



2016 Graduating Student Survey Report




Teach Truth. Love Well.

2016 Graduating Student Survey Report

Office of Institutional Research and Effectiveness

July 2016



Executive Summary

Overall, findings of the GSS continue to be positive. Of the 415 graduates invited to participate in the survey, 240 responded for a **response rate of 58%**. Upon reflection of their overall experience during their graduate program by respondents, **95% were satisfied with their academic experience** and **89% agreed that if they could do it all over again, they would still come to DTS**.

Five recommendations for improvement based on the data are:

- 1) *Improve perception of both the DMin and PhD offices.* With satisfaction levels of 67% (DMin) and 52% (PhD), the Seminary should review the offices to ensure they meet the needs of students.
- 2) *Continue improvements in perception of the Placement Office and Student Services Offices.* This year's results showed improvements from 2015 in satisfaction in the Placement Office and improvements to both satisfaction and awareness of the various offices within Student Services. While satisfaction percentages are within the historical norm for the Placement Office, the 60% satisfaction still offers room for improvements. Likewise, the Offices of Student services all have shown improvement and still have room to improve. The Seminary should applaud the efforts made by these departments and encourage continued improvements.
- 3) *Continue to improve awareness and perception of Relocation Services.* While the improvement in perception and awareness of Relocation Services ought not be ignored, both satisfaction (50%) and unawareness (41%) of Relocation Services reveal a need for continued improvement.
- 4) *Improve student perception of their Communication competency in electronic media.* With only 72% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should continue be reviewed to identify where it is addressed and seek improvements.
- 5) *Improve student perception of their degree specific competency levels of Servant Leadership.* 75% of ThM respondents agreed that within the Servant Leadership competency they "had demonstrated transformational leadership in their ministry venue." The ThM curriculum should be reviewed to identify where this is being addressed and seek improvements.

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2016 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 415 students invited to participate in the survey, 240 responded for a **response rate of 58%**. 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

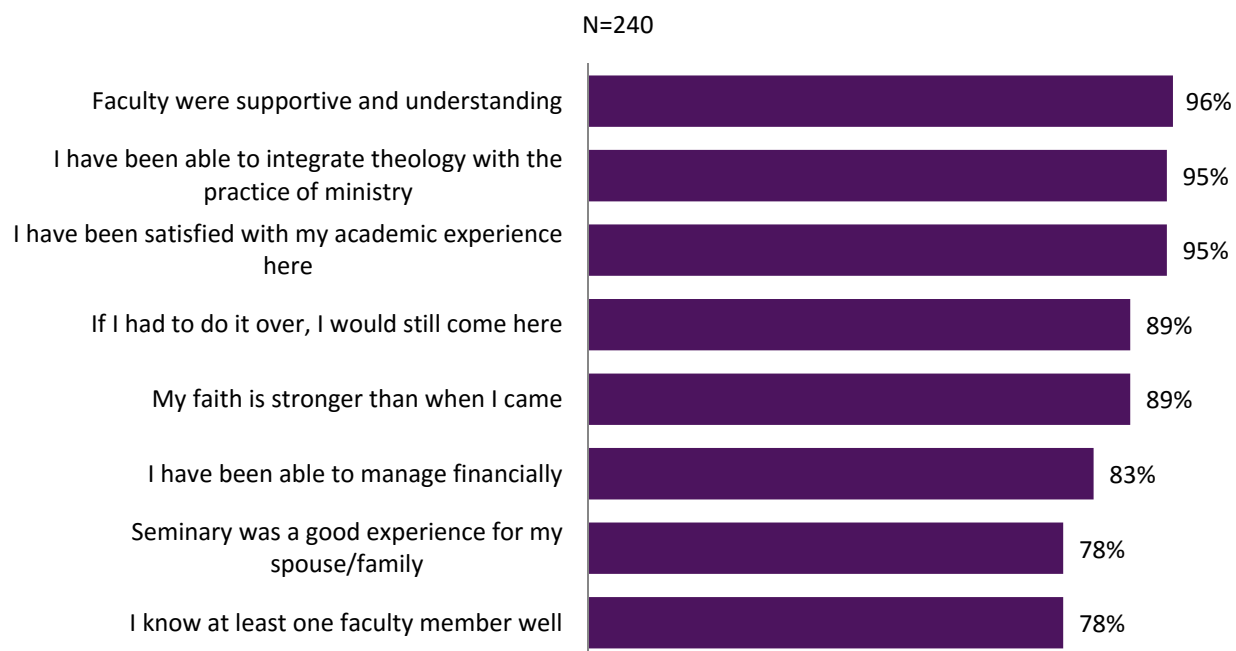
The survey sample (240) reflected the population (415). The two biggest differences were that there were 9% more graduates with no children in the survey sample (73%) than in the population (62%), and there were 8% more MA graduates in the survey sample (55%) than in the population (47%). For all other identified demographics compared the population differed from the sample by 5 or less percentage points. The full comparison is found on page 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. Breaking the data down between respondents’ demographics few variances are seen between the sexes, marital status, and ethnicity. Only two statements held subset scores that were statistically significant.

For the statement “Seminary was a good experience for my family” males had 74% agreement, while females responded more favorably with 90% agreement. Married respondents responded with 74% agreement, while single students 87% agreed.

For the statement “Faculty were supportive and understanding,” black students reported an agreement rate of 85% compared to all others who responded with a 97% agreement rate.

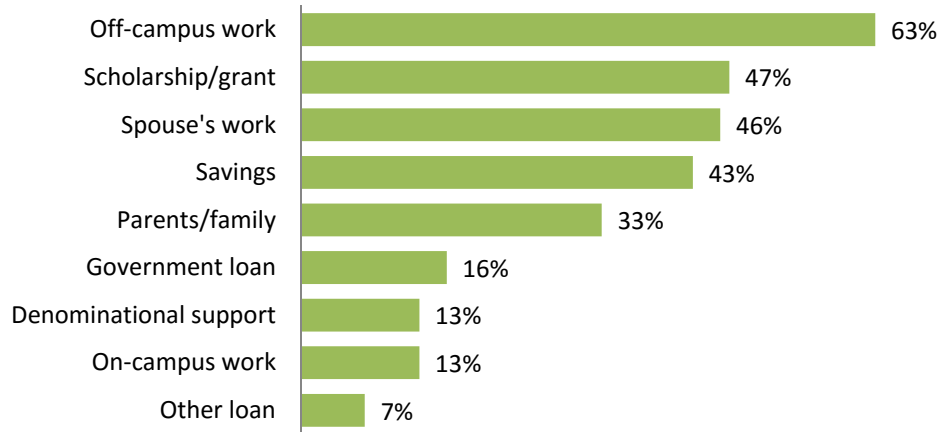
Financial Items

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=230



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=230

Legend: ■ None ■ <\$10k ■ \$10k to \$19,999 ■ \$20k to \$29,999 ■ \$30k to \$39,999 ■ \$40k or more



How much educational debt did you incur at DTS?

N=230

Legend: ■ None ■ <\$10k ■ \$10k to \$19,999 ■ \$20k to \$29,999 ■ \$30k to \$39,999 ■ \$40k or more



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

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

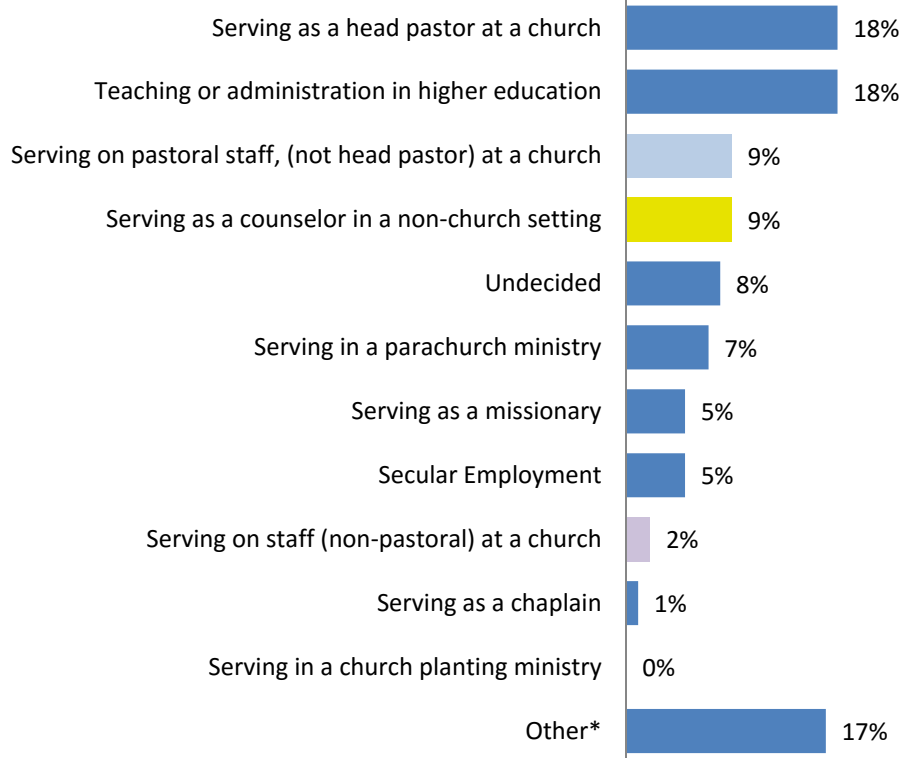


Post-Graduation Plans

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?

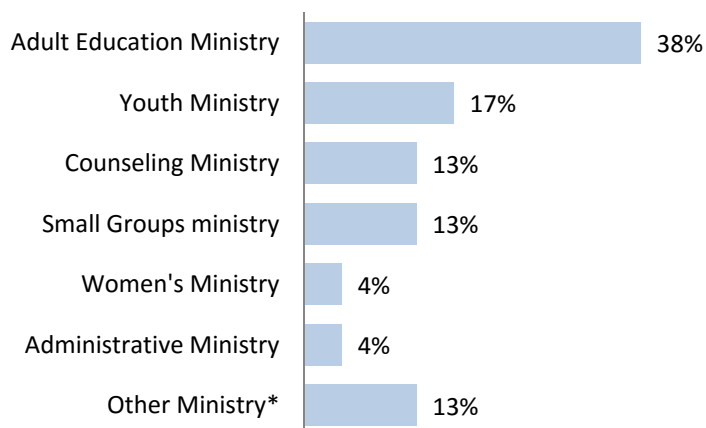
N=237



*See page 35 for list of “Other Ministry” and “Other” degree write in responses.

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

n=24



Serving as a counselor in a non-church setting

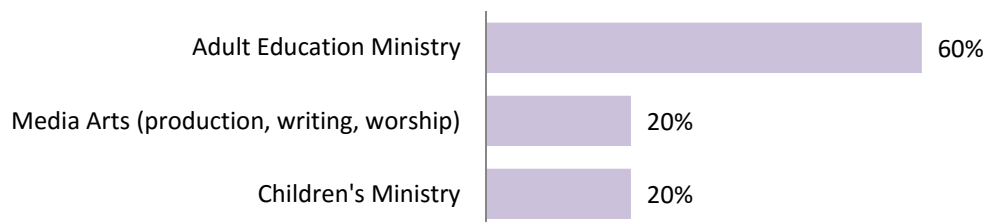
n=22

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



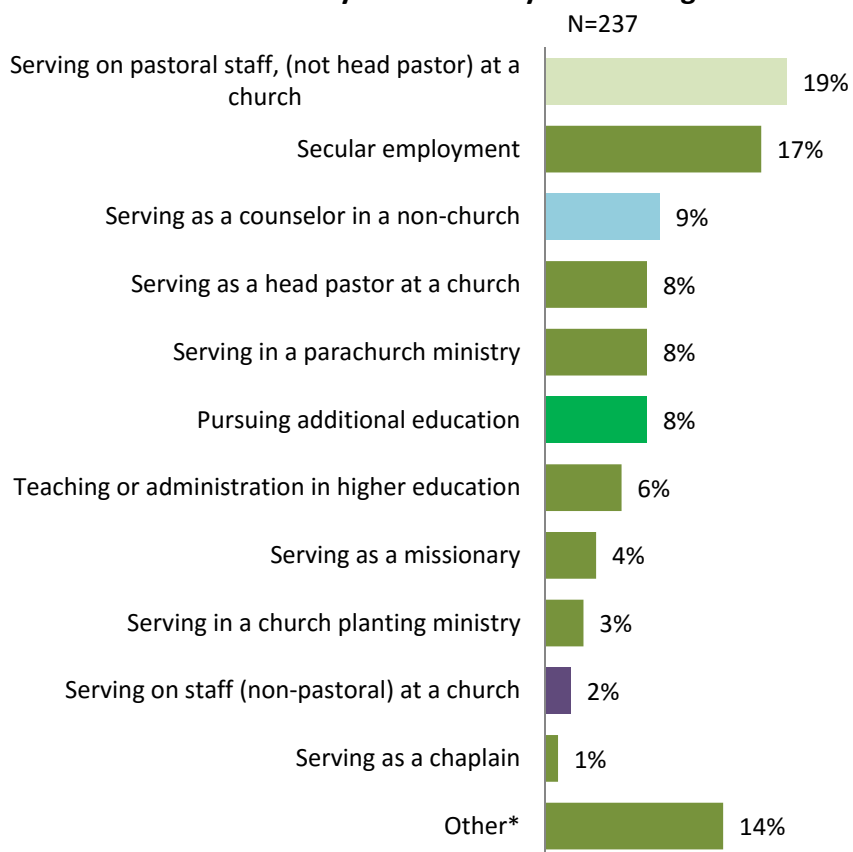
Serving on staff (non-pastoral) at a church in:

n=5



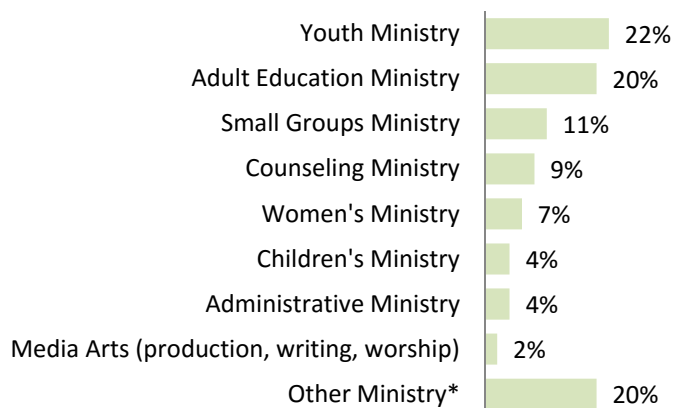
*See page 35 for list of "Other Ministry" and "Other" degree write in responses.

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



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

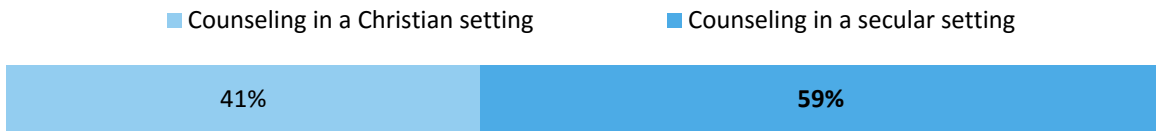
n=45



*See page 35 for list of "Other Ministry" and "Other" degree write in responses.

Serving as a counselor in a non-church setting

n=21



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

n=20



What degree do you plan to pursue?

n=20



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

n=5



*See page 35 for list of "Other Ministry" and "Other" degree write in responses.

10 year plans															
	ThM	MABS	MACL	MABC	MABEL	MACE	MACM	MAMW	DMin	DEdMin	PhD	CGS/CBTS	STM	MBTS	All
Serving as a head pastor at a church	16	2	8	0	0	4	0	0	8	1	1	1	2	0	43
Serving on pastoral staff, (not head pastor) at a church	6	4	4	3	0	3	0	0	0	0	0	1	1	0	22
Serving on staff (non-pastoral) at a church	1	0	0	0	0	3	0	0	0	0	0	1	0	0	5
Serving as a counselor in a non-church setting	1	0	0	21	0	0	0	0	0	0	0	0	0	0	22
Serving as a chaplain	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2
Serving in a church planting ministry	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Serving as a missionary	4	1	0	0	0	1	2	0	1	0	0	3	0	0	12
Serving in a parachurch ministry	0	0	3	0	0	6	2	0	0	0	0	3	0	0	14
Teaching or administration in higher education	15	3	1	0	0	11	0	0	1	0	5	1	5	0	42
Secular Employment	1	2	4	1	0	1	0	1	0	0	0	1	0	0	11
Undecided	5	5	3	2	0	0	1	3	0	0	0	1	0	0	20
Other	9	4	1	5	1	11	2	2	0	1	0	4	0	1	41
Total	59	21	24	32	1	41	7	6	10	2	6	17	8	1	235

2 year plans															
	ThM	MABS	MACL	MABC	MABEL	MACE	MACM	MAMW	DMin	DEdMin	PhD	CGS/CBTS	STM	MBTS	All
Serving as a head pastor at a church	4	0	3	0	0	1	0	0	8	1	1	0	0	0	18
Serving on pastoral staff, (not head pastor) at a church	18	6	8	3	0	6	0	0	0	0	0	1	3	0	45
Serving on staff (non-pastoral) at a church	0	0	0	0	0	3	0	0	0	0	0	2	0	0	5
Serving as a counselor in a non-church	1	0	0	21	0	0	0	0	0	0	0	0	0	0	22
Serving as a chaplain	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2
Serving in a church planting ministry	1	1	2	0	0	1	0	0	1	0	0	1	0	0	7
Serving as a missionary	3	0	0	1	0	2	1	0	0	0	0	2	0	0	9
Serving in a parachurch ministry	5	0	6	1	1	3	0	0	0	0	1	3	0	0	20
Teaching or administration in higher education	3	0	1	0	0	5	0	0	1	0	4	0	0	0	14
Pursuing additional education	8	0	1	1	0	4	0	1	0	0	0	2	3	0	20
Secular employment	7	8	3	2	0	10	4	3	0	0	0	2	0	0	39
Other	8	6	0	3	0	6	2	2	0	1	0	3	2	1	34
Total	59	21	24	32	1	41	7	6	10	2	6	17	8	1	235

Departments and Services

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

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

Dept. or Service	Respondents	
Advisor to African American Students	Black graduates only	N=10
Advisor to Women Students	Female graduates only	N=55
Your extension library	Extension graduates only	N=35

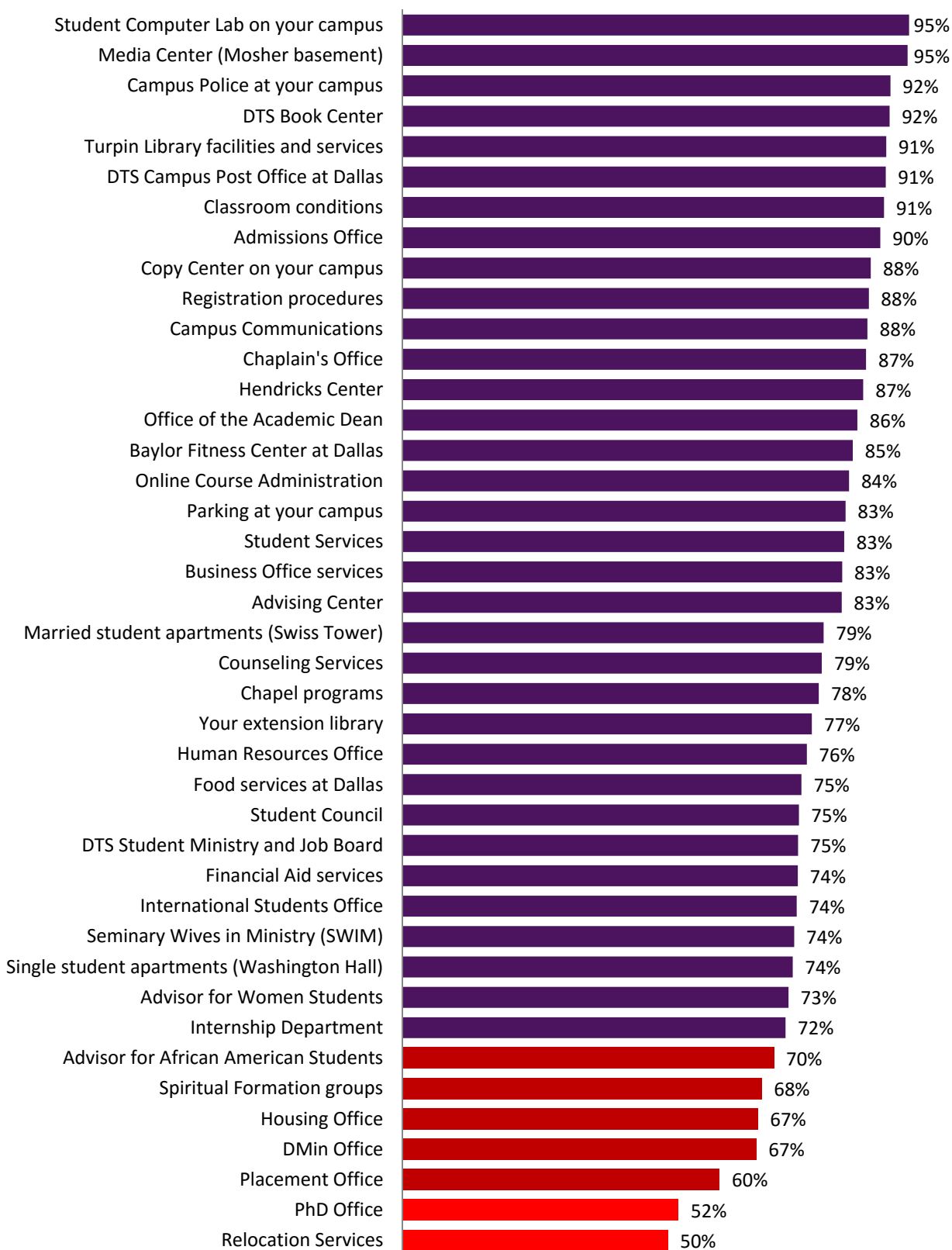
For some other departments which have primary service to one subpopulation and still serve any students, all respondents were included.¹ Results are shown in the following chart in descending order of satisfaction percent (“satisfied” and “very satisfied responses”). Satisfaction percentage is limited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

Overall respondents’ satisfaction ratings were positive with 83% (34 of 41) departments and services rated over 70% satisfaction, and almost half (20 of 41) rated over 80%. The top 8 received a satisfaction rating of 90% or more: **Student Computer Lab on your campus** (95%), **Media Center (Mosher basement)** (95%), **Campus Police at your campus** (92%), **DTS Book Center** (92%), **Turpin Library facilities and services** (91%), **DTS Campus Post Office at Dallas** (91%), **Classroom conditions** (91%), and **Admissions Office** (90%).

Conversely, 7 received satisfaction ratings of 70% or below: **Advisor for African American Students** (70%), **Spiritual Formation groups** (68%), **Housing Office** (67%), **DMin Office** (67%), **Placement Office** (60%), **PhD Office** (52%), and **Relocation Services** (50%).

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

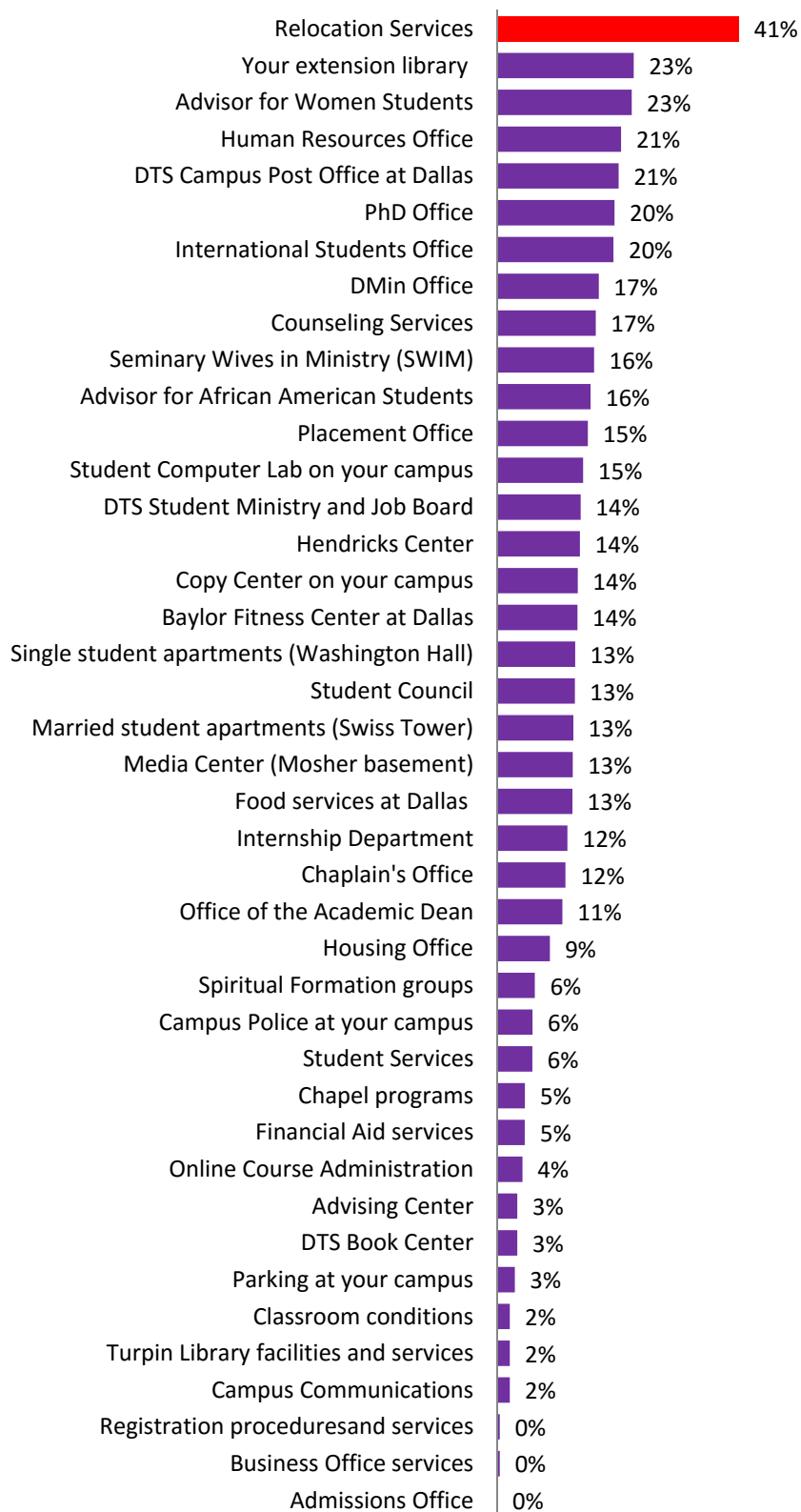
Departments and Services Satisfaction %



	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	total	Sat. %
Student Computer Lab on your campus	0	0	7	67	80	154	95%
Media Center (Mosher basement)	0	1	7	71	87	166	95%
Campus Police at your campus	0	2	14	71	112	199	92%
DTS Book Center	0	3	14	83	107	207	92%
Turpin Library facilities and services	1	5	13	82	114	215	91%
DTS Campus Post Office at Dallas	0	1	9	48	54	112	91%
Classroom conditions	0	3	18	99	107	227	91%
Admissions Office	1	0	21	93	106	221	90%
Copy Center on your campus	0	2	14	59	61	136	88%
Registration procedures	1	3	24	111	92	231	88%
Campus Communications	0	4	24	101	97	226	88%
Chaplain's Office	0	2	9	42	34	87	87%
Hendricks Center	0	2	10	40	39	91	87%
Office of the Academic Dean	0	1	12	39	39	91	86%
Baylor Fitness Center at Dallas	1	3	11	26	58	99	85%
Online Course Administration	1	7	25	92	83	208	84%
Parking at your campus	0	17	19	88	94	218	83%
Student Services	0	2	27	80	64	173	83%
Business Office services	1	3	32	81	93	210	83%
Advising Center	2	6	27	77	91	203	83%
Married student apartments (Swiss Tower)	0	0	13	22	28	63	79%
Counseling Services	0	4	13	35	29	81	79%
Chapel programs	1	7	36	81	79	204	78%
Your extension library	0	2	6	17	10	35	77%
Human Resources Office	0	3	12	22	26	63	76%
Food services at Dallas	1	6	30	81	31	149	75%
Student Council	2	3	17	42	23	87	75%
DTS Student Ministry and Job Board	1	7	20	39	43	110	75%
Financial Aid services	3	10	24	51	57	145	74%
International Students Office	0	3	6	9	17	35	74%
Seminary Wives in Ministry (SWIM)	1	2	8	12	19	42	74%
Single student apartments (Washington Hall)	2	4	12	25	25	68	74%
Advisor for Women Students	0	8	7	16	24	55	73%
Internship Department	5	13	24	56	53	151	72%
Advisor for African American Students	0	0	3	1	6	10	70%
Spiritual Formation groups	3	15	35	55	56	164	68%
Housing Office	7	10	18	41	30	106	67%
DMin Office	0	2	10	8	16	36	67%
Placement Office	2	4	25	24	22	77	60%
PhD Office	0	2	10	5	8	25	52%
Relocation Services	0	2	15	9	8	34	50%

Unawareness % of Departments and Services

N=236

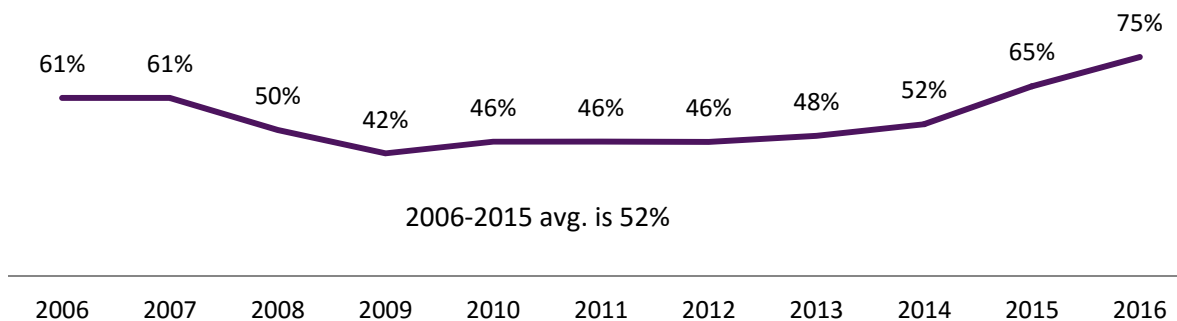


Commendable areas

Two seminary departments and services' 2016 satisfaction performance indicators increased over 12 percentage points when compared to the previous 10 year average: **Student Council (+23)** and **Your Extension Library (+19)**.

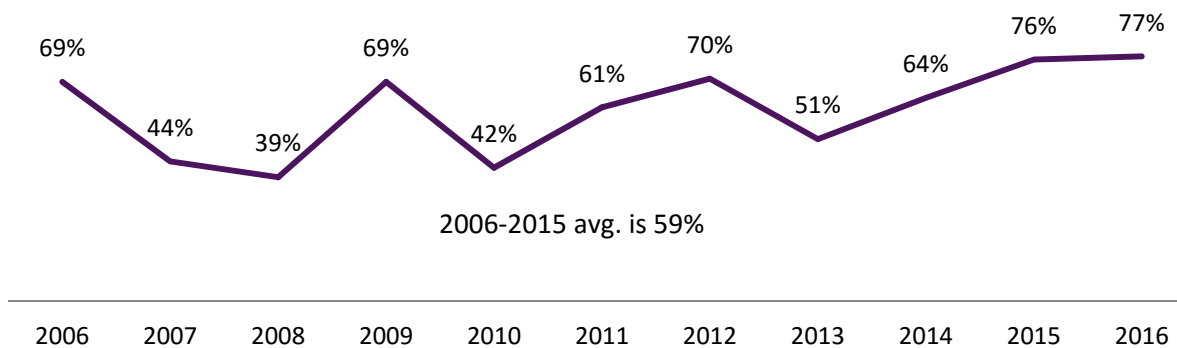
Student Council

While Student Council's satisfaction rating of 75% places it in the lower half of departments and services, the 75% in 2016 represents a 23 percentage point increase from the historical average. This increase builds off of last year's increase as seen in the graph below.



Your Extension Library

With historically lower respondents, yearly fluctuation with "Your Extension Library" may be seen. However the historical trend shows a general increase. The 2016 satisfaction level increase is the third year in a row wherein respondents satisfaction has increased as seen in the graph below.



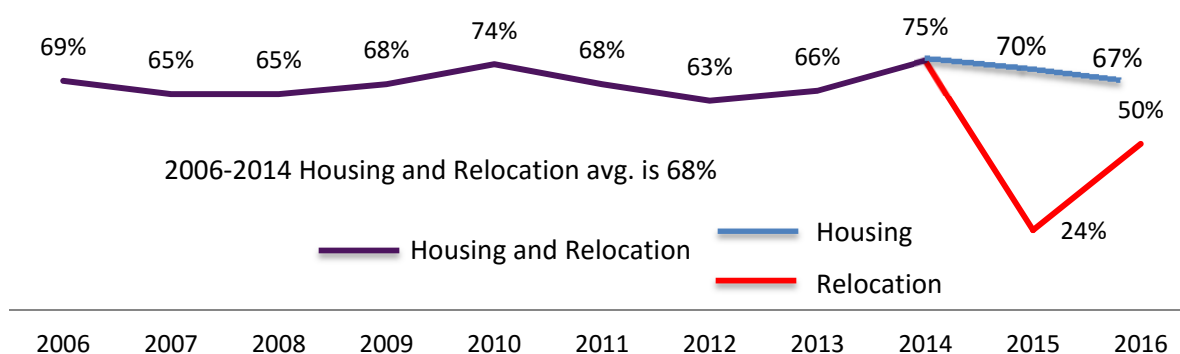
Areas to Improve

Both the **PhD Office** (-24) and the **DMin Office** (-13) had their satisfaction decrease over 12 percentage points when compared to the previous 10 year average. However, the number of respondents for both office's remain low limiting the significance of the data.

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

Relocation Services

While both the satisfaction and unawareness percentages reveal room for improvement, both show increases from the year before. Satisfaction percentage rose 26 points and unawareness dropped 5 points from the 2015 GSS results.



Recommendations

- 1) *Improve perception of both the DMin and PhD offices.* With satisfaction levels of 67% (DMin) and 52% (PhD), the Seminary should review the offices to ensure they meet the needs of students.
- 2) *Continue improvements in perception of the Placement Office and Student Services Offices.* This year's results showed improvements from 2015 in satisfaction in the Placement Office and improvements to both satisfaction and awareness of the various offices within Student Services. While satisfaction percentages are within the historical norm for the Placement Office, the 60% satisfaction still offers room for improvements. Likewise, the Offices of Student services all have

shown improvement and still have room to improve. The Seminary should applaud the efforts made by these departments and encourage continued improvements.

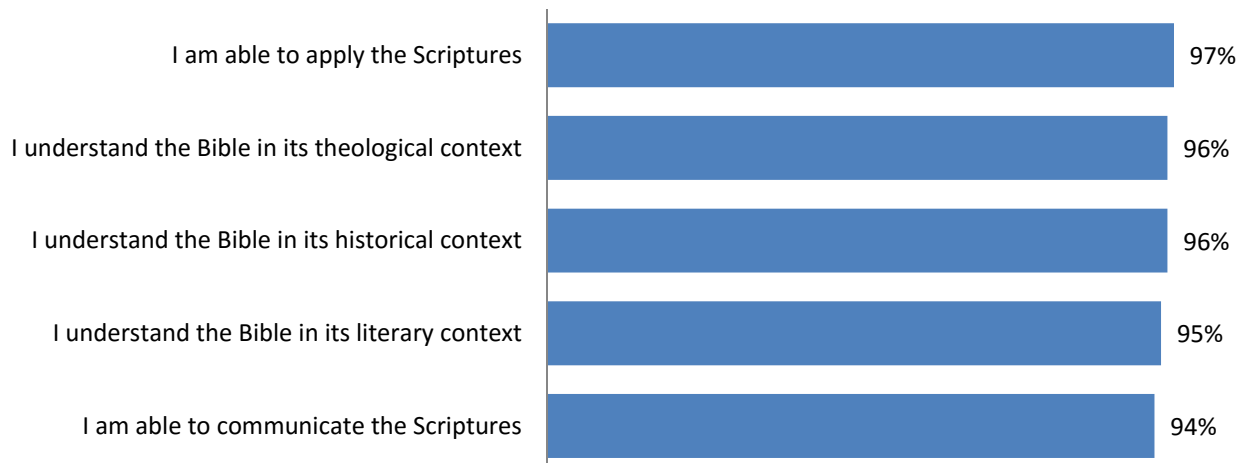
- 3) *Continue to improve awareness and perception of Relocation Services.* While the improvement in perception and awareness of Relocation Services ought not be ignored, both satisfaction (50%) and unawareness (41%) of Relocation Services reveal a need for continued improvement.

