals and their relationships. The legacy is just an explanation for the shared viewpoint. Feed the beast with online classes if you must, but focus on the professors and increasing their ability to teach effectively and holistically. They can’t do that if you have them running all over God’s green earth going to extensions.” (Respondent 155)
- “Loved my education. It was incredible. I will always love this seminary and everything that it did for me.” (Respondent 159)
- “The commitment by DTS to online and distance ed students made my seminary education possible. Thank you for utilizing technology to make it possible for those of us who are called to gospel ministry far from quality seminaries to engage in a robust Christian education.” (Respondent 161)
- “This is a wonderful place. Of course, no institution is perfect and there will always be ways to improve. I hope that I have been fair-minded in any critical statements. However, any criticisms should be viewed in the context that these two years have probably been the most formative (and enjoyable) of my entire life. Thank you, DTS!” (Respondent 170)
- “As a distance education student I found the professors to be just as concerned about my education as if I was in the classroom. I felt received and to email my professors which was great since I could not raise my hand to ask a question during the video lectures. Overall, my experience at DTS was great! I would, and have, recommend a DTS education to anyone.” (Respondent 177)
- “I am deeply humbled to be graduating from this school. I did not do too much research before stepping into my first class. I have been awed over and over again at the commitment of every professor I have taken.” (Respondent 180)
- “I’m very grateful for DTS and the men who taught me there!” (Respondent 182)
- “I loved my time with DTS. I am very happy with the time. I spent a lot of money attending classes at different campuses because there was minimal to no interaction with the professors in online classes. Probably 50-75% of the TAs were good but only a couple were excellent and several were terrible.” (Respondent 186)
- “All professors were knowledgeable” (Respondent 190)
- “I believe spiritual formation is the responsibility of the church, just as baptism and ordination are. If someone is not showing evidence of growth in their lives and is not involved in a home church, he should probably not be accepted into seminary. Instead of allowing students to be involved in our church small groups, our time is taken up with spiritual formation groups because immature believers are accepted into the program indiscriminately.” (Respondent 196)
- “The immersion classes through the MW department should be a model for how the rest of the seminary interacts with ‘secular’ culture.” (Respondent 201)

“YES, DTS ROCKS! Bwana asifiwe! (((-:” (Respondent 206)

“I am forever grateful.” (Respondent 207)

“I look at these scholarships as investments in the future of Christian ministries. I know of other schools who give scholarships to their students so that their students do not have to work. They do this because their programs are very intense and demand a great deal of study and reading just like the programs at the Seminary. One particular school let their donors know they are making investments in the future of the medical field; therefore, donors are happy to give even though the donor knows that student is not working outside of school.” (Respondent 208)

“I greatly enjoyed my experience at DTS. I leave having been stretched and grown in my relationship with the Lord. I know that He will continue using what I’ve learned for His glory.”  
(Respondent 212)

“The MACS program was a wonderfully balanced MA. It was my third and hardest Masters Degree (Engineering and Strategic Studies). The name, however, is not appealing nor reflective of the focus of study. A better name, though long, would be MA in Biblical Exposition and Systematic Theology.” (Respondent 218)

“I loved my time at DTS! It was incredibly stretching, but I am thankful to learn His Word at such a great school.” (Respondent 222)

“Feminism is slowly creeping into DTS. Graduating students and their wives are proclaiming that ‘nowhere in the bible does it say mothers need to stay home with their children.’ Such statements are going unchallenged by faculty and thus by default are supported by the institution. Day care and establishing a career is a perfectly acceptable alternative to homemaking and child-training in the Western world and now also at DTS. Dallas is exporting this grave social error as DTS seminary graduates and their wives go into foreign mission fields where they are encouraging mothers to work and get more income for their families and have a better life. DTS is not combating but rather accepting of this insidious social evil. With now a 40% female student seminary population, standards will likely continue to be further relaxed to accommodate this cultural norm so as not to offend.” (Respondent 223)

“Overall a very positive experience for me as a lay leader. Thankful to God and all DTS professors and students!” (Respondent 224)

“i took many classes at extension sites and until my last class at one, i was never told about the \$1000 scholarship for doing that. also, it seems the MACS is looked down on in the Masters program, which i can understand, but this is supported by not being able to enjoy some of the job board stuff or be involved in finding a ministry job. it is almost like we are to stay in the secular world without help.” (Respondent 228)