



Graduating Student Survey Report 2011

TABLE OF CONTENTS

1. Introduction	1
2. Class of 2011 Training and Future Plans	2
a. Degree Programs	
i. Degrees Obtained	2
ii. Course scheduling	3
b. Degree Program Evaluations	
i. Master of Theology and Sacred Theology	4
ii. Master of Arts in Christian Education	11
iii. Master of Arts in Media and Communication	12
iv. Master of Arts in Biblical Counseling	15
v. Master of Arts in Biblical Studies and Certificate of Graduate Studies	18
vi. Doctor of Ministry	22
c. Competencies and Educational Goals	
i. Biblical Interpretation	21
ii. Theology	26
iii. Servant Leadership	28
iv. Cultural Engagement	31
v. Christian Spirituality	35
vi. Communication	37
vii. Educational Goals	40
d. Educational Funding and Student Debt	
i. Educational Funding	44
ii. Student Educational Debt	46
e. Future Plans	
i. Long Term Vocational Plans	
1. Goals	48
2. Context	48
ii. Plans Regarding Additional Education	
1. Plans to pursue additional education in the next five years	49
2. Comments regarding schools or programs	50
3. Evaluation of DTS departments and services	51
4. Demographics	52

Appendices

1. Respondent Index
2. Respondent Comments

GRADUATING STUDENT SURVEY REPORT

A. INTRODUCTION

The Graduating Student Survey is one of the most detailed assessments conducted by the Office of Institutional Research 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 and seek to learn from it. Every graduating student is asked to complete this survey, and a high percentage (see below) responds. Student learning outcomes and satisfaction with programs, departments and services are surveyed.

Several changes were made to the Spring 2010 survey, which will be highlighted in this report.

B. SURVEY PROCEDURE

The graduate student packets included directions to a link on the DTS website which presented the Graduating Student Survey. The survey asks the graduating student to evaluate over thirty Seminary departments and services (from “very dissatisfied” to “very satisfied”), and to assess the accomplishment (“strongly disagree” to “strongly agree”) of the Seminary’s goals in his or her life. Specific questions are asked about the students degree program. Open-ended questions ask the student to pinpoint particular high points and areas needing improvement. Other questions gather general demographic data and the respondents’ near-term and long-term career and education plans.

A specimen of the survey instrument is available through the Office of Institutional Research. Graduate comments are listed in the body of the report where specifically helpful, otherwise the last section contains the full list of comments received.

DEMOGRAPHICS OF 2011 SURVEY SAMPLE

This year’s survey includes respondents from Summer 2010, Fall 2010, and Spring 2011. This is a population of 423 graduates. This survey sample of 287 represents the population well, with all demographic categories within 2% of the population. The one exception is the D.Min. respondents, whose 3.5% response under represents the 6% of D.Min graduates in the population. Please see the demographics section and appendix 1 which includes a table of respondents.

Survey Response Rate

Population:	423 graduates (approximate)
Sample size (N):	287
Response rate:	68% (approximate)*

* The sample may include some students sent the survey who failed to graduate. It also includes some students who graduated in Spring or Summer 2009 who submitted their surveys after the deadline for last year’s report. These differences are assumed to balance out year to year: those included from last year’s population offset those who are not included now but whose late-submitted survey response will be included in next year’s report. The DTS student body demographics are relatively stable from year to year.

CLASS OF 2011 TRAINING AND FUTURE PLANS

A. DEGREE PROGRAMS

This section provides information on which degrees were obtained by the survey respondents, and on course scheduling. Graduates are asked what degree they are receiving from DTS. Master of Theology graduates are also queried regarding how they chose tracks in one or more disciplines. Likewise Christian education and pastoral ministries students may have an area of specialization. Media arts graduates have either completed the Master of Arts in Media and Communications (M.A./MC, or the Th.M. track of Media Arts in Ministry (MAM).

DEGREES OBTAINED

Table 1a lists all the degrees received by the respondents to the 2011 Graduating Student Survey. Table 1b records the tracks of those graduating with a Master of Theology degree and Table 1c lists the focus for students receiving the Master of Christian Education (M. A./CE degree. Table 1d Provides a breakout for those Th.M. students who completed the interdisciplinary track and thus had two concentrations.

Table 1a. Degree Programs of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
CGS	20	7.0	7.0	7.0
MABS	42	4.6	14.6	21.6
MA/CE	36	12.5	12.5	34.1
MA/CM	8	2.8	2.8	36.9
MA/BC	28	9.8	9.8	46.7
MA/BEL	1	.3	.3	47.0
ThM	118	41.1	41.1	88.2
STM	6	2.1	2.1	90.2
DMin	10	3.5	3.5	93.7
PhD	3	1.0	1.0	94.8
MAMC	12	4.2	4.2	99.0
MA(BS) and MA/CM	1	.3	.3	99.3
ThM and MA/CE	1	.3	.3	99.7
Other	1	.3	.3	100.0
Total	287	100.0	100.0	

Table 1b-d. Breakdown of Tracks for Th.M. and M.A./CE Students

1b. Th.M.	No. of Respondents
Academic Ministries	45
Old Testament	7
New Testament	12
Bible Exposition	6
Systematic Theology	8
Historical Theology	7
Systematic Theology	8
Biblical Counseling	1
Christian Education	2
Educational Leadership	6
Church Admin	3
Educational Admin	2
Family Life Ministry	1
Youth Ministry	2
Interdisciplinary (<i>see Table below</i>)	24
Evangelism and Discipleship	1
Pastoral Track	26
Pastoral Ministries	24
Pastoral Leadership	2
Cross-Cultural Ministries	7
Media Arts in Ministry	9
Women's Ministry	1
Total Th.M.	119

1c. M.A./CE	No. of Respondents
Church Education	9
Youth Ministry	7
Christian Education	4
Adult Ministry	3
Children's Ministry	3
Para-church Ministry	3
Women's Ministry	3
Family Life Ministry	2
Ed. Admin	1
College Teaching	1
Total M.A./CE	36

1d. Interdisciplinary Studies*					
	PM	SFL	CE	WM	BC
OT					
NT	4		1	2	
BE	6	1			
ST	2			2	1
HT	3	1	1		

*E.G. 6 Students had concentrations in BE and PM

COURSE SCHEDULING

Respondents were asked to quantify their percentage of classes taken in non-traditional times or formats. Most students (84%) have participated in summer intensives and 96% report participating in online instruction.

Table 2. Percentage of Evening, Summer, Winter, and Online Classes

	Evenings (N=239)		Summers (N=254)		Winter Sessions (N=178)		Online Courses (N=251)	
	No.	% of resps.	No.	% of resps.	No.	% of resps.	No.	% of resps.
None	24	11%	6	2%	41	23%	11	4%
1-25%	149	62%	214	84%	122	68%	184	74%
26-50%	34	14%	28	12%	10	6%	41	16%
> 50%	32	13%	6	2%	5	3%	15	6%

B. ASSESSMENT OF SPECIFIC DEGREE PROGRAMS

INTRODUCTION

2011 is the tenth year that graduating students were asked to assess items specific to the masters programs designed for advanced research (Master of Theology and Master of Sacred Theology) and for specific professions (Master of Arts in Christian Education, Cross-cultural Ministries, and Biblical Counseling,). Biblical Exegesis and Linguistics had only one respondent this year and thus was not broken out here. Assessment items for the general purpose Master of Arts (Biblical Studies) and for the two doctoral programs: Doctor of Philosophy and Doctor of Ministry programs were added in 2003; however with only one PhD respondents for 2011 this program was not included this year.

Survey results for each degree program are presented in the following sequence:

1. Program-specific survey items for the years it was gathered:
 - Number of respondents to the question (N),
 - Average or mean of the ratings on a 1-5 Likert scale, and
 - Percentage of agreement (i.e., the percentage who rated it a 4 or a 5).
2. Respondent suggestions for improving the program.
3. An analysis of the results.

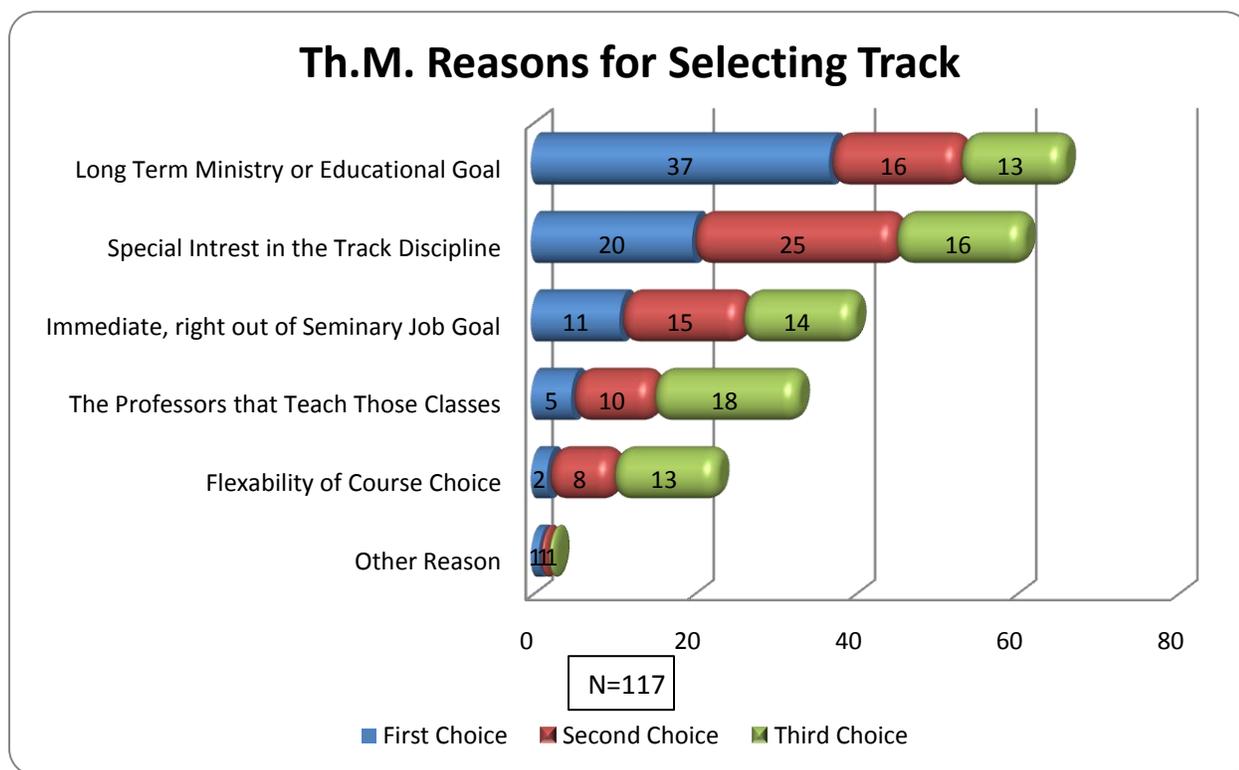
THE MASTER OF THEOLOGY (TH.M.) AND MASTER OF SACRED THEOLOGY (S.T.M.)

This is our largest program and group of respondents. Forty-three percent (124) of the 287 respondents to this survey graduated with either the Th.M. (118), or the S.T.M. (6).

TH.M./S.T.M. PROGRAM

Th.M. respondents are asked about how they selected their degree track and provided six options. The majority response was that long term ministry or educational goals primarily determined track choice. Special interest in the track discipline was the second most selected option, while flexibility of courses and choosing specific professors received the least response. While only three respondents selected the “other” option, seven respondents chose to add a comment explaining the other selection, as recorded below.

Graph 3. Reasons for Selecting Th.M. Track



Comments about track selection for those selecting “other”:

None of the above answers really are true. The fact is God reorganized my life and placed me in the track I was in. I had no intention of being in the track I am in. [THM, 39]

I was highly motivated to learn the Biblical languages. I began as a MABEL student to accomplish this goal. I realized I loved teaching as I went on so I changed to ThM to get a wider breadth of knowledge. [THM, 61]

I wasn't very sure what I wanted to do, so I went with interdisciplinary. [THM, 64]

It was the one people told me to pursue. [THM, 130]

Desire for in-depth biblical training to be able to fulfill my personal mission of helping others develop a biblical world view. [THM, 133]

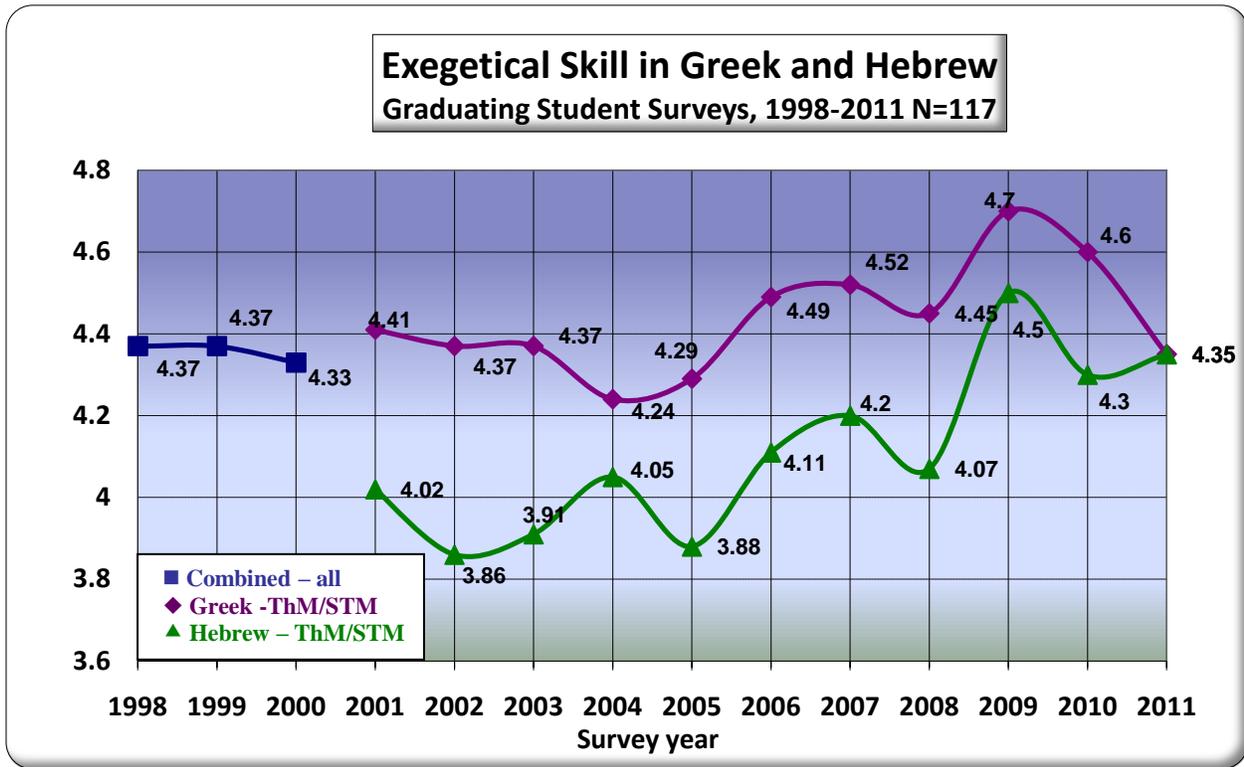
Friends encouraged me to do this program because of my giftedness. [THM, 170]

Learning the languages [THM, 175]

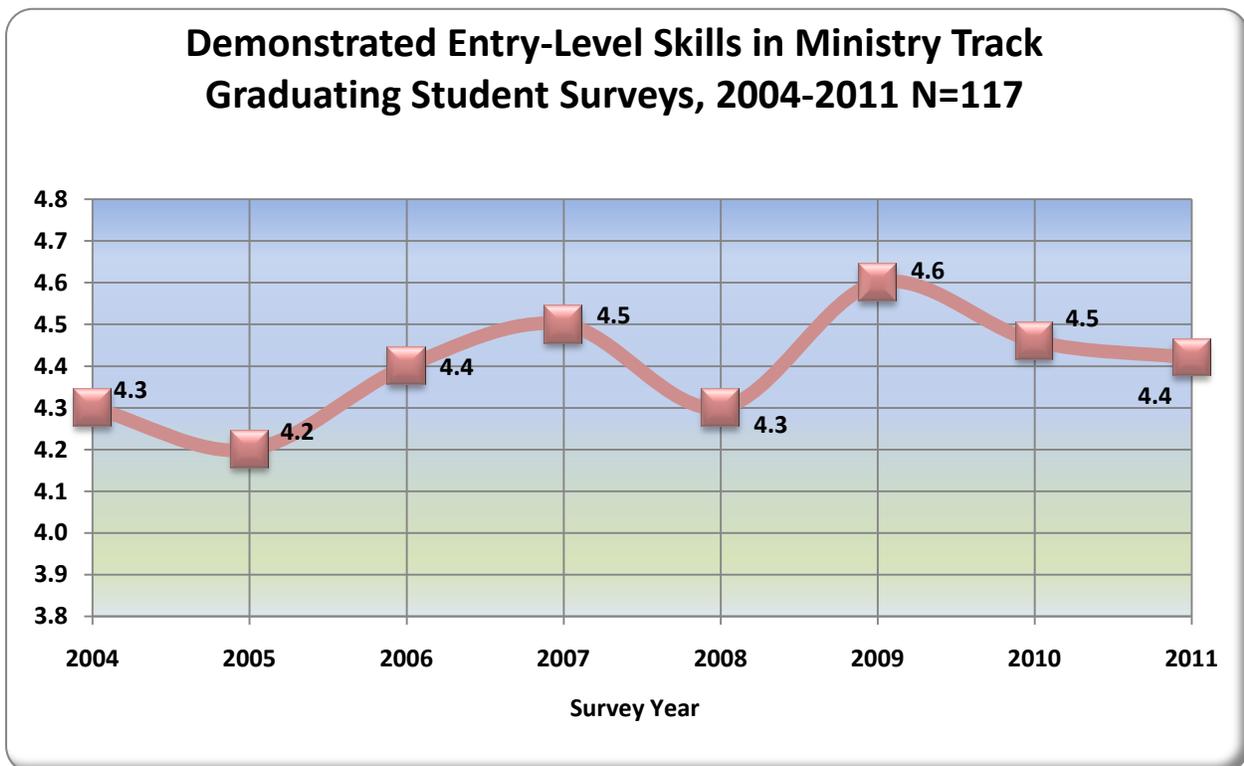
TH.M./S.T.M. SPECIFIC QUESTIONS

For the Th. M. degree, separate questions are asked for exegetical skills in Greek and in Hebrew, whereas before 2001 there was a general question on exegetical skills. This year represents the first year that Greek and Hebrew exegesis was measured separately where the same mean was achieved (4.35). Graph 4 displays how this year's responses compare to those on previous editions of the survey that asked all respondents about their exegetical skills without distinguishing the language. Graph 5 presents the averages for question 3, which asks graduates if they feel they have obtained an entry level proficiency in their ministry track. Graph 6 presents the Th.M. only responses on new questions added in 2010 regarding the students overall experience.

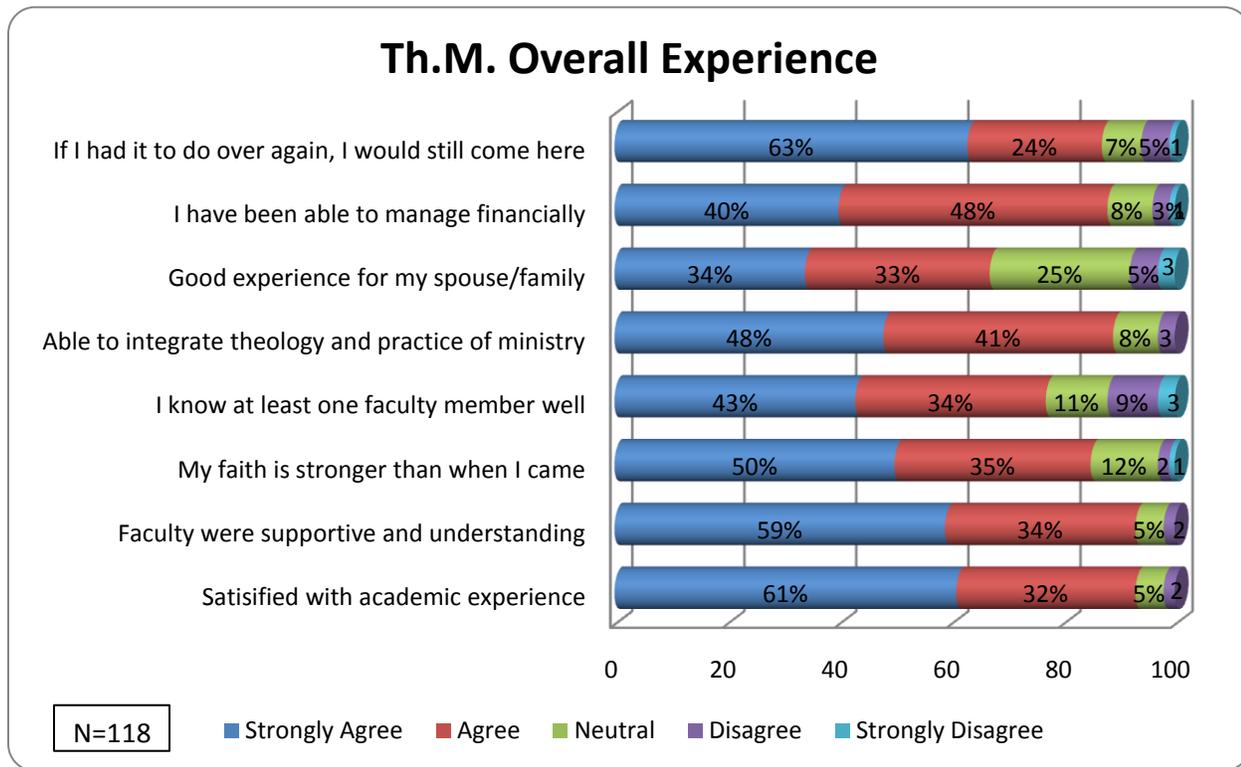
Graph 4. Developed Acceptable Level of Exegetical Skill in Greek and Hebrew.



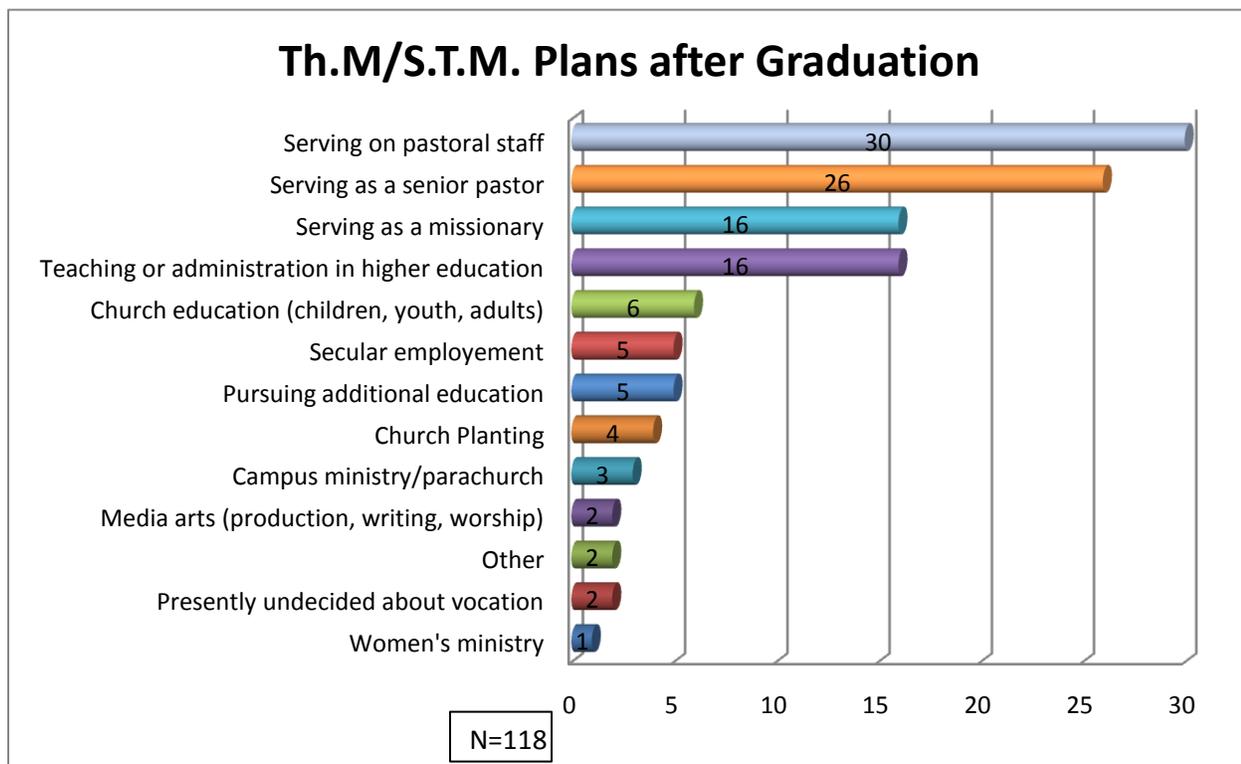
Graph 5. Demonstrated entry level skills in ministry track.



Graph 6. Th.M. Responses to questions of overall experience.



Graph 7. Th.M./S.T.M Plans after graduation.



TH.M./S.T.M.: STUDENT SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

Exegesis in general

I have already had a strong exegetical skills in Greek and Hebrew before I came to DTS from Capital Bible Seminary in Lanham, MD. [PHD, 21]

More language, which could be learning/practicing by adding an additional 1-2 more required Exegesis classes after the 4th semester of the language (which could still count towards the goal of studying all 66 books), learning it well, which means adding a semester or two to at least the Hebrew part and syntax/usage of both Greek and Hebrew. [THM, 25]

Need more practical ministry classes... less Greek, Hebrew, and BE. [THM, 32]

The Bible Exposition track provides the student with a wonderful overall knowledge of the Bible. It is the birds eye view that is so critical when we are definitely getting the magnifying glass perspective in our Greek/Hebrew classes. [THM, 65]

Give the students coming from Bible colleges with languages on their transcripts either 2 free years of tuition for the redundancy they are experiencing in their education or create a new tract that will allow them to do the Th.M. in 60-90 credits, skipping grammar classes, BE classes, and introductory courses. [THM, 85]

Honestly, I would have decreased the intensity of the Advanced Greek Grammar class. I loved it and got an A, but it was too much. Also, I would discourage the "old school" approach of pressure on students in the early Greek sections. [THM, 112]

More Hebrew and preaching classes, to replace counseling, spiritual formation, higher ed. etc. classes. [THM, 123]

I think it would be great if Language proffs taught how to use the Language Programs like Accordance or Bible Works in a class. They seem to use them alot, and I think we would benefit from it better than attending a general seminar on it for a whole Saturday. [THM, 127]

Provide training in the use of electronic tools for languages and exegesis. The reality is that Bible software are replacing printed resources and students are leaving DTS having had to fumble through the use of these tools. I see that DTS offers a course on the use of these tools for doctoral students but does not allow Th.M. students to even audit. I realize the desire to have students learn the languages at the level DTS expects, but perhaps at least a seminar level course in Bible software use to help assure it is properly used would be good because the reality is that it will be used by the vast majority of students. [THM, 133]

See previous comments. I don't think 9 semesters of foreign language are necessary or a good use of time, given the translations, tools and software that is now available. This level of study made sense in 1950, but I'm not sure I can get behind now given what is available... [THM, 225]

I know everyone tries to get a piece of the 120 hr. pie for the Th.M program, but the seminary needs to increase the number of courses required for adequate training in Hebrew Exegesis. Greek Exegesis courses get way more classes than what is allowed for Hebrew Exegesis courses. Some things like counseling cut be cut out of the Th.M program to allow more time for Hebrew Exegesis courses. I feel adequately prepared to handle the Hebrew text, but those Th.M students who did not major in Old Testament only get four semesters of Hebrew and 2 hrs. of the 12 hrs. required is OT history and introduction. That only leaves 10 credit hourse to help students develop competency in Hebrew exegesis compared to the 15 hrs. the NT department is allowed. I think most students only taking the four required Hebrew courses are not adequately prepared to keep using Hebrew after their seminary days. This has been my experience with talking to alum. [THM, 252]

Additional comments that mentioned specifically the Th.M. or STM program or its students:

I received an inter-disciplinary ThM in Pastoral Ministry and Systematic Theology. Mostly I loved it and think you guys do a great job of thoroughly preparing people to engage theology academically and practically. The main thing that I would change from a pastoral standpoint is having mandatory classes that really make you develop your skills in shepherding people through things like life-threatening illness, funerals, weddings, and basic pastoral counseling. People in the church have expectations that pastors know how to handle these things theologically and pastorally or else they wouldn't be pastors and if I hadn't had a father who was a pastor and could help me walk through some of this, I would have felt very unprepared. Also, I think it would be good to wrestle through one's theology of elders, deacons, and church staff well. I know it can be a challenge because there are so many variations of how church's handle these issues. But as a non-denominational seminary, it may be helpful to assume that many of your students may not go to a denominational church where all of that is spelled out for them. And even if they do, they may recognize unhealthy theologies of what roles belong to whom but not have thought through why they are unhealthy or how they would change them based on Scripture. I'm not saying the seminary doesn't have any classes that talk about these issues, but I wasn't made to think through what I would do or say at a funeral, wedding, or how I would structure a church org chart from elders to administrative assistants if I were asked to. [THM, 26]

Give the students coming from Bible colleges with languages on their transcripts either 2 free years of tuition for the redundancy they are experiencing in their education or create a new tract that will allow them to do the Th.M. in 60-90 credits, skipping grammar classes, BE classes, and introductory courses. [THM, 85]

BE and PM courses ought to be electives for Academic ThM students. If the BE courses are required, it is not a true academic degree. Those who desire to teach higher education should not be required to take preaching courses (just as PM majors are not required to take Teaching Christian Higher Education). [THM, 91]

Provide better avenues for students to take classes directly related to their ministry calling (i.e. youth, children, senior, and executive) ThM students have very few options for classes in these areas. [THM, 245]

ANALYSIS OF TH.M. AND S.T.M. GRADUATES

- Regarding their exegetical skills, graduating Th.M. students for the last eight years have self-assessed their abilities in Greek higher than their abilities in Hebrew. This year both Greek and Hebrew achieved a mean of 4.35, although this is a drop in both from their respective highs in 2009.
- There is a wide range of views on how exegesis relates to biblical interpretation (see BI competency section below). Although all Th.M. students are required to take Greek and Hebrew, those not specifically in the language departments rate other components like theology or pastoral training of greater interpretive value than exegesis.
- Several comments argued for more exegetical training, while a few questioned the validity of exegetical coursework, and suggested that modern tools could replace individual exegetical study.
- A quarter (30) of Th.M. graduates are planning to go from seminary into a senior pastorate.
- Th.M. graduates are less likely to agree that their spiritual life was strengthened and matured through seminary study. Anecdotal comments suggest this is due both to the academic rigor of their program combined with the academic atmosphere of Dallas Seminary, and the length of the Th.M. program. When asked if they “matured in spiritual integrity for relationships and ministry” (General Goal 23), there was a significant difference of mean between the ThM respondents and all non ThM respondents.

- In areas where the Th.M. program offers more instruction, such as historical theology (General Goal 10), and skill in preaching (General Goal 11), the Th.M. respondents scored significantly higher.
- Two areas where Th.M. respondents scored lower than those receiving other degrees were in awareness of moral/ethical issues (General Goal 9), and the oral communication competency.

Three improvements continue to be suggested for the process of spiritual development. (1) Build mentoring opportunities into Spiritual Formation, preferably with faculty. (2) Increase the percentage of the curricular workload devoted to student reflection, personal growth, and practical skill development. (3) Revise or replace the curriculum used in the Spiritual Formation groups.

THE MASTER OF ARTS IN CHRISTIAN EDUCATION

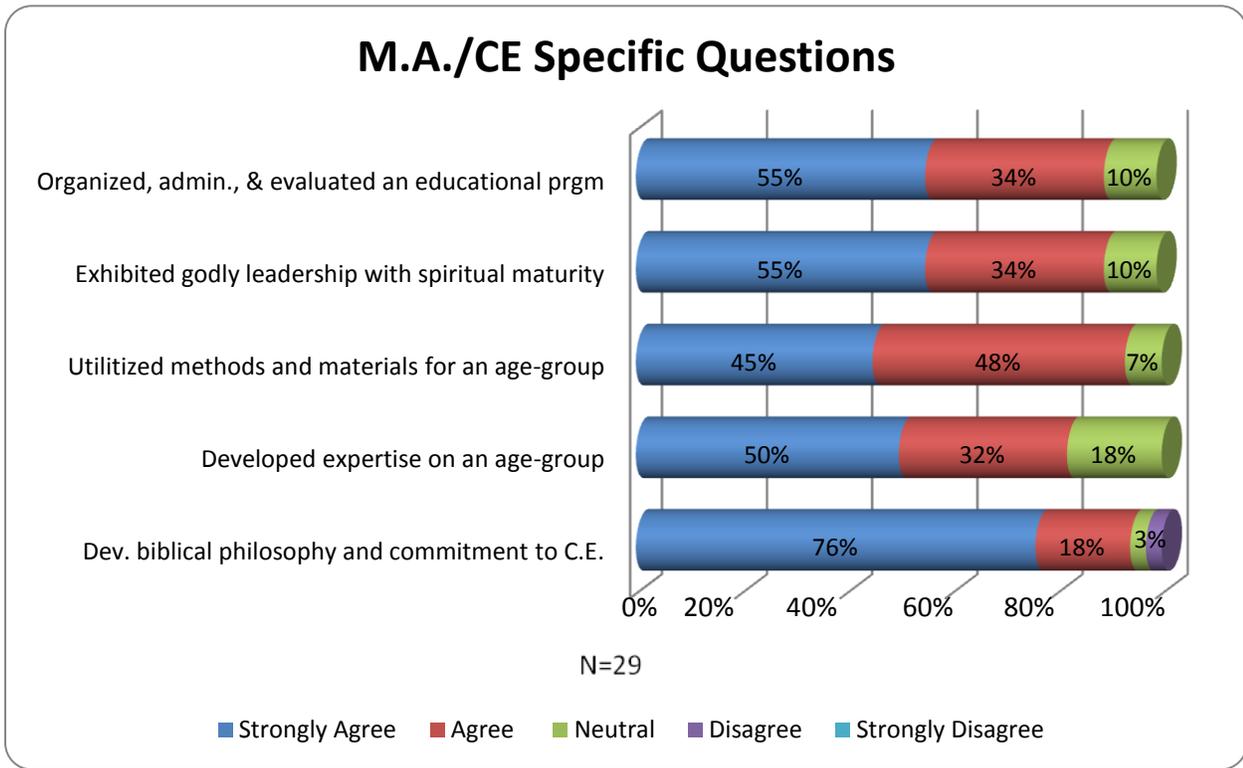
M.A./CE PROGRAM

Christian Education students are asked 5 questions specific to their degree. Table 3 reflects these responses for the last five years. Graph 8 reflects percent agreement of this year's 29 respondents, and graph 9 breaks out the M. A./CE responses to the questions about overall seminary experience.

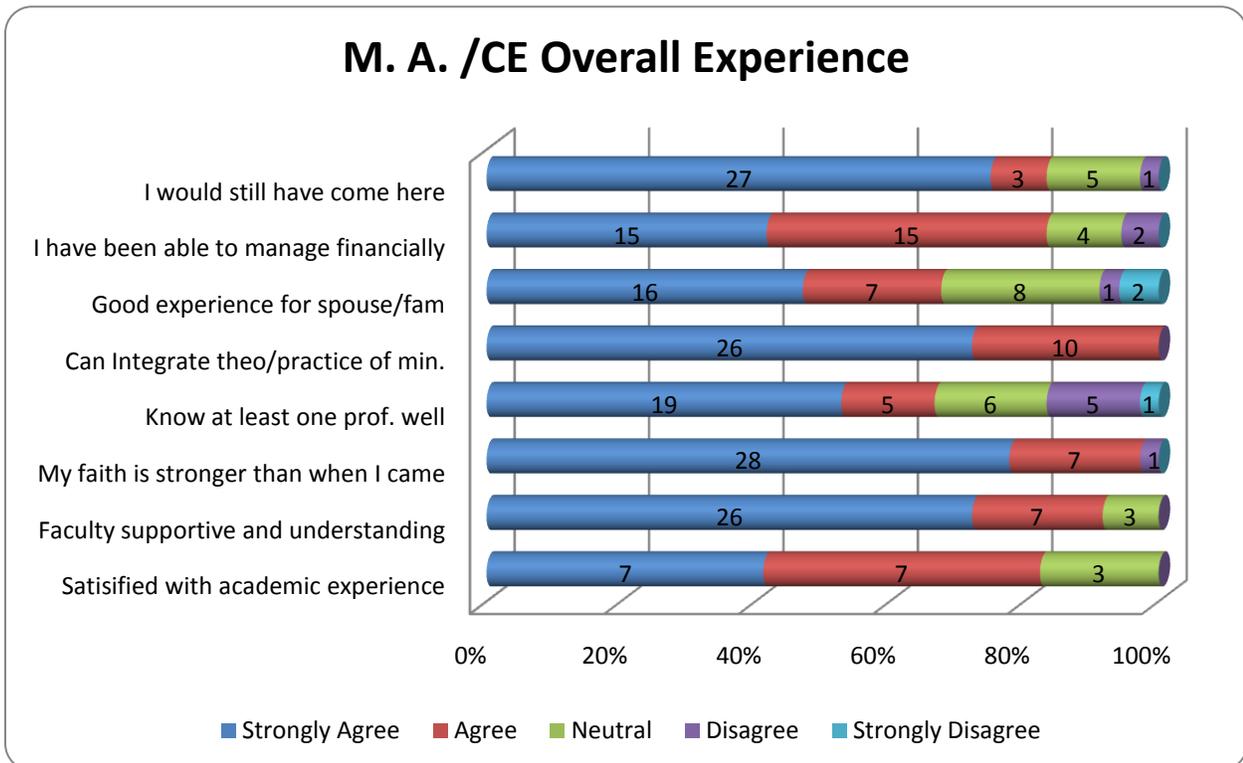
Table 3. Answers to the 5 CE specific questions from the last five years.

	2007 (N=42)		2008 (N=36)		2009 (N=28)		2010 (N=32)		2011 (N=29)	
	Mean	%Agree								
CE1: Developed biblical philosophy & commitment to Christian ed	4.42	98%	4.59	94%	4.61	93%	4.75	100%	4.66	93%
CE2: Developed expertise on an age-group	4.4	88%	4.32	88%	4.42	89%	4.47	88%	4.32	82%
CE3: Utilitized methods and materials for an age-group	4.48	93%	4.38	91%	4.5	96%	4.53	97%	4.38	93%
CE4: Exhibited godly leadership with spiritual maturity	4.57	95%	4.59	97%	4.46	93%	4.53	88%	4.45	90%
CE5: Organized, administered, & evaluated an educational program	4.64	93%	4.35	85%	4.39	86%	4.59	94%	4.45	90%

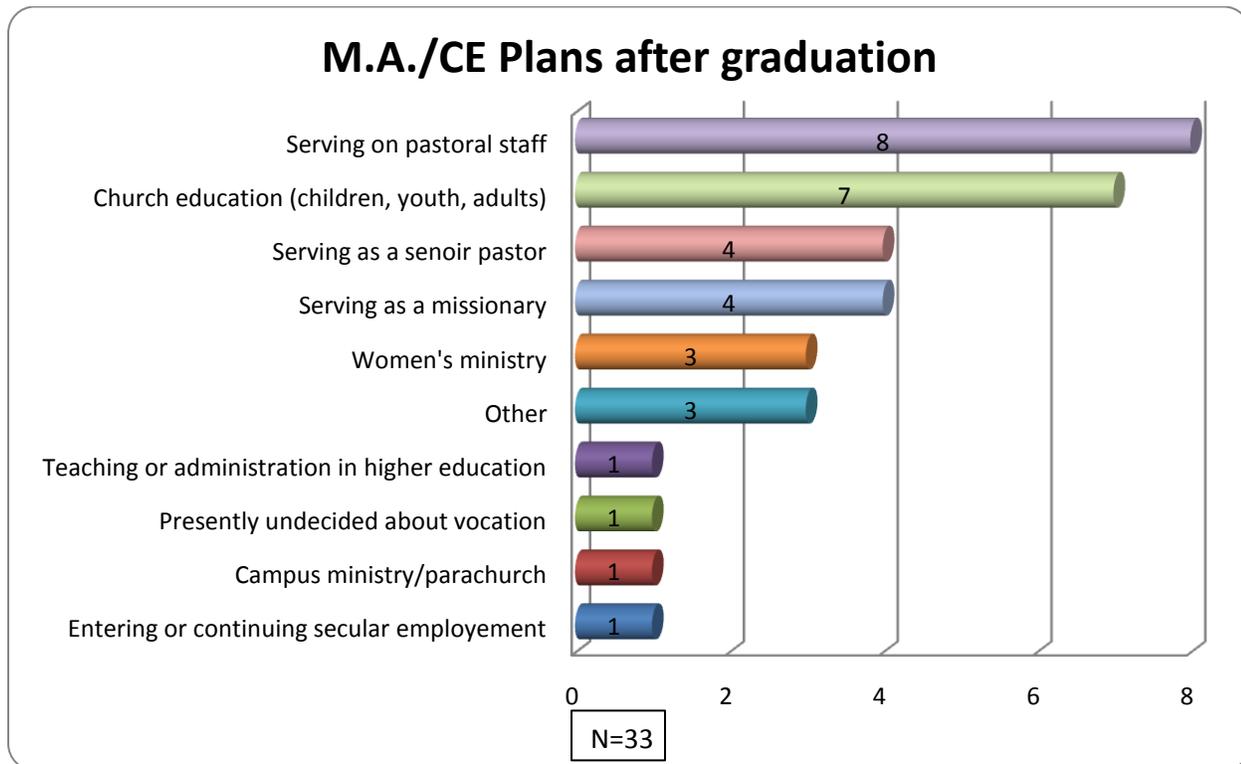
Graph 8. Percent agreement from the 29 respondents to the 5 CE specific questions.



Graph 9. M. A./CE responses to questions on overall experience.



Graph 10. M. A./CE Plans following graduation.



M.A./CE SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

Should probably think about including some information on using new technologies in teaching / education, such as Facebook, Twitter, etc. [MACE, 7]

Contextualize some of the CE classes so that when one goes back into ministry setting he or she can have a better contextualization of doing ministry as it pertains to Christian Education. [MACE, 84]

The Christian home classes were geared to working dads and stay at home moms. A family unit that will never again be the majority. [MACE, 104]

Add more specialized courses for the different areas of CE. [MACE, 204]

Have a global-perspective on ministry and not just "North American." [MACE, 240]

I would love to have a basic Hebrew and Greek class for those not on the ThM track. I noticed many of the students in CE are already working in their particular area (i.e. Youth, Women). Would love to hear what others are doing in their ministry and share ideas (if not in person perhaps on a blog or facebook). [MACE, 256]

Firstly, so incredibly grateful for the CE department - always felt at home there! I chose to take some HT classes outside my required classes and they really helped me develop a fuller appreciation of theological context and its application to the practical aspects of ministry. I think its inclusion would have been helpful. [MACE, 257]

More intentional mentorship with students. I know there are a lot of students, but I have yet to have a conversation with my advisor out side of brief e-mails. [MACE, 266]

Provide classes that apply to urban churches and outreach ministries. [MACE, 276]

M.A./CE EVALUATION

- M.A./CE graduates feel like they were less prepared for ministering to a specific age group.
- M.A./CE graduates feel less strongly than other groups that they were satisfied with their academic experience in the overall experience question. Conversely, they rate themselves higher than other degree programs on all of the general goals. This is true even for areas like bible interpretation and systematic theology.
- When it comes to the competency definitions, M.A./CE graduates rated themselves significantly lower than other degree programs in Theology and Servant Leadership.
- M.A./CE graduates suggestions often related to specific contexts like youth or urban ministries that they desired more training/coverage.

THE MASTER OF ARTS IN MEDIA AND COMMUNICATION

M.A./MC PROGRAM

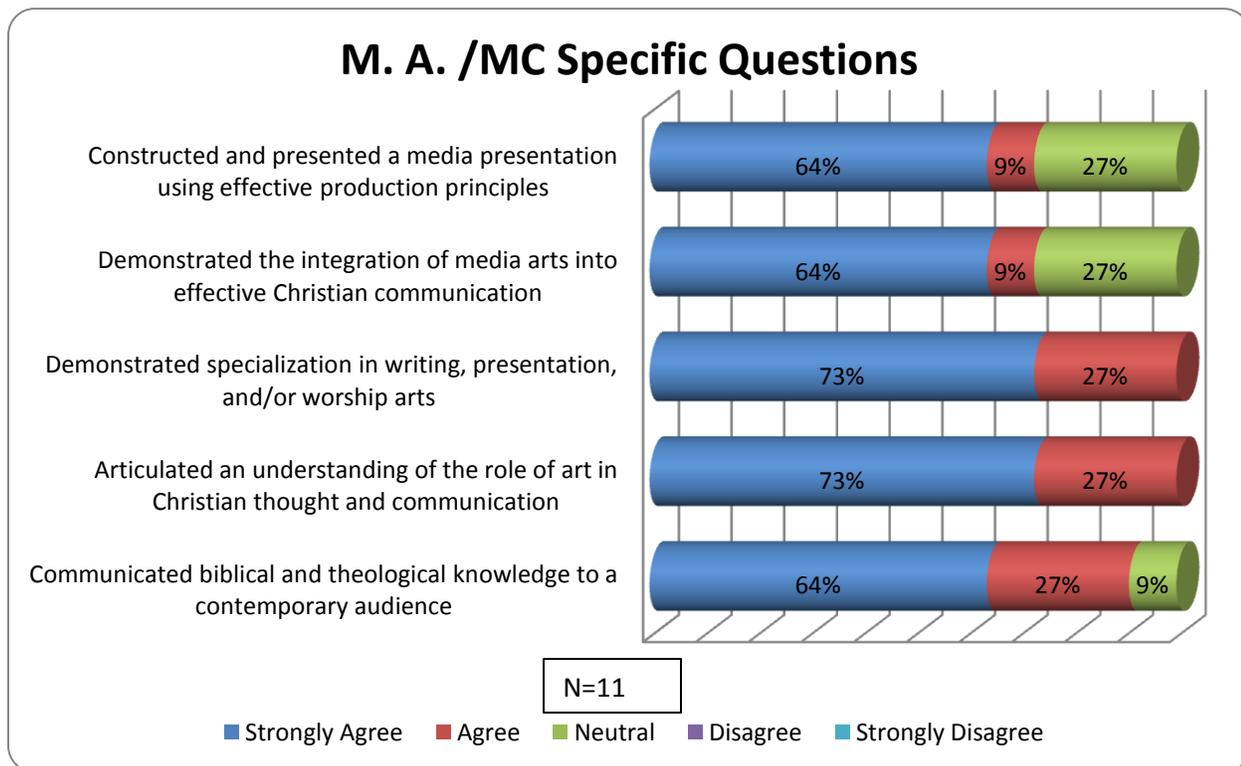
Based on the goals published for this degree in the DTS catalogue, five questions are asked specifically of M.A./MC students. This year 11 graduates completed these questions. Chart 11 reflects the answers to the questions. Chart 12 breaks out the M.A./MC responses to the overall experience questions and chart 13 reflects the respondents ministry plans following graduation.

