



## 2015 Graduating Student Survey Report



# **2015 Graduating Student Survey Report**

**Office of Institutional Research and Effectiveness**

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**July 2015**



## Executive Summary

Overall, findings of the GSS continue to be positive. Of the 384 graduates invited to participate in the survey, 256 responded for a **response rate of 67%**. Upon reflection of their overall experience during their graduate program by respondents, **93% were satisfied with their academic experience** and **87% agreed that if they could do it all over again, they would still come to DTS**.

Five recommendations for improvement based on the data are:

- 1) *Review student orientation to improve student awareness of departments and services available to them.* With at least one sixth of graduate respondents unaware of 16 departments and services, better communication of all that DTS has to offer its students should be sought. Particularly DTS Relocation Services and the diverse offerings of DTS Student Services should be highlighted to new and prospective students. Ensuring that students are aware of all that DTS has to offer them will make DTS more effective in its mission.
- 2) *Improve perception of the Placement Office and its Services.* With the DTS student body rapidly diversifying, both in degrees sought and geographical location, the Placement Office needs to ensure that it is appropriately meeting the needs of all DTS graduates and communicating to students what services are available to all and which are degree specific.
- 3) *Improve awareness and perception of Relocation Services.* With 46% of graduate respondents unaware of Relocation Services, awareness needs to be improved, especially to prospective and new students. Since only 24% of respondents who utilized relocation services were satisfied, the seminary should review relocation services to ensure that they meet the needs of relocating students.
- 4) *Improve student perception of their Communication competency in electronic media.* With only 73% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should be reviewed to identify where it is addressed.
- 5) *Improve student perception of their degree specific competency levels of Biblical Interpretation, Communication, and Servant Leadership.* 75% of MA respondents agreed that within the Biblical Interpretation competency their “method reflects a knowledge of historical influences,” 78% of ThM respondents agreed that within the Servant Leadership competency they “had demonstrated transformational leadership in their ministry venue.” 79% of MA respondents agreed that within the communication competency that they “are able to deliver an oral presentation designed to influence listeners towards change using audience focused learning objectives and appropriate methods.” The core curriculum should be reviewed to identify where these are being addressed.

# Table of Contents

<b>Executive Summary</b>	<b>i</b>
<b>Introduction</b>	<b>1</b>
<b>Procedure of Survey</b>	<b>1</b>
<b>Demographics</b>	<b>2</b>
<b>Survey Results and Analysis</b>	<b>3</b>
<b>Overall Experience</b>	<b>3</b>
<b>Financial Items</b>	<b>4</b>
<b>Post-Graduation Plans</b>	<b>6</b>
<b>Departments and Services</b>	<b>10</b>
<b>Core Competencies</b>	<b>20</b>
<b>Academic Programs</b>	<b>27</b>
<b>CBTS</b>	<b>27</b>
<b>MABS</b>	<b>27</b>
<b>MABC</b>	<b>28</b>
<b>MACE</b>	<b>28</b>
<b>MACL</b>	<b>29</b>
<b>MACM</b>	<b>29</b>
<b>MAMW</b>	<b>30</b>
<b>STM</b>	<b>30</b>
<b>ThM</b>	<b>31</b>
<b>DMin</b>	<b>32</b>
<b>PhD</b>	<b>33</b>
<b>Survey Sample vs Population</b>	<b>34</b>
<b>Appendix: Responses to Open Ended Questions</b>	<b>37</b>

# 2015 Graduating Student Survey Report

## Introduction

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

As discussed in last year's GSS report, significant alterations were made to improve the instrument. While previously the GSS asked graduates concerning their achievement of DTS Core Competencies broadly, as seen on page 19, the GSS now inquires about each component of the competencies. Additionally, the GSS inquires as to the graduates' achievement of degree specific levels of the competencies.<sup>1</sup> Improvements continue to be made to the instrument.

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

## Procedure of Survey

The survey was administered online. Graduates were invited to participate through e-mails with links to the survey. The survey asks the graduating student to evaluate over thirty Seminary departments and services (from "very dissatisfied" to "very satisfied,"),<sup>2</sup> to assess the accomplishment ("strongly disagree" to "strongly agree") of the Seminary's goals in his or her

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<sup>1</sup> With the change to the Cultural Engagement Competency, no faculty approved degree specific achievement levels have been crafted yet.

<sup>2</sup> Last year the option "Not Applicable" was removed and replaced by the options "Unaware of" and "Aware of but had no experience with." This offers additional data as to students' awareness of departments and services available to them.

life, and to indicate achievement of both Student Learning Outcomes specific to their degrees and DTS Core Competencies. Several open-ended questions ask the student to pinpoint particular high points and areas needing improvement. Other questions gathered general demographic data and the respondents' near and long-term career and education plans.

Of the 384 students invited to participate in the survey, 256 responded for a **response rate of 67%**. In this report, survey results focus on agreement or satisfaction percentages rather than offering a full reporting of all data. Additional breakdowns or specific cross referent information is available through the Office of Institutional Research and Effectiveness. A specimen of the survey instrument is also available through the Office of Institutional Research and Effectiveness.

## Demographics

The survey sample (256) reflected the population (384) closely. The biggest difference was that there were 4% more ThM graduates in the survey sample (32%) than in the population (28%). For all other identified demographics compared the population differed from the sample by 3 or less percentage points. The full comparison is found in Appendix A.

## Survey Results and Analysis

### Overall Experience

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

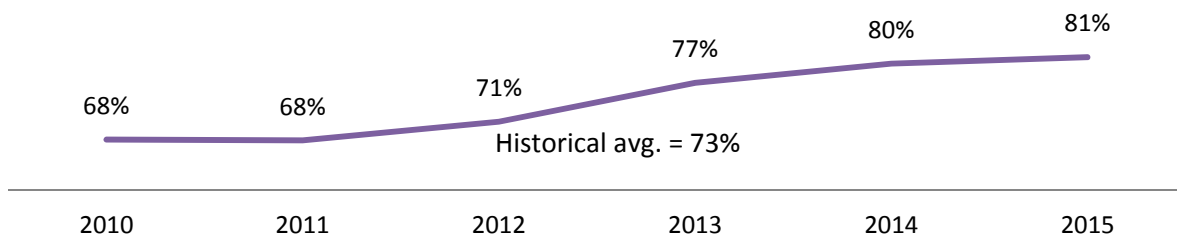
Results are shown in the below chart in descending order of percent agreement (“strongly agree” and “agree” responses).<sup>3</sup>



Respondents reported their overall experiences while at DTS as positive. Each one of these performance indicators matched or improved from their historical average (questions were added to the GSS in 2010). The most noticeable improvement from the historical average was seen with agreement that “Seminary was a good experience for my spouse/family” rising to 8% points above the historical average, as seen below.

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<sup>3</sup> Utilization of satisfaction percent rather than a mean score throughout this report occurs for two reasons: 1) Likert scales utilize ordinal and not interval numbers making linear scoring problematic and 2) satisfaction percentages offer more intuitive and useful benchmarks.



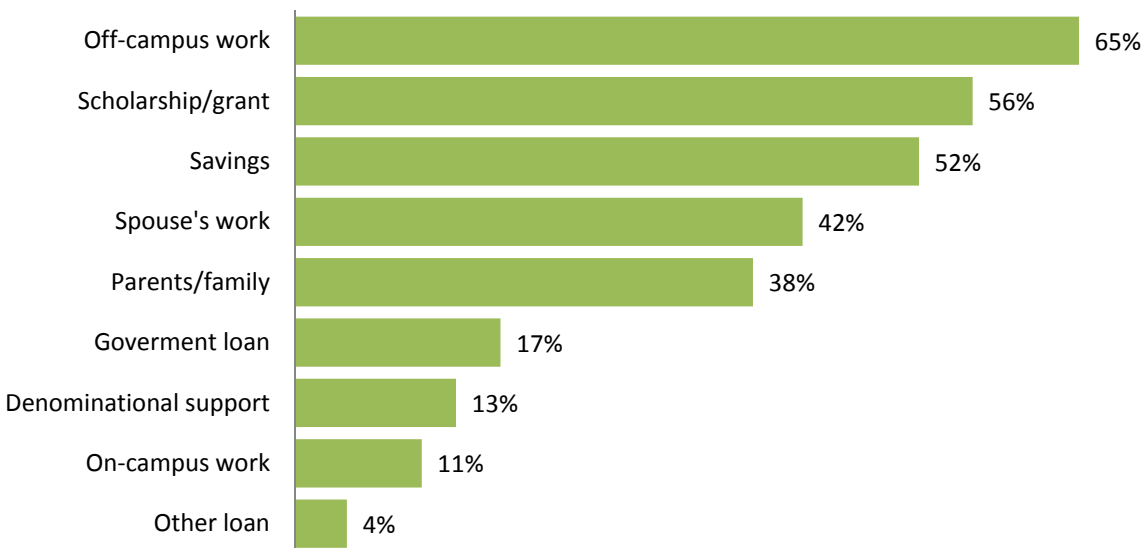
## Financial Items

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

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

### Off Campus Work was Grads' Most Important Source of Income

N=246



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

The following page shows the results listed in percentages.



N=255

**Most Grads Brought no Educational Debt to DTS**

■ None ■ Less than \$10,000 ■ \$10,001 to \$19,999 ■ \$20,000 to \$29,999 ■ \$30,000 to \$39,999 ■ \$40,000 or more



**Most Grads Incurred no Educational Debt at DTS**

■ None ■ Less than \$10,000 ■ \$10,001 to \$19,999 ■ \$20,000 to \$29,999 ■ \$30,000 to \$39,999 ■ \$40,000 or more



**Most Grads will have no Monthly Education Debt Payments**

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

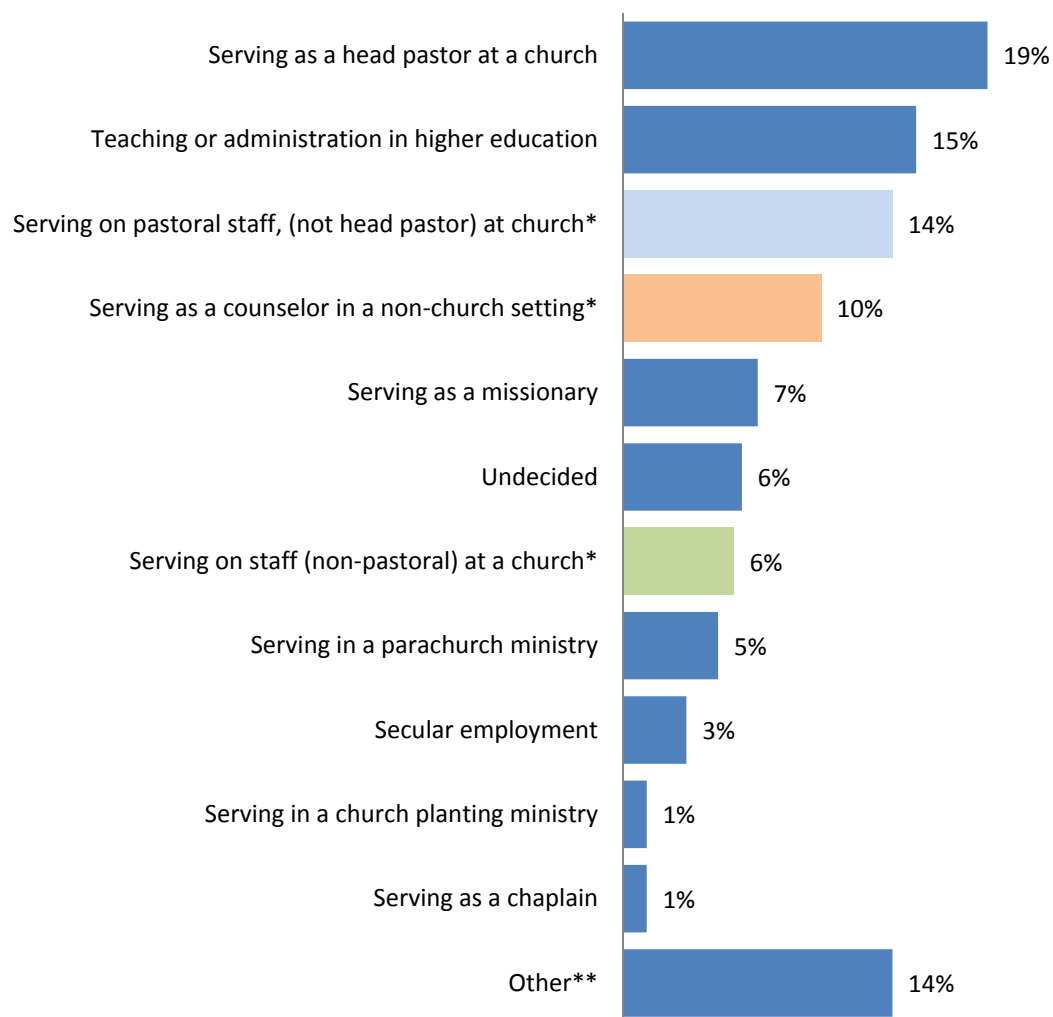


## Post-Graduation Plans

Graduates were asked concerning their post-graduation plans: both their 2 year plans and 10 year plans. Additional questions asked for specifics concerning plans to serve on pastoral staff as a non-head pastor, plans to serve on church staff (non-pastoral), settings in which they planned to serve as a counselor, as well as specifics concerning further educational plans. The following charts show their responses by percentages.

### 10 Year Post-Graduation Plans

N=254

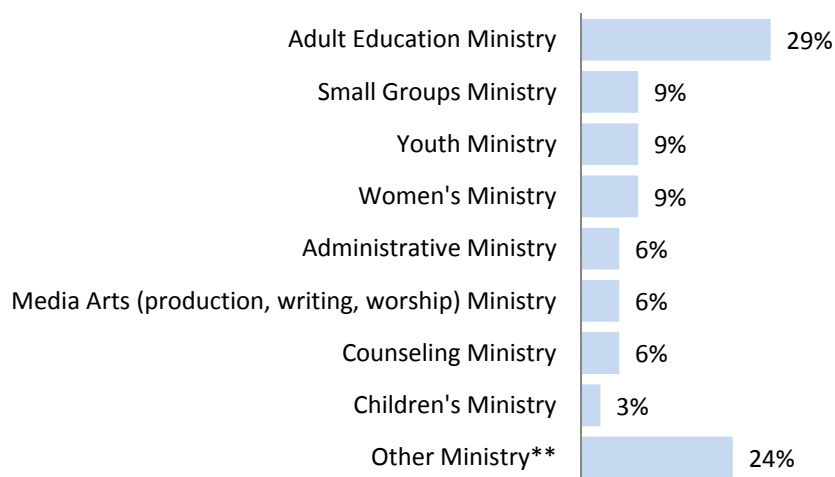


\* Color variance corresponds to the additional graphs below which show the responses to additional questions of the respondents concerning their plans.

\*\*See page 36 for list of "other" write in responses.