DTS Core Competencies

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

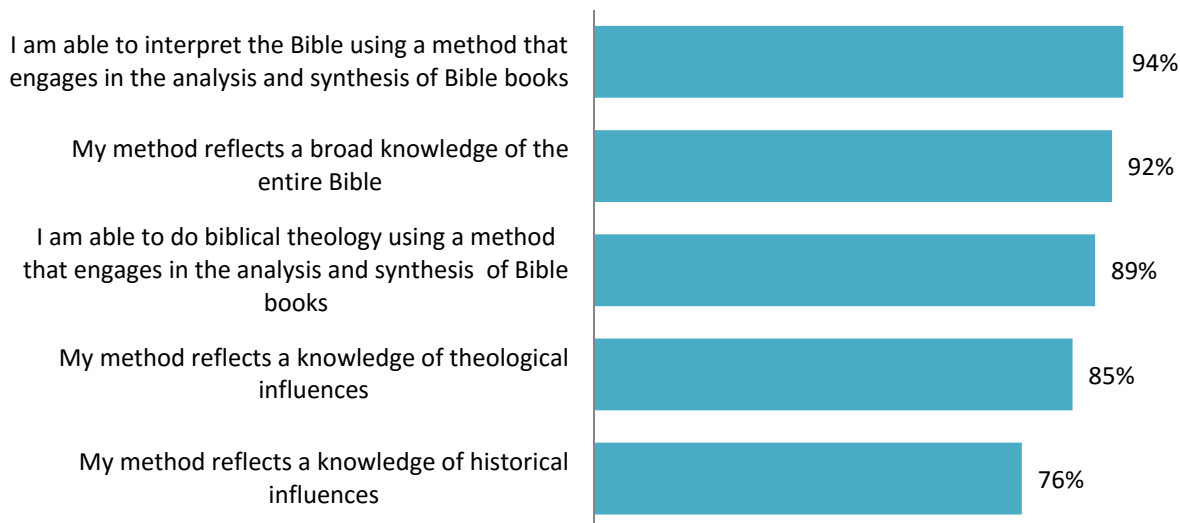
Biblical Interpretation Competency

N=217



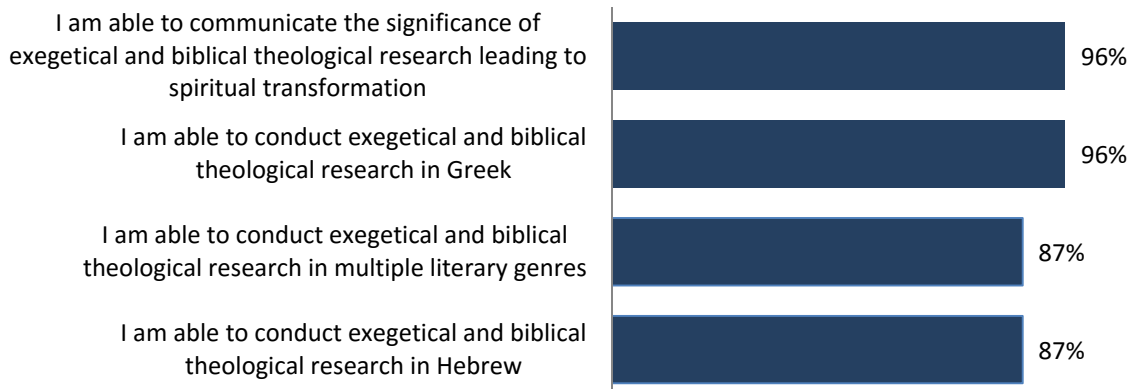
MA Specific Competency Level

n=133



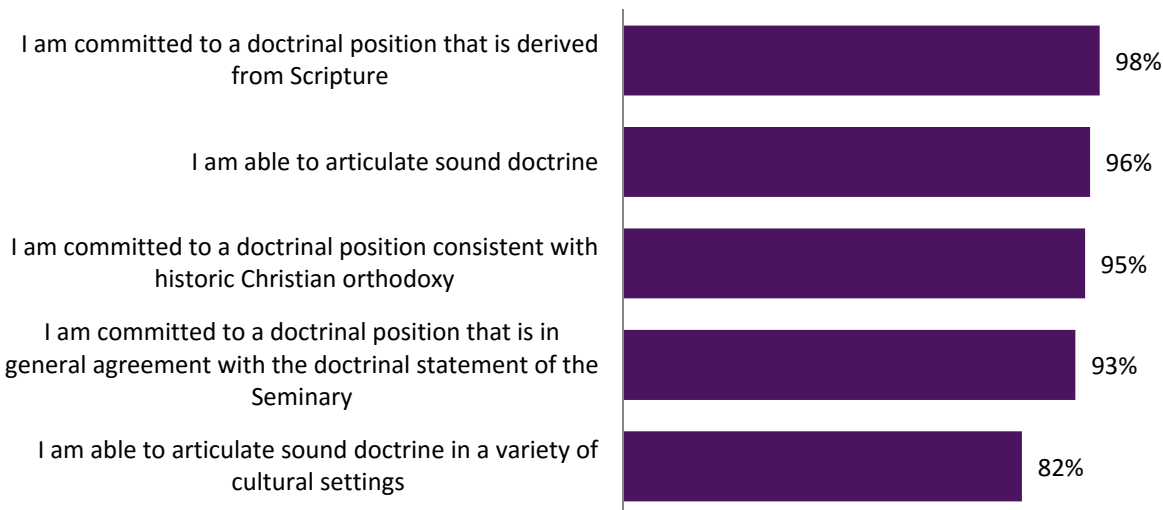
² With the change to the Cultural Engagement Competency, no faculty approved degree specific achievement levels have been crafted yet.

ThM/STM Specific Competency Level
n=67



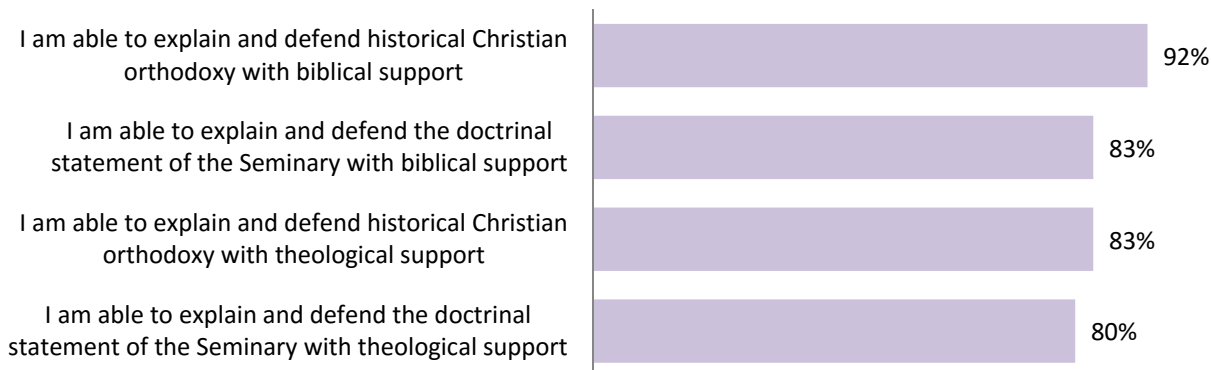
Theology Competency

N=217

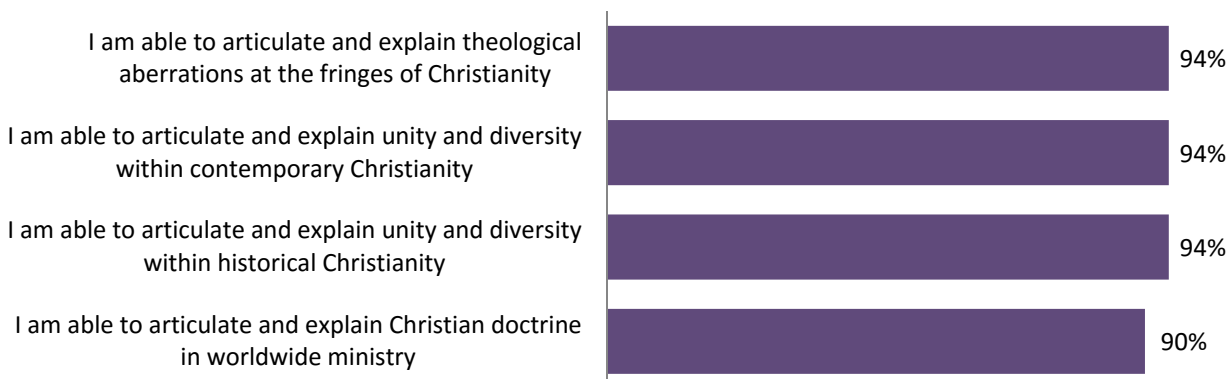


MA Specific Competency Level

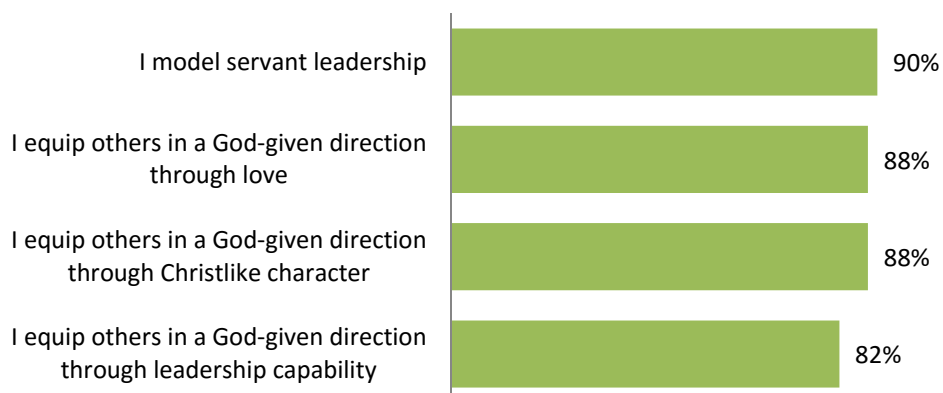
n=133



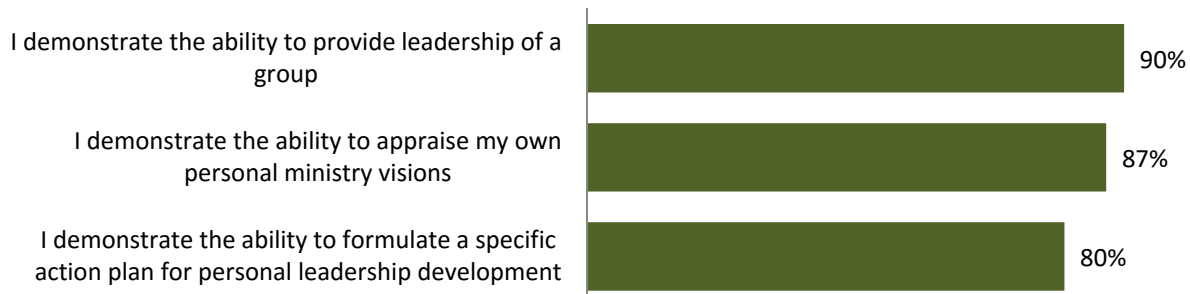
ThM/STM Specific Competency Level n=67



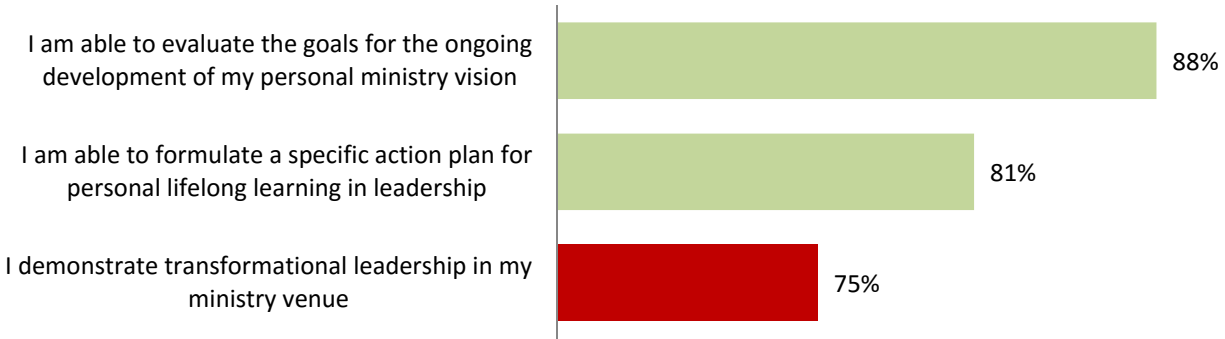
Servant Leadership Competency N=217



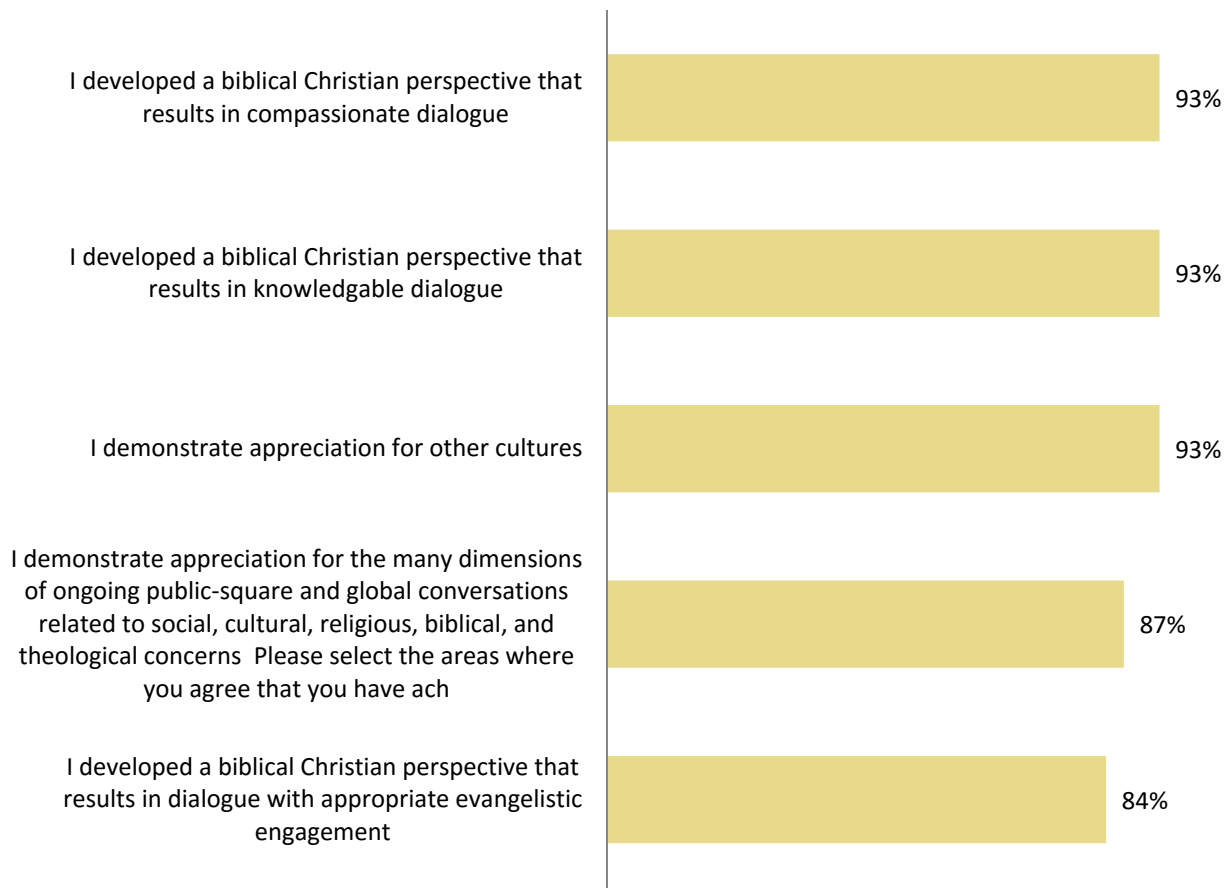
MA Specific Competency Level n=133



ThM/STM Specific Competency Level n=67

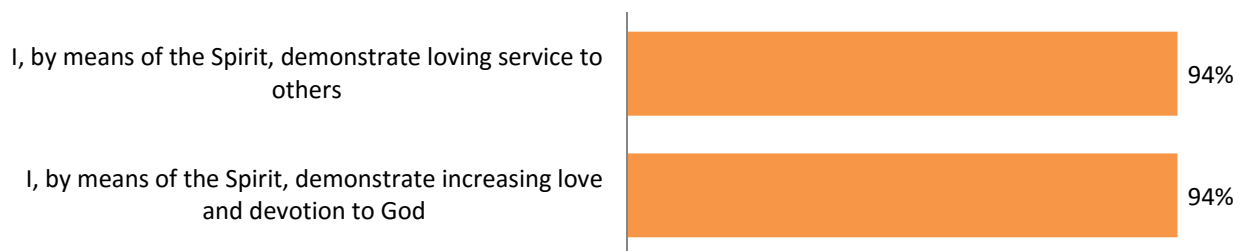


Cultural Engagement Competency N=217



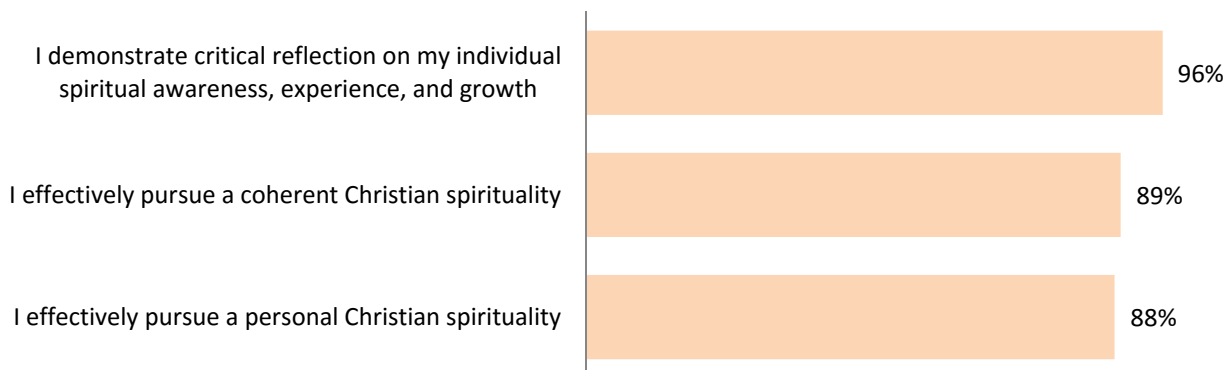
Christian Spirituality Competency

N=217



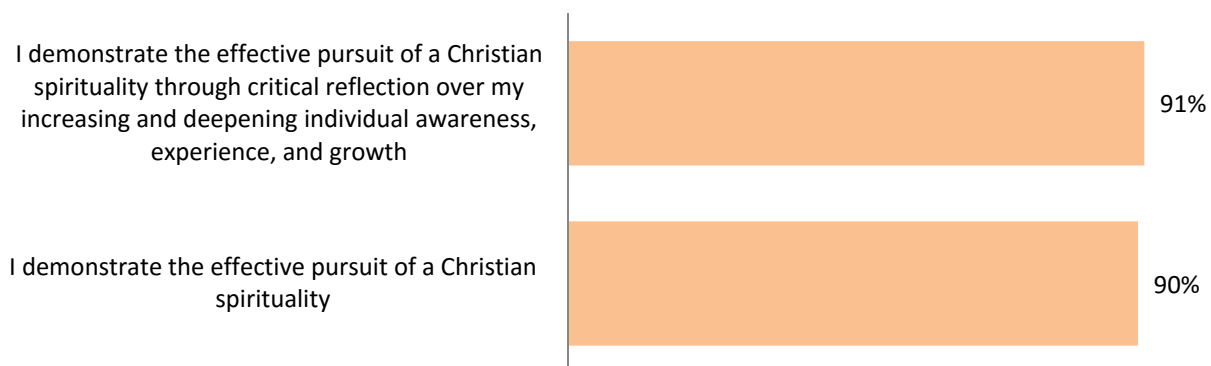
MA Specific Competency Level

n=133



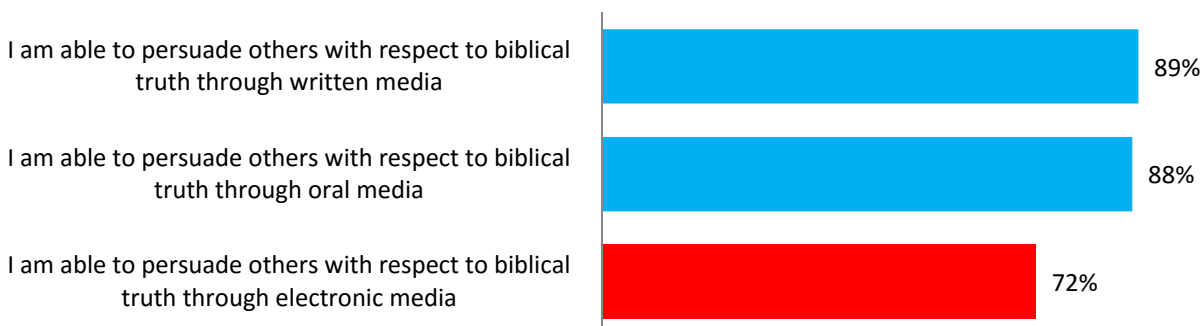
ThM/STM Specific Competency Level

n=67



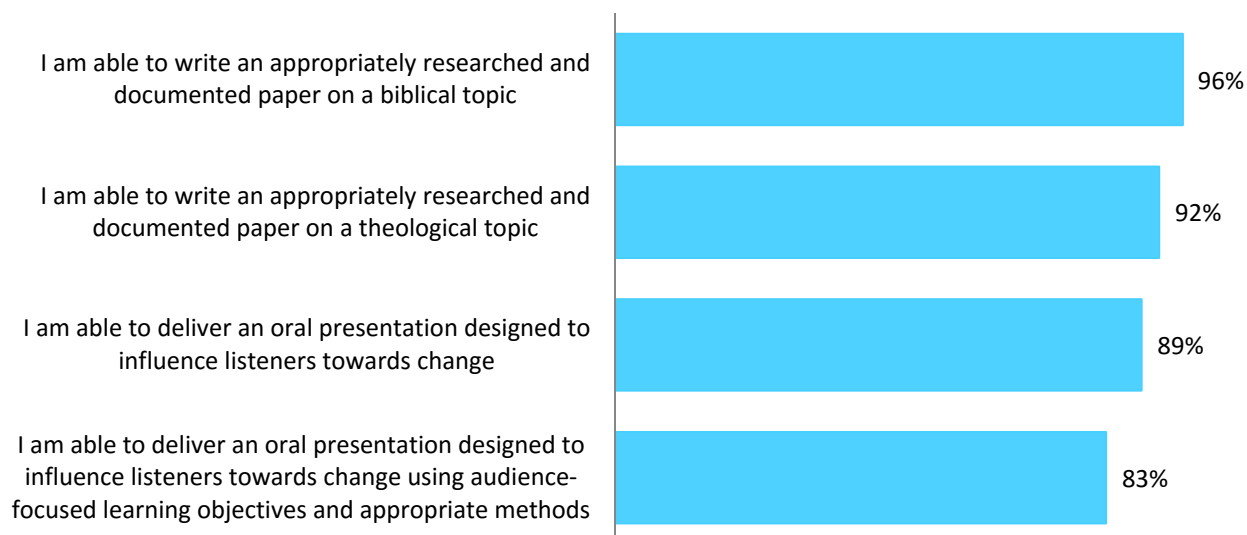
Communication

N=217



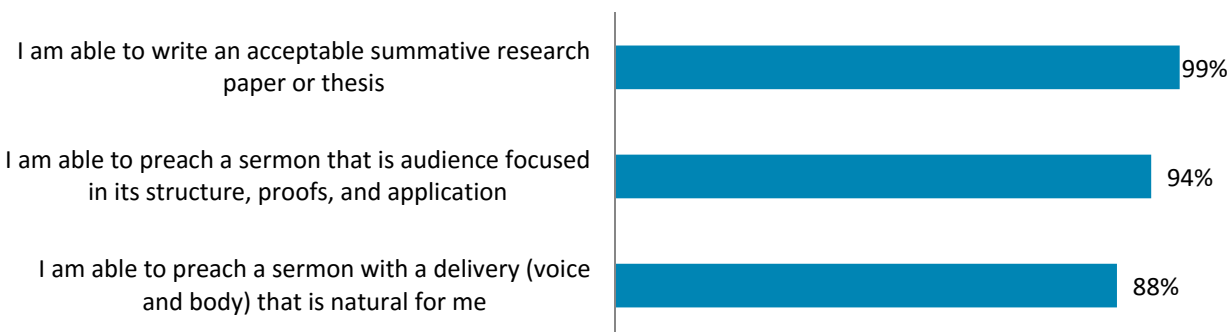
MA Specific Competency Level

n=133



ThM/STM Specific Competency Level

n=67



Commendable areas

For the most part, respondents assess that they have attained the Core Competencies. Of the 59 measured aspects of competencies and degree specific levels of competencies, 54% (32) were claimed to be attained by 90% or more graduate respondents, and 95% (56) were claimed to be attained by at least 80% of graduate respondents.

Areas to improve

Seventy-five percent or less of respondents indicated achieving competency in two aspects of competencies and degree specific levels of competencies:

- **ThM aspect of the Servant Leadership Competency** “I demonstrate transformational leadership in my ministry venue,” (75%)
- **Electronic media aspect of the Communications Competency:** “I am able to persuade others with respect to biblical truth through electronic media,” (72%)

Recommendations

- 4) *Improve student perception of their Communication competency in electronic media.* With only 72% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should continue be reviewed to identify where it is addressed and seek improvements.
- 5) *Improve student perception of their degree specific competency levels of Servant Leadership.* 75% of ThM respondents agreed that within the Servant Leadership competency they “had demonstrated transformational leadership in their ministry venue.” The ThM curriculum should be reviewed to identify where this is being addressed and seek improvements.

Academic Programs

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

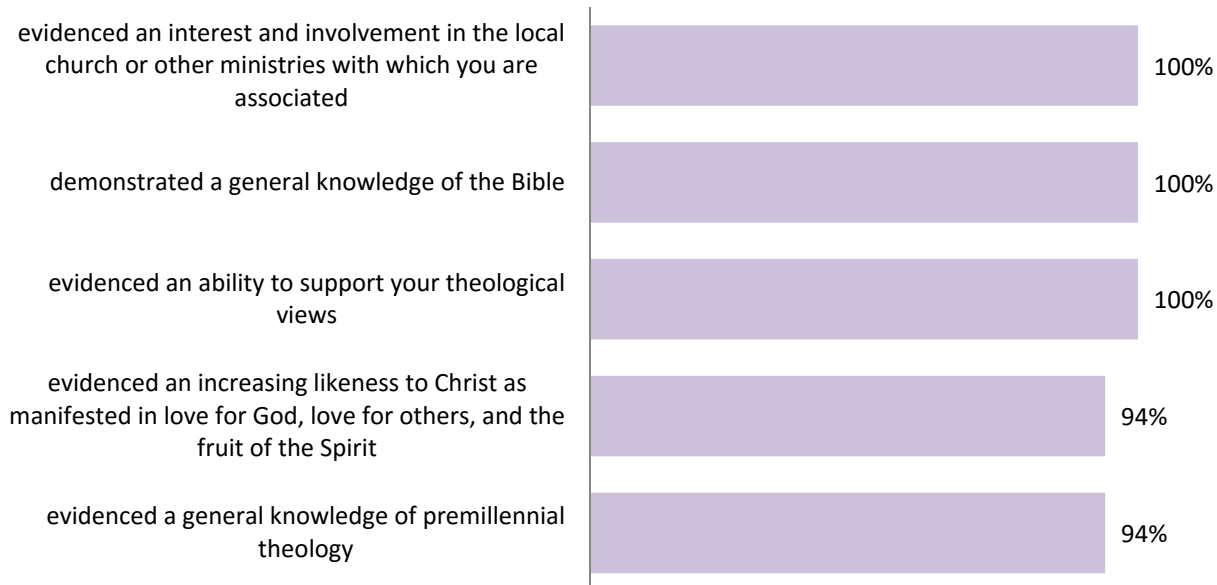
This year, an error occurred in the administration of the survey where the MABS, MAMW, MACM, MACL, MABC respondents did not receive the degree questions. Degree specific portions were sent to those that did not receive the degree portion of the GSS. The results of the follow up surveys are included.