2010 was the first year the MAMC was included in the Graduating Student Survey. The table below depicts the means and percentage agreement of these respondents for the last two years.

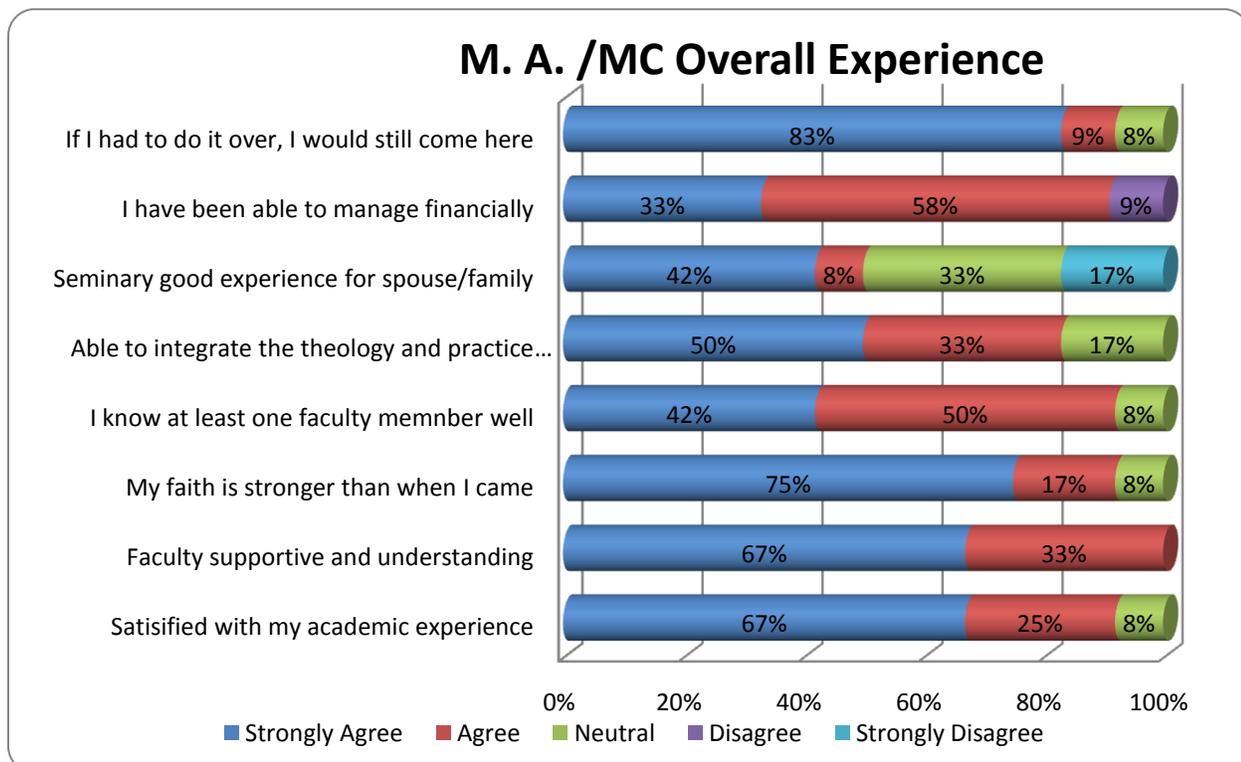
Table 4. Answers to the 5 MC specific questions from the last two years.

	2010 (N=8)		2011 (N=11)	
	Mean	%Agree	Mean	%Agree
MC1: Communicated biblical and theological knowledge to a contemporary audience	4.13	88%	4.55	91%
MC2: Articulated an understanding of the role of art in Christian thought and communication	4.38	100%	4.73	100%
MC3: Demonstrated specialization in writing, presentation, and/or worship arts	4.25	100%	4.73	100%
MC4: Demonstrated the integration of media arts into effective Christian communication	4.25	100%	4.36	73%
MC5: Constructed and presented a media presentation using effective production principles	4.31	88%	4.36	73%

Graph 11. M. A./MC responses to degree specific questions.



Graph 12. M. A./MC responses to questions about overall experience.



M.A./MC SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

Offer different levels of learning in the electives. For those who are specializing in presentation (for example) and already have experience in the software used in the class, the classes may be too basic. This didn't effect me because I was a beginner in the classes I took, but I believe it effected others in the class. When the program expands, it would be great to have beginner, intermediate and advanced levels for some of the classes. [MAMC, 54]

More practical, less theoretical... [MAMC, 203]

More classes in this department and classes that aren't just geared for someone staying in the US. [MAMC, 208]

Provide more advanced concepts tools and practices for those focusing specifically in the areas of media arts in ministry. [MAMC, 244]

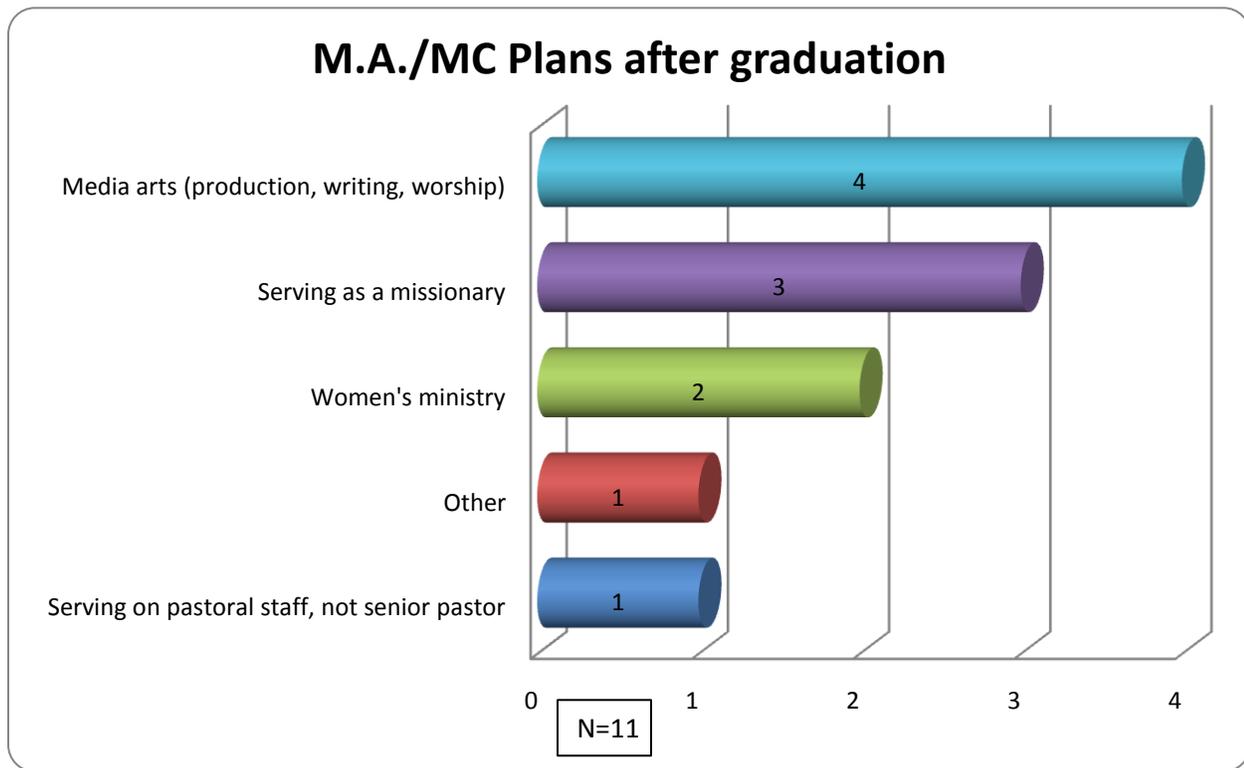
Less theory and more practicality [MAMC, 264]

Place even more emphasis not on experience, but on mastery of technical skills. It is easy to allow those with more experience, or with a more technical bend, to take on those responsibilities in a group project. To be a valuable member of any communications/ media team, you need to develop mastery of skills such as radio production, web design, graphic design, and other means of high-tech communication. I felt as if I got a good taste of these aspects of communication, but needed more in-depth training. [MAMC, 265]

They should focus more on worship theology, and how that affects the practice of worship. Pastoral Leadership was incredible and would have been great to have more time to study worship theology much more in depth. [MAMC, 269]

More emphasis on practice: media theory, basic marketing principles (and a stronger emphasis on design and new media like Facebook, Twitter, etc. and their use as a means of communicating the gospel). [MAMC, 287]

Graph 13. M. A./MC Plans following graduation.



M.A./MC EVALUATION

- One of the key comments was an expressed desire for more practical training which involves hands-on, real-world skill development.
- The above comment reflects the lower score on the educational goal of demonstrating the integration of media arts into effective Christian communication.
- On question 15 of the general goals, M.A./MC students assessed themselves higher than other degrees on developing "a deepening, maturing relationship with God. This was the only statistically significant difference to these questions.

THE MASTER OF ARTS IN BIBLICAL COUNSELING

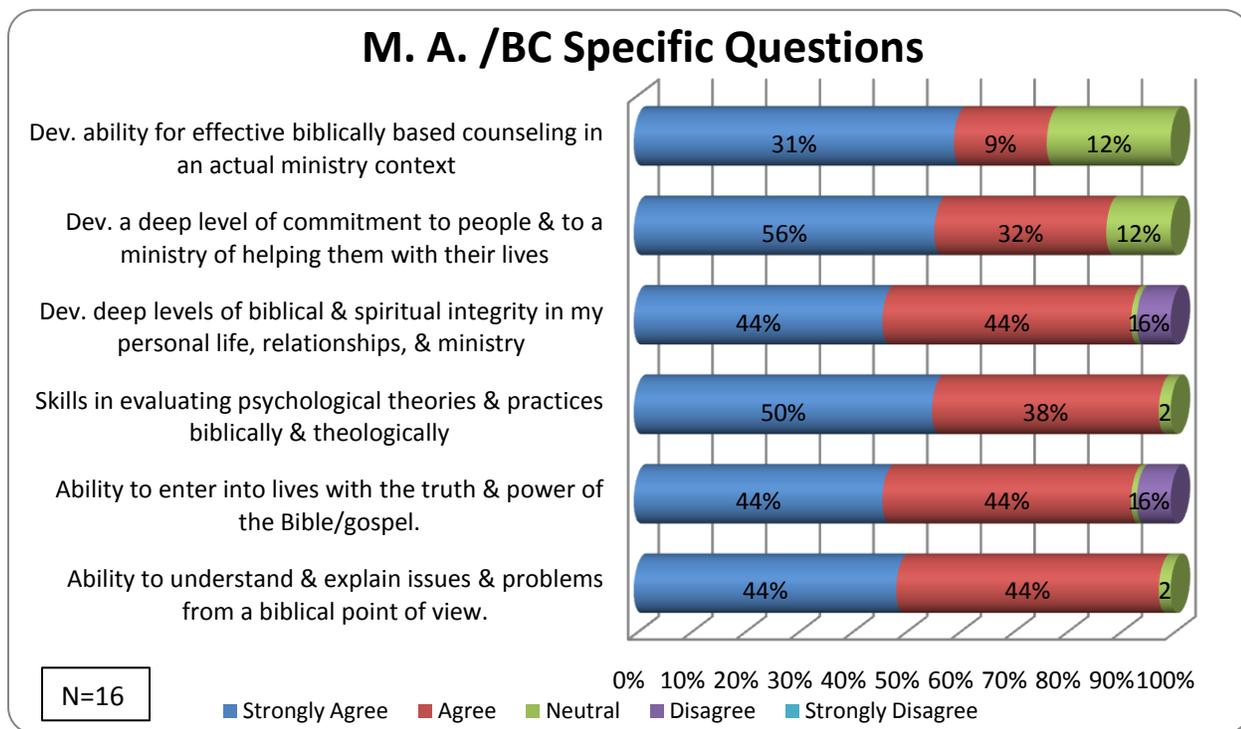
M.A./BC PROGRAM

Based on the goals published for this degree in the DTS catalogue, six questions are asked specifically of M.A./BC students. This year 16 graduates completed these questions. Chart 14 reflects the answers to the questions. Chart 15 breaks out the M.A./BC responses to the overall experience questions and chart 16 reflects the respondents ministry plans following graduation.

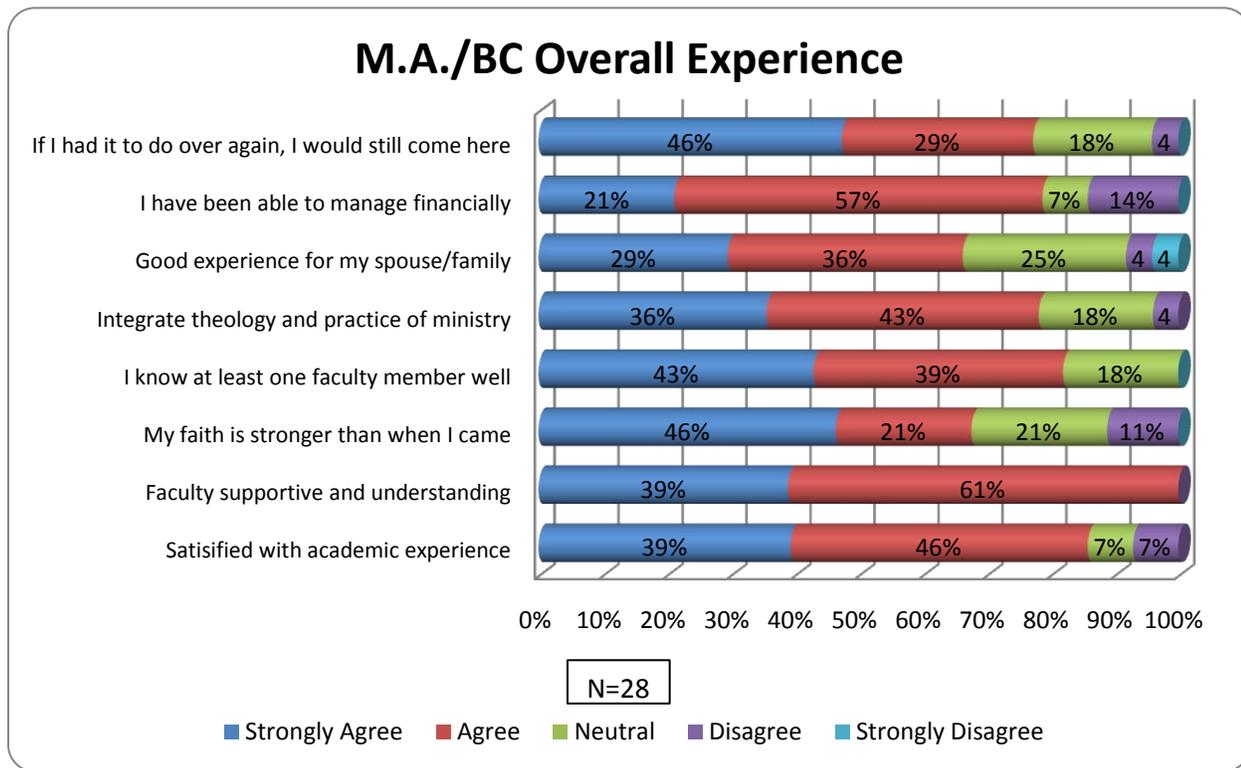
Table 5. Answers to the 5 BC specific questions from the last five years.

	2007 (N=20)		2008 (N=26)		2009 (N=25)		2010 (N=17)		2011 (N=27)	
	Mean	%Agree								
BC1: developed ability to explain issues from biblical viewpoint	4.7	95%	4.17	83%	4.44	92%	4.47	94%	4.07	85%
BC2: developed the ability to enter deeply in lives and apply Bible	4.65	95%	4.09	78%	4.48	92%	4.41	94%	4	82%
BC3: developed skills in evaluating psychology acc. To bible/theology	4.7	90%	4.48	96%	4.56	96%	4.47	94%	4.33	85%
BC4: biblical and spiritual integrity in personal life, relationships, and ministry.	4.75	100%	4.3	91%	4.32	88%	4.41	88%	4	78%
BC5: developed deep level of commitment to helping people	4.9	100%	4.61	96%	4.68	96%	4.53	94%	4.48	93%
BC6: developed ministry skills in biblically based counseling	4.74	100%	4.23	82%	4.38	88%	4.41	94%	4.07	85%

Graph 14. M. A./BC Specific Questions.



Graph 15. M. A./BC Responses to overall experience questions.



M.A./BC SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

More focus on preparing students for the LPC/NCE examination. MOre focus on integration efforts of counseling and theology. At least one assignment should have some integrative competency. [MABC, 141]

Only possible comment for improvement would be to do a little more to facilitate understanding of how to integrate theology and spirituality with the secular content describing psychological disorders. [MABB, 152]

It would be good to make a marriage counseling course mandatory, and to make a group counseling course mandatory (since group is now required for the LPC). Also more instruction is specific methodologies would have been useful. [MABC, 153]

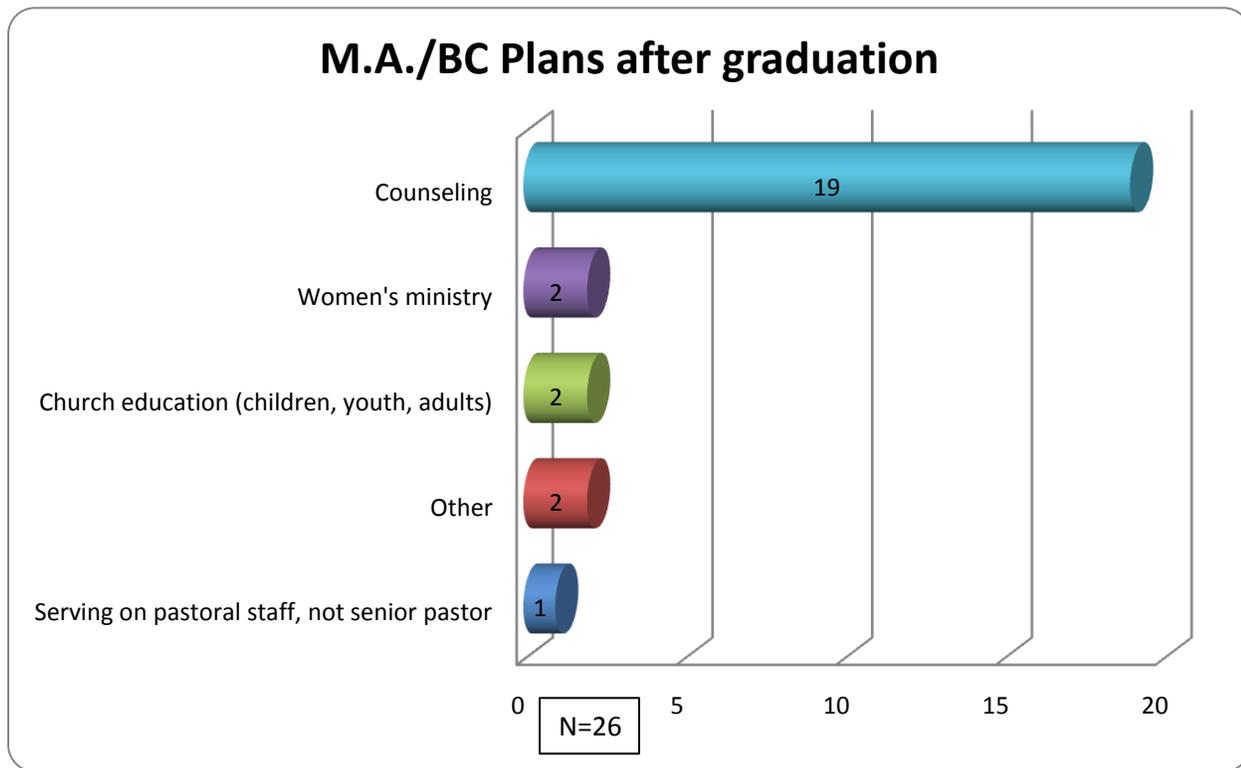
More practicle experience in the class rooms [MABC, 159]

It would be nice to have a supervised clinic on or near campus. [MABC, 186]

I think the seminary ought to have an on site counseling clinic. [MABC, 235]

More integration between Bible and counseling [MABC, 236]

Graph 16. M. A./BC Plans following graduation.



M.A./BC EVALUATION

- Only 64 percent of respondents agreed that they could integrate theology and the practice of ministry. This represents a significantly less agreement than other degree programs.
- Satisfaction with academic experiences was rated lower by M.A./BC respondents. A general theme in the comments which might be related is the need for the program to prepare graduates for the LPC exam. This area would benefit from additional research.
- Practical experience is also a programmatic request. Please see the comments section for all graduate feedback.
- M.A./BC graduates assessed themselves higher at both oral and written communication than respondents in other degree programs.

THE MASTER OF ARTS IN BIBLICAL STUDIES / CERTIFICATE OF GRADUATE STUDIES

This year (SU10, FA10, SP11), there were 31 graduates from the certificate program with 20 (65%) responding to the survey. For the masters in biblical studies, there were 55 graduates with 42 (76%) responding to the survey.

M.A. (BS) / C. G. S.

Three program specific questions are asked of all M.A.(BS) and C.G.S graduates. Chart 17 reflects the answers to the questions. Chart 18 breaks out the responses to the overall experience questions and chart 19 reflects the respondents ministry plans following graduation.

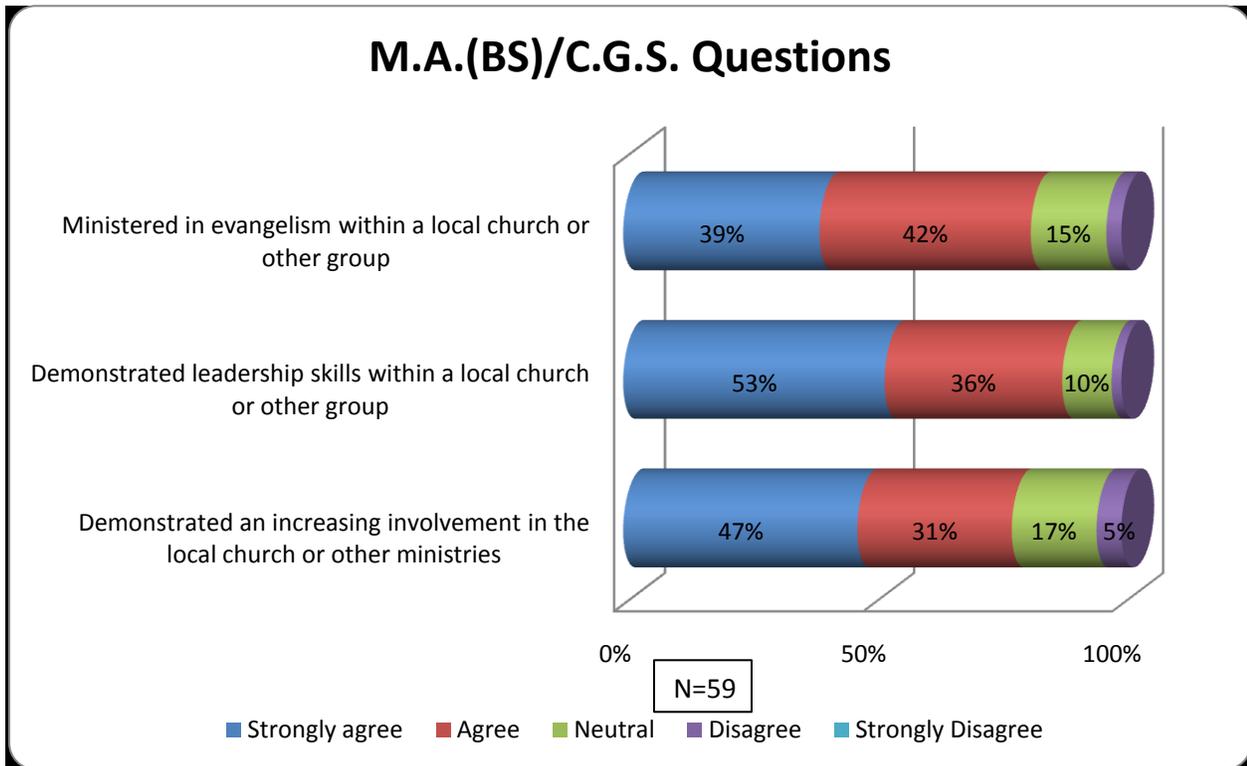
Table 6. Answers to the 3 M.A.(BS)/C.G.S specific questions M.A.(BS) repondents only.

	2007 (N=56)		2008 (N=29)		2009 (N=38)		2010 (N=32)		2011 (N=41)	
	Mean	%Agree								
MA1: demonstrated an increasing involvement in the local church or other ministries.	4.14	80%	4.62	97%	4.45	92%	4.47	88%	4.22	78%
MA2: Demonstrated leadership skills within a local church or other group	4.23	84%	4.59	100%	4.53	97%	4.47	88%	4.37	88%
MA3: Ministered in evangelism within a local church or other group	3.91	71%	4.21	72%	4.26	87%	4.28	84%	4.22	81%

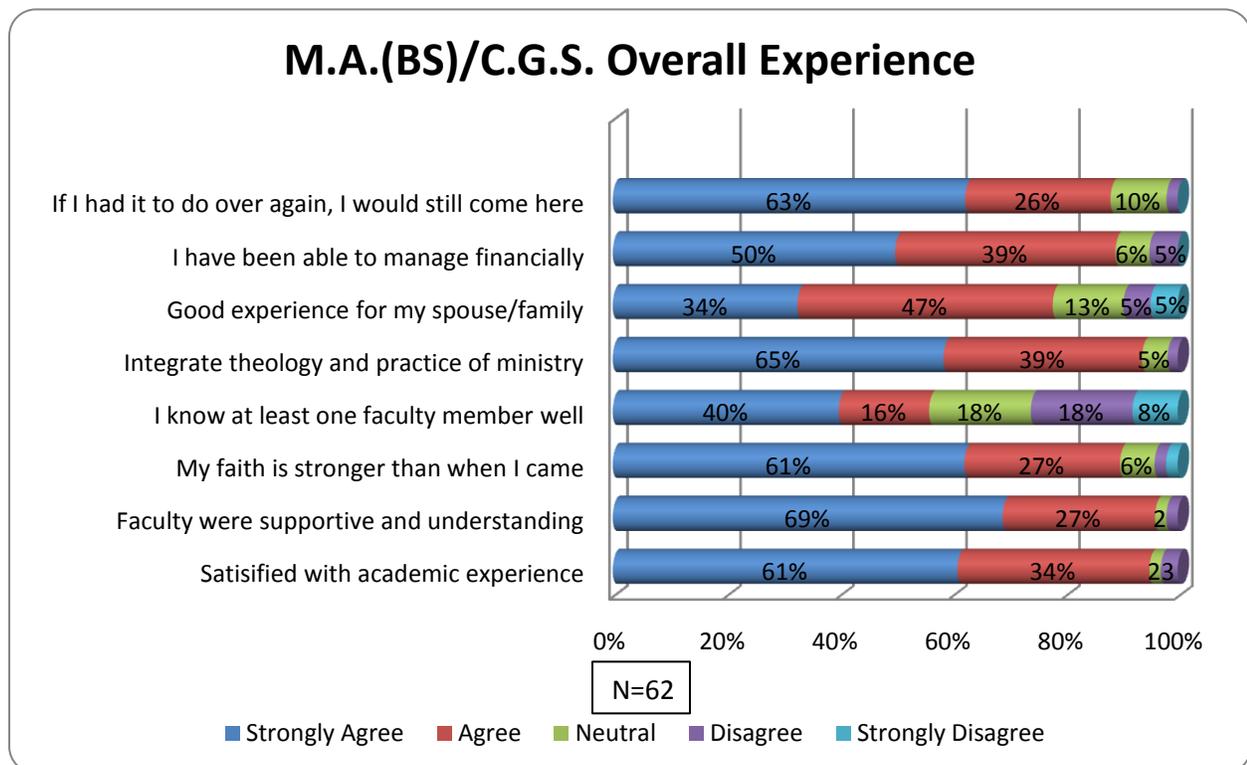
Table 7. Answers to the 3 M.A.(BS)/C.G.S specific questions C.G.S. repondents only.

	2007 (N=7)		2008 (N=1)		2009 (N=8)		2010 (N=20)		2011 (N=18)	
	Mean	%Agree	Mean	%Agree	Mean	%Agree	Mean	%Agree	Mean	%Agree
MA1: demonstrated an increasing involvement in the local church or other ministries.	4	71%	3	0%	4.38	75%	4.6	95%	4.17	78%
MA2: Demonstrated leadership skills within a local church or other group	3.86	57%	3	0%	4.38	75%	4.6	90%	4.44	89%
MA3: Ministered in evangelism within a local church or other group	3.71	43%	5	100%	4.5	100%	4.25	80%	4.06	83%

Graph 17. M. A.(BS)/C.G.S specific questions.



Graph 18. M. A.(BS)/C.G.S Responses to questions about overall experience.



M.A. (BS) / C. G. S SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

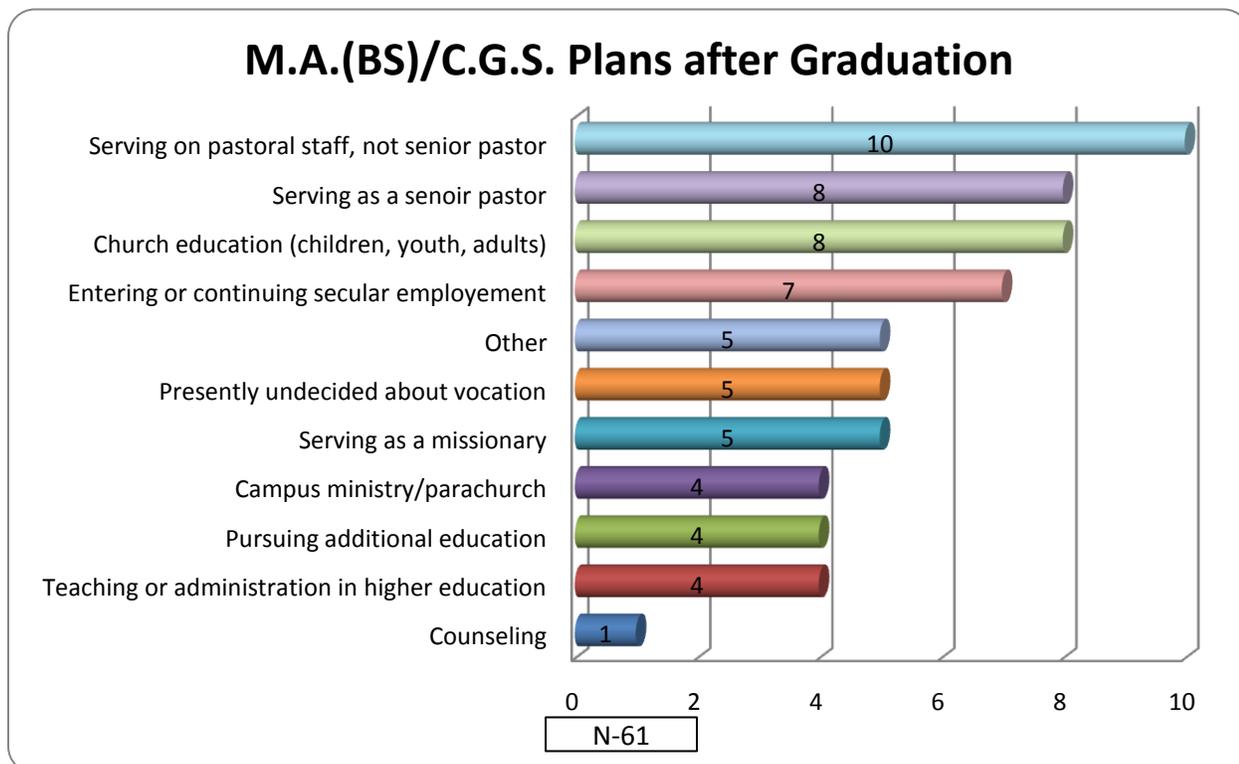
Have programs involving the local churches to provide opportunity other than the home church. [MABS, 3]

I would have enjoyed more experience in public speaking. I have had such a great experience at DTS despite tough times peripherally...that speaks volumes for the place, the faculty and mission of the school. [MABS, 134]

Potentially incorporate speaking, teaching and preaching skills into the curriculum. [MABS, 182]

The MABS is not a substandard degree and it should not be treated as so. The fact that there are no placement service offered and it is considered a non-professional degree is disheartening. I would rethink the requirements of the degree if it is not sufficient for ministry. I felt that my MABS required the same thought and diligence as an MACE, yet the degree is not considered worthy of the same praise. My hope is that adjustments would be made in the future, I would love to take my degree and work with students that are in need of the gospel. [MABS, 214]

Graph 19. M. A.(BS)/C.G.S Plans following graduation.



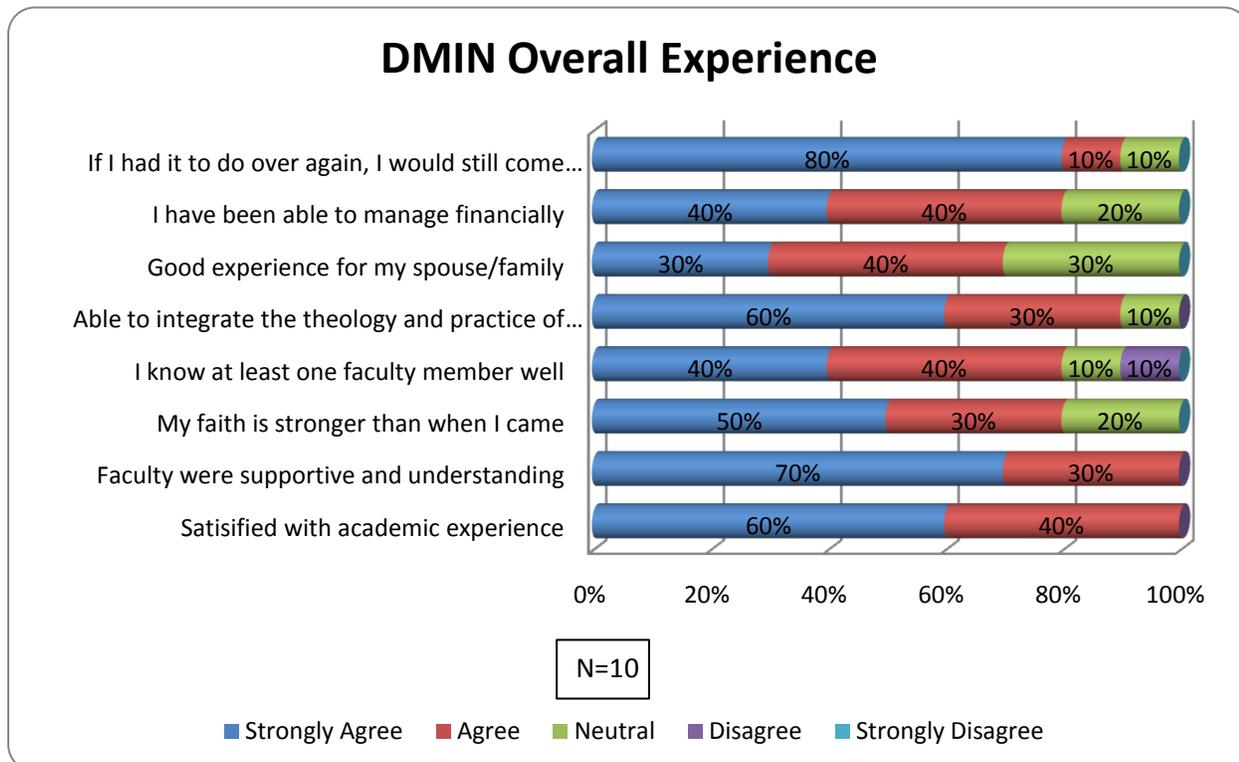
M.A.(BS)/C.G.S EVALUATION

- This program has the lowest response to questions of getting to know faculty. 60% of the C.G.S. respondents took half or more of the program online, and 7 of the 20 (35%) report taking only online classes. For the M.A.(BS), half of the 42 respondents report taking at least a quarter of the program online.
- A common program request was for additional training in public speaking.

D.MIN. PROGRAM

There are six questions specific to the D.MIN. degree, however, only 1 of the 10 D.MIN. graduates completed these survey questions (10%). This is not enough data to evaluate, so only the DMIN overall experience questions (graph 1) and plans after graduation (graph 2) are provided.

Graph 20. D.MIN. Overall Experience



D.MIN. STUDENT SUGGESTIONS FOR IMPROVING THE PROGRAM

(This is a selection of these comments; please see the full list of comments in the appendix.)

Improve the communication between the DMin student and the ARP/Dissertation Advisor. [DMIN, 9]

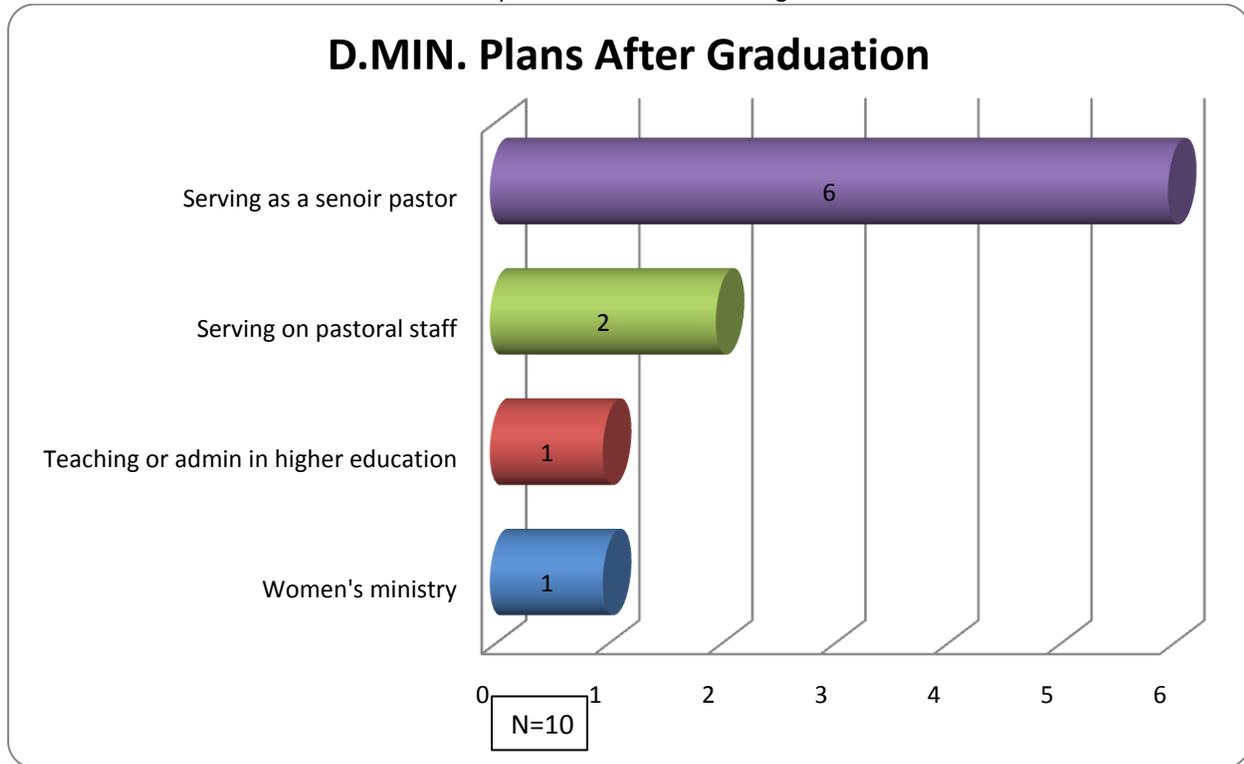
Introduce more classes covering the subject of the relationship between Art, Music and Theology and how Christian artists are to behave in and relate to secular culture. [DMIN, 10]

I think that a dissertation topic and associated advisor should be selected early in the DMin journey. I think that DMin advisors should mentor and coach the student. I think PhD advisors should understand the DMin track. [DMIN, 108]

I really believe Dr. Barfoot is the right man to head up this program and he is making great strides to increase its relevancy and effectiveness. I was there long enough (six years) to see changes along the way, and the shift to a more active approach. [DMIN, 121]

I studied at the Guatemala extension campus, and I had several administrative problems throughout my studies at DTS. [DMIN, 187]

Graph 21. D.MIN. Plans after graduation



D.MIN. EVALUATION

- There was no data to assess on the specific D.Min. questions because they were not answered by the respondents. Graduates should be encouraged to provide this feedback.
- High scores indicated on overall experience regarding increased faith demonstrate the mature nature of these students.
- High scores indicated on overall experience regarding the ability to integrate theology and practice demonstrate a greater degree of ministry experience than other degree programs.

C. COMPETENCIES AND EDUCATIONAL GOALS

Dallas Seminary has approved six institutional competencies that are to be developed in our students. Their definitions are listed on page 6 of the new catalog as well as in the questions below. We would like your input on which projects in your studies would provide evidence of you attaining that competency. (S.T.M. students should answer questions directed to Th.M. graduates.)

Graduating students were asked to rate themselves on their attainment of the six core competencies of all DTS degree programs. These include biblical interpretation, theology, servant leadership, cultural engagement, Christian spirituality and communication, both written and oral.

Suggestions were also solicited on how to improve the student’s degree program to help them achieve higher competency attainment. A selection of these suggestions is provided here, and can be read in their entirety in the comments section.

BIBLICAL INTERPRETATION

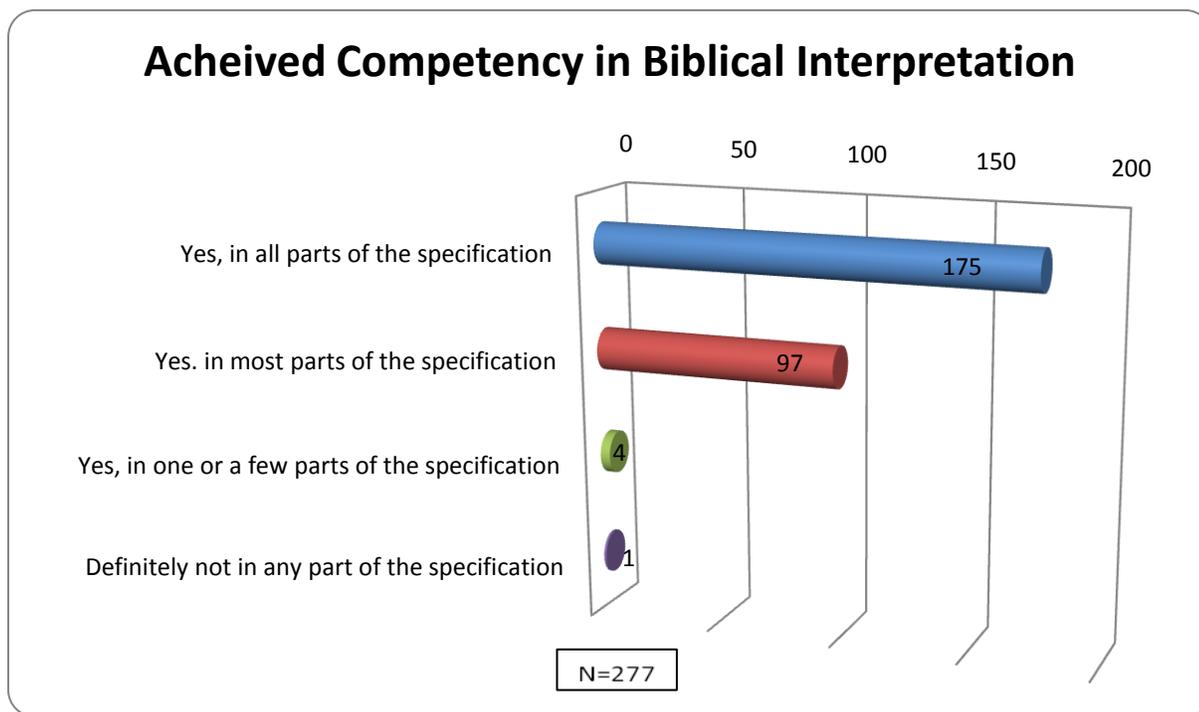
The definition of the competency is that the student understands the Bible in its historical, literary, and theological contexts in order to apply and communicate the Scriptures.

The competency specification in Biblical Interpretation for a graduating M.A. student is: The student is able to interpret the Bible and do biblical theology using a method that engages in the analysis and synthesis of Bible books and that reflects a broad knowledge of the content of the entire Bible, together with historical and theological influences.

The competency specification in Biblical Interpretation for a graduating Th.M. student is: The student is able to conduct exegetical and biblical theological research in two biblical languages from multiple literary genres, and is able to communicate its significance leading to spiritual transformation.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 22. Achieved competency in Biblical interpretation.



What course best advanced you in this competency, and why?

Responses to the questions of which course helped the student advance in Biblical interpretation competency received a wide range of answers. BE101 received the highest vote (35), followed by NT104 (11) and OT103 (9). Many students were not able to select only one answer. Nineteen students voted for “all Greek classes”, and 18 for “all Hebrew” and “all BE”. HT101, 102, and 200 received several votes, as did WM101 and PM101-104.