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

n=34



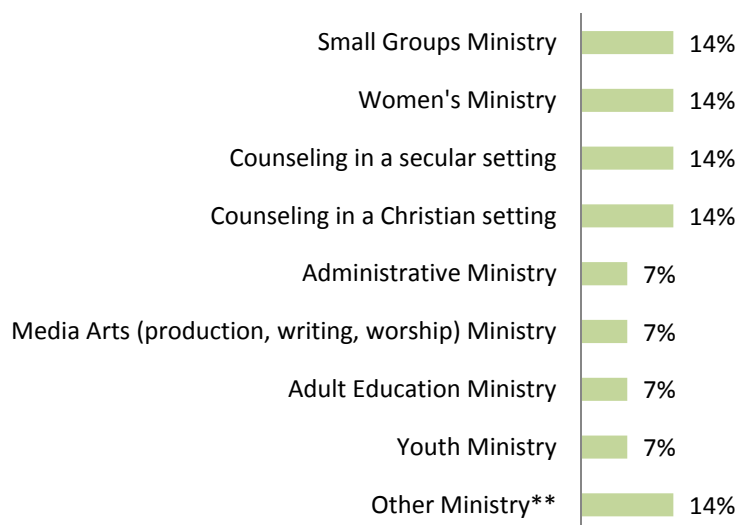
### Serving as a counselor in a non-church setting

n=25



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

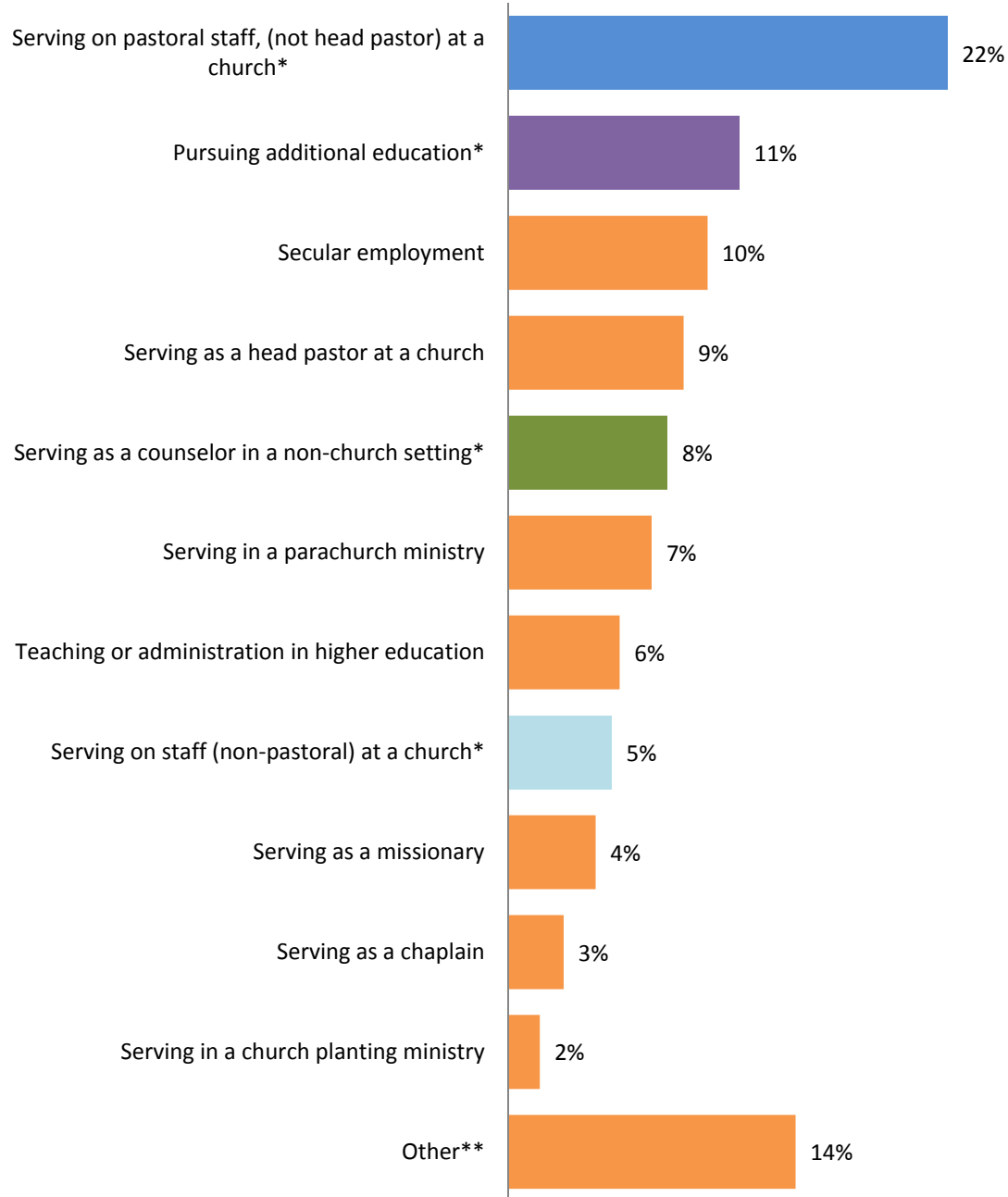
n=14



\*\*See page 37 for list of "other ministry" write in responses.

## 2 Year Post-Graduation Plans

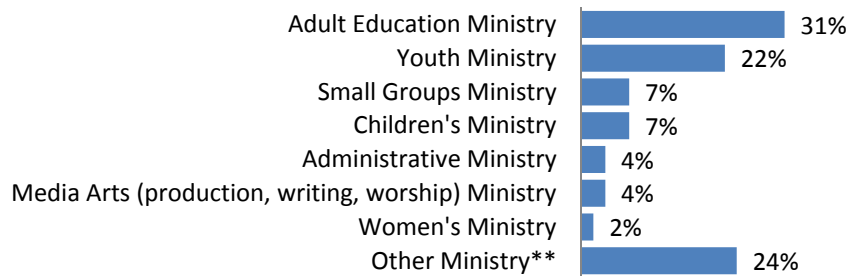
N=254



\* Color variance corresponds to the additional graphs below which show the responses to additional questions of the respondents concerning their plans.

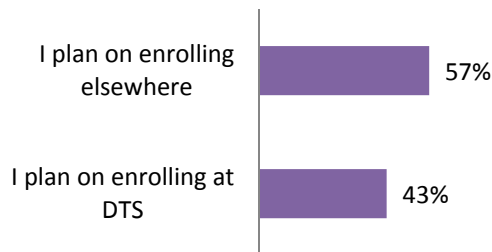
\*\*See page 37 for list of "other" write in responses.

**Serving on pastoral staff, (not head pastor) at a church in**  
n=55



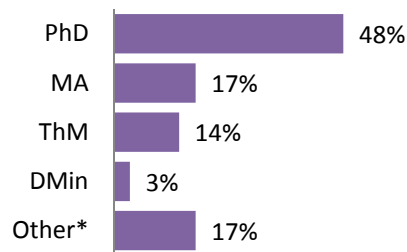
**Pursuing additional education**

n=28



**Pursuing additional education**

n=29



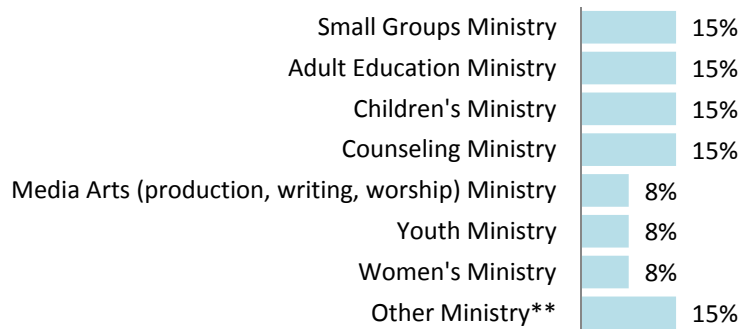
**Serving as a counselor in a non-church setting**

n=28



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

n=13



\*\*See page 37 for list of "other ministry" and "other" degree write in responses.

## Departments and Services

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

To offer better and more specific data, the previous department “Housing and Relocation Services” has been split into two items “Housing” and “Relocation Services, and “Student employment services” was split into “Human Resources” and “DTS Student Ministry and Job Board.” Likewise, this year’s survey added the following Student Services units: “Advisor to Women Students,” “Advisor to African American Students,” “Seminary Wives in Ministry (SWIM),” and “Chaplain’s Office.” Additionally, “Student Government” was changed to “Student Council.”

Certain item satisfaction results were limited to subpopulations directly served by the seminary department or service and thus had a lower number of responses (indicated in parentheses below).<sup>2</sup> They are as follows:

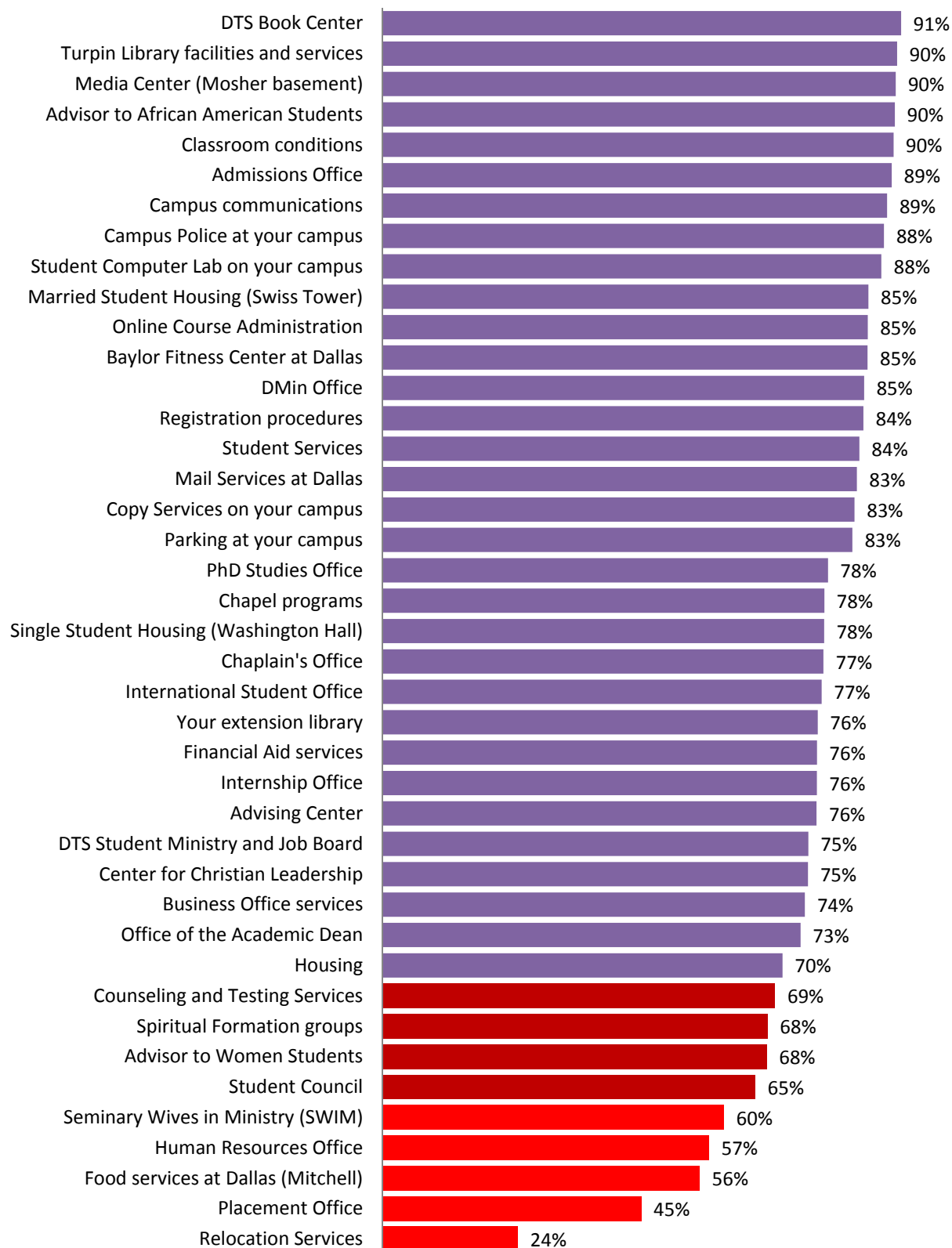
<b>Dept. or Service</b>	<b>Respondents</b>
Advisor to African American Students	Black Students only
Advisor to Women Students	Female graduates only
DMin Office	Graduates that contacted the DMin Office
DTS Student Ministry and Job Board	Graduates that used the DTS Student Ministry and Job Board
Human Resources	Graduates that contacted the Human Resources Office
International Student Services	Graduates that contacted the International Students office
Married Student Housing	Graduates who lived in Swiss Tower
PhD Studies Office	Graduates that contacted the PhD office
Placement Office	Graduates who contacted the Placement office within the past year
Seminary Wives in Ministry (SWIM)	Married male graduates only
Single Student Housing	Graduates who lived in Washington Hall
Your extension library	Extension graduates only

Results are shown in the following chart in descending order of satisfaction percent (satisfied and very satisfied responses). Satisfaction percentage is limited to responses that included a rating (no “Unaware of,” or “Aware of but had no experience with”). A table showing full results follows the satisfaction % chart.

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<sup>2</sup> Going forward this limitation will be removed as the options “Aware of but had no experience with” and “Unaware of” render these limiting factors obsolete, with the exceptions of “Advisor to African American Students,” “Advisor to Women Students,” “Seminary Wives in Ministry (SWIM)” and “Your extension library,” which will continue to have reporting limited to appropriate respondents.