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

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

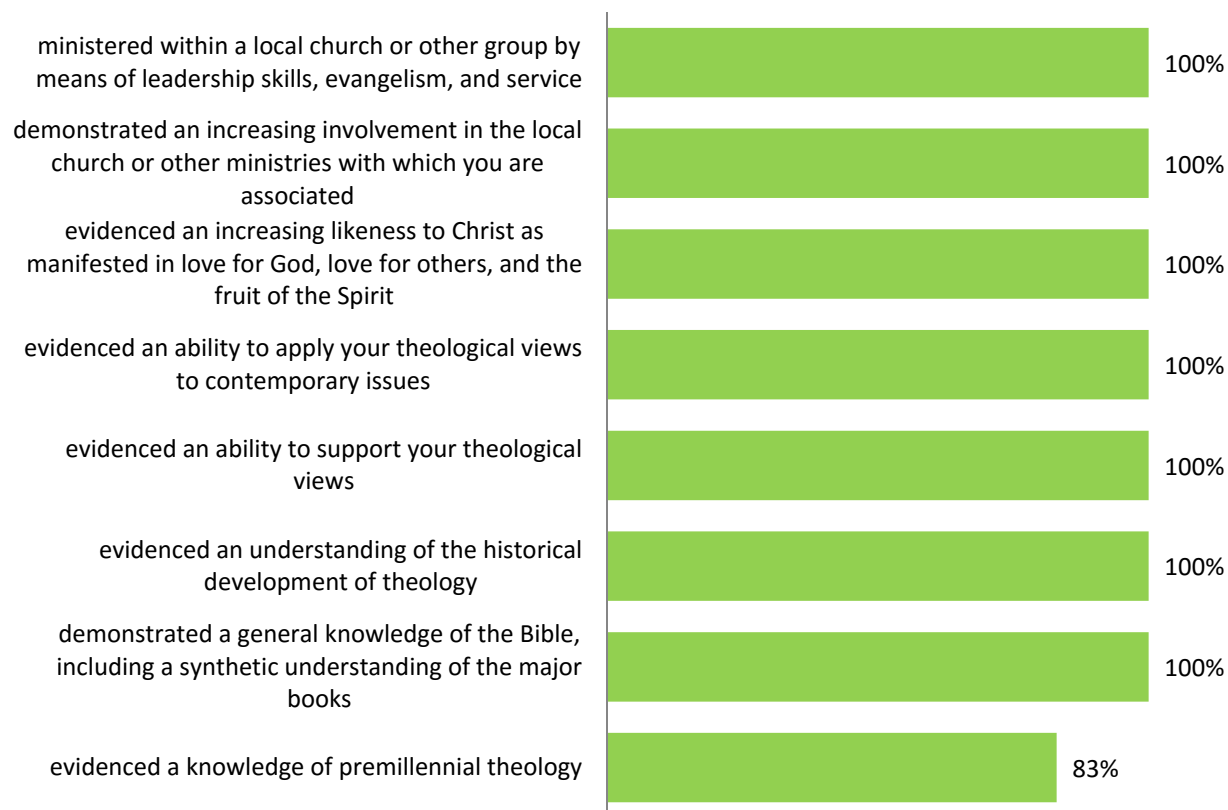
CBTS/CGS

N=17



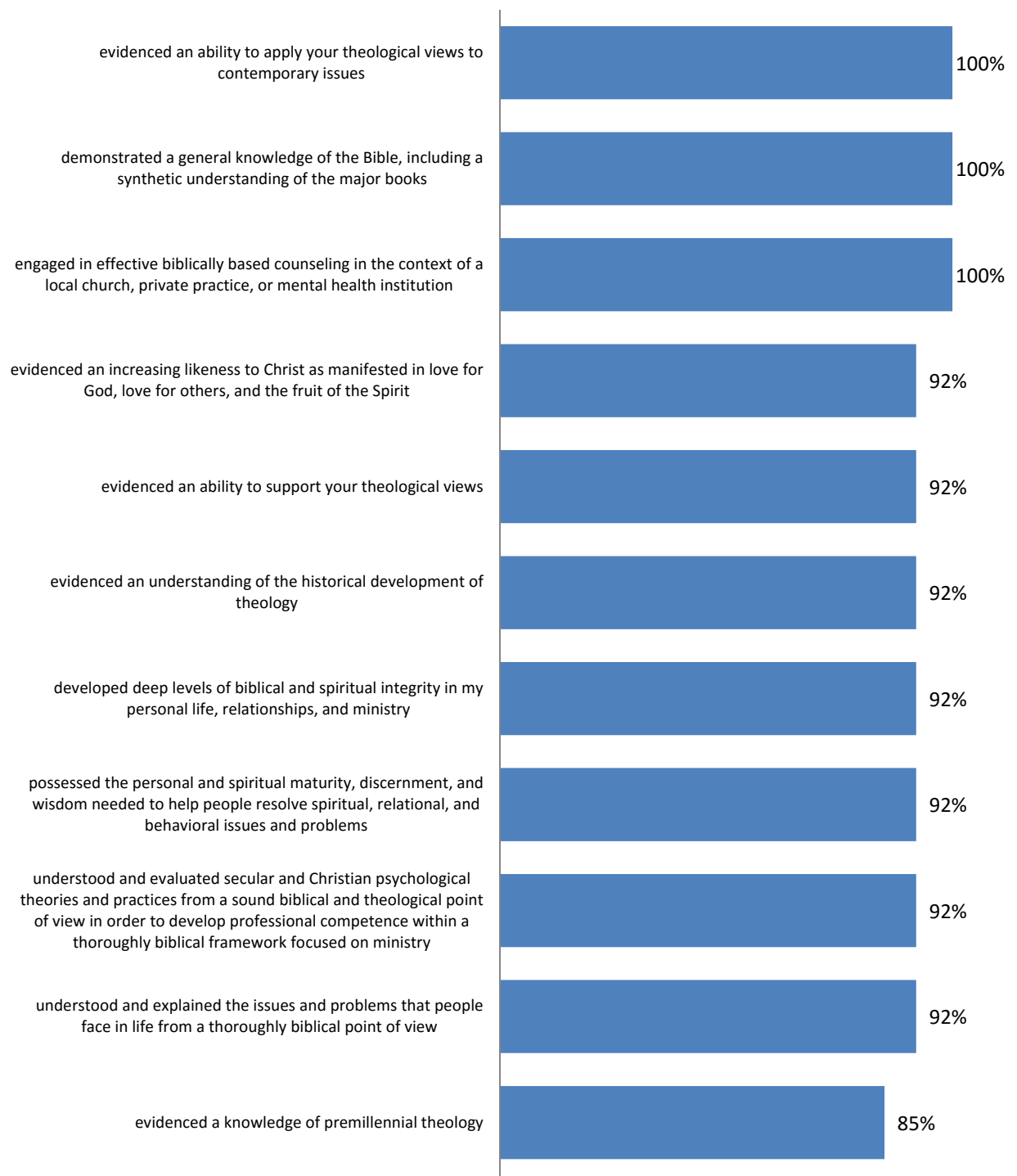
MABS

N=6



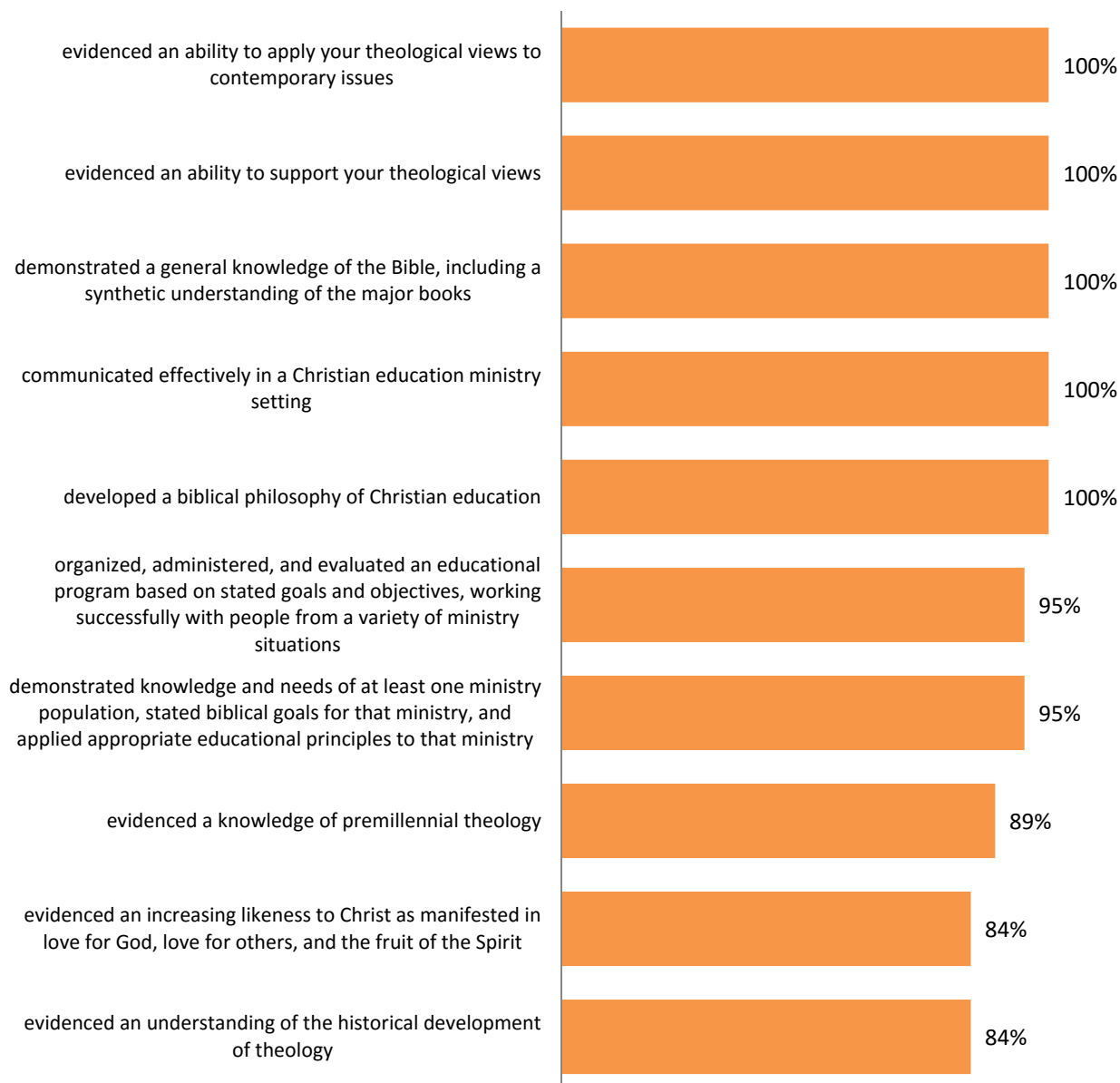
MABC

N=13



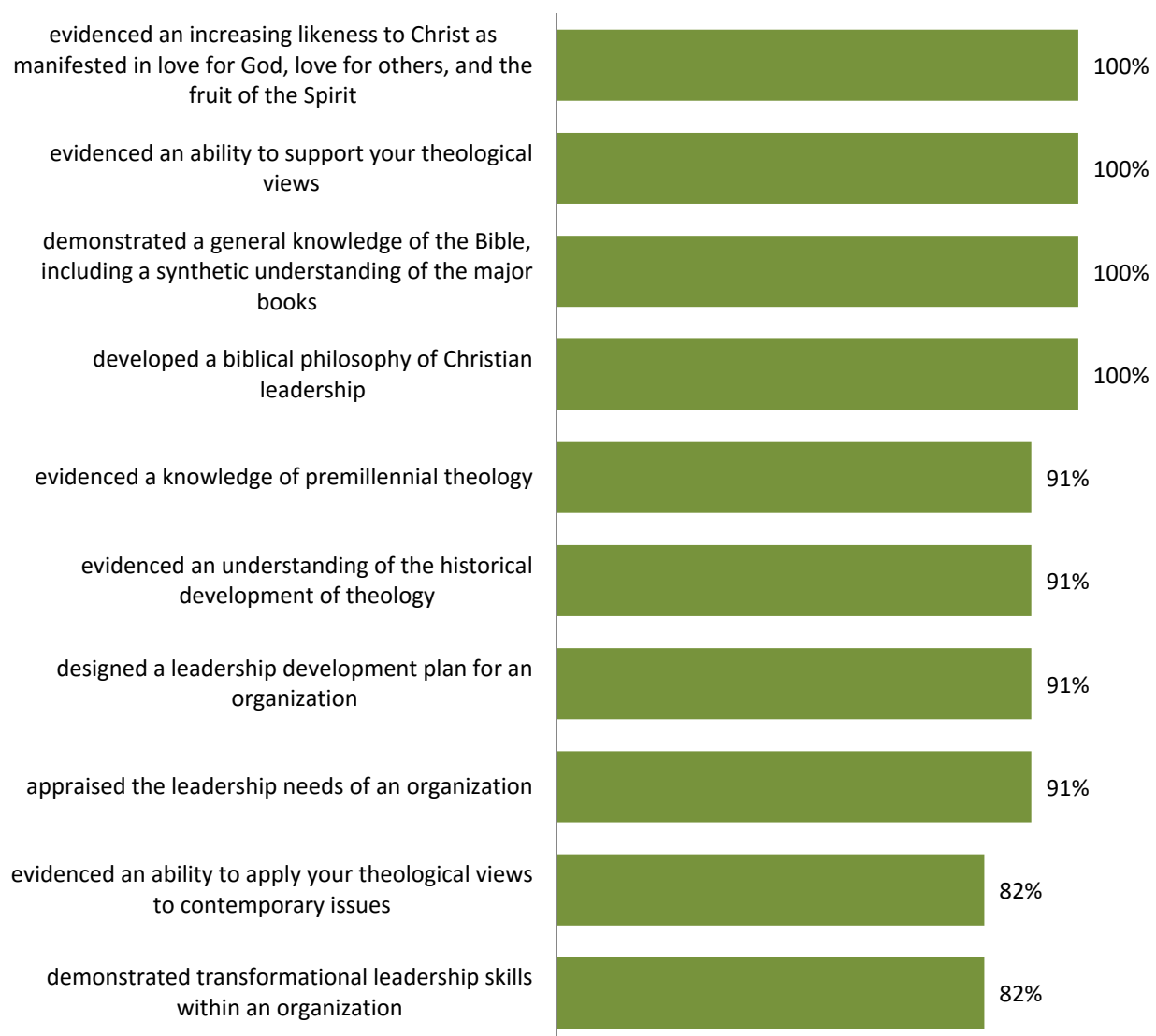
MACE

N=19



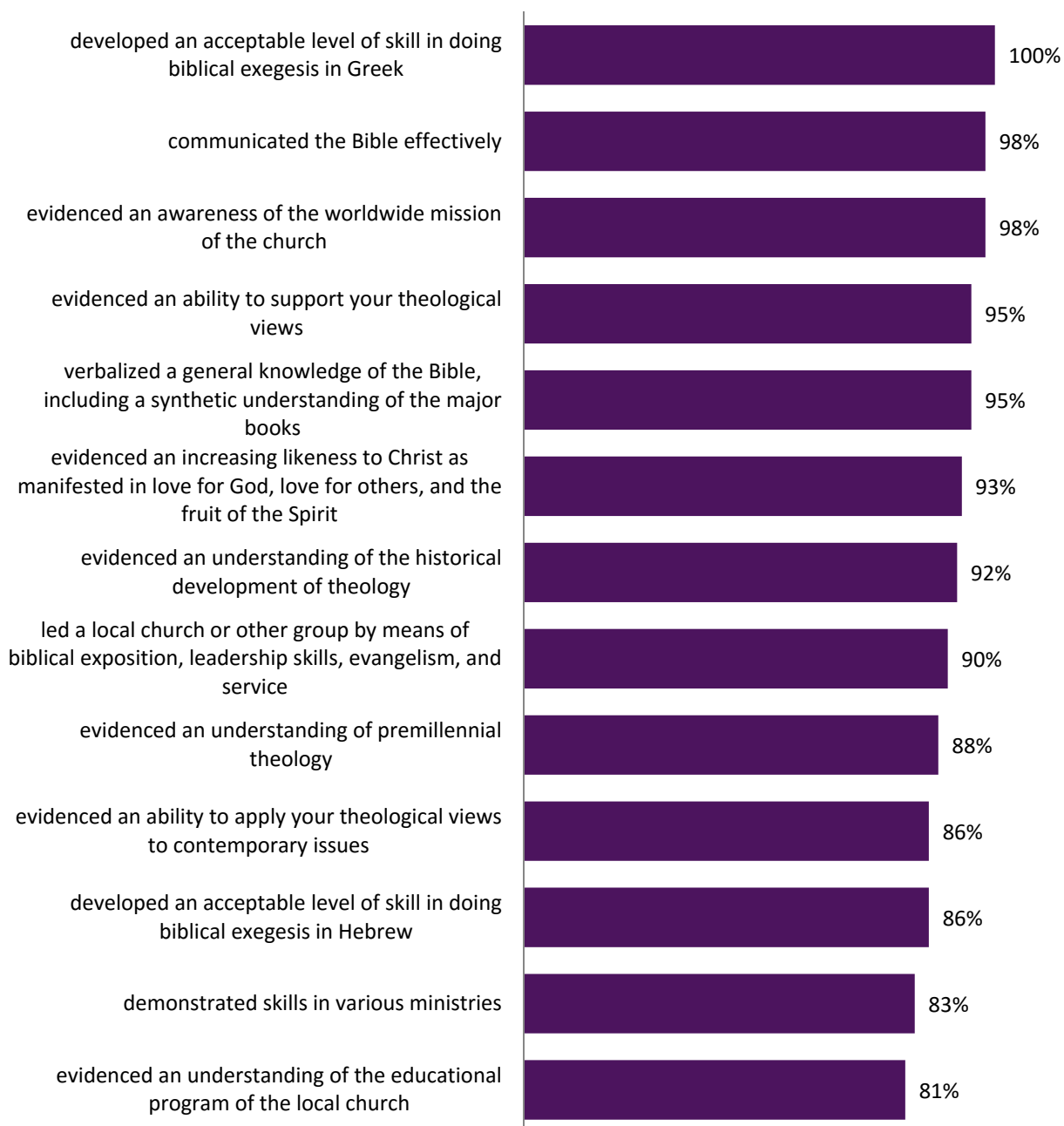
MACL

N=11

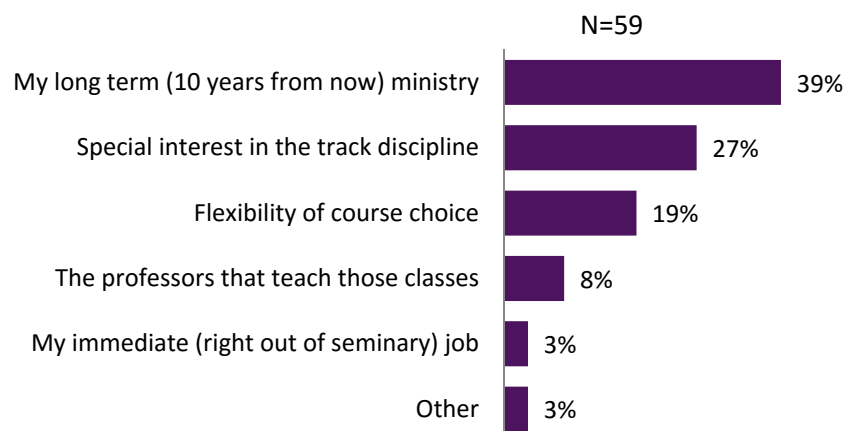


ThM

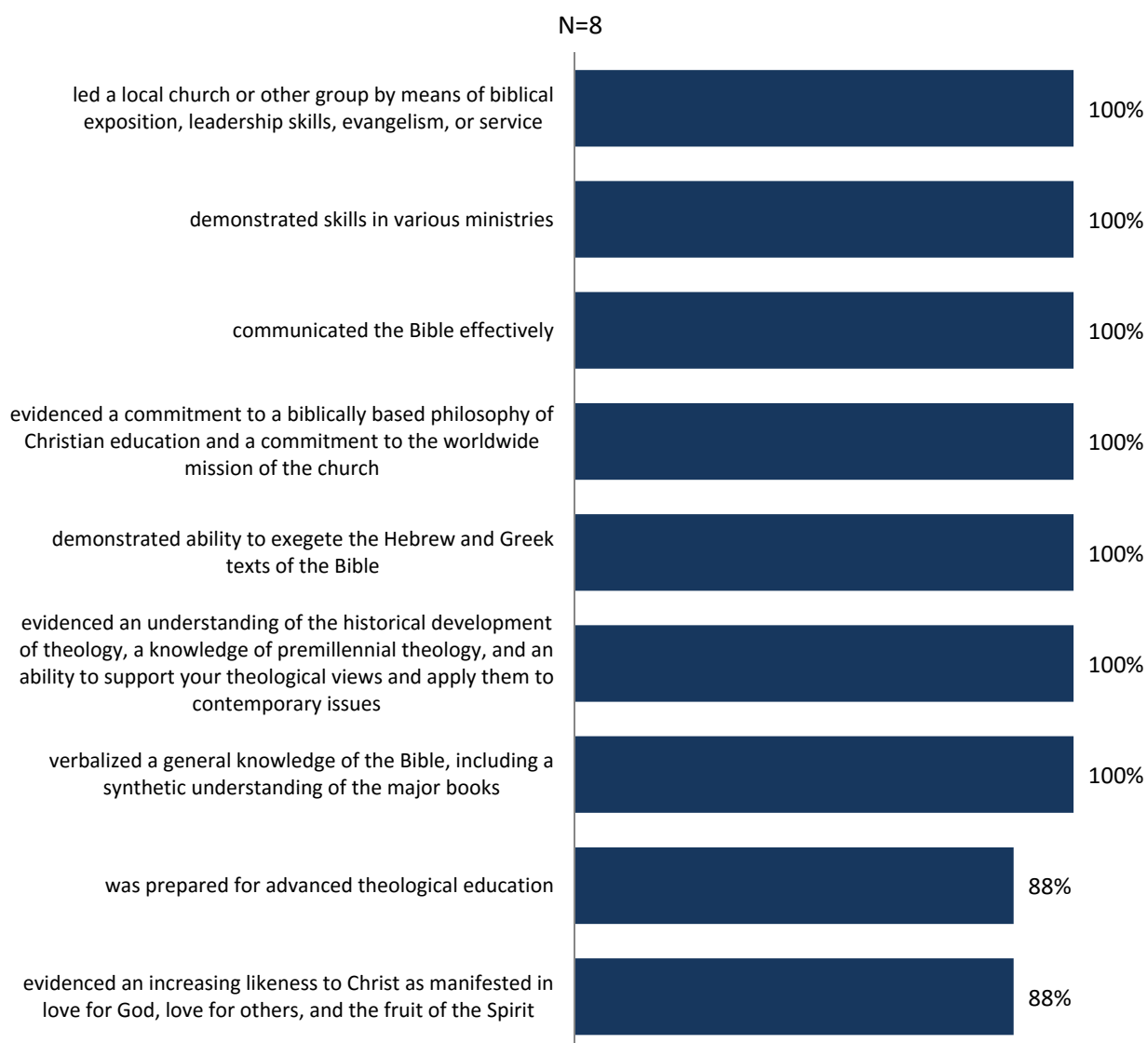
N=59



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

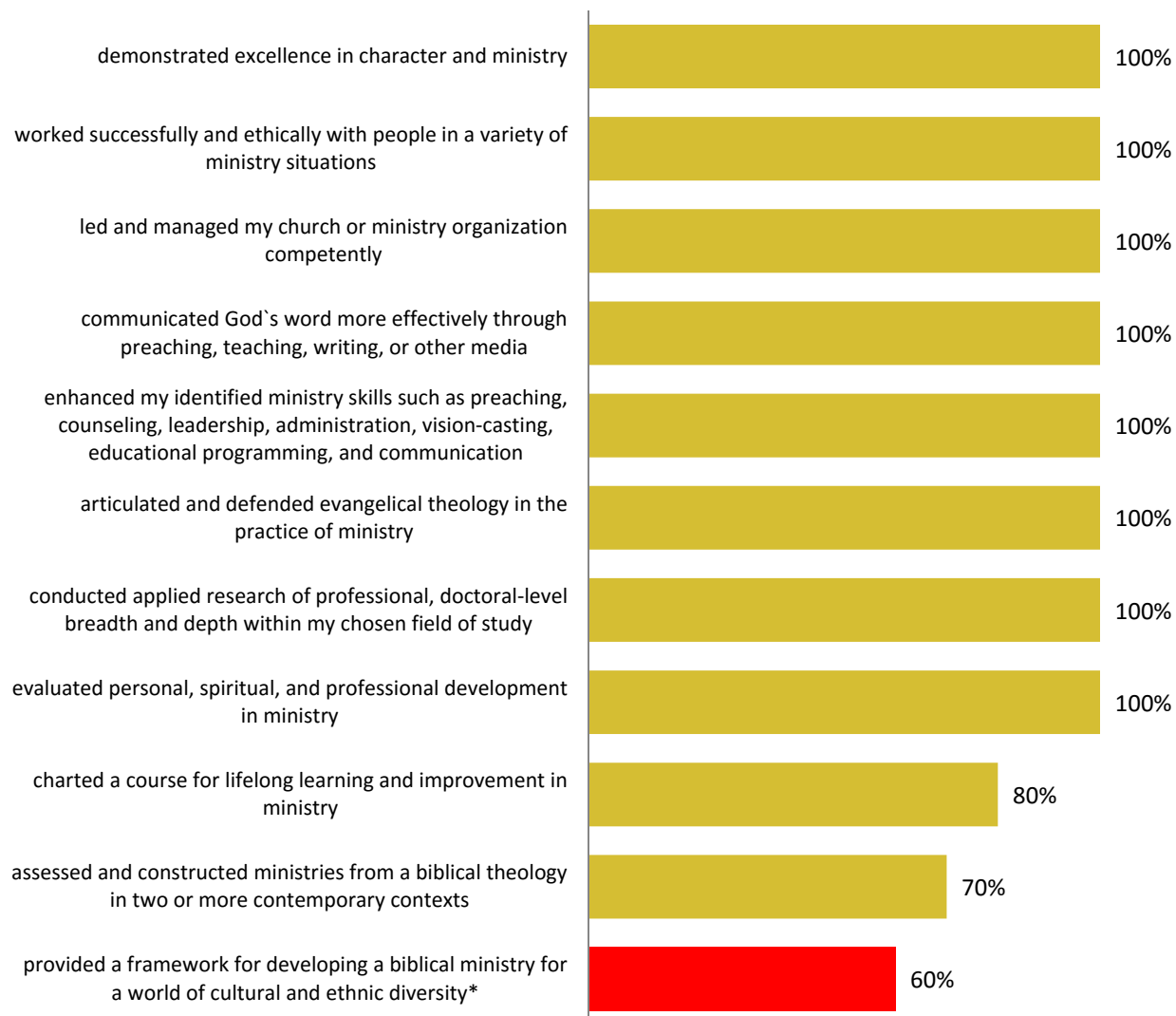


STM



DMin

N=10



*Note that the DMin program SLOs have undergone review and this one has been removed.

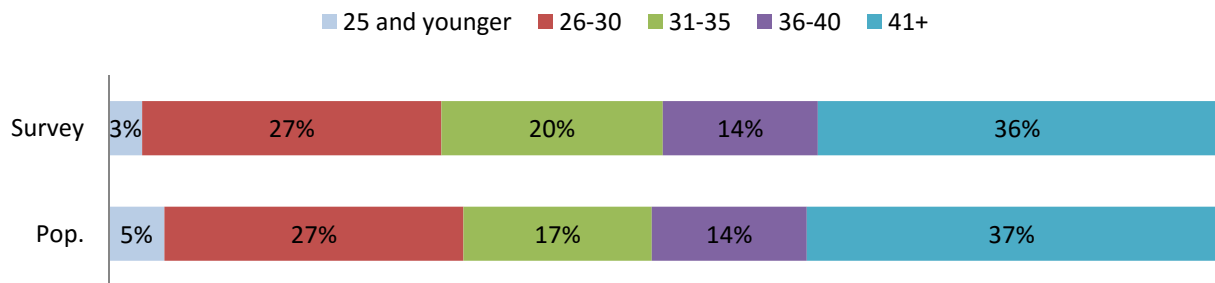
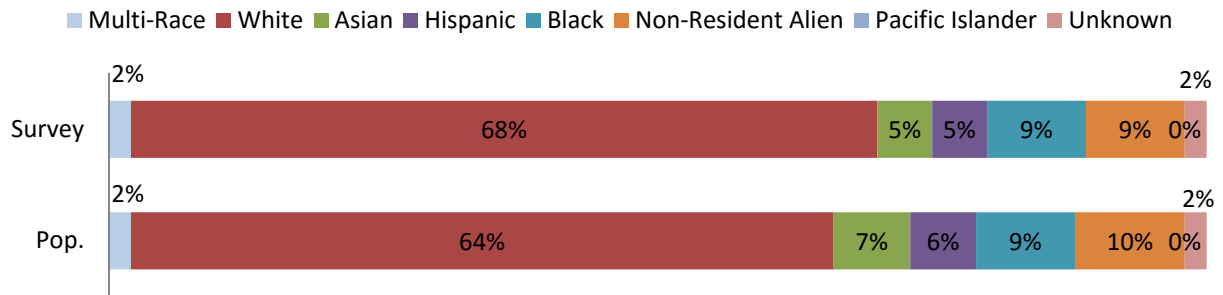
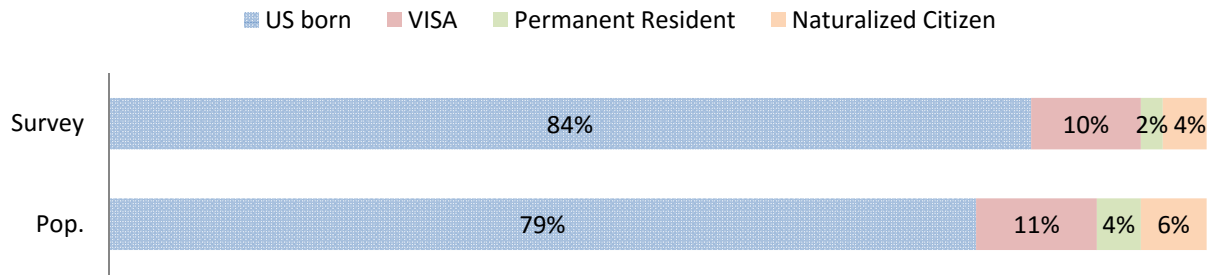
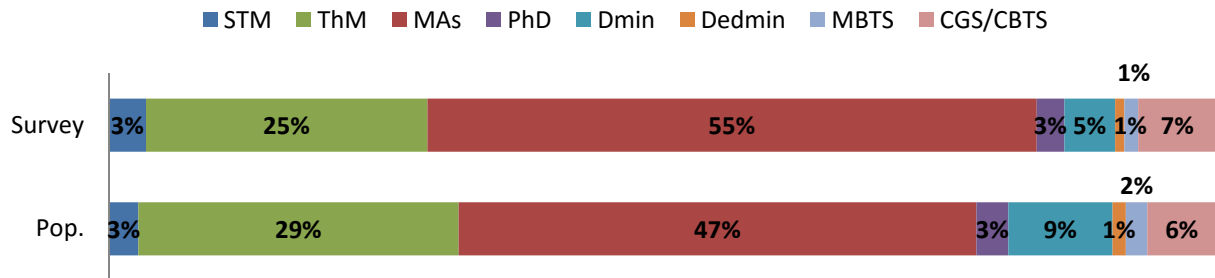
PhD

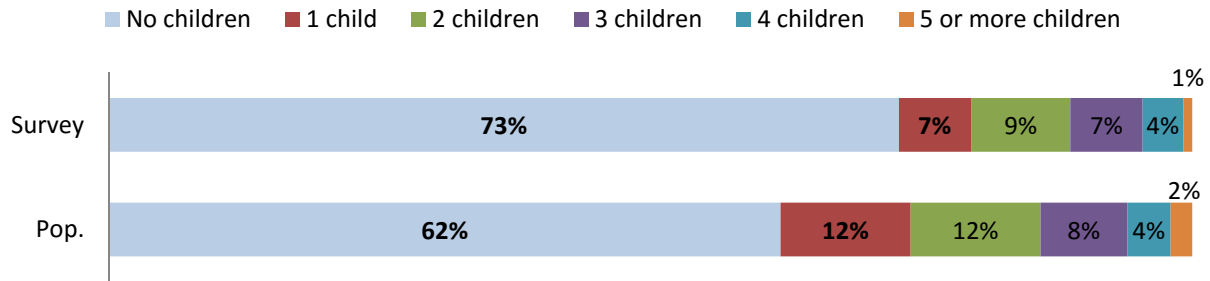
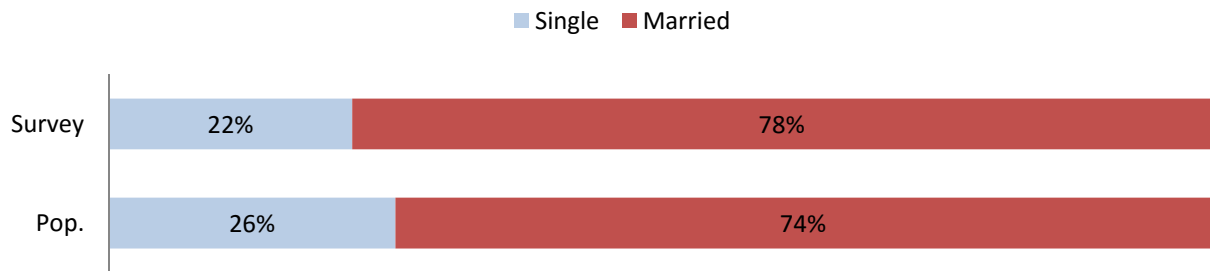
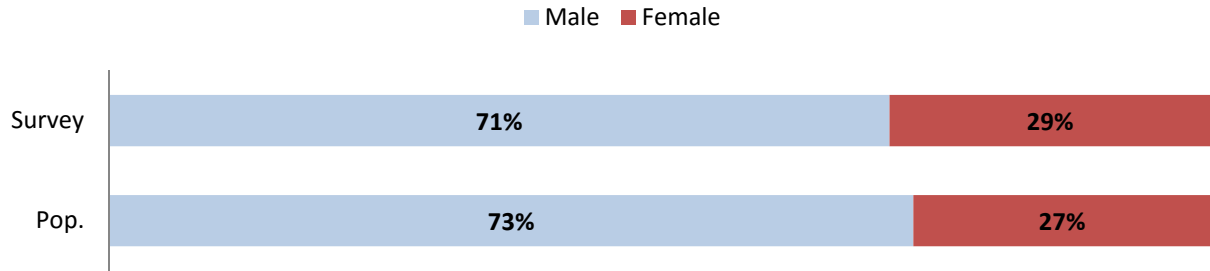
N=6



Survey Sample Resembles Population

Sample N=240
Population N=415





Graduates' Future Plans

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

“Other” responses

- “parenting at home” (Respondent 13, CGS/CBTS, Dallas)
- “Serving on staff (non-pastoral) at a church AND serving as missionary” (Respondent 21, CGS/CBTS, Online)
- “Teaching” (Respondent 25, MABS, Dallas)
- “A lot of the above-- serving on staff with my husband at church as a teacher as well as equipping women in a parachurch setting down the road.” (Respondent 27, ThM, Dallas)
- “missionary and counselor” (Respondent 28, Dual, Houston)
- “Maintaining my secular employment while serving at a church ” (Respondent 42, MABS, Houston)
- “Serving as a pastor's wife, mother, and discipleship mentor at a church” (Respondent 48, MABC, Dallas)
- “I am doing a second master's degree in hopes of working in a "secular" position while working with a church in a minority Christian part of the country or world. I'm not pursuing being in vocational ministry, but I will not avoid it.” (Respondent 52, MACM, Dallas)
- “continuing what I am doing in ministry (leadership/development)” (Respondent 67, MACE, Dallas)
- “Writing curriculum and speaking/domestic violence/trauma related parachurch ministry” (Respondent 74, MACE, Online)
- “I currently serve as Pastor to women. I will continue honing my gifts and experience to teach, write, and speak to invest in people for the kingdom.” (Respondent 82, MACE, Dallas)
- “Teaching or Preaching as the Lord allows/leads whatever that entails!” (Respondent 84, MACL, Online)
- “Secular employment/missionary internationally.” (Respondent 85, MACM, Dallas)
- “Bi-vocational | business and youth ministry” (Respondent 88, CGS/CBTS, Online)
- “Running a Christian Publication” (Respondent 109, MACE, Dallas)
- “Writing novels and such” (Respondent 112, ThM, Dallas)
- “Secular Employment and serving on staff at a church ” (Respondent 115, MACE, Dallas)
- “Teaching Bible at either HS or college level” (Respondent 118, ThM, Dallas)
- “Potential combination of pastoral, church planting ministry, and possibly secular employment as tentmaker.” (Respondent 120, ThM, Dallas)
- “Serving women alongside my husband in local church - UNPAID! Heaven forbid? ” (Respondent 128, MACE, Dallas)
- “Serving as a pastor and teaching in an academic institution ” (Respondent 139, ThM, Dallas)
- “I hope to be working in the field of Theology and the Arts.” (Respondent 147, MAMW, Dallas)
- “Writing good fiction and devotionals to the glory of God.” (Respondent 149, ThM, Dallas)
- “Teach at the church” (Respondent 172, ThM, Dallas)
- “camp ministry” (Respondent 173, MACE, Online)
- “Refreshing pastors in the wilderness of Alaska” (Respondent 178, CGS/CBTS, Online)
- “math/science teacher at Christian high school or college” (Respondent 182, MACE, Dallas)
- “I would like to be an EML Professor at DTS-Houston” (Respondent 187, MACE, Houston)
- “As a counseling student I hope to do that either at a church or in a secular setting. ” (Respondent 192, MABC, Houston)
- “serving as a counselor in the mission field ” (Respondent 194, MABC, Dallas)
- “writing bible studies for women” (Respondent 196, MACE, Houston)
- “Running a non-profit, Restore and Rebuild Ministry” (Respondent 197, DEdMin, Dallas)
- “Working for a Christian publishing house” (Respondent 201, ThM, Dallas)
- “non staff church leadership (elder, Sunday school teacher, small group leader)” (Respondent 202, MABS, Houston)
- “Serving as a medical missionary overseas” (Respondent 221, MABS, Dallas)

- “Writing, teaching/speaking” (Respondent 222, MBTS, Dallas)
 “Combination of the above: Church planting/pastoral staff, teaching at the Kyiv Theological Seminary” (Respondent 232, ThM, Dallas)
 “Writing” (Respondent 238, MAMW, Dallas)
 “Counselor / Exorcist / Service of God wherever life may lead me/us ” (Respondent 241, Dual, Dallas)
 “I’ve been thrown for a loop, so now I’ve no idea what God’s doing with us.” (Respondent 242, MABEL, Dallas)

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

- “Probably, be a part of DTS ph.d. candidate?” (Respondent 11, STM, Dallas)
 “Teaching” (Respondent 25, MABS, Dallas)
 “Serving as a teacher in the local church my husband pastors.” (Respondent 27, ThM, Dallas)
 “Maintaining my secular employment while being involved in a church plant” (Respondent 42, MABS, Houston)
 “being a mom” (Respondent 46, MABC, Dallas)
 “Serving as pastor’s wife, mother and discipleship mentor for the church” (Respondent 48, MABC, Dallas)
 ““Secular employment” and “pursuing additional education”” (Respondent 52, MACM, Dallas)
 “Business as Mission” (Respondent 64, ThM, Dallas)
 “stay at home mom” (Respondent 68, CGS/CBTS, Dallas)
 “further study” (Respondent 87, STM, Dallas)
 “Bi-vocational | business and youth ministry” (Respondent 88, CGS/CBTS, Online)
 “Continue in the teaching capacity at my church” (Respondent 95, MACE, Houston)
 “unknown” (Respondent 98, MABS, Online)
 “Starting a Christian Publication” (Respondent 109, MACE, Dallas)
 “Teaching at a Christian grade school” (Respondent 117, ThM, Dallas)
 “Teaching Bible at HS level” (Respondent 118, ThM, Dallas)
 “Secular employment + pursuing additional education + serving in a parachurch ministry” (Respondent 119, MACM, Dallas)
 “Settling into a pastorate/ serving women’s needs” (Respondent 128, MACE, Dallas)
 “Writing fiction, devotionals, and working in a hospital.” (Respondent 149, ThM, Dallas)
 “Writing” (Respondent 161, MAMW, Dallas)
 “I will most likely be working a secular job and serving in the church, but not on staff.” (Respondent 165, ThM, Dallas)
 “Teacher in a local church and secular employment (bivocational)” (Respondent 172, ThM, Dallas)
 “camp ministry” (Respondent 173, MACE, Online)
 “Serving as President of RenewU Ministries” (Respondent 178, CGS/CBTS, Online)
 “math/science teacher at Christian middle/high school” (Respondent 182, MACE, Dallas)
 “Restore and Rebuild Ministries” (Respondent 197, DEdMin, Dallas)
 “Non-staff church leadership (elder, Sunday school teacher, small group leader)” (Respondent 202, MABS, Houston)
 “Currently serving on pastoral staff, but hope to serve as a missionary.” (Respondent 219, MABS, Dallas)
 “Attending medical school” (Respondent 221, MABS, Dallas)
 “Writing and Teaching” (Respondent 222, MBTS, Dallas)
 “Serving on pastoral staff at Resurrection church, Kyiv; teaching at KTS” (Respondent 232, ThM, Dallas)
 “Writing” (Respondent 238, MAMW, Dallas)
 “At home parent, where ever life leads us/me” (Respondent 241, Dual, Dallas)

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

"womens, childrens and adult edu" (Respondent 67, MACE, Dallas)

Suggestions to Improve Academic Programs

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

"Most of what I was dissatisfied with was things/areas that the Houston campus did not have. The SF groups were very disorganized- my group leader spent just about every meeting complaining about his pastor. We basically ended up counseling him in each session. The portion of the ministry residency with Dr Hillman that dealt with SF was of 100% more effective than my SF group." (Respondent 10, ThM, Houston)

"Classroom conditions were often FREEZING cold. One time, I had two sweaters, a coat and a hat on, and I was still cold. And no, I wasn't sick at the time. And it wasn't just me, half of the class was wearing their coats too. It's harder for students to concentration when they're dealing with temperature extremes. The chairs in classrooms that are attached to the desks that swing inward toward the desk are difficult, sometimes almost impossible for overweight or pregnant students to use. Because they swing inward, it would push me into the desktop, hitting my belly when I was pregnant. I'm dissatisfied with parking mainly because of the angled parking spaces in the women's lot, which are designed for vehicles the size of golf carts. No normal modern car can fit in the space. Which means the cars stick out in the aisles, which causes the parking lot to be difficult, sometimes near-impossible to navigate. Please redo that parking lot to accommodate normal sized cars. I'm concerned someone's car is going to get hit one day, or that someone's car will be blocked in by other cars. The big parking lot across the street is nice, but running across that road is scary sometimes, especially when you're pregnant and can't move very fast." (Respondent 13, CGS/CBTS, Dallas)

"The parking of course needs expansion" (Respondent 18, CGS/CBTS, Dallas)