Suggestions for changes to degree programs to improve competency in Biblical Interpretation:

Would require MABEL students to take NT 205. [MABL, 8]

Less theology and more biblical courses [STM, 15]

More courses or parts of courses directed at studying specific parts of the Bible. [MABS, 36]

Significant changes to the Biblical Exposition dept. Specifically, they get too bogged down in the story line of the Bible which is most widely known prior to the courses. They should more specifically advance the knowledge of how to interpret the Scriptures for one's self. [THM, 45]

More languages. [THM, 69]

Fewer Christian Education courses and more work in the primary languages. Aramaic should be a requirement and Coptic should be brought back to the curriculum. I doubt this suggestion will ever see the light of day since DTS is increasingly undervaluing a classical theological education. [THM, 85]

I would suggest that the way we learn the languages is counterintuitive. It may be more effective to learn Greek and Hebrew the way you learn any other language; i.e., through immersion. [THM, 91]

I didn't feel that the MACM degree focused very much on Biblical Interpretation. I took Greek for fun, but I think it is a valuable addition to any of the degree programs. Even if it's just requiring 1 semester of Greek (or Hebrew). [MABM, 103]

Have a woman in the department, ha. No, seriously, it was an all male totally male view point. [MACE, 104]

As I mentioned above, if other courses re-emphasized what BE101 taught us that would have helped to memorize the skill better and apply it more often. [MACM, 107]

Exegesis courses for DMin students [DMIN, 108]

I think that getting into the minds of the original audience helps get a more accurate interpretation. Thus, I believe that there should be more emphasis on the study of narrative and genre theology and using the concept of genre to develop a more accurate rendering of the text (especially in OT) but also in NT. [THM, 156]

I'd love to see more Bible professors help counseling students to understand ways to make their coursework applicable to our type of ministry. Many classes seemed geared toward ThM students with understanding of Greek & Hebrew. [MABC, 191]

Spend a little more time in the actual text and less time teaching the background info. [MACE, 204]

Teach BC students how to use Scripture and Biblical truths in ministry. [MABC, 213]

I would have enjoyed a course that was an overview of all the BE classes: meaning, I would like a class that went Genesis through Revelation in a semester, discussing the threads and themes as developed through the whole of Scripture. Or perhaps, this concept could be implemented into the last weeks of BE101. [THM, 222]

More emphasis on application. A non-believer could take our NT/OT courses and ace them. Let's put a greater emphasis and value on the spiritual application of this language work. Isn't that what we intend for our students to do post graduation? Word studies and TC issues aren't going to translate well to church audiences and yet that's given exponentially more time than any kind of spiritual application point on the rubrics.... [THM, 225]

Esfuerzo por contactar en las predicaciones: La Biblia con la Cultura. [DMIN, 230]

If DTS says they teach every book of the Bible then use time-management to give the books a fair and balanced amount of time, respectively. [MACE, 240]

I wish that I had taken (at least) the first Greek and Hebrew courses as part of my required M.A. coursework. After graduation, I plan to pursue basic training in these languages. Other seminaries grant every student the exposure to the biblical languages in a variety of degree programs. [MAMC, 261]

Not sure if there is one change that could be made. Instead I think maybe implementing more of the principles that are learned in exegesis classes how you bridge that gap to direct bible study implementation. [THM, 262]

More practical application to some of the common struggles in the world today (i.e. homelessness, disease, etc.) [MACE, 268]

THEOLOGY

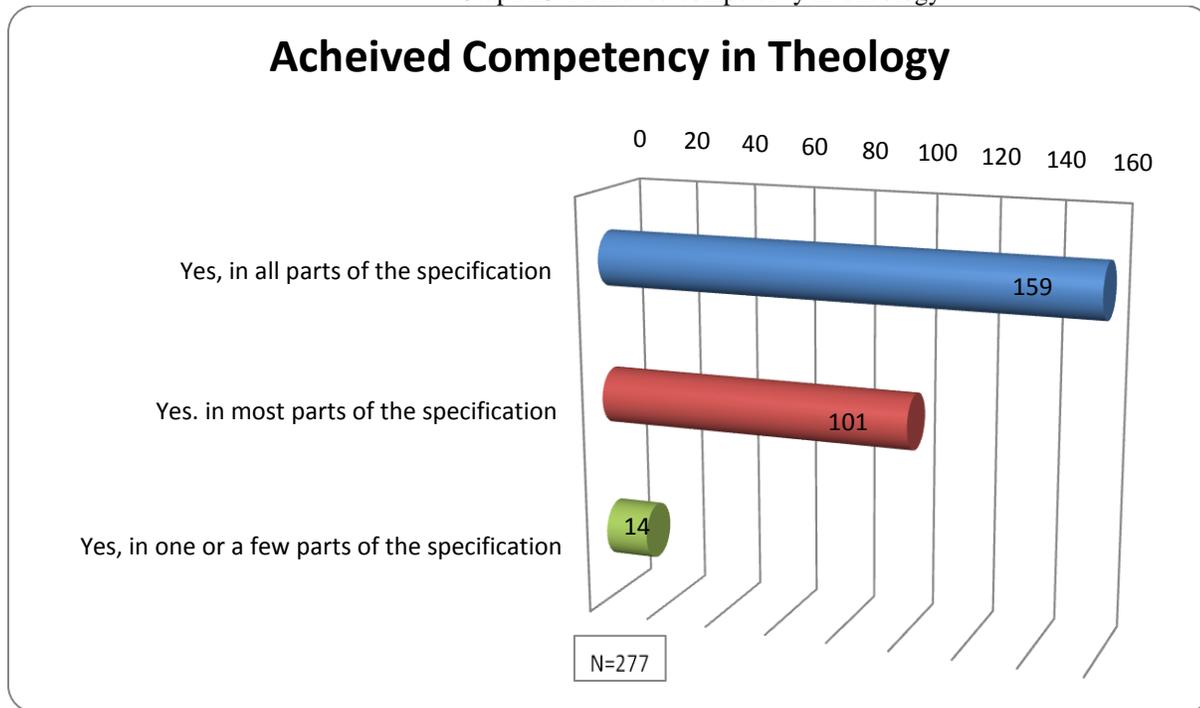
The definition of the competency is that the student is committed to a doctrinal position consistent with historic Christian orthodoxy, derived from Scripture and measured by general agreement with the doctrinal statement of the Seminary, and is able to articulate sound doctrine in a variety of cultural settings.

The competency specification in Theology for a graduating M.A. student is: The student is able to explain and defend historical Christian orthodoxy and the doctrinal statement of the seminary with biblical and theological support.

The competency specification in Theology for a graduating Th.M. student is: The student is able to articulate and explain unity and diversity within historical and contemporary Christianity, theological aberrations at the fringes of Christianity, and Christian doctrine in worldwide ministry.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 23. Achieved competency in Theology.



What course best advanced you in this competency, and why?

Responses to the questions of which course helped the student advance in Theological competency received a wide range of answers. HT101 and 102 received the highest number of responses, along with ST101, ST104 and HT200. Please see the full list of these in the comment section.

Suggestions for changes to degree programs to improve competency in Theology:

We spent too much time considering false-theologies which were so far off that anyone with a good understanding of the truth would quickly dismiss them. This took away from time we could have spent more deeply considering various aspects of the truth. [THM, 45]

Greater exposure to contemporary theological issues. [THM, 60]

My Introduction to Theology course, I'm afraid to say, was a waste of time--poorly focused and irrelevant-- and should be eliminated. [THM, 123]

Give more departmental oversight to Theology profs as the BE dept does. [MABS, 135]

It would be helpful to require other preofessors to go over the other theological stances as well so that students learn what other Christians believe and why. [MABC, 211]

More HT courses required (I only took two and wish I had been better equipped in understanding the history of the church). [THM, 222]

I took elective courses outside of the CE department because I was in the parachurch ministry track. I was able to take ST 505 and SF 320. These two courses were the biggest influences in helping me to integrate the theology I was learning in the required ST core courses with my knowledge of society today as a whole.

I believe courses like these would be vital to all CE students so that they can learn to more effectively communicate theology and doctrine to a society that is increasingly less and less aware of why they believe what they believe.

If Christian educators do not have a working knowledge of how society influences us and our students, it will be difficult to communicate biblical truths to them in a manner in which they can apply them in their daily lives.

[MACE, 243]

Add a historical theology component to the MACE degree. [MACE, 257]

SERVANT LEADERSHIP

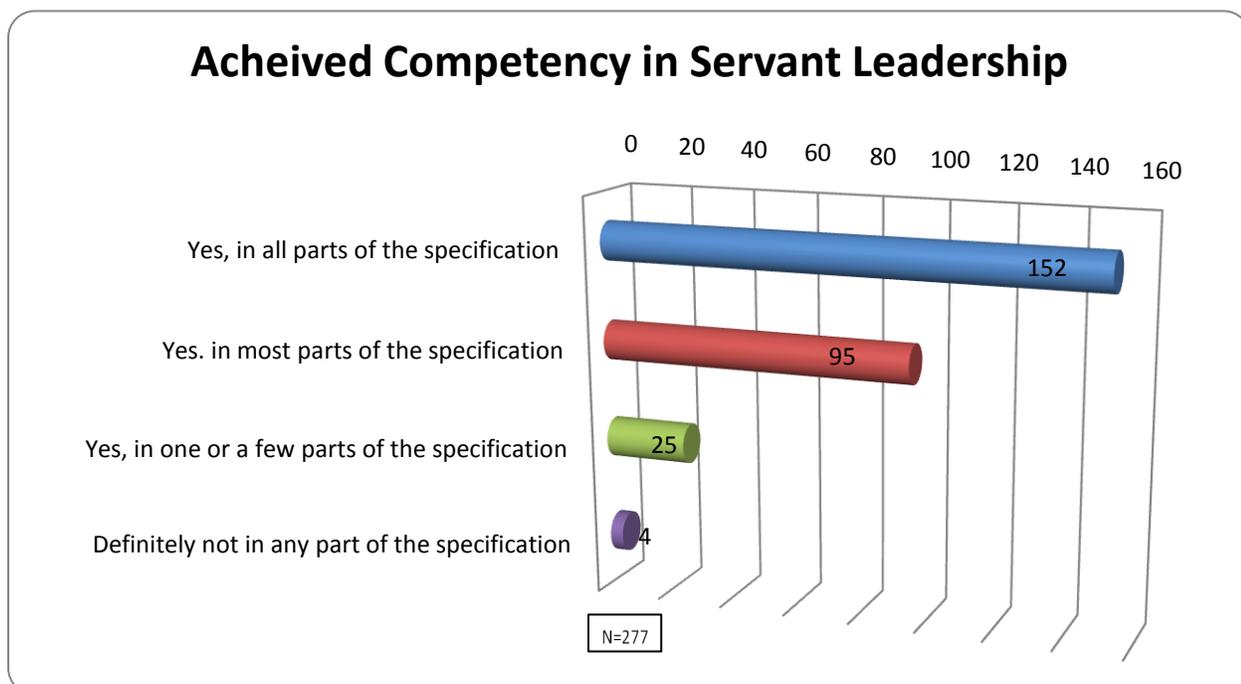
The definition of the competency is that the student models servant leadership and equips others in a God-given direction through Christ like character, leadership capability, and love.

The competency specifications in Servant Leadership for a graduating M.A. student is: The student demonstrates the ability to provide leadership of a group, appraises one's personal ministry vision, and formulates a specific action plan for personal leadership development.

The competency specifications in Servant Leadership for a graduating Th.M. student is: The student demonstrates transformational leadership in one's ministry venue, evaluates the goals for the ongoing development of one's personal ministry vision, and formulates a specific action plan for personal lifelong learning in leadership.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 24. Achieved competency in Servant Leadership.



What course best advanced you in this competency, and why?

Responses to the questions of which course helped the student advance in Servant leadership received a wide range of answers. Internships were mentioned the most (over 20 times), and Spiritual Formation was also mentioned around 20 times. PM 101, 102, and 301 were also mentioned multiple times. Historical theology classes HT101 and 102 received multiple mentions. Please find the entire list of these in the comments section.

Suggestions for changes to degree programs to improve competency in Servant Leadership:

SL Classes being a part degree program. [THM, 22]

More courses on this competency would help. DTS education as a whole is heavily weighted toward academic disciplines at the expense of practical ministry courses. [THM, 32]

Assignments should be more geared toward holiness than knowledge - not sure how to do that though. I think Dr. Kreider is the best at it right now. [THM, 44]

I felt there was too much emphasis on form and not enough on heart. [THM, 45]

Anything more than can be done to connect students with actual ministry work throughout the coursework would be helpful. [THM, 55]

One on one work with individual students seems like it would be more helpful than sending through a mechanized process with cookie cutter answers and papers (like the spiritual life course) [THM, 63]

Add classes about discipleship. I don't feel like I had any real training in discipleship. The first two PM classes might be good for this. [THM, 64]

I think they should press people to develop spiritual leadership skills in public venues. The old adage still rings true that "If good people do nothing, evil flourishes." We need more spiritual leaders in the secular world, not just in the Christian bubble. [THM, 65]

More leadership training. [THM, 69]

I don't think you guys actually teach any of this "leadership" stuff as much as you seem to think you do (judging from the questions on these surveys). Maybe CE101 is oriented towards some of these things? But it was one of the very few truly useless classes. [THM, 70]

More leadership courses. [THM, 79]

SF was good, but I have grown more being away from the seminary and being involved in mentoring relationships, both in being poured into and purging into others. The Spiritual Formation program is great, when it doesn't appear forced. [THM, 83]

Continue to require SF and service oriented internships. [THM, 89]

We need seminar classes in servant leadership not just the name on our vision statement. [THM, 102]

Keep the internship. Good practical benefit. [MABM, 103]

Everything taught on this subject has been hypothetical and vague. I still don't have my head around it. [THM, 105]

A class in leadership would have been helpful. [MACM, 107]

SL130 - like previously mentioned, DTS should have these academic/ministry internships ready to place the student according to their major/emphasis, rather than blindly asking the student to go and find what they are looking for, and in the end act only as an evaluator of an internship they had no part in. Trusted academic/pastoral-church internships & mentors should already be under the care of the SL department. This means the SL department needs to almost be like a parachurch department, with wide connections to trusted church ministries & academic opportunities throughout DFW and that continue well beyond three semesters. I even suggest starting the internship from the first semester till the last, over the course of four or five or six years.

As the department feeds students to these specific areas, I believe the internships will be more effective for the student the accuracy of results can be more readily measured. Also, a simple church verification form does not seem to do justice to local church attendance & activity. DTS should have connected each student to a specific church, plugged them into ministry, & ask the trusted Minister under their care to evaluate their character. I will guarantee that no student leaves DTS more concerned about grades/coursework than the needs of the local church, and no student leaves DTS without having a great deal of preaching, teaching, & loving the people of God. [THM, 116]

If this area is more than an academic exercise, an outside in-depth ministry should be a requirement. [THM, 123]

Incorporating some of the same skills and concepts from a course like PM301 or 302 into a class required across each ThM track (i.e. a preaching course, or christian education course). [THM, 126]

Strongly encourage students to serve as spiritual formation leaders, especially those in pastoral ministry. There is an unavoidable idea of the pastor as the front and center leader, and this will help emphasize the leader as one who serves others. [THM, 128]

More formalized relationship between the seminary and local churches. [THM, 136]

Field study for credit [MABS, 150]

I took the course online. It would be helpful to have a mentor in evangelism, or for the class to have teams that go out. (hard to do in an online course) [CGS, 154]

More interaction with professors to help shape these longings within the student. [THM, 156]

Implement courses or programs that are intentional in developing this area. [THM, 169]

LEADERSHIP DEVELOPMENT. [MABS, 184]

didn't have any practical ministry classes that I remember. [MABS, 185]

More fieldwork [THM, 192]

More interaction (Spiritual Formation) on the extension campuses. [MABS, 197]

More real world experience. [MAMC, 206]

This competency should be encouraged in every classroom, which I found most did not even address issues of leadership, one's vision, or plan of attack. These were gained through personal dedication and trial and error; not in the classroom. [THM, 209]

Our students are so overloaded and burned out that they don't make/have time to get involved in spiritual/church service and leadership. I know this is a generalization, but it's true for much of them. [THM, 225]

Todo me pareció apropiado. [DMIN, 230]

Help to incorporate a specific action plan into the curriculum. I do not feel as though I really got this part. [THM, 231]

Continuing efforts to require evidence of servant leadership in each student. However, this is a personal commitment that should come from loving our Lord and cannot be legislated. Sometimes course work will give the Holy Spirit opportunity to open our hearts. [THM, 237]

More hands on practical application assignments. [MACE, 242]

Make the preaching more relevant. We are teaching students to preach in the 1970's. [THM, 245]

Stop making Spiritual Formation groups required in the Th.M program. I know that sounds absurd. While I got along with my SF group and all of us are good friends even at the end of our seminary career, we all felt like the process was contrived. [THM, 252]

Perhaps CE could develop a class that would help us learn what are the components of leading, what are characteristics of a godly leader, how to handle situations, opportunities to lead. [MACE, 256]

I think the seminary is already developing ways to improve this competency by giving the students to pursue ministry internships. [THM, 262]

More classes having assignments where we handle difficult situations to learn how leadership looks under pressure. [MACE, 268]

Servant leadership is not a thing that could be developed by lecturing. It needs to be trained and disciplined. [STM, 286]

CULTURAL ENGAGEMENT

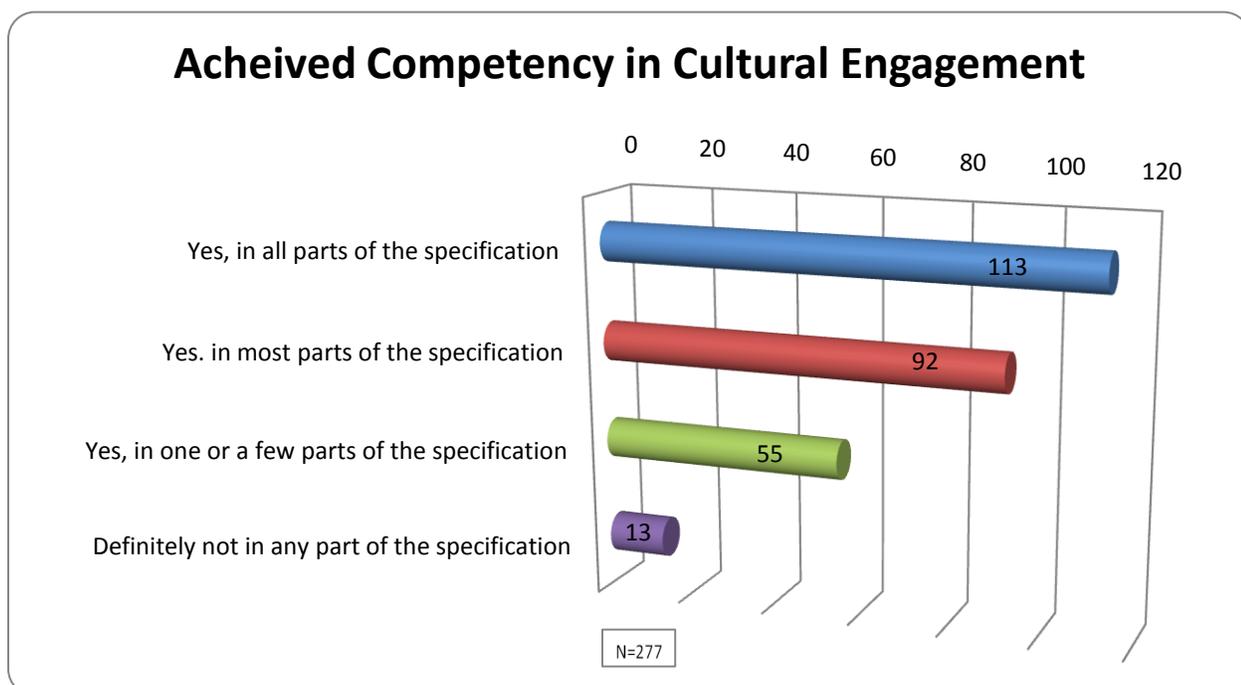
The definition of the competency is that the student demonstrates appreciation for the contributions of different cultures and is committed to evangelism and biblically based ministry with appropriate engagement with people in those cultures.

The competency specifications in Servant Leadership for a graduating M.A. student is: The student, through meaningful cross-cultural experience, evaluates another Christian community’s approach to theological and practical issues.

The competency specifications in Servant Leadership for a graduating Th.M. student is: The student engages and contributes substantially within a cross-cultural setting, with empathy and respectful discernment for perspectives different from the student’s own perspectives.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 25. Achieved competency in Cultural Engagement.



What course best advanced you in this competency, and why?

Responses to the questions of which course helped the student advance in cultural engagement most often received the response of "Intro to World Missions (WM101.) Also mentioned were WM210 and 410. From the Pastoral Ministries department, PM 102 and 342. ST103 and 415 from Theology and CE415 and 705 from Christian Education. SF 320 and Internships were also mentioned. Please see the full list in the comments section.

Suggestions for changes to degree programs to improve competency in Cultural Engagement:

Should be mandatory to attend cross cultural church services to get the exposure. [MABS, 3]

I did not have much teaching in this area, so adding any kind of class would be helpful. [MACE, 7]

Having more classes that are a part of the program [THM, 22]

Again. More cultural diversity on the faculty and classes that don't just look at this issue with regard to other non-American cultures, but also other sub-cultures within the U.S. [THM, 26]

I believe this is a task too broad to be achieved through classwork. [THM, 45]

Make at least one cross-cultural class required for each degree. [MAMC, 54]

Perhaps inter-cultural missions should be more prominent across the course offerings. [THM, 55]

More engagement with cross-cultural thinking and experiences in classes [THM, 61]

There's no talk of anything cross cultural in ministry outside of the missions course - so more cross cultural awareness in classes would be helpful [THM, 63]

Again, they should broaden their perspective of world missions as that which pertains to the secular, American, world rather than just overseas. [THM, 65]

More missions classes [THM, 69]

Required missionary work out of the country during your degree program. [MACE, 72]

I would look to see a class or classes that deal specific of how to minister in different context as it relates to urban ministries, and Hispanic ministries. [MACE, 84]

Talk about cultural interpretations or theologies in EVERY class, not just world missions classes [MACM, 87]

I would require one more additional missions oriented class. WEC week is a great start for exposure to cross-cultural ministry...keep it up! [THM, 89]

Honestly there is little pressure to engage in cross cultural ministry coming from the seminary other than the requirement in the internship to do something related to the area. But I don't think you can force people to do certain types of ministry. Does God call all people to "contribute substantially within a cross-cultural setting?" I'm not sure that I agree with this statement. I think everyone should have some ability to do so, but do not need to be actively engaging in it. I think that WM101 tries to help with this competency, but the subject is too broad and requires actual experience beyond anything a course can require. Personally, I do not think this competency is realistic for all students. [THM, 90]

I would bring in more chapel speakers to compliment the Evangelism class. In other words, we received instruction on the "how to's" of leading a person to Christ, but I didn't find additional instruction that reiterated the "techniques." [MABS, 95]

I think it would be neat to have some kind of class-related field project. Like, the class participates in some local cross-cultural endeavor throughout the semester. Maybe one class period per month goes onsite and we all work together and then all debrief together throughout the semester. [MABM, 103]

Homework that teaches applicability. Homework that helps us get involved with real people, real problems, day to day life and do missions where we are. [MACM, 107]

Again, providing some built-in goals with the classes themselves. I did, however, appreciate our international community and befriended some international students, but I did not live on campus, which hindered that. [THM, 112]

Th.M. students are required only 1 course in WM? I think this needs change, concerning that all departments ultimately serve WM. Although DTS seems to be primarily an academic institution, I think the school needs to model more of a Great Commission institution and call students to lay down their lives to the immediate needs of the mission field. I didn't receive the challenge to go the nations at great cost and sacrifice at DTS, and was not able to rub shoulders with those who have counted the cost. This passion was received elsewhere. [THM, 116]

Requiring more from a World Missions requirement beyond WM101 (whether a course in church planting/missions/cross-cultural communication). Perhaps rethinking the evangelism course and incorporating more cross-cultural communication strategies and principles. [THM, 126]

Perhaps there can be more programs or mission trips organized that would give students the opportunity to earn degree credit for ministering/serving in a cross cultural setting. I did not investigate this opportunity fully, so it may already be well developed. [THM, 128]

I did not feel that this happened in any of my courses. the M101 was mostly about the need for missions. [THM, 130]

We need more training in how to interface with those from other cultures in the counseling setting. [MABC, 141]

Require personal relationships with students of different cultural backgrounds. [THM, 143]

I wish that they had more mission course that came to the houston campus [THM, 148]

More exposure to other subcultures in US [MACE, 164]

There could be one international student in each SF group as much as possible? [MACE, 171]

I should have taken more world missions courses. [THM, 181]

A class on counseling in cross-cultural context, not just our own, multi-cultural society. [MABC, 189]

More fieldwork & assignments exegeting culture [THM, 192]

More reading; less group work and presentations [THM, 196]

Make the basic missions class mandatory for all students. [MACE, 204]

Develop SF groups that are more intentionally chosen based on diversity. [MAMC, 206]

Make everyone take Evangelism but make a cross-cultural trip mandatory before graduation. [MAMC, 208]

A greater respect of different perspectives in the classroom or better arguments on why professors hold to certain views. But regarding cross-cultural settings, most professors did not emphasize the importance of this competency or neglected it all together. [THM, 209]

The cultural class for the counseling program (can't remember it's name) needs some work. [MABC, 211]

Find a way to incorporate more trips to Dallas along with mission trips outside of the country to drive a better appreciation of cross cultural ministries. [MABS, 214]

More courses required for cross-cultural ministry. [THM, 215]

My intercultural training came through jobs that were not related to DTS. I'm not sure how any classes besides intercultural and missional classes would develop this idea to a greater extent, at least they never did for me. [THM, 219]

I did not see this as a part of my DTS education. [THM, 225]

Todo me pareció apropiado. [DMIN, 230]

Consider a paper that could be developed through several class that builds the students competency and commitment to cross cultural ministries, possibly developing it into the student's thesis. [THM, 237]

I think ALL degree programs would benefit greatly by requiring this course for their students. It was the pièce de résistance; the BEST course to round out my experience at DTS, and I took it in my last spring semester. It helped me to understand and integrate everything I've learned here, and helped me discover where I fit now in the church, in terms of the type of church body I want to be part of in the future. It greatly impacted my philosophy of the church and the type of church plant I hope to be part of in the future. I was disappointed that there was no course evaluation available on campus-net for this course at the end of the spring semester, as I would have liked to comment specifically on the impact it made on me, but am thankful for being able to do so here. [MACE, 243]

More emphasis on world missions.... [MACE, 246]

I think DTS does a good job with this area, especially with DTS hosting WEC week every spring and requiring an introduction of world missions in WM101. [THM, 252]

CE could have a class where we are exposed to different cultures and how we can prepare to teach in their environment. [MACE, 256]

I wish I had a course on cultural dynamics ... and an opportunity for a guided cross-cultural experience. [MACE, 257]

We should all go on a mission trip. [MACE, 259]

Making sure that apart of every students internship is a mission trip or intentional time of cultural engagement [THM, 262]

There are no courses in the Media/Communication program that require cross- cultural ministry work/observation/evangelism. I regret I did not receive a great deal of exposure to this aspect of ministry. [MAMC, 265]

Assignments could be geared more towards doing something in different settings other than a church in the DFW area as a requirement. [MACE, 268]

Require cross-cultural ministry experience during seminary [MAMC, 274]

I would suggest that more context courses be added to the curriculum. [MACM, 288]

Table 8: Questions on Cultural Engagement

Cultural Engagement Questions	% Agree	% Disagree
I have developed a strategy or plan for cross-cultural ministry that I envision working in the future.	63%	37%
I have a clear plan from graduation to engagement in intercultural ministry.	52%	48%
I feel generally confident that I am prepared to begin or continue intercultural ministry.	77%	23%
I have received training specific to the culture of the people among whom I expect to minister.	62%	38%
I believe I have achieved a better understanding of myself, my own culture, and the implications for future ministry.	94%	6%
I have developed a relationship with a person of another culture in which intercultural insights were exchanged.	82%	18%
I am committed to actively advancing the cause of world missions.	90%	10%
I can articulate the major issues facing missions now and in the immediate future.	77%	23%
I am able to synthesize insights gained through Biblical exposition, theology, and missions/intercultural courses.	89%	11%
I understand and embrace (desire to implement) the spiritual dynamics involved in intercultural ministry.	86%	15%
I have developed skills that will be needed in leading ministry in an intercultural setting.	75%	25%
I have evaluated Christians from a culture other than my own regarding their approach to practical issues.	73%	27%
I have engaged Christians from a culture other than my own and contributed substantially in ministry to them.	65%	35%

CHRISTIAN SPIRITUALITY

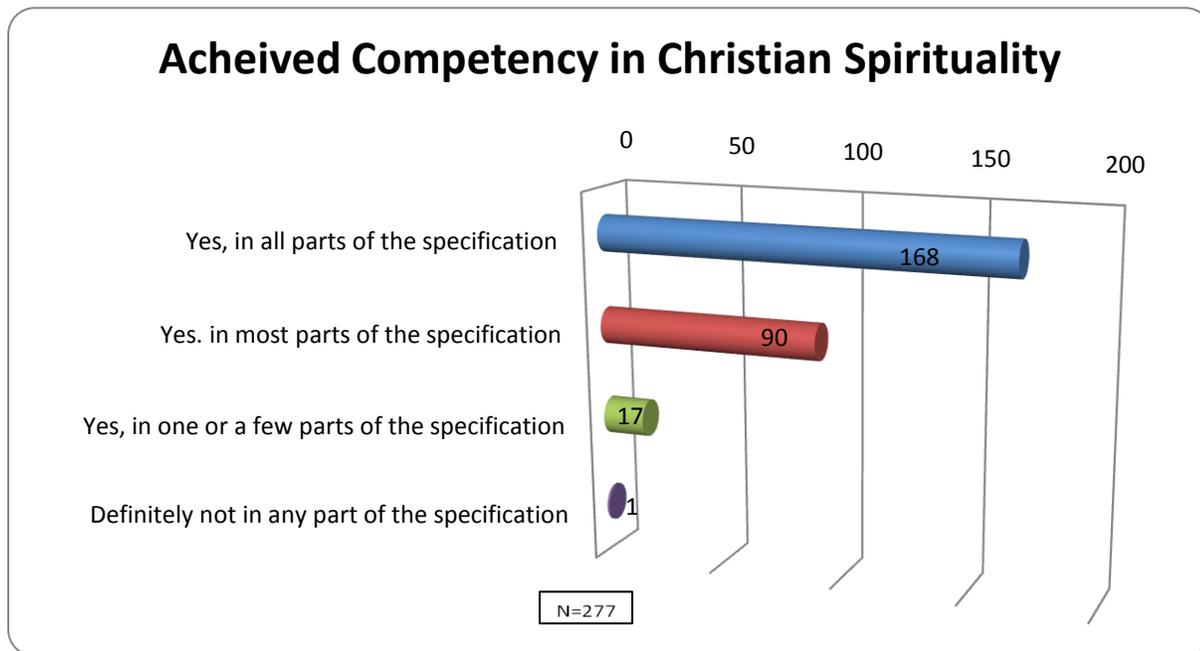
The definition of the competency is that the student, by means of the Spirit, demonstrates increasing love and devotion to God and loving services to others.

The competency specification in Christian Spirituality for a graduating M.A. student is: The student effectively pursues a personal, coherent, Christian spirituality and demonstrates critical reflection on his/her individual spiritual awareness, experience, and growth.

The competency specification in Christian Spirituality for a graduating Th.M. student is: The student continues to demonstrate the effective pursuit of a Christian spirituality through critical reflection over his/her increasing and deepening individual awareness, experience, and growth.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 26. Achieved competency in Christian Spirituality.



Suggestions for changes to degree programs to improve competency in Christian spirituality:

If a student can have a certain professor as his/her mentor for the period that he/she is in seminary, can spend time for fellowship and encouragement. My advisor assigned to me did not know me and did not even know what program I am in. I have never have a one to one meeting with him throughout the 4 yrs. [MABS, 3]

A mentorship program [THM, 22]

Prof's who are willingly a part of spiritual formation? [THM, 25]

Even though the professors are very available and incredible men and women of God, I think it could be good to connect a student with a professor as a "Spiritual Advisor" in the same way you have an "Academic Advisor" so that students have a faculty member who is talking to them about the struggles of staying connected to the heart of Christ while you develop your mind for Christ. [THM, 26]

Time should be allotted as a grade requirement for all courses that makes a student think and meditate about the character of God in their lives. (Not too sure how to do this) [THM, 44]

The general feel of the courses seemed to suggest that academic growth was more important than spiritual growth [THM, 63]

Discipleship courses. [THM, 64]

This is a tricky one. I found that my spiritual life deepened vastly over the six years of my DTS career, but that deepening didn't come from the DTS work itself. I'm not sure it could have. It was God's co-curriculum running alongside the DTS curriculum. [THM, 70]

Unfortunately this is not really something that an academic instiution can measure and while I think it is an admirable compentency I don't know how any change in a degree program can actually get people to live out the Christian life, to engage in life changing community with the body of Christ, and serve God. [THM, 90]

Emphasize the truth that spiritual life isn't just a solo deal. Its a journey that requires/incorporates others. We talk about it, force it to happen in SF, but it needs to become part of the campus ethos. [THM, 105]

As I mentioned above, all the teachers at DTS should assign practical exercises that help students grow in their walk with the Lord. Genuine concern for our spiritual health is not often addressed at DTS. I grew spiritually as I sought mentors outside DTS and intentionally visited with them and sought after God daily. [MACM, 107]

Not requiring involvement in Spiritual Formation groups if a student is already participating in biblical community through a small group in the life of his or her local church. The requirement (particularly for families) is unreasonable if the student is engaged in ministry in addition to biblical community and is expected to devote several hours more per week in order to fulfill this requirement. That being said, the purpose and function of SF groups succeeds and was an edifying experience overall. I believe however that there should be an option if this type of formation is occurring elsewhere. [THM, 126]

Make SF required for all students and given credit for the work (not pass/fail). [THM, 145]

Each course could have an assignment specifically related to application into one's own spiritual life. [MACE, 171]

More chance for interaction in the extension (Spiritual Formation). [MABS, 197]

I think we learned about this in our classes, but I didn't take much time while in seminary to actually critically reflect. [THM, 199]

Some individual classes may be willing and able to develop accountability partners in their classes, or perhaps Tracks may be able to develop accountability partners among the students (and spouses) in the tracks. It is essential that Christian leaders are models for community and holding each other accountable. [THM, 237]

Incorporate prayer into Spiritual Life to bring up prayer needs of students, staff, seminary, mission, and Church needs. Model the spiritual life; don't just teach about it. [CGS, 254]

I'm not suggesting a course but perhaps there are godly women (SWIM, wives of profs) in DTS who would like to lead a weekly Bible Study (selecting a book in the Bible per semester) and help us be grounded in God's Word as our source of encouragement to press on. [MACE, 256]

More classes discussing theology and Scripture as it relates to personal, applicable growth rather than head knowledge that leads one to just say, "praise God for _____" without really letting it change one's heart. [MACE, 268]

Develop the Spiritual Life leaders in probing with questions. My leader was O.k. but didn't seem to know how to get us to open up in our group time. [MAMC, 269]

COMMUNICATION

The definition of the competency is that the student is able to persuade others with respect to biblical truth through oral, written, and electronic media.

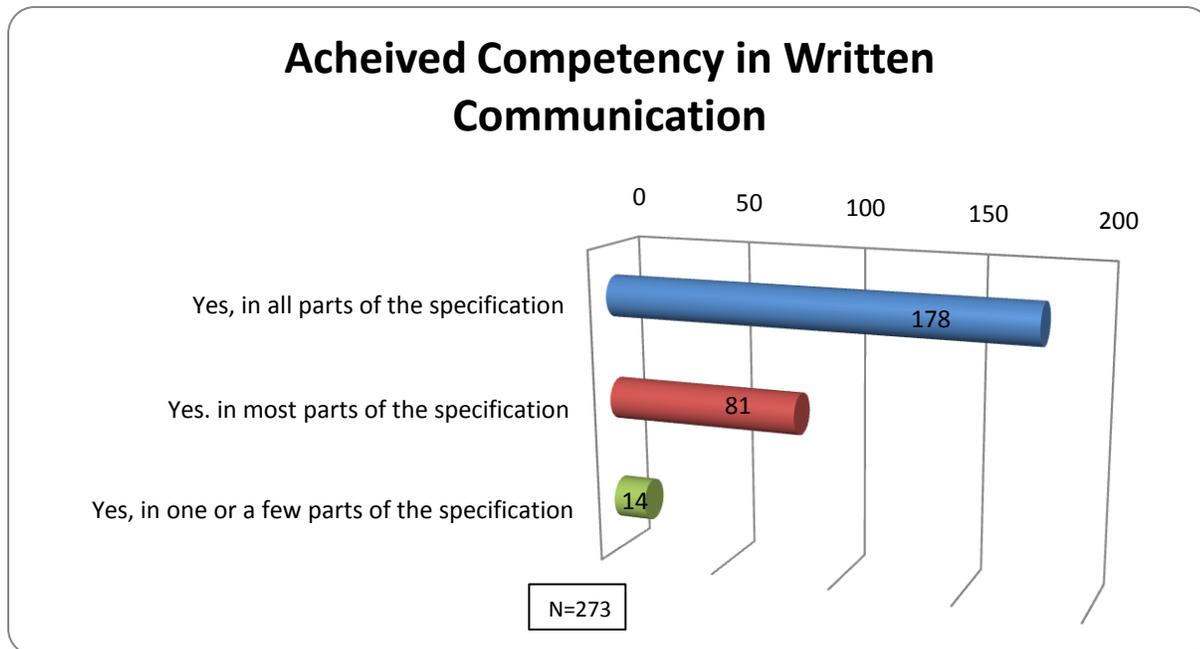
The competency specification in Communication for a graduating M.A. student is: The student is able to write an appropriately researched and documented paper on a biblical and/or theological topic and deliver an oral presentation designed to influence listeners toward change, using audience-focused learning objectives and appropriate methods.

The competency specifications in Communication for a graduating Th.M. student is: The student is able to write an acceptable summative research thesis or paper and preach a sermon that is audience-focused in its structure, proofs, and application, with a delivery (voice and body) that is natural for the speaker.

This competency comprises at least two skills: writing and oral presentation.

Students were asked to assess how successful they were in achieving competency in one or more parts of the specification provided for their degree program.

Graph 27. Achieved competency in Written Communication.



Suggestions for changes to degree programs to improve competency in written communication:

If possible, papers should be read by professors. [MABS, 2]

You desperately need to teach people to write. The lack of writing skills is appalling and I'm sure it stems from the failure of public education in the last 10+ years. A class in writing should be a requirement. [MACE, 7]

Every student should have to take a writing class [THM, 44]

Making research methods a required class early in the academic calendar, especially for extension students who don't have access to the physical library. [MABS, 47]

Rather than writing scholar level papers, it would be interesting to have to communicate those complex topics to people who aren't scholars - since that's what most of us will be doing in ministry. [THM, 63]

The strongest bit of advice I would have to offer in the area of writing would be to require the students to do some type of practical writing. They should be required to submit their papers to some type of journal so that when they finish their Th.M. they will have an impressive curriculum vitae. Second, I believe that the student should be required to write ALL their seminary papers in a topic or over a book of the Bible that they enjoy. In this way, if they were on the thesis track for graduating, they would simply revisit their previous papers (which is a great learning tool, by the way), edit them for content (again, great pedagogy), and then submit them as chapters in a thesis type format. In this way, they will see an overall purpose for writing all these papers and they will enjoy the process even more because it is in an area they chose. [THM, 65]

I would make RS101 a part of the degree program of MA. [MACE, 84]

While I feel that my writing ability is adequate, after grading several classes I think that it would be helpful for students if they were given a crash course on proper writing of essays in RS 101. Many students simply do not know how to write a proper essay and this could be easily fix with one class period worth of instruction. [THM, 90]

Offer more sections of Creative Writing (or require it) and insist on higher standards from students' written work. The point is to communicate biblical truth in a way applicable to those who have are not trained scholars.

Many of our classes focus only on an academic area of writing without shaping students to think in terms of whole communication. [THM, 126]

Again, time is the issue, but it could prove beneficial to have a time of evaluation of the thesis process with the readers once it is done. The feedback during the process is limited to the specific subject. A conversational time of feedback could allow for the readers to further instruct the student from an overall perspective. [THM, 128]

Change RS101 to include more "writing concepts" and less research techniques that I forgot before I needed them. [THM, 143]

I do think that the last language course should be the student making his/her own exegetical questions that they understand the process. Also, there needs to be a better connection between language and the sermon writing process. [THM, 169]

RS 101 should be required for all degree programs and not just Th.M. If departments require the use of Turabian, then Turabian should be taught to all students. [THM, 170]

Graders should make more comments on papers. It would help me know what I am doing wrong, so I can address it. [THM, 231]

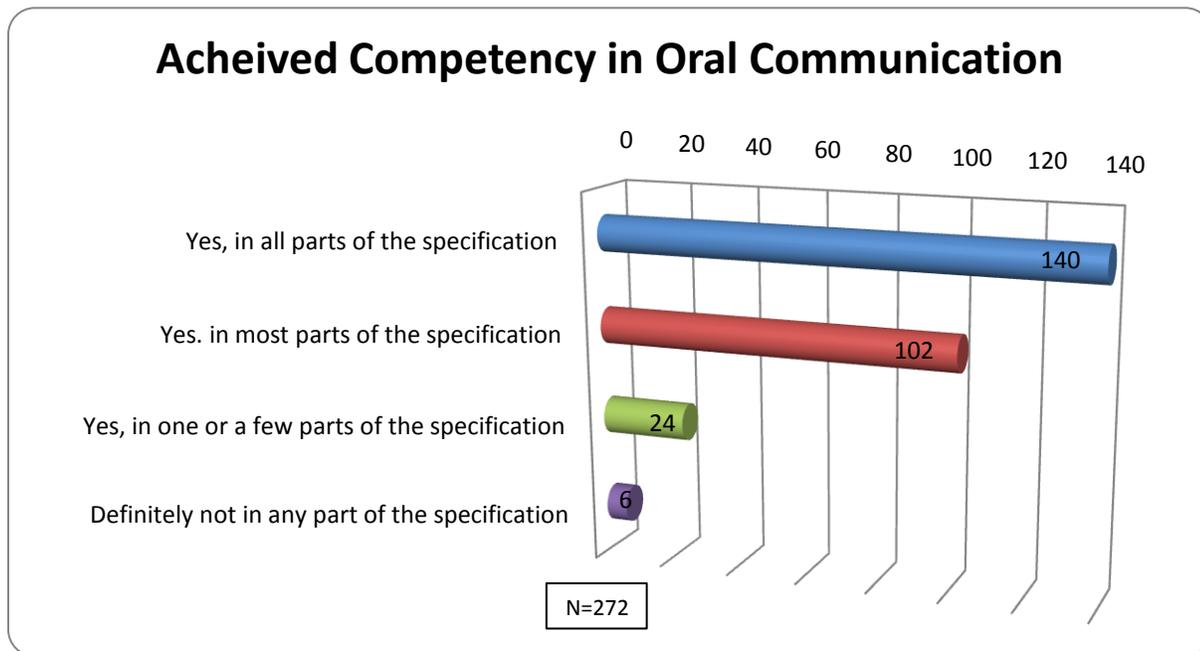
Have some assignments that allow improvement of writing to a specified mastery level other than the thesis or RS102 paper. Use shorter papers in several disciplines to develop skills of improvement. Dr. ____ doctrinal statements and some CE on-line classes use a technique with feedback from fellow students. It would greatly help if professors and students with advanced skills could help with many other papers. [THM, 237]

BRING BACK ENDNOTE PROGRAM!!! [MACE, 240]

I never had to write a real serious research paper [MAMC, 274]

English composition class would help international students to have their competency. [STM, 286]

Graph 28. Achieved competency in Oral Communication.



Suggestions for changes to degree programs to improve competency in oral communication:

More development on communicating with passion and emotion. I love the focus on accuracy, but good preachers not only care about what they are preaching, they show that they care about it in how they speak. [THM, 26]

It would have been nice to practice other sermon presentation types aside from memorization [THM, 44]

Perhaps because most of my classes were online or at the Atlanta extension but I don't feel this value was really expressed. [MABS, 47]

More oral oppotunities in class might be good. We had lots of papers to write, but not many oppotunities for oral presentation. [MACE, 59]

Studying speeches and orations. [THM, 64]

No matter what degreee an emphasis on speaking/preaching could be pushed more. While I never took preaching classes I wish I would have been required to. [MACE, 72]

Require people to give an oral presentation [MACM, 87]

Require that all students take "the public reading of scripture" class, or some variation of that training. [THM, 89]

I would implement a class that teaches this skill, even for Cross-Cultural students not just T.H.M. [MACM, 107]

Lighten the load in PM201 a little. Work out some of the kinks in PM103--that preaching course seemed a little awkward, forced. [THM, 112]

At least one more PM class to develop ministry skills would be appropriate. [THM, 123]

Greater freedom in preaching style and subject matter and awareness of shifts in ministry trends/strategies and how students can respond adequately to those changes. [THM, 126]

More oral presentations. [MABS, 134]

Add more qualified preaching professors so that Preaching classes would not be "split" between a prof and an unqualified assistant. [THM, 143]

Require more preaching/speech classes [MACE, 147]

Most ST classes have only paper assignment; one paper assignment should be deleted and oral presentation should be given. (group projects) [THM, 148]

More oral interaction in different settings (small & large group). [THM, 156]

Each course could require at least one oral assignment. It is always good to articulate what you have learned as you have a tendency to own it more. [MACE, 171]

An oral communication focus should be added to the MABS curriculum. This is a large gap that should be addressed. [MABS, 182]

I had no formal oral presentation during my time at DTS. [MABS, 184]

I think the student needs to preach more than twice per course, even if the preaching is in shorter segments. [THM, 192]

Allow for more presentations in classes. Better critiques. [THM, 209]

This just doesn't apply to counseling, unless you are including oral presentations about careers and such. If so, then the oral presentations were helpful. [MABC, 211]

More oral presentations in Bible and theology classes instead of just lectures [MABC, 236]

Do not require women to take preaching classes if (as) faculty and student men are against women preaching. It creates a no-win situation which is negative for learning. [THM, 237]

Opportunities to speak in other classes besides preaching. [MACE, 242]

More chances to preach at other churches in the surrounding areas [THM, 262]

More classes giving students the ability to prepare a lesson and teach it to the class. [MACE, 268]

There is no class for presenting orally in the MABS program. I learned that stuff in college though. [MABS, 271]

I would suggest that more oral presentations of research papers be encouraged [MACM, 288]

It would have been good to have been asked to defend truth verbally in class. It is often harder to explain verbally than to write about something. [CGS, 290]

EDUCATIONAL GOALS

All students were asked 26 questions pertaining to DTS educational goals. Graph 26 presents the responses in a descending order of agreement and graph 27 shows the percentage of agreement and mean for 2011 and the previous year, indicating any changes.