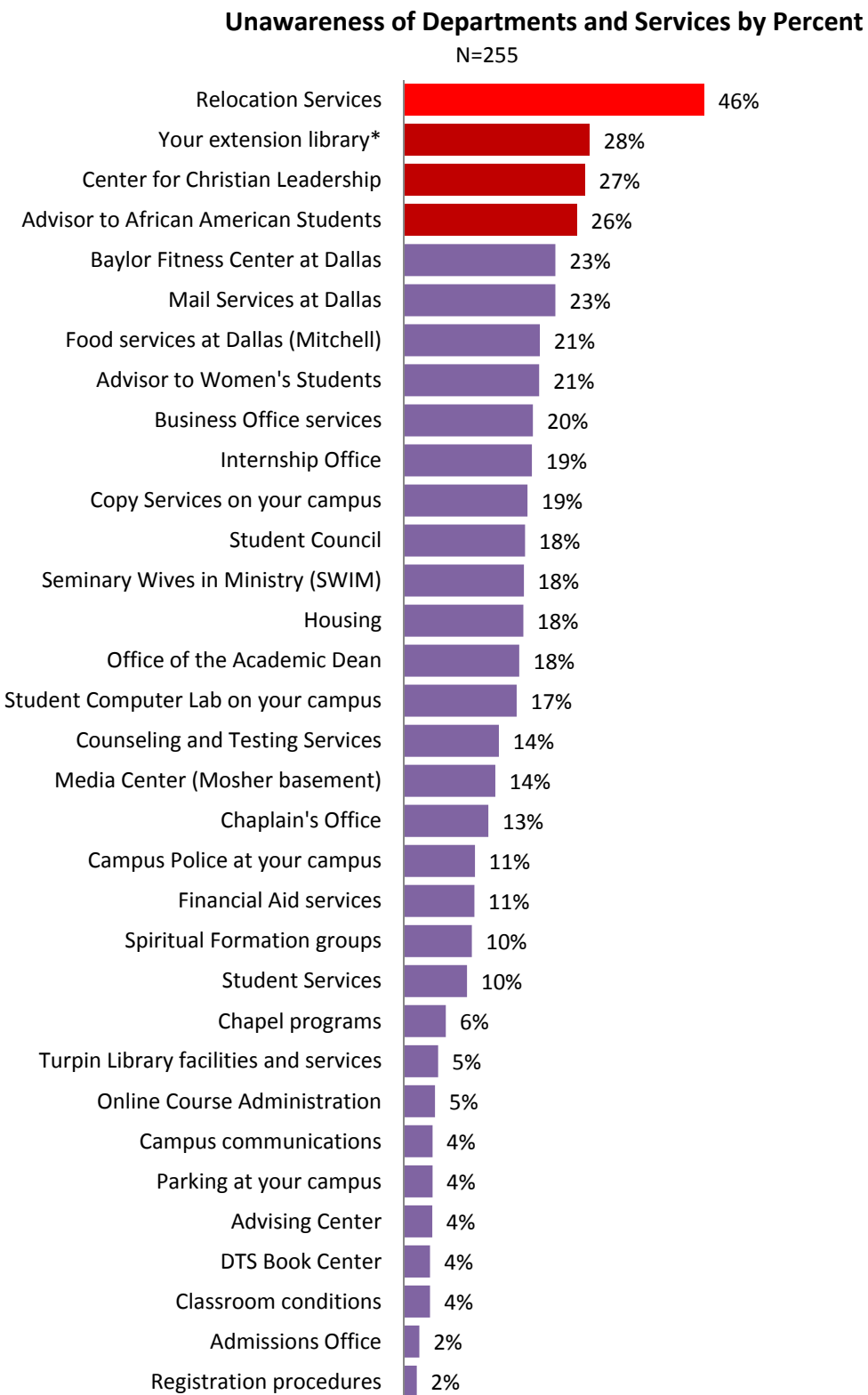
### Departments and Services Satisfaction Percent



	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total	Sat. %
DTS Book Center	1	3	16	89	116	225	91%
Turpin Library facilities and services	2	4	15	80	118	219	90%
Media Center (Mosher basement)	1	2	15	69	96	183	90%
Advisor to African American Students	0	0	1	2	7	10	90%
Classroom conditions	3	3	18	100	111	235	90%
Admissions Office	4	7	14	80	132	237	89%
Campus communications	3	4	19	106	97	229	89%
Campus Police at your campus	2	4	19	79	106	210	88%
Student Computer Lab on your campus	1	2	19	65	91	178	88%
On-Campus apartments at Dallas (Swiss Tower)	0	3	3	12	23	41	85%
Online Course Administration	7	8	17	106	79	217	85%
Baylor Fitness Center at Dallas	2	2	13	31	67	115	85%
Doctor of Ministry Office	0	0	4	5	17	26	85%
Registration procedures	5	12	21	98	109	245	84%
Student Services	5	2	24	78	82	191	84%
Mail Services at Dallas	3	6	14	53	62	138	83%
Copy Services on your campus	3	3	21	60	71	158	83%
Parking at your campus	6	8	26	96	93	229	83%
PhD Studies Office	0	0	5	5	13	23	78%
Chapel programs	4	9	36	83	87	219	78%
On-Campus apartments at Dallas (Washington Hall)	1	3	9	11	34	58	78%
Chaplain's Office	1	1	14	25	30	71	77%
International Student Office	3	0	5	9	18	35	77%
Your extension library	0	2	2	6	7	17	76%
Financial Aid services	4	14	22	49	80	169	76%
Internship Office	5	13	18	54	62	152	76%
Advising Center	11	15	26	75	92	219	76%
DTS Student Ministry and Job Board	1	5	27	50	48	131	75%
Center for Christian Leadership	0	2	22	30	41	95	75%
Business Office services	4	5	31	59	56	155	74%
Office of the Academic Dean	1	3	26	41	42	113	73%
Housing	5	8	20	34	44	111	70%
Counseling and Testing Services	1	3	23	33	27	87	69%
Spiritual Formation groups	10	18	27	57	58	170	68%
Advisor to Women's Students	2	2	9	13	14	40	68%
Student Council	0	5	34	48	26	113	65%
Seminary Wives in Ministry (SWIM)	0	2	8	5	10	25	60%
Human Resources Office	0	5	21	24	11	61	57%
Food services at Dallas (Mitchell)	5	12	41	50	23	131	56%
Placement Office	2	7	27	21	9	66	45%
Relocation Services	1	5	26	6	4	42	24%



The following graph shows the unawareness percent of all respondents (those that marked “Unaware of” vs all other responses).



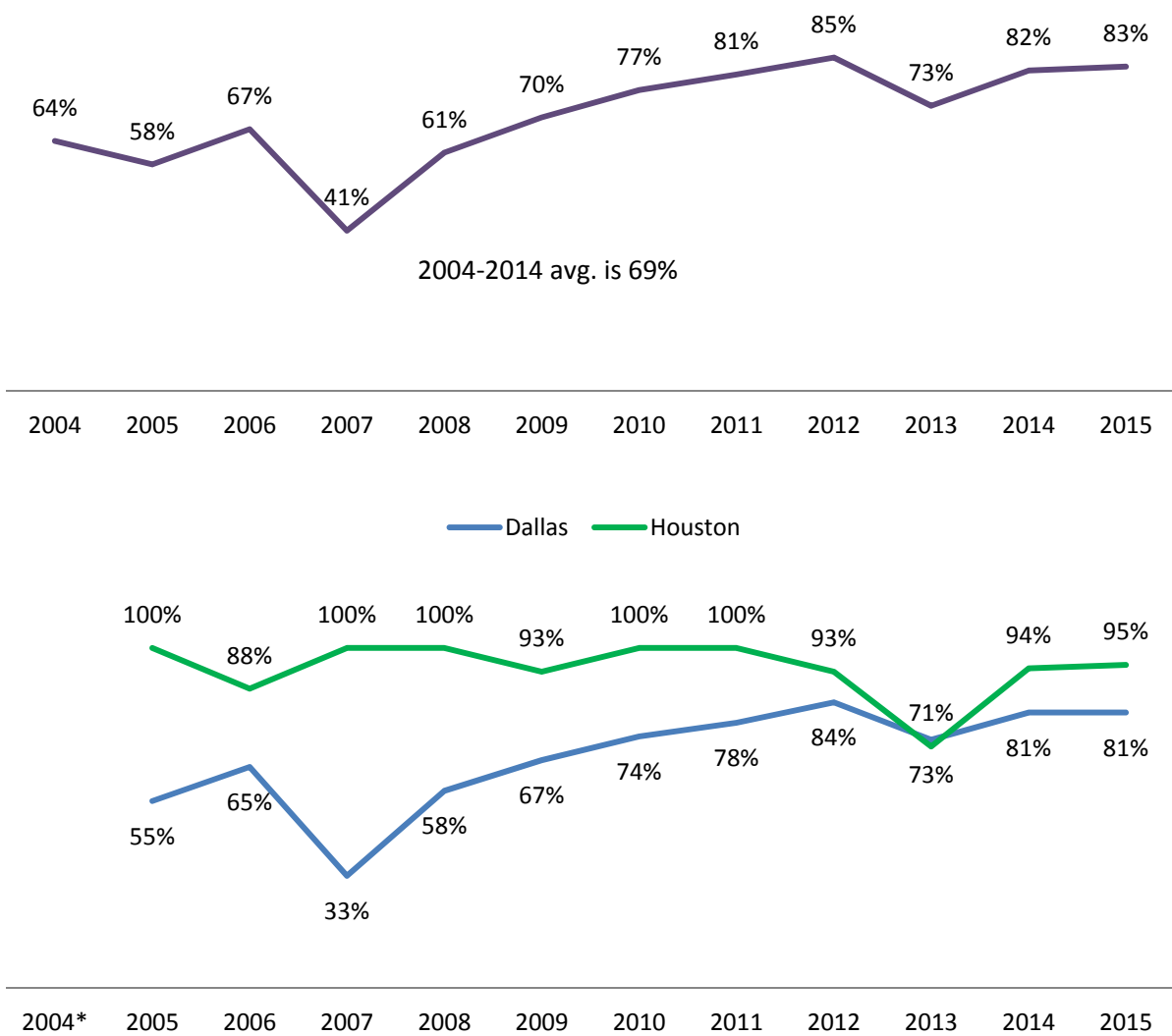
\* Limited to only extension students N=17

### Commendable areas

Four seminary departments and services' satisfaction performance indicators showed an increase of 10 or more percentage points when compared to the previous 11 year average: **Your extension Library** (+21), **Parking at your campus** (+14), **Single Student Housing** (+13), and **Student Council** (+13). Of these, the two with historically high Ns are shown in the charts below revealing their historical trends.

#### Parking at Your Campus

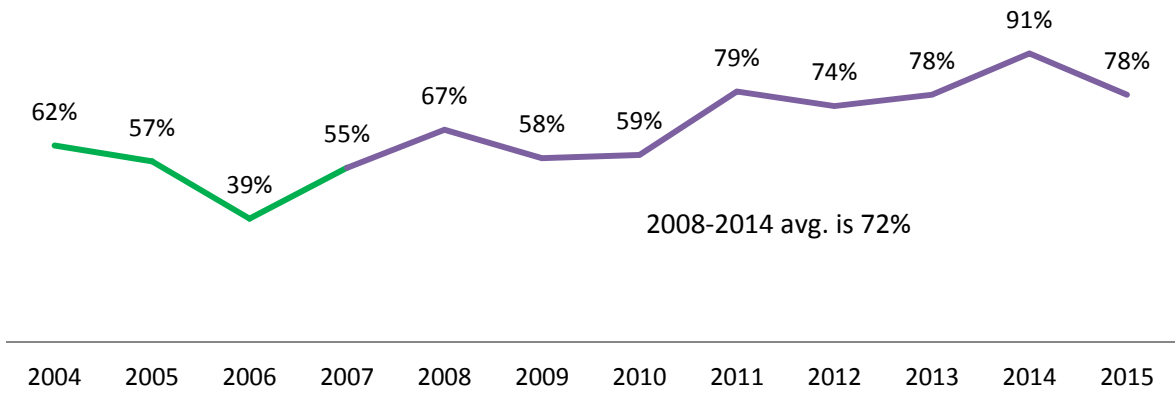
Satisfaction with Parking at DTS campuses increased 14 percentage points from the historical average of 69%. With construction ongoing at Dallas campus and the Houston campus's move graduate data specific to them is shown below as well. The slight increase from last year and the increase from historical average is seen in both data sets.



\*no breakdown by campus is available for 2004

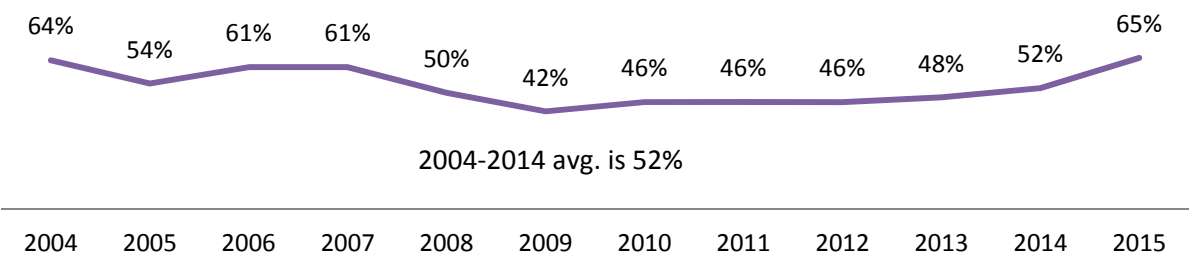
### Single Student Housing

While the N's are lower than other performance indicators, single student housing continues to show an increase over the historical average. Closer examination shows that while the average from 2004 to 2014 is 65% (yielding this year's 78% a 13 percentage point increase), since the completion of Washington Hall in 2008 the average for this performance indicator is 72% (yielding this year's 78% a 6 percentage point increase), as seen on the below chart. The green line indicates GSS results with the previous single student seminary housing with the purple line indicating results after the completion of Washington Hall.



### Student Council

While Student Council's satisfaction rating remains below 70%, this performance indicator improved 13 percentage points from the historical average of 52% as seen in the graph below. As this aspect of Student Services remains an area to watch, this year's improvement is encouraging.



## Areas to Improve

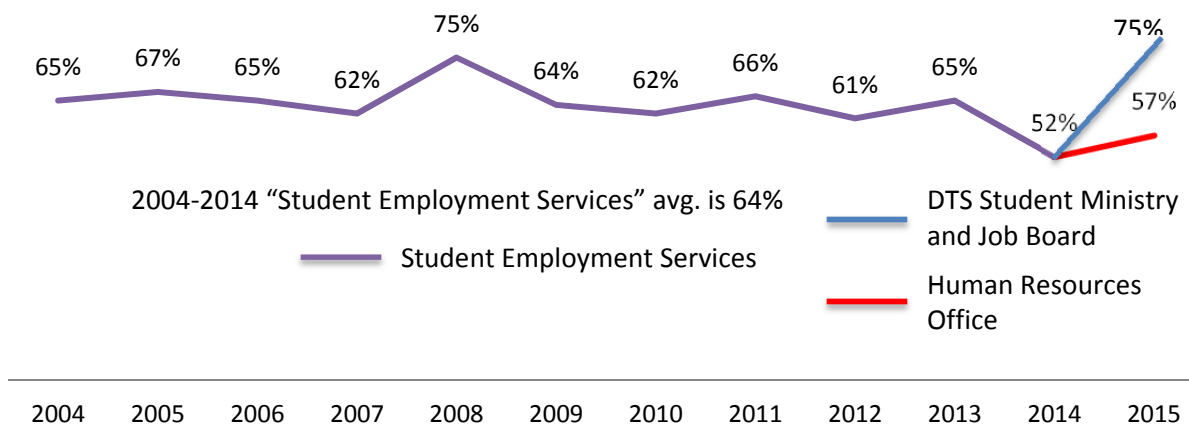
The five lowest scoring items were **Seminary Wives in Ministry (SWIM)**, **Human Resources Office**, **Food Services at Dallas**, **Placement Office**, and **Relocation Services**, each scoring 60% or below satisfaction with graduates. Each is further discussed below:

### Seminary Wives in Ministry (SWIM)

This is the first year that a performance indicator for SWIM has been included in the GSS, thus there is no historical data from which to compare. It should also be noted that unlike all of the other departments and services, SWIM is not directly intended for DTS students, but rather for the wives of students. Thus, this performance indicator does not directly measure the content or experience of those that participate, but rather measures the perception of SWIM by students whose wives are being served.