"Swim activities are often shallow and lacking in depth. SF curriculum legitimizes Roman Catholic sources. Little to no compassion or understanding from SF dept. with regard to dissenting opinions regarding the inclusion of mystical voices (i.e., Richard Foster, Dallas Willard, etc.) in SF curriculum." (Respondent 22, Dual, Dallas)

"I feel that the student council lacked leadership and initiative this year. There was not much community amongst us and it showed in the lack of participation in events and student enrichment." (Respondent 30, ThM, Dallas)

"The Housing Office was consistently poor in communicating with my family about our place on the Housing waiting list. In addition, we felt that many important messages and events were not well planned or well announced." (Respondent 34, ThM, Dallas)

"Book center - prices for general supplies were too high also seems pointless to have the bookstore when we can purchase most of what we need for much cheaper on Amazon. Women's Advisor - met with her during first year because it was mandated, left feeling judged and not understood" (Respondent 37, MABC, Dallas)

"Classes need updating. Some electronic equipment is out of date or professor struggles with use. Parking is limited" (Respondent 45, MACL, Online)

"No consistent, high quality food options on campus over my time there" (Respondent 54, ThM, Dallas)

- "Honestly, my entire experience at DTS was exceptional. However, the single housing was not. The administration staff were rude, and did not treat their tenants as grown professionals. They were hasty to send threatening emails concerning multiple issues that turned out was a problem on their end. This began on day one of my move-in." (Respondent 56, MABS, Dallas)
- "For the Job Board - there were on occasion some items posted but online there was little posted especially for campuses outside of Dallas. Parking could be difficult to find and lighting needs to be better along the streets for night time parking in Houston especially. Financial Aid - in particular scholarships - I think there were a fair amount of offerings but with the criteria for consideration sometimes being so specific for a particular degree or career focus that it eliminated applying for many of the scholarships. " (Respondent 57, MABC, Houston)
- "I completed some of my course work at the main campus and some at the Houston extension campus. While attending my extension site, I only received emails for the main campus. " (Respondent 60, MABC, Houston)
- "Online course format is hard to use. " (Respondent 66, ThM, Dallas)
- "Parking - its horrendous for Swiss Tower. My car has numerous dents and scratches from parking in the lot - there are not enough spots and massive cars (including a 15 passenger van!) would routinely park in compact spots in order to avoid parking across the street - which is probably what led to all the scratches and dents." (Respondent 69, MABC, Dallas)
- "Thankfully I was able to pay tuition for most of my time at DTS, but when my wife and I had a hard semester financially we still did not qualify for any aid because taking 12 credits and working was too much for the schedule and it was impossible to team up (i.e. one person do more work and the other do more school, in order to get scholarships the same person must do both work and school)" (Respondent 70, ThM, Dallas)
- "The internship program had a lot of busy work that added little value to my education and was poorly run. There were frequent errors with online systems and the experience was extremely frustrating. The placement office was not at all beneficial in providing help in obtaining ministry related employment. I received limited support in establishing a ministry resume. My resume was not sent to very many ministries and although I responded to the frequent emails from the office with questions and requests for support, I did not get answers or real support." (Respondent 78, ThM, Dallas)
- "I found the chapels pointless and pedantic." (Respondent 96, ThM, Dallas)
- "It would be helpful to get a .edu email account to take advantage of potential savings for books and software. " (Respondent 104, MACL, Online)
- "Advising Center - There is no continuity across the entire time at DTS. Every visit with the center was starting over with a new person, answering the same questions about myself, my time at DTS, etc. If I were able to sit down with one person or two people over my time at DTS I probably would have been steered to a different degree program than I was in, I would have had an easier time figuring out what classes I needed to take when, and I would have felt known and cared for better. I could have gotten better advice for when to engage the internship office considering my abnormal DTS path. Also, I filled out my degree track information three times before it got into any sort of digital system. Every time I went to register or do anything that required a degree track I was told I could not do that until I filled out the paperwork which I had already filled out. The internship office as a whole did not explain in any way that not only were my internship hours for my internship but they were also for basically taking an additional class on ministry in general. The video component of that class only worked well sometimes and just recording a video response took up so much time that I left every interaction frustrated. When the sound on my video wouldn't work so I uploaded a transcript to go along with my video I was docked substantially because "it would have been better to hear it". The reading and the videos had little to nothing to do with my internship - it was completely unrelated. The final project assumes that everyone is going to be looking for a job. I would have much rather had a final project relating to my internship that would have actually been useful to me than to create a resume and portfolio that I will never use. Advising for women students: I received an email to call and make an appointment for this as an incoming female student. When I showed up for that appointment the woman I met with asked me what I was there for and I explained about the email and

- that I was there for the initial advising for women's students. She told me she did not know what I was talking about." (Respondent 109, MACE, Dallas)
- "I felt the internship program was very rule-oriented and although I could choose an internship setting, the DTS side of the program was restricting. It also seemed to be mostly geared toward ThM students/future pastors in America, while I am not a ThM student, nor am I planning to minister in an American church setting." (Respondent 119, MACM, Dallas)
- "Advising - too little time allotted for meeting with advisors. Financial Aid - scholarship application lost two years in a row and all money awarded by discovery of the losses." (Respondent 124, Dallas)
- "Sincerely if you want to know why I'm dissatisfied with the internship process, please call me. 678.451.5462. I would prefer to be a part of the solution rather than typing problems." (Respondent 126, MABS, Dallas)
- "Explanations and availability of scholarships was not clearly explained. Some requirements for scholarships were unrealistic. For example, working full time, meeting the DTS requirements of church involvement, small group involvement, and taking 9 hours is overwhelming." (Respondent 129, MACE, Online)
- "I wish International student office and advising center could be more assertive in my specific case" (Respondent 132, CGS/CBTS, Online)
- "police: once when on campus for an intensive course in the summer, I asked the campus police officer to keep an eye on me (a single woman) while I waited for the SuperShuttle to pick me up in the evening and when I was alone. He remained for only a few minutes and then left me alone there. Advisor to women students: I never had this that I am aware of. I had one phone conversation with Lynetta Manning 5 years ago, and never had anything like that again since my first semester." (Respondent 138, MABS, Online)
- "My experience with both the Advising center and the Internship Office was unsatisfactory primarily because I found there to be a limited perspective of ministry that undergirded the advice. That is, everything is geared towards a suburban Dallas church ministry experience. As the son of a pastor (and DTS grad) who has served 25 years in New England and also therefore who has relationships with pastors and DTS grads all over the country, I know that the Dallas church experience is quite unique. But this limited perspective is broader than simply the Advising and Internship office, I feel that it generally underlies much of the "practical" teaching and training at DTS. Having talked to other students about this issue, I know that I am not the only student who feels this way. On the other hand, there are many professors who do not succumb to this general perspective, particularly those who have served and lived elsewhere prior to teaching at DTS (Dr. Horrell comes to mind as a prime example). Also, the rural church ministry elective and the Local Church Outreach class with Dr. Tony Evans are examples of courses that are geared to contexts outside of the Dallas suburban church perspective. A further contributing factor for my dissatisfaction with the Internship Office and Advising center is related, that is, it seemed to me that I was continually forced into a particular limited category in terms of my aspiring goals and vocation. Perhaps it is because what I want to do defies nice and neat categorization (I would like to be involved in both academic and pastoral ministry). But all of the helpful guidance I received for how to best prepare for and refine my vocational calling was received outside of the Internship Office and Advising center from professors, pastors, DTS alumni, and other students. Pastor Jeff Miller of Trinity Bible Church is a wonderful resource for those pursuing a pastor-scholar vocation. Dr. Burer actually brings him into his NT 104 class to speak about this topic (which is how I connected with him). Dr. Barry Jones is also doing brown bags on combining pastoral and academic ministry that are also helpful. I found these and other good resources on my own apart from the help of the Internship Office and Advising Center. Finally, my dissatisfaction with the Internship office also lies not so much with the office as with the Internship program. The amount of administrative work that it is required for the internship is incredibly excessive and in my opinion, counter-productive. I understand the intention behind these activities (i.e. the case study book, the videos, the surveys, etc.) is all good, but unfortunately I gained nothing from them. I know that there are some administrative tasks that must be completed for any program, but when these tasks take away valuable time from

- the actual program (i.e. my internship) then something is wrong. Surely, at least the video interactions could be limited. " (Respondent 139, ThM, Dallas)
- "Advising-Leadership uses a one size fits all approach to interaction with students. requested actions took weeks to accomplish. was not a good experience. " (Respondent 144, MACE, Dallas)
- "To be honest, chapel seems to be more of a show for the public personal of DTS than it does for the growth an benefit of the student body. It largely felt like a place where big names came for the gain of either their own reputation of that of the schools. " (Respondent 147, MAMW, Dallas)
- "-The copy center at DTS Houston is almost non-existent (old location). " (Respondent 148, MABS, Houston)
- "I was really disappointed with the placement office. Of all the pastor's I talked to, the resume I put together through the placement office was frowned upon. The job board was greatly disappointing with very few updates. I really didn't get any coaching on my resume, just an editor. The MOL is really deficient in pastoral opportunities. Does DTS not have the network contacts? Am I competing with alumni for these jobs? High demand for pastoral jobs, low supply. I am satisfied with my experience at DTS, but when friends ask me about placement, I've got to be honest. They should research other seminaries and their placement. " (Respondent 154, ThM, Dallas)
- "There is not adequate parking in the Swiss Tower Lot for residents with regular sized vehicles. Was rarely given the opportunity to interview for positions applied for through human resources." (Respondent 156, MACE, Dallas)
- "My primary frustrations with my experience at DTS are related to sharply rising costs of both tuition and housing and institutional hiring and compensation practices. When I started DTS I was able to work a moderate amount of hours while my wife worked full-time; this allowed me to focus on my studies more effectively. Within a few years I had to take an more than full-time hours of work between part-time jobs to match the rising costs of tuition, housing, and other living expense; this ultimately led to both a slower course of study and reduced effectiveness in my studies because of energy and time constraints. As a result I sought counseling to help me work through this frustration and was disappointed in the experience because I did not feel safe to process my thoughts and heart related to these issues while inside the institution. As an addendum, I found the book center to be consistently more expensive than amazon and other sources--usually in the range of 30-50%. Until recently I did not see great use for it on campus. It's recent series of promotional events have been a positive influence, but the cost structure is still a big issue." (Respondent 158, ThM, Dallas)
- "If one has ANY money in savings, one rarely qualifies for financial aid or a scholarship, especially as a counseling student. This was a costly education for me, and the necessity of licensure was not fully explained upon admission, so I am now facing an additional two years without counseling-related work in order to support myself. This should be handled differently and students should be advised of the difficult nature of the process of licensure before admission. My admissions counselor explained (quite cheerfully) that students often find off-campus housing in lovely "back houses" on Swiss Avenue. In my three years here, I've seen exactly two of those on offer on the job board. Thornhill is better than nothing, but DTS could do so much better. It is not an attractive dining option. Hope Coffee, however, is a wonderful addition. I also believe more could be done to help students and those needing placement find work. The staff responsible for those areas do not seem (in the least) aggressive about helping students. " (Respondent 163, MABC, Dallas)
- "Dissatisfied with financial aid services because I never received any financial aid. I was a part-time MACL student, which is probably why. I deeply appreciate the efforts of DTS to fundraise to keep tuition as low as possible, however. I am dissatisfied with the Baylor Fitness Center because I never used it, but the automatic charge to my account was annoying. I think that cost me \$75-\$150 when I forgot to cancel it in time for a semester or two." (Respondent 164, MACL, Dallas)
- "For students engaged in a vibrant small group setting and engaged in a beneficial internship with a church/parachurch organization both the internship process and the spiritual formation groups seemed inorganic and forced at times." (Respondent 170, ThM, Dallas)

- “Parking was difficult to find sometimes.” (Respondent 175, MABS, Dallas)
- “There are services that only impact Dallas campus students and dose not help Houston students. In fact if you are not on the Dallas campus the only thing you get is the education not much support!” (Respondent 183, ThM, Houston)
- “Spiritual Formation and Internships just do not operate well for online students. They are too impersonal. Signing up for SF was literally more involved than applying to attend DTS, that is ridiculous.” (Respondent 185, MACE, Online)
- “Admissions: I have friends who have been directed into the wrong degrees because they did not receive any help from admissions in choosing the degree that will prepare them for ministry. They also have admitted students into the new MBTS program that have vocational ministry aspirations or are currently serving in vocational ministry. I believe that these unqualified individuals will end up lowering the value of my DTS degree. Registration procedures: The schedule only comes out a week (sometimes less) before registration, making it difficult to plan my work schedule and get the classes I need. Business office: it is difficult to know when the office will be open. There are posted hours, but the staff are not there during posted hours. Student Services: In my experiences, I have found that Student Services does not advocate on behalf of students in substantial way. Internship Office: The internship office has placed increasingly random (and difficult) prerequisite standards for ThM internship registration. I believe that these prerequisites should be peeled back. It does not make sense to require certain prerequisite courses for the ThM (e.g., SF complete, PM103, and BC101) when other degrees may complete the same tasks as part of their internship, yet without SF complete, without a communications course, and without a counseling course. If it is so important, it should be required for each degree. The assignments required for the internship do not relate to or assist with the stated purpose for the internship. Chapel - Chapel is often uninteresting to me personally and I have found that many of those asked to come are competent communicators, but they do not expound the text properly. I would also like to hear from people more often who model cultural engagement practices. SF - I found that the SF curriculum was not personally helpful, the SF group was not beneficial for me. I wish I could have engaged in a local church small group in lieu of SF. Housing - I have often found it difficult to communicate with the housing office and often did not receive prompt communication about important issues. Baylor - I don't understand why this system must remain as an "opt out" instead of "opt in." It seems that student interests are not being considered as the priority in this situation. Student council - I have not found that the student council advocates well on my behalf, nor models the type of leadership which exemplifies what a DTS student should be. SWIM - my spouse was involved in SWIM, and it appears that SWIM allows women in leadership over groups and on the leadership team who are not qualified to lead others and do not possess the necessary spiritual or social skills required for such an important task. PhD Office - I had difficulty and erroneous communication given to me several times by the PhD office.” (Respondent 193, ThM, Dallas)
- “the entire internship process was very disorganized, confusing, and overwhelming. there needs to be someone full time in houston, and guidelines need to be much clearer.” (Respondent 196, MACE, Houston)
- “There are two extremely dissatisfactory areas of DTS that should be rectified. The first is the direction of moving toward an online platform; while I understand it is helpful in providing training for people around the world, it lowers the quality of education, which is not just a steady stream of information. So much of what makes DTS great is the quality of our professors, which cannot be captured in just their lectures; their mentorship is indispensable, and cannot be distributed through the online platform. There is a shortage of these godly men and women who are equipped to teach at this level, and assuming that online students will find this wherever they are to supplement the knowledge given by DTS is ludicrous. The other unacceptable aspect of DTS currently is the management of the single housing at DTS.” (Respondent 198, ThM, Dallas)
- “Baylor fitness hours were not convenient for me.” (Respondent 199, , Dallas)
- “Business Office Services/Financial Aid Services: - I marked these "Very Dissatisfied" due to consistent issues with calls that were not returned in a timely manner, lost "thank you"

letters for aid, misapplied scholarships that I had to call and correct personally, and poor communication across the board. As a student, these issues caused a lot of stress that I would hope could be corrected for students in the future. In my final semester, I applied for financial aid and was notified I would be receiving a scholarship as aid that I had notified the school about in the summer of the previous year. The oversight on details like these made for undue frustration in what needs to be a well-equipped department, especially since nearly every student at the seminary is doing their best to get by financially. Spiritual Formation Groups: - I'm thankful for the relationships I was able to form in my group, but I did not find the material especially helpful. It felt like added homework that hindered our community more than helping it. In addition, I was active in a small group at a local church in the area, which made the SF group feel superfluous in its intent. I would encourage the seminary offering an option for students to opt out of these groups in the future if they're able to show committed involvement in a local church community." (Respondent 201, ThM, Dallas)

"Housing Office- Repairs for vital things (A/C) often took several days. When initially moving in communications were difficult and slow. Parking- Swiss tower- not enough. Commuter Parking- due to the lack of Swiss parking, and prevalence of Washington parking on road, commuter men often have to run the furthest in the rain or other weather. Other parking options could/should be created (especially as Washington's lot is often half empty) Online-Canvas is bulky and unwieldy. Difficult to post to and doesn't allow easy access to coursework" (Respondent 233, Dual, Dallas)

"The D Min office took awhile to get back with me. I think they were understaffed. The job board offerings (If you are talking about the job listings) did not list very many jobs that made the cost of the education at DTS seem worthwhile. Would I really want to take my MA and nanny for someone? Reading it was almost insulting." (Respondent 238, MAMW, Dallas)

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

"STM time slot = Too short to concentrate" (Respondent 11, STM, Dallas)

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

"Other" responses

"the THM program is the best program i could find." (Respondent 01, ThM, Houston)

"These are the only emphasis offered in Houston at the time! (Respondent 183, ThM, Houston)

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?

"The hallmarks of DTS theology such as dispensationalism and premillennial theology are not succinctly taught in any class. They are touched on multiple times in various classes, but many students coming in do not know exactly what dispensationalism is. It would be good in one of the intro classes for students to learn some simple definitions of DTS's views as well as contrasting views and be able to state the differences in a simplistic way. This basic understanding would help throughout the rest of the time at DTS. I do not feel that I demonstrated skills in various ministries. The life of classes at DTS makes it very difficult and discouraging to be able to do much ministry. I did lead some ministries during my time

- at DTS and by the Lord's grace they turned out pretty well, but I always felt that I was doing the bare minimum in them and struggling to find time to do the bare minimum.”
(Respondent 70, ThM, Dallas)
- “Provide more programmed opportunities to exercise skills in a church setting.” (Respondent 78, ThM, Dallas)
- “It was not the fault of the ThM program - I'm just not involved in a leadership position at a local church.” (Respondent 96, ThM, Dallas)
- “The emphasis I selected was in Christian Education for a variety of reasons. My desire is to teach, but I do not come from an educational background. It would be helpful if DTS had a local school that allowed for observation and possibly student teaching opportunities. I know that my undergraduate institution had a relationship with a local school with such an opportunity. Students in the educational program did not have to email back and forth to set up observation visits (as I did while at DTS), but simply signed in at the office. Although I received top notch training in education from DTS through the CE department, while filling out job applications, I feel that my actual (formal) teaching experience is inadequate. ”
(Respondent 117, ThM, Dallas)
- “Personally, with a job, a wife, schoolwork, and an internship in my final year, I did not want the added responsibility of leading a local church/small group in Bible Ex, leadership, evangelism, service, etc.” (Respondent 118, ThM, Dallas)
- “Hebrew proficiency had more to do with that particular year of life (first year of marriage and second year of Greek, then with my professors ability to teach or my ability to grasp the language). I would like to see more a concerted effort in Bible and Theology classes to make the connection within the broader culture than in its historical context. This could be done through various assignments or in the professor concluding the class with the course content's connection to life and ministry. This was occasionally done and when it was proved to be my 'takeaway' from those courses.” (Respondent 143, ThM, Dallas)
- “Quit assigning so many books to read! I enjoyed the reading, but I really needed to spend more time in the text. I took the TBTK and realized I couldn't summarize most of the books of the Bible, or locate passages. That's disappointing.” (Respondent 154, ThM, Dallas)
- “I think it would be good to require DTS students to be actively working in a local church at least one Sunday a month whether it be in teaching, preaching, or contributing in some other way to the needs of the body and honing their skills as they put their theory into practice. This not only forces students to be learning ministry skills outside the classroom, but it also forces them to find and participate in a local church. I do realize the issues that come with "requiring" students to do this, but it is my opinion nonetheless.” (Respondent 165, ThM, Dallas)
- “Hebrew being what it is, I think most students are going to struggle with it regardless. I'm not sure there's much else DTS can do other than be content with the fact that Hebrew is only going to click with a small minority of students, which I don't think ultimately detracts from the quality of DTS graduates given the nature of the OT and its methods of communication. I certainly don't regret or resent the time I spent on Hebrew at DTS, but I would say at this point all I can really do is track basic exegetical analysis of someone else who is actually skilled with Hebrew; left on my own, though, there is little I could do exegetically beyond an initial analysis that may not all that specific to Hebrew.” (Respondent 179, ThM, Dallas)
- “Seminary can be dangerous. Getting so focused on grades, assignments, etc. can often cause one to lose focus on the One we are supposed to be serving. I can't blame a spiritual coldness on the seminary per se, towards the end I realized that I needed to be in the Word myself with no school focus in order to continually feed myself. I would, however, point out that my first year or so (2012-13) it seems that chapel had better speakers who fed us more. The last couple years we seem to get a lot of outside speakers that did not really come in and dig into the text and help us. Chapel became pretty bland to me. It seems that we often do not let the OT/NT professors speak very much for some reason.” (Respondent 190, ThM, Dallas)

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

"I am not sure that an overt education concerning premillennial theology is necessary for the CBTS program." (Respondent 18, CGS/CBTS, Dallas)

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

"I would like to see a better integration of the biblical and theological aspects of the education with the psychological and counseling education. It often felt as if I was being education on two parallel tracks that often didn't intersect, and at times, were in direct opposition. This was very confusing." (Respondent 163, MABC, Dallas)

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?

"Add a class on contemporary theological issues. Most of the internal controversies in churches today (Lordship Salvation, Calvinism, women's roles, etc). I was equipped to handle external struggles, but not internally within the church." (Respondent 40, MACL, Online)

"It would be good to practice developing a leadership development plan for other students in one of the classes were all the assessments are already done. The students could use each others assessments to construct a leadership development plan. In addition, evaluating an organizations leadership and the team dynamics that are in place would be something that would help students/pastors. Overall, I am very happy with the MACL degree and feel the education was extremely helpful. Thanks for asking me to complete this survey. If you have any additional questions, please free free to contact me." (Respondent 71, MACL, Dallas)

"Overall the program was very good. But as an international student I struggled to understand many principles you taught since they are totally different from our context and culture. It will be better to take consideration of the international students and their context of ministry and needs." (Respondent 102, MACL, Dallas)

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?

"There's not enough BE or ST coursework in the MA/BEL degree to get a proper understanding of the major books of the Bible, or to have a strong enough theological foundation for doing proper translation work." (Respondent 242, MABEL, Dallas)

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

"I strongly agree with all of the above statements, however, I have an additional comment. I have a Bachelor's degree in Education. I feel that what I learned about teaching was a part of my undergraduate studies. I had hoped to go deeper into how people learn beyond the basics of learning types: visual, auditory, and kinesthetic. I realize most people in my class did not come from an educational background and needed more of the basics to teaching. I would just like to recommend those who have a bachelor's in education to be able to explore on their own through individual project/group projects something beyond the basics so that no matter your experience every student in the class grows." (Respondent 121, MACE, Dallas)

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

"I'm not sure I spent much time considering cultural and ethnic diversity in any of the classes, or during the dissertation writing process. It wasn't the focus of the course of study. I'm not sure how to increase that, nor am I sure it needed to be increased in my program." (Respondent 91, DMin, Dallas)

"As a D.Min. student who spent little time at main campus, much of my ministerial involvement was with my own local church where I pastor, so the seminary did not particularly influence me in the cultural/ethnic diversity area, even though I exist in this realm. Also, I did about 1/2 of my coursework in Philadelphia, which was not on the list!!" (Respondent 111, DMin, Dallas)

"Keep talking about how the program works, what the requirements and work flow is for graduation." (Respondent 195, DMin, Dallas)

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

"I would not say I acquired mastery but awareness of content. I'm not sure how ability and acceptability for Christian ministry applies to PhD studies." (Respondent 29, PhD, Dallas)

"1. Professors may consider mentoring a student 1-on-1 to write the proposal as a credit course. This will greatly enhance the later writing of syllabus and dissertation 2. Department may consider to integrate the research method with the writing of a proposal topic. This will greatly enhance student on focused research 3. Department may provide 3-4 informal gathering for professors to interact with students on how to prepare for comprehensive exam 4. Department may assign 1-2 professor to assist students to write proposal in phase 1 to 3 instead of asking students to seat before the entire department 5. Department may consider having new student to gather together for one orientation on the way to complete the program efficiency. This will give students idea how to plan for their course taking, proposal writing, and comprehensive exam preparation 6. Department may provide more detail instruction on comprehensive exam preparation 7. Department may extend the comprehensive exam period from 2 week to 1 month. That means, student can complete it according to their age different in one month. That will really show consideration to older student (esp. those with health issue)" (Respondent 81, PhD, Dallas)

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)**

CGS/CBTS Respondents

- “I am unsure why I was required to respond to the above question since I am not a graduating MA student. This question/requirement is an example of some of the "disconnects" I encountered during my online studies at DTS. Since I am required to respond to this question, I would add: Consider the assignments as well as the required texts/readings to make sure they align with the intended outcomes. Consider, too, the excerpts of the classroom videos that are required for online students.” (Respondent 21, CGS/CBTS, Online)
- “For me it is more a matter of having been in only the CGTS program. I think a full degree program with more courses and experience would have led me to check the others.” (Respondent 108, CGS/CBTS, Online)

MBTS Respondents

- “I am only agreement with the above checked boxes in that I began with the MABS program. Based upon the curriculum in the MBTS program, had I pursued that program initially, I would not have checked as many boxes. I personally feel the MBTS would be improved upon by requiring more classes in the BE department, and limiting the amount of electives.” (Respondent 222, MBTS, Dallas)

MA Respondents

- “I couldn't be more pleased with my studies at Dallas. I was able to use my electives for Greek (through 104), which was invaluable. I would love to have had time to do Hebrew as well.” (Respondent 35, MABS, Online)
- “Many times, I felt as if some professors strayed off topic. It was hard in some of the BE classes to really feel as if I was understanding what was being taught.” (Respondent 36, MABC, Dallas)
- “My professors did a great job of grading the soil or laying the foundation for me so that I can say that I am able to do each of these things with confidence and competence, even if not completely in every category every time. They taught me to understand my limits as much as to explore them, and that there are different channels that can lead to an understanding of a biblical or theological topic, book, etc. I feel ready to move forward and to continue building on the foundation that has been laid even though I do not even near the mark of knowing everything in these areas thoroughly.” (Respondent 52, MACM, Dallas)
- “I think continued review of the historical information would be helpful for me. Most of this information was new learning for me so repetition would be best to resolve any areas of deficiency. ” (Respondent 57, MABC, Houston)
- “Piratical ministry is lacking. Every student leaving this seminary should leave with the acknowledgement of practical ministry. weddings, funerals, counseling, elder meetings, financial,etc.” (Respondent 72, MACE, Dallas)
- “Wonderful job by DTS on all fronts!” (Respondent 75, MACL, Online)
- “Great job...no suggestions.” (Respondent 92, MACE, Dallas)
- “I fully agree with the teachings of the seminary.” (Respondent 102, MACL, Dallas)

- "Historical influence is just an area I do not personally excel in and will always have to work at. I am not sure it was a DTS issue as much as just a personal weakness." (Respondent 109, MACE, Dallas)
- "They could add a beginner course for people who didn't have any prior Biblical training. I was so lost for the first couple years. A class that developed a framework from which I could work in would have really helped." (Respondent 116, MACM, Dallas)
- "Even though I marked every statement, I would suggest that the outline given to study the Bible in hermeneutics class be a set model for each class to continually practice and see it modeled." (Respondent 121, MACE, Houston)
- "Talk to dr. Burns model his teaching - he's got it." (Respondent 128, MACE, Dallas)
- "Loved that we get Logos for free. Techniques for using Logos specifically should be worked into the classes." (Respondent 137, MACL, Online)
- "Would need more time in school to be able to answer the items I didn't answer yes to... and that is outside the intensions of the seminary." (Respondent 144, MACE, Dallas)
- "Overall the program does a great job at training its students to engage in the scriptures and has provided the resources to use when common thought isn't enough." (Respondent 153, MACL, Online)
- "all good" (Respondent 173, MACE, Online)
- "I came to DTS without a plan of what I would do next but with expectations of making a career change. It is not the fault of Seminary that I don't have a plan for my future career, but perhaps but help on "doing theology" might have helped me figure out how to apply theology to my career. Assignments with more flexibility could have allowed me to use my efforts in class to practice possible future ministry options." (Respondent 174, MAMW, Dallas)
- "Require church history courses for non ThM majors." (Respondent 185, MACE, Online)
- "This is a hard question to answer because it is so expansive. Perhaps if you really want a thoughtful answer these should be discussed with the student 1/2 way toward a degree program and any questions could be addressed before graduation." (Respondent 202, MABS, Houston)
- "More personal interaction, online presence, of prof." (Respondent 209, MACE, Online)
- "More teaching on historical context in BE classes" (Respondent 211, MACE, Dallas)
- "DTS has offered me the opportunity to grow in these areas, but given my focus on the Counseling track, I did not dig deeper into historical areas of Biblical study." (Respondent 225, MABC, Dallas)
- "Academics are being watered down. Don't let this happen! DTS is known for high standards and people expect such from the school and its graduates. It helps set us apart from the many other schools." (Respondent 231, Dual, Dallas)
- "Perhaps a crash course in theology, beyond just the introduction to theology, and perhaps the same for the whole Bible." (Respondent 242, MABEL, Dallas)

ThM Respondents

- "I agree with all of the above, but will note that I feel like an exception among my peers. The continued de-emphasis on higher level studies within the DTS's various degrees is leading to students who can't possibly affirm all of the above upon graduation." (Respondent 8, ThM, Dallas)
- "I think equal weight should be applied to Greek and Hebrew in the ThM. While I loved my OT classes and the OT faculty, I found that I could skate by receiving As but not always fully understanding the material. I would have appreciated a more thorough understanding of genre." (Respondent 27, ThM, Dallas)
- "I struggled in the language classes. I believe that I would have benefited from a class that taught how to use Logos with the original language for personal study and for preaching/teaching. It seemed that the language courses were geared more towards those wanting to continue education in language." (Respondent 30, ThM, Dallas)

- “more flexibility for non-traditional students. SF was problematic as I lived 2 hrs away and had a shifting class schedule.” (Respondent 54, ThM, Dallas)
- “I would prefer more classes on communication the Bible to audience (They were available as electives but I did not have chance to take more of these classes)...” (Respondent 80, ThM, Dallas)
- “Greek and Hebrew were hard for me. But I felt the NT department prepared me more adequately. I do know how to use the tools for both, and that was my main goal for the languages.” (Respondent 118, ThM, Dallas)
- “Again, my Hebrew training and skills were more due to life circumstances.” (Respondent 143, ThM, Dallas)
- “Cut out some of the other courses to focus more on Hebrew and Greek?” (Respondent 157, ThM, Houston)
- “Specifically within the BE Department when we are taught towards a comprehensive exam at the end of the class it severely detracts from the class and handicaps the professor from being able to teach the literary themes within the book and instead requires that the professor move at rapid speed to cover all the books required in the specific course” (Respondent 170, ThM, Dallas)
- “Same as my previous comments regarding Hebrew.” (Respondent 179, ThM, Dallas)
- “I think the seminary would benefit by adding back the fifth Hebrew course that was taken away. Hebrew is WAY too rushed at DTS to make room for some courses that really didn't add much. I would also add a course that synthesizes the whole Christ-centered hermeneutic of the Scriptures as per Luke 24:27, 44. It is far too easy to miss the forrest for the trees.” (Respondent 190, ThM, Dallas)

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

CGS/CBTS Respondents

- “Consider the assignments as well as the required texts/readings to make sure they align with the intended outcomes. Sometimes some of the assignments and readings appeared contradictory to these statements. That may have been by design to cause deep thought, however, there was not a good job of making that clear if that was the case and often resulted in more confusion than clarity. If the professor, rather than a busy assistant, had been more involved or more available, clarity might have been better.” (Respondent 21, CGS/CBTS, Online)

MA Respondents

- “I struggled the most with the theology courses. My background in the church did not have strong theological teaching in comparison to DTS. There often times at the start of semesters that terms would be utilized by professors that I had no idea of their meaning. It was difficult to ask or stop class at that moment because of both embarrassment and because it felt like it would derail the class. I do not know if it would be helpful for the structure of the classes to provide more of an introduction to terms and overview in the first couple of classes per Systematic Theology course. ” (Respondent 57, MABC, Houston)
- “Offer more opportunities to here from people of different cultural contexts.” (Respondent 16, MACM, Houston)
- “I felt like the professors did an exceptional job of distinguishing orthodoxy from the DTS position, so that we knew what was essential to believe. Very helpful.” (Respondent 35, MABS, Online)

- “While I feel competent in this area, I feel that DTS did not prepare me as adequately as needed for today's theological controversies and how they will affect my interactions with the local church. There was great emphasis in the historic, but not as much in what current theological debates are happening today.” (Respondent 40, MACL, Online)
- “Not that the teaching of seminary was inadequate, but I think I need more time to digest those doctrinal statement.” (Respondent 61, MABS, Online)
- “For the statement above that I did not check, it depends on what is meant by "cultural setting". If you mean, different groups of people from different walks of life, then I would have checked it. If you mean, different countries, than I would have left it unchecked. It just wasn't the focus of my degree.” (Respondent 83, MACE, Online)
- “The only thing that would make this better would require my brain to memorize things more effectively. All the information is there, but I still require the use of my bible to confirm what I am thinking. My memory is not what I would like for it to be.” (Respondent 86, MABC, Houston)
- “Great job...no suggestions!” (Respondent 92, MACE, Dallas)
- “Study more in the bible not about it” (Respondent 128, MACE, Dallas)
- “Other than taking Intro to World Missions (PM 101) cultural variety was not incorporated into any of the other required course.” (Respondent 129, MACE, Online)
- “Loved that we get Logos for free. Techniques for using Logos specifically should be worked into the classes.” (Respondent 137, MACL, Online)
- “When you say "in a variety of cultural settings" I imagine that I am able communicate sound doctrine within a cultural context that, because I have been exposed to it, and I have been taught specifically how the message of the Gospel sounds to those in other cultures. I do not believe that I have been taught either of these. A lot of that has to do with my limited circle of cultural engagement. However, I believe I have learned more about how to counsel and be culturally sensitive in a counseling sense, but not in an actual evangelicalism sense.” (Respondent 140, MABC, Houston)
- “not sure what is meant by a "variety of cultural settings"?” (Respondent 144, MACE, Dallas)
- “I do not feel like I had any cultural exposure outside of Western culture, so I do not know how to communicate theological truths into different cultural settings.” (Respondent 148, MABS, Houston)
- “I would say that the Seminary does a great job at providing the appropriate information, however I still struggle at retaining all of the information. I do believe I can find the answers to most questions because of the resources I've been given through DTS.” (Respondent 153, MACL, Online)
- “I think it would help if the seminary determined the most culturally relevant questions that are being asked today and ensured they were covered in core curriculum (ie gender). Some doctrines that were covered could be nuanced toward current arguments (ie hell nuanced toward Rob Bell's argument). I felt DTS struck a good balance of explaining the doctrinal statement in a winsome manner without making belief in non-core details of the doctrinal statement primary (and we know some seminaries make their particular beliefs primary). I came away with a stronger faith in Christ and a deeper understanding of the gospel. I learned about the dispensations and various views on the tribulation without feeling the need to commit fully. The doctrinal statement takes a cessationist stance which I have moved away from toward a more continuist viewpoint similar to John Piper. This is partially because relations built with the large number of international students on campus and the missionary background of the professors and their experiences.” (Respondent 174, MAMW, Dallas)
- “My main wish is that we studied more classic sources (e.g., Augustine, Aquinas, Calvin, Luther, Edwards, Barth) rather than mostly DTS professors' works. After talking with professors and students at other institutions, I feel extremely ill-equipped to talk about theological studies with them. I know DTS professors' thoughts, but not much else.” (Respondent 180, MABS, Online)
- “Allow non-dispensational professors who are Reformed.” (Respondent 185, MACE, Online)

"For information, I only remember 2 of 25 classes where orthodoxy was specifically addressed and what was outside that band was discussed directly." (Respondent 202, MABS, Houston)
 "If theology is taught in a more practical way." (Respondent 229, MABC, Dallas)

ThM Respondents

"Sometimes I feel that the ST department focused more on diversity than unity within theology over the centuries, which made synthesizing difficult at times." (Respondent 27, ThM, Dallas)
 "I would have loved more interaction with current social issues and how they relate to theology." (Respondent 30, ThM, Dallas)