Graph 29. DTS education goals.

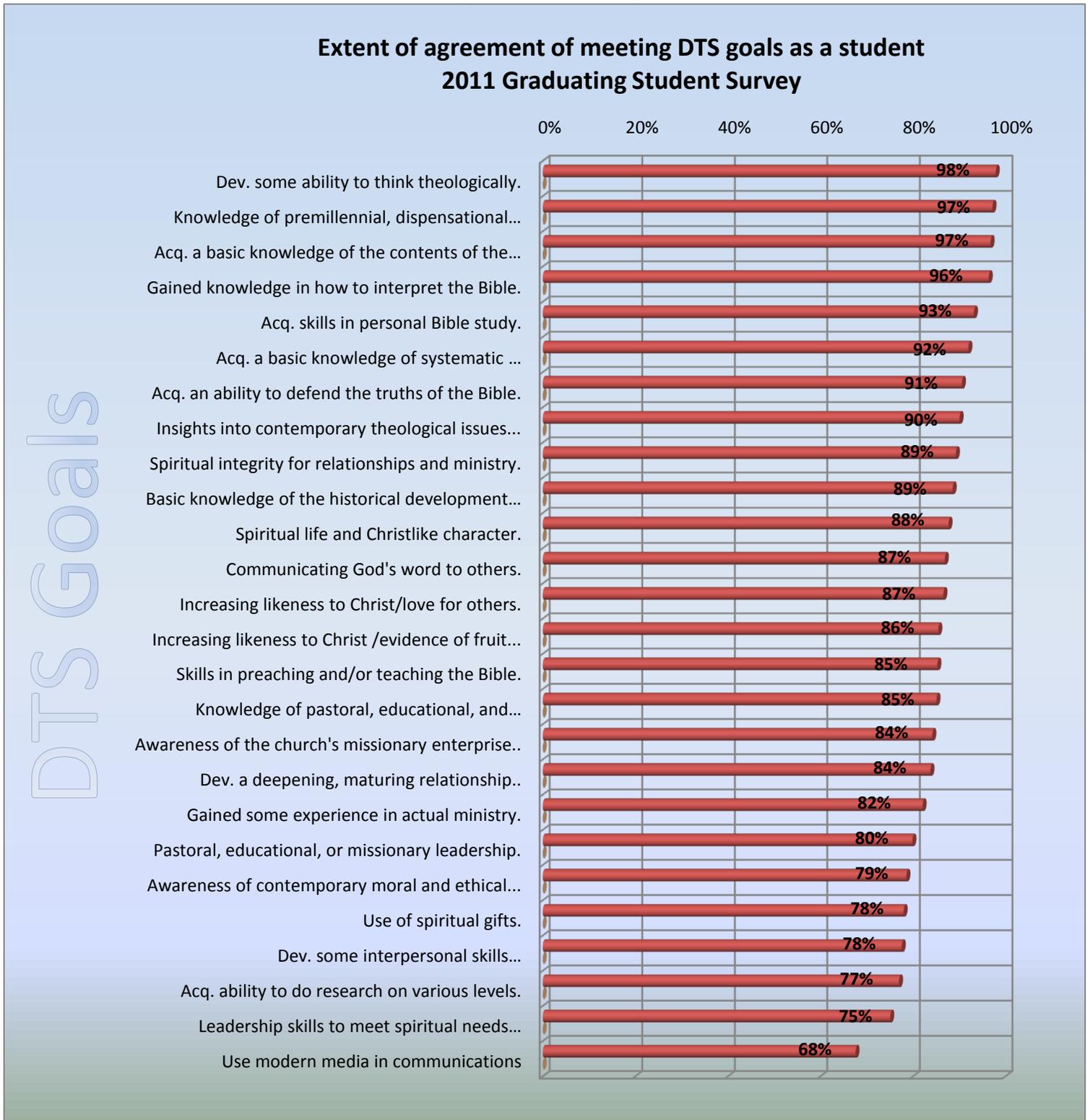


Table 9. DTS Education Goals.

Item #	Level of Agreement with..	# Resps	No Resp	2010 Avg.	2011 Avg.	2010 Pct.	2011 Pct.	'10-'11 Change in %age Points
1	Acquired a basic knowledge of the contents of the Bible.	277	10	4.65	4.66	98.30%	96.80%	-1.5%
2	Acquired skills in personal Bible study.	281	6	4.43	4.55	88.20%	93.20%	5.0%
3	Gained knowledge in how to interpret the Bible.	281	6	4.67	4.64	97.50%	96.40%	-1.1%
4	Acquired a basic knowledge of systematic theology.	276	11	4.36	4.39	92.30%	92.00%	-0.3%
5	Acquired a basic knowledge of premillennial, dispensational theology.	281	6	4.66	4.64	97.40%	97.20%	-0.2%
6	Developed some ability to think theologically.	276	11	4.63	4.62	97.40%	97.90%	0.5%
7	Gained insights into contemporary theological issues and how to evaluate them.	283	4	4.35	4.37	89.10%	90.10%	1.0%
8	Acquired an ability to defend the truths of the Bible.	278	9	4.38	4.38	88.10%	90.60%	2.5%
9	Gained an awareness of contemporary moral and ethical issues.	280	7	4.05	4.10	76.70%	78.60%	1.9%
10	Acquired a basic knowledge of the historical development of the church.	271	16	4.30	4.38	86.50%	88.60%	2.1%
11	Developed skills in preaching and/or teaching the Bible.	266	21	4.31	4.30	85.30%	85.30%	0%
12	Acquired a knowledge of pastoral, educational, and missionary principles basic to serving effectively in my chosen area of ministry.	275	12	4.33	4.25	87.50%	85.10%	-2.4%
13	Developed skill in applying principles of pastoral, educational, or missionary leadership.	268	19	4.16	4.12	81.40%	79.90%	-1.5%
14	Acquired an awareness of the church's missionary enterprise and the spiritual needs of the world.	272	15	4.21	4.20	85.30%	84.20%	-1.1%
15	Developed a deepening, maturing relationship with God.	284	3	4.29	4.26	85.30%	83.80%	-1.5%
16	Developed the use of my spiritual gifts.	283	4	4.05	4.10	73.10%	78.00%	4.9%
17	Developed leadership skills to help meet the spiritual needs of the world.	281	6	4.08	4.05	77.80%	75.10%	-2.7%
18	Developed some interpersonal skills essential for effectiveness in ministry.	281	6	4.06	4.13	73.80%	77.60%	3.8%
19	Acquired a greater zeal and proficiency for communicating God's word to others.	282	5	4.42	4.35	89.40%	86.90%	-2.5%
20	Gained some experience in actual ministry.	273	4	4.25	4.22	83.30%	82.10%	-1.2%
21	Developed ability to use modern media in communication.	256	31	3.77	3.83	63.70%	67.60%	3.9%
22	Acquired ability to do research on various levels.	265	22	4.34	4.06	89.10%	77.00%	-12.1%
23	Matured in spiritual integrity for relationships and ministry.	282	5	4.31	4.33	87.90%	89.30%	1.4%
24	Matured in spiritual life and Christlike character.	284	3	4.27	4.29	87.50%	87.70%	0.2%
25	Exhibited an increasing likeness to Christ as manifested in love for others.	284	3	4.28	4.26	87.80%	86.60%	-1.2%
26	Exhibited an increasing likeness to Christ as manifested by evidence of the fruit of the Spirit.	284	3	4.22	4.23	86.20%	85.50%	-0.7%

EVALUATION OF COMPETENCIES AND EDUCATIONAL GOALS

- The largest percentage gain over last year was a 5% increase in students' agreement on their acquisition of skills in personal bible study.
- The largest percentage loss over last year was a 12% reduction in student agreement with acquisition of ability to do research at various levels.
- Extension students self assessed as high, or higher than their Dallas counterparts on half of these goals.
- M.A. students at extensions assessed themselves significantly higher in the following three areas:

Table 10: M.A. students at extensions vs. Dallas campus.

Difference in Dallas vs. Extensions (MA only)	Campus	N:	Mean	Significance.
Acquired a basic knowledge of the contents of the Bible.***	Extensions	37	4.92	0.001
	Dallas	111	4.64	
Developed some ability to think theologically.**	Extensions	36	4.83	0.005
	Dallas	112	4.54	
Acquired an ability to defend the truths of the Bible.**	Extensions	37	4.68	0.008
	Dallas	111	4.31	

There is a real difference between the means of Dallas vs. extension grads, *with error probability $p < .05$. **...with $p < .01$ ***...with $p < .001$

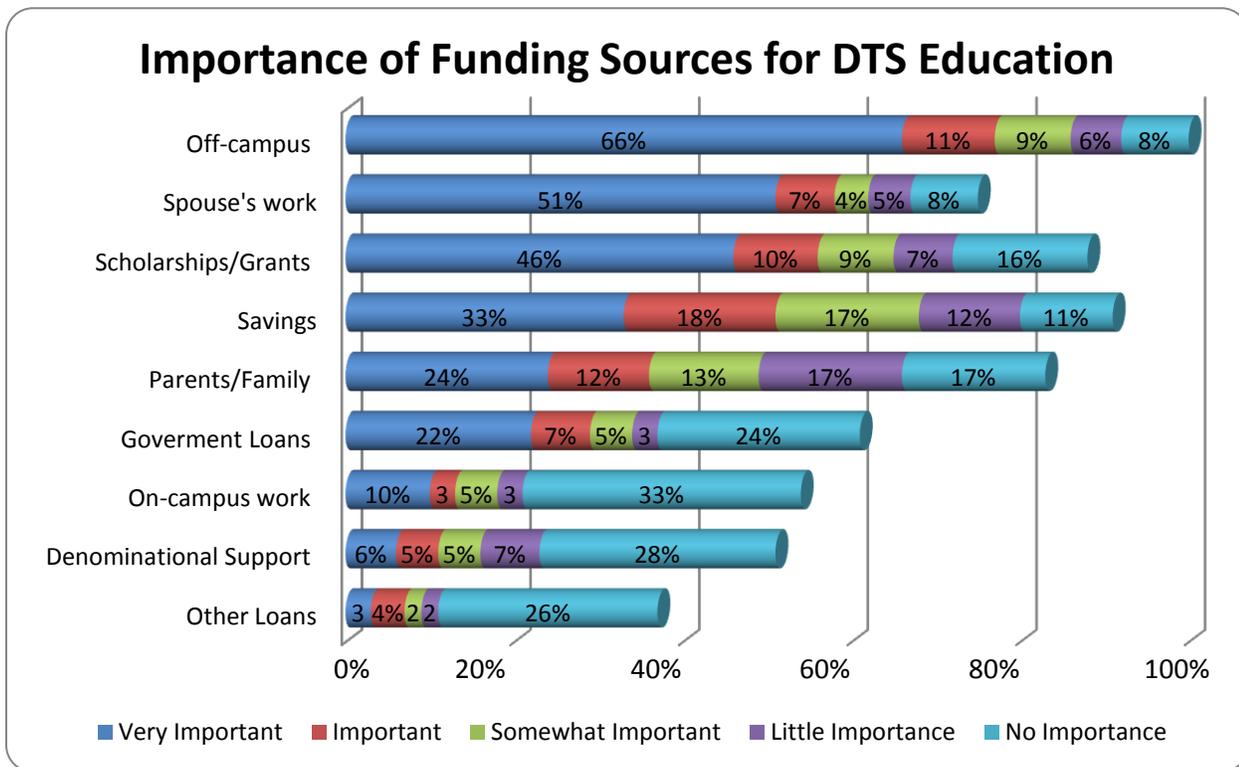
EDUCATIONAL FUNDING AND DEBT

This section looks at how students pay for seminary. Nine sources of educational funding were listed and the respondents were asked to rate their importance. Educational debt is also addressed with questions about debt acquired before seminary, and at DTS.

EDUCATIONAL FUNDING

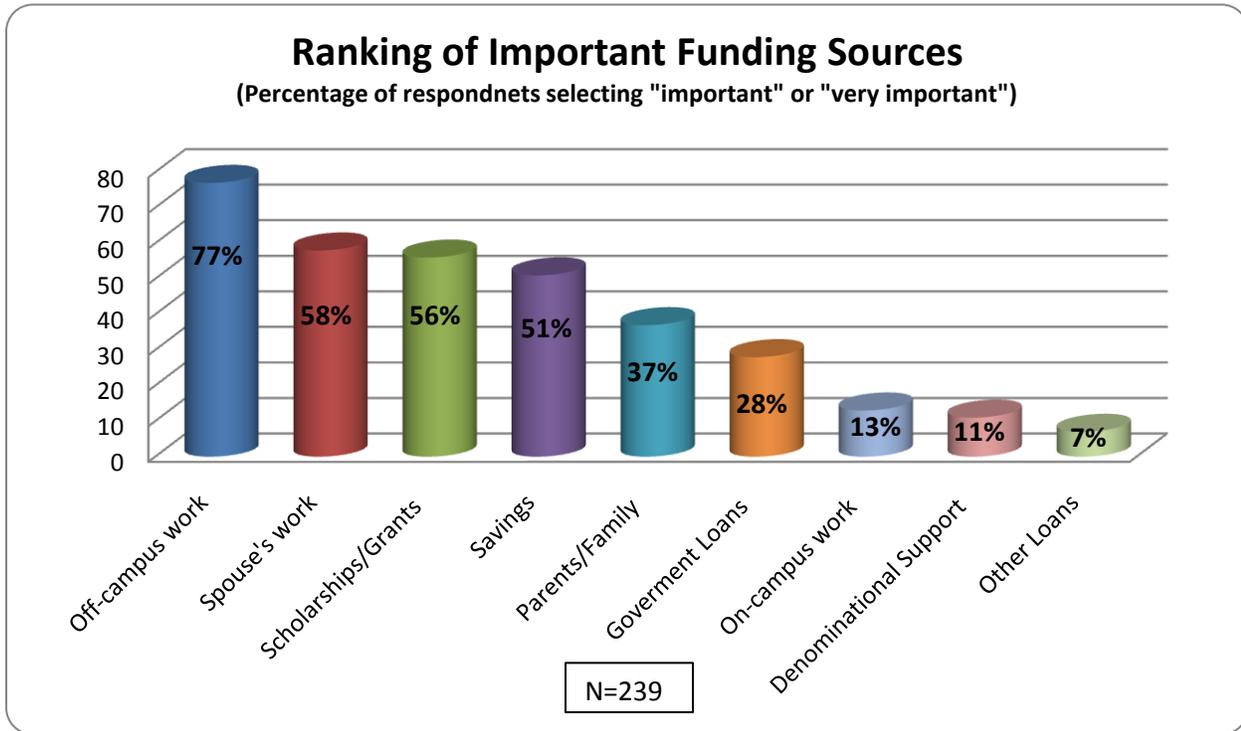
Respondents' rate the importance of funding sources in graph 27, and graph 28 ranks those sources selected as "important" or "very important."

Graph 30. Importance of funding sources for DTS education.



NB: Respondents could select multiple options, percentiles refer to the total number of respondents for each category and ranking, EG: 66% of 239 respondents selected "Off-campus" work as a very important source of funding.

Graph 31. Ranking of important funding sources for DTS education.

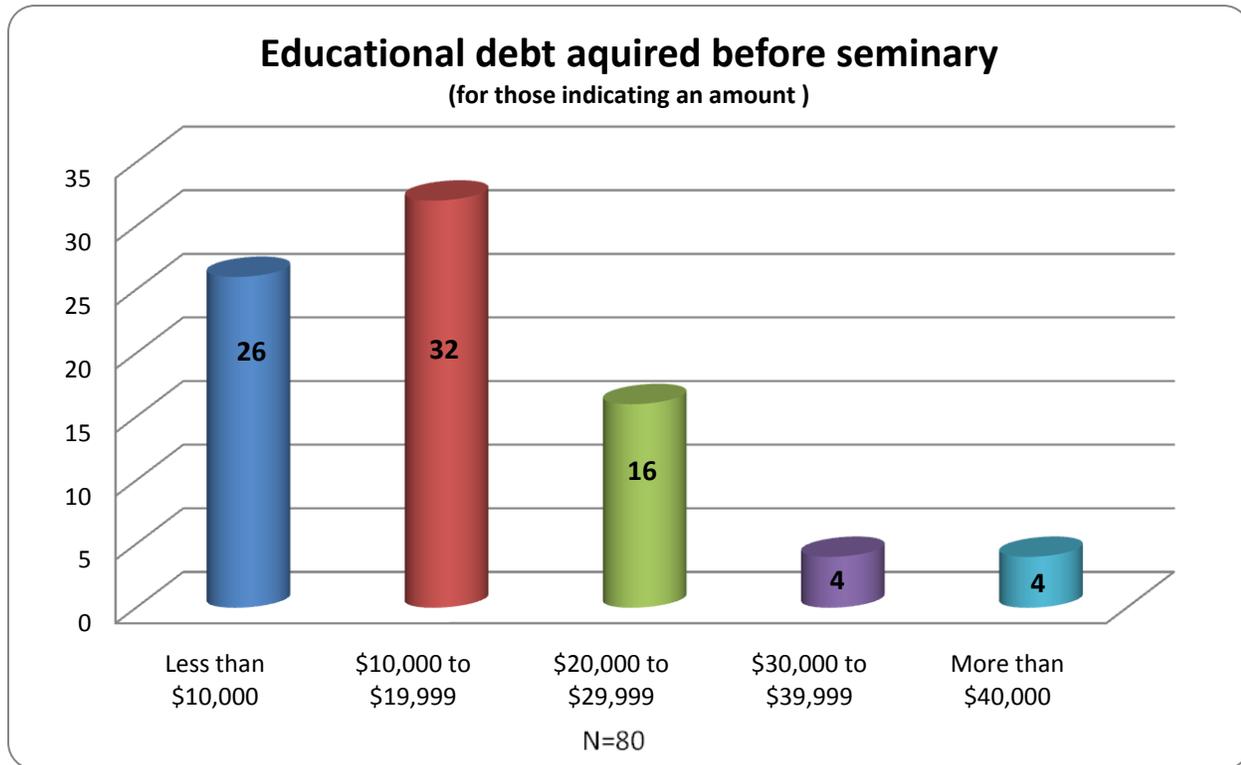


Respondents could select multiple items. Percentages refer to percent of total respondents selecting item as "Important" or "Very Important. EG: 77% of the 239 respondents selected "Off-Campus" work as "Important" or "Very Important"

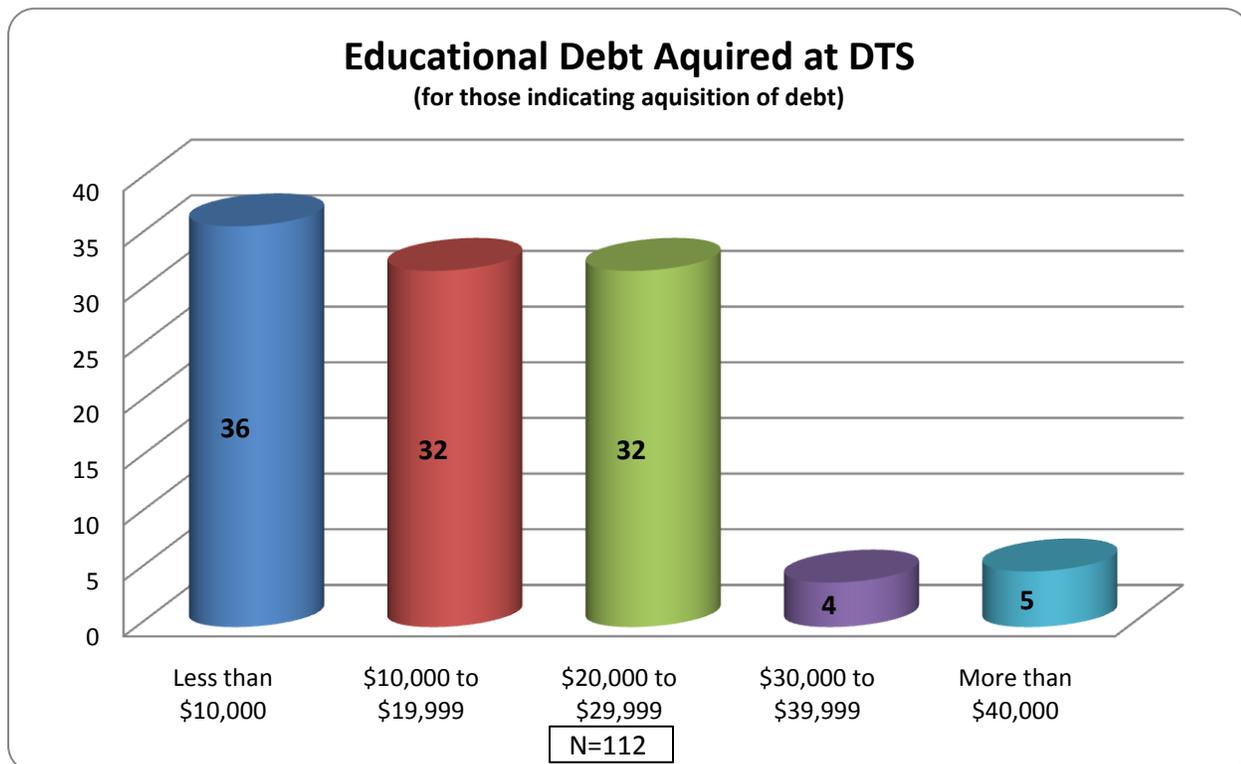
EDUCATIONAL DEBT

Twenty eight percent of respondents report entering with some educational debt. Of the 80 respondents entering with educational debt, 56 also report incurring educational debt while at DTS.

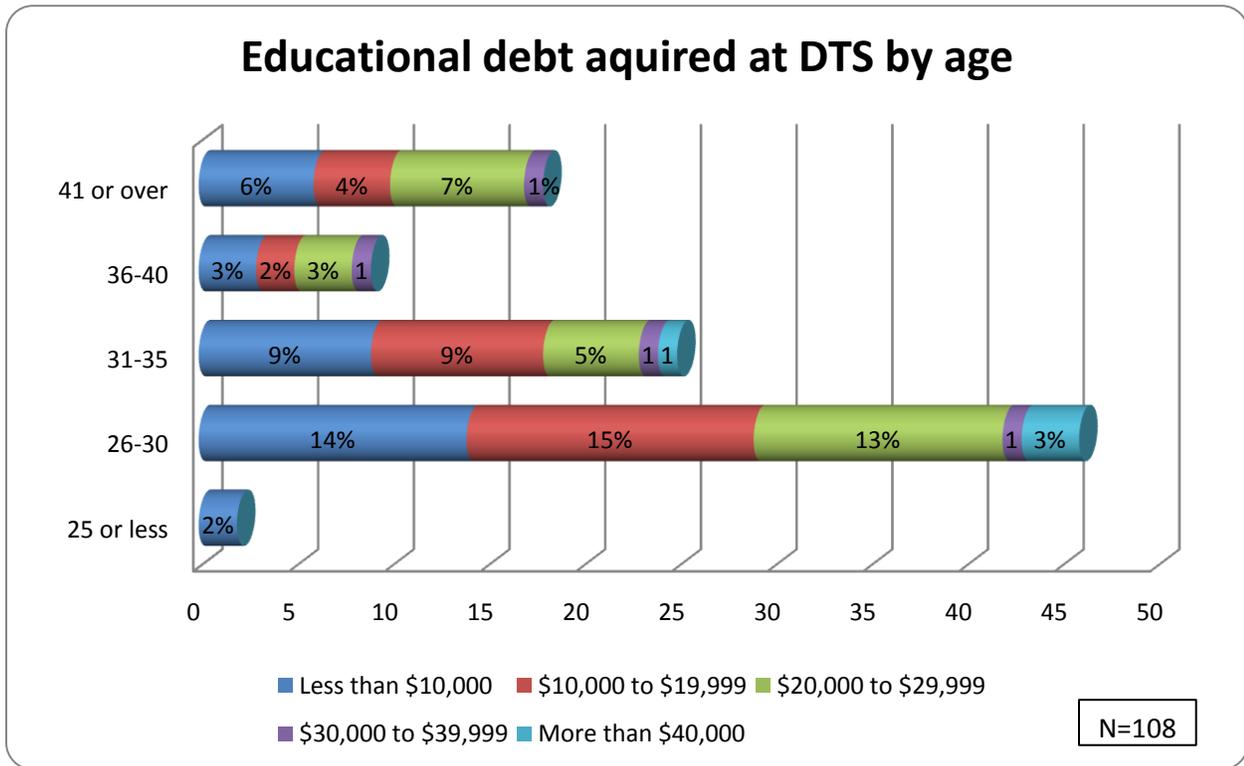
Graph 32. Educational debt acquired before seminary.



Graph 33. Educational debt acquired at seminary.



Graph 34. Educational debt acquired at seminary by age group.



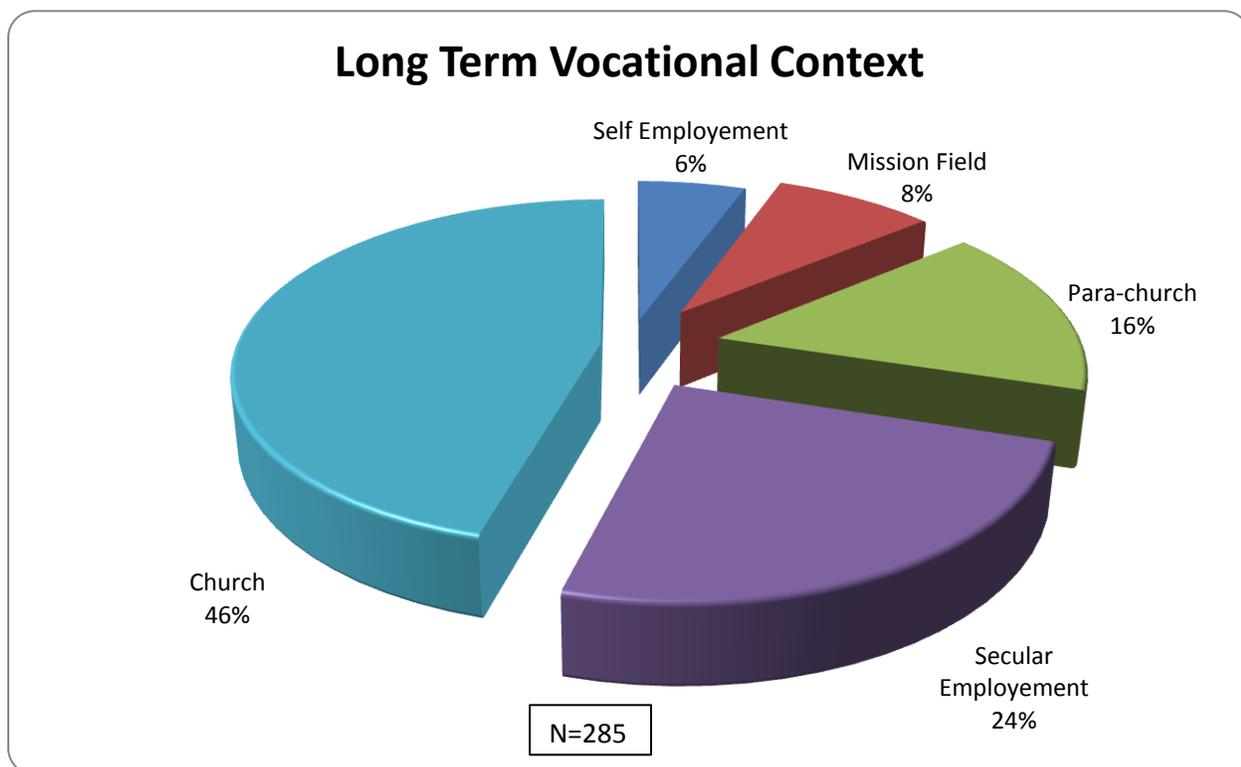
FUTURE GOALS

Short term Plans after graduation are listed in each respective degree program in section 1b. This section records the long term, 10 year out goals indicated by respondents. Goals regarding pursuing additional education are also included.

Graph 35. Long term vocational goal.

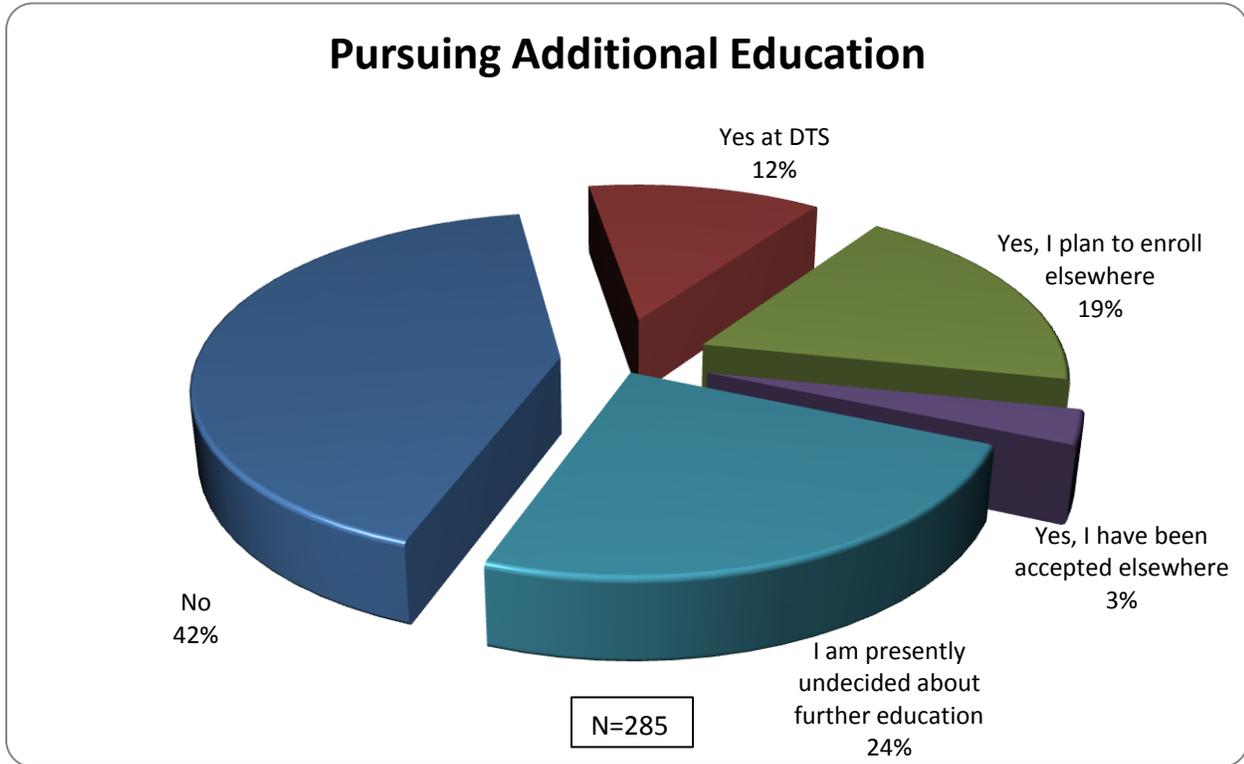


Graph 36. Long term vocational context.

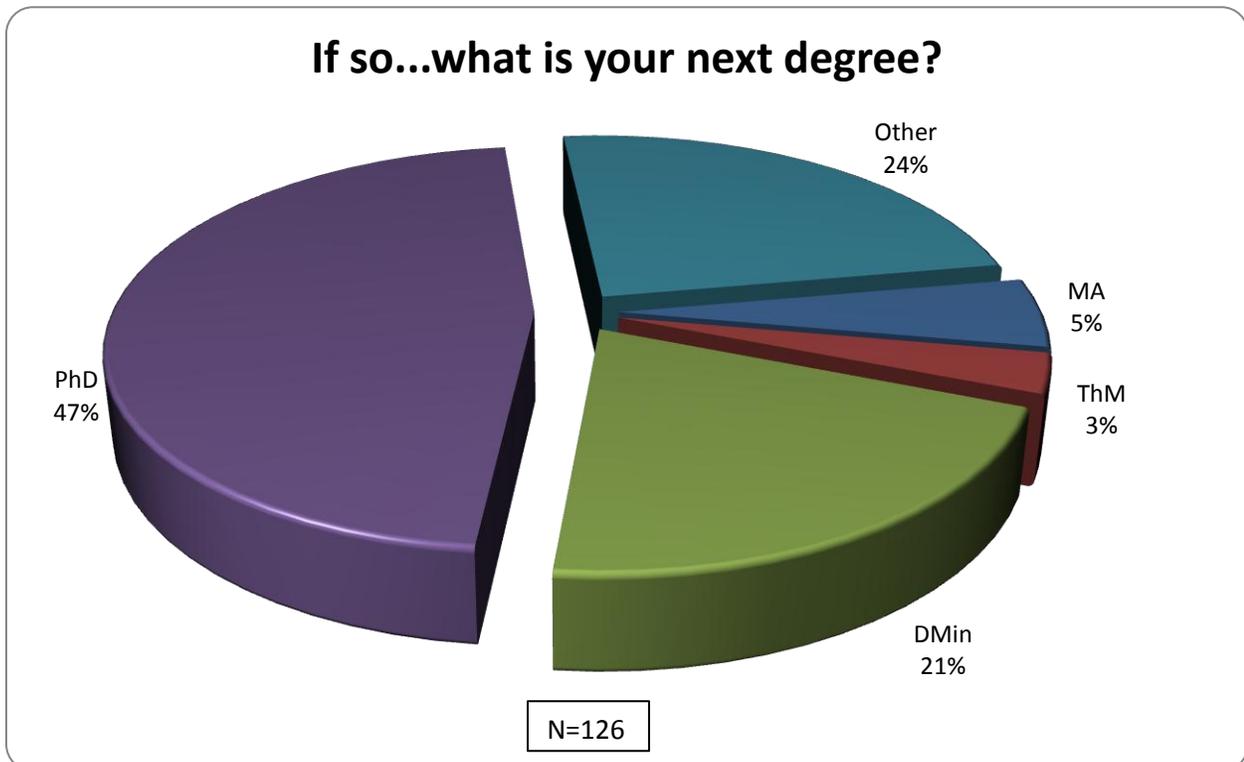


PLANS REGARDING ADDITIONAL EDUCATION

Graph 37. Will you be pursuing additional education within the next five years?



Graph 38. If so...what degree do you plan to pursue?



Additional Degree comments regarding school and/or program:

This summer I will work to become licensed with the C&MA. When I become employed in the C&MA as an associate pastor I begin a two ordination process. Until that time i will continue to pursue the MABS. [CGS, 27]

Language School, CZ [THM, 105]

Going through the admissions process at Regent University for Ph.D. in Counselor Education & Supervision [MABB, 152]

Master's Seminary [THM, 188]

I was accepted into the occupational therapy program at University of Texas Medical Branch [THM, 192]

Perhaps at SWBTS [MACE, 234]

UT Arlington [THM, 238]

Gordon-Conwell Theological Seminary [MACE, 240]

Northwestern University MBA Program [MABS, 241]

Additional modern language courses at local university. [MACE, 243]

I'm enrolling into law school. I'm currently going to attend Regent University School of Law in Virginia Beach, VA. However, I have been put on the wait list for William & Mary Law School in Williamsburg, VA. So I may be attending W&M Law School if a seat opens up. [THM, 252]

Texas A & M University Ed.D program. [MACE, 259]

Not sure, looking to take classes on marketing and Web design and development and graphic design. [MAMC, 287]

CLASS OF 2011 GSS EVALUATION OF DTS DEPARTMENTS AND SERVICES

Graph 36. Satisfaction with Departments and Services (N=287)

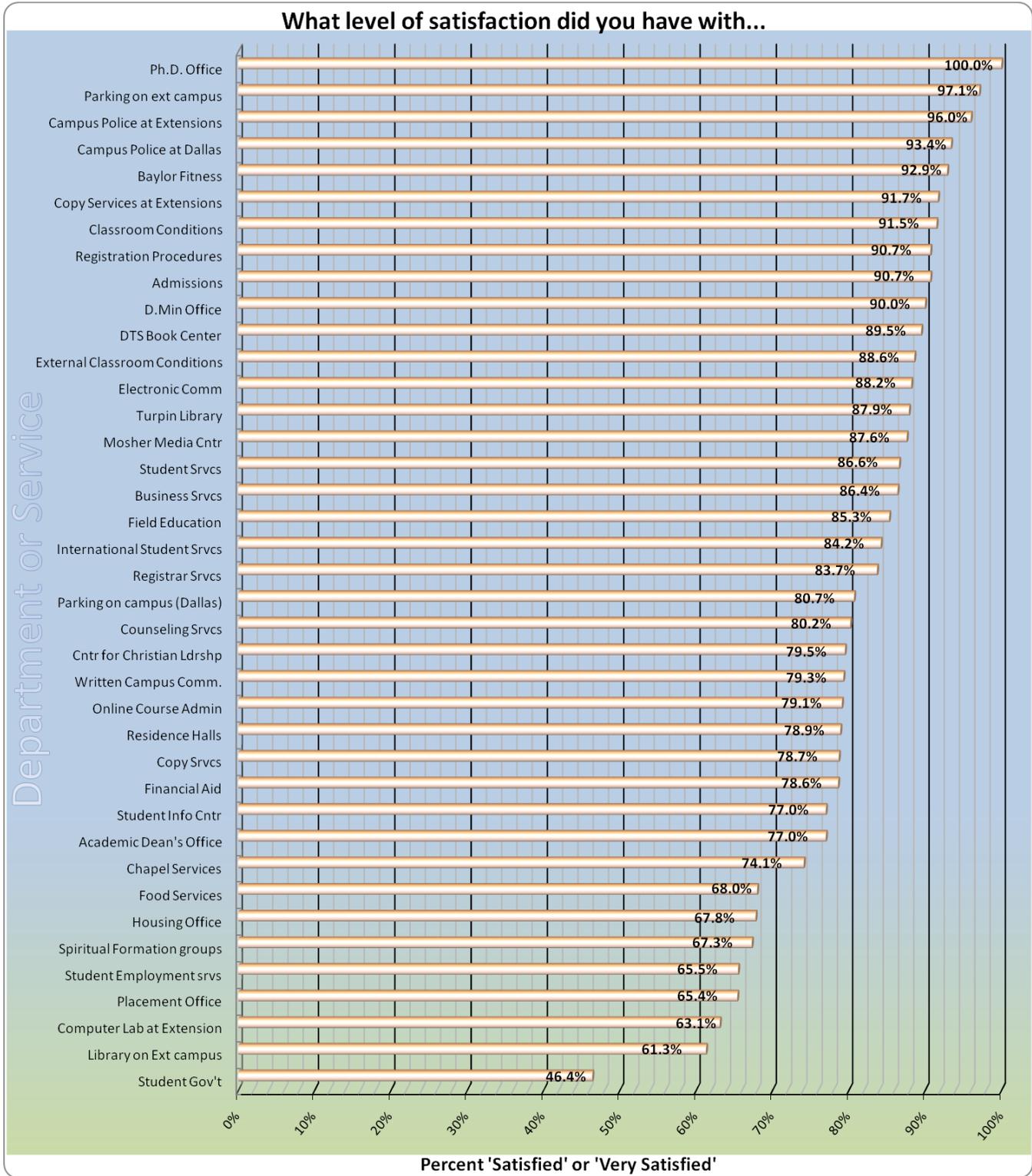


Table 11. Percent satisfaction of departments and services 2004-2011.

III.	Department or Service	2004	2005	2006	2007	2008	2009	2010	2011	%Δ
1	Admissions Office	86%	87%	91%	90%	92%	93%	89%	91%	2%
2	Registration procedures	83%	84%	87%	89%	86%	86%	87%	91%	4%
3	Registrar's Office services	81%	71%	81%	81%	80%	84%	81%	84%	3%
4	Business Office services	82%	80%	82%	89%	88%	84%	83%	86%	3%
5	Student Services	87%	88%	82%	87%	86%	89%	83%	87%	4%
6	Field Education	66%	82%	78%	76%	78%	76%	80%	85%	5%
7	Counseling services	69%	76%	75%	73%	71%	78%	71%	80%	9%
8	Chapel programs	75%	77%	71%	79%	75%	78%	73%	74%	1%
9	Spiritual Formation groups**	56%	71%	63%	55%	65%	62%	57%	67%	10%
10	Placement Office	70%	70%	69%	68%	69%	56%	59%	65%	6%
11	Financial Aid services	72%	77%	74%	79%	81%	74%	79%	79%	0%
12	Housing Office	68%	66%	69%	65%	65%	68%	74%	68%	-10%
13	Student employment services	65%	67%	65%	62%	75%	64%	62%	66%	4%
14	Residence halls at Dallas**	62%	57%	39%	55%	67%	58%	59%	79%	20%
15	On-campus apartments at Dallas**	89%	100%	95%	88%	93%	85%	91%	88%	-3%
16	Food services at Dallas	76%	75%	76%	81%	75%	74%	72%	68%	-4%
17	Classroom conditions	88%	88%	93%	92%	93%	93%	91%	92%	1%
18	Turpin Library facilities/services	92%	89%	96%	95%	93%	93%	92%	88%	-4%
19	Your extension library**	67%	30%	69%	44%	39%	69%	42%	61%	19%
20	Media Center (Mosher basement)	91%	90%	88%	87%	82%	81%	84%	88%	4%
21	Student Computer Lab	88%	88%	92%	88%	84%	79%	84%	87%	3%
22	DTS Book Center	88%	92%	92%	91%	92%	92%	91%	90%	-1%
23	Parking at your campus	64%	58%	67%	41%	61%	70%	77%	81%	4%
24	Campus Police at your campus	92%	88%	88%	81%	86%	87%	88%	93%	5%
25	Written communications	80%	79%	82%	81%	77%	82%	77%	88%	10%
26	Copy Services on your campus	77%	78%	75%	79%	82%	75%	71%	79%	8%
27	Baylor Fitness Center at Dallas	92%	90%	90%	94%	92%	89%	90%	93%	3%
28	Student Info. Center at Dallas	82%	89%	79%	85%	72%	73%	72%	77%	5%
29	Center for Christian Leadership	77%	72%	81%	80%	78%	72%	76%	80%	4%
30	Electronic communications	83%	85%	91%	89%	88%	88%	86%	88%	2%
31	International Student services**	89%	100%	88%	82%	67%	68%	71%	84%	13%
32	Academic Dean's Office	79%	74%	76%	84%	73%	73%	74%	77%	3%
33	D.Min. Office**	100%	100%	80%	100%	83%	64%	100%	90%	-10%
34	Ph.D. Office**	100%	100%	75%	100%		100%	100%	100%	0%
35	Student government	64%	54%	61%	61%	50%	42%	46%	46%	0%
36	Online Course Administration			<i>New</i>	<i>In 2008</i>	77%	78%	79%	79%	0%
	<i>Mean of satisfaction averages</i>	79%	79%	77%	79%	78%	77%	77%	81%	4%
	<i>Median of satisfaction averages</i>	81%	80%	78%	81%	78%	78%	79%	84%	4%

** Only counted respondents with direct experience of department or program.

ANALYSIS OF DEPARTMENTS AND SERVICES

- Several areas improved from last year, with residence halls in Dallas and extension libraries both up around 20%
- Areas for improvement include those which are important to establishing strong student experience at the main campus, including chapel, food services, and student government. These are areas for further research.