### Human Resources Office

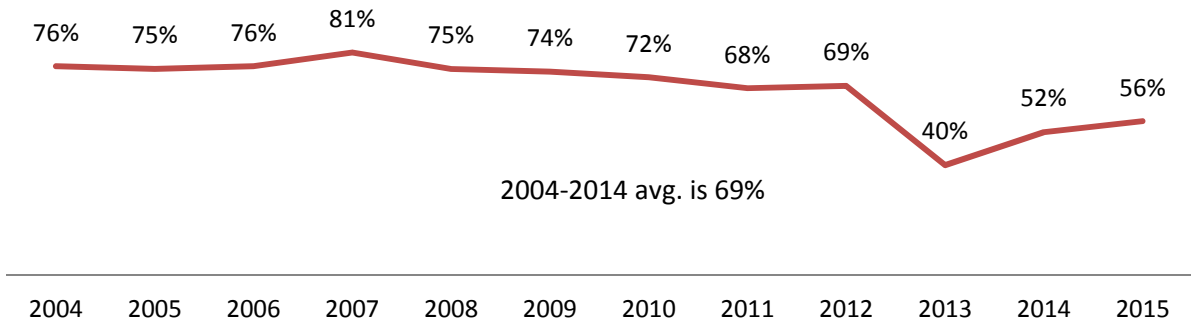
The Performance indicator “Student Employment Services” has been changed to both “Human Resources Office” and “DTS Student Ministry and Job Board.” The graph below shows the historical results with the data specific to Human Resources Office in blue. With the n for Human Resources being low (n=35), it is perhaps too early for the data to yield usable results. However, with 11% of graduates indicating that on-campus work was the most important source of income supporting their graduate studies (shown above on page 4), this performance indicator should continue to be monitored.



### Food Services at Dallas

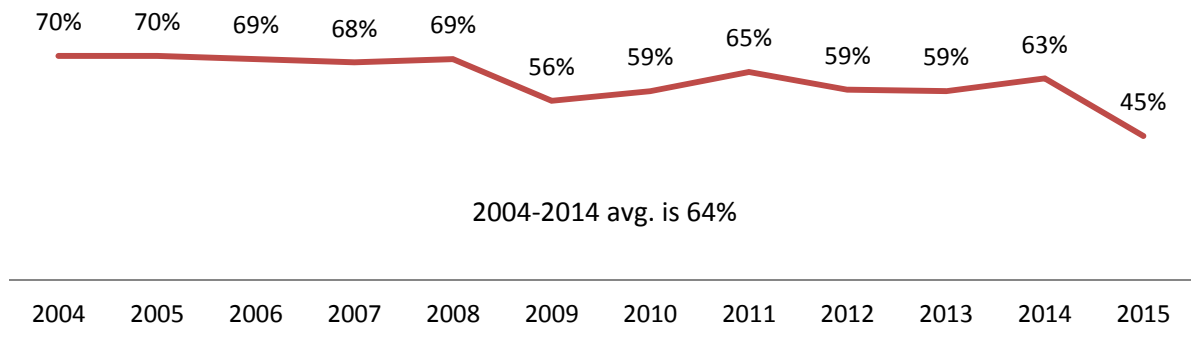
With Thornhill Catering operating out of Mitchell Ministry Center for two years Satisfaction with Food services has increased from its drastic drop in 2013, however it has not yet risen to prior levels of satisfaction, as seen in the chart below. With only two years of data for this performance indicator the

below 60% satisfaction level should continue to be monitored. The four percent increase from last year is encouraging.

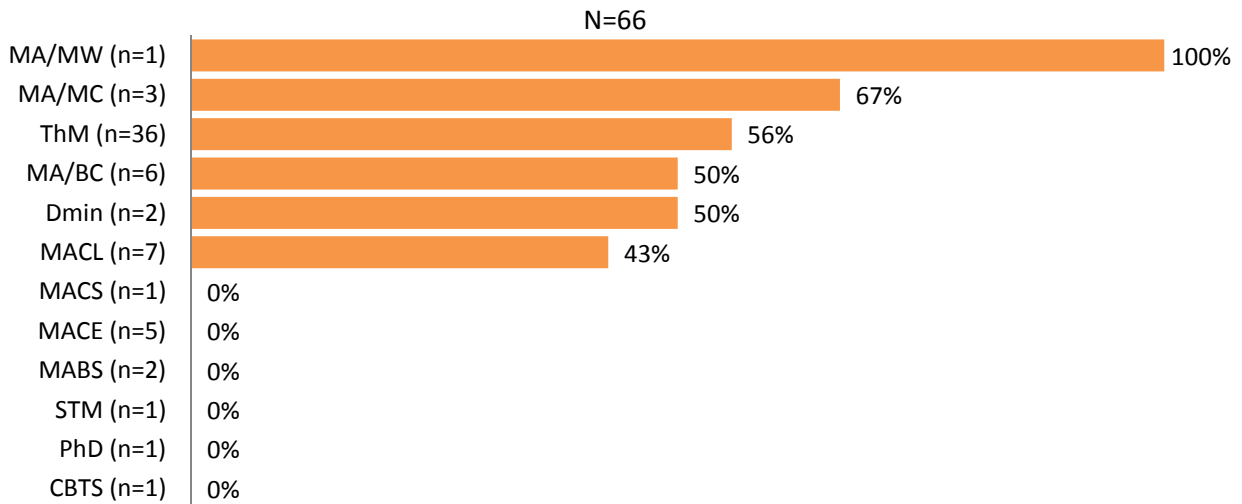


### Placement Office

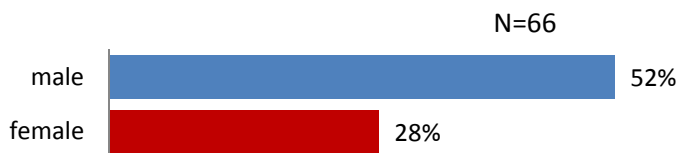
Graduate satisfaction with Placement Services dropped 19 percentage points below the 2004 to 2014 average as seen on the line graph below. Additionally, the below bar graphs show graduate satisfaction with Placement Services by degree and by sex.



### 2015 Satisfaction % with the Placement Office by Degree

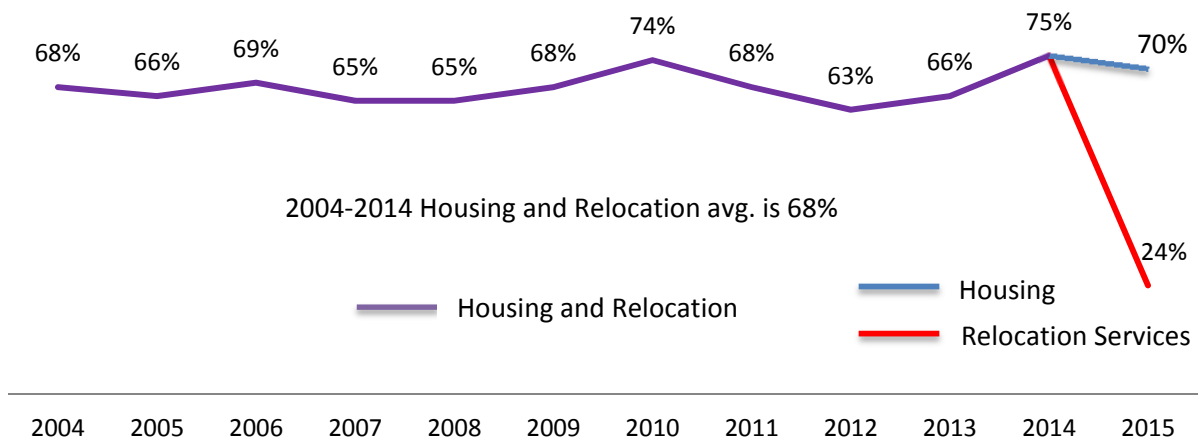


### 2015 Satisfaction % with Placement Office by Sex



### Relocation Services

The Performance indicator “Housing and Relocation” was changed to both “Housing” and “Relocation Services.” The graph below shows the historical results with the data specific to Relocation Services in red. Additionally, 46% of graduates indicated that they were unaware of Relocation Services.



## Recommendations

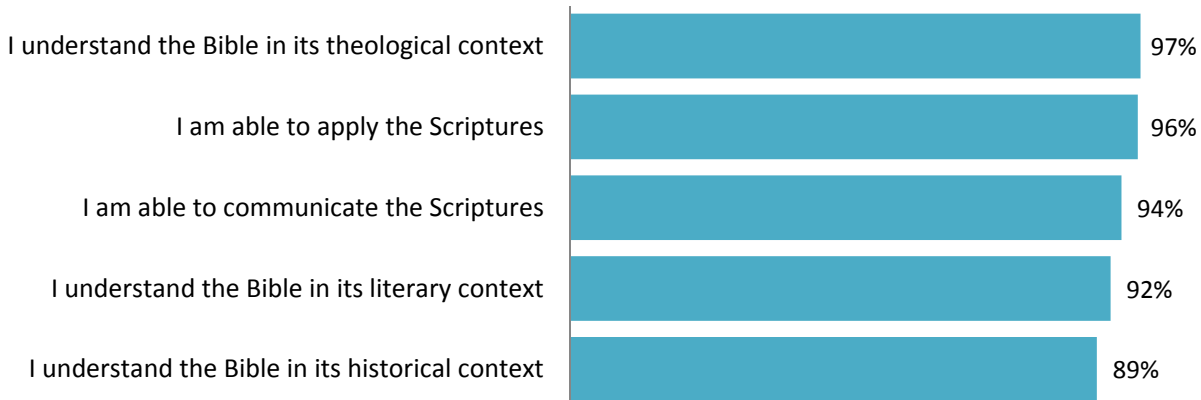
- 1) *Review student orientation to improve student awareness of departments and services available to them.* With at least one sixth of graduate respondents unaware of 16 departments and services, better communication of all that DTS has to offer its students should be sought. Particularly DTS Relocation Services and the diverse offerings of DTS Student Services should be highlighted to new and prospective students. Ensuring that students are aware of all that DTS has to offer them will make DTS more effective in its mission.
- 2) *Improve perception of the Placement Office and its Services.* With the DTS student body rapidly diversifying, both in degrees sought and geographical location, the Placement Office needs to ensure that it is appropriately meeting the needs of all DTS graduates and communicating to students what services are available to all and which are degree specific.
- 3) *Improve awareness and perception of Relocation Services.* With 46% of graduate respondents unaware of Relocation Services, awareness needs to be improved, especially to prospective and new students. Since only 24% of respondents who utilized relocation services were satisfied, the seminary should review relocation services to ensure that they meet the needs of relocating students.

## DTS Core Competencies

This year all masters level graduates (no DMin, or PhD) were asked to indicate the areas of each of the six DTS core competencies in which they had achieved competency. Additionally they were asked to indicate achievement of degree specific competency levels.<sup>3</sup> Results are shown in the following chart in descending order of achievement percent.

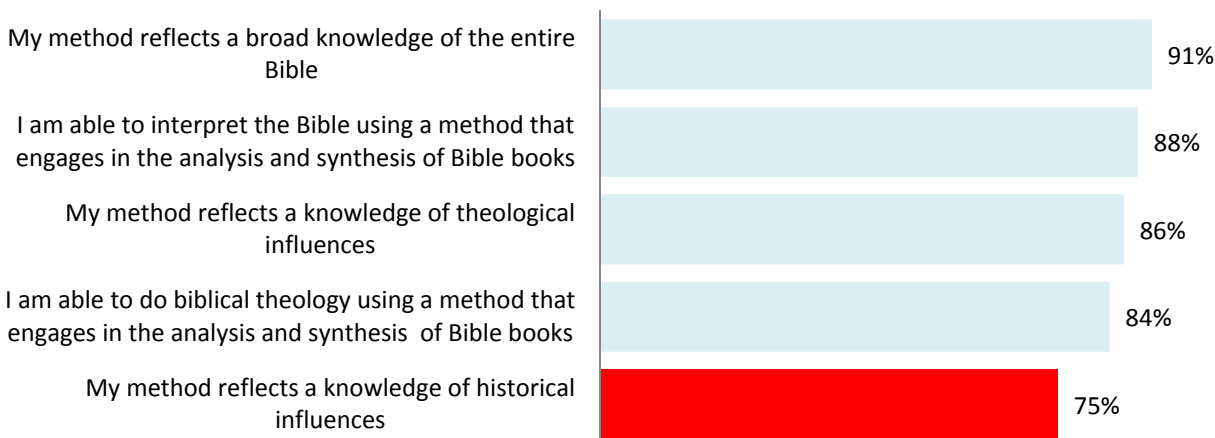
### Biblical Interpretation Competency

N=216



### MA Specific Competency Level

n=129



<sup>3</sup> With the change to the Cultural Engagement Competency, no faculty approved degree specific achievement levels have been crafted yet.