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)

MBTS Respondents

"DTS has helped me to continue to mature in the above areas, though I felt competent in these areas prior to DTS." (Respondent 222, MBTS, Dallas)

MA Respondents

"It's pretty hard to click any of these buttons without feeling disingenuous. Nobody can do this really well, so I'm hanging my hat on "competency." " (Respondent 12, MABC, Dallas)
 "Whew, I am overwhelmed by these questions. I still have so much to grow in these character areas. I would have benefited from a mentor through seminary of some kind who was checking in periodically. The most difficult part of distance ed is the lack of personal connection." (Respondent 35, MABS, Online)
 "Provide more leadership training opportunities for students - leadership conferences..." (Respondent 37, MABC, Dallas)
 "I believe the unmarked questions is ambiguous " (Respondent 42, MABS, Houston)
 "I have struggled to find my way in ministry vision since my wife and I decided not to pursue a career with Wycliffe Bible Translators. I don't think it is the seminary's duty to give me that direction, and I had plenty of help along the way from friends and professors." (Respondent 52, MACM, Dallas)
 "Personal development was harder while pursuing aasters degree with a family" (Respondent 53, MABC, Dallas)
 "I believe it would take a course on Christian leadership." (Respondent 60, MABC, Houston)
 "I do think "Vision and mission statement" themselves should be one core course for every student to study because they are so important yet not easy to figure out." (Respondent 61, MABS, Online)
 "Great job...no suggestions." (Respondent 92, MACE, Dallas)
 "I selected each of these because I do see them in action, but I cannot simply mark these without recognizing, as in all affirmations in Section VI of this survey, the enablement from God and his use of DTS. I am grateful! Praise God!" (Respondent 99, Dual, Dallas)
 "More opportunities for personal mentoring would be good. Also, it seems that these areas are intended to be the focus of the required internship, however, I felt my internship experience fell short." (Respondent 129, MACE, Online)
 "I did not take any leadership courses in my degree program, but I understand this has changed for students enrolling after me." (Respondent 138, MABS, Online)
 "I don't think there was any point during my time at DTS that I was instructed to formulate a specific action plan for personal leadership development. Having such a reflective and personal assignment would have been enriching and helpful." (Respondent 142, MABC, Dallas)

- "I'm definitely lacking in devising an action plan for my own leadership development, but I don't know how important that will be for my work as a counselor." (Respondent 163, MABC, Dallas)
- "I am growing in leadership ability through the influence of a mentor outside the seminary. My lack of knowledge in this area is not the seminary's fault. I simply didn't take any leadership-specific courses while at DTS." (Respondent 171, MACE, Dallas)
- "I'm an engineer and haven't had much experience leading ministries. My internship was a big stretch for me and my action plan to build a new ministry at my church fell through. I think it would help to have more flexible assignments where students could do projects more in line with their ministry goals (I do not have academic career desires). Also, more group projects could help hone personal skills. I may have I spent too much time learning about how to love people in Jesus name in a library by myself." (Respondent 174, MAMW, Dallas)
- "I try my best." (Respondent 180, MABS, Online)
- "more feedback on what we are actually good at. I still feel like I have no idea what my gifts are." (Respondent 196, MACE, Houston)
- "I don't see myself as a leader in any way, and I'm afraid I've got a ways to go in the love and Christlike department." (Respondent 242, MABEL, Dallas)

ThM/STM Respondents

- "I'm not sure how well my ThM prepared me for these things, nor do I think it is the role of a ThM to do so. I came to DTS for knowledge, not a leadership seminar. Learning the above should come from serving in the church (not in leadership way but just serving the body) and from serving under senior leaders (if desiring to be a leader one day)." (Respondent 8, ThM, Dallas)
- "It feels weird to mark these goals as having been achieved. I believe I'm still developing my leadership as its style changes with denominational shifts." (Respondent 27, ThM, Dallas)
- "I feel that I have all of these characteristics to the best of my ability, but I believe I had them equally before seminary. DTS helped me to learn the Bible better, but I feel it was up to me to live out Christian character and I don't think DTS helped much with that." (Respondent 70, ThM, Dallas)
- "The specific items above were not an obvious part of the courses a took, so it seems these elements are not include in all required courses. These elemnts must either be present or more heavily emphasized." (Respondent 78, ThM, Dallas)
- "I cannot say that I am doing this right now because I am in the process of moving back to my country where I am looking to be involved in ministry of seminary/local church." (Respondent 80, ThM, Dallas)
- "I think DTS should fewer chapel requirements and have a longer term agape project requirement. I'm not sure what "I am able to evaluate the goals for the ongoing development of my personal ministry vision" means." (Respondent 149, ThM, Dallas)
- "I really don't feel like I'm in a position to evaluate myself in these areas. In any case, while I serve in certain ways at my church, I'm not in any kind of leadership position, nor do I plan to be in the near future, or ever in a professional capacity. I do hope that I display these qualities in some manner as a husband and father, and as applicable in the secular work world, but you would have to ask someone other than me about that." (Respondent 179, ThM, Dallas)
- "I am able to do the things that I did not check, however I do not believe it is as a result of my training at DTS. I think that if the characteristics mentioned had been modeled by faculty or seminary leadership then I would have been able to check these boxes." (Respondent 193, ThM, Dallas)
- "As a young man, I understand servant leadership as a characteristic which takes years to develop. This is nothing that a particular curriculum can address. My STM program did not really address leadership criteria" (Respondent 234, STM, Dallas)

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

CGS/CBTS Respondents

- “We were trained to have dialogue in an analytical and academic sense. But we need more than that in these arenas. Issues do not get always resolved in the public square just because we have the right answers.” (Respondent 18, CGS/CBTS, Dallas)
- “I am not certain my online Seminary experiences helped me develop the perspectives that are not checked.” (Respondent 21, CGS/CBTS, Online)
- “I checked many of these based on experience and learning from outside the Seminary.” (Respondent 108, CGS/CBTS, Online)
- “my exposure to other cultures, both secular and spiritual, has been continuing” (Respondent 152, CGS/CBTS, Dallas)
- “There may be too much emphasis on cultural diversity, rather than the simple unity in Christ.” (Respondent 178, CGS/CBTS, Online)

MA Respondents

- “I would say that I was on my way to being competent in these areas, but my training at DTS enhanced those areas for me.” (Respondent 83, MACE, Online)
- “Great job...no suggestions.” (Respondent 92, MACE, Dallas)
- “Dr. Waters' classes were particularly good at weaving in application with the biblical knowledge. I wish more of the BE profs had done the same in their assignments and class atmosphere.” (Respondent 163, MABC, Dallas)
- “I think DTS did an excellent job of helping me appreciate and communicate various cultures and discuss them compassionately and intelligently in the public square. I did not get to take the evangelism class at DTS and I personally struggle with sharing my faith boldly. I think it is difficult to learn without practice so perhaps more assignments that required practicing the skills taught would be helpful.” (Respondent 174, MAMW, Dallas)
- “Of course, a curriculum can't be 10,000 hours long, but I wish we had studied more about politics and government (e.g., Marxism, socialism, etc.). As it is, I have certainly grown in a broader historical and cultural appreciation for the world.” (Respondent 180, MABS, Online)
- “I do believe the seminary is encouraging all of the above, however, I would love to see more women have a voice in the dialog.” (Respondent 192, MABC, Houston)
- “DTS has greatly enlarged my love for other races and cultures” (Respondent 196, MACE, Houston)
- “There are several issues that I could be better equipped to discuss but I don't view it as the seminary's job to equip me on topics that have political overtones, at least in class. The table is doing a good job of helping.” (Respondent 202, MABS, Houston)

ThM/STM Respondents

- “During my time, several cultural events exploded in the media: gay marriage, Ferguson, etc. While these were the hot topics in the media, I don't recall much discussion being devoted to how we should interact and show Christ to a broken world. At times it felt as though I was in a perfect theological bubble of sorts.” (Respondent 30, ThM, Dallas)
- “I'm afraid I fall short with personal evangelism, but I don't really think it's due to any shortcoming of my preparation by DTS.” (Respondent 179, ThM, Dallas)
- “These areas of growth have been a consequence of interacting both with international students and a Muslims through my local church. Only the final criterion was addressed in a class (Introduction to World Religions).” (Respondent 234, STM, Dallas)

**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)**

CGS/CBTS Respondents

“Again, I am not sure my online Seminary experience is why I am able to check the above boxes.”
(Respondent 21, CGS/CBTS, Online)

MA Respondents

“Being in seminary, having kids, and working full-time are not the keys to pursuing a "personal Christian spirituality," although I am in recovery mode now that I have finished. Life in seminary is hard for many if not most. A good and supportive (in an encouraging and sometimes critical way) group of people is key to not derailing spiritually in my assessment.”
(Respondent 52, MACM, Dallas)

“Less work and more emphasis on spiritual life.” (Respondent 60, MABC, Houston)

“Great job...no suggestions.” (Respondent 92, MACE, Dallas)

“Having more interaction with others in my area who are in seminary would be helpful in growing together.” (Respondent 104, MACL, Online)

“Allow a devotional time to be a part of the class.” (Respondent 106, MABC, Dallas)

“I’m not sure I understand the box I did not check. I think you’re trying to ask if my walk matches my talk. If so, I’ve got a ways to go.” (Respondent 126, MABS, Dallas)

“I wouldn’t say the classroom encouraged this- this was learned or developed out of class room. SF does not achieve this- only the Spirit” (Respondent 128, MACE, Dallas)

“I pursue a personal Christian spirituality, but because of the amount of work required by my studies, I sometimes "conflated" my spiritual life in with my studies. ” (Respondent 148, MABS, Houston)

“I think that while I continue to practice my spirituality, it did suffer somewhat in the school setting. Ironically, I found it difficult to stay "in the Word," because I had to spend so much time reading what others say about the Word.” (Respondent 161, MAMW, Dallas)

“I was disappointed in the lack of attention to prayer by the seminary at large. There seemed to be few interested in attending prayer meetings, regardless of the time of day, and that was shocking to me. It was all too easy to focus on academic performance to the detriment of my personal walk with God.” (Respondent 163, MABC, Dallas)

“While the above statements are true in my life, doing seminary on top of ministering full time and having five children has often caused a schedule overload difficult enough to put a strain on my devotional life. Again, this is not the seminary’s fault, however.” (Respondent 171, MACE, Dallas)

“I’m not sure what to check in these boxes. I have grown so much in some areas of my spirituality and in others areas I feel stagnant. I was blessed so much by Dr. Allen telling the class that we don’t need to have a spiritual quiet time and then complete our homework academically but instead all study of the God’s word should be spiritual. I think I grew spiritually most from my interaction with other students, especially in Swiss Tower, and through relationship with the professors. I think the best way to the Seminary program could improve is through increasing community and fellowship. Maybe one way to do that is through more group assignments and less research papers where most of the work is done alone. ” (Respondent 174, MAMW, Dallas)

“I try my best.” (Respondent 180, MABS, Online)

“I feel like seminary sucked the life out of me, and now that I will not have homework to do, I’m hoping I can work on some much-needed character development.” (Respondent 242, MABEL, Dallas)

ThM/STM Respondents

- "I deeply desired to have effective pursuit of Christian spirituality but I felt that keeping spiritual disciplines going was extremely difficult due to the many other schedule requirements. I wanted to do more, but somehow doing much in terms of praying or devotional Scripture reading fell by the wayside. I feel that I need to re-learn to develop a good spiritual life now that I have a more flexible schedule after graduating." (Respondent 70, ThM, Dallas)
- "I mean, I could do better, but I've grown in my time at DTS." (Respondent 179, ThM, Dallas)
- "I have struggled here as I said before. Getting so focused on grades, course work, etc caused me to wane in my devotion to the Lord. I do not think Seminary hurt that specifically...I just fell prey to wandering devotions that I have recently been working on. Chapel didn't really help me as much as it did in the first 1-2 years (2012-13). SF seems to be an attempt to help us but it really didn't for me. This is something that is hard to "program" so I suspect that SF varies in its ability to help prevent this problem." (Respondent 190, ThM, Dallas)
- "Going through my program while being married, having children and working, this has been a constant weakness because it is difficult to keep spiritual disciplines a priority. I don't see how the seminary could really address this in the curriculum." (Respondent 234, STM, Dallas)

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

CGS/CBTS Respondents

- "Electronic media can be complicated. It may not be the best place to have persuasive dialogue" (Respondent 18, CGS/CBTS, Dallas)
- "I am able to check these but not as a result of my online Seminary experience. I believe that these experiences would need to be integrated into the online curriculum and requirements if you want one to truthfully report alignment with these practices based on Seminary experience and not based on other prior experiences or prior learning." (Respondent 21, CGS/CBTS, Online)
- "the CBTS program I pursued lacked training in exposition or persuasion in sufficient depth to gain confidence" (Respondent 152, CGS/CBTS, Dallas)

MBTS Respondents

- "I don't see a necessity for the MBTS program to focus on electronic media. If there was an interest, however, by a student there are adequate opportunities that DTS provides." (Respondent 222, MBTS, Dallas)

MA Respondents

- "Persuading others is not a strength of mine nor do I wish for it to be." (Respondent 37, MABC, Dallas)
- "I never took an education course at DTS, so I simply didn't mark the last box as that, I think, pertains to a course of the educational nature." (Respondent 52, MACM, Dallas)
- "Practice the technical requirements to communicate online." (Respondent 60, MABC, Houston)
- "Though I am okay with the basics of electronic media, I could definitely use some more work here. Again, this was a small part of my training at DTS." (Respondent 83, MACE, Online)
- "Great job...no suggestions." (Respondent 92, MACE, Dallas)
- "Although I marked each of these, I do want to highlight the effectiveness of DTS's effort to cover various means of communication of God's Word. As to improvement by DTS in this area:

- While I understand the need for limited feedback on graded papers, whenever I have received feedback that highlighted effectiveness and also showed areas needing more development, I was most helped and grew in my my ability to communicate well--taking the feedback and applying it. I have seen significant growth in my ability to communicate biblical truth thanks to my exhaustive study and assignments at DTS. Thank you!" (Respondent 99, Dual, Dallas)
- "Not sure, I feel i can use videos, music, etc. to convert biblical truths but I don't know a lot about making those things." (Respondent 106, MABC, Dallas)
- "Outside of a powerpoint-like presentation I didn't have much opportunity to persuade through electronic media." (Respondent 109, MACE, Dallas)
- "I'm not much on the word "persuade"" (Respondent 126, MABS, Dallas)
- "I could do this before" (Respondent 128, MACE, Dallas)
- "I don't think the Seminary fell short in this training, I just feel that I need more practice at oral presentation." (Respondent 129, MACE, Online)
- "In the BC department, the oral presentations we were assigned all dealt with communicating knowledge about counseling issues particular to ethics or vocation, etc. and not as described above." (Respondent 163, MABC, Dallas)
- "I probably should have worked a bit harder on my research methods. I never chose to put effort toward learning turabian. I really wish I would have learned how to use Logos better. Since most of my resources came from the library, I will have to figure out a new method of research in the future. I took BE101 back in 2011 and I think DTS is already doing a lot to improve in this area now. While I would like to grow my research skills, my biggest issue in teaching my Sunday School class now is time management. I often prepare too much and run out of time before the end of class." (Respondent 174, MAMW, Dallas)
- "I always wish it were better, of course. My failures are my own laziness." (Respondent 180, MABS, Online)
- "I am not sure about the oral part. I had a difficult internship where this area was criticized." (Respondent 196, MACE, Houston)
- "With an MA degree I am probably not equipped to enter widespread dialog on theological topics. I will offer that I thought the use of Turabian was good for exposure, but it should be less a part of grades, since not everyone will use it in the future." (Respondent 202, MABS, Houston)
- "I feel somewhat inadequate when it comes to communicating biblical truth through electronic media. There could be more classes delving into the implications of social media and how we can effectively communicate the gospel without alienating our culture. So many do it in offensive ways. I haven't taken any classes where I had the opportunity to develop my speaking abilities. For the MAMC or Worship Arts degrees, possibly an on-campus student group like Toastmasters would be helpful to encourage students to develop that gift. Opportunities were limited in those two areas. Communicating effectively through electronic media option should be much more of a priority at DTS." (Respondent 238, MAMW, Dallas)
- "Unsure what the "electronic media" question is getting at. Didn't take preaching courses." (Respondent 242, MABEL, Dallas)

ThM/STM Respondents

- "No training using media." (Respondent 63, ThM, Dallas)
- "Public speaking is not something that is natural to me. I have spent a lot of effort outside of school learning to speak more comfortably in front of people and have made progress. However, the small number of required sermons to preach in preaching classes did not help me to develop comfort speaking in front of people." (Respondent 70, ThM, Dallas)
- "More experince preaching with less performance pressure." (Respondent 78, ThM, Dallas)
- "Did not have a chance to do this yet..." (Respondent 80, ThM, Dallas)
- "In reference to electronic media, I think the Media Center is one of the most helpful, yet under-utilized, resources available to students. I think it would be helpful for the faculty to

- understand what is available and challenge students to begin using those media resources.” (Respondent 117, ThM, Dallas)
- “I’m not entirely sure what you have in mind, but I don’t really use “media,” nor did I know that was supposed to be a focus of the Th.M.” (Respondent 179, ThM, Dallas)
- “I think that audience analysis and preaching to the affective domain should comprise a bigger part of the preaching training at DTS.” (Respondent 193, ThM, Dallas)
- “I did not receive training specifically related to electronic media in my program.” (Respondent 234, STM, Dallas)

The thing I like best about Dallas Theological Seminary is:

- “A consistent academic, spiritual, and theological approach to scripture that spans many departments, academic specialties, and academic emphases. The approach to scripture and faith was very similar throughout the various departments and required classes I took, whether languages, historical theology, counseling, missions, etc.” (Respondent 2, ThM, Dallas)
- “This school has stayed true to its roots and not changed the core of its message” (Respondent 3, MACL, Online)
- “The Bible teaching and exposition” (Respondent 4, MABS, Online)
- “The unshaking belief in the inerrancy of scripture and that all Bible books were taught.” (Respondent 5, MACE, Dallas)
- “The commitment to the Scriptures in their entirety.” (Respondent 6, MACE, Dallas)
- “Biblical Studies and Theological Studies faculty. They are wonderful!” (Respondent 7, STM, Dallas)
- “the language departments. With rare exceptions, these are the only departments I could consistently expect to be challenged and expect to come out more educated than when I came in.” (Respondent 8, ThM, Dallas)
- “Incredible instructors who give their lives to imparting the truths of God’s Word to the students” (Respondent 9, CGS/CBTS, Houston)
- “the unwavering dedication to teach the bible. The history of DTS as a pillar in theological institutions was also very important to me.” (Respondent 10, ThM, Houston)
- “The kind faculty and professors” (Respondent 11, STM, Dallas)
- “The humility of the incredibly talented professors.” (Respondent 12, MABC, Dallas)
- “Some of the people. I formed a few close friendships that have been wonderful.” (Respondent 13, CGS/CBTS, Dallas)
- “the people that I met there.” (Respondent 14, ThM, Dallas)
- “it’ ability to keep doing what it has been doing since it’s beginning: equip solid Bible teachers.” (Respondent 15, CGS/CBTS, Dallas)
- “learning from godly men and women who have been doing ministry for many years.” (Respondent 16, MACM, Houston)
- “The faculty that were willing to meet me for coffee, and that other student I met on orientation day who is now my best friend.” (Respondent 17, ThM, Dallas)
- “The incredible, knowledgeable, and humble professors.” (Respondent 18, CGS/CBTS, Dallas)
- “The learning that took place.” (Respondent 19, MABC, Houston)
- “the well grounded theological teachings” (Respondent 20, CGS/CBTS, Online)
- “Sound doctrine Convenience of online Transcripts accompanying video History/Heritage/Reputation Diversity Helpfulness of some business office/registrar staff” (Respondent 21, CGS/CBTS, Online)
- “The Faculty.” (Respondent 22, Dual, Dallas)
- “Faculty” (Respondent 23, MACL, Online)
- “The grace shown by professors and faculty. Classes Chapel Quiet-time in the library” (Respondent 24, MACL, Dallas)
- “The dedication of the professors to teach the word of God with patience, kindness, truth, and understanding.” (Respondent 25, MABS, Dallas)

- "The professors model Christian character in a transparent way as they present their area of expertise with humility and excellence. Dallas Seminary trains pastors, counselors... in a practical, biblical, and theological manner. I transferred from another seminary, because of the 66 books of the Bible. I appreciate DTS teaching the Bible itself instead of what scholars say "about the Bible." The assignments contribute to learning, as well as spiritual formation." (Respondent 26, MABC, Dallas)
- "Hands down, the people. The faculty and supporting staff are always looking for ways to better the student and each is genuine in his or her effort. Additionally, the diversity on campus is great. I was expecting to find a cookie-cutter student, and it simply doesn't exist." (Respondent 27, ThM, Dallas)
- "Its focus on seeking and teaching Truth in Love." (Respondent 28, Dual, Houston)
- "the library." (Respondent 29, PhD, Dallas)
- "the commitment to sound theology and Biblical literacy." (Respondent 30, ThM, Dallas)
- "That they hold to the inerrancy of scripture and that they have a sound theological stance in the scriptures." (Respondent 31, MACE, Dallas)
- "Faculty " (Respondent 33, MABS, Dallas)
- "the emphasis on cultivating in students both academic excellence and servant leadership principles." (Respondent 34, ThM, Dallas)
- "The heart of the professor's to grow our affections for Jesus. I grew in my love of Jesus through my time at DTS." (Respondent 35, MABS, Online)
- "the way the faculty and staff took interest in their students." (Respondent 36, MABC, Dallas)
- "Things* The few normal people (students) who were not afraid to be real and authentic - mainly those within the counseling department. Professors in BE and ST courses who love their students well and are willing to be vulnerable and authentic both in and out of the classroom (Kreider, Burns, Allman). Professors in the counseling department who are able to teach well AND counsel well (not simply one or the other). P" (Respondent 37, MABC, Dallas)
- "It's comprehensive approach to covering the entirety of the Bible in every degree." (Respondent 38, MACE, Online)
- "Commitment to the scriptures, trained well in Servant Leadership and practical theology. DTS was far more practical that I originally had been told, and greatly appreciated this!" (Respondent 40, MACL, Online)
- "Sound theology." (Respondent 42, MABS, Houston)
- "Absolutely everything. DTS is just across the street from heaven." (Respondent 43, ThM, Dallas)
- "the character of the faculty" (Respondent 44, CGS/CBTS, Dallas)
- "the faculty, its commitment to Christ" (Respondent 46, MABC, Dallas)
- "both the unity and diversity of the faculty and student population, which makes for a more well-rounded education." (Respondent 47, ThM, Dallas)
- "how the seminary stands firm on the foundation of teaching the truth of the Bible and the staff live it out." (Respondent 48, MABC, Dallas)
- "The integrity of the professors and staff--everyone I have come into contact with, professors, staff, leadership, have been of the best kind of believers. I am deeply grateful for their obedient service to the Lord and to His church." (Respondent 49, MABC, Dallas)
- "Studying each book of the Bible" (Respondent 50, MABS, Atlanta)
- "the language departments! The exegetical method and professors in both departments are awesome! I think my Greek/Hebrew training was worth the education itself." (Respondent 51, ThM, Dallas)
- "my world missions department professors (and the library)." (Respondent 52, MACM, Dallas)
- "The fellowship and the professors." (Respondent 53, MABC, Dallas)
- "Comprehensiveness - languages, exegesis, theological, Bible, practical application into ministry. Professors" (Respondent 54, ThM, Dallas)
- "emphasis on sound doctrine, theology, and biblical truth" (Respondent 55, ThM, Online)
- "the biblical and theological education it provides, along with loving and caring faculty. Entering into seminary, I heard that the professors would be arrogant and abrasive. This was hardly my experience. I am thankful for the faculty and staff of the seminary, and for the commitment to the Word." (Respondent 56, MABS, Dallas)

- “My classmates! Going through this journey would have been extremely difficult without sharing the experience with one another. We are created for fellowship with God and others. We not only walked through the assignments of class but also through life together. We shared the joys and sorrows that come with living life on earth and I am a better person for knowing, experiencing and loving God through my bonds with my classmates.” (Respondent 57, MABC, Houston)
- “Able to talk to professors and classmates very easily.” (Respondent 58, ThM, Dallas)
- “DTS teach truth and faculties are lovely.” (Respondent 59, ThM, Dallas)
- “The faculty modeling grace to the students.” (Respondent 60, MABC, Houston)
- “The teaching goals are specified in each course. I know what I am going to learn and the course materials direct me to that goal.” (Respondent 61, MABS, Online)
- “The love of Christ, the church and Word which is shared by all who attend DTS.” (Respondent 62, MACL, Online)
- “The professors” (Respondent 63, ThM, Dallas)
- “I love Dallas Seminary's commitment to high levels of academia, while still teaching how to apply that academia in practical ways in relevant ministries.” (Respondent 65, MACL, Dallas)
- “Historical-grammatical method of interpretation of the Scripture” (Respondent 66, ThM, Dallas)
- “education” (Respondent 67, MACE, Dallas)
- “The professors.” (Respondent 68, CGS/CBTS, Dallas)
- “The commitment to the scriptures” (Respondent 69, MABC, Dallas)
- “Profs really love the Lord and are passionate about teaching his Word to us.” (Respondent 70, ThM, Dallas)
- “The people that I met, the relationships with the profs, my overall growth in biblical knowledge and theology, my growth as a leader, my continual understanding and need of grace, and practical aspects of ministry.” (Respondent 71, MACL, Dallas)
- “The people and professors.” (Respondent 72, MACE, Dallas)
- “the familial atmosphere that is rooted in sound biblical and theological teaching.” (Respondent 73, MACE, Dallas)
- “The opportunity to study all 66 books. The professors I encountered that changed my life - Dr. Svingel, Dr. Braham, Dr. Edwards and Dr. Baker.” (Respondent 74, MACE, Online)
- “The faculty, and their transparent love for the Lord expressed with deep, incredible knowledge, yet shared with compassion and humility.” (Respondent 75, MACL, Online)
- “to study exegesis of OT and NT the original languages. Also I can apply the exegesis to sermon and my life through homiletics.” (Respondent 76, STM, Dallas)
- “Biblical Theology Social sensitivity of theological practice” (Respondent 77, MACE, Online)
- “Excellent highly motivated professors that evidence care for students.” (Respondent 78, ThM, Dallas)
- “I appreciated the approachability of my seminary professors as well as the seminary's movement toward an embrace of art and nontraditional artistic mediums. Dr. Basselin, Dr. Glahn, and Shannon Reibenstein have been contributing members of that movement as part of Dr. Grant's long-time vision.” (Respondent 79, MAMW, Dallas)
- “the fact that each professor has a ministry experience as pastor/missionary + deep commitment to the Word of God and research” (Respondent 80, ThM, Dallas)
- “1. The serious preparation of some professor 2. The sincere attitude of some professor to students 3. The spirit of excellence of our professor 4. The empathy of some professor to students, especially to internationals” (Respondent 81, PhD, Dallas)
- “The profs genuinely care about us. Although it is like drinking from a fire hydrant, now that I am in a pastoral role, I am so thankful for the discipline of all those papers and study methods.” (Respondent 82, MACE, Dallas)
- “The love and care of the professors for myself and the other students was evident in the on-campus intensive classes I took (and also with the some of the TA's for the online classes)” (Respondent 83, MACE, Online)
- “The quality and depth of the education.” (Respondent 84, MACL, Online)
- “The strong staff, history, and commitment to the scriptures.” (Respondent 85, MACM, Dallas)

- "I came to DTS in order to both grow spiritually and prepare for what God had next in my life. I honestly thought that I would become more comfortable with my "Christian" faith because I would understand it better. It was like being in a box, and trying to fit. Unexpectedly, at DTS I found freedom in Christ. I didn't learn about my box at all, instead the box went away. I found new understanding and the freedom to be who God is calling me to be instead of who I thought I had to be. My whole world changed at DTS! Thank you." (Respondent 86, MABC, Houston)
- "to understand the Scripture and to learn how to preach and teach the Word." (Respondent 87, STM, Dallas)
- "the faculty is committed to teaching the Bible." (Respondent 88, CGS/CBTS, Online)
- "the faculty. I have benefitted greatly from their love, generosity, giftedness, and compassion. I cannot imagine another institution so full of kind servant-leaders than Dallas Seminary. I feel blessed to have been a part of it for the past 2 1/2 years." (Respondent 89, MABC, Dallas)
- "Practical application portion of classes, class discussion" (Respondent 90, CGS/CBTS, Online)
- "Strong commitment to the inerrancy of God's word." (Respondent 91, DMin, Dallas)
- "Quality teachers who are passionate and wise in leading all the students to know their Creator and Savior." (Respondent 92, MACE, Dallas)
- "D.min office work, they had done a great job for us." (Respondent 93, DMin, Dallas)
- "I love the seminary's balance between a rigorous biblical and theological workload, and the faculty's shepherding spirit." (Respondent 94, MACL, Dallas)
- "I just enjoy the learning and the academic atmosphere, particularly the close-knit environment of the Houston campus." (Respondent 95, MACE, Houston)
- "Honestly, I have absolutely loved spending one-on-one time with several of my BE and ST professors. While I am a Dallas student, my husband and I were able to take a couple of Austin classes because of family living in the city. Because of the small class, my husband and I were able to get to know our professors on a personal level. While they were professor, they were also brothers in Christ." (Respondent 97, MABC, Dallas)
- "The growth that I experienced in both my personal relationship with Christ and my knowledge in the scriptures" (Respondent 98, MABS, Online)
- "its balance--providing a rigorous academic curriculum that thoroughly covers vast biblical ground (teaching truth) in the context of an authentic, supportive Christian community of dedicated, transparent, believers (loving well)." (Respondent 99, Dual, Dallas)
- "Adherence to Scripture." (Respondent 100, MABC, Dallas)
- "The doctrine seminary hold on to." (Respondent 102, MACL, Dallas)
- "The classes and on-campus interactions." (Respondent 104, MACL, Online)
- "integrative approach to counseling; the do an excellent job of helping counseling students figure out how to integrate their faith into their counseling practice-through theory and methods/techniques. The elective classes are also fantastic. I also think the theology class are irreplaceable. They have all been fantastic and have helped me immensely." (Respondent 106, MABC, Dallas)
- "the teaching" (Respondent 107, ThM, Houston)
- "The practical application and reminders for how we can use the knowledge we are being taught - that this is not head knowledge!" (Respondent 108, CGS/CBTS, Online)
- "It teaches me to be an ongoing student of the Bible and has given me the tools and resources to do so with competency, reverence, and appreciation for other people who are also fervently chasing after the Lord in his word even when I may not agree with their conclusions." (Respondent 109, MACE, Dallas)
- "I valued the balance between academic emphasis and ministry application." (Respondent 110, ThM, Dallas)
- "commitment to my theological positions, including non-charismatic, pretrib, along with all the other basics." (Respondent 111, DMin, Dallas)
- "The faculty are amazing. What an inspiring, knowledgeable, and loving group of godly men and women." (Respondent 112, ThM, Dallas)
- "That it focuses on scripture in every class." (Respondent 113, MACL, Online)

- "The professors and the students. The Professors are helpful, open, and kindhearted and truly show love towards each other and the students. The students are great to walk alongside of and do life with, which makes the hard work that must be done a lot easier because there are so many like-minded individuals that want to do well in order to serve others better through ministry. Also the Christian Education courses were very practical and helpful when dealing with real life issues and the Professors that taught the courses helped to create an atmosphere that pushed students to really think and put into action methods and other types of training that prove effective in ministry." (Respondent 115, MACE, Dallas)
- "The professors, and their ability to communicate the Bible in an unbiased way." (Respondent 116, MACM, Dallas)
- "The community. I moved from Dallas last week and already I really miss the people at DTS." (Respondent 117, ThM, Dallas)
- "the emphasis of grace I found throughout the entire institution." (Respondent 118, ThM, Dallas)
- "The competent and compassionate faculty, the good discussions with fellow students, and the solid biblical/theological training!" (Respondent 119, MACM, Dallas)
- "Devotion toward truth" (Respondent 120, ThM, Dallas)
- "the grace that was extended there. I learned more about grace and love than anything else." (Respondent 121, MACE, Houston)
- "The number and quality of professors." (Respondent 123, PhD, Dallas)
- "The professors!" (Respondent 125, ThM, Dallas)
- "Heart for Jesus. Passion for Truth. Commitment to Excellence. Avoidance of sensationalism." (Respondent 126, MABS, Dallas)
- "It's classic theological stance" (Respondent 128, MACE, Dallas)
- "the commitment to biblical and theological truth and their ability to back it up with sound teaching and explanations." (Respondent 129, MACE, Online)
- "It challenges me to think for myself" (Respondent 130, MABC, Houston)
- "Biblical study and integration with counseling" (Respondent 131, MABC, Dallas)
- "its commitment to the truth, its passion for Christ and its doctrinal position." (Respondent 132, CGS/CBTS, Online)
- "the environment and the love of people." (Respondent 133, MACE, Houston)
- "I loved my time in the classroom." (Respondent 135, MACE, Dallas)
- "the biblical teaching we get from professors who love the Lord." (Respondent 136, ThM, Dallas)
- "Class interaction and being exposed to all parts of the Bible and every significant area of theology." (Respondent 137, MACL, Online)
- "its commitment to teaching all 66 books of the Bible." (Respondent 138, MABS, Online)
- "The faculty." (Respondent 139, ThM, Dallas)
- "The living out of the Grace and Mercy of the Gospel by the professors and staff. I have been to many universities, and only here have I had the privileged to learn, and experience first hand the sanctifying work of God through myself and others." (Respondent 140, MABC, Houston)
- "The caring aspect of all of the people: both faculty and students." (Respondent 141, MACE, Dallas)
- "the grace and love shown by the faculty." (Respondent 142, MABC, Dallas)
- "The diversity of students and expertise of the faculty." (Respondent 143, ThM, Dallas)
- "All the people. Especially Chaplain Bill and Dr Hillman. The best ever!" (Respondent 144, MACE, Dallas)
- "The commitment to scripture and building up the faith of believers so they can be effective ministers and lay leaders." (Respondent 145, MACE, Dallas)
- "Teachers, tradition, reputation" (Respondent 146, ThM, Dallas)
- "The relationships I've developed with faculty and my fellow students." (Respondent 147, MAMW, Dallas)
- "I thought the level of academic expectation and standards were rigorous, while, at the same time, allowing room to explore the personal and social implications of each course. The goal of each course was never merely to master content but to change one's affections toward God. I feel equipped to answer or research any questions I may encounter throughout the course of my ministry." (Respondent 148, MABS, Houston)
- "that it is Bible-centered." (Respondent 149, ThM, Dallas)