CLASS OF 2011 GSS DEMOGRAPHICS

Table 12. Respondents sex, marital status, children, race, or ethnicity, and age, citizenship

N=287

	No. of Respondents	% of those responding
Sex		
Male	216	75%
Female	71	25%
Marital Status		
Single	75	26%
Married	209	74%
Children living at home		
One	42	34%*
Two	39	32%*
Three	30	25%*
Four or more	11	9%*
Race or Ethnicity		
African American	30	11%
Asian American	23	8%
Hispanic American	9	3%
Caucasian American	203	72%
Nonresident Alien	16	6%
Age		
Age 25 & under	2	1%
Age 26-30	108	38%
Age 31-35	56	20%
Age 36-40	34	12%
Age 41 & over	82	29%
Citizenship		
U.S. Citizen	261	91%
Non-citizen	26	9%

Table 13. Respondents program and campus where majority of classes were taken

N=287

	No. of Respondents	% of those responding
Academic Programs		
C.G.S.	20	7%
MABS	42	15%
M.A./MC	12	4%
M.A./CE	36	13%
M.A./CM	8	3%
M.A./CM/M.A/BS	1	<1%
MABC	28	10%
M.A./BEL	1	<1%
Th.M	118	41%
Th.M/M.A.CE	1	<1%
STM	6	2%
D.Min	10	3.5%
PhD	3	1%
Other	1	<1%
Campus for majority of classes		
Dallas	243	85%
Houston	21	7%
Tampa Bay	3	1%
San Antonio	2	1%
Atlanta	7	2%
Guatemala	3	1%
Online Only	8	3%

* Percentage of those who have children

Demographic Index of Respondents

Graduating Student Survey, Spring 2011 (incl. Fall 2010)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext.
1	M	M	3	WH	USB	41 +	DMIN	DMCE	
2	M	M	2	AS	NAT	41 +	MABS	BS	HO
3	M	M	2	WH	USB	41 +	MABS	BS	
4	M	M	0	HI	USB	41 +	MABS	BS	SA
5	M	M	2	BL	USB	41 +	MABS	BS	HO
6	F	S	0	WH	USB	41+	CGS		
7	M	M	2	WH	USB	41 +	MACE	CE	
8	M	M	2	WH	USB	36-40	MABL	BL	
9	M	M	2	WH	USB	41 +	DMIN	DMML	
10	M	M	3	NO	VISA	41 +	DMIN	DMML	
11	F	S	0	BL	USB	41 +	THM	AM	
13	F	M	0	WH	USB	31-35	THM	MAM	
14	M	M	2	AS	NAT	41 +	MABS	BS	
15	M	M	2	BL	PERM	41 +	STM	OT	
16	M	M	0	WH	USB	41 +	THM	AM	
17	M	S	0	WH	USB	41 +	PHD	BS	
18	M	M	1	NO	VISA	36-40	STM	NT	
19	M	M	4	WH	USB	36-40	CGS		OL
20	F	M	3	WH	USB	36-40	THM	MAM	
21	M	M	4	BL	PERM	41 +	PHD	BS	
22	M	M	0	AS	USB	31-35	THM	EL	
23	M	M	5	WH	USB	41 +	THM	AM	HO
24	M	M	2	WH	USB	36-40	PHD	BS	
25	M	M	3	WH	USB	41 +	THM	PM	
26	M	M	3	WH	USB	36-40	THM	ID	
27	M	M	0	WH	USB	41 +	CGS		OL
28	M	0	3	BL	VISA	41 +	THM	ID	
29	M	S	0	AS	USB	26-30	THM	AM	
30	F	M	2	WH	USB	41 +	MABS	BS	
31	F	M	3	WH	USB	41 +	CGS	0	OL
32	M	M	1	WH	USB	36-40	THM	ID	
33	M	M	0	WH	USB	36-40	MABS	BS	
34	M	M	0	AS	NAT	31-35	THM	EL	
35	M	M	3	WH	USB	41 +	THM	AM	
36	M	M	2	WH	USB	41 +	MABS	BS	
37	M	M	0	WH	USB	41 +	DMIN	DMML	
38	M	M	2	WH	USB	31-35	THM	ID	
39	M	M	0	WH	USB	36-40	THM	PM	
40	M	M	4	WH	USB	36-40	MACE	PARM	
41	F	M	0	WH	USB	41 +	MACM	CM	
42	F	M	3	WH	USB	41 +	CGS		
43	M	M	3	WH	USB	31-35	MACE	CHUR	
44	M	M	0	WH	USB	26-30	THM	AM	
45	M	M	0		USB	26-30	THM	ID	
46	M	M	3	BL	USB	41 +	MABS	BS	
47	M	M	0		USB	31-35	MABS	BS	GA
48	M	M	0	WH	USB	31-35	THM	ID	
49	M	M	1	HI	NAT	36-40	THM	ID	HO
50	M	M	1	WH	USB	41 +	MABS	BS	GA
51	M	M	0	WH	USB	36-40	THM	ID	
52	M	M	0	AS	USB	31-35	MACE	CE	
53	F	S	0	WH	USB	26-30	THM	PM	
54	F	S	0	WH	USB	31-35	MAMC	MC	
55	M	M	2	WH	USB	41 +	THM	PM	
56	M	M	0	WH	USB	31-35	THM	AM	
57	M	M	3	WH	USB	41 +	MABS	BS	
58	F	M	3	WH	USB	41 +	DMIN	DMCE	
59	F	M	0	WH	USB	36-40	MACE	CHIL	
60	M	M	0	WH	USB	31-35	THM	PM	
61	M	M	0	WH	USB	31-35	THM	ID	
62	M	S	0	AS	NAT	31-35	THM	CM	
63	M	M	0	WH	USB	26-30	THM	PM	
64	M	M	0	WH	USB	26-30	THM	ID	
65	M	M	0	WH	USB	31-35	THM	AM	
66	M	M	0	WH	USB	31-35	THM	PM	
67	M	M	4	WH	USB	41 +	MABS	BS	HO
68	M	M	0	WH	USB	26-30	THM	PM	
69	M	M	0	WH	USB	31-35	THM	AM	
70	M	M	2	WH	USB	36-40	THM	AM	
71	M	M	3	WH	USB	41 +	MABS	BS	

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext.
72	M	M	0	WH	USB	26-30	MACE	CHUR	
73	M	S	0	WH	USB	26-30	THM	EL	
74	M	M	1	WH	USB	41 +	MABS	BS	GA
75	M	M	0	WH	USB	31-35	THM	MAM	
76	M	M	3	AS	USB	41 +	THM	AM	
77	M	M	0	WH	USB	41 +	THM	AM	
78	M	M	1	WH	USB	36-40	THM	PM	
79	M	M	2	WH	USB	31-35	THM	ID	
80	M	M	0	WH	USB	31-35	THM	ID	
81	M	M	0	HI	PERM	41 +	DMIN		GT
82	M	M	0	WH	USB	41 +	CGS		
83	F	M	0	WH	USB	26-30	THM	AM	
84	M	M	2	BL	USB	36-40	MACE	CE	HO
85	M	M	0	AS	USB	26-30	THM	AM	
86	M	M	0		USB	26-30	THM	PM	
87	M	M	0	WH	USB	31-35	MACM		
88	M	M	0	WH	USB	26-30	THM	PM	
89	M	M	2	WH	USB	41 +	THM	MAM	
90	M	M	0	WH	USB	26-30	THM	AM	
91	M	M	0	WH	USB	26-30	THM	AM	
92	M	M	0	WH	USB	31-35	CGS		AU
93	F	S	0	BL	USB	41 +	THM	AM	
94	M	M	2	HI	USB	31-35	THM	AM	
95	F	M	3	WH	USB	41 +	MABS	BS	GA
96	F	S	0	WH	USB	36-40	CGS		
97	M	M	0	WH	USB	26-30	THM	ID	
98	M	M	3	BL	NAT	41 +	MABS	BS	HO
99	M	M	0	WH	USB	26-30	THM	AM	
100	M	S	0	WH	USB	31-35	MACM	CM	
101	M	M	0	WH	USB	26-30	THM	CM	
102	M	M	2	WH	USB	41 +	THM	PM	
103	F	S	0	AS	USB	31-35	MABM	BS	
104	F	M	0	HI	USB	31-35	MACE	CE	
105	F	S	0	WH	USB	31-35	THM	AM	
106	M	M	2	BL	USB	41 +	MABS	BS	FL
107	F	M	0	WH	USB	26-30	MACM	CM	
108	M	M	0	WH	USB	31-35	DMIN		
109	M	M	2	BL	USB	41 +	MABS	BS	
110	M	M	4	WH	USB	41 +	MABS	BS	
111	M	S	0	WH	USB	26-30	THM	ID	
112	M	M	0	WH	USB	41 +	THM	ID	
113	F	M	0	WH	USB	26-30	MACE	FAMI	
114	M	M	2	BL	USB	41 +	THM	AM	
115	M	M	0	WH	PERM	36-40	THM	ID	
116	M	S	0	AS	USB	26-30	THM	AM	
117	M	M	0	WH	USB	26-30	THM	AM	
118	M	M	0	WH	USB	26-30	STM	OT	
119	F	E	0	WH	USB	26-30	THM	AM	
120	M	M	0	WH	USB	36-40	DMIN		
121	F	M	1	WH	USB	41 +	MABS	BS	HO
122	M	S	0		USB	41 +	THM	AM	
123	F	M	0	WH	USB	26-30	MABS	BS	
124	F	S	0	WH	USB	26-30	MABS	BS	
125	M	M	0	WH	USB	26-30	THM	MAM	
126	M	M	0	AS	USB	31-35	THM	ID	
127	M	M	0	WH	USB	31-35	THM	AM	
128	M	M	2	WH	USB	31-35	MABS	BS	
129	M	M	1	WH	USB	36-40	THM	PM	
130	M	S	0	WH	USB	26-30	THM	ID	
131	M	S	0	WH	USB	31-35	MACM	CM	
132	M	S	0	WH	USB	26-30	MACM	CM	
133	M	M	2	WH	USB	41 +	THM	EL	
134	M	M	5	WH	USB	41 +	MABS	BS	
135	M	M	0	WH	USB	31-35	MABS	BS	FL
136	M	M	0	WH	USB	26-30	THM	AM	
137	M	S	0	BL	USB	31-35	MACE	CE	HO

Demographic Index of Respondents

Graduating Student Survey, Spring 2011 (incl. Fall 2010)

Resp	Sex	Mar	Kids	Race	Citz	Age	Prgm	Track	Ext
138	M	M	1	AS	NAT	36-40	CGS		OL
139	F	S	0	WH	USB	26-30	MACE	CE	
140							MABC		
141	M	M	1	BL	USB	36-40	MABC	BC	
142	M	M	0	WH	USB	26-30	MABC	BC	
143	M	M	5	WH	USB	41 +	THM	PM	
144	M	S	0	WH	USB	26-30	MABC	BC	
145	M	M	0	WH	USB	26-30	THM	AM	
146	M	M	0	WH	USB	26-30	MABC	BC	
147	M	M	5	WH	USB	41 +	MACE	CE	HO
148	F	S	0	BL	USB	41 +	THM	EVD	HO
149	M	M	1	WH	USB	26-30	MACB	BS	
150	M	S	0	WH	USB	41 +	MABS	BS	HO
151	M	S	0	AS	USB	26-30	THM	EL	
152	M	M	2	WH	USB	41 +	MABB	BS	
153									
154	M	M	0	WH	USB	31-35	CGS		
155	M	M	0	WH	USB	41 +	CGS		
156	M	M	0	WH	USB	26-30	THM	PM	
157	F	M	3	NO	VISA	41 +	THM	AM	
158	M	S	0	AS	NAT	26-30	THM	PM	
159	F	M	0	WH	USB	26-30	MABC	BC	
160	M	M	0	NO	VISA	41 +	THM	MAM	
161	M	M	2	AS	NAT	41 +	MACE	CE	HO
162	M	M	0	WH	USB	26-30	THM	ID	
163	M	M	0	WH	USB	26-30	THM	AM	
164	M	M	0	WH	USB	31-35	MACE	CE	
165	M	M	0	WH	USB	26-30	THM	PM	
166	M	M	1	WH	USB	31-35	MABS	BS	
167	M	M	0	NO	VISA	36-40	THM	AM	
168	F	M	0	BL	USB	26-30	CGS		
169	M	M	2	BL	USB	31-35	THM	AM	
170	F	S	0	WH	USB	26-30	THM	CM	
171	F	M	0	WH	USB	31-35	MACE	CE	
172	M	S	0	WH	USB	26-30	THM	AM	
173	M	M	2	WH	USB	41 +	THM	PM	
174	F	S	0	WH	USB	31-35	MACE	CE	
175	M	S	0	WH	PERM	26-30	THM	CM	
176	F	S	0	WH	USB	31-35	THM	AM	
177	M	M	0	WH	USB	31-35	MABS	BS	OL
178	M	M	1	AS	NAT	36-40	MACB	BS	HO
179	M	M	0	WH	USB	31-35	THM	PM	
180	M	M	0	WH	USB	26-30	THM	CM	
181							THM		
182	M	M	1	WH	USB	36-40	MABS	BS	GA
183	F	M	0	WH	USB	31-35	MABC	BC	
184	M	M	3	WH	USB	36-40	MABS	BS	
185	M	M	1	WH	USB	26-30	MABS	BS	
186	F	M	0	WH	USB	31-35	MABC	BC	
187	M	M	0	NO	VISA	41 +	DMIN	DMML	GT
188	M	M	0	WH	USB	26-30	THM	AM	
189	M	M	0	AS	USB	26-30	MABC	BC	
190							MAEM		
191	F	M	0	WH	USB	26-30	MABC	BC	
192	M	M	0	WH	USB	26-30	THM	AM	
193	M	S	0	BL	USB	41 +	THM	AM	
194	F	M	0	WH	USB	31-35	MABC	BC	
195	M	M	0	WH	USB	26-30	THM	ID	
196	M	S	0	WH	USB	26-30	THM	CM	
197	M	M	4	WH	USB	41 +	MABS	BS	FL
198	M	M	2	NO	VISA	36-40	THM	PM	
199	M	M	0	AS	USB	26-30	THM	PM	
200	M	M	0	AS	USB	26-30	THM	PM	
201	M	M	0	WH	USB	26-30	MABS	BS	HO
202	F	M	2	BL	USB	41 +	MABS	BS	HO
203	M	S	0	WH	USB	31-35	MAMC	MC	
204	F	S	2	BL	USB	41 +	MACE	CE	
205	M	M	0	WH	USB	26-30	MABC	BC	

Resp	Sex	Mar	Kid	Race	Citz	Age	Prgm	Trac	Ext
206	M	S	0	WH	USB	<25	MAMC	MC	
207	M	S	0	WH	PER	26-30	THM	AM	
208	F	S	0	WH	USB	26-30	MAMC	MC	
209	M	S	0	WH	USB	26-30	THM	MAM	
210	M	M	0	WH	USB	41 +	THM	MAM	
211	F	M	0	WH	USB	26-30	MABC	BC	
212	M	M	0	WH	USB	26-30	THM	AM	
213	M	M	0	WH	USB	26-30	MABC	BC	
214	M	S	0	BL	USB	31-35	MABS	BS	GA
215	M	S	0	WH	USB	26-30	THM	ID	
216	M	M	2	NO	VIS	36-40	THM	ID	
217	F	S	4	BL	USB	41 +	MABS	BS	
218	M	M	0	WH	USB	26-30	THM	ID	
219	M	M	1	WH	USB	26-30	THM	MAM	
220	M	M	0	WH	USB	26-30	THM	AM	
221	M	M	0	WH	USB	26-30	THM	PM	
222	M	M	0	WH	USB	26-30	THM	ID	
223	M	M	2	BL	USB	41 +	MACE	CE	HO
224	M	S	0	NO	VIS	36-40	THM	AM	
225	M	S	0	WH	USB	36-40	THM	AM	
226	F	M	0	AS	NAT	26-30	MABC	BC	
227	M	M	3	WH	USB	41 +	CGS		OL
228	M	S	0	WH	USB	26-30	CGS		
229	M	M	0	WH	USB	26-30	THM	AM	
230	M	M	0	HI	PER	41 +	DMIN	DMH	GT
231	M	M	0	WH	USB	26-30	THM	PM	
232	M	M	0	BL	USB	<25	MABC	BC	
233	M	M	0	WH	USB	26-30	THM	EL	
234	M	M	3	WH	USB	36-40	MACE	CE	
235	M	S	0	WH	USB	31-35	MABC	BC	
236	F	S	0	BL	USB	26-30	MABC	BC	
237	F	S	2	WH	USB	41 +	THM	CM	
238	M	S	0	AS	USB	26-30	THM	CM	
239	M	M	0	WH	USB	26-30	THM	PM	
240	F	S	0	WH	USB	31-35	MACE	CE	
241	M	S	0	WH	USB	31-35	MABS	BS	
242	F	S	3	BL	USB	41 +	MACE	CE	HO
243	F	S	0	WH	USB	26-30	MACE	PAR	
244	M	S	0	WH	USB	26-30	MAMC	MC	
245	M	S	0	HI	USB	26-30	THM	ID	
246	M	S	0	BL	USB	26-30	MACE	CE	
247	M	0	3	BL	USB	36-40	MABS	R B	HO
248	F	S	0	WH	USB	<25	MABC	BC	
249	M	M	1	WH	USB	41 +	MABC	BC	
250	F	M	1	WH	USB	41 +	CGS		GA
251	F	S	0	WH	USB	26-30	MABC	BC	
252	M	S	0	WH	USB	26-30	THM	AM	
253	F	M	0	WH	USB	26-30	MABC	BC	
254	M	M	0	WH	USB	41 +	CGS		HO
255	F	M	0	WH	USB	31-35	MABC	BC	
256	F	M	0	AS	NAT	41 +	MACE	CE	
257	F	S	0	NO	VIS	26-30	MACE	PAR	
258	M	M	0	WH	USB	26-30	STM		
259	F	S	0	BL	USB	36-40	MACE	CE	
260	M	M	0	WH	PER	31-35	MAMC	MC	
261	M	S	0	WH	USB	<25	MAMC	MC	
262	M	M	0	WH	USB	26-30	THM	PM	
263	F	M	0	HI	USB	26-30	MABC	BC	
264	M	S	0	WH	USB	26-30	MAMC	MC	
265	F	M	0	WH	USB	26-30	MAMC	MC	
266	M	M	0	WH	USB	26-30	MACE	CE	
267	F	M	0	WH	USB	26-30	MACE	CE	
268	M	S	0	WH	USB	25 -	MACE	CE	
269	M	M	1	WH	USB	31-35	MAMC	MC	
270	F	S	2	WH	USB	41 +	MACE	CE	
271	M	M	0	WH	USB	26-30	MABS	BS	
272	F	M	0	NO	VIS	31-35	MABS	BS	
273	F	S	0	NO	VIS	26-30	MABC	BC	
274	F	S	0	WH	USB	26-30	MAMC	MC	
275	F	S	0	WH	USB	26-30	MABC	BC	
276	F	S	0	BL	USB	26-30	MACE	CE	
277	M	S	0	WH	USB	26-30	MACE	CE	

Demographic Index of Respondents

Graduating Student Survey, Spring 2011 (incl. SU10, FA10, SP11)

Resp	Sex	Mar	Kid	Race	Citz	Age	Prgm	Trac	Ext
278	F	M	0	WH	USB	26-30	CGS	0	
279	M	S	0	WH	USB	26-30	MABC	BC	
280	M	S	0	WH	USB	26-30	MACE	CE	
281	M	M	2	WH	USB	41 +	CGS	0	OL
282	F	M	0	WH	USB	36-40	MABS	BS	
283	M	M	0	WH	NAT	31-35	CGS	0	OL
284	M	S	0	WH	USB	26-30	MACE	CE	
285	M	M	3	NO	VIS	31-35	STM	NT	
286	M	M	4	NO	VIS	41 +	STM	OT	
287	M	M	0	UN	USB	<25	MAMC	MC	

AM=Academic Ministries	CM=Cross Cultural Min	MAM=Media Arts Min
BC=Counseling Min	CHUR Church Ed Ldrshp	MC=Media Comm
BE=Bible Exposition	D.Min=Doctor of Min.	NT=New Testament
BS=Biblical Studies	EL=Educational Ldrshp	OT=Old Testament
BT=Bible Translation	EVD=Evanglsm & Displshp	PA=Parachr Min
CE=Christian Ed	ID=Interdisciplinary	PM=Pastoral Min
Cert=Certificate		

Open-Ended Responses

Table of Contents

WHAT I LIKED BEST.....	1
I LIKED LEAST.....	8
THE SEMINARY COULD IMPROVE BY (IN GENERAL):	18
THE SEMINARY COULD IMPROVE BY (SPECIFICALLY):.....	28
MABC Degree Improvement	34
MABS and CGS Degree Program Improvement.....	34
MACE Improvement Degree Program	35
MACM Degree Improvement	36
MAMC Degree Improvement	37
Improve Th.M Degree Program.....	37
<i>Greek/Hebrew</i>	40
D.MIN/Ph.D Degree Improvement.....	41
Competencies	42
Biblical Interpretation – What Would You Change?.....	42
Christian Spirituality – What Would You Change?	44
Communication (Verbal) – What Would You Change?	48
Communication (Written) – What Would You Change?	50
Cultural Engagement – What Would You Change?	53
Servant Leadership – What Would You Change?	57
Theology – What Would You Change?	59
EVALUATING DEPARTMENTS.....	62
Academic	62
Bible Exposition	62
Missions	62

Spiritual Formation	62
Theology	62
Admissions.....	63
Baylor Fitness.....	63
Book Center	63
Business Offices	63
Chapel	63
Dining Services.....	63
Extensions.....	63
FPO.....	63
Financial Aid.....	63
Library	64
Registrar/Academic Advising.....	64
Seminary Housing.....	65
Classrooms Conditions	65
Media Center	65
Online Education	65
General Departmental Comments	65
KUDOS.....	66

What I Liked Best...

- The DTS DMin program allowed me the flexibility to refine my course selection to areas of ministry interest. [DMIN, 1]
- High standard. Great professors. [MABS, 2]
- Strong theological teaching and good professors. [MABS, 3]
- Professor who love the Word and the students. [MABS, 4]
- The faculty & staff. [MABS, 5]
- Strong academic environment. [MABL, 8]
- The mind and heart of the professors. [DMIN, 10]
- The professors' commitment to teaching the word of God. [THM, 11]
- The knowledgeable professors. [THM, 13]
- Bible exposition. [MABS, 14]
- The level of scholarship. [STM, 15]
- The Historical Theology department, the professors' humility and love of students. [THM, 16]
- Its quality instruction by competent professors. [PHD, 17]
- Curriculum... [STM, 18]
- With only a few exceptions, faculty & GTA's, as well as various staff memebers conducted themselves with a high level of professionalism and spiritual maturity. [CGS, 19]
- The fact that most professors not only teach but mentor the students during their seminary education. [PHD, 21]
- The professors. [THM, 22]
- The faculty. The library resources are significant. The heritage; I'm glad that I'm a part of the institute. [PHD, 24]
- I washed pushed to learn, learn more, learn it well through research and writing, find application for myself from it all, and then take it to others. [THM, 25]
- The commitment to teaching students how to exegete the original text accurately. [THM, 26]
- Programs, classes, professors, quality of instruction, quality of online coursework, etc. [CGS, 27]
- The expositional method used for teaching and preaching God's word. [THM, 28]
- The scholarship and personal effectiveness of each professor have been remarkable. I have enjoyed 90% of my professors beyond description and would be happy to sit under any of them again. I am so very blessed to have been in each of their classes. [MABS, 30]
- The online class format is excellent and allowed me to complete my course work faster. The summer/winter semesters were wonderful because it allowed me to come to the campus and experience face-to-face contact with other students and the professors. I appreciate being able to do both in my time at DTS. [CGS, 31]
- So many wonderful graduates. Also, I found nearly all the professors to be wonderful people interpersonally... showing love and grace toward students. [THM, 32]
- That my education is finally over here. [MABS, 33]
- The professors. [THM, 35]
- Studying the Bible, Getting to know other believers from different backgrounds. [MABS, 36]

The focus on the servanthood of the pastor, but without wavering on academic and professional excellence. The professors were accessible and realistic. Every class had a healthy dose of laughing together, which came from a developed fellowship. [DMIN, 37]

The knowledge of languages. [THM, 38]

The faculty. [MACE, 40]

Commitment to the languages. [THM, 44]

Their emphasis on Biblically derived truth. [THM, 45]

The instruction in the classroom. [MABS, 47]

The world-class professors and staff. [THM, 49]

The classes and the professors. [MABS, 50]

Their commitment to study the scripture and preach the word. [THM, 51]

The wonderful faculty that made themselves available to me, especially during some difficult times in my process. Their hearts to serve not only our Lord, but also the students has been exemplified in their actions towards me. For that, I will forever be grateful to the Lord. [MACE, 52]

The professors and courses that pushed me to think about all the options in a subject matter and base conclusions on the text and history and not on traditional views that have been held in fundamentalist evangelicalism. [THM, 53]

The professors! [MAMC, 54]

The love of the faculty for the Lord and his Word. [THM, 55]

The excellent education I received here - especially when I could apply my learning to creative projects. [MACE, 59]

The students and faculty I interacted with in and out of class. [THM, 60]

The professors. [THM, 61]

Helped me to grow in the knowledge and grace of Christ. [THM, 62]

The depth of the education I received. [THM, 63]

Its commitment to teaching Greek and Hebrew. [THM, 64]

Its adherence to exegeting the Bible and concern to get the meaning of the Bible out to the world. [THM, 65]

Its faithfulness to Scripture. The truth need not fear. I enjoy DTS' ability to look at several sides of a theological issue. [MABS, 67]

The New Testament and Old Testament department. [THM, 69]

The clear focus on carefully interpreting and clearly exposing the Scriptures. [THM, 70]

The quality of teaching and it's reputation. [MACE, 72]

Professors. [THM, 75]

The quality of education and educators. [THM, 76]

The instructors. [THM, 77]

Strong commitment to preaching the word and historical orthodox christianity. [THM, 79]

The professors. [THM, 80]

The quality of the teaching. [DMIN, 81]

The NT department! [THM, 83]

The quality of education and spiritual and academic challenge it provide for my life and my ministry. [MACE, 84]

The language training I received from the faculty of the New and Old Testament Departments. [THM, 85]

- Focus on the Bible. [MACM, 87]
- Quality of professors. [THM, 88]
- The people. From the office administrator to the tenured professors, all Dallas Seminary people exude humble love for God and others. The relationships I formed here with professors and students was half of my education...the practical side. I really fear on-line movement for a lack of personal interaction and face to face relationships. Hard to share joys, fears, sins, heartaches etc over a cup of digital coffee. [THM, 89]
- The depth of instruction, the spiritual life of the faculty, and the commitment to biblical and evangelical ideals. [THM, 90]
- The professors that pushed me to become a critical thinker. [THM, 91]
- Quality of classes and professors. [CGS, 92]
- The level of teaching and the interaction with the professors. [THM, 93]
- The sound education I received from some of the godliest men I have met. I made some wonderful friends in the extension center and hope to stay connected and help with future events. I am proud of be (soon) a DTS graduate! [MABS, 95]
- The depth of study. [THM, 97]
- The diligent and serious attitude of searching out the truth in God's Word, and being responsible to teach it. [MABS, 98]
- The commitment and devotion to the Word of God. [THM, 101]
- Commitment to the Word. Professors who care for students. They model servant leadership and grace in scholarship. Deep rich hard careful walk thru scripture and theology. [THM, 102]
- It's reputation for knowing the Word of God well. [MABM, 103]
- I loved the professors. [MACE, 104]
- Feeling equipped to handle spiritual/biblical questions. [THM, 105]
- I believe DTS is committed to teaching its students God's word efficiently. I loved sitting under all the professors and studying the different books of the Bible and being in awe of God as I understood the revealed message better. [MACM, 107]
- High level of education offered from world class scholars. [DMIN, 108]
- The consistency and high level of competency with which each course was taught and understanding exactly what was required of me in each course. [MABS, 109]
- Quality of the professors and the education. [MABS, 110]
- The focus on and adherence to the Bible. [MACE, 113]
- The teaching. [THM, 114]
- Its commitment to excellence... [THM, 115]
- The best part of my time at DTS has been the chance I have had to interact with professors who are advanced in their fields of study. I have been fortunate to find professors who not only provide intellectual stimulation but also spiritual encouragement. [THM, 120]
- The people: profs, students. I love DTS. I applied originally because I've always respected it so much. I am very honored to be able to receive a D.Min. from DTS. I had a great experience in the D.Min. program. [DMIN, 121]
- The well developed exegetical process as well as the Bible Exposition Department. [THM, 123]
- The emphasis on languages. [MABS, 124]

The training I received to see the world through a biblical and theological lens.
[THM, 126]

Its focus on academic excellence in an environment of grace and support. [THM, 128]

The professors and their authentic hearts for Jesus and the students. [MABS, 129]

The focus on the Bible. [THM, 130]

Professors, classes, chapel, overall atmosphere of balance between academic and spiritual
[MACM, 131]

They believe and teach the Bible as the inspired word of God [MACM, 132]

The emphasis on biblical and theological training for the purpose of servant leadership in
ministry combined with the graciousness of acknowledging, discussing, and
allowing for views that are not in agreement with the DTS doctrinal statement.
This all provides for an atmosphere of true learning and development in biblical
theology. [THM, 133]

Knowing that its mission is for those that call this place home is to "preach the Word" to
a world desperately in need of the hope only found in Jesus. [MABS, 134]

Bible Exposition [MABS, 135]

The passion of the faculty. [THM, 136]

Community feel of the extension [MACE, 137]

Great Bible Teaching. [CGS, 138]

The professors. [MACE, 139]

Its commitment to sound biblical and theological teaching. Scripture has been and
continues to be held in high regard. Any person that would ask my opinion about
seminary, I would always recommend DTS as long as our view of Scripture does
not change. [MABC, 141]

Its brilliant yet humble professors. [THM, 143]

The faculty are engaging, warm, and eager to meet with students. [THM, 145]

The long tradition and rich heritage of solid conservative Biblical education and
scholarship, and an extraordinary and distinguished faculty. I especially
appreciate the chance to take classes from that top quality faculty at DTS
extension campuses – Houston. [MACE, 147]

Study of God's word... [THM, 148]

The tightly aligned association with God on the basis of the Holy Bible with the objective
as stated in the doctrinal statement. [MABS, 150]

Its commitment to the historical orthodox Christian faith. [MABB, 152]

The learning experience I got there, and the expertness of the profs. [, 153]

The instructors. They have a great love for Christ that is awesome see in class. They are
very excited about "getting to come to work" (instead of "having to come to
work"). [CGS, 154]

Passion for accurate handling of the Bible. [CGS, 155]

The hope that is anchored by the Word of God which reveals the Son of God.
[THM, 156]

Strong academic teaching and discipline within grace based realm... [THM, 157]

The people, students, faculty and professors [MABC, 159]

The faculty. [THM, 160]

DTS is a conservative Theological Seminary. [MACE, 161]

My friends including the faculty. If it weren't for outside the classroom conversations and
growth my time here wouldn't have been worth it. [THM, 162]

The passion and personal interest of the professors in leading their students to study the Word. [MACE, 164]

The emphasis of demonstrating integrity to the Scriptures through preaching its truths about Jesus Christ and arguing pre-trib, pre-mill, dispensationalism. [THM, 165]

Their desire to teach and preach the word... [MABS, 166]

They stand firm on the Word, have high expectations [CGS, 168]

I love the great men and women who taught with humility and great knowledge. I love the fellowship among the students who have a passion for God's kingdom agenda. I love the many programs that bring families together. [THM, 169]

There is not just one thing. [THM, 170]

The well-trained faculty and the relationships I have built with other students. [MACE, 171]

That they teach you ways to find the meaning of the text. [THM, 173]

Its commitment to the Lord's will... [THM, 175]

The emphasis on Scripture and preaching God's word. [THM, 179]

The professors. [THM, 181]

The solid evangelical teaching and the opportunity to learn the Bible well. [MABS, 182]

It teaches the Word and prepares students in their approach to the Word and to the world through majoring on the majors - the core doctrines of the faith. DTS helps us understand these core doctrines not only through the assignments of exposition and theology but through the contrast to false doctrine so prevalent throughout the church's history and today. As a result, students are equipped to grow, serve and share the Word in ministry on multiple levels. [MABC, 183]

The profs. [MABS, 184]

The people. They are wonderful! [MABS, 185]

The strong tradition and application of Christian integrity and fellowship, by both the faculty and student body. [MABC, 186]

Your preoccupation for Hispanic students. [DMIN, 187]

The Theology department... [MABC, 189]

It's reputation for biblical teaching. [MAEM, 190]

Practical Biblical truth taught [MABC, 191]

It's focus on exegesis and comprehensive curriculum. [THM, 192]

Its commitment to excellence! [THM, 193]

The faculty is AMAZING!!! I only wish I would have invested more time get to know a greater number of staff on a deeper level. [MABC, 194]

Its OT and NT departments. [THM, 196]

The profs. They have a genuine interest in the growth and development of the students, and teaching the to "Preach the Word." [MABS, 197]

The pastoral support given by the BE professors in class. [THM, 198]

The friendliness of the professors. [MABS, 201]

The Old Guys and the Theology Professors [MAMC, 203]

Its commitment to Scripture and cultivating an environment in which all students can grow closer to Christ as they learn more about Him in the classrooms. I also love that the satellite campuses offer this great educational opportunity to people unable to move to Dallas. [MACE, 204]

Generally speaking, the people. [MABC, 205]

The faculty [MAMC, 206]

- The way the Lord has taught me more about Himself through teachers, classes and friends. [MAMC, 208]
- The relationships I established with some of the professors...and Church History. [THM, 209]
- I'm hard pressed to find anything I would change about the Seminary. I was impressed from the first time I stepped on campus in August of 2006 to gather enrollment information. On every level, from registrar to student services to advisement I have been greeted with professionalism and care. The staff DTS has assembled is amazing. I love my Alma Mater and look forward to continue collaboration in the future. [THM, 210]
- The professors and staff. I learn so much from them and feel so blessed to have been able to sit under their teaching. [MABC, 211]
- The theology department. [THM, 212]
- The ability to understand the scriptures in their proper context. [MABS, 214]
- The professors and the value of education and accuracy within the institution as well as the grace exhibited by the majority of the faculty. [THM, 215]
- Its commitment to teaching the Bible [MABS, 217]
- The Education [THM, 218]
- The excellent professors. Their commitment to truth and education and their character which displayed itself in their zeal for our spiritual growth and concern for our lives. [THM, 219]
- Great academic preparation for ministry. [THM, 221]
- The godly examples of the professors. [THM, 222]
- The material taught and the very qualified professors and teachers [MACE, 223]
- Language classes [THM, 224]
- When the professors talk about real life, real struggles, real experience, really pray for actual things that are going on, etc. [THM, 225]
- Intensive study, fair student assessment, ease of use on line... [CGS, 227]
- The faculty and students [THM, 229]
- El apoyo o ayuda integral para los estudiantes: Espiritual, emocional, financiera, y por supuesto de alto nivel intelectual, y gran compromiso con la misión. [DMIN, 230]
- The professors. I can tell many of them care about the students and want to see lives changed. [THM, 231]
- The professors joy and the community of people here. [MABC, 232]
- Chapel and Spiritual formation and spiritual life...and the classes of course [MABC, 235]
- The people! I made some incredible friends here, and of course the Bible teaching. It was the best I have ever experienced. [MABC, 236]
- Learning to love God more. [THM, 237]
- Making you write your own doctrinal statements. [THM, 238]
- The profs are experts in their field and behave professionally. Access to the Landry Fitness Center. Except hours need to be extended to every day. My advisor was super nice to me. The profs blogs are cool. Plus being FB friends with them is awesome. Having the handouts and syllabi online is very helpful. The commitment of the profs is incredible. The global experience is invaluable. Reading Week. Scripture on the wall and the artwork - it's inspirational. The CE Dept extends grace and is kind towards overwhelmed students. The chronology charts and prophet summary charts were super beneficial.

- Bibliographies with the prof's opinion are super helpful. Graders who took their job seriously and returned our assignments promptly. Creative projects..I wrote 3 children's books. Who knew I could do that?!! Proximity to the Whole Foods on Gaston/Abrams. [MACE, 240]
- It's long-standing reputation of remaining true to the Word of Truth and the comprehensiveness of the study. [MACE, 242]
- The availability of faculty, and their desire to know us on a personal level. They seemed to genuinely care about the students on an academic, personal, and spiritual level. [MACE, 243]
- The diverse and incredible teaching staff, especially in the pastoral ministries department along with the sound theological teaching and doctrine provided by this institution. [MAMC, 244]
- The faculty [THM, 245]
- That it is dedicated to effectively interpreting and communicating the Scriptures. [MACE, 246]
- The theology classes. [MABS, 247]
- The feeling on campus of dedicated believers working alongside one another. [MABC, 248]
- The spirit and example of the faculty. [MABC, 249]
- They have taught me why I believe what I believe. [CGS, 250]
- The seminary's professors and faculty see each student as an individual that they care about and want to disciple/mentor. [THM, 252]
- The high quality teaching. DTS taught me how to think! [CGS, 254]
- The mix of ideas and perspectives within the faculty. [MABC, 255]
- The caliber of profs whose lives reflect their love and dependency on our Lord which overflows in the classroom. When they open the Bible and read God's Word, they read with reverence and 100% confidence it is the truth. [MACE, 256]
- The profs The opportunity to see God at work in my life and those around me in this crucible ... to grow together ... people here aren't perfect but it's easier to grow when you're surrounded by people who are striving to honor the Lord in their lives. [MACE, 257]
- The school has a good balance of ministry orientation and academic focus. [STM, 258]
- The people. Profs and students image Christ. [MACE, 259]
- The commitment to teaching, applying, and living out the Bible in the hearts and minds of every student and professor. [MAMC, 261]
- Ability to think about God in a differnt way than I ever have before [THM, 262]
- Faculty [MABC, 263]
- The professors who openly describe their love for the Lord. Their heart for service and their passion for teaching the Gospel will always inspire my Christian walk and future ministry/work experiences. Every professor and student carries themselves with dignity, honor and a genuine care for the well being of others. It is a beautiful place, and I am sad to leave. [MAMC, 265]
- The professors' interaction with the student body both individually and corporately. [MACE, 267]
- The emphasis on theology based and rooted in Scripture. [MACE, 268]
- The intentionality and grace of the professors. [MAMC, 269]
- The knowledge I have gained biblically [MACE, 270]

The professors. [MABS, 271]
 The diversity among professors and students friendly environment leadership opportunities. [MAMC, 274]
 Fellowship with brothers and sisters as well as learning from the challenges of life. [MACE, 276]
 The students and professors. The people make it a special place. It is a much more diverse place in belief, attitude, politics etc then I ever expected. [CGS, 278]
 It's prestige adds to my own credentials for the future. [CGS, 281]
 I like that the whole Bible is taught during the course of study. I like that there is such emphasis on the literal word of God. I've really enjoyed my program here. [MABS, 282]
 The great online experience [CGS, 283]
 The faculty... [MACE, 284]
 Sincerity and passion of faculty [STM, 286]
 The community and the wildly creative students and staff that love Jesus and want to make His name know. [MAMC, 287]
 The accessibility of professors. [MACM, 288]
 The professors. [MACE, 289]
 It gave me a wider perspective and big picture of my faith. I had thought it would be ultra conservative and narrow-minded, and I was pleasantly surprised to find it very relevant. [CGS, 290]
 The online classes... [MACE, 291]

I Liked Least...

DTS -- as are all seminaries -- governed by the Berlin School. Although the DMin program was less influenced than the ThM, the education of the head over the heart, of reason over faith, and of theory over practice is still evident. [DMIN, 1]
 Too expensive. Too much reading. Did not define the details of what is considering Plagerism to incoming students. [MABS, 3]
 Institutionalism (a necessary "evil"). [MABS, 5]
 The authoritarian approach it takes at times. This is most notable at times when it imposes certain requirements on students to fill out surveys/entrance & exit exams/etc. [MABL, 8]
 The lack of an artistic community. [DMIN, 10]
 I enjoyed Spiritual Formation, but I felt that four semesters were a bit much especially with working full-time and ministry involvement at church and other ministries. [THM, 11]
 The uncomfortable divide between male and female students. Women students often do not feel welcome at the Seminary, at least not welcome as equals. [THM, 13]
 Too scholarly [MABS, 14]
 Finacial aid 12 credit hr condition [STM, 15]
 Well, I like the diversity in teaching, but it is TOO diversified I believe. I had some really solid teachers in the HT and ST department, but then ran across some professors that held too strongly to non-Biblical concepts (i.e. egalitarianism, evolution, semi-pelagianism, etc.) [THM, 16]

There was an incident when I received an email with an almost threatening tone. On another occasion when I emailed a GTA & prof regarding an issue I received no reply. [CGS, 19]

The work load. [THM, 22]

We can be bureaucratic at times. I think that the Ph.D. program at times felt rigorous for the sake of being rigorous. [PHD, 24]

It's lack of cultural diversity in its leadership, faculty, and student body. [THM, 26]

You do not have a closer extension site to Cleveland, Ohio. [CGS, 27]

The size of the campus [THM, 28]

SO much work and so little time to process - with the professor and other students. Plus, it seems to me DTS is more committed to writing good papers than learning and internalizing the information. Just my opinion. BTW - I'm a former English teacher and writing was never a struggle for me - it came easily. However, I am uncomfortable with the emphasis DTS places on writing. [MABS, 30]

The residency requirements. I would have selected a different degree program if I had been able to meet the residency requirements and it would have been more in line with my future plans. [CGS, 31]

From a student's perspective, nearly everything rises and falls on the quality of the professors. I am concerned that DTS is becoming much less attractive (or accessible) to the most gifted evangelical professors out there. Dispensationalism is increasingly marginalized (a trend that will likely continue) and the seminary's very narrow doctrinal statement seems to be limiting the number of talented professors who can teach here. Because of this, it just seems like DTS is growing increasingly out-of-date... much less relevant in the world of evangelical Christianity than in decades past. [THM, 32]

That the teachers I have had are mostly elderly and can't relate to the change that is occurring within Christianity. [MABS, 33]

The philosophy of the counseling department... [THM, 35]

The rules and procedures and forms that make DTS seem like other educational institutions. [MABS, 36]

The worst parts of my experience had nothing to do with school, and everything to do with my own inadequacies and laziness. [DMIN, 37]

The work to gain the knowledge of the languages. [THM, 38]

The lack of classes offered in the evenings. [MACE, 40]

Mundane online courses... [MACM, 41]

Amount of work required for each class... [THM, 44]

The push to achieve things in the classroom that really cannot be achieved there. [THM, 45]

No one seems to know what classes will be offered where from semester to semester making planning for extension students impossible. If you miss a class you are out of luck for 4-5 years till the class shows up again at your location. [MABS, 47]

Not being in Nashville TN [MABS, 50]

It seems people are not accepted for being different. It seems that this is not a loving place. [THM, 51]

- Safety. Although burglaries occurred a few times while I have been there, I would like to ensure that the safety of our students is top priority. I would continue to add 1 or 2 more uniformed Dallas Police Officers monitoring the campus 24/7. [MACE, 52]
- The lack of female presence in the faculty and as chapel speakers. [THM, 53]
- The financial and time constraints necessitated by such a rigorous degree program. [MAMC, 54]
- The lack of Christlike fellowship among the students and faculty. No one has time to be Christ to one another. [THM, 55]
- Lack of feedback on graded assignments. [THM, 56]
- The heavy reading load. Every class gives you enough for a 40 hour week. I just can't comprehend what I read that quickly. [MACE, 59]
- The workload placed on students and how it causes harm to some students's families. [THM, 60]
- Too much reading homework. [THM, 62]
- The disconnectedness to regular "lay" people and the lack of support in bridging that gap [THM, 63]
- Its lacking Bible Exposition classes that are basically just professors' commentaries rather than training grounds. I feel like I never once was engaged at DTS to think about any kind of current trends in the evangelical world that might be considered problems within the church. We never had discussions about Rob Bell or Brian McClaren. We never worked through questions about the DaVinci Code or the worship wars. I found this strange and disappointing. [THM, 64]
- Its adherence to such topics as the eclectic theory of textual criticism. Does the seminary believe this because it's the best way or because it's the most popular in the realm of (liberal) Ivy League schools, i.e., Princeton? [THM, 65]
- The cost. If I were rich - I'd keep going. [MABS, 67]
- A 4 year master's degree... [THM, 69]
- The lack of personal connection. I expected to make friends with at least one professor, but all my advances were rebuffed in one way or another. I expected to make more friends with fellow students, but we're all so busy, and we commuters are scattered. [THM, 70]
- Not being on campus and only being part time, I was very disconnected from the staff. [MACE, 72]
- The dress code. [THM, 76]
- Evaluations. [THM, 77]
- Very intense experience; having six kids very long [THM, 79]
- Sometimes the classes seemed to have a lot of work just for the sake of having a lot of work [THM, 80]
- The legalism. [THM, 83]
- There is only one African American professor at the extension site. [MACE, 84]
- That I will have spent five years at a Christian institution and leave completely unnoticed, undiscovered, and unwanted with the exception of maybe one or two faculty members. [THM, 85]
- Lack of cultural training. Theology is presented from white, male, middle-class perspective only. [MACM, 87]
- Chapel attendance, forced spiritual formation groups [THM, 88]
- The cafeteria closing down. [THM, 89]

- That the curriculum does not feel like an integrated whole. It seems more like a composite of different pieces that the students has to fit together. [THM, 90]
- Classes that were a waste of my time and money. I didn't mind taking 120 hours. I am just very disappointed that the majority of those hours were undergraduate courses. There is truly something unethical about making masters students pay \$400+ an hour to take unnecessary undergraduate courses. [THM, 91]
- Drinking policy. I agree that drinking in excess should be avoided but I believe drinking in moderation should be allowed. I understand and respect the reasons why DTS holds to this rule but many of my non Christian peers/friends did not understand it and their perception of it was that of legalism. [CGS, 92]
- Sometimes not so considerate of the lifestyles of older more mature students [THM, 93]
- It isn't closer! [MABS, 95]
- Many times, my studies challenged my deeply held beliefs, which were often simply unquestioned, "folk" beliefs. I think the Seminary is good at tearing down these kinds of beliefs and offering biblical, thoughtful truths in their place. However, the Seminary is bad at helping students as they struggle emotionally and spiritually with this "crisis of faith". In some ways, the most important things I learned here are that I know next to nothing and that there are no easy answers. I wish the Seminary would have done a better job helping me through this realization, which has been deeply troubling to me at times. We learn laws and systems, only to find out that each law has its exception, and every system breaks down at some point. I have worked through this and have made peace with my inability to "unscrew the inscrutable". It would have been helpful for the Seminary to give me more of a warning from the onset that this is what was in store. Or perhaps, I just missed it when you did try to warn me. [THM, 97]
- I found the spiritual formation group to be a waste of time. I would have benefitted more from increased involvement in a small group with "normal" people outside the seminary bubble. It was like being forced to take a class every semester for two years and not getting any credit for it. In my experience, sitting around in a circle talking is not very conducive for men to connect and "go deeper" spiritually, at least initially. [THM, 97]
- The complete focus on loving God with our mind to the exclusion of loving Him with our heart, soul, and strength. [THM, 101]
- Financial hardship, lack of child care for events that I would bring my wife to. [THM, 102]
- Tie between legalistic tendencies and higher emphasis on academics than on practically lived out faith. [MABM, 103]
- That women are treated like they are less than human. Please put a bathroom on all floors in Todd. That is just embareasing. Exiling a certain people group to use a restroom was very effective when blacks and whites were segregated. Not having a bathroom on each floor for women speaks so loudly to the seminary's view of women. In addition, if you do have to use the bathroom you miss an opportunity to interact with the professor. Men dont have that problem. And dont get me started on the precious minutes of class that I missed b/c I was running up or down those stairs in Todd. [MACE, 104]
- That students are so hurried and focused on getting their papers done that we do not have time or opportunities to really live out what we are learning or to care for one

- another as we should. We walk by one another without really noticing one another or talking more than just a disingenuous "How are you? Good. Good." type interaction. Its sad. [THM, 105]
- I enjoyed Spiritual Formation, but as I mentioned before, I would have benefitted to hear other professors ask about our walk with God and provide lessons or exercises that would help us grow closer to the Savior. I know our church helps us in that direction, but I believe the seminary can also demonstrate more concern and balance Theological homework with applicability. [MACM, 107]
- My experience with my advisor during the dissertation portion [DMIN, 108]
- The demand of the work and the time away from family. [MABS, 109]
- It is very difficult on a family (married with kids). Though I don't know what could be changed and not sacrifice the quality of the program. [MABS, 110]
- The focus on content, content, content made things probably busier than they probably should have been. I think it would be good to factor in some practical components. [THM, 112]
- The inflexibility of some courses or programs which has made it difficult for some students to work enough to pay for seminary and still get the classes needed for graduation. [MACE, 113]
- Its commitment to excellence: hurried life results in less human relationships [THM, 115]
- The PM department's emphasis on audience-focused preaching rather than text-focused. [THM, 116]
- I don't know how else to say this, but I think that macro issues of society and culture influence the major themes of an institution like a seminary. In other words, we always want to stay true to the Word and the core tenets of our theology. But I also think that, for example, mission must continually be valued and reflected in the system of the seminary. How the church approaches a changing world will have to change over the years, and thus so will the approach (not the substance) of the seminary. In other words, one seminary I've heard of in Asia (the name escapes me) requires all of its graduates to plant a church. Cultural differences aside, in principle I like that. You cannot graduate from here unless you've proven that there is a practical ministry you can generate as a result of what you've learned. [DMIN, 121]
- Focus is somewhat diffuse because of the broad range of goals, some of which will be difficult to achieve in so short a time. [THM, 123]
- The unnecessary nature of certain limitations and restrictions placed upon students (chapel attendance, dress, code of conduct). I believe that students training for ministry should strive for godliness in every area of their lives, I'm just not sure that what DTS requires accomplishes little more than perfunctory behavior designed to meet standards set in previous generations. [THM, 126]
- The growing size, while helpful and accessible to a large number of people, means larger class sizes and less professor-student interaction. I know DTS is aware that spiritual formation cannot be streamlined in a program, but as the school continues to grow in size, this is harder and harder to stay away from. [THM, 128]
- Lack of community. [MABS, 129]
- The drive from McKinney 2x a week for 6 years. :-) [THM, 130]
- Rules limiting student involvement in the community - no drinking or use of tobacco policy. [MACM, 131]

It is a seminary. Ha... what can you do to change the stifling effect an academic institution can have on spiritual vitality? I don't know. It's not a huge issue, but the alcohol policy does seem to add an extra rule that is not given in the Bible.