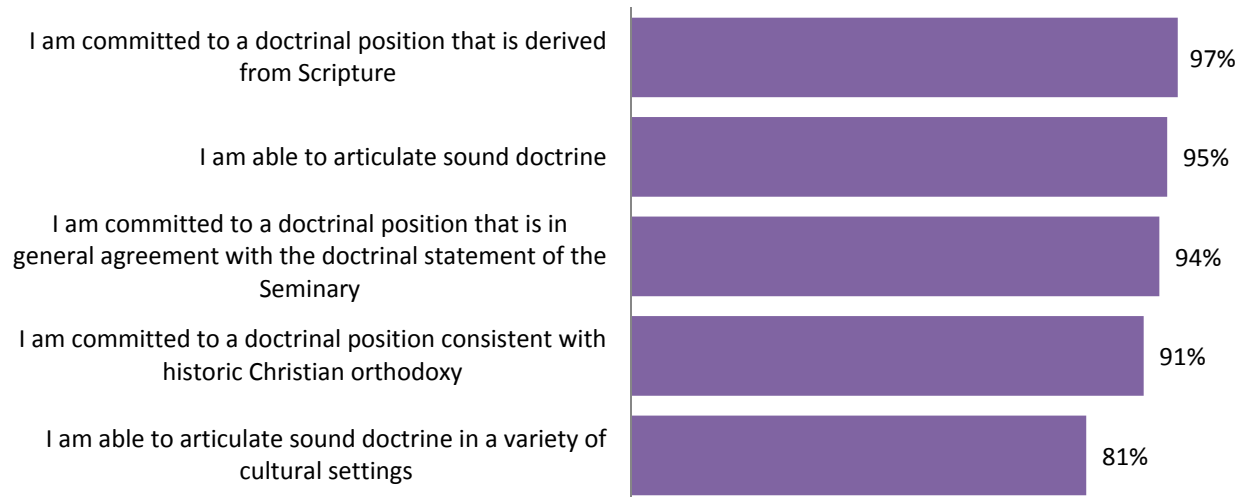


### ThM/STM Specific Competency Level n=89



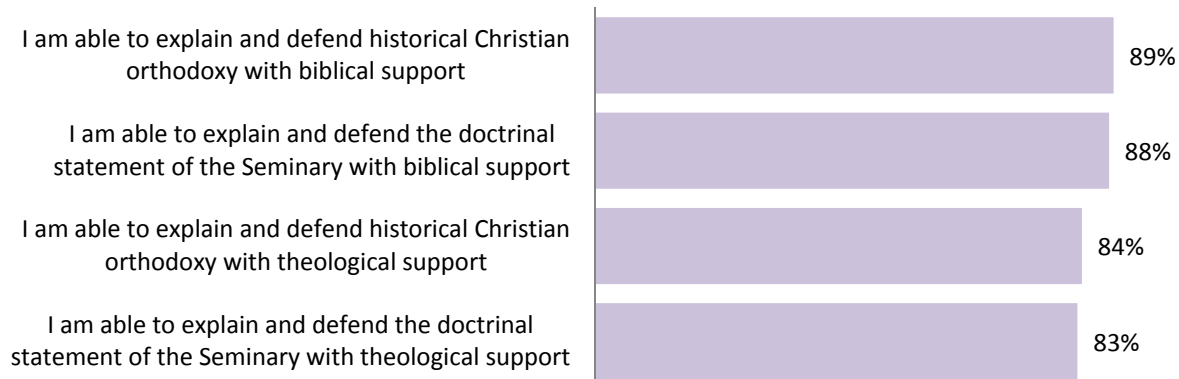
### Theology Competency

N=216

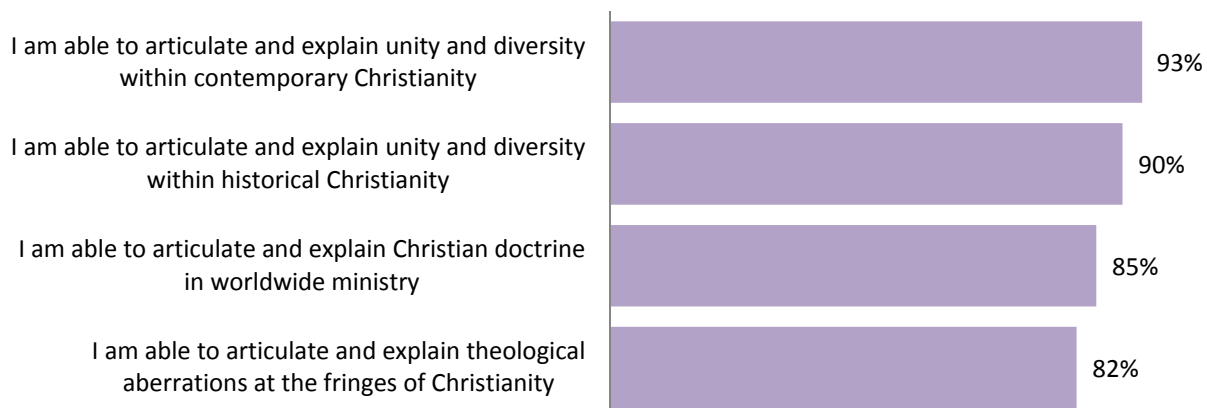


### MA Specific Competency Level

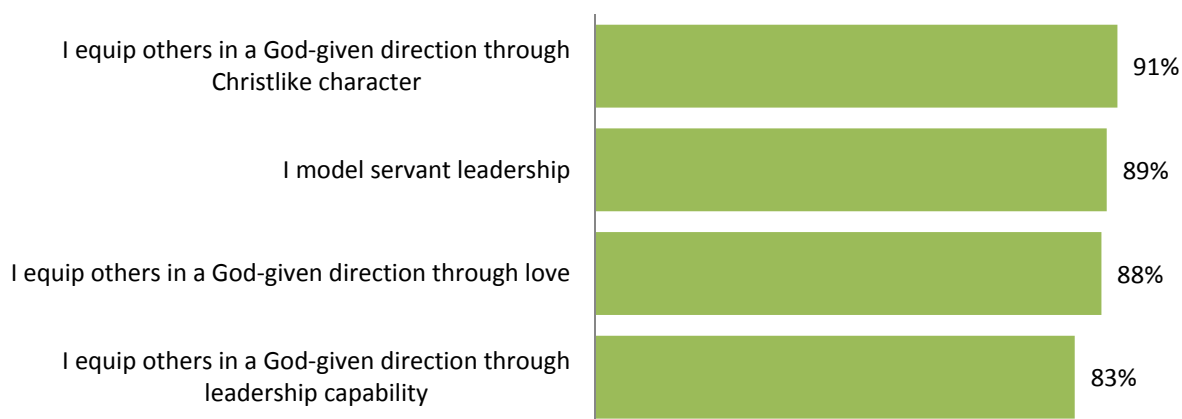
n=129



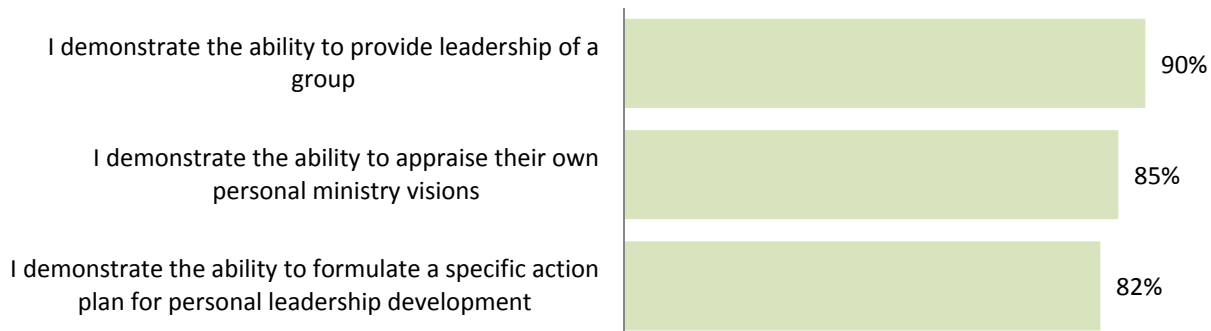
### ThM/STM Specific Competency Level n=89



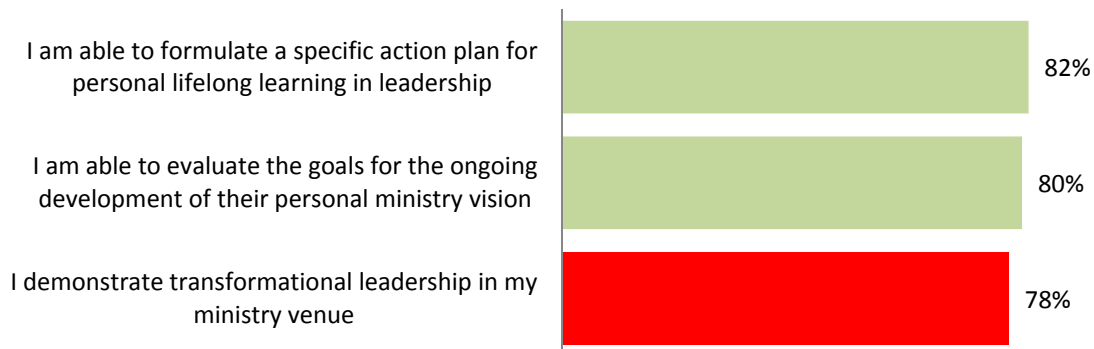
### Servant Leadership Competency N=216



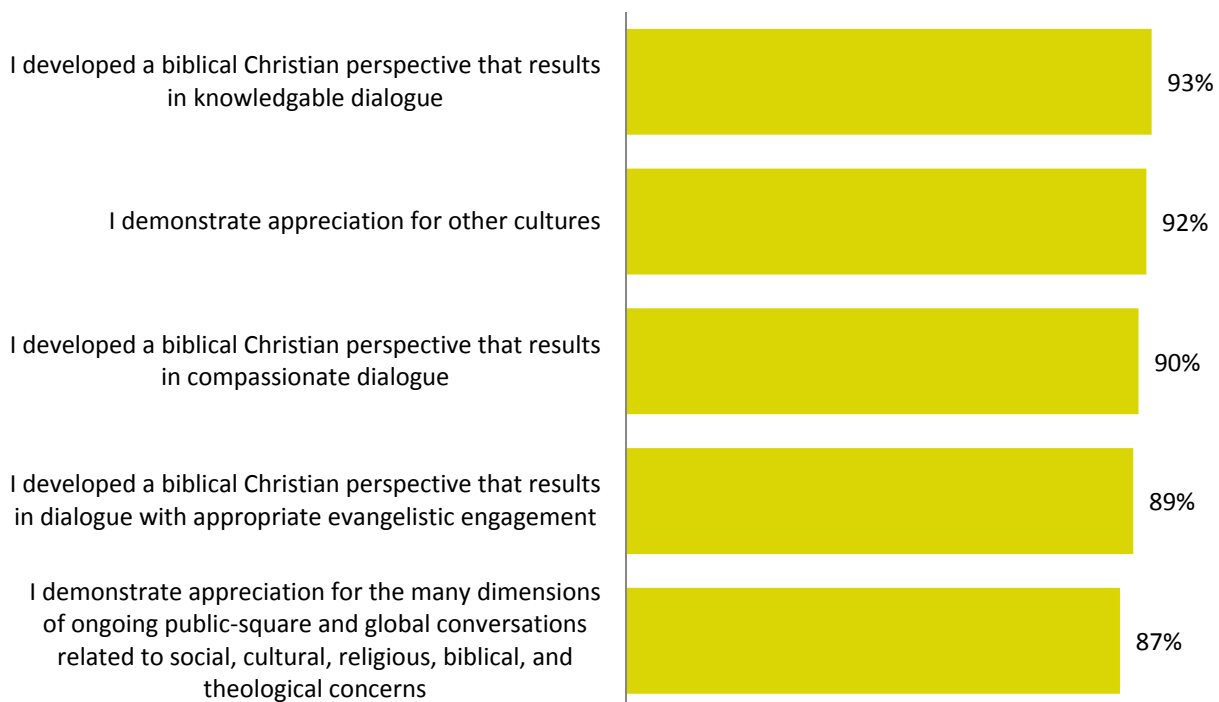
### MA Specific Competency Level n=129



### ThM/STM Specific Competency Level n=89



### Cultural Engagement Competency N=216



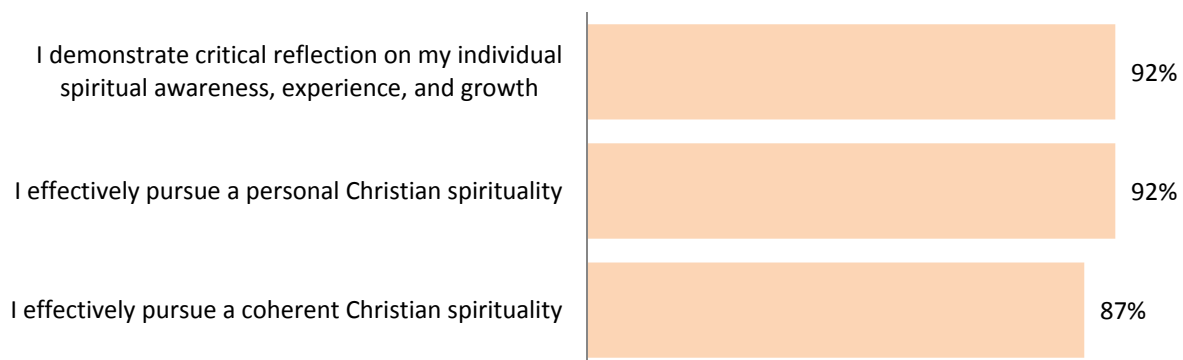
### Christian Spirituality Competency

N=216



### MA Specific Competency Level

n=129



### ThM/STM Specific Competency Level

n=89



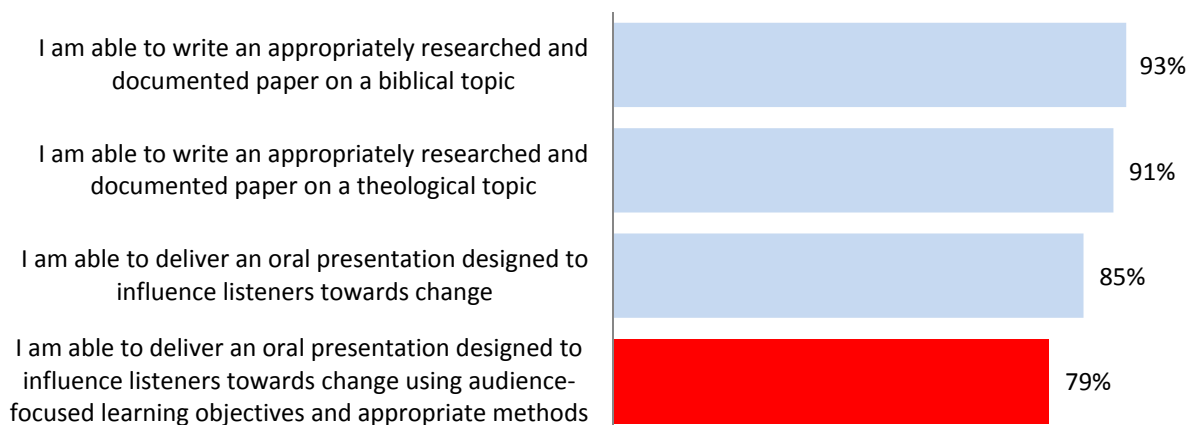
### Communication

N=216



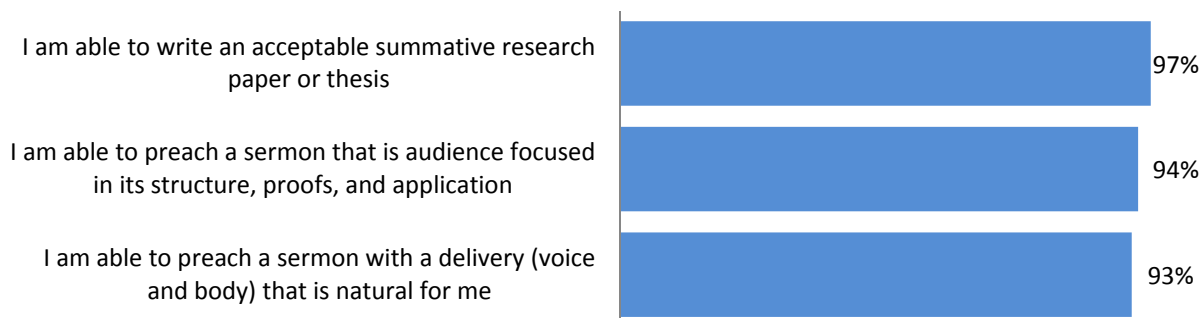
### MA Specific Competency Level

n=129



### ThM/STM Specific Competency Level

n=89



## Commendable areas

For the most part, respondents assess that they have attained the Core Competencies. Of the 59 measured aspects of competencies and degree specific levels of competencies, 51% (30) were claimed to be attained by 90% or more graduate respondents, and 93% (55) were claimed to be attained by at least 80% of graduate respondents.

## Areas to improve

Less than 80% of graduate respondents indicated achieving competency in four aspects of competencies and degree specific levels of competencies:

- **MA aspect of the Biblical Interpretation Competency:** “My method reflects a knowledge of historical influences,” (75%)
- **ThM aspect of the Servant Leadership Competency** “I demonstrate transformational leadership in my ministry venue,” (78%)
- **Electronic media aspect of the Communications Competency:** “I am able to persuade others with respect to biblical truth through electronic media,” (73%)
- **MA level of the Communication Competency** “I am able to deliver an oral presentation designed to influence listeners towards change using audience-focused learning objectives and appropriate methods,” (79%)

## Recommendations

- 4) *Improve student perception of their Communication competency in electronic media.* With only 73% of graduates agreeing that they achieved competency to persuade others with respect to biblical truth through electronic media, the core curriculum should be reviewed to identify where it is addressed.
- 5) *Improve student perception of their degree specific competency levels of Biblical Interpretation, Communication, and Servant Leadership.* 75% of MA respondents agreed that within the Biblical Interpretation competency their “method reflects a knowledge of historical influences,” 78% of ThM respondents agreed that within the Servant Leadership competency they “had demonstrated transformational leadership in their ministry venue.” 79% of MA respondents agreed that within the communication competency that they “are able to deliver an oral presentation designed to influence listeners towards change using audience focused learning objectives and appropriate methods.” The core curriculum should be reviewed to identify where these are being addressed.