- "The challenges to my thinking created by the courses. The ability to enhance my ministry as a result of the material I studied." (Respondent 150, DMin, Dallas)
- "commitment to the authority of Scripture and the humble servant leadership of the faculty" (Respondent 151, MACL, Knoxville)
- "the faculty exemplifies the credo of DTS: Teach Truth. Love Well" (Respondent 152, CGS/CBTS, Dallas)
- "I've enjoyed the content that DTS has provided. I did not think I would be exposed to multiple perspectives and historical thoughts, but I did. I also loved the humility of the professors at DTS." (Respondent 153, MACL, Online)
- "are the public square discussions." (Respondent 154, ThM, Dallas)
- "library" (Respondent 155, PhD, Dallas)
- "...Its dedication to sound biblical doctrine." (Respondent 156, MACE, Dallas)
- "Their commitment to academic excellence." (Respondent 157, ThM, Houston)
- "The heart of the professors and staff for the student body." (Respondent 158, ThM, Dallas)
- "I loved the 3-year preaching cohort that I was a part of and the leadership of our Dr. Raymer and Dr. Barefoot of our group." (Respondent 159, DMin, Dallas)
- "The love the profs have for Christ and students, and the grace displayed through the teaching and interactions." (Respondent 161, MAMW, Dallas)
- "my entire educational experience and the friendships that were formed." (Respondent 162, MACE, Dallas)
- "The theology department." (Respondent 163, MABC, Dallas)
- "Compassionate, loving, servant-hearted professors and staff that are deeply in love with Christ." (Respondent 164, MACL, Dallas)
- "I like that they are devoted to teaching the original languages." (Respondent 165, ThM, Dallas)
- "I went to DTS to learn about the bible. I was able to learn all about the bible despite the fact that I was not in the THM program. That is what I enjoyed most of all. I hope that one day I can learn the languages." (Respondent 166, MAMW, Dallas)
- "the skills and knowledge I have obtained from it." (Respondent 167, ThM, Dallas)
- "the teachers knowledge and experience" (Respondent 168, DMin, Guatemala)
- "Professors who sacrificially spend time with their students." (Respondent 169, ThM, Dallas)
- "the relationships that I have developed with fellow students and professors that I believe will last a lifetime." (Respondent 170, ThM, Dallas)
- "the centrality of Christ and Scripture in all of my classes and the interactions I've had with professors." (Respondent 171, MACE, Dallas)
- "Faculty are fantastic who are great teachers and men of God." (Respondent 172, ThM, Dallas)
- "a community that encourages learning and exploring Christ through all different methods." (Respondent 173, MACE, Online)
- "I really love DTS and value my time there. The two things I love the most are how I felt the faculty demonstrated Christ's love to me and the friendships I built living in Swiss Tower." (Respondent 174, MAMW, Dallas)
- "the comprehensiveness of the master's degree plans." (Respondent 175, MABS, Dallas)
- "the professors. I never imagined such educated men and women would be so humble in the efforts to teach students the Word of God. Their commitment to God and His Word will forever encourage me. I have been surrounded by a great cloud of witnesses (Heb.12)." (Respondent 176, MACL, Knoxville)
- "Academic Excellence" (Respondent 177, ThM, Dallas)
- "Most of the students are grounded in biblical truth." (Respondent 178, CGS/CBTS, Online)
- "The professors' conscientiousness regarding both intellectual and spiritual truth." (Respondent 179, ThM, Dallas)
- "its emphasis on the centrality of Christ and the Bible. I also appreciated the humility of most of the professors. This by far taught me more than anything we studied." (Respondent 180, MABS, Online)
- "the faculty and their devotion to God's Word and our student body." (Respondent 181, ThM, Dallas)
- "the people: both faculty and students seem to have a genuine heart for God and those around them. Being on campus you felt loved and supported and challenged to love God and others"

- because you saw those around you loving God and others (though it's easier to do that on a seminary campus than just about anywhere else!).” (Respondent 182, MACE, Dallas)
- “The friends that I have made from both students and professors ” (Respondent 183, ThM, Houston)
- “The faculty is absolutely amazing. A lot of what I learned through seminary came through sitting in my professor's offices and talking with them. They blend care for their students and academic pursuit well. DTS has done a good job of hiring and retaining quality faculty. ” (Respondent 184, ThM, Dallas)
- “godly professors who seek to engage their students beyond the classroom.” (Respondent 185, MACE, Online)
- “The professors and classes. ” (Respondent 186, MACM, Dallas)
- “The solid Biblical teaching from the professors.” (Respondent 187, MACE, Houston)
- “I like the consistent theological standpoint.” (Respondent 188, DMin, Dallas)
- “The quality and devotion of the professors are top-notch. They are amazing. And they have attracted a top-notch student body that I was honored to be among and learn from.” (Respondent 189, CGS/CBTS, Dallas)
- “the exegetical skills that are imparted. ” (Respondent 190, ThM, Dallas)
- “The emphasis on teaching truthfully.” (Respondent 191, MABS, Dallas)
- “The interactions with students from diverse backgrounds who live sacrificially for the gospel. I have also enjoyed the small classes in Houston and the interactions with professors. ” (Respondent 192, MABC, Houston)
- “the faculty.” (Respondent 193, ThM, Dallas)
- “Some of the faculty” (Respondent 194, MABC, Dallas)
- “Theological statement of faith” (Respondent 195, DMin, Dallas)
- “Wow! where can I even begin? The people. My professors were the wisest, smartest, most caring and humble men and women I have ever met...and the other students were incredible. It was definitely an iron-sharpening experience.” (Respondent 196, MACE, Houston)
- “The professors - caring, thoughtful, practical and challenging. ” (Respondent 197, DEdMin, Dallas)
- “the faculty.” (Respondent 198, ThM, Dallas)
- “A commitment to truth rooted in the Word of God as the supreme authority for life.” (Respondent 201, ThM, Dallas)
- “Professors - their quality and interest in students. Quality of education - I attended classes at another seminary before coming here and DTS was much more thorough.” (Respondent 202, MABS, Houston)
- “Its teaching” (Respondent 203, ThM, Dallas)
- “The counseling department. Great professors, students, and staff. ” (Respondent 204, MABC, Dallas)
- “I loved the professors and their ability to teach Scripture. They are genuine and transparent, showing the students that they are human in need of God's grace. ” (Respondent 205, MACM, Dallas)
- “excellent faculty and their teaching and spiritual environment” (Respondent 206, PhD, Dallas)
- “Thoroughness of teaching. ” (Respondent 207, MACL, Dallas)
- “The seriousness and grace with which many of the professors approached their subject matter, their students, and their Lord.” (Respondent 208, ThM, Dallas)
- “The teaching” (Respondent 209, MACE, Online)
- “Great Reputation and History for the good of the Kingdom. ” (Respondent 210, CGS/CBTS, San Antonio)
- “The professors ” (Respondent 211, MACE, Dallas)
- “The fact that the comprehensive accumulation of information is of the highest quality. The breadth of theological, doctrinal and historical instruction is the reason to go to Dallas Theological Seminary.” (Respondent 212, MABS, Online)
- “I really enjoyed the faculty and felt well-served by my experience with them.” (Respondent 213, ThM, Dallas)
- “The learning atmosphere created by the leadership and the faculty” (Respondent 214, ThM, Dallas)
- “The classes as they were taught, the reading, homework, the class load - all were enough to challenge me causing me to seek God first. I came to learn theology, but learned more about

- relationship with God and others through the rigorous schedule. I loved this and I hope it was meant to be." (Respondent 216, ThM, Dallas)
- "Academic environment " (Respondent 217, MABC, Dallas)
- "studying all 66 books and the professors care and concern for individuals." (Respondent 219, MABS, Dallas)
- "Cohort program was very beneficial in promoting a cohesive learning environment. I made life-long friends. Additionally, the DMin director (Dr. Barfoot) was very gracious and helpful in my very first call to DTS when exploring seminary options. His interest in my personal academic development was instrumental in my selection of DTS. " (Respondent 220, DMin, Dallas)
- "In my first semester, through the Black Student Fellowship, I was asked if I would like to have another student mentor. I agreed and my friendship with this mentor has been essential during my time at DTS. " (Respondent 221, MABS, Dallas)
- "The variety of class offerings accompanied by the high Christian standard, biblical and theological competency of most of the faculty." (Respondent 222, MBTS, Dallas)
- "The passion and knowledge of the professors who holistically help students." (Respondent 223, MACE, Dallas)
- "the breadth of theological, biblical and historical knowledge that the curriculum offers." (Respondent 224, ThM, Dallas)
- "the passion and devotion seen in every professor I had. Their passion for the Word that is encouraging, challenging and inspiring, that modeled perseverance in my own faith. I really felt that as much as they were passing on knowledge, their aim was for that knowledge to produce fruit in my life and ministry. Finally, they truly cared, and shown love and grace in many different ways. " (Respondent 225, MABC, Dallas)
- "the many wonderful courses which are practical and useful for church ministries." (Respondent 226, STM, Dallas)
- "The commitment to the Scripture and incredible professors who care deeply about their students." (Respondent 227, Dual, Dallas)
- "professors are personal" (Respondent 229, MABC, Dallas)
- "Focus on God's word and true value on Character of students. " (Respondent 230, ThM, Dallas)
- "its reputation, the scholarship of its professors, and its adherence to a conservative and literal interpretation of the Bible. I have a great respect for DTS and how they have maintained biblical integrity over all these years, managing to resist the pull of liberal scholarship while many others have fallen. I am proud of the seminary for this and am honored to be a graduate of DTS." (Respondent 231, Dual, Dallas)
- "the broad foundation in theology that I received here not tied to the tradition of any particular denomination. Strong emphasis at Original languages, the Bible, historical theology." (Respondent 232, ThM, Dallas)
- "the media arts integration to creative expression of theology and biblical concepts" (Respondent 233, Dual, Dallas)
- "commitment to biblical exegesis and communicating it to the local church." (Respondent 234, STM, Dallas)
- "Comprehensive curriculum, professors with shepherd's hearts, non-threatening learning environment, and precious classmates." (Respondent 235, MABS, Dallas)
- "The diversity of ministries and callings God has shown me during my time here." (Respondent 236, MACE, Dallas)
- "Incorporate biblical theology and ministerial practice." (Respondent 237, DMin, Guatemala)
- "The SF department was very helpful. I loved the mentoring I received as I led a group. (Joye Baker is awesome!) The campus is small, but well-designed and well-maintained. I loved especially the BE classes. I enjoyed class discussions, and felt like I learned so much. I thought the books we read for all my classes were appropriate. I learned so much from them. I loved the profs who made an effort with me. You could tell the ones who truly cared." (Respondent 238, MAMW, Dallas)
- "The Ministry Residency in my degree program (MACL)" (Respondent 239, MACL, Washington DC)
- "The importance that the seminary gives for the Scripture and the advanced study of the Biblical languages. " (Respondent 240, STM, Dallas)

“Grace, grace, grace and grace. Never deserved always appreciated.” (Respondent 241, Dual, Dallas)
 “the proper focus on the important theologies, and being flexible and gracious with others and with each other in the issues that are not of primacy.” (Respondent 242, MABEL, Dallas)

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

Comments related to Administration

Like Least: “At times a too rigid structure in terms of procedure, rules, regulations, etc.” (Respondent 18, CGS/CBTS, Dallas)

Like Least: “The way academic politics seem to be making their way into the decisions on campus that affect students the most (building funds, online-only programs, etc). Having just completed a long and rigorous ThM, I would be lying if I said the addition of similar (and shorter, and less expensive) programs didn't bother me a little.” (Respondent 27, ThM, Dallas)

To Improve: “Bringing institutional decisions that are appropriately made at high levels to the student level for explanation and dialogue. Students should by no means be making these difficult choices, but it might help to ease campus angst to make students feel more included.” (Respondent 27, ThM, Dallas)

To Improve: “setting up a better way for disseminating communication...” (Respondent 48, MABC, Dallas)

Like Least: “Old fashioned policies ” (Respondent 69, MABC, Dallas)

Like Least: “The institution's treatment of its staff and faculty. While it is certainly better than "the old days," the way the seminary hires, trains, and pays its staff and faculty is often sub-par. I do not sense that the administration listens to either group intently as donors and students appear to be the more important audience.” (Respondent 158, ThM, Dallas)

To Improve: “Focusing more on the student's needs and desires (as the customer) versus what the administration desires/needs. Everyone can feel that the focus is not on the students.” (Respondent 169, ThM, Dallas)

To Improve: “In a lot of ways, but I know the Seminary IS working to improve, and that means a lot. No institution is perfect, and I value that DTS is working to grow and become healthier. DTS has many great aspects too.” (Respondent 223, MACE, Dallas)

Comments related to Admissions

To Improve: “... and better preparing incoming students for the rigorous expectations (especially for those taking biblical languages for the first time).” (Respondent 99, Dual, Dallas)

To Improve: “Weeding out those who are attending for the wrong reasons...” (Respondent 144, MACE, Dallas)

Like Least: “the form of admissions” (Respondent 168, DMin, Guatemala)

To Improve: “having more strict guidelines regarding which students are admitted to nonvocational degrees.” (Respondent 193, ThM, Dallas)

Comments related to Advising Center or faculty advising

To Improve: "One area where the seminary could improve is in helping students taking courses mostly online (who live outside of the Dallas area), but who come to campus for intensives and are part time students. Though the DTS website gives some general help as to what courses a student needs to take to finish their degree in a given amount of time, it is not specific enough. For someone like myself, who continued to work full-time while taking classes, I had to figure out which on-campus classes I could take in one week chunks during the summer to fulfill my on-campus requirement. I figured out a good strategy for doing that which was to take as many elective classes as I could on campus and do core courses online. Many of the electives are not offered online, so must be taken on campus. I also didn't know about the 1 1/2 day CE505 classes until my last year. It would be great for incoming off campus students to be given a good strategy for which classes to take online and which to take on campus. Had I taken all my on campus classes as core classes, I would not have been able to finish my degree because many of the electives are not offered online. This would be good for the advising folks to know and be proactive about. Students need to know what their options are and have a plan in place in order to finish... I know this is a lot of detail, but something I know would have helped me tremendously at the start of my education at DTS. Thanks for listening!" (Respondent 83, MACE, Online)

Like Least: "I greatly enjoyed my time at DTS, but if I had to point to one thing I did not like, it would revolve around my experience in switching from THM to MACL. I made this decision because it was best for my family. There seemed to be, at least with the advisor I met with, that to walk away from the THM means me walking away from (1) any real future in the pastorate, and (2) if I walked away from the THM and eventually entered in a pastor position, I would be ill-equipped. In saying this, I am not saying this is everyone experience, but it seemed to be mine, and I disagreed with the notion." (Respondent 94, MACL, Dallas)

To Improve: "saying the credits that need to be complete before starting the program" (Respondent 168, DMin, Guatemala)

Comments related to Alumni/Placement

To Improve: "getting feedbacks from graduates." (Respondent 87, STM, Dallas)

To Improve: "No suggestions ... satisfied as is ... could extend Logos access beyond graduation?" (Respondent 111, DMin, Dallas)

To Improve: "... On another note, the placement office appears to cater almost entirely to church jobs. For those of us interested in education, I would love to see more opportunities for teachers on the MOL site." (Respondent 117, ThM, Dallas)

To Improve: "Making senior pastor positions submitted through the Ministry Opportunity Listing available to MA students. I felt God leading me that direction, but was not helped by placement in following this call. God still provided me a senior pastor position, however!" (Respondent 164, MACL, Dallas)

Comments related to Campus

Atmosphere

Like Least: "The arrogance, lack of empathy and lack of understanding expressed by some people, including both students and faculty. Where is the love, ya'll? The need to be right all the time is an issue. I doubt that everyone knows everything God knows, and that everyone has their theology 100% perfect, so instead of getting defensive, maybe just listen and talk and learn from each other. There were some people I met that, if you politely disagreed with them (in private, I'm not talking about a public confrontation), they just shut down completely or got really mad." (Respondent 13, CGS/CBTS, Dallas)

- Like Least: "the division amongst campuses." (Respondent 16, MACM, Houston)
- To Improve: "helping students understand the importance of finding community on campus." (Respondent 16, MACM, Houston)
- Like Least: "the bubble we end up in. The coursework demands the lion's share of a student's time, from classes to internships. More time to live and be involved in the rest of the world is essential, time to be involved in sports, music, etc." (Respondent 25, MABS, Dallas)
- Like Least: "There were times in which I felt as if the student body was extremely close-minded and not understanding of grace. There were times in which I felt judged and like I could not speak my experiences because of a fear of that. I believe there is also a culture in which certain sins, mostly sexual, were taboo to talk about. I believe those things are extremely important to talk about, in order to avoid them growing in secret" (Respondent 36, MABC, Dallas)
- Like Least: "Things* The feeling of spiritual oppression on campus. The lack of joy and life within the student body as a whole. The amount of depression, anxiety, eating disorders, and addictions (specifically sexual) that are going unnoticed or unaddressed. You are preparing people for ministry yet turning a blind eye to these major mental health epidemics on campus that will have lasting negative effects on the people to whom your students are going to minister. The arrogance of far too many professors and students. " (Respondent 37, MABC, Dallas)
- To Improve: "I think the seminary is already doing an excellent job at listening to student responses and finding ways to improve the learning environment." (Respondent 47, ThM, Dallas)
- Like Least: "A perception that the environment could, potentially, be heading towards a more liberal culture, as so many other institutions have done." (Respondent 62, MACL, Online)
- Like Least: "Fortunately, I can no longer say the alcohol policy!..." (Respondent 79, MAMW, Dallas)
- Like Least: "Occasionally, people went a little too much by the rules, no grace. It was more of a person by person basis, not reflective of the seminary, as a whole." (Respondent 82, MACE, Dallas)
- To Improve: "Embracing differing views on the LGBTQ community, even while not agreeing with them." (Respondent 96, ThM, Dallas)
- To Improve: "continuing to emphasize DTS spirit and comradery, maintaining high standards in humble dependence upon God..." (Respondent 99, Dual, Dallas)
- Like Least: "Loosening it's stance on alcohol consumption." (Respondent 100, MABC, Dallas)
- Like Least: "the Christian bubble. There is this feeling that we all have to look, act, and be a certain way to be a good Christian seminary student. I wish there was a more raw, real attitude on campus and among the students. I, however, am not sure how to create that." (Respondent 106, MABC, Dallas)
- Like Least: "Sometimes I encountered attitudes of superiority/preference of ThM students over MA students, men over women, pastors over parachurch ministers--mainly from other students, not as much from faculty/staff." (Respondent 119, MACM, Dallas)
- Like Least: "moving to Dallas for the last two years of seminary was hard. I went to classes in the evening and made few friends (none of which I stay in contact with currently). In Houston, I knew many people in my classes and missed that deeply at Dallas." (Respondent 121, MACE, Houston)
- To Improve: "exploring different ways to build community among students. I know this is a difficult task as many students hold jobs and live off campus." (Respondent 121, MACE, Houston)
- Like Least: "That the very thing I like is being threatened with liberalism and feminist agenda - yes even on this campus." (Respondent 128, MACE, Dallas)
- To Improve: "seeking ways to improve community between students." (Respondent 133, MACE, Houston)
- Like Least: "There does seem to be a quite a bit of arrogance in both faculty and students. And, a general fear of "the culture"." (Respondent 147, MAMW, Dallas)
- Like Least: "...how lonely it has felt." (Respondent 156, MACE, Dallas)
- To Improve: "...becoming more people focused." (Respondent 156, MACE, Dallas)
- Like Least: "The commuter culture. Despite the fact that DTS has two dorms on campus, there's a real lack of community on campus (aside from activities particular to dorm residents). This past year there has been some improvement, but I relocated to Dallas, and to an apartment very close to DTS because I believed there would be more opportunities for fellowship with

- profs, students, alumni, etc. if I did so. That was a big disappointment for me. Most profs live a half-hour drive from campus and are rarely around for conversation except for one or two office hours/week." (Respondent 163, MABC, Dallas)
- Like Least: "I do not like the large size of the classes, which lends to the impersonal nature of courses and a watering down of academic standards." (Respondent 165, ThM, Dallas)
- To Improve: "having intramural sports for faculty and staff" (Respondent 173, MACE, Online)
- To Improve: "... I also wish the culture of DTS were less combative with culture: there was too little exposure to classic literature, art, politics, and so on." (Respondent 180, MABS, Online)
- Like Least: "The lack of community among students." (Respondent 186, MACM, Dallas)
- To Improve: "Having more activities on campus that are for students, not just kid activities." (Respondent 186, MACM, Dallas)
- Like Least: "Being a commuter, I did not get as much time as I would like to get to know other students." (Respondent 189, CGS/CBTS, Dallas)
- To Improve: "Creating more ways for off-campus students to get plugged in." (Respondent 205, MACM, Dallas)
- To Improve: "Hold more family activities" (Respondent 217, MABC, Dallas)
- Like Least: "The haughty, close-minded, critical, negative and divisive attitudes and speech of students who don't want to listen or learn but think they have everything figured out and share their opinions as if it were fact and judge others if they don't agree. I encountered that a few times, and it left an impression." (Respondent 223, MACE, Dallas)
- Like Least: "the lack of community and how isolating it can feel at times, especially when you live off campus. Being an international student in Dallas for the first time, and living off campus, I had to fight hard to be known and included in the life of students." (Respondent 225, MABC, Dallas)

Facilities

- Like Least: "Probably the restaurant, except when they brought food from Panera Bread." (Respondent 43, ThM, Dallas)
- Like Least: "Some class rooms always make me sleepy, especially Campbell 203." (Respondent 59, ThM, Dallas)
- To Improve: "Bigger library..." (Respondent 66, ThM, Dallas)
- Like Least: "images of Christ are not accurate enough" (Respondent 67, MACE, Dallas)
- To Improve: "changing the art to reflect truth of scripture" (Respondent 67, MACE, Dallas)
- Like Least: "The campus could use an upgrade to the facilities, but that is a small thing." (Respondent 83, MACE, Online)
- Like Least: "The location." (Respondent 84, MACL, Online)
- To Improve: "The Classrooms on the 2nd and 3rd floors of Todd are dated and dark, not a nice experience and certainly not reflective of the expectation given the tuition costs. The projectors are dim and antiquated. The student center needs a refresh..." (Respondent 125, ThM, Dallas)
- To Improve: "Putting a bounce house in the middle of campus so that everyone can play together." (Respondent 141, MACE, Dallas)
- Like Least: "Lack of on-campus dining. When I first arrived in 2011, and took the intensives that year, the dining hall was open and the students were able to mingle with other students and profs and GTAs. There was also the welcoming lunch for all new students (online) and it was a GREAT experience that sadly I haven't seen since the facility closed." (Respondent 209, MACE, Online)
- Like Least: "On campus facilities" (Respondent 211, MACE, Dallas)
- To Improve: "Creating a space for students to congregate by re structuring the mabee lounge" (Respondent 211, MACE, Dallas)
- To Improve: "Upgrading and modernizing its facilities." (Respondent 212, MABS, Online)
- Like Least: "no good restaurant." (Respondent 226, STM, Dallas)
- Like Least: "Its to far for Brazil..." (Respondent 132, CGS/CBTS, Online)

Like Least: "DFW is pretty big. Maybe one day God will provide for the campus to open in a different part of DFW. I am not an online student and I am great that DTS is able to provide a great service as online. But having to travel to Dallas is pretty tough." (Respondent 166, MAMW, Dallas)

Parking

Like Least: "Parking Spots are really hot and burning during the summer season. How about built a new parking modeled after North Park Center Mall?" (Respondent 11, STM, Dallas)
 To Improve: "parking," (Respondent 69, MABC, Dallas)
 Like Least: "The parking situation. Honestly, that is a small thing but it is the only criticism I can think of to offer." (Respondent 89, MABC, Dallas)
 To Improve: "...A crosswalk from student parking would be a nice safety addition, Live Oak is very busy." (Respondent 125, ThM, Dallas)
 Like Least: "the parking." (Respondent 175, MABS, Dallas)
 Like Least: "Parking at Swiss tower, campus grounds" (Respondent 204, MABC, Dallas)
 Like Least: "The parking isn't great..." (Respondent 213, ThM, Dallas)
 Like Least: "Walking from the commuter parking lot to campus is awful (crossing Live Oak). There were a couple of times where I was almost hit crossing the street. Nobody stops or slows at a crosswalk. I believe they speed up on purpose." (Respondent 216, ThM, Dallas)

Comments related to Chapel program

Like Least: "... Chapel program does not offer the "meat" it did back in 2012." (Respondent 190, ThM, Dallas)
 To Improve: "... Have our own profs (especially OT/NT) speak in chapel and get outsiders that are more solid speak (pay more attention to who we let speak)..." (Respondent 190, ThM, Dallas)

Comments related to Core masters curriculum

To Improve: "Considering separate classes for ThM and non-ThM students in ST and BE classes (in particular) - the gulf in knowledge and depth is simply so great that both groups are very difficult to address properly in the same venue. " (Respondent 2, ThM, Dallas)
 Like Least: "decreased academic standards." (Respondent 8, ThM, Dallas)
 To Improve: "increasing academic standards. So many classes are not taught at a graduate level it is laughable. I had freshmen level undergrad classes that were significantly harder and expected more of me. People are passed through the programs who have not put in the work and there doesn't seem to be an expectation of excellence." (Respondent 8, ThM, Dallas)
 To Improve: "Providing more biblical background classes. It is imperative to know the events surrounding the writing of the Scriptures, and to understand the times in which God was at work." (Respondent 25, MABS, Dallas)
 To Improve: "...Also, while in preaching classes speak to the importance of the Spirit, speak to the importance of anointing, and speak to the importance of passion in preaching as well as the already sound theological, historical, and biblical understanding of the text. And improvement on leadership classes in the track of Pastoral Theology. " (Respondent 31, MACE, Dallas)
 To Improve: "...Also - the course in Human Sexuality should be a mandatory course for all students regardless of their program. " (Respondent 37, MABC, Dallas)
 Like Least: "...and a lack of emphasis on apologetics" (Respondent 55, ThM, Online)
 To Improve: "Adding more apologetics in the class. When I took OT103/104 with Dr. Johnston, he mixed in the Public Square dialogue which gave a good apologetic for the Old Testament." (Respondent 55, ThM, Online)
 To Improve: "Streamlining the curriculum..." (Respondent 56, MABS, Dallas)

- To Improve: "Focusing ever more on the comprehensive development of future leaders."
(Respondent 62, MACL, Online)
- To Improve: "More practical ministry experiences." (Respondent 78, ThM, Dallas)
- Like Least: "Lack of depth to Bible specific courses" (Respondent 90, CGS/CBTS, Online)
- To Improve: "Offer a class on homosexuality and the church - please see above. On a separate note, I also think that DTS should offer a class on how to properly market the church. A clever pun on a roadside marquis is no longer sufficient. There should be a course offered on how to properly and ethically market the church - social media, google analytics, market analysis, etc. - while at the same time, not devaluing the Gospel." (Respondent 98, MABS, Online)
- To Improve: "The BE classes often seemed simplistic and merely content/knowledge focused. I know one of DTS's claims to fame is to teach through all 66 books, but the BE classes could probably be condensed into fewer classes. Or else they could be strengthened by focusing less on simple content/knowledge (which we could also get from reading the Word or other books), and teaching more about biblical themes/theology and how to use the Word to pastorally minister to others (and to ourselves)." (Respondent 119, MACM, Dallas)
- Like Least: "Balance between academics and relational development" (Respondent 120, ThM, Dallas)
- To Improve: "Helping students apply academic knowledge" (Respondent 120, ThM, Dallas)
- To Improve: "adding a logic class." (Respondent 149, ThM, Dallas)
- Like Least: "it is more geared towards theological research and preaching. I think it neglects the broader range of needs for a pastor." (Respondent 154, ThM, Dallas)
- To Improve: "Expand the electives for the PM dept. More practical assignments (teach, preach, or counsel someone with this), less papers." (Respondent 154, ThM, Dallas)
- Like Least: "The methodology used to teach could be improved a lot. Dr. Hannah articulated well what I had personally experienced. Dr. Hannah's main point was that the syllabi are over stuffed which inhibits reflection and contemplation. For example in ST106, Eschatology, the amount of reading was about 1,300 pages in addition to two other papers while Soteriology was a manageable 400 to 500 pages. For Theology of World Missions it was around 1,200 pages again with a few major papers! This isn't to say the books aren't worth reading but honestly, how much would a reader be able to meaningfully retain and apply? Learning is primarily reflective in nature and as it become part of your person then it become actuated in your behavior. I've learned far more by just ignoring some assignments (especially reading of some of extra assigned texts to the detriment of my GPA) and really focusing on what is essential in the class, especially projects. Projects by nature are reflective and require reasoning and communication skills to come together, they have much more learning value. The syllabi and GPA should be aligned so that they both encourage students to learn, not check off boxes or do busy work. What I mean is that reading that contributes to the GPA yet does so without comprehension, contemplation, or application should not be part of the syllabi." (Respondent 172, ThM, Dallas)
- To Improve: "Establish reasonable standards about the volume of reading and assignments that can be reasonably completed and mastered (i.e. consult Dr. Hannah). Those who come to DTS because they want to learn will learn, those who don't will not, this is probably not influenced much by the syllabi. The speed reading course is also a poor solution to remedy an overambitious syllabi. A heavy syllabi does not make for a learned student. My friend in medical school could do a single reading of two chapters from the Bible and repeat it verbatim from memory, he had a photographic memory. The catch was that it would last only about 1 to 2 weeks, which was fantastic for cramming for tests but it did nothing to help him retain it long term. Long term memory comes from contemplation and reflection, this isn't something that a speed reading course or overstuffed syllabi can do. In fact, stress has been show to do the opposite, it inhibits learning." (Respondent 172, ThM, Dallas)
- To Improve: "My biggest disappointment with my time at DTS is that I'm not sure what to do differently with my career now that I've graduated. I don't think it was the school's job to figure out what I should be when I grow up but I am sad I haven't figured out my next step yet. I feel the curriculum and class assignments were focused on preparing students for academia or teaching pastor positions, which are areas I do not feel called. Maybe if the

- assignments were more flexible I could have explored skills in ministry positions that would fit me better.” (Respondent 174, MAMW, Dallas)
- To Improve: “teaching more classic texts (e.g., Augustine, Aquinas, Calvin, Luther, Edwards, Barth) rather than DTS professors' works. I don't know those saints; I only know about them...” (Respondent 180, MABS, Online)
- Like Least: “it made me learn tedious details of the Bible--reading many boring and long books and watching many boring and long lectures--so much that a large majority of my passion for God that I had before I came to seminary became stifled. I feel like I lost the forest for the trees. I was warned that ironically going to seminary may make my relationship with God get worse not better, and the warnings were unfortunately right on the money. I feel that my intellectual engagement about God in classes has somehow taken away a lot of the daily spirituality I had. I pray that God will draw me closer to Him as seminary ends and I'm not burnt out on reading or thinking about God anymore. I want to enjoy reading and thinking and talking about God again and to feel like my worship is more genuine as it was before.” (Respondent 182, MACE, Dallas)
- To Improve: “Giving students more flexibility in how many Bible and theology classes they take based on their degree program. Not all students desire to (or need to for their ministry goals) go into the same level of detail of Scripture and theology as others. I wish DTS offered a track that had maybe 3 or 4 Bible classes and 3 or 4 theology classes and gave more room for electives that would be more practical for their ministry goals. Too many Bible and theology courses worked to my detriment: mentally, spiritually, monetarily, chronologically (took up hours of my life I wish I had back), etc. And I would have liked to take more teaching courses, since I desired to be a teacher and was already working as a teacher: teaching classes would have been much more useful to me. Also I think offering electives that teach on what the Bible says about current "hot topics" of the day (abortion, homosexuality, etc.) and how to engage people (Christians, non-Christians, children, etc.) in those issues would have been more helpful than the extra Bible and theology classes. I almost didn't come to DTS because of its ThM program being a year longer than all other schools I researched, and the 2 year master programs having to take the same extremely long and detailed form of 9 Bible classes and 6 theology classes just seems like an unrealistic expectation for students. And I hope that this decision wasn't made to be simply more convenient to DTS so they only need to develop one track of Bible and theology courses and I trust that it wasn't a decision made just to make money off of more student tuition, but I know my sister went to Southwestern Baptist Theological Seminary in Ft. Worth and they have half or less the Bible and theology courses for their master's students required to take than DTS does.” (Respondent 182, MACE, Dallas)
- Like Least: “Seminary is a strange mix of an academic master's degree and a trade school. Unfortunately, I think DTS has drifted too much towards the later. Some of my classes were very demanding; however, I very rarely felt like I was in a real masters degree much of the time, and many classes prefer giving copious amounts of busywork instead of really challenging assignments. This problem has been augmented by blending Th.M. classes with the other degree program which have a different main focus. My time at DTS was often very frustrating, because I felt like I was not getting as much out of the degree as the time I was putting in. This was especially true the first two years, and I was sorely tempted to quit because I felt like I was not being allowed or encouraged to pursue better theological thinking.” (Respondent 184, ThM, Dallas)
- To Improve: “expanding to include other Reformed perspectives on systematic theology.” (Respondent 185, MACE, Online)
- Like Least: “Too much focus on papers and documentation (Turabian). Not enough focus on Bible books (too quick) and how they fit together in a story. Bible exposition finals are not good. They focus too much on small facts (things that I can easily look up like a persons name) and not enough on big principles that we should all retain.” (Respondent 202, MABS, Houston)
- To Improve: “Cover the basics of Greek for non THM students. I don't even feel conversant when people mention Greek topics. Build on BE101. I can't remember ever being asked/encouraged to apply the principles I learned in there. Change RS101 to focus more on

- library use. I don't feel well equipped to find peer reviewed papers on topics and be sure I have looked everywhere. Integrate the great LOGOS software in classes. I was never asked to use it and some professors used other software in class. Cover the topic of prayer somewhere - what the Bible says and doesn't say about it. I never remember discussing this except as a discipline. Recommend books on the topic. Cover the topic of divorce and remarriage somewhere - tips on engaging with the culture on this. Recommend books on the topic. Cover the topic of church discipline somewhere - learnings and suggestions on what to do and what not to do. Recommend books on the topic. Cover the topic of medical ethics somewhere - learnings and suggestion on what to do and what not to do. Recommend sources to consult. Cover electronic media use earlier in coursework so it can be used later (my CE103/4 class was the last thing I took). Cover the Bible 'as a story'. I see in the catalog there is a class on this, and I wonder if I missed seeing something only studying books individually. " (Respondent 202, MABS, Houston)
- Like Least: "the lack of challenging/deep courses to study. I have heard comments made by pastors and lay people that DTS provides a broad range of study, but very little depth. I must admit that seminary, at times, just felt like one big survey class. Isn't that what Bible colleges are for (I mean this with all sincerity and no disrespect intended)? I just want there to be some options for students who wish to do deeper research and pursue a more academic scholarship. Of course, this could be what the doctorate classes are for. I am not saying do away with the survey type courses, but maybe offer a substitution for students wanting to go further." (Respondent 231, Dual, Dallas)
- To Improve: "offering degrees in specific research topics for those who wish to pursue scholarship." (Respondent 231, Dual, Dallas)

Comments related to Diversity

- Like Least: "Not enough diversity amongst the professors (cultural, ethnic, race, gender)." (Respondent 19, MABC, Houston)
- Like Least: "Incorporating of racial reconciliation on campus." (Respondent 31, MACE, Dallas)
- To Improve: "Having an honest action plan toward racial reconciliation and truly acknowledging the issues in this world that we live in, not just by letter..." (Respondent 31, MACE, Dallas)
- To Improve: "Becoming a little more culturally diverse as in the presence of more African American professors." (Respondent 74, MACE, Online)
- Like Least: "More diverse professors..." (Respondent 131, MABC, Dallas)
- To Improve: "Increasing diversity and addressing needs of increasingly diverse populations." (Respondent 131, MABC, Dallas)
- To Improve: "Do more to help those who struggle with learning disabilities. Streamline the process. As a student with ADD, the last thing I need when overwhelmed with schoolwork is more paperwork and having to deal with many different offices to get the help I need. For those of us who work best at our own pace, more flexible options for classes would be wonderful." (Respondent 167, ThM, Dallas)
- To Improve: "Focusing less on cultural or individual differences and more on our common unity in Christ. The dividing line should be you are either Christian or you are not and it ends there." (Respondent 178, CGS/CBTS, Online)
- Like Least: "My interactions with some students that struggle to accept people who are different than them." (Respondent 194, MABC, Dallas)
- To Improve: "Continuing to embrace diversity within the student body..." (Respondent 227, Dual, Dallas)
- To Improve: "having more appreciation for the perspectives of those that aren't old white males. It's getting better, but there's still some clear dismissal (or perhaps simply ignorance) of other points of view (women, the young, other ethnicities, etc.)." (Respondent 242, MABEL, Dallas)

Comments related to DMin

- Like Least: "As a DMin student it was difficult to access the assistance available on campus. There needed to be greater assistance and courses available to help in the creation of a qualitative study. Qualitative studies were encouraged, but more instruction need to be made available on their design and on creating the databases necessary to do the work. " (Respondent 150, DMin, Dallas)
- Like Least: "The communication from my first advisor on my Dissertation was not what I expected. He is a godly caring man who is extremely busy. Because of his busy schedule, he was not able to respond to my Dissertation as timely as either one of us would have probably preferred. It proved to be a challenge but I was able to complete the project." (Respondent 159, DMin, Dallas)
- To Improve: "My only suggestion would be ensuring the advisor's on the Dissertation had adequate time to invest into the students. " (Respondent 159, DMin, Dallas)
- Like Least: "It seems to me that over-commitment and multi-tasking of staff is representative of my most recent experience at DTS." (Respondent 188, DMin, Dallas)
- To Improve: "Giving more focused attention to students." (Respondent 188, DMin, Dallas)