[MACM, 132]

So far away from Coppel... [MABS, 134]

Being an extension student. [MABS, 135]

The elitism that exists from some professors. [THM, 136]

The load of work is sometimes just unreal. For a person to be in ministry, working full time, and trying to go to seminary it is just unreal. Things have changed and there are not too many people any more who can drop out of everything and go to seminary full time. DTS will have to adjust to the times and the students. If I would have stayed Th.M. I would have never finished. The amount of work involved in the languages while trying to take other classes and keep life afloat almost killed my spiritual life. [MACE, 137]

The tuition is too expensive. [CGS, 138]

A few of the students, and the sometimes scarcity of woman's restrooms. [MACE, 139]

Although one will receive a dynamic theological and biblical education here, something about this environment creates a 'cookie cutter' mentality. I have been most disturbed by the subtle promotion of conservative 'right winged' politics at this institution! I don't know where it comes from and cannot put my hands on it, but it's here! I am so grateful to be graduating before another presidential election. Many students and some staff became very irritating during 2008-09. (I had a class in which students encouraged the professor to calculate whether our current President Obama was the anti-Christ! In the defense of the professor, he did not believe such foolishness, but did the calculation just for entertainment purposes. Something about the number of letters in his name. Such foolishness has no place at such a scholarly institution.) I don't want to hear about the current political climate of the US in lectures, chapel messages, class discussions, or random discussions with students...of which I have had to hear for 3 1/2 years! Stop it! Regarding recruiting activities, I have been disappointed with the interpersonal skills of students. Many of the students I encounter are socially inept to serve in ministry. This is scary. We need to do an evaluation of individual's people skills when recruiting. The perception outside of DTS is that our students and alumni are arrogant and haughty and with many of the students I see why. Maybe we could have some classes to help many academically talented individuals with honing better interpersonal skills? [MABC, 141]

Its "old" reputation as a legalistic, dispensational fortress of stubborn, argumentative academics. [THM, 143]

The "red tape" of being an institution. Sometimes, decisions are made for the sake of the institution, not for the benefit of the students/professors. [THM, 145]

Expensive! [MACE, 147]

This statement may be based on the fact that I am a extension campus student- No help from faculty advisor, we are given advisor but they are so far from you they can not help. This is my secound master and I have 2 post master, in all my school- your advisor talked to you. And before starting the master program a plan was written out with you and the advisor to meet your goals. [THM, 148]

- The reading assignments could be culled in order to allow the students to ponder the subject matter longer rather than needing to continue on to the next reading assignment in order to keep up. [MABS, 150]
- The sense of theological difference/disunity between the BE and ST faculty. [MABB, 152]
- Driving to dallas from Austin to take BC classes! You should offer BC courses at the austin extension -people would take them. [, 153]
- Class schedules could be published further out. A higher percentage of the degree could be allowed to be taken online. Some of the degree-specific (MACM) classes were never offered at nights, which makes it difficult to complete a degree when working full-time. [CGS, 154]
- When things got a little too bureaucratic. [CGS, 155]
- How busy people have to be to "do ministry." [THM, 156]
- The drive to overwork and overperform at the expense of family and ministry [MABC, 159]
- All the administration policies. Granted these are required to keep the institution running effectively, sometimes they are exercised with too much rigidity and lack grace (fortunately grace is shown through individuals). [THM, 160]
- Repeating undergraduate type courses. The degree has too many courses and hours to really have someone delve deeply into anything. We are wading through a pond rather than diving into one deep pool of water and really knowing about one thing. [THM, 162]
- Traffic getting there, cost of tuition. [MACE, 164]
- More outreach could with the gospel to the lost could be incorporated [MABS, 166]
- Lack of class options for full time wokers and expense of classes. [CGS, 168]
- I would love to see more men and women of color teaching at DTS. The perspective of theology is narrow in that it comes through the lens of our brothers who are white middle aged men. DTS is becoming to academic in that it is moving away from the teacher and towards the researcher. The direction of DTS is going towards a Harvard or Princeton theology which will eventually lower its standards for people and not leaders. [THM, 169]
- There are some things I disagreed with, but I would not consider them to be hindrances to my receiving an education from Dallas Theological Seminary. [THM, 170]
- Lack of communication between departments. [MACE, 171]
- The time it takes from family. [THM, 173]
- The unnecessary courses in the Thm that make the degree too long. [THM, 175]
- Fees [MACB, 178]
- The groupthink that can occur because of the general agreement on certain theological positions, the arrogance of many students and the consistent friction between the challenges of course work and a healthy spiritual life. [THM, 179]
- I felt like there weren't enough "elective" classes. [THM, 181]
- That there is not an extension campus nearby and that I would have enjoyed a preaching class, but none were available to extension students of summer or winter week long classes. [MABS, 182]
- It does not offer a Ph.D.program within the counseling department. I would love to continue in counseling research at this seminary if it were ever made possible. [MABC, 183]

- The development of Christian leaders. [MABS, 184]
- Large class sizes, and legalistic, unbiblical rules concerning alcohol and tobacco. [MABS, 185]
- The financial cost. [MABC, 186]
- As previously stated, the registrar's office and CE department. [THM, 188]
- The Bible Exposition survey style courses [MABC, 189]
- Early morning classes and the traffic getting there! [MAEM, 190]
- The courses that are a waste of money (e.g. Bible exposition courses, CE courses), the professors do not grade the assignments, too many chapel requirements, the lack of fieldwork. [THM, 192]
- The financial challenge of completing the Th.M. [THM, 193]
- The integrity and reputation of the school, staff, and students. [MABC, 194]
- The length of its ThM and the amount of general classes that are useless to some people. [THM, 196]
- Restrictions associated with the extension experience. [MABS, 197]
- The lack of pastoral support from the pastoral ministries department. [THM, 198]
- That the intro to world missions class is no longer required for the MABS degree. [MABS, 201]
- More practical, less theoretical [MAMC, 203]
- Its lack of ethnic diversity among professors and administrators. [MACE, 204]
- The cost, the amount of reading that a 15 credit semester requires. Some classes feel like you pay 1200 a class for a reading list. Also im not a fan of many of the administrative processes, hoops to jump through and the fact that student housing could never get my rent balance right. [MABC, 205]
- The false image of perfection that is portrayed on campus... (this is more of the student body's issue) It should be addressed at the begining of every semster. Took me over a year to finally realize I wasn't the only person here with flaws becuase of this issue. [MAMC, 206]
- The over-emphasis of writing papers, and yet we orally cannot minister well because we are so used to paper writing. We need to be able to articulte what we learn here well with our words. [MAMC, 208]
- The schools motto is Teach truth. Love well. We dropped the ball in loving well. I would love to sit down with you over a cup of coffee on this issue. [THM, 209]
- The "forced" requirement of Spiritual Formation groups. I didn't like being put into a group that never felt natural. Plus we lost three of the six to attrition. Over time, I became friends with the guys, but in my personal and now academic life, I've never liked being put into forced interpersonal situations. [THM, 210]
- As a counseling student, sitting in Theology classes with ThMers was brutal. Most of the times the rest of us needed the ThMer and professor to take 10 steps back and explain what in the world that student even asked and how he knew to ask it. [MABC, 211]
- The Bible Exposition department. [THM, 212]
- The lack of diversity and community [MABS, 214]
- The dress code, and I feel the number of BE classes is excessive. I felt as though, some of those credit hours toward more theology, Hebrew, and Greek classes that could better help me interpret the books covered in the BE classes. [THM, 215]
- Chapel and dress code [THM, 218]

How the library looks like a 1980's hotel and sometimes seemingly worthless BE classes.
[THM, 219]

Life is too crazy between all the responsibilities that people have to juggle. As a result, I feel like community with other students is tough to develop and our spiritual walk is difficult. [THM, 221]

That the bookstore is closed on Saturday. Come on, seriously? [THM, 222]
BE class; Spiritual formation program. [THM, 224]

It has become too cold of an academic institution...I fear it has lived up to the joke of "SemiTary". Bring spirituality back to the students. Shepherd them. Disciple them. Yes, even if it's at the cost of accreditation changes or whatever.
[THM, 225]

Gospels instruction was not up to standard of rest of classes. [CGS, 227]

Some professors are less willing to interact with new difficulties in the culture.
[THM, 229]

There are so many things we have to do in addition to simply going to class and learning. We have to go to spiritual formation classes (which are non-credit classes). We have to dress a certain way. We have to go to chapel. We have to fill out surveys.
[THM, 231]

Lectures. The lectures need to be more engaging. [MABC, 232]

So much in such a small time frame [MABC, 235]

It could be stale at times. Classes and professors were dull and lifeless at times.
[MABC, 236]

Feeling like an outsider as a woman, commuter student (not living on campus), and being more than 60 years old. [THM, 237]

Achievement-orientation. It's all about getting things done. [THM, 238]

The internship and SF office. --The Prof's assistants/secretary's need business cards with their phone numbers on them so we can call them to make appointments. --The library hours suck. When we work PT, how can you expect us to do all that studying with the library closed? --Need a fruit juice bar along with the coffee bar. Coffee is unhealthy. And sell healthy bagels. The scones and stuff are sugar-loaded. --Explaining to my parents that DTS doesn't recognize that women have the gift of preaching/teaching isn't easy...they raised me "gender-neutral" when it came to abilities. Then I came to DTS and it was a BIG shock to me that Christians don't affirm one another in preaching the Bible. Work on that. --Every time I have ordered food from the cafe - the order was wrong. Now I don't order from them anymore. Train them. --Reading reports. Students CHEAT on these. It's unfair. Take RRs throughout the semester and gauge it by class discussion. I mean, come ON. --The Book Center needs a committee to help decide what clothes to purchase and they need to rearrange the book center to be friendly/welcoming - like have a seating area. --The couch in the women's library bathroom is disgusting. As is the smell in the library - moldy. Air freshener anyone? --Grad students submitting assignments two weeks early? Really? That's just wrong. Move the grad ceremony not our deadlines. It's suicidal for us. --The cafe TV is ALWAYS on ESPN. We women prefer Rachael Ray, etc. It's sexist. --The housing online board needs to have a site where you can submit complaints and needs to be updated OFTEN. --Online transcripts NEED to be reviewed before submitting them. One translator spelled "idol" as "idle." Reflects poorly on

- the seminary. --Students (in class) that check FB, sports stats, email, bank accounts, Twitter, and shop online. They are SO fortunate to BE at DTS. Shows lack of respect to God, the prof, and other students. Enforce the disciplinary policy. --Campus mail boxes - we need a key card, not that weird code. Seems pre-WW II-ish. --That apt complex right by the women's parking makes me nervous - I've heard men yelling and carrying on about things - doesn't seem safe. --Group projects SUCK. Schedules are crazy enough w/out having to fit in GPs. --How my life fell apart again and again. As did my car, health, laptop, etc. --SF curriculum is a joke. So is that book we had to read for it. I'm not friends with any of those girls now. (Due to distance, schedules, beliefs.) We don't need SF; we have support groups, we're adults!!!!!! --For women to appropriately thank the male profs was awkward; in undergrad, I would purchase books but at DTS the profs didn't seem to know how to handle the book gift. Is that not a custom at DTS? I never meant ANYTHING other than thank you. --The online devos are pointless; replace them w a quote or something humorous. --The campus police watch YouTube videos; not us crossing the street at night. Why are they there? --Library fees? Really. As if we aren't freaking out enough about money. --How I rarely have time for family much less friends between work and school. My "quality of life" has decreased to barely existent. It's exhausting. [MACE, 240]
- The high tuition. [MACE, 242]
- The general lack of mutual cooperation and communication with some of the registrar's office staff. Even with the simplest of questions it seemed like a chore for them to give me straight answers. [MACE, 243]
- The lack of media communications training and tools that would allow me to do my job as an editor in the church world - to be honest I had to do a lot of that on my own. [MAMC, 244]
- The student culture. [THM, 245]
- They don't offer enough financial aid. [MACE, 246]
- The distinctions that are made between the programs where it is clear that an elitism attitude is breded. [MABS, 247]
- The length of the degree plan [MABC, 249]
- It's no fault of the seminary, but being an extension student, taking my classes online, was very isolating experience. I had no one to share the journey with. [CGS, 250]
- The length of time and money to gain the quality of education that is offered at the seminary (4 whole years!). [THM, 252]
- Does not offer an online only M.A. [CGS, 254]
- The lack of development of programs outside of THM program. [MABC, 255]
- The limitations on my funds as a result of being a full time student. [MACE, 259]
- Is the amount of time it takes for reading in each course [THM, 262]
- Lack of community [MABC, 263]
- Spiritual Formation brought stress on my DTS experience. My group seemed very awkward around each other for a long time, and for the remaining semesters, due to the group dynamic, my spiritual formation group became a burden and not a joy. While I do not doubt God worked in our group, I found genuine friendships naturally, outside of my SF group. I also found the SF exercises trite and unoriginal. [MAMC, 265]
- It's zealous bent toward academic superiority. [MACE, 266]

- The lack of practical application. [MACE, 268]
 Turabian Format [MAMC, 269]
 Professors who read their power points and do not teach. [MACE, 270]
 The workload. [MABS, 271]
 Some of the students who are only interested in academic knowledge and either do not have the personal skills or do not realize that they are not loving people. Mostly those who have come simply to pursue academic careers. I also felt like during my time at Dallas, that "missions" was/is defined as teaching in a seminary overseas... when I believe that the incarnational ministry of Jesus in the lives of people is SO MUCH MORE. [MABS, 272]
 Tendency to devote too much attention to non-essentials [MAMC, 274]
 The "bubble" atmosphere, inability of many students to see beyond the university, not think highly of secular work as for God. [CGS, 278]
 Feeling like the faculty/administrative leadership of our program was firing on all cylinders, was committed to us acquiring all the information we needed to pass the NCE, etc. [MABC, 279]
 It is so far from where I live. [CGS, 281]
 Seems there is a lack of grace to other perspectives (I come from a pentecostal background. [CGS, 283]
 The amount of chapels I had to go to [MACE, 284]
 Too much work load [STM, 286]
 Trying not to tell anyone I'm at seminary. (has nothing to with "Dallas" seminary) Being in seminary comes with baggage not just in the secular, but in the church. [MACE, 289]
 Being surrounded by students who can write excellent papers about theological topics but have trouble applying and living out what they know. It is very hard being in an atmosphere where my faith seems so academic because to me it is so personal. I will say the faculty handles this better than the students. Maybe it is a maturity thing. [CGS, 290]
 The lecture classes [MACE, 291]
 Todo me ha gustado. Todas las clases fueron excelentes. Y la asesoría con la disertación fue algo muy especial y profesional. Felicitaciones. [DMIN, 230]

The Seminary Could Improve By (in general):

- I am taking classes on a part time basis in an extension campus. There is little interaction with other students. I enjoyed group interaction that the online classes require, (which some students hate.) [MABS, 2]
 Encourage students to be more friendly towards other students; not to be so self absolved and ignore other students walking by you. [MABS, 3]
 Making the process of working through the courses a little easier to follow in order. [MACE, 7]
 One survey question that struck me was, "I got to personally know a professor well." I did not. Professors were generally available and friendly, but reserved. They kept an "academic distance" between them and the students. Only with my spiritual formation advisor was this "academic distance" not present. Relatedly, it would be nice if the seminary offered one or more courses where the same academic

- content was covered, but the manner of instruction was done in more of a discipling format than an academic format. By this I mean where the prof and students have opportunities to really discuss and mull over the material being covered. The prof would have to take the lead in making it a discipling type of environment, though the students should know this is the format ahead of time and have specifically signed up for it. This type of "class" would probably need to meet each day (or most days of the week), at times over meals which fosters a more relaxed congenial environment, and/or at the prof's (and/or a student's) home. [MABL, 8]
- Taking into consideration a student's involvement in his/her church ministries as part of Spiritual Formation. [THM, 11]
- Expanding the courses and professors teaching media and arts related courses. [THM, 13]
- Restructuring the OT department to offer a course similar to NT113, rather than lumping it with OT104 [STM, 15]
- Using more discernment in the hiring of professors and their holding to divergent theological positions. DTS is a bit of a 'mixed bag' in the final analysis for me. If the institution could "firm up" some of their more liberal professors, I would encourage everyone to come here. I do not regret going to DTS, but if I were to start all over again today, I believe I would have gone to Southern Baptist Theological Seminary. The biggest difference? SBTS seems to have better discernment regarding their doctrinal positions in what the professors teach. [THM, 16]
- Lowering cost. [THM, 22]
- Acknowledging that Western, white theology is not "theology" proper while African American theology is "something else" that needs a separate class for those who are interested in studying it. And I am white, by the way, so I don't have a chip on my shoulder racially with this, but I do feel like there is a lot of historical Christianity that my education didn't include in church history or theology. [THM, 26]
- It was difficult for me to plan ahead not knowing in the fall what would be offered during the summer. As a public school teacher I am not available for courses until the third week in June. Sometimes a course I could have taken in the summer was available but I did not know that and took it online. Later the course I could have taken online but did not, was not available during the time I had available in the summer. As such I was not able to maximize my online course work. [CGS, 27]
- Continuing to acquiring property around the main campus to expand its facilities. [THM, 28]
- Two things: 1) Broaden the doctrinal statement just enough to allow room for non-dispensational evangelical professors to teach 2) Quite frankly, the ThM program is not very attractive for prospective pastors right now compared to other options out there. Change the ThM degree program to make more room for practical ministry classes. Less emphasis on languages and BE, more emphasis on practical ministry functions. Also, make it more flexible (I understand some changes toward that are already underway.) 3) Or... Offer an MDiv program for those planning on vocational pastoral ministry. [THM, 32]
- Hiring younger professors [MABS, 33]

- Opportunities to listen to various professors of differing views in round table discussions [THM, 35]
- Less, more strategic reading assignments. [THM, 38]
- Offering more classes in the evenings. [MACE, 40]
- Currently, there are some "meaty" books such as Romans lumped into a course with several other books of the Bible thus not allowing for sufficient time to get to know that book well [MACM, 41]
- Taking more consideration of time demands placed on students [THM, 44]
- Better focusing on achievable results and helping students understand those results and pushing them towards them. For instance, making it very clear what all ministers need to know about each book of the Bible and having the students memorize those facts; rather than trying to teach the entire contents of all of the books and expecting the students to study them without aim. [THM, 45]
- Constantly reminding the faculty and staff that not every student is on campus and can hand in hard copies of work by a certain time, Or go to the library to read an assignment that is on reserve, or that they might be flying out for a one week class and if a teacher is going to be done at lunch on Friday the students might want to know that. There are 100's of small examples like this but all would fall under the heading of thinking of extension students needs. [MABS, 47]
- Administration and faculty to take time to really listen to students. Show students that you really do love them and care. [THM, 51]
- Updating the restrooms in CAC and Todd buildings. Also, by providing comfortable chairs in Todd and all of Turpine Library. If you have to sit and read for long hours, it is good to have soft cushioned chairs with good back support for all the students. [MACE, 52]
- Hiring more female faculty and putting a womens' bathroom on the first and third floor of Todd. [THM, 53]
- Training fewer students better, through real mentoring. [THM, 55]
- Providing more elective courses and utilize more contract grading in classes. [THM, 60]
- More practical instruction with respect to ministering in the contemporary world. [THM, 62]
- Moving towards having more personal interactions between faculty and students. [THM, 63]
- Asking students to write less and focusing more on in-class interaction between students and professors, similar to a colloquium-style class. [THM, 64]
- Profiling its students and teachers more carefully. It seems like the seminary is more involved in allowing students in to receive their monies rather than accepting and denying students based on their ministry track. In this regard, I appreciate Moody Bible Institute for denying students who lack clear direction in ministry. [THM, 65]
- Offering a M.Div. [THM, 69]
- Do not require students to affirm inerrancy. They need the space to explore this issue without fear. You're creating errantists by motivating students to hide their doubts until after graduation. Make time for the faculty to interact with students personally. The faculty are too busy and do not have time for students outside of class. Also, do not require students to make appointments via departmental offices. This makes contact with faculty more impersonal and more difficult. It

- just raises another obstacle. Start more clubs on campus such as the "Chapterhouse" that is starting up now. Require students to attend a single club of their choice if you must. But get them involved with each other in more "fun" and open time together. Get straight in your own institutional mind what you're going to do about dispensationalism. Between classical/revised dispensationalism, which many students and most faculty seem to reject firmly, and progressive dispensationalism, which is in my opinion confusing and vague, students get a very peculiar view of dispensationalism these days. The case for pretribulationism is not clear enough to make such a big deal out of it. I really think the doctrinal statement needs another big edit, and I would suggest you begin the edit with a truly and firmly anonymous evaluation of faculty positions. I don't think the seminary is as doctrinally sound as it looks or as it once was. If you leave these issues to lurk around for another decade or two, the eventual explosion could be catastrophic. [THM, 70]
- Keeping the online classes up to date. Making sure all material presented in classes is up to date. [MACE, 72]
- Providing more internship possibilities for academic track. [THM, 76]
- Continuing to allow for credit to be earned through practical ministry positions and opportunities with local church. [THM, 79]
- Maybe fostering ways for students who are a little on the shy side to get to know professors individually. [THM, 80]
- Hiring more Ph.D African Americans professor that will contextualize in the area of practical ministry of church only at the extension site in Houston where more African-american student are attending and would attend. [MACE, 84]
- Reducing class size and the student body and increasing funding and scholarship. [THM, 85]
- Becoming more cross-cultural. [MACM, 87]
- Offering more course selections and more class times. Registration was always a big hassle. Southwestern seminary accommodates commuter students way better than DTS by having black classes on Mondays. I've known graduates of Southwestern who took almost all of their coursework on Mondays. You could take about 15 hours just on Monday. DTS should really consider offering something like this. The only reason I was able to complete all of my coursework is because I work with very flexible bosses. [THM, 88]
- Accepting VISA. [THM, 89]
- The seminary lives out its mission statement well and I am sensitive to its mission. I am not suggesting that the mission change. My only concern is that those who are looking to teach higher education are being overlooked. It is because of this that I encourage entering students who are interested in teaching higher education to look for another school. Allow more flexibility for academic majors [THM, 91]
- Offering more classes online. [CGS, 92]
- Having a more culturally diverse faculty and staff [THM, 93]
- The only disappointing experience I had was in the RS101 class I took 7 years ago. It made little sense and didn't help me like I'd hoped. I've heard it is much improved now! [MABS, 95]
- Making the professors more accessible. I know they were their all along, if I had only taken the initiative to develop a relationship with them. But I was too naive when

- I got here. Now that I'm coming to the realization that I wish I knew the professors better, it's too late. [THM, 97]
- Focusing on enabling us to develop a deeper love for God. [THM, 101]
- Adopting a division between scholarship preparation and ministry practical preparation. I need scholarly chops to bring credibility to my preparation, but I will care for people and soul's so I need to be equally equipped for that responsibility as well. [THM, 102]
- Hiring a more diverse demographic of professors (more races, more females, etc). [MABM, 103]
- Requiring an in person interview for each incoming student. I know, its a lot of work and probably unrealistic but it would be such a huge improvement. Encouraging students to get a REAL job so that they can relate to almost everyone in their future ministry. Encouraging husbands and wives to both attend school with a discount for the secondary student. [MACE, 104]
- Providing more time for discussion among classmates about the material. Taking and following-up on prayer requests each class. [THM, 105]
- Mentioned above. [MACM, 107]
- My wife attended two CE courses "Resolving Conflict" and "The Family" in my last semester. I thought this would have benefical if we had attended these classes in the beginning. I was not aware of anything that strongly encouraged that my wife attend a class with me--perhaps that's an oversight on my part. In sum, I think it would be highly beneficial for a spouse to attend a weekend class with the spouse seeking a degree. [MABS, 109]
- Helping commuter students become more connected with the campus and staff. [MABS, 110]
- Look at previous answer & question 6. [THM, 116]
- DTS needs to provide more options for students who have background in biblical research or theology. Having obtained a undergraduate degree in Bible, I found many of my classes to be little more than review. This is not true of the OT, NT, and ST departments, as I noted earlier. However, the difficulty in testing out of classes has been a source of frustration.
- DTS needs to develop a way for students with advanced knowledge to skip out of the basic classes in order to focus on learning at a deeper level. I was forced to take many classes where most students were at a far different level when it came to education. This is due, in many parts, to the mixing of ThM and MA students. While there is definitely a place for the MA students, and I fully support their inclusion at DTS, the mixing of these students leads to the dumbing down of the ThM, as students are unable to interact with the text on the level which they should. [THM, 120]
- Continue to expand!! It's inspiring to see the new construction and staying up with new technology over the years. [DMIN, 121]
- I would focus more on increasing the quality and training of students rather than expanding enrollment. [THM, 123]
- Continuing to maintain an understanding of the cultural and religious landscape in the world. [THM, 126]
- To reiterate, I think there needs to be more seminar style courses offered in the upper level courses. I believe this is how some of the best learning occurs. It is guided by

- the professor, but the students have the opportunity to engage each other, think critically, learn to listen, and learn to respond charitably and maturely when in disagreement. [THM, 128]
- Developing a network of willing mentor/disciplers in the community from the pool of alum, pastors, and profesors who are avilable to meet regularly with a student during his time at DTS. [MABS, 129]
- Partnering with churches to ensure the Th.M students are getting real world experience. I chose to work at a church fulltime while attending school, and to have the ability to implement what I learened was amazing. [THM, 130]
- Being less legalistic about attire. [MABS, 134]
- Developing better relationships with local churches. [THM, 136]
- Offer more scholarships for extension students. Also, start an extension campus in California. [CGS, 138]
- With employment services, at least email the students that are not selected for a position to indicate they didn't get the job! (When one is applying for a job on campus.) I applied for many positions on DTS' campus and never heard from one hiring manager about their decision one way or another. This was unprofessional and certainly not representative of the body of Christ. DTS also needs to diversify their hiring practices (i.e. faculty and staff positions.) As many minority Th.M alumni as there are around the globe, I find it hard to believe that all of these guys just want to pastor and make more money as I've been told! I can name a number of African American Th.M. students with which I have attended DTS that have the ability to teach on a seminary level and at their alma mater. DTS faculty know who they are; groom them, mentor them, and prepare them for leadership on this campus in the future! [MABC, 141]
- Having a mentor program in which students would have a faculty mentor. Do away with Advisors, because they are not utilized. [THM, 143]
- Improve communication between student and advisors. [THM, 148]
- Employ business methods for improving revenues for expansion of the seminary. Seek church and institutional underwriting of the seminary. Where possible encourage entering students to go fully through the degree programs as a team of 4/5 to provide oral exchange, support, friendships and various other benefits that could extend beyond graduation. [MABS, 150]
- Working to decentralize operations and resources to serve more students who cannot come to Dallas. [MABB, 152]
- I'm still confused on when/if the graduation ceremony is for a summer grad like me. The process of changing from MACM to CGS involved quite a bit of phone calls (not to mention that I accidentally got withdrawn). I am grateful to Ben Simpson for suggesting I reclassify under CGS instead of dropping entirely, as was my plan. [CGS, 154]
- Making the classrooms more user friendly regarding computers (older classrooms). [CGS, 155]
- Generating more environments where students have to serve together and more environments where professors are able to interact with students in different settings. [THM, 156]
- Make the administration more people oriented. [THM, 160]
- Developing a THM track trageted at students with a Bible background. [THM, 162]

- Offering more non traditional class time offerings. [MACE, 164]
- Fostering a more interactive and "together" of the people. [CGS, 168]
- Hire qualified men and women of color, background diversity, and class that are addressing the rapid changes in the culture. Get back to teaching and select through who have a desire for research do research. [THM, 169]
- Realizing that it is behind the times in some aspects. For instance, 3-point propositional preaching is not reaching the younger generations. Help preachers reach this generation by teaching them new ways to preach. [THM, 170]
- Working to bridge the communication gap. For example, each department could publish a list of "Things students and other staff really need to know about our department." This would dispell some common misconceptions etc. [MACE, 171]
- Less work [THM, 173]
- Making the Thm more flexible based on the needs of individual students [THM, 175]
- Offering more elective classes. [THM, 181]
- Adding a public speaking/preaching class for extension students. [MABS, 182]
- Adding practical leadership development and discipleship courses. [MABS, 184]
- Making more classes available online and on other campuses. [MABC, 186]
- Having more smaller, seminar style classes. [MABC, 189]
- Certification for counseling department, add counseling classes that would allow us to have a specialty in one area of counseling (play therapy, marriage/family, addictions, trauma/abuse, etc.) [MABC, 191]
- Adding a different MA degree that focuses on biblical languages & exegesis instead of the current light and fluffy MA offerings, increasing the amount of electives a student can take, dropping the number of chapel requirements, adding a more diverse faculty, requiring the professors to grade assignments, and dropping some of the required courses that are unnecessary. The departments also seem too fragmented. To me it seemed like they were competing against each other as opposed to working together (e.g. historical theology downplaying exegesis; exegesis criticizing historical & systematic theology, etc.). There are also too many systematic theology classes. These should be dropped to 3 or 4 and some biblical/canonical theology classes should be added.
- DTS also needs to add a class in ethics. It is tragic that this is not a part of the required curriculum. Just studying Scripture and theology is not enough. We need a course where we deal with ethical issues and learn how to think through them. This is a gaping hole in the curriculum at DTS (and many other conservative seminaries for reasons I have no idea about). The seminary also needs to get rid of some of the silly things it has always stood for. Things like the alcohol policy and dress code come to mind. Also, classical dispensationalism is all but dead so the doctrinal statement needs to be revised so DTS can get more competent scholars to teach here instead of the same old dispensational guard. I would also like to see more of an emphasis on community. We essentially do everything in private, which feeds into our Western individualism. I also feel that DTS has become more concerned with growing as opposed to educating students. Stop trying to grow, add extension campuses, and increase numbers and start focusing more on the education of individual students. [THM, 192]
- There is too much work expected in the amount of time allotted. Maybe I am just a wimp, but I found it was completely impossible to sustain spiritually, relationally,

- physically, and morally if I kept to the recommended class load. Less would be more and I believe would actually take root in the students. -We need a womens restroom on ever floor of every building. [MABC, 194]
- Making degree programs more specific; more electives in program hours. [THM, 196]
- Offering more options to distance learners like myself. I have gotten the MABS degree, but would have liked to get a MA/CE or a ThM if I could have done this through the Tampa extension. [MABS, 197]
- Reworking the manner in which the material in Bible Exposition classes is presented. [MAMC, 203]
- Lowering the cost, helping me find a practicum or a job. [MABC, 205]
- Socially connecting more often with students. [MAMC, 206]
- Making students serve cross-culturally during their time at school. [MAMC, 208]
- Greater unity, school spirit, enforcing a dress code (whatever it may be: in my opinion, a lack of pride in your dress cripples morale. Is that something the seminary should enforce?). [THM, 209]
- Having separate classes for ThMers and then the rest of the students is probably impractical. Plus at times, we did learn from the ThMers. But much of the time, it was just frustrating because they ask questions that the rest of us can't even follow. So perhaps professors should be more aware of this issue and clarify the question and train of thought before answering it. I know MANY students feel the same way because we all talk about it. Not sure how many will actually remember to report it here. [MABC, 211]
- Revamping its approach to going through the Bible. Maybe let the NT and OT profs go through the material. [THM, 212]
- Include the extension students in the main campus experience, really evaluate in MABS is a non professional degree, evaluate course load for classes, and make a concentrated effort to reach out to diverse communities for marketing. [MABS, 214]
- Limiting the number of BE classes. [THM, 215]
- Changing chapel requirements and dress code to more casual. [THM, 218]
- Reevaluating the BE teaching system. The course work was often tedious busy work and the teaching was either very helpful (James Allman stands out) or merely running through book outlines and narrative flows, without addressing the issues of the book in relation to other books in the same genre or in relation to books dealing with the same subject matter. [THM, 219]
- Providing more opportunities for guided internships with churches, rather than each student finding the best option he/she can and hoping it'll be valuable. [THM, 221]
- Having a book store at each extension campus so books and materials can be ordered and delivered sooner. [MACE, 223]
- Make the grading system less tougher. [THM, 224]
- Reducing NT/OT from the ThM - it's WAY OVERKILL for the general population to have to take 9 semesters....reduce and let people specialize if they want. For example, I will most likely NEVER do a TC problem after I graduate. But I will use the vast amount of competent, readily available commentaries instead. Make missions courses go and serve to a cross cultural group...and I don't mean the SMU international student retreat (that's a cop-out for a quick grade). Make

- the NT dept give specializations towards a student bending - commentary emphasis if pastoral, TC/etc. if academic, etc. Please give students a more practical application....our grads aren't marketable/effective because they got A's. They are only marketable/effective if they actually have ministry experience. [THM, 225]
- Longer hours for the library - esp. on Saturday [THM, 229]
- Reevaluating what all they want us to do and what purpose does it serve (with regard to the aforementioned things). [THM, 231]
- Helping student who do not live in the immediate Dallas area or who have full time jobs (ministry or otherwise) by creating a block-classes day. I would have benefitted greatly by having 1 day of the week to drive to campus and take multiple classes. Due to work constraints I either had to take weekend classes, summer/winter classes while on vacation, or drive in to Dallas (3 hrs one way) for 1 class. If for instance Thursdays (day doesn't matter, pick a day) were for block classes then I could take one day off a week (or arrange my schedule for that day to be my day off) and potentially take 9-15 hrs, all in the course of a day. Hugely beneficial for the commuter student. [MACE, 234]
- Continuing to include women in DTS ministry leadership positions (including faculty) as role models; be vigilant to discern unintended difficulties that faculty create by living out their personal beliefs; continue to strive to create opportunities for diverse groups of students and families to spend time together; overtly encourage students to take time to be with others that are different from themselves; continue to use group projects in class to integrate the student body (without negatively affecting grades). [THM, 237]
- Less reading. More creating (ie doc statements, book charts) [THM, 238]
- Closing down the SF and internship office. Extending the library hours. Training your campus police to "go the extra mile." The post office has lost several important items of mine so train them. The media center needs more markers/colored pencils. The media center staff needs training in social skills. (well, one of them does) Cafe needs a nice outside seating area. The one now is pitiful and embarrassing. Jeans. We can wear them at church but not at school? Negotiable not essential. Require the men to read Alice Matthews book on women in ministry. AND take "The Role of Women in Ministry" with Sandy Glahn. I'm just sayin... Offer a Greek "intro" class without throwing us newbies into a Greek class. That was the most horrific experience. I didn't even know the alphabet. HELP. Having the profs read books on the Millennial generation. We're different than you but we admire and respect you, in our own way. We still need affirmation. When the lights in the parking lot go out, REPLACE THEM. It's unsafe for women. The profs need to add the Library Number to the bibliographies. Would save us precious time. The profs need to upload ALL the non-book reading assignments (articles, etc.) as well as submitting TWO copies to the library for the circ-desk. For incoming women at orientation, let us have a panel of ONLY women (breakout session) to ask questions & for them to share their experience/tips. Reducing online BE tests to 5% of the overall grade. Haven't you heard that it's all short-term memory? [MACE, 240]
- Offering more courses online. [MACE, 242]

- Offering better housing arrangements [THM, 245]
- Offering more financial aid. [MACE, 246]
- Offering more counseling classes in the evenings. It is unrealistic to expect students to come to a day program for three years and not take out loans to pay for it when the classes prevent students from having a full-time day job. Many students do not have extensive savings or church resources to use. [MABC, 251]
- Keeping the 4-year Th.M, but introduce an optional M.Div (three-year program). [THM, 252]
- Offering an online M.A. program to the world! [CGS, 254]
- Including more minority voices and professors in their faculty. [MABC, 255]
- A stronger prayer and missions focus more opportunities for students and profs to engage and 'do life' at a more personal level. [MACE, 257]
- Making The Gospels a 3 credit course and requiring Church History for all programs. [MACE, 259]
- Less reading [THM, 262]
- Having more community events [MABC, 263]
- Creating larger parking spaces in the women parking. I drive a large vehicle and it was very hard to drive/park sometimes! [MAMC, 265]
- Being more creative in how it teaches. [MACE, 266]
- Adding more classes with practical application that balance out the analytic side of it. [MACE, 268]
- Offering a degree in pastoral care. [MACE, 270]
- Networking more within the community and encouraging students to reach out where they live EVEN while in seminary... sometimes it feels overwhelming to get everything you need to get done, but ministry and evangelism often get left out. How sad. [MABS, 272]
- Offering more interactive/discussion-based classes [MAMC, 274]
- Providing more classes for women. [MACE, 276]
- Providing more opportunities for working/commuter students to feel part of the community. There seems to be a big line between those that live on campus and those that live off campus. Additionally students working full-time professional jobs could use some support on how to mix faith/work/school/life. [CGS, 278]
- Re-evaluating the professorial staff, the syllabi of certain classes to ensure that it is providing us with all the information needed, and reevaluating the mandated classes that are not largely directly beneficial to a counselor. [MABC, 279]
- Less work [STM, 286]
- More funds for international student. [STM, 286]
- Offering more classes on Christian communication theory. [MAMC, 287]
- Everything at DTS seems simply great to me. [MACM, 288]
- Being more strict about students being active in their local church. Way too many students of the Church who don't participate in the church. [MACE, 289]
- Teaching instead of just reading notes to students. [MACE, 291]
- Giving more individual attention to students' progress esp. The needs of international students. [CGS, 292]

The Seminary Could Improve By (specifically):

These areas must become educational targets of the seminary. The seminary's view of these matters are clearly articulated on page 6 of the catalog. I exercised my responsibility on these matters. My personal maturation was my personal responsibility rather than the seminary's. I didn't expect the seminary to exert effort in this area, so I can't credit the seminary for any results. [DMIN, 1]

I think that the syllabi for classes should be available prior to registration, so students can know better what a class will cover and, particularly, what books will be used by that instructor. [MABL, 8]

Mentorship program [THM, 22]

We are so focused on WRITING and READING that little time is allowed for processing and internalizing the great truths we are learning. I would like to see a change in this area. DTS does turn out great writers (or at least able to write to the level of expectation), but MUCH less focus is on the actual content of the student's paper - form over substance, time and again. Very frustrating. This may be an area of concern - or at least a factor - in why some cannot agree with the final few questions. [MABS, 30]

Would love more emphasis on spiritual life and pastoral disciplines. [THM, 32]

Truely follow a biblical example to teach students to make disciples. [THM, 39]

Classes are too big.... [MACE, 43]

It seemed that the interaction and spiritual formation was forced. I also did not feel that professors took any interest in me outside of academic growth. [THM, 63]

Completely overhaul the PM department. [THM, 66]

Require a course in presenting/teaching/use of media apart from the preaching course.

The teaching courses I took at DTS didn't actually have me teach. And the preaching course, while it had me preach, didn't expose me to the use of media. [THM, 70]

More opportunity for students to partipate in service, like food pantries, helping at hospice or other similar programs. [THM, 75]

Though it was clear where the seminary stood on contemporary moral issues, interaction with those issues was not prevalent in the curriculum and classroom environment. Though the media center does offer surveys of various technologies, for many students I believe this is a time-constraint. Required courses that require technological expertise should come with a component (or another required class) that teaches these technologies. [THM, 78]

Spiritual formation groups should not be required. My group was basically a waste of time for two years. I don't know how to encourage seminary students more in their walk with God, but I know a lot of seminary students who feel like they took spiritual steps backwards while in seminary. Chapel is a little too traditional. I feel like I would grow more by listening to other church's podcasts or by worshipping at my home church. [THM, 88]

It would have been helpful to me to have a more "visible" access to a DTS female advisor/counselor/mentor. Being an extension student allows us limited time to interact with our professors. I have been so blessed to have such strong professors who care and interact by email, facebook and stay connected in our lives. But looking back over these past 7 years, I can see how it would have helped so much

- to have a DTS counselor, "Titus" woman type contact, perhaps calling periodically to check in and see how things are going. [MABS, 95]
- Focus more on cultivating a vibrant spiritual life. Help us learn and develop a love for God, not just in knowledge. [THM, 101]
- The internship is a great opportunity but limited to the perview of the church you are with. [THM, 102]
- Chapel is just awful. Its dead worship, stuffy and antiquated. Almost everything about chapel would have to change to make it tolerable and effective in fostering an atmosphere of reverence for God and love for His people. Please please please change everything about chapel. Seating the profs at the front is just plain silly. the worship makes me cring. There has got to be some great worship leaders that could truly lead us in worship and use instruments that the general public enjoys listening to. SF is well intentioned and yet impractical and ineffective. I get the desire to make sure that students are going to grow spiritually but that will not happen with forced random groups. Although I am sure that some groups see great success. SF groups actually distract the student from being a committed member to their local church and participate in SF in the local church. Why not require they are in a small group at their CHURCH? Lastly, I was treated like a second class citizen because i was a woman. I would have grown more spiritually had I not had to fight a very common belief that women are less than men on campus. Ii have so many horror stories about men accosting me on campus, male students yelling at me in class and professors treating me like I was less than. Had it not been for () and () I would have quit many years ago. [MACE, 104]
- I think it just the nature of the beast. The program is so academically focused and driven, its easy to lose sight of the spiritual formation that should be occuring as a result/during our studies. I was so busy reading and doing papers, I didn't really pay attention to other students, developing relationships with them, seeing if there were needs I could meet, etc. I feel blessed to be leaving with 4 new friendships, but that is really sad considering I have been here for 6 yrs. [THM, 105]
- I believe there are very little programs that emphasis spiritual growth. Programs that genuinely demonstrate a deep care for our walk with the Lord. Homework is necessary to deepen our theological knowledge, but I believe this needs to be a little bit more balanced. There should be a better concern for the student's spiritual growth. Spiritual disciplines should be taught and there should be ways to challenge students to exercise those. [MACM, 107]
- Emphasis and evaluate on praxis, not only on knowledge. Make internship and practical ministry experience and application a more built-in part to the curriculum and approach. I grew significantly at times I think in spite of seminary, not because of it (although I did appreciate it and felt like I would do it all over again if I had to). [THM, 112]
- In the aspect of "Learn it; live it; teach it"... some profs seem to have forgotten the "live it" part. I've learned from some that the "knowing it" is more important than the "living it". [MABS, 122]
- Maybe, require outside ministry instead of spiritual formation classes. Consider separating ThM from other clases in order to integrate better the languages with bible methods and studies. Consider making counseling, higher ed, evangelism, etc. classes optional. [THM, 123]

I think that for the purposes of internships, students should be discouraged from attending "healthy" large churches because they are not needed there. They should be encouraged to find mentors that the seminary trusts to build up leaders in smaller churches. [THM, 156]

I don't think there needs to be more programing to make the campus and the students more spiritual. The difficulty for my husband and I in persuing Christlike character and ministry to others was in being entirely overworked and busy with studies and paying for school. [MABC, 159]

The program itself really didn't help me grow much. My growth was primarily done outside DTS's academic world and done on my own volition and not because of the seminary's involvement. I didn't really gain a lot of bible or theological insight because the program is set up for those who have never had formal training. I am my fellow bible college grads have done this level of study in our undergraduate programs and found much of the course work repetitious. What was good for me were my peers, my church mentor, and my time serving and working with people there. The courses were mostly review with a sprinkling of material I hadn't studied before. [THM, 162]

There is an incredible amount of pressure at DTS to perform. It is rare to feel grace and mercy when life (external to DTS) gets in the way and you can't perfectly attain all that is laid out before you. I'm not sure how you can improve that, but as a single person on campus I often felt adrift, alone, in my struggles. [THM, 176]

The pressure of seminary is quite high and I often felt pulled between doing seminary work and spending devotional time with God or ministering to others. [THM, 179]

I can agree to those statements if "my student days at DTS" include my experience in the Church while here in Dallas. DTS did not help me mature in my spiritual life very much. It was being in authentic community and serving others during my time that I grew in those areas. DTS must grow in the area of practical, hands-on orthopraxy, to develop men and women for effective ministry. I can think of many men that I have met over the course of the last five years who are leaving DTS, or have left, more broken than they came. Spiritually, physically, mentally, emotionally, financially. I believe something must change in the phylosophy of spiritual formation for this to improve. I don't know that I would have made it through DTS had I not plugged deeply into the local church and been developed in leadership there. [MABS, 184]

Seminary life is so rigorous, so busy, that the immense amount of stress put on the student can only exacerbate existing problems. Perhaps a more thorough screening process of students' personal lives, especially the health of their marriages, as well as any possible history of substance abuse and pornography, could be done. The MMPI can only test for so much. [MABS, 185]

I still don't know if I could name the dispensations. My Intro to Theology class was taught by someone who is now an employee of wal-mart. Many of us met separately to try to learn this material ourselves. [MAEM, 190]

Not sure. I know I've heard this before, but it seemed that once I began studying Scripture for class, my own devotional time in the Word fizzled. It could help to have professors incorporate some type of devotional assignment or personal growth challenge into the required Bible reading & assignments. [MABC, 191]

More offerings at the extensions (or online) would be helpful. I would be interested in doing more study, particularly Greek and Hebrew, but cannot move to Dallas (or Houston). [MABS, 197]

More practical, less theoretical... [MAMC, 203]

Too much information is covered in too short a period of time for it to be processed, understood, and comprehended. [MACE, 204]

DTS tends to attract isolated and pragmatic students. This affects the environment and produces a solemn crowd. You become a product of your environment. Wake up DTS, God is good and expects us to be joyful! It's okay to show it! [THM, 209]

It is difficult to know. The mission of the seminary is so geared towards interpreting Scripture and understanding theology, that time is largely spent in theoretical exercise. Orthodoxy always informs orthopraxy, but I am leaving mostly just feeling fatigued, yet a little more knowledgeable. I came straight to seminary from college, where I was heavily involved in Campus Crusade. Leaving college, I felt such a passion for ministry and for a deep and abiding relationship with God, and now I just feel exhausted, looking forward to a time where I can reconnect with God after Seminary. I know that I will get eaten alive without that in ministry. I honestly don't know what could be done to improve that, because DTS is not a church body, but in many ways it functions like one. [MABC, 213]

I thought that the DTS staff of giving me the knowledge that was needed but I was not given the community. Although community is not one of the questions, I think that it is important that DTS think of way to build a stringer community especially for extension students. [MABS, 214]

Spiritual integrity was a given. Was it tested here? Yes, [MABS, 217]

First of all, the rating system that we see has 6 categories and they are not numerically labeled. I think DTS is WAY TOO heavily academic and has disregarded almost entirely the spiritual development of its students.