## Academic Programs

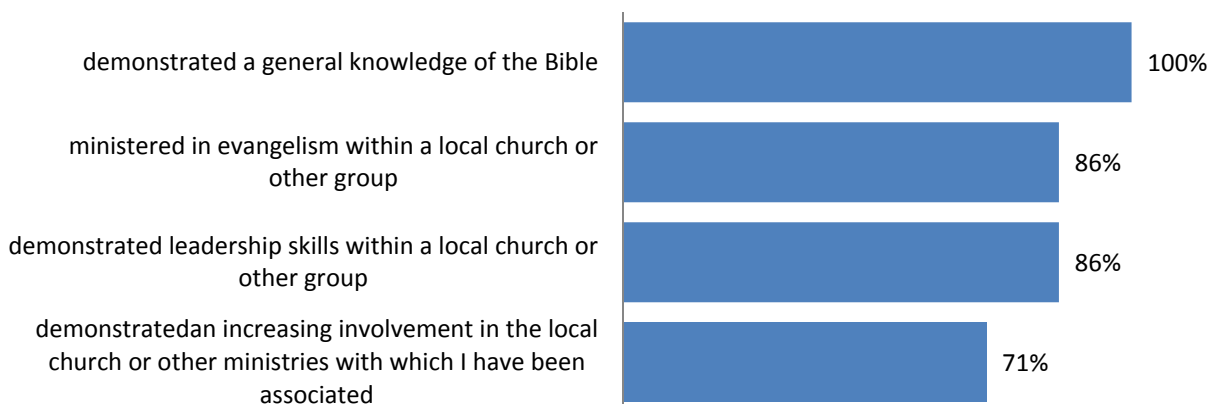
Graduating students were asked to assess their attainment of student learning outcomes (SLO) specific to their stated degree program on a five point Likert scale from “strongly agree” to “strongly disagree.” Graduates were then given a chance to give suggestions for improving their specific degrees which can be found on page 39.

The MABEL (n=2) is not included in this report due to low numbers of respondents.

Results are again shown in descending order of percent agreement (“strongly agree” and “agree” responses) followed by the responses to the open ended question “What should the seminary change to improve this degree program?”