Comments related to DTS distinctives

- To Improve: "Never changing its course" (Respondent 43, ThM, Dallas)
- Like Least: "Assumptions of dispensational perspective: I felt lost my first few years at DTS because no one took the time to explain dispensational theology. Sure, we read Ryrie's book in ST101 but dispensationalism is complex. I would have benefited from a more comprehensive introduction to dispensationalism. I also would have benefited from exposure to other views, instead of just the reductionistic pot-shots..." (Respondent 51, ThM, Dallas)
- Like Least: "Its stance on homosexuality and transgenderism. Making these elements on par with the core doctrinal statement elements is going beyond what is reasonable." (Respondent 96, ThM, Dallas)
- To Improve: "Promoting more traditional conventional roles of men and women and decide weather it is a church or parachurch. Why no women senior preachers ? Not that i would agree with it but it doesn't line up with the teachings in classroom" (Respondent 128, MACE, Dallas)
- Like Least: "dispensationalism." (Respondent 138, MABS, Online)

Comments related to Extension education

- Like Least: "Inability to communicate consistently and be inclusive of the whole student body, including extension students." (Respondent 28, Dual, Houston)
- To Improve: "Challenging the Dallas students and professors to consider their extension brethren more consistently as part of the team." (Respondent 28, Dual, Houston)
- Like Least: "This is not offered as a criticism, by as an MABS extension student, I feel like I missed out on developing deep relationships with faculty and the "culture" of the campus. " (Respondent 50, MABS, Atlanta)
- Like Least: "Closed the Philadelphia campus. Appreciate the seminary very much." (Respondent 111, DMin, Dallas)
- Like Least: "As an extension student I felt somewhat isolated from the campus life. Not sure there is anything to do about that though and in some ways it is a good thing because I was able to stay engaged in my home church and ministry. Seems like the school is doing a better job at thinking of their students as being beyond just Dallas." (Respondent 137, MACL, Online)
- Like Least: "that I live in Kirksville, MO and I couldn't do more on site classes." (Respondent 173, MACE, Online)
- Like Least: "I wish I could have taken Greek and Hebrew at one of the extension locations closer to my home." (Respondent 176, MACL, Knoxville)

Comments Faculty interaction/grading

Like Least: "Some instructors are dogmatic in their beliefs to the point of almost mocking those who think otherwise - by definition, a university campus is meant to be a place of learning and discussion (not saying that a common belief creed is not needed). However, even with the common Baptist creed, mocking those who believe differently (ex. other denominational beliefs in the gifts of the Holy Spirit) is not conducive to productive learning on a seminary campus. On the other hand, I've also had professors who were incredibly open to discussion in their classrooms which enabled the students to see various points of view while coming together to see absolute truth and minor areas where folks could differ." (Respondent 9, CGS/CBTS, Houston)

To Improve: "Cautioning professors to foster healthy dialogue rather than seeking to hammer home truth through intellectual intimidation. One class refused to give me a passing grade on a paper unless I wrote it to align with the professor's exact beliefs (even though I presented evidence why I believed differently). Is this really the point of seminary? If I'm able to defend my faith with Scriptures, is a professor allowed to refuse a passing grade until I change my paper to match his beliefs? Is DTS grading on the quality of a deliverable or on matching a professor's viewpoint?" (Respondent 9, CGS/CBTS, Houston)

Like Least: "Lack of motivation from professors for me to pursue scholarship" (Respondent 33, MABS, Dallas)

Like Least: "At times, rules of academic rigor seemed to override common sense. I missed an online final with the flu, couldn't reach anyone by phone or email, and the prof. told me later when I reached him it was too bad and gave me a "0" on the final, dropping me a letter grade. I feel like everyone I talk to has at least 1 story like this. I'm not sure what this posture is teaching or developing in students." (Respondent 35, MABS, Online)

Like Least: "well, because of the growth (a good thing), I felt like many profs were too overloaded at times to give adequate treatment of certain books and have time to develop relationships with students." (Respondent 47, ThM, Dallas)

Like Least: "I struggled with getting timely feedback from professors and TAs. A paper could be turned in and three papers later, we are finally getting the grade. So long as I have a good grade this is not a problem, but if my first paper was not satisfactory, now all the papers after may have followed suit." (Respondent 86, MABC, Houston)

Like Least: "Interaction with a professor who seemed to be unable/unwilling to account for a grade he assigned to me. When asked to explain how I received the grade I had received, he bumped the grade up a notch and I was advised by other faculty to "drop the issue." I would have preferred to keep the grade originally assigned along with an explanation as to how I had earned it." (Respondent 91, DMin, Dallas)

To Improve: "Seeking to have more unity in courses no matter what professor is teaching the class." (Respondent 100, MABC, Dallas)

Like Least: "the loss of some great profs in the last few years." (Respondent 118, ThM, Dallas)

To Improve: "more professor feedback on assignments rather than teaching assistants." (Respondent 129, MACE, Online)

To Improve: "More diverse professors..." (Respondent 131, MABC, Dallas)

Like Least: "how being "graded" can inhibit spiritual enrichment assignments." (Respondent 142, MABC, Dallas)

Like Least: "The dogmatism of some professors. Many exhibited great grace and fairness to those with other views. I enjoy passion and conviction for one's own position but in a diverse community, the professor's explanation of their view often was condemning or abrasive." (Respondent 143, ThM, Dallas)

To Improve: "Mixing up some classes (even required ones) to be more discussion or seminar style. I know that this is not always easy with the amount of students in a class. However, if the Dallas campus continues to grow smaller, then the methods should also reflect this to be more personal and combine both lecture and discussion." (Respondent 143, ThM, Dallas)

- To Improve: "... Get more Professors to embrace technology in the class room..." (Respondent 144, MACE, Dallas)
- To Improve: "Hmm. can always have better teachers and maintain standards" (Respondent 146, ThM, Dallas)
- To Improve: "Diversifying the BE department." (Respondent 147, MAMW, Dallas)
- Like Least: "sometimes students are not taught to think logically." (Respondent 149, ThM, Dallas)
- To Improve: "I believe DTS could always improve on their feedback on some assignments. I felt as if I didn't get the best feedback i could have." (Respondent 153, MACL, Online)
- To Improve: "more communication between faculty and students" (Respondent 155, PhD, Dallas)
- Like Least: "I do not like the large size of the classes, which lends to the impersonal nature of courses and a watering down of academic standards. " (Respondent 165, ThM, Dallas)
- To Improve: "The seminary could improve by hiring more professors so that the ratio of student to professor is smaller and would free up the professors to put more time into the students and their courses. " (Respondent 165, ThM, Dallas)
- To Improve: "Hiring more professors like Dr. Waters, who are just as experienced and excellent as pastoral / missions practitioners as they are educators. " (Respondent 171, MACE, Dallas)
- To Improve: "Perhaps by encouraging more regular interaction of professors and students outside the classroom." (Respondent 179, ThM, Dallas)
- To Improve: "having more opportunity for students and faculty to interact." (Respondent 181, ThM, Dallas)
- To Improve: "Changing the grading scale." (Respondent 191, MABS, Dallas)
- To Improve: "In my opinion using graders needs to be done with caution..." (Respondent 192, MABC, Houston)
- To Improve: "Adjusting grading system to a more standard scale - 90-100 A and A-, 80-89 - B-, B, B+, etc..." (Respondent 204, MABC, Dallas)
- To Improve: "encourage students interact with professors out of classes." (Respondent 206, PhD, Dallas)
- Like Least: "Disappointed with a GTA in one of my leveling courses. He was non-responsive, even after I contacted the professor. My grade actually suffered, in my opinion, as a result of his refusal to respond. " (Respondent 220, DMin, Dallas)
- Like Least: "The interaction between the students and professors" (Respondent 228, MACE, Houston)
- Like Least: "I felt like some profs were annoyed by me." (Respondent 238, MAMW, Dallas)

Comments related to Finances

- Like Least: "tuition that I had to pay to attend." (Respondent 14, ThM, Dallas)
- To Improve: "find a way to drive tuition down." (Respondent 14, ThM, Dallas)
- Like Least: "...Tuition costs seem exorbitant when compared to some other Seminaries..." (Respondent 21, CGS/CBTS, Online)
- Like Least: "The cost!" (Respondent 38, MACE, Online)
- Like Least: "Cost. :-)" (Respondent 40, MACL, Online)
- Like Least: "Price." (Respondent 42, MABS, Houston)
- Like Least: "cost" (Respondent 46, MABC, Dallas)
- Like Least: "the cost per credit hour." (Respondent 48, MABC, Dallas)
- To Improve: "... bring down costs." (Respondent 48, MABC, Dallas)
- Like Least: "...the cost of tuition" (Respondent 58, ThM, Dallas)
- Like Least: "The Cost. " (Respondent 65, MACL, Dallas)
- Like Least: "the cost" (Respondent 233, Dual, Dallas)
- Like Least: "Tuition is very expensive." (Respondent 235, MABS, Dallas)
- Like Least: "Cost" (Respondent 236, MACE, Dallas)
- To Improve: "Cost down or book cost down" (Respondent 236, MACE, Dallas)
- Like Least: "paying a full tuition credit for an extension beyond the first year of ABD. " (Respondent 29, PhD, Dallas)

- To Improve: "Charge a fee for library services. I used the library throughout all my extensions and that would be acceptable." (Respondent 29, PhD, Dallas)
- Like Least: "the student loan debt that I obtained during my time." (Respondent 30, ThM, Dallas)
- To Improve: "providing various kinds of scholarship. I would love to get some scholarship even though the amount is small. My spouse and I work and we have two kids. I don't qualify for most of the scholarship but we are in needs through the semester study." (Respondent 58, ThM, Dallas)
- Like Least: "the limited options for scholarships." (Respondent 73, MACE, Dallas)
- To Improve: "increasing options for scholarships for students who need to work full-time and take classes on a part-time basis." (Respondent 73, MACE, Dallas)
- To Improve: "It sure would have been nice not to have had to work full-time in order to attend. The full-ride scholarships that I have caught wind of would be amazing." (Respondent 112, ThM, Dallas)
- Like Least: "Lack of funding for online students" (Respondent 113, MACL, Online)
- Like Least: "The seminaries tuition was oppressive at times and, lacking proper financial support, I had to drop out of my Thm program in order to salvage my finances, degree, and reduce the strain it was putting on me and my wife. It was either take out a substantial loan to pay for tuition, or stretch the program out for years to get through without debt. Thus, we switched programs to reduce the burden." (Respondent 148, MABS, Houston)
- Like Least: "The consistent issues I had with financial aid and related communication in those departments." (Respondent 201, ThM, Dallas)
- To Improve: "Addressing the flaws in the Financial Aid department." (Respondent 201, ThM, Dallas)
- Like Least: "Tuition" (Respondent 217, MABC, Dallas)

Comments related to Housing at Dallas campus

- Like Least: "inadequate on-campus housing" (Respondent 20, CGS/CBTS, Online)
- To Improve: "adding more on-campus housing" (Respondent 20, CGS/CBTS, Online)
- Like Least: "Hmm... Perhaps, as I mentioned earlier in the survey, my experience with the Housing department." (Respondent 56, MABS, Dallas)
- To Improve: "... Make Washington Hall cheaper- why do we pay so much?" (Respondent 190, ThM, Dallas)

Comments related to Houston Campus

- To Improve: "offering the same amount of classes, core and elective, to extension campuses. I had to take all of my hist theo electives in Respondent study because they were never offered in Houston and very seldom in Dallas or online." (Respondent 10, ThM, Houston)
- Like Least: "Not enough live classes in Houston..." (Respondent 19, MABC, Houston)
- To Improve: "I am not sure how it was at the Dallas campus but one common complaint among students was the student teacher relationship or lack there of." (Respondent 42, MABS, Houston)
- To Improve: "Communication. (This may be specific to the Houston campus.) There were times my fellow classmates heard of information that I was unaware and vice versa. Sometimes this would be due to the message being shared in a particular class. Thus if you were in attendance of that class, then you heard. If not, then you did not hear." (Respondent 57, MABC, Houston)
- Like Least: "The disconnect between our Houston extension campus and the main campus." (Respondent 60, MABC, Houston)
- To Improve: "Devoting more resources to the Houston extension campus." (Respondent 60, MABC, Houston)
- Like Least: "being at a commuter campus, it is the lack of community." (Respondent 133, MACE, Houston)

To Improve: "This seminary is doing so much great stuff already that I'm not sure how else it could improve... Maybe, to build a greater community presence and relations with other counseling centers and universities in Houston to build collaboration and support." (Respondent 140, MABC, Houston)

To Improve: "... Offering more diversity in the professors who come to Houston. I wish I had taken more bible professors for different opinions." (Respondent 196, MACE, Houston)

Comments related to Internship

Like Least: "The lack of preparation of real life ministry. A internship is not enough because some internships are inadequate." (Respondent 72, MACE, Dallas)

Like Least: "The internship process." (Respondent 126, MABS, Dallas)

Like Least: "The Internship program." (Respondent 139, ThM, Dallas)

To Improve: "Having Dr. Hillman (and/or other older and wiser professors) advise students in the internship program and dropping many of the administrative tasks in the program." (Respondent 139, ThM, Dallas)

Like Least: "The internship department." (Respondent 141, MACE, Dallas)

Like Least: "the internship process." (Respondent 170, ThM, Dallas)

Like Least: "the internship process was a nightmare. WAYYYYY too many hoops to jump through, way too much busy-work, way too disorganized." (Respondent 196, MACE, Houston)

To Improve: "changing the internship process..." (Respondent 196, MACE, Houston)

Comments related to MABC or counseling courses

Like Least: "The counseling program needs help." (Respondent 12, MABC, Dallas)

To Improve: "Hiring new staff in the counseling department." (Respondent 12, MABC, Dallas)

To Improve: "Please offer required counseling courses online to allow students more flexibility in their daytime schedules." (Respondent 26, MABC, Dallas)

Like Least: "The counseling program. While I completed two years of the program I felt that once I got into my practicum I could not legally share my faith if I hoped to be a licensed counselor. This information is not shared up front and thus I felt like I had no choice but to switch programs or graduate and not pursue licensure." (Respondent 68, CGS/CBTS, Dallas)

To Improve: "Offering practicums in the counseling program with professors." (Respondent 68, CGS/CBTS, Dallas)

Like Least: "Honestly, I have been disappointed in many of my counseling classes. I prefer not to leave negative comments as I think that should be addressed as brothers and sisters in Christ appropriately face-to-face. Some were not on the same level as my BE and ST professors." (Respondent 97, MABC, Dallas)

To Improve: "For the MABC program, I feel as an international student that I was not prepared well enough before making my way to Dallas about the long process of becoming a counselor, the licensing procedure and the difficulties ahead. In the future, for international candidates, I would like to see the process being laid down for them." (Respondent 225, MABC, Dallas)

Comments related to MA programs other than MABC

Like Least: "I wish my degree wasn't called a Masters in Cross-Cultural Ministry for international security reasons. I wish it were a Masters in Intercultural Communications or Cross Cultural Communications." (Respondent 85, MACM, Dallas)

Like Least: "the addition of multiple degrees that give students and churches the impression that an individual is trained for ministry when he or she is not." (Respondent 193, ThM, Dallas)

To Improve: "Treat MABS students the same as other degrees' students. For example, I was excluded from a group list in a class. Later on, after mentioned my concerns, it was corrected."
(Respondent 235, MABS, Dallas)

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

Like Least: "The difficulties for distant learning and communication with student staff. I have had really good experiences and really bad ones. Such as I was supposed to have graduated Spring 2015 yet I did not. " (Respondent 3, MACL, Online)

To Improve: "Having a faculty member who is willing to help beyond school for distant learning students. Such as willing to provide reference forms and such. The distant learner is often isolated from close relationships. " (Respondent 3, MACL, Online)

Like Least: "Lack of availability of professors and the "handing off" of online students to assistants who are too busy, lack the ability to effectively respond to students or simply cannot be available in a timely manner. Expectations/Grading did not always seem clear. I felt that I was guessing what the graduate assistant was looking for. Rubrics would have helped. Requirement to respond to surveys throughout courses. The surveys seemed redundant, and I never got the sense that anyone was reading/reacting to them. Requirement of texts that were purchased but not used... Communication with online students (e.g. about certain procedures like applying for graduation) Sometimes a focus on quantity vs quality."
(Respondent 21, CGS/CBTS, Online)

To Improve: "Addressing those items mentioned above." (Respondent 21, CGS/CBTS, Online)

Like Least: "Initially the rapid change and development of the online platform was frustrating, being an online student, but I saw lots of growth over my five years working within it. "
(Respondent 23, MACL, Online)

To Improve: "Distance education (blending online with being on campus). I think this is improving and going in the right direction!" (Respondent 23, MACL, Online)

To Improve: "Personal, direct communication with distance students." (Respondent 35, MABS, Online)

To Improve: "If there was any way to schedule one on one calls (video chats) with the professor for online classes, it might bridge the personal interaction gap." (Respondent 50, MABS, Atlanta)

To Improve: "...and more online courses" (Respondent 66, ThM, Dallas)

To Improve: "My experience was incredible, using online, extension sites, and both Houston and Dallas locations. " (Respondent 75, MACL, Online)

Like Least: "...My experience with online education was one of the worst and unproductive during my time. Little to no communication with profs or graders proved a real hinderance to my learning." (Respondent 79, MAMW, Dallas)

To Improve: "All the recent changed to the online program have been amazing! I can't think of anything else." (Respondent 86, MABC, Houston)

Like Least: "The number of TAs who teach online classes and the lack of professionalism that a couple of them demonstrated toward me. But even these experiences did not invalidate my learning in those classes." (Respondent 112, ThM, Dallas)

Like Least: "the lack of personal interest most professors take in the online courses. Some were great! Dr. Kreider, Dr. Svigel, Dr. Waters, among others, all handled the online courses very well. However, several never offered even a welcome, and would not respond to emails or phone calls." (Respondent 129, MACE, Online)

Like Least: "I felt like the online courses required twice the work as the traditional courses."
(Respondent 135, MACE, Dallas)

Like Least: "Some of the online interactions are simply too time consuming. When you have to spend hours writing the assignment, and then at least another hour reading and critically responding to others' assignments, it takes a lot out of your day. Unfortunately, I offer no solutions. Maybe a 2 hour live video class discussion over the assignment on a weekend would provide more interactive feedback and discussion. You could do it where if there are 5

- assignments then you had to attend 3, and the other 2 could be makeups or extra credit for attending 4 or 5." (Respondent 140, MABC, Houston)
- To Improve: "... Require any professor and grader who teaches online to be trained by Josh Winn and Dr Yarborough. It should not be allowed by any prof to be assigned a class and then NEVER be engaged with that class. Josh and Mark were excellent about that. None of the other classes came close to being as good as they were about engaging and caring for the students." (Respondent 144, MACE, Dallas)
- Like Least: "as a distance learning student, communication is lacking, most memorable was a 10 day notices of an early deadline as a graduating student." (Respondent 151, MACL, Knoxville)
- To Improve: "evaluating communication between departments and all students" (Respondent 151, MACL, Knoxville)
- Like Least: "late in my program I had to pursue classwork online; I relish the in-class experience and the interaction it affords; this results in a different educational experience" (Respondent 152, CGS/CBTS, Dallas)
- Like Least: "Using the online library to access documents." (Respondent 178, CGS/CBTS, Online)
- Like Least: "the loss of connection when moving from campus to online learning models." (Respondent 185, MACE, Online)
- Like Least: "Difficulty of feeling connected with other online students. I would prefer that there would be no written student interaction requirements. Instead, I would prefer that students post video interactions or even have online discussion rooms where they could see each other and dialogue in a more free-flowing manner." (Respondent 207, MACL, Dallas)
- Like Least: "The lack of interaction with professors for online students." (Respondent 212, MABS, Online)
- To Improve: "Remote education. Easy to start remote, not easy to finish that way." (Respondent 230, ThM, Dallas)
- To Improve: "The online classes need to be more relational in nature. I love the knowledge, but how can I engage with other students on more than an academic level through the online platform?" (Respondent 238, MAMW, Dallas)
- Like Least: "Online class interactions. In my opinion, they do not help with learning the content and they seemed so forced. I understand the meaning to have interactions but felt there may be better ways of doing them." (Respondent 239, MACL, Washington DC)
- To Improve: "Having more professors use more technology (video conference) to interact with students on the hybrid and online classes." (Respondent 239, MACL, Washington DC)

Comments related to Practical, current issues

- To Improve: "being more in tune with culture and its values. Help us make the jump from the ST classes for how it impacts the culture we live in." (Respondent 30, ThM, Dallas)
- To Improve: "Addressing more "hot topic" theological issues of the day in a way that is applicable to students already serving in churches." (Respondent 40, MACL, Online)
- To Improve: "Continue to emphasize practical application in classes." (Respondent 71, MACL, Dallas)
- To Improve: "Rethinking cultural and tradition." (Respondent 72, MACE, Dallas)
- Like Least: "There are no classes offered on homosexuality and the church. I realize that there is one class available that briefly touches on the issue, but I feel very strongly that this is the single biggest issue impacting the Church in America, and the way we, as a church, have handled it has been an utter failure. I cannot feel confident going out into the world of ministry without receiving more instruction in this area. I believe very strongly that a course in this area should be required studies for all graduating students." (Respondent 98, MABS, Online)
- To Improve: "... address difficult topics in culture without compromising core doctrine." (Respondent 227, Dual, Dallas)

Comments related to the PhD

- To Improve: "... 2. try to make the PhD program more realistic for students to complete in 5 years" (Respondent 81, PhD, Dallas)
- Like Least: "The PhD program (seemingly) intends to produce generalists rather than specialists. PhD students produce too little contribution to scholarship." (Respondent 123, PhD, Dallas)
- To Improve: "Reduce the number of required classes (e.g., the number of required BE/ST courses) (to allow for more specialization)." (Respondent 123, PhD, Dallas)

Comments related to Registrar and course scheduling

- Like Least: "Scheduling classes is made difficult by the limited number of sections available. I would have like to have a few more open electives - I found classes that I would have loved to take every semester at seminary, but often didn't have the time or the free schedule slot to take them." (Respondent 2, ThM, Dallas)
- To Improve: "Offering electives more frequently" (Respondent 5, MACE, Dallas)
- Like Least: "The inflexible schedule..." (Respondent 55, ThM, Online)
- Like Least: "some selective courses which I want to take are overlapped with other required ones." (Respondent 66, ThM, Dallas)
- To Improve: "... Also, the two week intensive classes (3 unit course M-F, 8-12 or 1-5) is not practical for someone who works full time and lives outside of TX. I had to take vacation in order to take the summer intensive courses and wanted to make sure I could get a 3 unit course in during a weeks time. The two week course does not work unless another one is offered with it the other half of the day, so the student could actually get 6 units done in two weeks." (Respondent 83, MACE, Online)
- Like Least: "administration work of registers is very poorly managed, many times nobody answer my emails and my phones." (Respondent 93, DMin, Dallas)
- To Improve: "make students felt welcome by registration office " (Respondent 93, DMin, Dallas)
- Like Least: "the late date that the summer schedule of courses is first made public (which makes planning summer trips or missions difficult)." (Respondent 99, Dual, Dallas)
- Like Least: "that the school is still behind in providing flexible class schedules for students who work full time." (Respondent 103, MACE, Dallas)
- To Improve: "See the prior comment about being more flexible to offering classes to student who work full-time" (Respondent 103, MACE, Dallas)
- To Improve: "having fall and spring commencements." (Respondent 107, ThM, Houston)
- To Improve: "More flexible class sections (nights/weekends), especially for higher-level classes (I think DTS is already pursuing this, though...)" (Respondent 213, ThM, Dallas)

Comments related to Spiritual Formation

- Like Least: "the spiritual formation groups. They seemed forced- merely a box to check." (Respondent 10, ThM, Houston)
- To Improve: "...SF groups help." (Respondent 13, CGS/CBTS, Dallas)
- Like Least: "The theological compromise of the Spiritual Formation dept. with regards to the allowance of Roman Catholic and mystical teachers within its curriculum. Please consider the following perspective as it closely reflects my own:
<https://www.youtube.com/watch?v=DaD-DN-7PIU>" (Respondent 22, Dual, Dallas)
- Like Least: "the spiritual formation curriculum (its essential content and its grammatical incoherencies)." (Respondent 52, MACM, Dallas)
- Like Least: "Forced involvement in Spiritual Formation, a waste of time and money." (Respondent 125, ThM, Dallas)

- Like Least: "The focus on in house spiritual formation, instead of encouraging students to build spiritual formation through their local church" (Respondent 145, MACE, Dallas)
- To Improve: "allow SF to be completed through the local church" (Respondent 145, MACE, Dallas)
- Like Least: "... and a lack of emphasis on the importance of spiritual formation." (Respondent 161, MAMW, Dallas)
- To Improve: "Taking seriously the above issues. I have even heard a prof, in class, say "we should do away with Spiritual Formation." I find this attitude appalling, especially after being in a group and seeing the need for it for future church and ministry leaders. " (Respondent 161, MAMW, Dallas)
- Like Least: "... SF program was not very helpful and seemed more like busy work..." (Respondent 190, ThM, Dallas)

Comments related to Student Services

- To Improve: "Being more proactive in making sure that student's physical, mental and emotional health and finances are stable. I can only speak of my experience in Houston, these services may be better in Dallas. " (Respondent 19, MABC, Houston)
- To Improve: "being more open about sin. I saw a lot of rampant sexual sin among the men at DTS. I think there is so much fear and pride that men and women will not come forward with their sin. I would like to see DTS talk more about sexual sin and be more up front and honest. I think by creating a more open dialogue, the sin would not flourish so much in secret and people would not be afraid to come forward with their struggles. " (Respondent 36, MABC, Dallas)
- To Improve: "Working more on community development and personal spiritual development, especially for those not living on campus" (Respondent 53, MABC, Dallas)
- Like Least: "...2. The previous international office management may be a little intimidating to international students (like they will easily violate immigration rule). In fact, many international students are very responsible (consider treating internationals as mature adults)" (Respondent 81, PhD, Dallas)
- To Improve: "1. try to get into the shoes of internationals, especially those who come for PhD program..." (Respondent 81, PhD, Dallas)
- To Improve: "giving increased support/direction for travelling students getting to/from the airport when taking classes. " (Respondent 91, DMin, Dallas)
- To Improve: "providing mentorship or spiritual growth recommendations." (Respondent 142, MABC, Dallas)

Comments related to the ThM curriculum

- To Improve: "Students are graduating with their ThM and going on to become shepherds of people without more than one mandatory course in counseling. This is frightening. Pastors are the first place many people turn when they are hurting - these graduates need to be better equipped to deal with the issues they will face and, more importantly, need to understand that THEY DO NOT HAVE THE TOOLS OR SKILLS TO HANDLE MOST OF THE MAJOR EMOTIONAL OR MENTAL ISSUES PEOPLE WILL BRING SO THEY SHOULD BE REFERRING OUT TO TRAINED PROFESSIONALS..." (Respondent 37, MABC, Dallas)
- Like Least: "to take a long process to write a thesis. " (Respondent 87, STM, Dallas)
- To Improve: "acknowledging that not all ThM's need to work in Academia or the Church. The number of people going to church drops each year. I find that informative. " (Respondent 126, MABS, Dallas)
- To Improve: "The Th.M. is in sore need a of total overhaul. The program is great, but for DTS to not continue to lose students to M.Div. programs, it must be completely revamped. With the rising cost of postgraduate degrees, students are required to work more during their time in

- seminary, increasing the average amount of time it takes to finish the degree. DTS must reduce the number of hours for the Th.M. to the standard for master's degrees--9 hours for full time, and 12 hour semesters (instead of the 12/15 it is now). My hunch is that if students took fewer classes, but professors were allowed to give more work in those classes, everyone would be much happier." (Respondent 184, ThM, Dallas)
- Like Least: "Sometimes it seems that the ThM and exegetical focus is blurring..." (Respondent 190, ThM, Dallas)
- To Improve: "Making sure that we still try to help students with exegetical skills..." (Respondent 190, ThM, Dallas)
- To Improve: "tailoring the programs to better suit their intended goals. If DTS wishes to prepare men and women for full-time ministry, a MDiv would be a sufficient degree; the ThM was always intended to be more academically focused, and should remain so." (Respondent 198, ThM, Dallas)
- Like Least: "the length and expense of the program and the lack of an M.Div option." (Respondent 224, ThM, Dallas)

Comments related to Women students

- Like Least: "While my professors see the value and affirm the ability of women some of the fellow male students do not. This makes class participation harder. It makes women question if they are able. Some male students approach all women as if they are out to seduce them in the seminary classroom and will not even look them in the eye let alone work with a woman on a group project. Some treat women as children and speak condescendingly to us." (Respondent 109, MACE, Dallas)
- To Improve: "Providing a place for men to hear staff affirm the presence of women, the ability of women, and the general character of women who love the Lord. Classroom interactions should seek to include women from everything of addressing the room as "brothers and sisters" and not just "brothers" to asking for a female perspective." (Respondent 109, MACE, Dallas)
- Like Least: "The slowness to change in regards to the role of women in ministry..." (Respondent 161, MAMW, Dallas)
- Like Least: "their limitation on women in ministry." (Respondent 177, ThM, Dallas)
- To Improve: "becoming intentional about raising up women leadership in the church." (Respondent 177, ThM, Dallas)
- Like Least: "The lack of Female shepherding and presence at the Houston extension." (Respondent 187, MACE, Houston)
- To Improve: "Hiring a full-time female Faculty (and/or staff) at the Houston extension so that they can provide shepherding, advising, etc. to the female students there." (Respondent 187, MACE, Houston)
- Like Least: "I initially came to DTS to pursue a theology degree but as a woman felt I would be swimming upstream. I believe this is an area the seminary has room to grow." (Respondent 192, MABC, Houston)
- Like Least: "The tension that some of the professors have towards female students." (Respondent 227, Dual, Dallas)
- Like Least: "that I still haven't heard a good argument for why women can't be pastors/preachers and elders. I studied this issue from a lay perspective before coming to seminary and landed on the side of women preachers. My entire 7 years at DTS, I never heard a good argument (nor where to find one) of the "no women preachers" stance." (Respondent 242, MABEL, Dallas)

Comments related to Workload (stress, family pressure)

- Like Least: "The rigorous demands and unnecessary pressure. DTS prides itself in these demands. Turabian" (Respondent 24, MACL, Dallas)
- To Improve: "Lightening students' academic load. Consider students who are holding down a full-time job (in order to stay out of debt) and offer them credit in this area." (Respondent 24, MACL, Dallas)
- Like Least: "The amount of reading and that much is required but not talked about" (Respondent 53, MABC, Dallas)
- Like Least: "The workload in some of the classes. Being on a remote campus I believe that most are part-time student and full-time workers. I know that in committing to DTS that we are committing to fulfill the demands and requirements set forth. Yet there were occasions (not an overwhelming number but more than just a few) where there were books to read or assignments required that did not add to the learning process. They felt more like work versus adding to the learning experience." (Respondent 57, MABC, Houston)
- Like Least: "The workload..." (Respondent 58, ThM, Dallas)
- To Improve: "Putting less pressure on us and encouraging us to have social lives" (Respondent 63, ThM, Dallas)
- Like Least: "The stress. You need money to pay for classes, so you have to work a lot. You have to spend a lot of time doing homework for the classes that you are able to pay for. If you slow down and take fewer credits, you have to stay at the school FOREVER, so you don't want to go too slow. I loved what I learned, but I wavered between being content and jaded during the process." (Respondent 70, ThM, Dallas)
- To Improve: "Figuring out a way that students can learn and take the information to heart rather than doing the bare minimum needed to complete the assignment. I did that much more than I wanted to because of the necessity of keeping on top of the schedule." (Respondent 70, ThM, Dallas)
- Like Least: "The sometimes unnecessary firehouse approach to education which overwhelms students." (Respondent 78, ThM, Dallas)
- Like Least: "1. Sometimes, a little too demanding that may be overwhelming to some students..." (Respondent 81, PhD, Dallas)
- Like Least: "The amount of reading that most classes require to complete each class, but that could just be me. I think we could learn just as much in half the required time." (Respondent 92, MACE, Dallas)
- To Improve: "Having students do more projects, papers, and presentations by limiting the reading time." (Respondent 92, MACE, Dallas)
- Like Least: "Workload and approaches are not conducive for someone who is working a full time job and or interested in distance learning with occasional visits to the seminary." (Respondent 108, CGS/CBTS, Online)
- Like Least: "Having to do so much all at once. I wonder what it would be like to have short semesters with just one or two classes at a time." (Respondent 116, MACM, Dallas)
- Like Least: "I knew studying at DTS would be a huge challenge; mentally, emotionally, etc. And it was. However, my only real complaint as it relates to DTS is that the volume of work for a 2 credit hour class versus a 3 credit hour class is inconsistent (especially in the BE department). I realize the difficulty of trying to keep the ThM to 120 credit hours; however, I have repeatedly said that there is no difference in work between a 2 hour class and a 3 hour class, it's just that you have less time to complete the work." (Respondent 117, ThM, Dallas)
- Like Least: "the academic rigor can at times be stressful." (Respondent 136, ThM, Dallas)
- Like Least: "Greek and Hebrew classes are onerous." (Respondent 157, ThM, Houston)
- Like Least: "The toll it took on my family. However, that is more of a seminary issue than a DTS issue." (Respondent 164, MACL, Dallas)
- Like Least: "The weight that it places on students in financial burden and time demands." (Respondent 167, ThM, Dallas)
- Like Least: "The thing I liked the least about my time at DTS was spending so much time alone and studying. Between work, class, family and study I did not have much time left to build

- relationships with other students. Almost all of my assignments involved me sitting alone. If more assignments involved people I could have learned about how to love well while getting practice at loving well. ” (Respondent 174, MAMW, Dallas)
- Like Least: “DTS is rigorous. It is difficult to serve at church as much as one wants.” (Respondent 191, MABS, Dallas)
- To Improve: “... This is a second advanced degree for me and my kids are grown so I was able to be in school without the complications of balancing work and family with school. It was still quite a stressful endeavor. When I was enrolled in 4 courses often I had 20-30 books to read. Professors should carefully consider the amount of reading they assign to foster learning. If the professor selected fewer books, I was able to complete the reading and retain the material, otherwise I simply had to skim and found it unproductive for learning. ” (Respondent 192, MABC, Houston)
- Like Least: “that students are unable to live a communal life or pour into each others lives because of how busy studies keeps them and also because of how the classes are structured.” (Respondent 214, ThM, Dallas)
- To Improve: “Teaching students in groups, in community and encouraging the student body to invest in one another and build life long friendships. Also use case-study method for pastoral, ecclesial and leadership courses so that students can work together to discuss and solve issues.” (Respondent 214, ThM, Dallas)
- Like Least: “the excessive amount of academic/classroom work required for each class with little attention given to communing/fellowshipping with the Holy Spirit. In addition, it is hard to make time or room to be doing the work of the ministry or applying and putting into action what we are learning.” (Respondent 219, MABS, Dallas)
- To Improve: “Decreasing academic assignments increasing "hands on" experiences.” (Respondent 219, MABS, Dallas)
- Like Least: “Too much homework, which doesn't necessarily improve personal relationship with God. ” (Respondent 229, MABC, Dallas)

Miscellaneous comments

- Like Least: “How far away it is from me :)” (Respondent 4, MABS, Online)
- To Improve: “Having an M-div program” (Respondent 4, MABS, Online)
- Like Least: “Long Surveys” (Respondent 5, MACE, Dallas)
- To Improve: “Working to facilitate love and understanding. I'm not sure how to do that though. SF groups help. ” (Respondent 13, CGS/CBTS, Dallas)
- Like Least: “not letting me get the MABS even though I don't feel my ministry goals have changed. ;-)” (Respondent 15, CGS/CBTS, Dallas)
- Like Least: “The summers...its too stinkin' hot! ” (Respondent 17, ThM, Dallas)
- To Improve: “Strengthening in the areas of apologetics and worldview studies (possibly creating a Master of Arts in Biblical Apologetics), having a united consensus on what Roman Catholicism represents in light of the gospel, and foster a greater level of inter-departmental communication.” (Respondent 22, Dual, Dallas)
- Like Least: “Many of the ThMs seem to be arrogant and unfriendly as they move about campus.” (Respondent 26, MABC, Dallas)
- Like Least: “that often topics are not taught synthetically. I felt that I learned a lot about separate topics, but I've had a hard time putting them all together.” (Respondent 34, ThM, Dallas)
- To Improve: “Making it easier for people in full-time ministry to take and complete and 3-4 year degree. I almost left because of this barrier.” (Respondent 41, MACL, Online)
- Like Least: “over-confident clarity on issues that aren't as clear Biblically as they are taught at DTS” (Respondent 44, CGS/CBTS, Dallas)
- To Improve: “doing what it is doing to offer a shorter master's for those not pursuing vocational ministry. ” (Respondent 52, MACM, Dallas)
- Like Least: “Difficult for non-traditional students” (Respondent 54, ThM, Dallas)