Spiritual Formation is currently the only chance at proactive spiritual development and this program is treated with little to no regard by the seminary as a whole...there are no professors or staff leading groups...should you all not be discipling us? A two minute prayer or song at the beginning of class does not spiritually develop us. The academics are SO heavily loaded that a student has little opportunity to even get involved in church outside of school. The reading alone for a full courseload is too much and leaves a student in a quandry of either doing well in school, not doing his reading, etc. I fear we have become solely an academic institution that annually graduates degree'ed, burned-out Christians who once arrived on campus with a passion to preach and teach and now are exhausted, in-debt, disenchanting, etc. We have crammed so much into our ThM that we are so proud of that students are not able to carry the load with balance (life, family, ministry, etc.). With all of the language tools that are available online, as software, etc., do we really feel that this is necessary still for all ThM grads? Or is it a bragging right and a sacred cow that we go in-depth and old-school with Greek and Hebrew? Why not let people do NT/OT tracks if that is their interest? I feel like people come into DTS w/ a passion for ministry and leave fried. I recommend reducing the ThM to three years (80+ hours) and getting people equipped at an exceptional level (even 80 at DTS is still the best in the world) and then send them back into this dying world. I fear our determination to

- not change is going to result in reduced enrollment, people choosing other seminaries with shorter programs and more spiritual emphasis and loss of the DTS name equity. And on top of all of this, you should know....I'm someone who LOVES this school. I graduated with a 3.73, have been involved in ministry and serve on campus. But I fear for it. Because I feel like, by God's grace, I was able to keep balanced and make it through, but I see many others dying on the vine. And I hear many others choosing other schools because 4+ years doesn't make sense anymore. I love this school and that's why I'm sharing what I am.
[THM, 225]
- I think there is too much emphasis on studying the scripture as a text book... it becomes hard to see it as more than that in personal study when your met with that tone on campus. [MABC, 205]
- Have a media 101 class required for all students [MABC, 232]
- Professors can emphasize character and lifestyle, not just knowledge. [THM, 238]
- Let us do internships that ACTUALLY relate to what we came to DTS to do...bc my internship experience could have been beneficial if I had been able to choose the program I had wanted to do. [MACE, 240]
- Professor's consideration in work load of student's responsibilities to other courses, ministries, etc. so that each student can study deeper in classes and grasp more of what is being taught. [MABC, 248]
- I am unsure. I feel like my spiritual life was very dry throughout seminary. I do not feel like my walk with Jesus got deeper or wider but perhaps shallower. I am only now really becoming aware of this. I do not know if this is because of the emphasis on academics, the fullness of life, or perhaps my own discontent. But I cannot honestly say that I have grown spritually by being in seminary. I have grown in knowledge, but that has not always transfered to my life. [MABC, 255]
- When I first started DTS, the brochure told me I should graduate in 2 years with a MACE. I alloted that much from my savings and quit my job. When I tried to do the recommended workload, I was exhausted and the first semester was a blur. I then started cutting back and took 12 hours each semester with 6 - 9 hours in the summer. I was able to think and enjoy each class and each assignment. I was able to spend quiet time with our Lord and reflect with Him what I was learning. I had time to talk to profs and meet up with friends in the Cafe and not be stressed. God provided for us (my husband and I) an extra year of finances so I could finish in 3 years and wanting to come back. [MACE, 256]
- I think the preaching classes need to be more sensitive toward a theology of sanctification than they are to creative methods. Much work is put toward proper exegesis, but a false sense of authority is created with little attention toward what the overall goal of preaching is. Preaching is not primarily about telling people what to do.
[STM, 258]
- As an academic institution, DTS does okay. The professors are knowledgeable. However, the class sizes are far too large for any sort of meaningful interaction. It is in smaller groups that greater learning can occur, both academically and spiritually. As a spiritual institution, I think that DTS does not do so well because the cirriculum is not designed for it. It is a rigorous academic program: lots of book work. It would be better to learn less well, than to try to learn a lot briefly. I appreciate that the program covers the whole Bible and all the doctrines of the

church, but it needs to be done differently. There was a lot of overlap in classes/repeated information, which, if trimmed out, would leave more time for digging into the issues. Also, I think that BE classes are not very useful to those with a background in the Bible (regular Sunday School attendance/Bible college). I tested out of 3 classes, and could have tested out of them all. (I passed 2 tests with 90s for the classes that I did take the first morning of finals week with 5 minutes of study between them after sleeping on the hospital floor 2 days after my son had surgery - and I would have taken the tests sooner had they been available for taking. The questions I missed on those tests I would have missed even with study, because they related to minutiae which I would not have expected to be on a test because they are rather trivial to memorize/remember.) I would have loved to spend the time I did on those classes digging into doctrines more in depth. Concerning the Theology classes, covering all the viewpoints held throughout time is nice, but it takes the focus away from application and integration with the whole framework of Christian belief. This would be helped by smaller class sizes, where discussions would be able to get into the material more than lecture. I wish that there had been a 'big picture' class, which talked about Dispensationalism vs. Covenantalism and Calvinism vs. Arminianism. It seems that we are expected to pick up the strains of each view in the various classes and weave the web ourselves. This is not helpful to me. Also, because of the speed with which BE classes have to cover material, there was never any time for the 'hard' parts. Seminary seems to me to be the best place to cover the 'hard' parts - I can look up the order of the kings of Israel and Judah in a book; I can't easily look up how to deal with the warnings passages in Hebrews. So, I wish Seminary were less concerned with basic facts, such as can be looked up and learned by any literate person, and more concerned with discussion of the central doctrines of the faith and how they play out in our lives (family, work, ministry, etc.). I understand that there are some facts that must be learned, and I do not mind learning those. I just would like the fat trimmed from the curriculum (and I would have liked to have been able to test out of more BE classes - I wouldn't have minded taking Ugaritic or Akkadian instead of going over what I already basically knew. I had learned in church, school, college, and my own personal time essentially everything that was covered in the BE classes here). [MABS, 271]

I feel like the seminary is a really difficult place to grow in intimacy with God... by nature of it's academic focus... honestly any progress in these areas are not necessarily as a result of being in seminary, but rather God's grace in giving the believer victory in growing through church, and personally... [MABS, 272]

Many classes are solely lecture based - more in class interaction [MAMC, 274]

Larger focus on DTS as part of the greater Dallas community, there is a disconnect between the school and the depressed community surrounding the campus. I felt the school did not reach out to the neighborhood and had resources that could have benefitted the community. [CGS, 278]

Learning about the historical development of the Church was not a large portion of my degree plan. I learned what I needed to, but I suppose I would have liked to learn more. [MAMC, 287]

MABC Degree Improvement

More focus on preparing students for the LPC/NCE examination. More focus on integration efforts of counseling and theology. At least one assignment should have some integrative competency. [MABC, 141]

Only possible comment for improvement would be to do a little more to facilitate understanding of how to integrate theology and spirituality with the secular content describing psychological disorders. [MABB, 152]

It would be good to make a marriage counseling course mandatory, and to make a group counseling course mandatory (since group is now required for the LPC). Also more instruction in specific methodologies would have been useful. [, 153]

More practical experience in the class rooms [MABC, 159]

It would be nice to have a supervised clinic on or near campus. [MABC, 186]

I learned so much from the professors in this program. There's not much I would change other than just encouraging professors to share their real world experiences with clients. Experience can be the best teacher. [MABC, 211]

I think the seminary ought to have an on site counseling clinic. [MABC, 235]

More integration between Bible and counseling [MABC, 236]

MABS and CGS Degree Program Improvement

Have programs involving the local churches to provide opportunity other than the home church. [MABS, 3]

I enjoyed the program. When I first arrived DTS seemed less familiar with the program and its needs than when I left, i.e. things got better. Continued vigilance though is necessary. [MABL, 8]

Under the Certificate of Graduate Studies I was not able to finish the BE sequence or the ST sequence. This summer I will finish the BE sequence with my 33rd hour and then the ST 104 with the 36th hour. It would have been great if a student could complete the entire BE & ST sequence without have to reapply for the MABS in order to work toward that goal. This is what I will do but I am not certain if I will be able to finish the MABS. [CGS, 27]

The MABS was the perfect degree for me. I do regret never taking a class on Apologetics (none available when I needed an elective). I hope to come back and audit one or take one online. [MABS, 30]

I would have enjoyed more experience in public speaking. I have had such a great experience at DTS despite tough times peripherally...that speaks volumes for the place, the faculty and mission of the school. [MABS, 134]

Potentially incorporate speaking, teaching and preaching skills into the curriculum. [MABS, 182]

Get more involved with the local church. REQUIRE that students serve IN LEADERSHIP at the local church. Do community with the students. Have support groups for students struggling with addiction and other issues. Encourage the Church to place students in areas of leadership early and often, allowing them to fail and learn from mistakes. We work so hard to ensure perfect doctrine, but

- take no time to develop brave young men and women who will risk their lives for the Gospel. [MABS, 184]
- Smaller class sizes, and some sort of lab group for Bible Study Methods in which students can learn through practice together. [MABS, 185]
- Offer more courses and degree options to extension students. I realize that this won't change this degree program. [MABS, 197]
- The MABS is not a substandard degree and it should not be treated as so. The fact that there are no placement service offered and it is considered a non-professional degree is disheartening. I would rethink the requirements of the degree if it is not sufficient for ministry. I felt that my MSBS required the same thought and diligence as an MACE, yet the degree is not considered worthy of the same praise. My hope is that adjustments would be made in the future, I would love to take my degree and work with students that are in need of the gospel. [MABS, 214]
- Please stop belittling one program over another. Youguys treat the THM as though Jesus earned one. I am sure that it has some benefits, I know just as many MABs students that are pastoring and serving the Lord fruitfully as I though TH.M grads. So please stop telling people that to pastor they need a TH.M . God has set the qualifications for that position, not DTS. [MABS, 247]
- The above answers are more due to me being newly married when coming here, and becoming a father part way through. The constraints on my time do not allow me to participate as I did before marriage, nor as I desire. However, I believe that my first ministry duty is to my family. [MABS, 271]
- I loved the MABS... it was perfect for me, a missionary who came off the field and is going back, now married.
I loved the electives because after 6 yrs of experience I knew what I needed to grow in. Having ministered to women in eastern europe, suffering, women teaching women, field trip to israel, creativity were EXCELLENT additions to my bible and theology studies. THIS PROGRAM is the reason I came to DTS. [MABS, 272]
- I really enjoyed the M.A. BS program at DTS. I thought all of my classes were worth my time and effort. I appreciated that I got to have four electives. [MABS, 282]
- The certificate is just 30 hours, and I completed it in just one year. I realize this is unusual. It took me a while to figure out how things worked regarding graduation (like the fact that I actually would graduate even though it's not considered a degree but that you have to let the school know in Dec. if you want to walk in May). By the time I learned how things work. it was too late to walk in May. Please communicate more with the CGS students about how the process operates. I didn't have a year to observe and see how it works before going through it myself. The educational requirements were great. [CGS, 290]

MACE Improvement Degree Program

- Should probably think about including some information on using new technologies in teaching / education, such as Facebook, Twitter, etc. [MACE, 7]
- Need a program between THM and MACE [MACE, 43]
- Nothing. I believe the CE department and its courses were by far the best!! [MACE, 52]

- Encourage more BE & ST teachers to allow creative projects in place of papers. Some people learn it better that way. [MACE, 59]
- Contextualize some of the CE classes so that when one goes back into ministry setting he or she can have a better contextualization of doing ministry as it pertains to Christian Education. [MACE, 84]
- The Christian home classes were geared to working dads and stay at home moms. A family unit that will never again be the majority. It would be helpful to learn about being a godly home so that is not only applicable to those of us who will not have a stay at home wife and also the GRAND majority who will not stay home to raise kids. the census is really clear on the statistics. Two income households is the norm. If we want to be relevant we need to speak to those people. Much of the classes on women's ministry served as a model of how I would NOT do ministry to women. It seemed old fashioned. [MACE, 104]
- Add more specialized courses for the different areas of CE. [MACE, 204]
- Have a global-perspective on ministry and not just "North American." [MACE, 240]
- I would love to have a basic Hebrew and Greek class for those not on the ThM track. I noticed many of the students in CE are already working in their particular area (i.e. Youth, Women). Would love to hear what others are doing in their ministry and share ideas (if not in person perhaps on a blog or facebook). [MACE, 256]
- Firstly, so incredibly grateful for the CE department - always felt at home there! Add a historical theology component to the degree. I chose to take some HT classes outside my required classes and they really helped me develop a fuller appreciation of theological context and its application to the practical aspects of ministry. I think its inclusion would have been helpful. [MACE, 257]
- More intentional mentorship with students. I know there are a lot of students, but I have yet to have a conversation with my advisor out side of brief e-mails. [MACE, 266]
- Provide classes that apply to urban churches and outreach ministries. [MACE, 276]
- A counseling class should be mandatory. Also, working more with local churches to provide the students with more real world experiences outside of their internships [MACE, 284]

MACM Degree Improvement

- All MA/CM students should have to take History of Doctrine [MACM, 41]
- Require more on the field experience give credit for work done with while on staff with parachurch agency. [MACM, 87]
- I think there should be some focus on mental health--for both those of us who will be ministering and TO those to whom we will be ministering. Missions is a touch field mentally and emotionally. Also, I didn't feel that the MACM degree focused very much on Biblical Interpretation. I took Greek for fun, but I think it is a valuable addition to any of the degree programs. Even if it's just requiring 1 semester of Greek (or Hebrew). [MABM, 103]
- It would be great if our Missions Professor took the time to visit with each graduating student, one on one, to discuss future ministry strategies and intercultural communication in the country in which we will be serving. I would benefit from this a lot and it would be very helpful as we start our missionary careers. [MACM, 107]

I don't think these issues apply to the MA/MC program. [MAEM, 190]
 Make available more WM textbooks in DTS library. [MACM, 288]

MAMC Degree Improvement

Offer different levels of learning in the electives. For those who are specializing in presentation (for example) and already have experience in the software used in the class, the classes may be too basic. This didn't effect me because I was a beginner in the classes I took, but I believe it effected others in the class. When the program expands, it would be great to have beginner, intermediate and advanced levels for some of the classes. [MAMC, 54]

More practical, less theoretical... [MAMC, 203]

More classes in this department and classes that aren't just geared for someone staying in the US. [MAMC, 208]

Provide more advanced concepts tools and practices for those focusing specifically in the areas of media arts in ministry. [MAMC, 244]

Less theory and more practicality [MAMC, 264]

Place even more emphasis not on experience, but on mastery of technical skills. It is easy to allow those with more experience, or with a more technical bend, to take on those responsibilities in a group project.

To be a valuable member of any communications/ media team, you need to develop mastery of skills such as radio production, web design, graphic design, and other means of high-tech communication. I felt as if I got a good taste of these aspects of communication, but needed more in-depth training.
 [MAMC, 265]

More emphasis on practice: media theory, basic marketing principles (and a stronger emphasis on design and new media like Facebook, Twitter, etc. and their use as a means of communicating the gospel). [MAMC, 287]

Improve Th.M Degree Program

Offer more classes in the evening and/or online. [THM, 11]

I received an inter-disciplinary ThM in Pastoral Ministry and Systematic Theology. Mostly I loved it and think you guys do a great job of thoroughly preparing people to engage theology academically and practically. The main thing that I would change from a pastoral standpoint is having mandatory classes that really make you develop your skills in shepherding people through things like life-threatening illness, funerals, weddings, and basic pastoral counseling. People in the church have expectations that pastors know how to handle these things theologically and pastorally or else they wouldn't be pastors and if I hadn't had a father who was a pastor and could help me walk through some of this, I would have felt very unprepared. Also, I think it would be good to wrestle through one's theology of elders, deacons, and church staff well. I know it can be a challenge because there are so many variations of how church's handle these issues. But as a

- non-denominational seminary, it may be helpful to assume that many of your students may not go to a denominational church where all of that is spelled out for them. And even if they do, they may recognize unhealthy theologies of what roles belong to whom but not have thought through why they are unhealthy or how they would change them based on Scripture. I'm not saying the seminary doesn't have any classes that talk about these issues, but I wasn't made to think through what I would do or say at a funeral, wedding, or how I would structure a church org chart from elders to administrative assistants if I were asked to. [THM, 26]
- Need more practical ministry classes... less Greek, Hebrew, and BE. [THM, 32]
- PM302 could have used less history, more practicality. [THM, 38]
- More electives, more church history classes [THM, 44]
- Flexibility of course choices. [THM, 45]
- Overall, I think that DTS could benefit from more women faculty - my program could have benefited from more female professors. [THM, 53]
- Allow more elective courses. [THM, 60]
- The Bible Exposition track provides the student with a wonderful overall knowledge of the Bible. It is the birds eye view that is so critical when we are definitely getting the magnifying glass perspective in our Greek/Hebrew classes. However, the BE department should do away with the random final exams which I have heard no one say anything good about. It is one of the most ineffective ways to write a test at the very least and a bad way to assess what the BE teacher taught in class at the most. [THM, 65]
- Completely overhaul the PM department. The paradigm that is used to train pastors is hopelessly inadequate and incapable of producing Godly servant leaders for the church. [THM, 66]
- Require ST students to study Calvin. Other major theologians (Barth, Luther, Edwards, Augustine, Aquinas) wouldn't hurt either. [THM, 70]
- More practical pastoral opportunities in classes. [THM, 75]
- More opportunities to teach. [THM, 76]
- Give the students coming from Bible colleges with languages on their transcripts either 2 free years of tuition for the redundancy they are experiencing in their education or create a new tract that will allow them to do the Th.M. in 60-90 credits, skipping grammar classes, BE classes, and introductory courses. [THM, 85]
- BE ad PM courses ought to be electives for Academic ThM students. If the BE courses are required, it is not a true academic degree. Those who desire to teach higher education should not be required to take preaching courses (just as PM majors are not required to take Teaching Christian Higher Education). [THM, 91]
- I don't know wwhat can be done to make the thesis less stressful but it was not a very pleasant experience for me. [THM, 93]
- Involve more hands-on, practical ministry training. [THM, 101]
- Help PM students with more practical classes dealing with issues in ministry. A seminar style where students get to wrestle with issues that pastors face. Case study type where students get to integrate theology with real life issues and feel more prepared to handle the gray areas of ministry. We can research and do exegesis like crazy but can we handle the finer points of ministry with people not papers? [THM, 102]

- The BE course on the Historical Books (the largest section in the Bible) was only 2 hours, and in the end it left a bit more to be desired. Also, some BE courses/electives overlap with the NT & OT departments (like BE Gospels course vs. Gospel of John [Harris]/Gospel of Luke [Bock]). These seem repetitive, and if I had to choose, the NT & OT electives were preferred because of their emphasis on exegesis in the original languages. I would have liked to see more of the BE courses worked into the OT & NT departments. All the required BE courses I took seemed to be more for M.A. students who don't take the languages. It would be nice if the Th.M. could have a separate layout of how those BE requirements are fulfilled, with more emphasis in exegesis of the original languages, since this is the heart of the program and a distinctive of the degree. [THM, 116]
- More ministry focus instead of scholarship. DTS is great at training future scholars, but not very good at providing training for practical ministry outside of exegesis and preaching. [THM, 118]
- I think it would be great if Language proffs taught how to use the Language Programs like Accordance or Bible Works in a class. They seem to use them alot, and I think we would benefit from it better than attending a general seminar on it for a whole saturday. [THM, 127]
- More seminar style courses as students progress through the program. Introductory courses are needed to establish the foundation of belief/skills, but as students mature in the program, seminary style courses would offer the opportunity to better wrestle with subjects in the community of a class. I think the challenge then is that class sizes would have to be reduced, but the payoff in even more mature ministers and believers is worth it. At the graduate education level, seminar courses are a necessity. In my last year of seminary I took 2 seminar courses and was greatly enriched beyond what would have been capable in traditional courses. [THM, 128]
- Provide training in the use of electronic tools for languages and exegesis. The reality is that Bible software are replacing printed resources and students are leaving DTS having had to fumble through the use of these tools. I see that DTS offers a course on the use of these tools for doctoral students but does not allow Th.M. students to even audit. I realize the desire to have students learn the languages at the level DTS expects, but perhaps at least a seminar level course in Bible software use to help assure it is properly used would be good because the reality is that it will be used by the vast majority of students. [THM, 133]
- More student/teacher interaction through outside class meetings. [THM, 156]
- Nothing you all did great. thanks Paul Bixler [THM, 173]
- I believe the best classes are elective classes. The degree is too jammed with set courses. Especially for someone like myself who has a background in church/the Bible. I honestly felt that a quarter of the courses were unnecessary because I knew most of the subject matter already. In many of these classes only 20% of the information was new to me, and most of that information came through doing the assignments, like writing papers and researching. [THM, 175]
- Allow for more electives [THM, 192]
- Get rid of BE completely and make students take classes in a designated order. [THM, 196]

- Take it with a grain of salt: Time, better resources, better curriculum, better course structure, more bible, a better understanding of current issues and pivotal Christian leaders, better apologetics, growth in interpersonal ministry applications, harder teachers, and a GRE requirement (though I realize more students=more money. [THM, 209]
- These classes were instrumental to me in understanding how to interpret the bible and also gave me a great grasp of bible knowledge and how the bible was working, very unlike how my BE classes worked, which often seemed not to help in understanding the text or what was happening in the book. [THM, 219]
- BE classes are not necessary for some students. Considering substitute exegesis course with BE classes for NT & OT track. [THM, 224]
- I don't think 9 semesters of foreign language are necessary or a good use of time, given the translations, tools and software that is now available. This level of study made sense in 1950, but I'm not sure I can get behind now given what is available... [THM, 225]
- The thesis program should be completed as a three semester class that one signs up to take. Then all of the hoopla like topics, readers and paperwork could be done in class the first part of the 1st semester and the rest of the two semesters would be completing and turning in pieces of the thesis. [THM, 229]
- Provide better avenues for students to take classes directly related to their ministry calling (i.e. youth, children, senior, and executive) ThM students have very few options for classes in these areas. [THM, 245]

Greek/Hebrew

- More language, which could be learning/practicing by adding an additional 1-2 more required Exegesis classes after the 4th semester of the language (which could still count towards the goal of studying all 66 books), learning it well, which means adding a semester or two to at least the Hebrew part and syntax/usage of both Greek and Hebrew. [THM, 25]
- NT105 Romans was a good class but was not necessary to learn more Greek. Could be dropped as a requirement to allow more electives. [THM, 60]
- There needs to be one more class in Hebrew. [THM, 61]
- More languages. [THM, 69]
- The Hebrew course, which I took second and therefore may have approached with some exhaustion, was not as effective in helping me master the language. [THM, 70]
- Add another semester of Hebrew. [THM, 83]
- I would suggest that the way we learn the languages is counterintuitive. It may be more effective to learn Greek and Hebrew the way you learn any other language; i.e., through immersion. [THM, 91]
- Instead of writing large exegetical papers, what would have been more helpful is a wide array of exegetical/grammatical/syntactical questions from different NT/OT texts, like what Professor Fanning does in NT205. I think I would have learned a lot more about how exegesis works. [THM, 116]
- More Hebrew and preaching classes, to replace counseling, spiritual formation, higher ed. etc. classes. 2 more required Hebrew courses. [THM, 123]
- Adding another language class in both NT & OT [THM, 192]

More Hebrew and Greek courses required instead of BE and ST [THM, 196]

OT104 should be devoted to studying the Hebrew language and exegesis using Hebrew language. [THM, 237]

I know everyone tries to get a piece of the 120 hr. pie for the Th.M program, but the seminary needs to increase the number of courses required for adequate training in Hebrew Exegesis. Greek Exegesis courses get way more classes than what is allowed for Hebrew Exegesis courses. Some things like counseling needs to be cut out of the Th.M program to allow more time for Hebrew Exegesis courses. I feel adequately prepared to handle the Hebrew text, but those Th.M students who did not major in Old Testament only get four semesters of Hebrew and 2 hrs. of the 12 hrs. required is OT history and introduction. That only leaves 10 credit hours to help students develop competency in Hebrew exegesis compared to the 15 hrs. the NT department is allowed. I think most students only taking the four required Hebrew courses are not adequately prepared to keep using Hebrew after their seminary days. This has been my experience with talking to alum. I think Th.M students should be required to take at least a fifth semester of Hebrew Exegesis and all four semesters of Expository Preaching at DTS. This would allow students to solidify their exegesis skills in the Hebrew text (allowing them to become more confident in what they are doing with Hebrew) and the extra two semesters of preaching would allow all Th.M students to gain additional communication skills and methods to convey biblical truth into the lives of the people who will sit under their ministry. [THM, 252]

I wish that I had taken (at least) the first Greek and Hebrew courses as part of my required M.A. coursework. After graduation, I plan to pursue basic training in these languages. Other seminaries grant every student the exposure to the biblical languages in a variety of degree programs. [MAMC, 261]

Not sure if there is one change that could be made. Instead I think maybe implementing more of the principles that are learned in exegesis classes how you bridge that gap to direct bible study implementation. [THM, 262]

D.MIN/Ph.D Degree Improvement

The seminary could improve by returning to a pre-modern approach to Christian education. The model then was discipleship. [DMIN, 1]

Improve the communication between the DMin student and the ARP/Dissertation Advisor. [DMIN, 9]

Developing an program for artists and musicians to help them apply theology and exegesis to their field. Introduce more classes covering the subject of the relationship between Art, Music and Theology and how Christian artists are to behave in and relate to secular culture. [DMIN, 10]

Better training of DMin advisors. I think that a dissertation topic and associated advisor should be selected early in the DMin journey. I think that DMin advisors should mentor and coach the student. I think PhD advisors should understand the DMin track. Also, exegesis courses for DMin students. [DMIN, 108]

Having a better administrative organization. I studied at the Guatemala extension campus, and I had several administrative problems throughout my studies at DTS. [DMIN, 187]

I have already had a strong exegetical skills in Greek and Hebrew before I came to DTS from Capital Bible Seminary in Lanham, MD. [PHD, 21]

Give more opportunity to teach in the classrooms. [PHD, 24]

Todo ha sido y será de bendición. [DMIN, 230]

Competencies

Biblical Interpretation – What Would You Change?

It seems BE 105 Gospels should be a three credit class. Even though students may think they are most familiar with these books, there are a lot of hard-to-interpret passages. The historical/cultural background of the gospels is not receiving as much as attention as the OT books. (admittedly, it is covered in NT111). [MABS, 2]

Would require MABEL students to take NT 205. [MABL, 8]

Less theology and more biblical courses [STM, 15]

A course on application [THM, 22]

Digging deeper into a book(s) against the time factor and combination of multiple books covered in just one class. [THM, 25]

More time to reflect upon and internalize the information. [MABS, 30]

BE profs were disappointing overall. Only a few were dynamic communicators that helped me engage with the material. Also, the theological perspective of the BE department as a whole seems a bit out-of-sync with many of the current students (i.e. traditional dispensationalism) [THM, 32]

More courses or parts of courses directed at studying specific parts of the Bible. [MABS, 36]

Significant changes to the Biblical Exposition dept. Specifically, they get too bogged down in the story line of the Bible which is most widely known prior to the courses. They should more specifically advance the knowledge of how to interpret the Scriptures for one's self. [THM, 45]

Of all the classes the BE classes probably contributed the least to reaching this competency. I'm not sure how these would need to be changed but right now they don't serve their purpose. [THM, 53]

Rather than "Bible Exposition" courses (BE102-107, etc.), Bible Study Methods (BE101) ought to be stretched into several courses to better expound upon Bible study. BE classes ended up being more about each professor's interpretations and commentaries of selected passages. They ought to be focused on training each student how to study those passages. That was missing. Those classes were about giving out information than about training. Very disappointing. [THM, 64]

If I had the chance to teach this methodology, I would internalize it so much more. [THM, 65]

Another course in church history with a focus on how the community has developed / molded how we do "church" today. [MABS, 67]

Fewer Christian Education courses and more work in the primary languages. Aramaic should be a requirement and Coptic should be brought back to the curriculum. I doubt this suggestion will ever see the light of day since DTS is increasingly undervaluing a classical theological education. [THM, 85]

- Have a woman in the department, ha. No, seriously, it was an all male totally male view point. [MACE, 104]
- As I mentioned above, if other courses re-emphasized what BE101 taught us that would have helped to memorize the skill better and apply it more often. [MACM, 107]
- To move away from an emphasis on the involvement of media within the preparation of teaching or communication and instead teach the development of a communication style appropriate to varying cultural contexts (media or not). [THM, 126]
- Increased classroom discussions centering on executing this competency. These types of discussions are generally limited to the preaching courses, but they should be included in the systematic courses as well. [THM, 128]
- Intentional mentoring/discipling available for students by alumni, pastors, or even profesors in the community. [MABS, 129]
- Higher academic competency [MACM, 131]
- Better integration between the languages and the pastoral ministry department. [THM, 136]
- Emphasis on spiritual transformation [THM, 145]
- Offer more preaching classes without language requirement. I do not suggest that Biblical Languages are not important. (I have had some Greek & Hebrew)But I believe that Bible programs like Logos or Bible Works allow one to accomplish enough original language research to participate in PM 104 [MACE, 147]
- Hebrew is to top heavy in the beginning. About 300 word one learn in the beginning. Hebrew should be 5 course and take away one of the elective. So the hours will still be 120 hrs [THM, 148]
- Provide entering students at the beginning of their studies with the comprehensive learning objectives indicated on the syllabus of each course and indicate that this is what you will learn here [MABS, 150]
- I think that getting into the minds of the original audience helps get a more accurate interpretation. Thus, I believe that there should be more emphasis on the study of narrative and genre theology and using the concept of genre to develop a more accurate rendering of the text (especially in OT) but also in NT. [THM, 156]
- Better integration of theoretical and practical within classes. [THM, 180]
- Again, smaller class sizes so professors can read their students papers and interact with them, and guide them in their theological development. [MABS, 185]
- I'd love to see more Bible professors help counseling students to understand ways to make their coursework applicable to our type of ministry. Many classes seemed geared toward ThM students with understanding of Greek & Hebrew. [MABC, 191]
- Having a review "course" or class/sheet before the Test of Biblical Knowledge! I have been out of the classroom for months... [MABS, 197]
- Spend a little more time in the actual text and less time teaching the background info. [MACE, 204]
- Instead of preaching, require a teaching class that strictly focuses on 'How to teach' the Bible using the languages to make it most effective. [THM, 209]
- Teach BC students how to use Scripture and Biblical truths in ministry. [MABC, 213]
- I would have enjoyed a course that was an overview of all the BE classes: meaning, I would like a class that went Genesis through Revelation in a semester, discussing

- the threads and themes as developed through the whole of Scripture. Or perhaps, this concept could be implemented into the last weeks of BE101. [THM, 222]
- More emphasis on application. A non-believer could take our NT/OT courses and ace them. Let's put a greater emphasis and value on the spiritual application of this language work. Isn't that what we intend for our students to do post graduation? Word studies and TC issues aren't going to translate well to church audiences and yet that's given exponentially more time than any kind of spiritual application point on the rubrics.... [THM, 225]
- Gospels was by far my weakest and most disappointing course although it was mostly due to the instruction method of my instructor -seemed mailed in with way too much information and lack of clarity as to what was important [CGS, 227]
- Esfuerzo por contactar en las predicaciones: La Biblia con la Cultura. [DMIN, 230]
- The exegetical papers need to have larger required sections of how the topic has changed them or how they plan to incorporate this into practical ministry. [THM, 231]
- Make intro language classes tough, lots of quizzes and tests to ensure memorization of vocab and grammar basics. [THM, 238]
- If DTS says they teach every book of the Bible then use time-management to give the books a fair and balanced amount of time, respectively. [MACE, 240]
- Don't assume people know things [THM, 245]
- I would like more course hours in the B.E. classes. [MACE, 246]
- The online exams do not reflect the study guides given to the students at the beginning of class. I know this is needed due to all the profs teaching the class their way. [MACE, 256]
- More practical application to some of the common struggles in the world today (i.e. homelessness, disease, etc.) [MACE, 268]
- Make apologetics/logic course required. [MAMC, 287]
- I would imagine that adding basic preaching would improve developing this competency. [MACM, 288]
- The teaching was all lecture [MACE, 291]

Christian Spirituality – What Would You Change?

- If a student can have a certain professor as his/her mentor for the period that he/she is in seminary, can spend time for fellowship and encouragement. My advisor assigned to me did not know me and did not even know what program I am in. I have never have a one to one meeting with him throughout the 4 yrs. [MABS, 3]
- The seminary is pretty good at this. [MACE, 7]
- A mentorship program [THM, 22]
- Prof's who are willingly a part of spiritual formation? [THM, 25]
- Even though the professors are very available and incredible men and women of God, I think it could be good to connect a student with a professor as a "Spiritual Advisor" in the same way you have an "Academic Advisor" so that students have a faculty member who is talking to them about the struggles of staying connected to the heart of Christ while you develop your mind for Christ. [THM, 26]
- There is too little emphasis on this competency. It is getting lost in the degree program as a whole. [THM, 32]

Time should be allotted as a grade requirement for all courses that makes a student think and meditate about the character of God in their lives (Not too sure how to do this). [THM, 44]

More about how to commune well with God and mortify sin. [THM, 45]

The general feel of the courses seemed to suggest that academic growth was more important than spiritual growth. [THM, 63]

Discipleship courses. [THM, 64]

They should broaden the degree to accept groups like Alcoholics Anonymous and all the other anonymous groups in the area. These groups are based on a Christian perspective and allow the addict to work through critical life issues which will free him/her up for a fruitful ministry. [THM, 65]

Keep reading the BIBLE in courses offered! [MABS, 67]

More mentorship. [THM, 69]

This is a tricky one. I found that my spiritual life deepened vastly over the six years of my DTS career, but that deepening didn't come from the DTS work itself. I'm not sure it could have. It was God's co-curriculum running alongside the DTS curriculum. [THM, 70]

Again, a spiritual one on one mentor would be a huge addition to the program. [MACE, 72]

Um, not make students so insanely, ridiculously busy. [THM, 80]

I had all the head knowledge about this, but at seminary, you are so busy trying to keep your grades up and be involved in ministry, and keep a job, and keep your marriage strong, and give your children the attention they need, that often you mistake your alone time with God as your study time. I came home from seminary physically, emotionally, and spiritually weakened. The program at DST does not prepare students on how seek FIRST the Kingdom of God and His righteousness. I had one class where the professor put all the students in competition with each other. I had an A average but made a B because a certain number of students made higher than me. It bred a spirit of competition rather than love. I have already done these evaluations, but here I am, doing them again. I have jumped through so many hoops at DTS, that I sometimes wondered what grace was. I took two different internships because one was not labeled correctly. I felt my experience was about doing rather than being. Now, after being home for a year, I have been able to experience God's grace and His healing, and it has been good for me. I feel better able to serve Him out of a spirit of love and appreciation rather than a thought that I am supposed to. [THM, 83]

I would make this specific class apart of the degree program. [MACE, 84]

Get people out of the library and into serving in life [MACM, 87]

No change. SF is a core piece. Group projects play another crucial role. [THM, 89]

Unfortunately this is not really something that an academic institution can measure and while I think it is an admirable competency I don't know how any change in a degree program can actually get people to live out the Christian life, to engage in life changing community with the body of Christ, and serve God. [THM, 90]

I didn't feel that the seminary focused on spiritual integrity or Christlike character. We talked 'about' it in chapel or class, but there was no real reinforcement to live accordingly---at least not as compared to the rigor applied to academics, strategy, and principle. I even went thru 4 semesters of SF, and while we had a great group

- and understood the material, neither the group interactions nor the curriculum impacted my integrity or ministry. that's because it was still mostly academic. I deeply appreciate the opportunity to study theology at an amazing place like DTS, but when I think about the seminary as a whole OR when others who know of the seminary but have not been students discuss DTS with me, the general impression of DTS is "academic" over "spiritual" and "legalistic" over "loving others." I realize it is NOT the seminary's responsibility to mandate or direct personal spiritual progress. But in assessing the general tone of the education, Christlike character is not what stands out. That being said, most of my profs did have believable Christlike character. I respect them and their lives, their struggles and their insight. I don't know why that quality doesn't seem to trickle down to the general tone of the school. I learned a LOT. HUGE educational benefit. ...But I don't love God more. Or even as much as I did when I entered. Also, a peripheral issue: The tone of the seminary is still highly paternalistic, which makes it difficult for female students. I thought perhaps, being a woman, I was just too sensitive about it. But during my time at DTS, I actually had a professor tell me that "men don't want co-workers; they want wives." That really drove home that ministry is still regarded as a man's thing. Then how is it that DTS even admits female students? Highly distressing and deeply disappointing when I consider the values of the seminary. [MABM, 103]
- Emphasize the truth that spiritual life isn't just a solo deal. Its a journey that requires/incorporates others. We talk about it, force it to happen in SF, but it needs to become part of the campus ethos. [THM, 105]
- As I mentioned above, all the teachers at DTS should assign practical exercises that help students grow in their walk with the Lord. Genuine concern for our spiritual health is not often addressed at DTS. I grew spiritually as I sought mentors outside DTS and intentionally visited with them and sought after God daily. [MACM, 107]
- Again, the sheer focus on content. Why not even some practical devotional input that might stick and carry over? After about two full-time semesters, I was able to get back on track devotionally, but honestly seminary was not an encouragement to this. [THM, 112]
- You can't really develop this. God has to do it in the student. However, it can be helped by what I answered in question 3. [THM, 116]
- Better integration of spirituality classes with regular curriculum? [THM, 123]
- Not requiring involvement in Spiritual Formation groups if a student is already participating in biblical community through a small group in the life of his or her local church. The requirement (particularly for families) is unreasonable if the student is engaged in ministry in addition to biblical community and is expected to devote several hours more per week in order to fulfill this requirement. That being said, the purpose and function of SF groups succeeds and was an edifying experience overall. I believe however that there should be an option if this type of formation is occurring elsewhere. [THM, 126]
- In a utopian world, the professors would be less busy so they can have more time to engage with students. From a student perspective, this challenges transformation in me! However, I recognize that it takes a lot of manpower to run a school (i.e.

- committees and such), and DTS does it on a minimal budget, for which I am thankful. Not sure this can be improved, but these are my thoughts. [THM, 128]
- More emphasis on developing personal holiness. [THM, 143]
- Make SF required for all students and given credit for the work (not pass/fail). [THM, 145]
- More devotional reading in class [MACE, 164]
- Each course could have an assignment specifically related to application into one's own spiritual life. [MACE, 171]
- The Spiritual Formation classes should be encouraged early in the curriculum. [MABS, 182]
- Community, Spiritual Disciplines [MABS, 184]
- More chance for interaction in the extension (Spiritual Formation). [MABS, 197]
- I think we learned about this in our classes, but I didn't take much time while in seminary to actually critically reflect. [THM, 199]
- Spend more time reading the scriptures devotionally rather than academically. [MABS, 214]
- I cant really think of anything. [THM, 219]
- Again, I fear we've become an academic institution with little emphasis and accountability and discipleship. I've prayed for revival on campus since I arrived here in 08. There are TONS of guys that are graduating in gross addiction to pornography...but no one knows. No one talks about it. No one asks about it. I thank God I'm not one of them, but I know of many and try to shepherd them. Also, the guys that come to campus in jeans everyday and flip-flops...I know this isn't a collosally big deal, but it is a heart issue of rebellion and disregard for authority. By not disciplining them, we are graduating students who have authority issues and think they are above rules... [THM, 225]
- Todo me pareció bien. [DMIN, 230]
- Some individual classes may be willing and able to develop accountability partners in their classes, or perhaps Tracks may be able to develop accountability partners among the students (and spouses) in the tracks. It is essential that Christian leaders are models for community and holding each other accountable. [THM, 237]
- More spiritual formation courses.... [MACE, 246]
- How can christian spirituality be different for MA students than it is for TH.M.? [MABS, 247]
- Incorporate prayer into Spiritual Life to bring up prayer needs of students, staff, seminary, mission, and Church needs. Model the spiritual life; don't just teach about it. [CGS, 254]
- I am honestly unsure how to teach the spiritual life, it seems to me that this is an issue of accountability and challenge more than classroom instruction. [MABC, 255]
- I'm not suggesting a course but perhaps there are godly women (SWIM, wives of profs) in DTS who would like to lead a weekly Bible Study (selecting a book in the Bible per semester) and help us be grounded in God's Word as our source of encouragement to press on. [MACE, 256]
- Maybe having the opportunity to partner with other SF groups during seminary [THM, 262]

More classes discussing theology and Scripture as it relates to personal, applicable growth rather than head knowledge that leads one to just say, "praise God for _____" without really letting it change one's heart. [MACE, 268]

Develop the Spiritual Life leaders in probing with questions. My leader was O.k. but didn't seem to know how to get us to open up in our group time. [MAMC, 269]

The curriculum of the school needs to focus on this more and academia less. [MABS, 271]

This could be integrated more in most classes [MAMC, 274]

Communication (Verbal) – What Would You Change?

More development on communicating with passion and emotion. I love the focus on accuracy, but good preachers not only care about what they are preaching, they show that they care about it in how they speak. [THM, 26]

Take one course that requires oral presentation [CGS, 31]

It would have been nice to practice other sermon presentation types aside from memorization [THM, 44]

Perhaps because most of my classes were online or at the Atlanta extension but I don't feel this value was really expressed. [MABS, 47]

I would recommend that all degree programs have at least PM 101 as a requisite in preaching. [MACE, 52]

More oral opportunities in class might be good. We had lots of papers to write, but not many opportunities for oral presentation. [MACE, 59]

More speaking opportunities in class. [THM, 61]

It would be nice to study different styles and techniques outside of the "DTS way" of preaching [THM, 63]

Studying speeches and orations. [THM, 64]

We should be allowed to preach in a real setting instead of a 'laboratory' setting. [THM, 65]

More concentration. [THM, 69]

Don't just teaching us preaching. Teach us teaching in a practical, hands-on way. [THM, 70]

No matter what degreee an emphasis on speaking/preaching could be pushed more. While I never took preaching classes I wish I would have been required to. [MACE, 72]

I would make PM 103 requirement for MA [MACE, 84]

Require people to give an oral presentation [MACM, 87]

Require that all students take "the public reading of scripture" class, or some variation of that training. [THM, 89]

I would implement a class that teaches this skill, even for Cross-Cultural students not just T.H.M. [MACM, 107]

Lighten the load in PM201 a little. Work out some of the kinks in PM103--that preaching course seemed a little awkward, forced. [THM, 112]

At least one more PM class to develop ministry skills would be appropriate. [THM, 123]

Greater freedom in preaching style and subject matter and awareness of shifts in ministry trends/strategies and how students can respond adequately to those changes. [THM, 126]

- No change. With regards to academic ministry, the teaching opportunity with CBS is invaluable! [THM, 128]
- More oral presentations. [MABS, 134]
- Add more qualified preaching professors so that Preaching classes would not be "split" between a prof and an unqualified assistant. [THM, 143]
- Make this required for Academic majors. [THM, 145]
- Require more preaching/speech classes [MACE, 147]
- Most ST classes have only paper assignment; one paper assignment should be deleted and oral presentation should be given. (group projects) [THM, 148]
- I would have benefited even more with more oral exchange with students from the subject class. [MABS, 150]
- More individual and group presentations. [MABB, 152]
- More oral interaction in different settings (small & large group). [THM, 156]
- PM752 should be a core class for all preachers. [THM, 160]
- More opportunities for public speaking. However I realize I did not take any preaching courses [MACE, 164]
- Small group discussions in class or class interactions among students [CGS, 168]
- Each course could require at least one oral assignment. It is always good to articulate what you have learned as you have a tendency to own it more. [MACE, 171]
- An oral communication focus should be added to the MABS curriculum. This is a large gap that should be addressed. [MABS, 182]
- I had no formal oral presentation during my time at DTS. [MABS, 184]
- I think the student needs to preach more than twice per course, even if the preaching is in shorter segments. [THM, 192]
- Having some form of oral presentation (rather than simply interaction) as a part of each course. [MABS, 197]
- Something that helped me was taking my 4 preaching courses from 4 different professors. The PM department is so well rounded and each professor brings something totally different. Perhaps requiring students to change preaching professors would be beneficial. I had friends who stuck with the same 1 or 2 profs, and I feel that they missed out on the wealth of the other profs. [THM, 199]
- More media style courses that require presentation formatted assignments. [MAMC, 206]
- This is the most overlooked area at DTS. We spend so much time writing what we learn but the problem is that we won't be writing papers to those we are ministering to, we will be talking. Maybe having students be able to articulate the core beliefs or doctrines and scriptures that correspond to the doctrines would be helpful. [MAMC, 208]
- Allow for more presentations in classes. Better critiques. [THM, 209]
- This just doesn't apply to counseling, unless you are including oral presentations about careers and such. If so, then the oral presentations were helpful. [MABC, 211]
- I would have taken more preaching and communication courses to better prepare me for sharing the gospel. [MABS, 214]
- Can't think of anything. I found the preaching classes very helpful though. [THM, 219]
- Todo me pareció apropiado. [DMIN, 230]
- PM dept. is doing a great job already. [THM, 231]
- More oral presentations in Bible and theology classes instead of just lectures [MABC, 236]

- Do not require women to take preaching classes if (as) faculty and student men are against women preaching. It creates a no-win situation which is negative for learning. [THM, 237]
- Opportunities to speak in other classes besides preaching. [MACE, 242]
- Preaching is old school and irrelevant for any born after 1985 [THM, 245]
- I struggle with fear of public speaking. I wouldn't say that my degree didn't help, so much as it has been a struggle for myself just since beginning seminary and is something I am trying to trust the Lord in. More public speaking required would have been very anxiety producing for me during this time of my life. There were requirements each semester as is. [MABC, 248]
- Require PM201-202 for all Th.M students. [THM, 252]
- Again not sure where I would have been taught oral communication skills in my program. [MABC, 255]
- Perhaps for those who would like to continue in this path that there are independent studies where they have one on one time with a prof each week to fine tune their techniques. [MACE, 256]
- Have an oral communication class as part of the program [MACE, 257]
- I wish I had the opportunity to take an expository preaching course. [MAMC, 261]
- More chances to preach at other churches in the surrounding areas [THM, 262]
- More classes giving students the ability to prepare a lesson and teach it to the class. [MACE, 268]
- There is no class for presenting orally in the MABS program. I learned that stuff in college though. [MABS, 271]
- Would like to see a Women teaching Women 202 (advanced level to continued to develop skills) [MABS, 272]
- I would suggest that more oral presentations of research papers be encouraged. [MACM, 288]
- It would have been good to have been asked to defend truth verbally in class. It is often harder to explain verbally than to write about something. [CGS, 290]

Communication (Written) – What Would You Change?