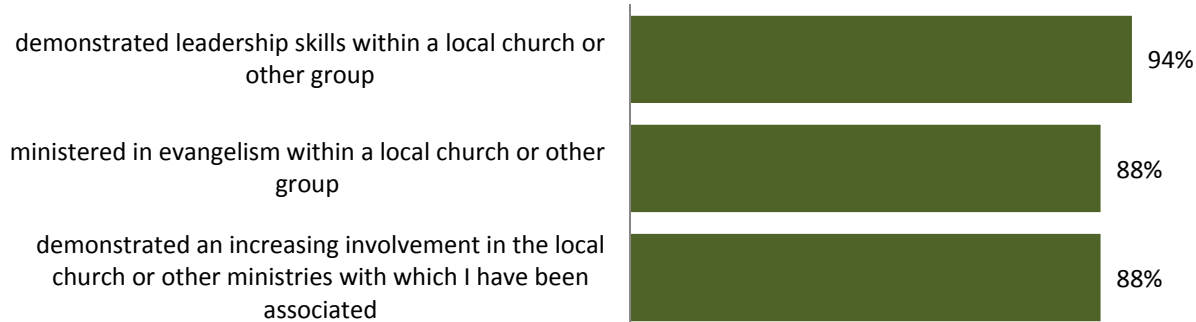
### CBTS

N=21



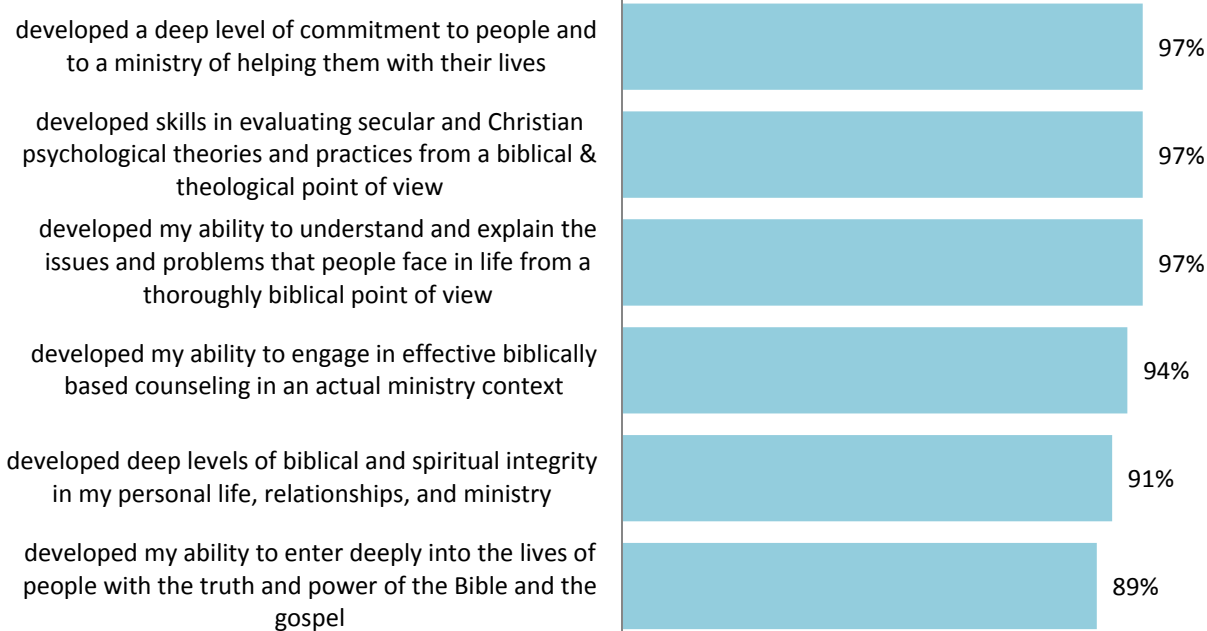
### MABS

N=17



## MABC

N=35



## MACE

N=34



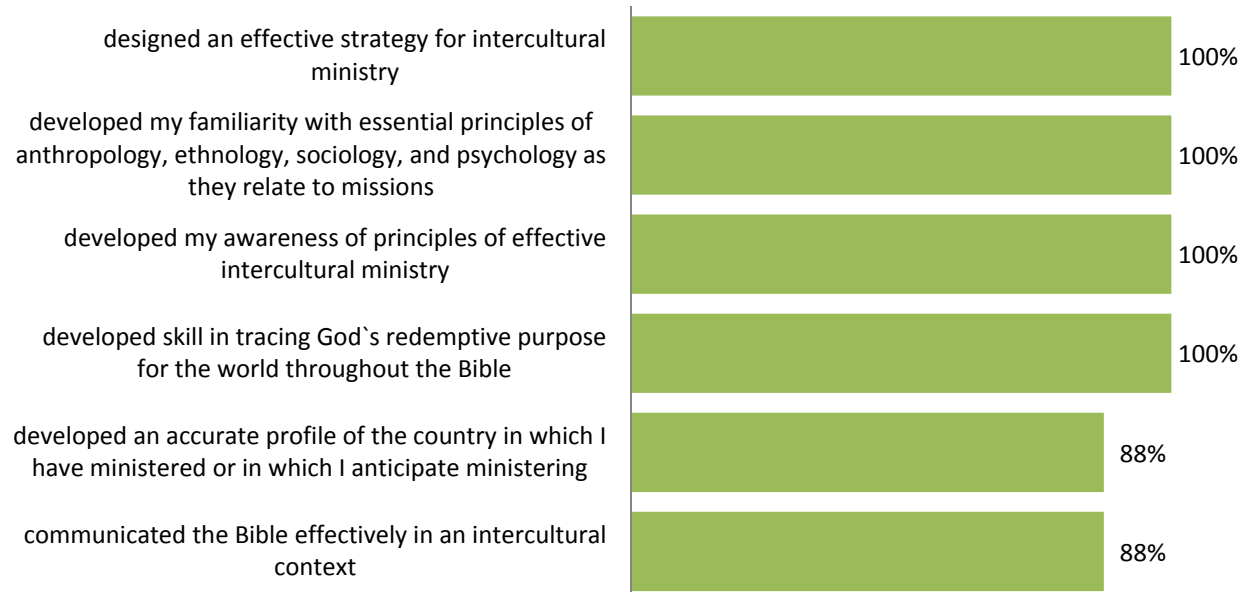


**MACL**

N=26

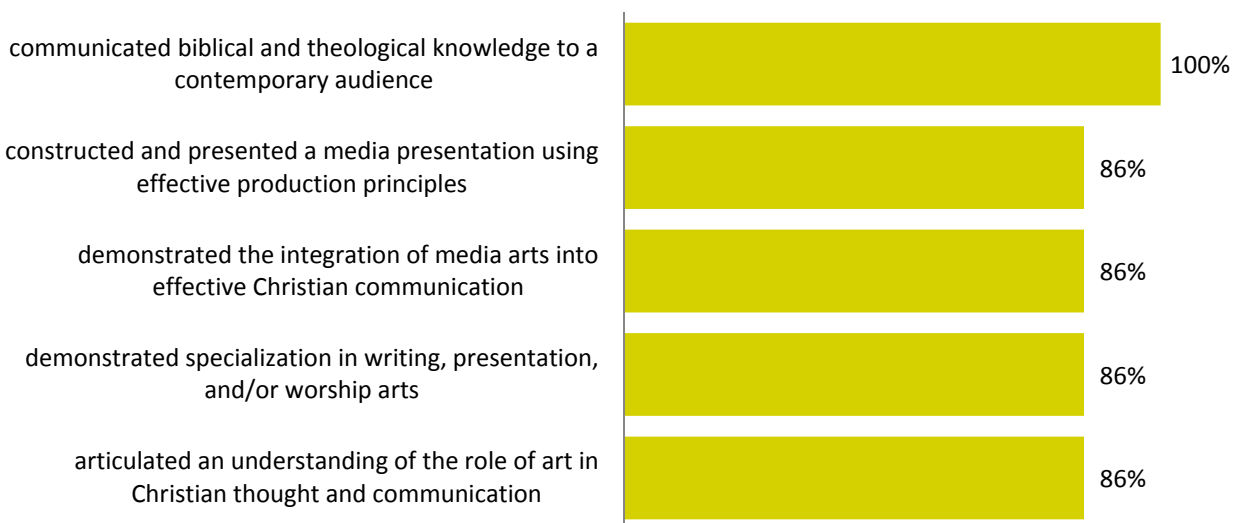
**MACM**

N=8

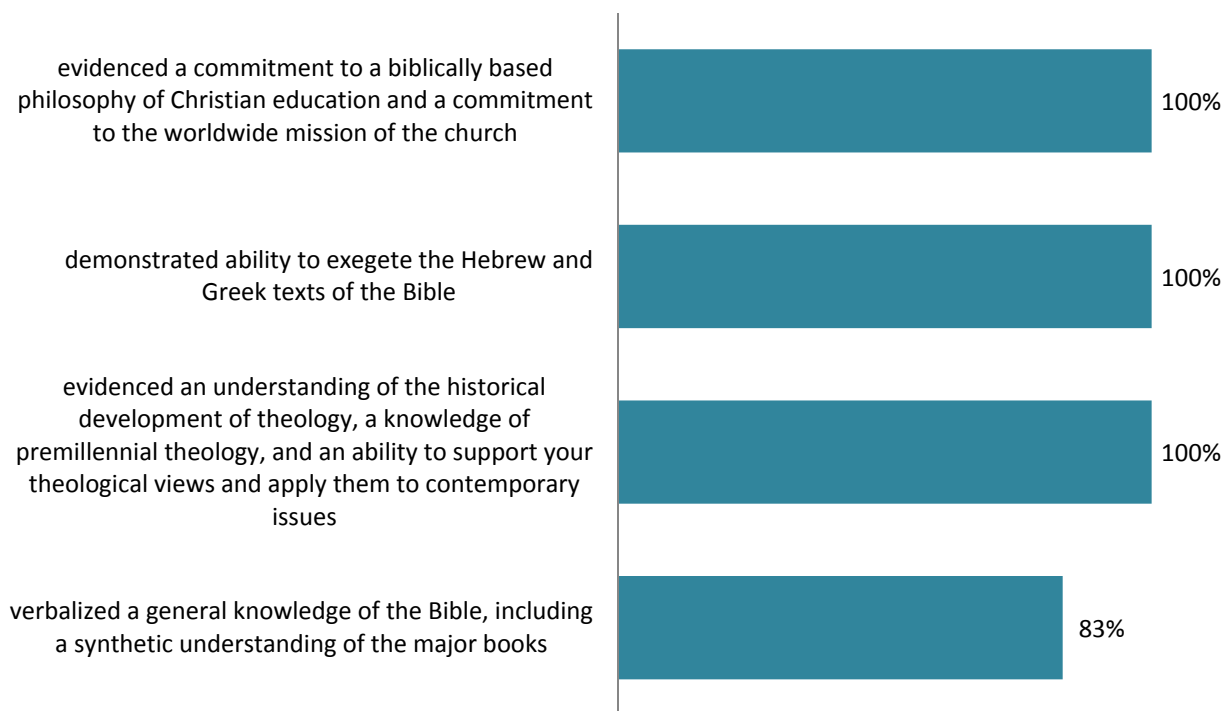


**MAMW**

N=7

**STM**

N=6

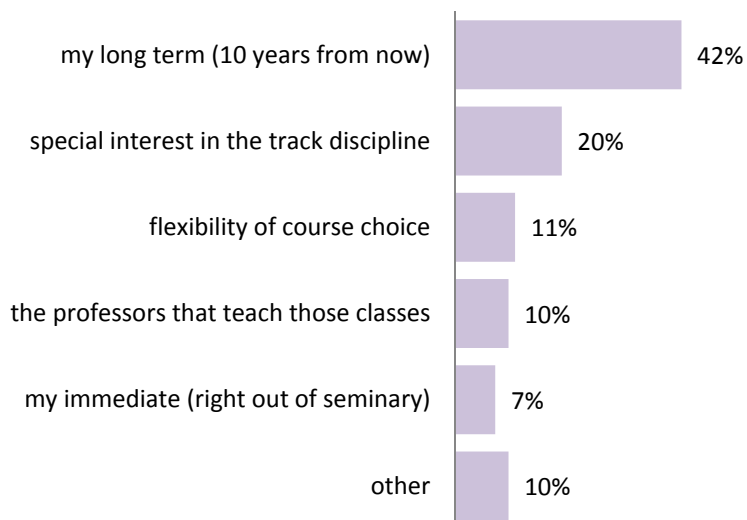


**ThM**

N=81

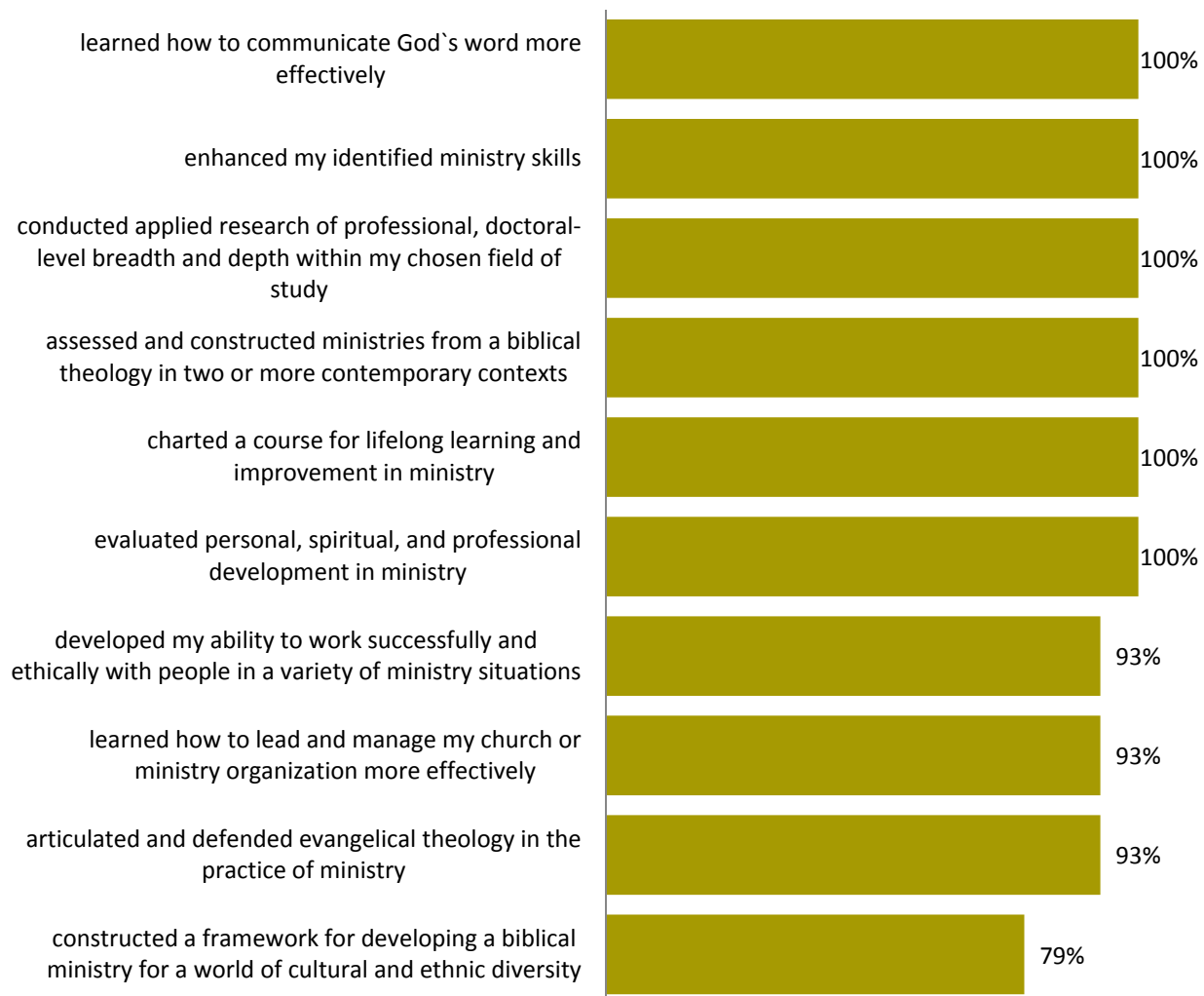
**Long Term Goals the Top Reason from ThM Respondents for Choosing their Ministry Emphasis**

N=81



**DMin**

N=14



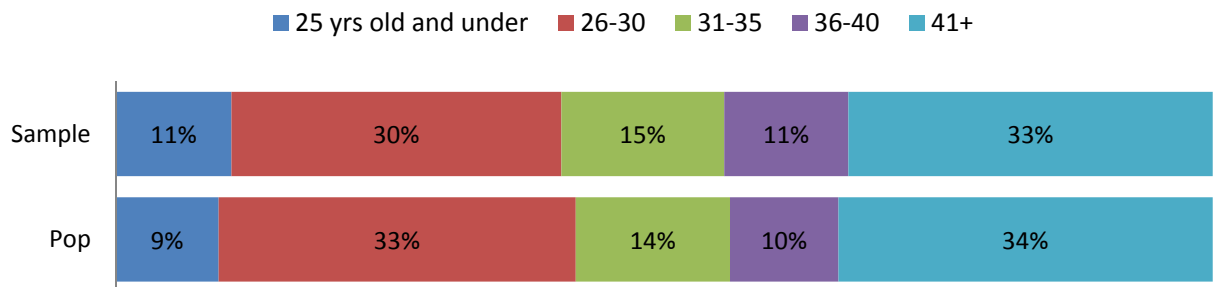
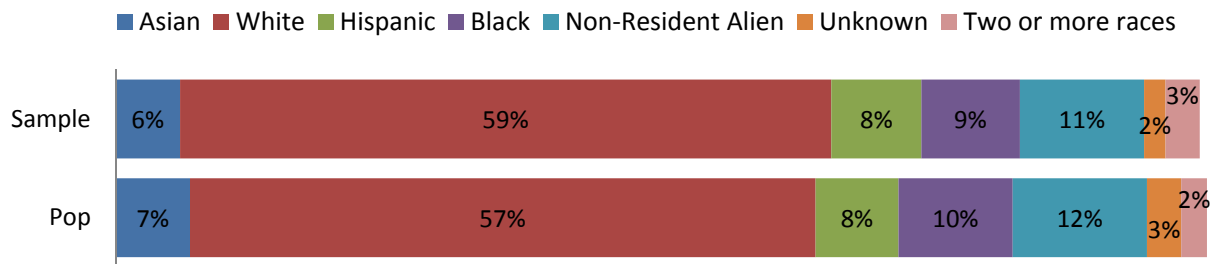
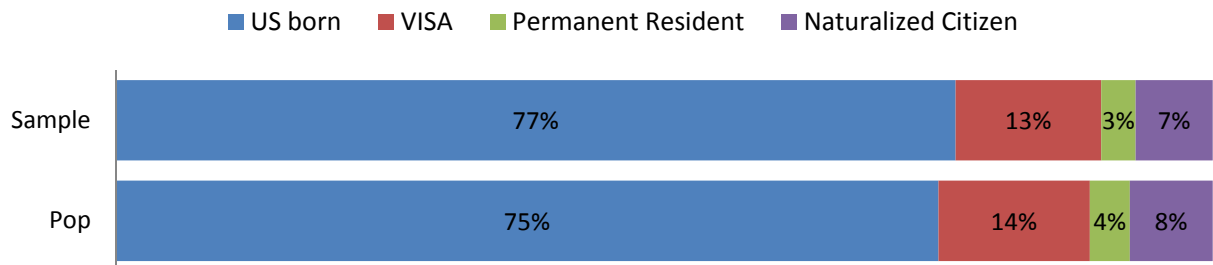
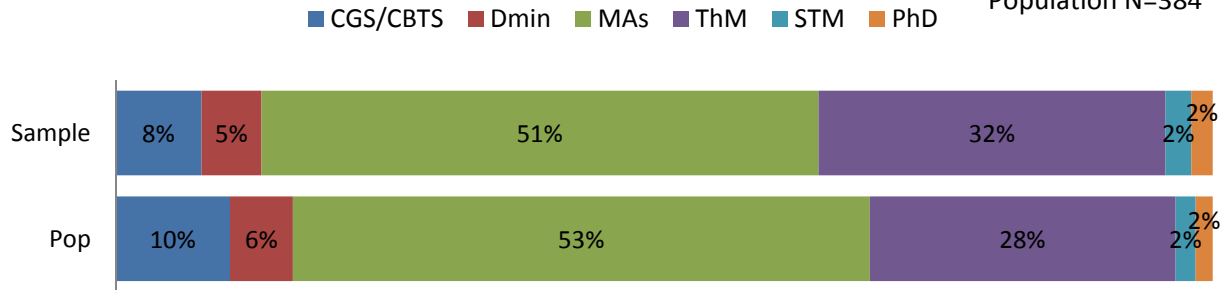
## PhD

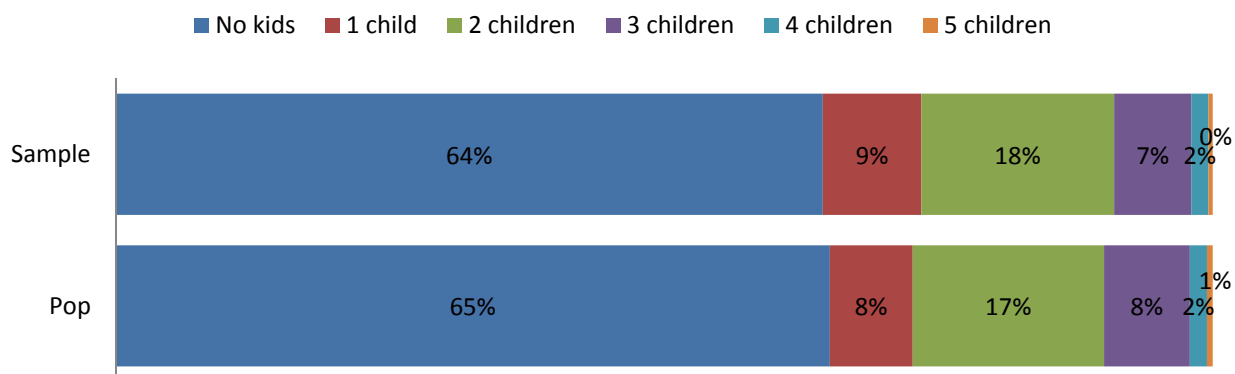
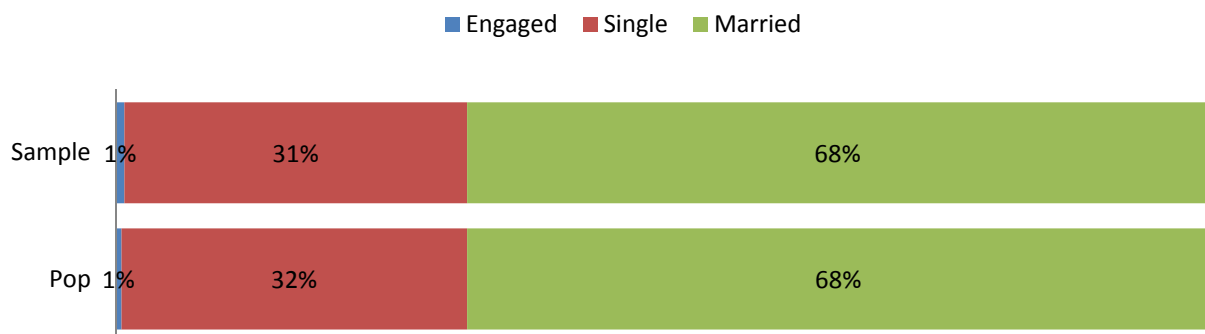
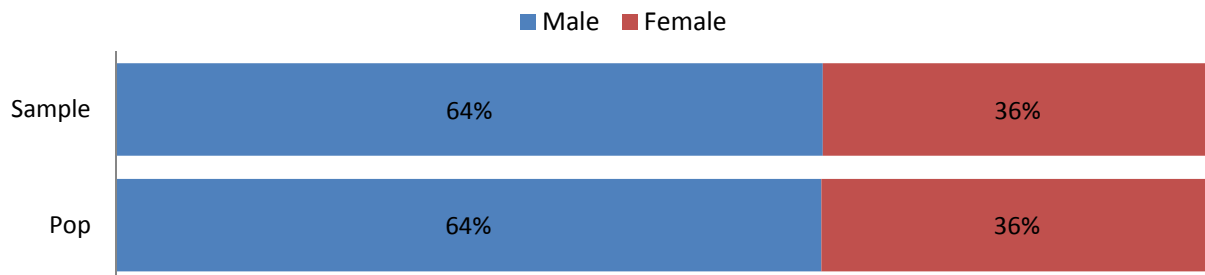
N=5



### Survey Sample Resembles Population

Sample N=256  
Population N=384





## **Appendix: All Responses to Open Ended Questions**

<b>Graduates Future Plans</b>	<b>37</b>
<b>Suggestions to improve Academic Programs</b>	<b>40</b>
<b>CBTS</b>	<b>40</b>
<b>CGS</b>	<b>40</b>
<b>MABC</b>	<b>41</b>
<b>MABE</b>	<b>41</b>
<b>MABS</b>	<b>41</b>
<b>MACE</b>	<b>42</b>
<b>MACL</b>	<b>42</b>
<b>MACM</b>	<b>42</b>
<b>MACS</b>	<b>42</b>
<b>MAMW</b>	<b>43</b>
<b>STM</b>	<b>43</b>
<b>ThM</b>	<b>44</b>
<b>DTS Core Competencies</b>	<b>45</b>
<b>Biblical Interpretation</b>	<b>45</b>
<b>Theology</b>	<b>48</b>
<b>Student Leadership</b>	<b>50</b>
<b>Cultural Engagement</b>	<b>53</b>
<b>Christian Spirituality</b>	<b>54</b>
<b>Communication</b>	<b>56</b>
<b>The thing I like best about DTS . . .</b>	<b>58</b>
<b>The thing I like least about DTS . . .</b>	
<b>The Seminary could improve by . . .</b>	<b>68</b>
<b>Any other comments?</b>	<b>95</b>
<b>Index</b>	<b>101</b>



## Graduates' Future Plans

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

#### “Other” responses

- “Support Sunday schools and children ministry as a volunteer” (Respondent 9, CBTS, Online)
- “chaplain and counselor” (Respondent 19, MABC, Houston)
- “Something that would allow my ministry of encouragement to women, writing/editing, and some teaching” (Respondent 35, CBTS, Dallas)
- “teaching at an underground seminary or Bible college” (Respondent 38, MACM, Houston)
- “Since I am currently the senior pastor of the church I am in now, I would like to implement a church planting and mission-sending effort in our church.” (Respondent 41, ThM, Dallas)
- “Writing and teaching women” (Respondent 46, MACE, Dallas)
- “Teaching and Training Overseas preparing local church leaders” (Respondent 55, MACM, Houston)
- “serving as a godly wife and grandmother and mother” (Respondent 69, CBTS, Dallas)
- “Serving as an elder/ lay minister” (Respondent 75, CBTS, Atlanta)
- “Bothe serving on pastoral staff and teaching in higher education” (Respondent 76, PhD, Dallas)
- “being a wife and mom and using my counseling degree unofficially in the church setting” (Respondent 79, MABC, Dallas)
- “Publishing novels” (Respondent 90, MAMC, Dallas)
- “Teaching in higher ed AND counseling ministry at church AND teaching at parachurch” (Respondent 96, MACE, Houston)
- “Running non-profit parachurch organization” (Respondent 103, MACE, Dallas)
- “teacher” (Respondent 109, DMin, Guatemala)
- “Serving on Pastoral Staff at local church AND teaching in higher education” (Respondent 117, ThM, Dallas)
- “I will be ministering as a college football coach. I am currently pastoring and coaching now, but believe that I will only be coaching in 10 years.” (Respondent 120, ThM, Dallas)
- “writing or teaching in bible colleges or seminaries” (Respondent 146, DMin, Dallas)
- “Bi-Vocational as an Equipping Pastor and Professional Woodworker” (Respondent 170, ThM, Dallas)
- “teaching a class in the local church” (Respondent 172, MABS, Dallas)
- “I would like to be serving as a co-pastor (present position), also doing hospital chaplancy (have been trained) and teaching at a Bible School or seminary as adjunct” (Respondent 183, DMin, Dallas)
- “Continue work as a geophysicist as well as Pastor of All Nations Prayer Network” (Respondent 184, MAFL, Houston)
- “Continuing my studies for at least 5 years then I will be involved in teaching, preaching and writing.” (Respondent 189, STM, Dallas)
- “Photojournalism for a parachurch or secular environment” (Respondent 191, MAMW, Dallas)
- “Teaching and coaching at the high school level, Christian or public” (Respondent 200, MACE, Dallas)
- “Teach Bible, strengthen church world wide, medical missions” (Respondent 210, MABS, Online)
- “I would like to be working in the arts community--encouraging Christians to use their artistic talents to serve the body and to glorify Christ naturally and effectively.” (Respondent 213, MAMC, Dallas)
- “Hopefully I've recovered enough from the experience to serve a church in some manner.” (Respondent 225, ThM, Dallas)
- “church consultant and trainer” (Respondent 226, MAFL, Dallas)
- “Working in ministry alongside my husband, a pastor” (Respondent 230, MACE, Dallas)
- “Teaching and counseling at Seminary level in Spain” (Respondent 235, MABC, Dallas)
- “Serving pastorally in a church and business settings globally.” (Respondent 250, ThM, Dallas)
- “Writing Christian Film and Literature” (Respondent 252, MAMC, Dallas)