- To Improve: "...Also, it would be great if the seminary would offer an MDiv." (Respondent 56, MABS, Dallas)
- Like Least: "The lack of care and compassion for single students who are working to make ends meet and trying to go to seminary full time." (Respondent 63, ThM, Dallas)
- Like Least: "I had a good overall experience." (Respondent 71, MACL, Dallas)
- Like Least: "I felt disconnected. There was no real warmth. " (Respondent 74, MACE, Online)
- To Improve: "Hmmm. I really thought everything was done well. I only had a few classes I could say weren't helpful-1 in CE and 1 in ST." (Respondent 82, MACE, Dallas)
- To Improve: "Development of a market place ministry degree." (Respondent 85, MACM, Dallas)
- To Improve: "Nothing. I loved my experience" (Respondent 88, CGS/CBTS, Online)
- To Improve: "Offering a Master's of Divinity with the same theological and biblical workload, but a shorter load of languages. " (Respondent 94, MACL, Dallas)
- Like Least: "Professional approach to international students, and not pastoral approach." (Respondent 102, MACL, Dallas)
- To Improve: "Appointing pastoral care oriented staff." (Respondent 102, MACL, Dallas)
- Like Least: "Not having an MDIV option." (Respondent 104, MACL, Online)
- To Improve: "having an MDIV option" (Respondent 104, MACL, Online)
- To Improve: "Engaging in the culture and community around us more. More community service, more cultural engaging discussions through lecture, chapel, etc. outside of Bock's cultural engagement chapels. I think in some ways DTS is still "behind" and my hope is that DTS and the church can be ahead, making change and setting examples for the rest of the world to follow. I think it's heading that direction but I think there is further to go." (Respondent 106, MABC, Dallas)
- To Improve: "I completed an MABS in the early 1990s, so I have a long-term perspective on DTS. I believe the seminary continues to improve its academic standards. I applaud this effort. " (Respondent 110, ThM, Dallas)
- To Improve: "Providing more opportunities for real-life ministry and teaching opportunities. As I mentioned on another page, I wish I had more opportunities to teach lessons in a formal environment. This should be opportunities that are not for academic credit or at least not something that requires other assignments associated with it, but for students who would like to have additional teaching/ministry experience, while maintaining a school, work, and life balance, it is hard to find these opportunities on your own. Maybe on the student job board there could be a portion in which students could create a profile with opportunities they are looking for such as an opportunity to teach 5 lessons a semester to an adult bible study or in a grade school classroom, etc." (Respondent 117, ThM, Dallas)
- To Improve: "... and more involvement of AA in campus life and positions " (Respondent 131, MABC, Dallas)
- To Improve: "being a little more flexible with students in special circumstances, understanding that each case is a different case and it needs to be dealt on individual bases. " (Respondent 132, CGS/CBTS, Online)
- To Improve: "Loved that we get Logos for free. Techniques for using Logos specifically should be worked into the classes." (Respondent 137, MACL, Online)
- Like Least: "That some who attend are doing the equivalent of attending the Harvard of Seminaries and this is just a ticket punch as they pursue being the next Chuck Swindoll. " (Respondent 144, MACE, Dallas)
- Like Least: "Too far away" (Respondent 146, ThM, Dallas)
- To Improve: "I wish DTS offered an MDiv. I know the Thm is the pride of this institution, but I believe the seminary is doing a disservice to its students by only offering MA programs or a Thm at twice the cost and amount of hours. Please consider the MDiv. It is industry standard and it will help your future students bear the weight of higher education in an increasingly strained economy." (Respondent 148, MABS, Houston)
- Like Least: "it is more geared towards theological research and preaching. I think it neglects the broader range of needs for a pastor. " (Respondent 154, ThM, Dallas)

- To Improve: "Continuing to step into the culture and minister to it from a loving heart, and by letting go of the fear that often drives its decisions." (Respondent 158, ThM, Dallas)
- To Improve: "placing more weight on the spiritual health of the student as they matriculate through seminary." (Respondent 170, ThM, Dallas)
- To Improve: "reaching out more personally to online students and students who work full time and study." (Respondent 175, MABS, Dallas)
- Like Least: "This is based largely on hearsay, but I would have to say its willingness to compromise academic standards to accommodate the lack of some students' abilities." (Respondent 179, ThM, Dallas)
- Like Least: "its narrowness of scope." (Respondent 180, MABS, Online)
- Like Least: "the watering down of the degree programs." (Respondent 198, ThM, Dallas)
- Like Least: "I enjoyed everything." (Respondent 205, MACM, Dallas)
- Like Least: "The dogmatic approach (as opposed to confident humility) which the seminary seems to foster in many of its (particularly younger) students." (Respondent 208, ThM, Dallas)
- Like Least: "The degree programs." (Respondent 222, MBTS, Dallas)
- To Improve: "First, by eliminating the strong wording, implication, and distinctions made in the professional and non-professional degree programs. Some people are already serving or have been ministering in a professional capacity looking to enhance their biblical education. Secondly, I would love for DTS to implement a more comprehensive Master's Program in Biblical and Theological studies that includes the languages, such as Phoenix Seminary's 48 credit hour MA in Biblical and Theological Studies." (Respondent 222, MBTS, Dallas)
- To Improve: "In a lot of ways, but I know the Seminary IS working to improve, and that means a lot. No institution is perfect, and I value that DTS is working to grow and become healthier. DTS has many great aspects too." (Respondent 223, MACE, Dallas)
- To Improve: "offering an M.Div program for students who desire to be well-equipped for pastoral ministry and desire the unique scholarship of DTS but find the hours and cost of the Th.M too burdensome." (Respondent 224, ThM, Dallas)
- Like Least: "Different (from my country) system of enrollment to classes which took time for me to figure out (especially, the best sequence of classes to take). Unfortunately, there was not much help with this process from the International office at that time. I believe though, that this situation has already changed in last couple years." (Respondent 232, ThM, Dallas)
- To Improve: "Well, my family and I were blessed here beyond our dreams, so it is hard to think what can be even better..." (Respondent 232, ThM, Dallas)
- To Improve: "keeping up with tech advances, finding ways to make it more affordable" (Respondent 233, Dual, Dallas)
- Like Least: "the lack of communication between academic departments (in general). This is not unique to DTS, but it is a growing issue in evangelicalism with increasing specialization." (Respondent 234, STM, Dallas)
- To Improve: "Perhaps one way to bridge the communication gap (and a way to model growth in this area for students) would be to have public dialogues either in chapel or elsewhere where difficult issues related to bridging between, say OT and Systematic Theology are discussed." (Respondent 234, STM, Dallas)

Any other comments?

- "I'm very glad that I chose DTS - having now been to a number of continents doing ministry, I can say that having a DTS degree is recognized worldwide as an indicator of ministry excellence. I believe that I will have some big expectations to fill and some big footsteps to follow!" (Respondent 2, ThM, Dallas)
- "I truly am concerned about the reputation and direction of the seminary. The BE department's stranglehold on administrative positions is totalitarian. The academic standards have dropped substantially since I entered the program. Faculty feels restricted from teaching classes at a high academic standard. Programs continue to be developed that require fewer

- and fewer classes, and even then only introductory ones. Masters degrees are being handed out like candy on Halloween with the newly created MAs, only people are duped into paying vast sums of money for the candy that under-delivers on its promises. Enrollment is swelling, while the quality of students has dropped to such that being able to fog a mirror is all that is required to gain admission. The best programs have restrictive admissions and have waiting lists to get in. Liberty University should not be a model for our school. Being able to substitute serious academic study with community service through the Compassionate Servant initiative is mind-blowing. Feeding the poor is undeniably important, but so is formulating a thorough view of sanctification (the swappable paper in NT 105). You come to seminary for one of those. You live a Christian life and do the other. If the justification is accreditation, then we must ask whether that is an accrediting board we want approval from. Raise the bar and students will rise to meet it. Unfortunately, students are being handicapped by barely even having a bar. DTS has/had the reputation of being the best seminary in the US, I'm not sure that can be said any longer. The most telling indicator, is that if I had it to do all over again, and were starting graduate school today, I cannot say that I would choose Dallas Theological Seminary." (Respondent 8, ThM, Dallas)
- "You may want to look at the MABC program. It is not as good as it needs to be and eventually that is going to catch up with DTS." (Respondent 12, MABC, Dallas)
- "Loved my experience and am so grateful for the education I was blessed with" (Respondent 20, CGS/CBTS, Online)
- "Dr. Bailey, unless he has already done so, should respectfully withdraw his name from the Manhattan Declaration." (Respondent 22, Dual, Dallas)
- "DTS makes it difficult for those who work full-time and have a family. (It caters to single students who do not work full-time). Of course God's grace sustained me, but there were many times the DTS course-load made my life miserable, so much so that it put excessive strain on my relationships and overall well-being. It was a very stressful season of my life. -One that has caused me to reconsider going into ministry and taking a break." (Respondent 24, MACL, Dallas)
- "I love DTS. It was one of the best decisions I've ever made. I'm so thankful for the experience that I can't continue writing this without sobbing. K bye." (Respondent 27, ThM, Dallas)
- "This seminary is doing a phenomenal job honoring the Lord and pursuing the mission/vision." (Respondent 35, MABS, Online)
- "When people interesting in pursuing a counseling degree ask me whether or not I would recommend DTS, I tell them that my answer depends on what they are looking to do after school. If they are desiring to pursue further education or to practice in a private-practice, clinical setting - no. They will not leave as equipped as they would if they chose a different school. Other counseling programs are shorter in length, heavier in content and practice, and more apt to prepare the students for the field or further education. However, if they simply want to counsel in a church, then this program may be a good one for them. But ultimately, it comes down to what they feel the Lord is leading them to do. God took me to Dallas and DTS for reasons that have nothing to do with the program or degree at all." (Respondent 37, MABC, Dallas)
- "Loved my time at DTS! The Ministry Residency in the MACL program was spectacular. I think every prospective Pastor should do this; it was by far the best part of my experience at DTS and prepared me for ministry better than any of my academic classes." (Respondent 40, MACL, Online)
- "I am truly thankful for my experience at DTS and God willing I will one day return to finish the THM. Grace." (Respondent 42, MABS, Houston)
- "Would recommend anyone to come here." (Respondent 43, ThM, Dallas)
- "I thoroughly enjoyed my time at DTS." (Respondent 47, ThM, Dallas)
- "I thoroughly loved my time at DTS." (Respondent 48, MABC, Dallas)
- "In some of the online classes, there was zero contact with the professor and only minimal guidance from the GTA. For the cost of the class, I expected more." (Respondent 50, MABS, Atlanta)
- "I loved DTS and will miss it!" (Respondent 53, MABC, Dallas)

- "I believe MABC students should be told the requirements for state licensure when they are inquiring about the degree program and in an email the moment they start their bible and theology classes." (Respondent 60, MABC, Houston)
- "I wish DTS could record more selective courses before those professors retired." (Respondent 66, ThM, Dallas)
- "Great place to become equipped! " (Respondent 67, MACE, Dallas)
- "After all, still appreciate most of the staff and faculties of DTS. This is still one of the best school I ever attend. May the Lord bless DTS!!!!" (Respondent 81, PhD, Dallas)
- "I am not the same person leaving this school that I entered as. Coming to school here has been life-changing! I am both humbled to have been a part of this and so grateful for everything you have done for me. God has worked through you in my life, in so many ways. Thank you." (Respondent 86, MABC, Houston)
- "If I ever decide to finish a higher degree, this is where I'm coming!" (Respondent 88, CGS/CBTS, Online)
- "Thank you for an overwhelmingly wonderful experience!" (Respondent 89, MABC, Dallas)
- "I thoroughly enjoyed my time at Dallas and would recommend it to other pastors seeking to deepen their ministry skills. I feel like it was time well spent and I learned a lot. Thank you for your commitment to our Savior and how you minister to those preparing for and involved in ministry. God bless!" (Respondent 91, DMin, Dallas)
- "I really loved my time at Dallas Seminary!!!" (Respondent 92, MACE, Dallas)
- "good job, press on!" (Respondent 93, DMin, Dallas)
- "Dr. Fantin deserves a raise." (Respondent 96, ThM, Dallas)
- "I have loved my DTS experience! I have commuted about 90 minutes each way for five years while working full-time in ministry, and most every time I leave my car and walk across Live Oak onto campus, I am filled afresh with gratitude for the honor of being a DTS man! It has been a great joy for me to study alongside such great men and women being taught by incredible professors--focusing on Almighty God. I am deeply grateful!" (Respondent 99, Dual, Dallas)
- "I agree with the doctrinal position of the seminary wholeheartedly. More bible oriented sermons should be preached in chapels as in the previous times." (Respondent 102, MACL, Dallas)
- "I am very grateful for my time here. Thank you!" (Respondent 106, MABC, Dallas)
- "I am deeply grateful for the Seminary and my experience there." (Respondent 108, CGS/CBTS, Online)
- "Great experience. It was just that life's circumstances including a college son who became totally incapacitated 3 months after starting the D.Min. and a military deployment extended this very long for me. Balancing those life circumstances with my church duties and other obligations (5 children) was quite challenging, but God's grace was sufficient. Possibly the Life Map exercise I did for my very first course was the most significant. I had my future 5 years all planned out, and nothing took place like I expected. It rocked my world and brought me to feel like I could never "plan" for anything in the future, because it just isn't that certain. Other most significant class was church planting with Rowley/Malphurs." (Respondent 111, DMin, Dallas)
- "DTS was a great experience. It was hard, and I was stretched further than I thought possible. However, I appreciate the opportunity to learn from the best." (Respondent 117, ThM, Dallas)
- "I found the internship department to be geared toward future pastors in a general American church context, which didn't fit well with my internship situation or with my future ministry plans (foreign missions/parachurch ministry), so it may be helpful to develop some sort of separate internship program for the MACM students (similar to the media and worship students' separate program)." (Respondent 119, MACM, Dallas)
- "DTS was the best decision of my life. End of story. I love you guys and will support you in any way that I can." (Respondent 126, MABS, Dallas)
- "Disappointed with overall maturity of students. Seems to be just a checkmark, to get this degree done not a lot of spiritual growth seen amongst my peers. So many from Texas now to go to seems to be just a checkmark, to get this degree done not a lot to spend for growths seen amongst my peers. So many from Texas now to go Here" (Respondent 128, MACE, Dallas)

- “Overall DTS was a wonderful experience, and I would do it again in a heartbeat!” (Respondent 129, MACE, Online)
- “Overall I have enjoyed my experience at DTS” (Respondent 131, MABC, Dallas)
- “I just want to say that I love DTS. I've learned to love and serve the Lord and to handle Scriptures with excellency and assertiveness, thanks to the seminary. I was enrolled on a ThM program, but I had to go back to Brazil and couldn't finish my degree online because there were not classes available to finished it. I did 61 credits and couldn't be reclassified to MABS being forced to reclassify to CBTS a non degree program with half of credits that I've made. Even though I didn't leave with a degree, I'm glad to have studied there. This is my school, the potter's house for me and after finishing my ThM here in Brazil, I hope I can do my doctorate once more in Dallas. Thanks to all of you for this amazing journey!” (Respondent 132, CGS/CBTS, Online)
- “Thank you, DTS! I praise the Lord for a place like this, and pray that He continues to guide all who make DTS the place that it is with His gracious hand!” (Respondent 136, ThM, Dallas)
- “Ultimately, all that I've gained, experienced, and hold true is a result of the working of the Holy Spirit. And that is not something you can "plan for" or "improve upon." Like counseling, you can create the conditions for the work of the Holy Spirit to be done, but you cannot actually move the Holy Spirit. Prayer, supplication, and humility has been the defining factor in my seminary experience and growth, and the more we pray that and model that for our peers, the more they can experience life changing work of the Holy Spirit.” (Respondent 140, MABC, Houston)
- “Thank you to all those who poured into my life while attending this great institution. I am forever grateful to the Lord for allowing me the privilege to attend this great school. Thank you Dr Pond for your allowing me to work with you for a short time. Your department has a great responsibility even though most staff do not appreciate it.” (Respondent 144, MACE, Dallas)
- “I don't even know if this would be possible, but I would like to see more inter-denominational affiliations with DTS and other seminaries/organizations.” (Respondent 148, MABS, Houston)
- “The professors were great, Godly people. I enjoyed my interaction with them.” (Respondent 149, ThM, Dallas)
- “My experience with the DMin program was life and ministry changing.” (Respondent 150, DMin, Dallas)
- “I am overwhelmingly thankful for my time at DTS. My development even in the last few months has been more than I expected, and I am thankful to God and DTS for making this possible. I definitely have my frustrations and concerns, but I would no matter the institution I was attending. I've tried to express them honestly here as I perceive them. There are certainly other factors involved that are beyond the control of the seminary and beyond my scope of perception. I wish only to express my experience as a voice that desires to be heard.” (Respondent 158, ThM, Dallas)
- “Loved my time at DTS and while I am excited to be graduating and I will miss all that that I experienced in the D.MIN program.” (Respondent 159, DMin, Dallas)
- “I would like to see an effort made to get profs to live closer to campus and for the seminary to commit to the neighborhood. DTS should be a hub of goodness in a blighted neighborhood, and instead we're like a corporation where the employees come and go around office hours.” (Respondent 163, MABC, Dallas)
- “I am so thankful for this institution and how God used it in my life!” (Respondent 164, MACL, Dallas)
- “I get the feeling that professors are stretched to thin and this makes it hard for them to deliver the best education in the classroom and connect on a more personal level outside the classroom. Furthermore, I also believe that the seminary would benefit from loosening their doctrinal statement to allow other professors with slightly different views to teach at DTS.” (Respondent 165, ThM, Dallas)
- “Surveys like this could also be in spanish, for Guatemala students.” (Respondent 168, DMin, Guatemala)
- “I know Christ more fully and love Him more because of my time at DTS.” (Respondent 171, MACE, Dallas)

- "Loved every minute of it" (Respondent 173, MACE, Online)
- "Thank you so much for my time at DTS and how the professors and staff demonstrated the love of God. I love the direction SF is going and Chapel was a huge blessing for me. May God continue to bless and use DTS." (Respondent 174, MAMW, Dallas)
- "Graduating from DTS is one of my greatest blessings from God. I hope that my children will attend the seminary one day." (Respondent 176, MACL, Knoxville)
- "Gender inclusive language in the doctrinal statement must added." (Respondent 177, ThM, Dallas)
- "There was no financial help for me because I was white. Seminary cost as much as I made each year as a part time pastor, which forced my wife to work full time to keep us afloat and for us to use all of our savings. It seemed odd to me that a seminary would discriminate based on race, but only against Caucasians. As an institution you should be cautious when your political correctness resembles the federal government. We are either all one in Christ or we are not." (Respondent 178, CGS/CBTS, Online)
- "While I lament the decline of true faith within cultural Evangelicalism, I think DTS is doing what it can to support that faith. I have a lot of respect for the seminary as an institution." (Respondent 179, ThM, Dallas)
- "Perhaps my intentions for the program were different than the program's, but I feel I did not receive adequate training in great thinkers and Christians throughout history, like covering the religion from 30,000 feet in the air rather than smelling its sweat and dirt. Of course, a program can only be so long, but I am thankful for the humility of certain professors, like Drs. Bramer, Hatteberg, Glahn, Allman, and others. I learned more from them than a thousand books could have ever taught me. Overall, I'm thankful for this place." (Respondent 180, MABS, Online)
- "Many awesome people at DTS: a great culture is set up on campus. Online classes the vibe wasn't as unanimously positive. I've had TAs often take a month or more to grade assignments, but that leaves you with no barometer to know if your papers are meeting the expectations of the course or not before submitting further papers. So such a delay in grading could be potentially catastrophic to your whole grade if, for example, you don't get any papers graded before paper #3 is already due, so by the time you see what you get points off for it is too late to improve on later papers. I also have responded to a TA asking a question about a grade, etc. and have just never received a response. Those two trends, when they happened (somewhat rarely, but still significantly present) gave me the opposite vibe as classes on campus did." (Respondent 182, MACE, Dallas)
- "I have thoroughly enjoyed my education at DTS and I will be returning as an alumni to audit courses as well as consider getting another degree in the future. I will definitely need a doctorate if I want to achieve my 10 year goal." (Respondent 187, MACE, Houston)
- "I will send a more complete explanation of my experience and some suggestions at a later date." (Respondent 188, DMin, Dallas)
- "I hope to come back some day for more!" (Respondent 189, CGS/CBTS, Dallas)
- "I am thankful for my time at DTS and the opportunity to engage in dialog with so many amazing students and professors." (Respondent 192, MABC, Houston)
- "I loved my time at DTS. I would do it all over again. I think that perhaps we are heading in a direction that does not fit with our mission or vision (e.g., the MBTS). I think that the curriculum, particularly the BE curriculum should be reevaluated for relevance to life and ministry. I did not find these classes helpful, and I know that other students have felt this way. We can still get "all 66" but it doesn't need to happen this way." (Respondent 193, ThM, Dallas)
- "My experience at DTS was such a gift from God. I wish I could bottle up my experience and share it with everyone! Thank you!" (Respondent 196, MACE, Houston)
- "I'm so thankful for my four years at DTS. It has truly been a transformational experience for which I am deeply grateful. God bless you all." (Respondent 201, ThM, Dallas)
- "Great job at trying to make online learning good by having the class interact on papers." (Respondent 202, MABS, Houston)
- "Thank you!" (Respondent 204, MABC, Dallas)
- "I loved the whole experience even though it was a very difficult and trying experience. Praise Jesus!" (Respondent 216, ThM, Dallas)

- "I have really enjoyed my time at DTS, and am really, really grateful for each staff member and professor. I have been cared for, taught invaluable knowledge and grown personally and spiritually. THANK YOU SO MUCH!" (Respondent 225, MABC, Dallas)
- "Although ThM is a major program for DTS, embracing the diversity and success of the other programs, I believe, would allow the seminary to blossom in new and creative ways." (Respondent 227, Dual, Dallas)
- "I am glad that DTS is making the ThM more available to students. Many of us work full time and a ThM was borderline impossible with the old schedule. However, it can now be completed in full online, at night, and on the weekends. This is a very good and helpful change! DTS is by and far the best seminary in existence. The level of service to professors to scholarship is second to none. However, as I mentioned earlier, there are some areas that can be improved upon." (Respondent 231, Dual, Dallas)
- "Thank you, DTS family, for the incredible ministry that you are involved at! We will remember our time here (and use the skills that we have acquired here) for the rest of our lives!" (Respondent 232, ThM, Dallas)
- "I have been grateful for the chance to study at DTS so far, and I look forward to pursuing my PhD here. I know that no institution is perfect, so any negative comments have been intended as constructive. On the whole, I am satisfied with my education to date. My studies have made me desire to learn more, so mission accomplished." (Respondent 234, STM, Dallas)
- "I deeply appreciate the seminar for giving me the opportunity to learn and yudarme in my process of spiritual and ministerial training." (Respondent 237, DMin, Guatemala)
- "Before getting accepted and even now I am constantly impressed how DTS continues to evolve, especially in technology not to mention dress code and alcohol policy. Keep up the good work!" (Respondent 241, Dual, Dallas)
- "Yes, but I can't think of them right now. Is there a way to submit further feedback as alumni?" (Respondent 242, MABEL, Dallas)

Index

Respondent #	Degree	Campus	Age Range	Citizenship	Sex
2	THM	Dallas	41+	US Born	Male
3	MACL	Knoxville	41+	US Born	Male
4	MABS	Washington, DC	31-35	US Born	Male
5	MACE	Dallas	41+	US Born	Female
6	MACE	Dallas	25 and younger	US Born	Male
7	STM	Dallas	41+	US Born	Male
8	THM	Dallas	25-30	US Born	Male
9	CBTS	Houston	31-35	Naturalized	Male
10	THM	Houston	31-35	US Born	Male
11	STM	Dallas	31-35	Visa	Male
12	MABC	Dallas	41+	US Born	Male
13	CBTS	Dallas	25-30	US Born	Female
14	THM	Dallas	31-35	US Born	Male
15	CBTS	Online	36-40	US Born	Male
16	MAMC	Dallas	25-30	US Born	Male
17	THM	Dallas	25-30	US Born	Male
18	CBTS	Dallas	25-30	US Born	Female
19	MABC	Houston	36-40	Naturalized	Female
20	CBTS	Online	41+	Naturalized	Male
21	CBTS	Online	41+	US Born	Female
22	MACB	Dallas	25-30	US Born	Male
23	MACL	Dallas	31-35	US Born	Male
24	MACL	Online	36-40	US Born	Male
25	MABS	Dallas	31-35	US Born	Male
26	MABC	Online	41+	US Born	Female
27	THM	Dallas	25-30	US Born	Female
28	MAMO	Houston	36-40	US Born	Female
29	PHD	Dallas	41+	US Born	Male
30	THM	Dallas	25-30	US Born	Male
31	MACE	Dallas	25-30	US Born	Male
32	MABC	Houston	41+	US Born	Female
33	MABS	Dallas	31-35	Naturalized	Male
34	THM	Dallas	25-30	US Born	Male
35	MABS	Dallas	25-30	US Born	Male
36	MABC	Dallas	25-30	US Born	Female
37	MABC	Dallas	25-30	US Born	Female
38	MACE	Dallas	36-40	US Born	Female
39	THM	Dallas	31-35	Visa	Male
40	MACL	Online	31-35	US Born	Male
41	MACL	Online	36-40	US Born	Male
42	MABS	Houston	25-30	US Born	Male

43	THM	Dallas	41+	Permanent Resident	Male
44	CBTS	Dallas	41+	US Born	Male
45	MACL	Dallas	41+	US Born	Male
46	MABC	Dallas	31-35	US Born	Female
47	THM	Dallas	25-30	US Born	Male
48	MABC	Dallas	25-30	US Born	Female
49	MABC	Dallas	25-30	US Born	Female
50	MABS	Atlanta	41+	US Born	Male
51	THM	Dallas	31-35	US Born	Male
52	MACM	Dallas	25-30	US Born	Male
53	MABC	Dallas	41+	US Born	Female
54	THM	Dallas	41+	US Born	Male
55	THM	Dallas	31-35	US Born	Male
56	MABS	Dallas	25-30	US Born	Male
57	MABC	Houston	41+	US Born	Male
58	THM	Dallas	36-40	Naturalized	Male
59	THM	Dallas	31-35	Visa	Male
60	MABC	Houston	31-35	US Born	Male
61	MACS	Online Chinese	41+	Visa	Male
62	MACL	Dallas	36-40	US Born	Male
63	THM	Dallas	25-30	US Born	Male
64	THM	Dallas	25-30	US Born	Male
65	MACL	Dallas	25-30	US Born	Male
66	THM	Dallas	36-40	Visa	Male
67	MACE	Dallas	31-35	US Born	Female
68	CBTS	Dallas	25-30	US Born	Female
69	MABC	Dallas	25-30	US Born	Female
70	THM	Dallas	31-35	US Born	Male
71	MACL	Dallas	41+	US Born	Male
72	MACE	Dallas	25-30	US Born	Male
73	MACE	Dallas	36-40	US Born	Female
74	MACE	Dallas	41+	US Born	Female
75	MACL	San Antonio	41+	US Born	Male
76	STM	Dallas	41+	Visa	Male
77	MACS	Online Chinese	41+	Visa	Female
78	THM	Dallas	41+	US Born	Male
79	MAMW	Dallas	36-40	US Born	Male
80	THM	Dallas	31-35	Visa	Male
81	PHD	Dallas	41+	Permanent Resident	Male
82	MACE	Dallas	41+	US Born	Female
83	MACE	Dallas	41+	US Born	Male
84	MACL	Dallas	41+	US Born	Male
85	MACM	Dallas	31-35	US Born	Male
86	MABC	Houston	36-40	US Born	Female
87	STM	Dallas	41+	Visa	Male
88	CBTS	Online	25-30	US Born	Male

89	MABC	Dallas	36-40	US Born	Female
90	CBTS	Online	25-30	US Born	Female
91	DMIN	Dallas	41+	US Born	Male
92	MACE	Dallas	41+	US Born	Male
93	DMIN	Dallas	41+	Visa	Male
94	MACL	Dallas	25-30	US Born	Male
95	MACE	Houston	41+	US Born	Female
96	THM	Dallas	25-30	US Born	Male
97	MABC	Dallas	36-40	US Born	Female
98	MABS	Dallas	36-40	US Born	Male
99	MACB	Dallas	41+	US Born	Male
100	MABC	Dallas	41+	US Born	Male
101	MABC	Houston	25-30	US Born	Female
102	MACL	Dallas	41+	Visa	Male
103	MACE	Dallas	41+	US Born	Male
104	MACL	Dallas	36-40	US Born	Male
105	CBTS	Washington, DC	41+	US Born	Male
106	MABC	Online	25-30	US Born	Female
107	THM	Houston	36-40	US Born	Male
108	CBTS	Austin	41+	US Born	Male
109	MACE	Dallas	25-30	US Born	Female
110	THM	Dallas	41+	US Born	Male
111	DMIN	Dallas	41+	US Born	Male
112	THM	Dallas	31-35	US Born	Male
113	MACL	Online	36-40	US Born	Male
114	PHD	Dallas	36-40	US Born	Male
115	MACE	Dallas	25-30	US Born	Male
116	MACM	Dallas	25-30	US Born	Female
117	THM	Dallas	31-35	US Born	Male
118	THM	Dallas	31-35	US Born	Male
119	MACM	Dallas	25-30	US Born	Female
120	THM	Dallas	25-30	Visa	Male
121	MACE	Dallas	36-40	US Born	Female
122	MABS	Dallas	31-35	US Born	Female
123	PHD	Dallas	41+	Naturalized	Male
124	DMIN	Dallas	41+	US Born	Female
125	THM	Dallas	41+	Naturalized	Male
126	MABS	Dallas	31-35	US Born	Male
127	MBTS	Dallas	41+	US Born	Male
128	MACE	Dallas	36-40	US Born	Female
129	MACE	Online	31-35	US Born	Female
130	MABC	Houston	25 and younger	US Born	Female
131	MABC	Dallas	41+	US Born	Female
132	CBTS	Online	41+	Visa	Male
133	MACE	Houston	25-30	US Born	Female
134	THM	Houston	31-35	US Born	Male

135	MACE	Online	31-35	US Born	Male
136	THM	Dallas	25-30	US Born	Male
137	MACL	Washington, DC	36-40	US Born	Male
138	MABS	Online	36-40	US Born	Female
139	THM	Dallas	25-30	US Born	Male
140	MABC	Houston	25-30	US Born	Male
141	MACE	Online	25-30	US Born	Male
142	MABC	Dallas	25 and younger	US Born	Male
143	THM	Dallas	25-30	US Born	Male
144	MACE	Dallas	41+	US Born	Male
145	MACE	Dallas	25-30	US Born	Male
146	THM	Dallas	41+	US Born	Male
147	MAMW	Dallas	25-30	US Born	Female
148	MABS	Houston	25-30	US Born	Male
149	THM	Dallas	36-40	US Born	Male
150	DMIN	Dallas	41+	US Born	Male
151	MACL	Knoxville	41+	US Born	Male
152	CBTS	Dallas	41+	US Born	Male
153	MACL	Dallas	25-30	US Born	Male
154	THM	Dallas	41+	US Born	Male
155	PHD	Dallas	41+	Visa	Female
156	MACE	Dallas	31-35	US Born	Male
157	THM	Houston	41+	US Born	Male
158	THM	Dallas	25-30	US Born	Male
159	DMIN	Dallas	36-40	US Born	Male
160	MACL	Dallas	41+	US Born	Female
161	MAMC	Dallas	41+	US Born	Female
162	MACE	Dallas	41+	US Born	Female
163	MABC	Dallas	41+	US Born	Female
164	MACL	Dallas	31-35	US Born	Male
165	THM	Dallas	31-35	US Born	Male
166	MAMC	Dallas	41+	US Born	Male
167	THM	Dallas	36-40	US Born	Male
168	DMIN	Guatemala	41+	Visa	Male
169	THM	Dallas	36-40	US Born	Male
170	THM	Dallas	25-30	US Born	Male
171	MACE	Dallas	31-35	US Born	Male
172	THM	Dallas	41+	US Born	Male
173	MACE	Online	25-30	US Born	Male
174	MAMC	Dallas	31-35	US Born	Male
175	MABS	Dallas	31-35	US Born	Female
176	MACL	Knoxville	36-40	US Born	Female
177	THM	Dallas	41+	US Born	Female
178	CBTS	Online	41+	US Born	Male
179	THM	Dallas	31-35	US Born	Male
180	MABS	Dallas	25 and younger	US Born	Male

181	THM	Dallas	25-30	US Born	Male
182	MACE	Online	25-30	US Born	Female
183	THM	Houston	41+	US Born	Male
184	THM	Dallas	25-30	US Born	Male
185	MACE	Dallas	31-35	US Born	Male
186	MACM	Dallas	25 and younger	US Born	Female
187	MACE	Houston	31-35	US Born	Female
188	DMIN	Dallas	41+	US Born	Male
189	CBTS	Dallas	36-40	US Born	Male
190	THM	Dallas	41+	US Born	Male
191	MABS	Dallas	41+	US Born	Male
192	MABC	Houston	41+	US Born	Female
193	THM	Dallas	25-30	US Born	Male
194	MABC	Dallas	25-30	US Born	Female
195	DMIN	Dallas	41+	US Born	Male
196	MACE	Houston	25-30	US Born	Female
197	DEDM	Dallas	41+	US Born	Male
198	THM	Dallas	25-30	US Born	Male
199	MBTS	Dallas	41+	US Born	Male
201	THM	Dallas	25-30	US Born	Male
202	MABS	Houston	41+	US Born	Male
203	THM	Dallas	41+	Permanent Resident	Male
204	MABC	Dallas	25-30	Naturalized	Female
205	MACM	Dallas	25-30	US Born	Female
206	PHD	Dallas	41+	Visa	Male
207	MACL	Houston	25-30	US Born	Male
208	THM	Dallas	41+	US Born	Male
209	MACE	Online	41+	US Born	Female
210	CGS	San Antonio	31-35	US Born	Male
211	MACE	Dallas	25 and younger	US Born	Female
212	MABS	Dallas	36-40	US Born	Male
213	THM	Dallas	31-35	US Born	Male
214	THM	Dallas	31-35	Visa	Male
215	DEDM	Dallas	41+	Naturalized	Male
216	THM	Dallas	41+	US Born	Male
217	MABC	Dallas	31-35	Visa	Male
218	STM	Dallas	25-30	Visa	Male
219	MACS	Dallas	36-40	US Born	Male
220	DMIN	Dallas	41+	US Born	Male
221	MABS	Dallas	25 and younger	US Born	Female
222	MBTS	Dallas	41+	US Born	Female
223	MACE	Dallas	25-30	US Born	Female
224	THM	Dallas	31-35	US Born	Male
225	MABC	Dallas	31-35	Visa	Female
226	STM	Dallas	31-35	Visa	Female
227	MACB	Dallas	25 and younger	US Born	Female

228	MACE	Houston	41+	US Born	Male
229	MABC	Dallas	25-30	Permanent Resident	Female
230	THM	Dallas	25-30	US Born	Male
231	MACB	Dallas	31-35	US Born	Male
232	THM	Dallas	31-35	Visa	Male
233	MASC	Dallas	36-40	US Born	Male
234	STM	Dallas	25-30	US Born	Male
235	MABS	Dallas	41+	Naturalized	Male
236	MACE	Dallas	41+	US Born	Male
237	DMIN	Guatemala	41+	Visa	Male
238	MAMC	Dallas	41+	US Born	Female
239	MACL	Washington, DC	31-35	US Born	Male
240	STM	Dallas	31-35	Visa	Male
241	MABB	Dallas	36-40	US Born	Male
242	MABL	Dallas	31-35	US Born	Female