- If possible, papers should be read by professors. [MABS, 2]
- You desperately need to teach people to write. The lack of writing skills is appalling and I'm sure it stems from the failure of public education in the last 10+ years. A class in writing should be a requirement. [MACE, 7]
- Spend more time on the research portion of the Research and Summary of Christian Doctrine class. [THM, 11]
- I started before the initiation of the newer research class requirements so although I feel like I could have been developed a little more in this respect, I believe the current student would feel like you are doing plenty. [THM, 26]
- I would have taken the research class at the beginning of my seminary education so I would have been more prepared with less self-learning time investment. [CGS, 31]
- Every student should have to take a writing class [THM, 44]
- Making research methods a required class early in the academic calendar, especially for extension students who don't have access to the physical library. [MABS, 47]

- I think mandatory Turabian formatting is a complete waste of time. Just use the standard MLA formatting for papers and everyone would be happy. I believe that the content of a student's work should far outweigh the format that he/she uses when submitting their papers. [MACE, 52]
- RS101 is not very helpful in learning Turabian or learning to write effectively. [THM, 61]
- Rather than writing scholar level papers, it would be interesting to have to communicate those complex topics to people who aren't scholars - since that's what most of us will be doing in ministry. [THM, 63]
- The strongest bit of advice I would have to offer in the area of writing would be to require the students to do some type of practical writing. They should be required to submit their papers to some type of journal so that when they finish their Th.M. they will have an impressive curriculum vitae. Second, I believe that the student should be required to write ALL their seminary papers in a topic or over a book of the Bible that they enjoy. In this way, if they were on the thesis track for graduating, they would simply revisit their previous papers (which is a great learning tool, by the way), edit them for content (again, great pedagogy), and then submit them as chapters in a thesis type format. In this way, they will see an overall purpose for writing all these papers and they will enjoy the process even more because it is in an area they chose. [THM, 65]
- I would change the way that preaching is taught. [THM, 66]
- More opportunities to preach [THM, 69]
- Make everyone take Christian Journalism. [THM, 70]
- I would make RS101 a part of the degree program of MA. [MACE, 84]
- Maintain strict writing requirements for all classes. [THM, 89]
- While I feel that my writing ability is adequate, after grading several classes I think that it would be helpful for students if they were given a crash course on proper writing of essays in RS 101. Many students simply do not know how to write a proper essay and this could be easily fix with one class period worth of instruction. [THM, 90]
- What is absent from this ThM competency proves my point. There is no mention of the ThM student being able to prepare and deliver a lecture or presentation for a higher education classroom. There is no anticipation of the ThM student being able to create a functioning syllabus or write a competent book review. These are some of the key things someone going into higher education will need to do. [THM, 91]
- I would have benefitted from a class that taught us how to deliver an oral presentation. I really believe that learning how to speak in public is essential for ministers of God's word and training in this area was necessary. [MACM, 107]
- Provide some further tools for Turabian (i.e. an end-note-like program). [THM, 112]
- Concerning preaching, DTS's commitment to expositional text-based preaching should be questioned. Although I've heard such praises for the PM department in expositional preaching before coming to DTS, I leave now with great disappointment. Preaching can't be audience-based, because then the focus becomes movements of relevance in the text. This is not to say one can't preach applicationally, but I found the PM department more concerned about relevance in the homiletical proposition, alongside communicational issues (body movement, etc.), rather than the actual point in the exegesis of the text. I also

- found it odd that a professor who doesn't know Hebrew was evaluating a sermon on Proverbs? Preaching is the very last step in the exegetical method. This means that preachers need to be careful exegetes/expositors in the text first, and those who teach preachers need to be such also. It seems the PM courses were "pick-and-choose" a text in Proverbs/Mark, when many students haven't exegeted the entire book yet. I think DTS needs to reassess how the PM requirements are to complement the NT, OT, & Be departments. Students should only be allowed to preach books which they have carefully exegeted ALREADY so that the communicational aspect can be worked on in the PM courses. At the same time, only professors who teach the book and know their languages should be allowed to teach the preachers. Otherwise, if the preacher got the communicational aspect right but the exegesis wrong, what good is that to the service of the church?
[THM, 116]
- My thesis advisor was a bit distant from the process. [THM, 123]
- Offer more sections of Creative Writing (or require it) and insist on higher standards from students' written work. The point is to communicate biblical truth in a way applicable to those who have are not trained scholars. Many of our classes focus only on an academic area of writing without shaping students to think in terms of whole communication. [THM, 126]
- Again, time is the issue, but it could prove beneficial to have a time of evaluation of the thesis process with the readers once it is done. The feedback during the process is limited to the specific subject. A conversational time of feedback could allow for the readers to further instruct the student from an overall perspective. [THM, 128]
- We need more written assignments in many of the counseling classes and less objective tests. These tests were tedious distractions that contributed nothing to my learning (w/the exception of Abnormal Psychology...this stuff we need to know!) BE finals fall into this same category. i.e. If I want to know where Paul went on his first missionary journey, I'll look it up! DTS is all of its assessments needs to have students writing and 'thinking' through the material. In classes that had minimal or no tests, but written assignments...I learned more...and gained more from them.
[MABC, 141]
- Change RS101 to include more "writing concepts" and less research techniques that I forgot before I needed them. [THM, 143]
- Require a certain number of times for each student to meet with their readers.
[THM, 145]
- Can not think of anything [THM, 148]
- Maybe some upfront workshops, but nothing as a part of the classes themselves.
[MABB, 152]
- Less focus on writing for academia and more for effective communication to congregation. [MACE, 164]
- Have students take this class earlier [MABS, 166]
- I do think that the last language course should be the student making his/her own exegetical questions that they understand the process. Also, there needs to be a better connection between language and the sermon writing process.
[THM, 169]

RS 101 should be required for all degree programs and not just Th.M. If departments require the use of Turabian, then Turabian should be taught to all students. [THM, 170]

Perhaps there could be an orientation that outlines this toward the beginning of one's time at DTS. [MACE, 171]

A course on how to write better papers. [THM, 192]

Just because I wrote hundreds of papers, does not make me a better writer. I wish we had designated classes specifically on writing and writing well. Or better comments on our papers according to structure and effectiveness. [THM, 209]

I would have taken more preaching and communication courses to better prepare me for sharing the gospel. [MABS, 214]

Hopefully adding another creative writing option to the calendar. [THM, 219]

I think preaching classes should require preaching to an actual audience in a church or para-church setting. I would love to see DTS graduate students that actually have practical experience. [THM, 225]

Change the process of writing a thesis to a more user friendly system. [THM, 229]

Todo me parece adecuado. [DMIN, 230]

Graders should make more comments on papers. It would help me know what I am doing wrong, so I can address it. [THM, 231]

Make taking a media arts course mandatory. [MABC, 232]

BRING BACK ENDNOTE PROGRAM!!! [MACE, 240]

Focus more on content than format, particularly in the NT113 [MABS, 247]

Require PM201-202 to be required of all Th.M students. [THM, 252]

Make mandatory, a hands-on (OJT) teaching or preaching class. [CGS, 254]

Flexibility for 'creative projects' that engage different means of communication. [MACE, 257]

More opportunities to preach. [THM, 262]

Maybe give more research courses with a Biblical emphasis [MABC, 263]

I think we write enough papers honestly. [MACE, 268]

I never had to write a real serious research paper [MAMC, 274]

English composition class would help international students to have their competency. [STM, 286]

Cultural Engagement – What Would You Change?

Should be mandatory to attend cross cultural church services to get the exposure. [MABS, 3]

I did not have much teaching in this area, so adding any kind of class would be helpful. [MACE, 7]

None - Most MABEL students will get this through their mission organizations, or can take an elective like I did. [MABL, 8]

Having more classes that are a part of the program. [THM, 22]

Again. More cultural diversity on the faculty and classes that don't just look at this issue with regard to other non-American cultures, but also other sub-cultures within the U.S. [THM, 26]

I believe this is a task too broad to be achieved through classwork. [THM, 45]

Make at least one cross-cultural class required for each degree. [MAMC, 54]

Perhaps inter-cultural missions should be more prominent across the course offerings. [THM, 55]

More engagement with cross-cultural thinking and experiences in classes [THM, 61]

There's no talk of anything cross cultural in ministry outside of the missions course - so more cross cultural awareness in classes would be helpful [THM, 63]

Real life integration outside of seminary walls. [THM, 64]

Again, they should broaden their perspective of world missions as that which pertains to the secular, American, world rather than just overseas. [THM, 65]

More missions classes [THM, 69]

I suppose WM101 is meant to attack this competency. I didn't find it a particularly helpful course, though I loved the professor. I found that most of my cross-cultural training came either in random classes as I interacted with foreign students, or in my job, or in my own cross-cultural pursuits, such as they were. [THM, 70]

Required missionary work out of the country during your degree program. [MACE, 72]

I would look to see a class or classes that deal specific of how to minister in different context as it relates to urban ministries, and Hispanic ministries. [MACE, 84]

Talk about cultural interpretations or theologies in EVERY class, not just world missions classes. [MACM, 87]

I would require one more additional missions oriented class. WEC week is a great start for exposure to cross-cultural ministry...keep it up! [THM, 89]

Honestly there is little pressure to engage in cross cultural ministry coming from the seminary other than the requirement in the internship to do something related to the area. But I don't think you can force people to do certain types of ministry. Does God call all people to "contribute substantially within a cross-cultural setting?" I'm not sure that I agree with this statement. I think everyone should have some ability to do so, but do not need to be actively engaging in it. I think that WM101 tries to help with this competency, but the subject is too broad and requires actual experience beyond anything a course can require. Personally, I do not think this competency is realistic for all students. [THM, 90]

I would bring in more chapel speakers to compliment the Evangelism class. In other words, we received instruction on the "how to's" of leading a person to Christ, but I didn't find additional instruction that reiterated the "techniques." [MABS, 95]

I think it would be neat to have some kind of class-related field project. Like, the class participates in some local cross-cultural endeavor throughout the semester. Maybe one class period per month goes onsite and we all work together and then all debrief together throughout the semester. [MABM, 103]

Requiring students serve a summer overseas (at least a month). [THM, 105]

Homework that teaches applicability. Homework that helps us get involved with real people, real problems, day to day life and do missions where we are at. [MACM, 107]

Again, providing some built-in goals with the classes themselves. I did, however, appreciate our international community and befriended some international students, but I did not live on campus, which hindered that. [THM, 112]

Th.M. students are required only 1 course in WM? I think this needs change, concerning that all departments ultimately serve WM. Although DTS seems to be primarily an academic institution, I think the school needs to model more of a Great

- Commission institution and call students to lay down their lives to the immediate needs of the mission field. I didn't receive the challenge to go the nations at great cost and sacrifice at DTS, and was not able to rub shoulders with those who have counted the cost. This passion was received elsewhere. [THM, 116]
- Requiring more from a World Missions requirement beyond WM101 (whether a course in church planting/missions/cross-cultural communication). Perhaps rethinking the evangelism course and incorporating more cross-cultural communication strategies and principles. [THM, 126]
- Perhaps there can be more programs or mission trips organized that would give students the opportunity to earn degree credit for ministering/serving in a cross cultural setting. I did not investigate this opportunity fully, so it may already be well developed. [THM, 128]
- I did not feel that this happened in any of my courses. the M101 was mostly about the need for missions. [THM, 130]
- More required wm classes [THM, 136]
- We need more training in how to interface with those from other cultures in the counseling setting. [MABC, 141]
- Require personal relationships with students of different cultural backgrounds. [THM, 143]
- More required classes in WM [THM, 145]
- I wish that they had more mission course that came to the houston campus. [THM, 148]
- More exposure to other subcultures in US [MACE, 164]
- There could be one international student in each SF group as much as possible? [MACE, 171]
- I should have taken more world missions courses. [THM, 181]
- A class on counseling in cross-cultural context, not just our own, multi-cultural society. [MABC, 189]
- More fieldwork & assignments exegeting culture [THM, 192]
- More reading; less group work and presentations [THM, 196]
- I would like to say to require another WM course, but I am not sure what other course I would suggest giving up in place. [THM, 199]
- Make the basic missions class mandatory for all students. [MACE, 204]
- Develop SF groups that are more intentionally chosen based on diversity. [MAMC, 206]
- Make everyone take Evangelism but make a cross-cultural trip mandatory before graduation. [MAMC, 208]
- A greater respect of different perspectives in the classroom or better arguments on why professors hold to certain views. But regarding cross-cultural settings, most professors did not emphasize the importance of this competency or neglected it all together. [THM, 209]
- The cultural class for the counseling program (can't remember it's name) needs some work. [MABC, 211]
- Find a way to incorporate more trips to Dallas along with mission trips outside of the country to drive a better appreciation of cross cultural ministries. [MABS, 214]
- More courses required for cross-cultural ministry. [THM, 215]
- My intercultural training came through jobs that were not related to DTS. I'm not sure how any classes besides intercultural and missional classes would develop this idea to a greater extent, at least they never did for me. [THM, 219]

I did not see this as a part of my DTS education. Make missions courses go and serve to a cross cultural group...and I don't mean the SMU international student retreat (that's a cop-out for a quick grade). Make the NT dept. give specializations towards a student bending - commentary emphasis if pastoral, TC/etc. if academic, etc. Please give students a more practical application....our grads aren't marketable/effective because they got A's. They are only marketable/effective if they actually have ministry experience. [THM, 225]

Todo me pareció apropiado. [DMIN, 230]

Consider a paper that could be developed through several class that builds the students competency and commitment to cross cultural ministries, possibly developing it into the student's thesis. [THM, 237]

I think ALL degree programs would benefit greatly by requiring this course for their students. It was the pièce de résistance; the BEST course to round out my experience at DTS, and I took it in my last spring semester. It helped me to understand and integrate everything I've learned here, and helped me discover where I fit now in the church, in terms of the type of church body I want to be part of in the future. It greatly impacted my philosophy of the church and the type of church plant I hope to be part of in the future. I was disappointed that there was no course evaluation available on campus-net for this course at the end of the spring semester, as I would have liked to comment specifically on the impact it made on me, but am thankful for being able to do so here. [MACE, 243]

I felt the environment was too closed off from the culture [THM, 245]

More emphasis on world missions.... [MACE, 246]

I think DTS does a good job with this area, especially with DTS hosting WEC week every spring and requiring an introduction of world missions in WM101. [THM, 252]

Have a class on it. [CGS, 254]

CE could have a class where we are exposed to different cultures and how we can prepare to teach in their environment. [MACE, 256]

I wish I had a course on cultural dynamics ... and an opportunity for a guided cross-cultural experience. [MACE, 257]

We should all go on a mission trip. [MACE, 259]

I was not required to take Evangelism or World Missions and therefore, I did not invest the time or money in these courses. [MAMC, 261]

Making sure that apart of every students internship is a mission trip or intentional time of cultural engagement. [THM, 262]

There are no courses in the Media/Communication program that require cross-cultural ministry work/observation/evangelism. I regret I did not receive a great deal of exposure to this aspect of ministry. [MAMC, 265]

Assignments could be geared more towards doing something in different settings other than a church in the DFW area as a requirement. [MACE, 268]

Require cross-cultural ministry experience during seminary. [MAMC, 274]

I would suggest that more context courses be added to the curriculum. [MACM, 288]

Servant Leadership – What Would You Change?

None - This is covered fine through the organizations that most MABEL students are a part of. [MABL, 8]

SL Classes being a part degree program. [THM, 22]

More courses on this competency would help. DTS education as a whole is heavily weighted toward academic disciplines at the expense of practical ministry courses. [THM, 32]

Assignments should be more geared toward holiness than knowledge - not sure how to do that though. I think Dr. Kreider is the best at it right now. [THM, 44]

I felt there was too much emphasis on form and not enough on heart. [THM, 45]

Anything more than can be done to connect students with actual ministry work throughout the coursework would be helpful. [THM, 55]

One on one work with individual students seems like it would be more helpful than sending through a mechanized process with cookie cutter answers and papers (like the spiritual life course). [THM, 63]

Add classes about discipleship. I don't feel like I had any real training in discipleship. The first two PM classes might be good for this. [THM, 64]

I think they should press people to develop spiritual leadership skills in public venues. The old adage still rings true that "If good people do nothing, evil flourishes." We need more spiritual leaders in the secular world, not just in the Christian bubble. [THM, 65]

More leadership training. [THM, 69]

I don't think you guys actually teach any of this "leadership" stuff as much as you seem to think you do (judging from the questions on these surveys). Maybe CE101 is oriented towards some of these things? But it was one of the very few truly useless classes. [THM, 70]

More leadership courses. [THM, 79]

SF was good, but I have grown more being away from the seminary and being involved in mentoring relationships, both in being poured into and purging into others. The Spiritual Formation program is great, when it doesn't appear forced. [THM, 83]

I would make this class standard in the MA or Th.M program. [MACE, 84]

Continue to require SF and service oriented internships. [THM, 89]

Nothing comes to mind. [MABS, 95]

We need seminar classes in servant leadership not just the name on our vision statement. [THM, 102]

Keep the internship. Good practical benefit. [MABM, 103]

Everything taught on this subject has been hypothetical and vague. I still don't have my head around it. [THM, 105]

A class in leadership would have been helpful. [MACM, 107]

SL130 - like previously mentioned, DTS should have these academic/ministry internships ready to place the student according to their major/emphasis, rather than blindly asking the student to go and find what they are looking for, and in the end act only as an evaluator of an internship they had no part in. Trusted academic/pastoral-church internships & mentors should already be under the care of the SL department. This means the SL department needs to almost be like a parachurch department, with wide connections to trusted church ministries & academic opportunities throughout DFW and that continue well beyond three semesters. I

- even suggest starting the internship from the first semester till the last, over the course of four or five or six years. As the department feeds students to these specific areas, I believe the internships will be more effective for the student the accuracy of results can be more readily measured. Also, a simple church verification form does not seem to do justice to local church attendance & activity. DTS should have connected each student to a specific church, plugged them into ministry, & ask the trusted Minister under their care to evaluate their character. I will guarantee that no student leaves DTS more concerned about grades/coursework than the needs of the local church, and no student leaves DTS without having a great deal of preaching, teaching, & loving the people of God. [THM, 116]
- If this area is more than an academic exercise, an outside in-depth ministry should be a requirement. [THM, 123]
- Incorporating some of the same skills and concepts from a course like PM301 or 302 into a class required across each ThM track (i.e. a preaching course, or christian education course). [THM, 126]
- Strongly encourage students to serve as spiritual formation leaders, especially those in pastoral ministry. There is an unavoidable idea of the pastor as the front and center leader, and this will help emphasize the leader as one who serves others. [THM, 128]
- More formalized relationship between the seminary and local churches. [THM, 136]
- More help in direction after school. [THM, 145]
- Field study for credit [MABS, 150]
- I took the course online. It would be helpful to have a mentor in evangelism, or for the class to have teams that go out (hard to do in an online course). [CGS, 154]
- More interaction with professors to help shape these longings within the student. [THM, 156]
- Implement courses or programs that are intentional in developing this area. [THM, 169]
- LEADERSHIP DEVELOPMENT. [MABS, 184]
- More fieldwork [THM, 192]
- More interaction (Spiritual Formation) on the extension campuses. [MABS, 197]
- More real world experience. [MAMC, 206]
- This competency should be encouraged in every classroom, which I found most did not even address issues of leadership, one's vision, or plan of attack. These were gained through personal dedication and trial and error; not in the classroom. [THM, 209]
- Our students are so overloaded and burned out that they don't make/have time to get involved in spiritual/church service and leadership. I know this is a generalization, but it's true for much of them. [THM, 225]
- Todo me pareció apropiado. [DMIN, 230]
- Help to incorporate a specific action plan into the curriculum. I do not feel as though I really got this part. [THM, 231]
- I think in exchange for perhaps a biblical theology class or st course we could substitute it for a C.E. course perhaps C.E. 101 or 104. [MABC, 232]
- Continuing efforts to require evidence of servant leadership in each student. However, this is a personal commitment that should come from loving our Lord and cannot

- be legislated. Sometimes course work will give the Holy Spirit opportunity to open our hearts. [THM, 237]
- More hands on practical application assignments. [MACE, 242]
- Make the preaching more relevant. We are teaching students to preach in the 1970's. [THM, 245]
- Stop making Spiritual Formation groups required in the Th.M program. I know that sounds absurd. While I got along with my SF group and all of us are good friends even at the end of our seminary career, we all felt like the process was contrived. [THM, 252]
- Not really sure where this would be in the program... I do not feel like I received any leadership development. [MABC, 255]
- Perhaps CE could develop a class that would help us learn what are the components of leading, what are characteristics of a godly leader, how to handle situations, opportunities to lead. [MACE, 256]
- more opportunity for interaction with profs. [MACE, 257]
- I think the seminary is already developing ways to improve this competency by giving the students to pursue ministry internships. [THM, 262]
- More classes having assignments where we handle difficult situations to learn how leadership looks under pressure. [MACE, 268]
- Servant leadership is not a thing that could be developed by lecturing. It needs to be trained and disciplined. [STM, 286]

Theology - What Would You Change?

- I don't like tests because I can't memorize as well at my advanced age. I prefer writing reserach papers. It helps me think through some of the issues and organize the thoughts on paper. The term papers can be future references in ministry. [MABS, 2]
- ST106 was confusing [THM, 38]
- We spent too much time considering false-theologies which were so far off that anyone with a good understanding of the truth would quickly dismiss them. This took away from time we could have spent more deeply considering various aspects of the truth. [THM, 45]
- Greater exposure to contemporary theological issues. [THM, 60]
- My Introduction to Theology course, I'm afraid to say, was a waste of time--poorly focused and irrelevant-- and should be eliminated. [THM, 123]
- Give more departmental oversight to Theology profs as the BE dept does. [MABS, 135]
- I would have love to take a History of Biblical Interpretation course that identifies all the major time periods for interpreting the Bible as well as their philosophies and tendencies. [THM, 44]
- I would have taken each class from a different professor to get a variety of viewpoints. [THM, 53]
- Bring in other cultures' theologies more during theology classes. [THM, 61]
- I think we should talk more about contemporary issues in the theology courses [THM, 63]
- More theology [THM, 69]

I wish I had a more holistic view--literally almost a chart--of the major theologians and heresies of the ages. I heard all their names, heard them explained once or twice, but they never all came together for me. RS102 might be a good place for this.

[THM, 70]

I would not change anything. [MACE, 84]

More emphasis needs to be placed on the importance of Second Temple literature.

[THM, 91]

More interactive case studies about unorthodox beliefs held by other cultures that we may be encountering and HOW to work thru them apologetically in culturally relevant ways. I can identify theological fallacies, but it's so hard to know how to deal with them with, for instance, Muslims or Jewish people. [MABM, 103]

I would make a course in world comparative religions course required because I still feel unsure about different worldviews and how to address them scripturally.

[THM, 105]

I was a new student and it was hard for me to intake all the church history knowledge as my first semester class. Maybe this class should be given a little further down the line, as an ST102 class, instead of ST101 in order to help students absorb the content. [MACM, 107]

There are a bit too many ST requirements. I didn't think a whole semester on Trinitarianism was needed. This could have easily been covered in ST101. Other ST requirements can be combined. Like the 2 hour BE103 Historical/Poetry Books course, I don't understand that. [THM, 116]

An even greater emphasis on the practical implications of our historical-theological heritage. [THM, 126]

More discussions within classes. There is much teaching and learning, but I think students need the opportunity to formulate and express orthodox belief within the safety of the classroom so there is room for correction/redirection where it is "safe." [THM, 128]

A higher emphasis on dispensationalism is needed. [THM, 145]

A continual recognition that history repeats itself. In recognizing this, it is essential to see how our theology is essential to combat the forces of unorthodox thought that we will face in ministry. [THM, 156]

I was satisfied with its structure! [THM, 169]

ST101 needs to be strengthened; however, it may have been a professional issue.

[THM, 172]

Again, smaller class sizes so professors can read their students papers and interact with them, and guide them in their theological development. [MABS, 185]

Interaction with scholars from other traditions (guest lectures). [MABC, 189]

Make things less dogmatic and systematic [THM, 196]

Again, a comprehensive "review" prior to testing TBTK... [MABS, 197]

I think the program did a good job providing me with the tools to help me achieve a greater competency in this area. The shortcomings are from myself, and to improve in my competency, I think I will just need time after graduation to go over the studies and digest it a little slower. [THM, 199]

There was a lot of material to cover in each class. It might be helpful if less info had to be covered in each class or if some of the classes could be extended over two semesters. This would help with retention of the information. [MACE, 204]

To focus more on terms, key figures, and key theological ideas. Basically subjecting this competency to knowledge (not abstract thinking on one or two ideas that took up most of the classroom time. Not very effective) and fleshing it out in Christian Ed. [THM, 209]

It would be helpful to require other professors to go over the other theological stances as well so that students learn what other Christians believe and why. [MABC, 211]

More HT courses required (I only took two and wish I had been better equipped in understanding the history of the church). [THM, 222]

Continue and create out-of-class opportunities for discussion of theology among all students with faculty members. There was a forum that I attended during the previous two years, however, I was not aware if it met this year. Provide additional opportunities to discuss with faculty and visitors or be part of an audience to faculty and guest discussion on theology. Bring in guest speakers, to include those who do not necessarily agree with DTS doctrine. Continue to notify students of opportunities in the local communities. [THM, 237]

More systematic teaching and tests. [THM, 238]

I took elective courses outside of the CE department because I was in the parachurch ministry track. I was able to take ST 505 and SF 320. These two courses were the biggest influences in helping me to integrate the theology I was learning in the required ST core courses with my knowledge of society today as a whole. I believe courses like these would be vital to all CE students so that they can learn to more effectively communicate theology and doctrine to a society that is increasingly less and less aware of why they believe what they believe. If Christian educators do not have a working knowledge of how society influences us and our students, it will be difficult to communicate biblical truths to them in a manner in which they can apply them in their daily lives. [MACE, 243]

I think the RS102 Research and Summary of Christian Doctrine class is a waste of students' time. The whole class is just a recapitulation of what we learned over six semesters of studying theology. If I haven't got it after six semesters of systematic theology, another two credit hour class is not going to solidify it for me. Also, doing a 22-25 page research paper seems like busy work added to all the other papers that I need to do in my last semester at DTS. I think Th.M students should either be required to write a thesis (which use to be the old way at DTS) or no "final research paper" at all. These two credit hours could be shifted to the OT department to allow them to give students more needed exposure to Hebrew exegesis. [THM, 251]

Perhaps have at least one assignment for each ST class related to the area of study (i.e. media, CE, Cross-Cultural). We can take away one project which we can use later in our ministry. [MACE, 256]

Perhaps preaching one sermon in an ST class where the student can demonstrate they have the competency to make the theological bridge necessary. [THM, 262]

More Theology classes requiring the books of Augustine and others from the early days of Christianity to be read. [MACE, 268]

Spend more time on orthodoxy and less on all the various views. Focus on 'Mere Christianity' as it were - what is common in each viewpoint. [MABS, 271]

Evaluating Departments

Academic

Bible Exposition

I could not be more disappointed with the Bible Exposition department. Having taken seven BE courses and having paid over seven thousand dollars for those courses I fell I can say with honesty that I feel like I was robbed. The level of Biblical research and theological decision making is no higher than an average Sunday school class. It is a shame that these are considered graduate level courses. [THM, 212]

Missions

I am so thankful to God for the missions department. I learned so much about the coherent theme of the Bible and God's plan for redemptive history in those classes, as well as practical things that helped me in time spent serving across cultures. The culture of the missions department was a joy, and quite distinct from other classes. I think it found joy in looking far outside itself and it's little sphere of geographic and cultural space. [MACM, 132]

Spiritual Formation

As I look back at our time here, our experience overall has been excellent with no significant complaints. There are only two areas that created some frustration for us. I understand the difficulties of managing things as complex as SF Groups and course schedules, so I offer these simply as input of our experience, perhaps these are opportunities for improvement for others with similar circumstances going forward: 1) SF groups orientation process could be made more "family friendly" for couples with children who move to Dallas and do not yet have a support network for child care. One of our "bad memories" of DTS is moving to Dallas just before my first semester, not knowing a soul, and receiving an email with only a few days notice telling us that we are to attend a mandatory all day SF orientation for couples and no childcare is available. The orientation was held at an area mega-church, a place that handles care of hundreds of children every week, similarly childcare is provided each year during WEC week. I would think childcare during SF orientation for couples would be relatively easy to provide. [THM, 133]

Theology

I have one primary complaint: The class sizes in the theology department were so large that I received very little feedback on major papers. I received one sentence of feedback concerning my most weighty theology paper in Soteriology. I spent countless hours on that paper. And in the end the professor never graded it, just a student grader. I attribute this to large class sizes (ie. too many papers not enough graders). [MABS, 185]

Admissions

The admissions office never discussed with me why I was not originally accepted although I asked. [CGS, 168]

Baylor Fitness

I really wish the Baylor Fitness Center was more accommodating to D. Min. students who come in for a week or two at a time during the summer. That was frustrating. Also, I really loved the food in Mitchell but it was closed during my summer sessions. [DMIN, 121]

Book Center

I was VERY satisfied with my experience here at DTS! The only thing I was very dissatisfied with was the Book Center. Everyone worked very hard there, but there were some real questions with discernment regarding what books were promoted. On more than one occasion I was concerned. I ended up calling the bookstore and questioning their discernment regarding promoting Rob Bell's books. The man was nice to me but had no qualms about putting forth such heresy as Bell was writing. [THM, 16]

Business Offices

Business Office services did not inform us on various occasions that we had student loan check/money available and we waited [CGS, 168]

Chapel

I valued chapel. [MABC, 235]

Dining Services

I know budgeting is important to the seminary, but this whole change of dining services has been unsatisfactory. Limited hours, variety of meals, minimal use of the Mitchell dining area has been a big let down for me. Not certain of the economic impact to DTS, but find a way to restore this. [MABC, 141]

Was totally bummed to see the campus cafeteria go under. :([MACE, 289]

Extensions

Extención Guatemala: Very Satisfied [DMIN, 230]

FPO

The department of FPO is a great resource for the seminary! [THM, 229]

Financial Aid

The seminary could drastically improve their financial aid services by giving financial breaks to male students who work full time, thus allowing their wives to stay home and be the mothers they are meant to be. Also, I had considerably faster and more reliable registrar services where I am getting my other masters at Texas

A&M Commerce. I have been embarrassed that a secular institution does so much better in communicating with their students than a seminary. [THM, 65]
It was extremely difficult for our family, with 2 full time students, and 2 children to be able to take advantage of the much needed financial aid scholarships and tuition discounts. At least 3 semesters we were both enrolled for 10 hours and were therefore not able to apply for the scholarships, and it would not have been wise for our family to add a 5th class to either one of our workloads in order to meet the 12 hr min. Additionally we were charged more per credit hour. We felt it would have been more fare to consider number of hours per family total.
[MABC, 159]

Library

Need much more comfortable chairs in Todd and Turpin Library!!! [MACE, 52]
Library search feature must be improved. It should not take a course on campus to understand the search function. Ex: An exact title entered into the search should not be matched with the third result, with the first two totally unrelated.
[MABS, 271]

Registrar/Academic Advising

I think that the syllabi for classes should be available prior to registration, so students can know better what a class will cover and, particularly, what books will be used by that instructor. [MABL, 8]
During the course of my seminary career, the Registrar's office was consistently a reliable source of confusion and headache. Murphy's Law seemed to always apply, I'm afraid. [THM, 55]
It would be extremely helpful if class offerings by semester were available a few semesters out.
It becomes difficult to plan when you do not know what classes will be offered when, especially classes only offered once a year or less frequently, and you only know what will be offered for the next semester.
[THM, 133]
By far the worst thing about my Seminary experience (though, I did enjoy the Seminary experience as a whole), was the registrar's office. I was appalled at how difficult it is to actually talk to a live person when you'd like to. I understand that we're in the information age and that everyone loves e-mail, but I still like to talk to a person face-to-face (despite the fact that I'm only 25 and am very computer-savvy).
[THM, 188]
It would have been nice if the Advising office had let me know more about how summer graduation works. I missed the deadline to submit that I want to walk in May and now have to wait another year to walk. I wish the advisor had encouraged me to turn in the graduation form in December and explained what that meant and that if I missed the deadline, it would cost me a whole year. Please let future summer grads know that walking the previous spring is highly encouraged. [CGS, 290]

Seminary Housing

The people in charge at Swiss were pretty rude - especially that Ruby lady. Other than that, it was great! [MABS, 124]

Housing Dept. has a policy of requiring Fall graduates to move out of Swiss Tower in 4 days after the last class or final exam. I think this policy is out of date and does not reflect the reality because for graduates the final research papers/assignments require more time and effort than final exams (if any). The final papers are due after the last class during the exam week when the papers are due. How is a student supposed to work on both packing up and the papers at the same time while he/she needs all the resources that he/she cannot pack away yet? It is more fair if the policy's 4 days move out time is based on the deadline for graduate paper submission, which is usually Tuesday during the exam week. Our family has been packing 1 month before the move out day, and still find it hard to meet the move out deadline. It created much stress in our family and causes damage to our relationship. It even changed my perception of the seminary experience for the worse. I don't think it is the task of the seminary to put the students through this "test." It is really damaging. To be honest, I have been skipping chapels and classes because of this policy, and turning in mediocre assignments. Granted I understand the housing and maintenance offices need to squeeze in renovation for the new students to move in, I doubt that a few days would really be that big of a difference for the administration? But a few days difference can be life and death (with exaggeration) for the graduate who needs to work on the papers and pack up at the same time. [THM, 160]

Classrooms Conditions

Classrooms (and most buildings) are too cold. After the push to cut costs, one way to do that is to let the classrooms be a few degrees warmer. It is hard to concentrate in class when your body will not stop shivering. This is not just a female complaint. [THM, 170]

The classrooms in Todd (2nd and 3rd floors) could use some improvement. The desks are very difficult to use with a laptop. [MABC, 211]

Media Center

The computer lab and staff were a great help. I could not have made it without them. [MABS, 217]

Online Education

The online education at DTS is second to none!!! Awesome work!! [CGS, 254]

General Departmental Comments

As an enrolling student, I felt the seminary did a very poor job in communicating with me in terms of the requirements I needed to fulfill as an incoming student. [, 99]

Overall my interactions have been pleasant. Occasionally the service provided at DTS is less than professional. [MACE, 104]

The hours of operation are difficult to meet for students who work full time during the day. In general, this applies to all offices/departments. [THM, 127]
 It is very good overall. [MACE, 160]
 During lecture I would have liked some of the teachers to have been more engaging. [MABC, 232]

Kudos

Thank you! [MABL, 8]
 Everything! Especially the beliefs and the faculty... [DMIN, 9]
 I loved it. I have no complaints. The level of the knowledge of the professors was incredible. I learned something new at nearly every single classroom lecture I attended. [MACE, 7]
 I really did have a good experience at DTS. I have a lot of respect for many professors here. DTS does so many things well (e.g. loving the Lord, taking the time for students, humility, etc.). Thanks to all of the hard work the professors and staff put in. The Lord be with you all! [THM, 16]
 I like everything. [PHD, 17]
 Please take all of my comments and survey answers as being about 7 years old, and know in general that I love DTS and would recommend it to almost everyone who asked me where they can be prepared for church leadership and preaching ministry. [THM, 26]
 Thank you. I enjoyed my studies at DTS and profitted from them. [CGS, 19]
 This is a great institution [THM, 28]
 The excellent professors! This is the reason I was drawn to DTS and the reason I benefited from this learning experience. They each demonstrate Christlikeness, caring, and transparency as they teach and minister to the students. [CGS, 31]
 A GREAT experience! Not a "clunker" class in my entire experience - that's rare. [DMIN, 37]
 I loved my DTS experience. [MACM, 41]
 Being at DTS and having the privilege of studying God's Word has been the most positive and enriching experience of my life. [CGS, 42]
 I feel the quality of the instruction I received was second to none. [MABS, 47]
 I have loved my DTS experience [MABS, 50]
 Because of the Faculty of Dallas Theological Seminary, I feel that I am better prepared for ministry. The love and concern that they showed me as a student will not be forgotten. They exemplified the love of our Lord Jesus Christ, and I will do the same for all those in the future. [MACE, 52]
 Honestly, I really enjoyed my entire experience. I only hope that my training makes me more likely to be hired by a church. [THM, 56]
 Dallas Seminary is a great place to learn about God and the Bible and how to communicate Him to the world. However, it is not a place to 'find out' what you want to do with your life. I have heard this from too many students my entire 6 years here. Additionally, there are many 'strings' attached with receiving federal monies. I would caution the seminary that these 'strings' do not always glorify God. In fact, some of these strings do just the opposite. And to have this aid just to 'get in' more students would be dishonest at best. [THM, 65]

The professors at DTS should be praised to the point of almost making them proud. They are quite excellent. I will remember them at different points of my life until I leave this earth. Please thank them and encourage them for me. It was a blessing to have walked with them for a while. [MABS, 67]

I have my criticisms, but overall my time at DTS has been a joy and a delight. I have driven in most days with a song in my heart and driven home most evenings with my mind full of intriguing ideas and encouraging words. I believe that DTS must be one of the greatest academic institutions on the earth, if not the greatest. May God continue to prosper and use it for his glory! [THM, 70]

Overall I really enjoyed my time at DTS. I am very thankful for my time here, in the good and in the bad, God did amazing things in my life. The education I received was excellent. Seminary was an incredibly difficult time, but in the end, it was worth it [THM, 80]

I will miss this place. [THM, 89]

I love my school! Thank you for giving me these 7 years to complete this degree program! [MABS, 95]

I love my school! Thank you for giving me these 7 years to complete this degree program! [MABS, 95]

I love DTS and I am proud to be a DTS man. Thank you I am eternally indebted to this great institution that stands on the Word of God and has given me tools to Preach the Word! [THM, 102]

Thank you for the opportunity to study here. [MABM, 103]

I have loved my time at DTS and am so grateful that I have been able to attend here. However, it is still very book-wormish in its approach. I think if more authentic/hands-on/heart-driven components could be added to balance the intellectual components, DTS would be even better. [THM, 105]

Overall I believe coming to DTS was one of the best decisions my family has ever made. I really enjoyed my years at DTS and thank God for giving me this opportunity. DTS will always be spoken of highly and I thank all my professors for pouring into my understanding of God's revealed truth. [MACM, 107]

Overall I had a GREAT experience at DTS. I am proud to be a graduate and would recommend the program to others without hesitation. Thanks for investing into my life and ministry. [DMIN, 108]

Thanks for everything. There is always room for improvement, but I thank God for this seminary and the incredible preparation I have received. [THM, 112]

Thanks for the opportunity to come to DTS. I will try to use the education for God's glory. [THM, 123]

Great experience! Thank-you! [MABS, 129]

I love the school!!! [THM, 130]

I LOVED IT. thank you. [MACM, 131]

I have thoroughly enjoyed, appreciated, and valued my time at DTS. I could not have asked for a better seminary experience overall. The faculty is outstanding in not only their teaching, but their modeling of Christian life and their gracious relationships with students. As with any experience such as this, there have been a few frustrations along the way (and I'm sure the feeling is mutual at some level) but if doing it all again, I would definitely chose DTS again without hesitation. Thank you! [THM, 133]

I love Dallas Seminary and love telling everyone everywhere about it. [MABS, 134]
Despite my comments above on recommendations for improvement, I feel that this is by far the best seminary in the world! I have loved many of my classroom experiences. Most of my professors have been loving, caring, godly people of whom I will never forget! There have been people at this institution who have encouraged me, helped me, and prayed for me over and over. I thank God for all of them. There are relationships with faculty, staff, and students that will last with me until I die....and I hope to see them in glory too! (Depending on what your theological stance is on this!) [MABC, 141]

The DTS experience has been a blessing, I thank God for this blessing and I acknowledge that I have been blessed to be a blessing. [MABS, 150]

The Biblical Counseling Faculty is a collection of precious jewels that should be absolutely treasured. Their passion for biblical truth combined with a strong grounding in social science is a unique and extremely valuable resource. [MABB, 152]

I enjoyed my time at Dallas Seminary. For the most part it was approachable for someone with a full-time job (though, I didn't complete my originally chosen degree). The teachers were all great and really loved what they do, which made class a blessing to attend. Thanks! [CGS, 154]

Thanks for the privilege of being a part of this wonderful institution. [THM, 156]

Thanks for an equipping experience! [MACE, 164]

Thanks for the experience. [MABS, 166]

Thank you for the opportunity to learn here. [CGS, 168]

Thank you for preparing me to teach truth and love well!!! [MABS, 182]

The character of the professors here is what I have learned from probably the most. [MABC, 183]

Thank you! [MABS, 184]

I thought DTS would be an intellectual endeavor only. It turned out to grow me spiritually as well. [THM, 188]

I immensely enjoyed my time here and considered it worth the investment. However, I do believe that some changes need to be made at DTS. None of the bible exposition courses were worth my time. I don't consider this a problem with the curriculum, but a problem with the department. It was all "bible trivia," the scholarship was out of date, they seemed solely concerned with defending classical dispensationalism, and it wreaked of Sunday school instead of academic rigorous study. The marketing ploy that "we study all 66 books of the Bible" reeled me in but ended up being a big disappointment. They were essentially a waste of my time and money. If they were taught by the language guys, it would have probably been much better. As seminary students, we need to focus on the Bible, but the way BE is structured it does not help. It was so bad it will effect my recommendation of the school to others. [THM, 192]

Thank you for your interest. I am very pleased to have come to DTS. An outstanding experience. [MABS, 197]

Preach the Word! [MAMC, 203]

You guys are doing a good job here, just continue to guide and encourage students toward good solid theology in the midst of pursuit and uncertainty. [THM, 209]

This was the most challenging four years of my life. The education I received was fantastic, but the friendships I made with other students and professors is invaluable. I enjoyed the intellectual stimulation and spiritual challenge presented by the Seminary and I'm immensely proud of my degree from such an esteemed institution. Long live DTS, may she continue to change the world through the power of the Holy Spirit by preaching the Word! [THM, 210]

Thank you DTS!!! I have loved my time here. Leaving is bitter sweet. [MABC, 211]

Thank you for making me a better person. I am a better man, leader, and Christian for having come to DTS. [MABS, 214]

I'm probably in the minority, and you'll probably never change this, but I'd like to see you have an option to do the Greek and Hebrew classes all interactive with computer software. Maybe the first semester or so, not let people use it too much so that they got the very basics down without relying on the software for everything, but in my weekly lesson for my church class, I always rely on software and I know I couldn't parse or translate like I used to, and I'm fine with giving that up. I feel like if you integrated technology in the language classes you could probably cut a semester off of Greek and Hebrew to free up for other classes (like practical leadership classes). I know that the languages are what define DTS' curriculum, but I think it'd be great if you had a "language lite" option for people who will rely on the computer software more in the future and would love to take a few other classes rather than 9 semesters of language. [THM, 221]

Thank you, from the depths of my heart. [THM, 222]

Like I said, I love this place and I believe in it. Your faculty is single best thing about our school. Please keep the Gospel and furthering Christ's Kingdom at the heart of your practical, day-to-day level operations and drop the academics for academics sake. [THM, 225]

Only I want to say thank you. God Bless DTS. (Gracias por tanto apoyo y ayuda. Dios les bendiga.) [DMIN, 230]

I absolutely love DTS and would recommend it above all the others to anyone who is thinking of seminary. [THM, 231]

Thanks DTS for equipping with scripture!!! [MABC, 232]

Being here has been a life altering experience [MABC, 235]

It has been a privilege to study at Dallas Theological Seminary. Life changing to this point and for all time. [THM, 237]

If I had to do it all over again, I would still chose to come to DTS. Hands Down. :) [MACE, 243]

I loved the program! Keep up the good work! [CGS, 254]

What I will miss most about DTS are the profs for not only their knowledge but also their passion for our Lord. I maybe tired going into class, but their love for the Lord gives me the jumpstart I needed. What I also noticed was the respect and joy each person working has for others and other departments. The way they communicated to each other demonstrates love and grace. Working in the secular corporate world for over 25 years, this was amazing to witness. [MACE, 256]

Thank you. [STM, 258]

I am thankful for my time at DTS and thank you for asking my opinion. [MACE, 259]

DTS makes a clear effort to welcome new students and make them feel special. Keep that up! [MAMC, 265]

Loved my seminary experience overall and learned a great deal from amazing professors.
[MACE, 270]

I've loved my time @dts. thanks for loving God's word and being committed to teaching it. look forward to staying connected and continuing to learn through online alumni course access. [MABS, 272]

Thank you for giving us this opportunity to voice some of these concerns. This program has the potential to be great and needs to seek out the opinions of the students more and clearly show the student body that their opinions are heard and changes are being made. [MABC, 279]

Loved my experience. [CGS, 283]

I treasure the year I have spent here. Thank you so much. I have been pleasantly surprised by the quality of people here and how they have taken a genuine interest in me. The faculty really seems to care and live out what they teach, and I didn't really expect that. Thank you. [CGS, 290]