“Living in the NW part of the country working in a "secular" job and working with a church to reach the community and city where we live, possibly on staff at the church in some capacity.”  
(Respondent 257, MACM, Dallas)

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

“Executive” (Respondent 7, ThM, Dallas)

“Young Adults” (Respondent 44, MACE, Dallas)

“Marriage and Parenting Ministry” (Respondent 73, MACL, Dallas)

“Executive Pastor” (Respondent 134, MACL, Dallas)

“any” (Respondent 169, ThM, Dallas)

“Groups and Spiritual Formation” (Respondent 181, ThM, Dallas)

“Most of the above” (Respondent 206, MACE, Dallas)

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

“Men’s Ministry” (Respondent 77, CBTS, Atlanta)

“Disability Ministry” (Respondent 179, MACL, Dallas)

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

“Being a Mom!” (Respondent 2, MABC, Dallas)

“teaching children sunday’s school, as a volunteer” (Respondent 9, CBTS, Online)

“Mommy” (Respondent 22, MACE, Dallas)

“Parenting and hopefully employment using the gifts, education, and life experience by God's grace”  
(Respondent 35, CBTS, Dallas)

“raising support to be a missionary” (Respondent 52, ThM, Dallas)

“Evangelistic Theater Productions” (Respondent 69, CBTS, Dallas)

“Teaching in Christian High School” (Respondent 72, ThM, Houston)

“Lay Ministry” (Respondent 75, CBTS, Atlanta)

“serving on pastoral staff and teach in higher education” (Respondent 76, PhD, Dallas)

“being a wife and mom” (Respondent 79, MABC, Dallas)

“Undecided” (Respondent 82, CBTS, Dallas)

“Grading at DTS AND counseling ministry at church AND teaching at parachurch” (Respondent 96, MACE, Houston)

“Raising support for the mission field” (Respondent 104, MACL, Dallas)

“Support (admin assistant) for chaplaincy” (Respondent 118, MABEL, Dallas)

“I will still be pastoring and coaching football” (Respondent 120, ThM, Dallas)

“Serving as a counselor in a soul care ministry, church setting or non-church setting” (Respondent 136, MABC, Dallas)

“Teaching part time in a bible college or seminary or missions fields” (Respondent 146, DMin, Dallas)

“Continue service (ministry) in the Marine Corps.” (Respondent 164, MACL, Online)

“unsure” (Respondent 169, ThM, Dallas)

“Continue my woodworking business full-time and begin pastoral work part-time” (Respondent 170, ThM, Dallas)

- "teaching a class in a local church" (Respondent 172, MABS, Dallas)
- "PhD Studies" (Respondent 173, ThM, Dallas)
- "Counseling in a church setting" (Respondent 178, MABC, Dallas)
- "PhD Program" (Respondent 180, ThM, Dallas)
- "co-pastor and teaching and chaplancy" (Respondent 183, DMin, Dallas)
- "Working as a geophysicist and pastoring All Nations Prayer Network" (Respondent 184, MACL, Houston)
- "Serving outreach, including short term mission, toward be a long term missionary." (Respondent 186, MABS, Atlanta)
- "serving in the tech industry" (Respondent 196, MABS, Dallas)
- "Teaching and coaching at the high school level, Christian or public" (Respondent 200, MACE, Dallas)
- "Continue my job (surgeon) and short term mission trips as possible" (Respondent 210, MABS, Online)
- "Selling windows and doors (which is what I did before I got my ThM from DTS)." (Respondent 225, ThM, Dallas)
- "Volunteering to work with my husband, currently a youth pastor" (Respondent 230, MACE, Dallas)
- "making disciples" (Respondent 233, MABS, San Antonio)
- "Serving pastorally in a church and business settings globally." (Respondent 250, ThM, Dallas)
- "Writing Christian Film and Literature" (Respondent 252, MAMC, Dallas)
- "Secular" employment and pursuing additional education, which I am already doing." (Respondent 257, MACM, Dallas)

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

**"Other Ministry" responses**

- "Associate Preacher/Shepherd" (Respondent 6, ThM, Dallas)
- "Outreach" (Respondent 7, ThM, Dallas)
- "Young Adults" (Respondent 44, MACE, Dallas)
- "congregational pastor" (Respondent 78, ThM, Dallas)
- "Teaching Pastor" (Respondent 121, DMin, Dallas)
- "Associate Pastor" (Respondent 148, MACL, Washington, DC)
- "Campus pastor" (Respondent 152, DMin, Dallas)
- "Groups and Spiritual Formation" (Respondent 181, ThM, Dallas)
- "pastoral resident" (Respondent 187, ThM, Dallas)
- "Special Needs" (Respondent 203, MACL, Dallas)
- "Discipleship/Small Goups" (Respondent 205, ThM, Dallas)
- "Most of the above" (Respondent 206, MACE, Dallas)
- "executive pastor" (Respondent 226, MACL, Dallas)

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

**"Other Ministry" responses**

- "Disability Ministry" (Respondent 179, MACL, Dallas)
- "Connections" (Respondent 232, ThM, Dallas)

**If enrolling or accepted to another school, where?**

- "Oxford, Stanford, Cambridge" (Respondent 27, ThM, Dallas)
- "University of Oxford" (Respondent 42, ThM, Dallas)
- "Western Seminary" (Respondent 55, MACM, Houston)
- "McMaster University" (Respondent 123, ThM, Dallas)
- "Wheaton College" (Respondent 129, ThM, Houston)
- "University of Texas Arlington" (Respondent 133, MABC, Dallas)

"I am not sure yet." (Respondent 143, MABC, Dallas)  
 "UNT" (Respondent 144, MABC, Dallas)  
 "Edinburgh" (Respondent 145, ThM, Dallas)  
 "Baylor" (Respondent 198, ThM, Houston)  
 "University of Oxford, UK" (Respondent 224, ThM, Dallas)

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

"DEdMin" (Respondent 46, MACE, Dallas)  
 "DMissiology" (Respondent 55, MACM, Houston)  
 "Master of Social Work" (Respondent 133, MABC, Dallas)  
 "Dmin or EdD" (Respondent 231, ThM, Dallas)  
 "MBA" (Respondent 256, CBTS, Dallas)

## **Suggestions to Improve Academic Programs**

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

"i had to back out of some involvement in my church due to the class work. I was still very active but not as active as before taking courses due to the time commitment associated with the course work." (Respondent 24, CBTS, Knoxville)  
 "my ministry didn't increase while I was a student at DTS - I fully expect that it will increase as a result of being a student, just hasn't happened yet" (Respondent 30, CBTS, Online)  
 "Juggling my studies with single parenting did not allow me the time nor the energy for volunteering at church. No fault of the CBTS program- just my own personal circumstances--" (Respondent 35, CBTS, Dallas)  
 "I am neutral because I was already very active in my local church prior to Seminary. I don't have any suggestions for improvement." (Respondent 82, CBTS, Dallas)

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

"English reading materials which can be translated into Chinese will be better." (Respondent 258, CGS, Online Chinese) *\*translation from Chinese*  
 "Overall, very good. If teachers and students have more interaction and sharing individual, especially teachers of students some of the doubts and weaknesses separate guidance on the better." (Respondent 259, CGS, Online Chinese) *\*translation from Chinese*  
 "1, increasing pastoral, counseling, preaching school curriculum 2, teachers should participate in the online forum discussion" (Respondent 260, CGS, Online Chinese) *\*translation from Chinese*  
 "communication" (Respondent 265, CGS, Online Chinese) *\*translation from Chinese*

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

- "There needs to be more integration between the Theology and the Counseling classes. Right now it seems we are studying two different programs at the same time, the Counseling Program and the Biblical one. The integration of both needs to be reflected in the classes and assignments." (Respondent 61, MABC, Dallas)
- "Stay up to date with changes in Texas LPC requirements." (Respondent 62, MABC, Dallas)
- "I think the MABC program is very well run and I appreciate all the professors I have taken and what they bring to the program." (Respondent 79, MABC, Dallas)
- "I would like to see the classes within the program that aren't specifically Biblical counseling based have provisions within their syllabus that reach and challenge Biblical Counseling students. I believe many classes were more THM focused which left Counseling feeling like they are on the outside looking in." (Respondent 149, MABC, Dallas)
- "I feel there was an emphasis on theoretical counseling to the detriment of actually being prepared to counsel. We learned all the theories and interacted with them in light of faith, but I feel that very little of my classroom instruction is translatable to the counseling office. I've been trained in the abstract elements of counseling, but I don't feel adequately prepared to take those concepts and turn them into therapeutic interactions. Thus, I don't know how effective my counseling is in the real world. Three electives were not enough." (Respondent 178, MABC, Dallas)

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

- "Regarding 'produced an accurate profile of a country or an area of the world of my past ministry or anticipated ministry': This could easily be added as a project in one of the linguistics classes. Current linguistics classes teach examples from a variety of target languages. Regarding 'produced biblical literature in a minority language': This is an unrealistic objective. The MABEL program does not teach competency in a minority language. Only students who already possess competency and prior experience working in a minority language would be able to take advantage of this project option in the Translation Principles class. I translated biblical literature into a non-English majority language." (Respondent 118, MABEL, Dallas)

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

- "Perhaps mandate that a MA(BS) course issue an assignment that required practical experience in evangelism." (Respondent 13, MABS, Dallas)
- "A Ministry Opportunity Board for churches to post various needs would be of great benefit to the students. Currently, all the students I know randomly must find a church and a place to serve if they are allowed to. That is the main reason we switched churches after a few months, there was no place for us to serve there." (Respondent 53, MABS, Dallas)
- "My situation is unique in that I changed churches early in my seminary experience and that is the main reason why my participation in ministry decreased." (Respondent 175, MABS, Houston)

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

"There was no real age group specific class that I took. Wish the understanding of organization & administration would have been better. Would have been better if we had an educational program that is actually in practice and how that works on the ground." (Respondent 84, MACE, Dallas)

"I would suggest more integration of actual, on-site ministry learning for courses. In other words, allow students to set goals, accomplish assignments and perform necessary educational tasks while serving in ministry. Learning theory is wonderful, but a student's education would be enhanced by a more hands-on approach." (Respondent 131, MACE, Dallas)

"I marked agreement with everything, but I think incorporating some more field experiences with the instructors could go a long way in getting that first-hand view of a variety of successful programs accompanied by instructor observation and input/feedback right there. I had a huge issue with my internship in getting anyone at that job to actually observe me and offer up any real feedback. Others not associated with DTS are not very willing to go outside their own responsibilities to actually comply with the requirements they had agreed to. They have no incentive, so the bulk of the "real-life" experience, when those needs aren't met, should be covered to an adequate extent in the DTS educational setting I think." (Respondent 161, MACE, Austin)

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

"I loved my time here in the leadership program. The research paper was the hardest thing I've ever done, but it stretched me in ways that I needed, in order to grow!" (Respondent 201, MACL, Dallas)

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

"There are inadequate class options offered on any campus other than the main one. In Houston when Dr Bradley left, all classes effectively ended which ultimately cause my delay in graduation at least one semester possibly 2. I feel it is improving since Dr. Orr arrived but it is still lagging. Looking this semester after I am finished there is still minimal presence. I also believe the Latin Context which is my real focus was not offered in Houston much at all in the past 2 to 3 years. I didn't mind coming to Dallas as it got me more involved with the school but it also put a financial hardship on me and my family." (Respondent 55, MACM, Houston)

"Continue to Develop Applied Learning and On Field Training" (Respondent 60, MACM, Dallas)

"I marked neutral for developing an accurate profile of the country in which I have ministered in or the one I anticipate ministering in because I think DTS prepares you overall for ministry in all contexts not in a specific country. If it had to be specific then I guess courses directed to a specific country or people group would need to be offered." (Respondent 95, MACM, Houston)

"The teachers in the world missions department are some of the best on campus. They have experience all over the world that they share as readily as needed, and their support through the rough years of seminary has been coveted. The difficulty with all of this is that finishing the degree required a lot of time in the classroom, and I also had a family to support, so I worked a full time

job (45-50 hours a week at least throughout seminary), and this left little time to be involved in an intercultural context.” (Respondent 257, MACM, Dallas)

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

“More practice and teaching combined” (Respondent 262, MACS, Online Chinese) *\*translation from Chinese*

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

“Media classes need to be far more advanced. Most did not seem relevant or helpful.” (Respondent 90, MAMC, Dallas)

“Specifically, my interest area in media/worship is music. I am extremely grateful for Dr. Kreider's class this semester in which our class attended South by Southwest because I was able to take in music as well as talk about the role of music in culture. Besides this course, there were no courses available that specifically focused on music during my time at DTS. I think it would be great to have a course specifically focused on using music in the congregational setting, or the study of Christian music from the time of the early church until present day, or the melding of one's faith with one's work as an artists/songwriter/musician.” (Respondent 213, MAMC, Dallas)

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

“My neutral marking for the first point it due to the limited nature of my program as it was very selective and does not have enough time a space to cover a wide range of the books of the Bible.” (Respondent 189, STM, Dallas)

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

**“Other” responses**

“I thought that's what everyone did” (Respondent 7, ThM, Dallas)

“by necessity after transferring” (Respondent 31, ThM, Dallas)

“I am ThM track, not emphasis.” (Respondent 49, ThM, Dallas)

“Academic Track” (Respondent 98, ThM, Dallas)

“The HT courses had immediate impact on my current pastor ministry position in the local church, while so many of the PM classes were already required within the ThM degree. Due to my experience in pastoral ministry, it seemed more urgent that I receive my education in Historical Theology.” (Respondent 117, ThM, Dallas)

“A key class wasn't available for my degree” (Respondent 122, ThM, Dallas)

“poor advising” (Respondent 128, ThM, Dallas)

“Believed that PM offered the training that I needed now and in the future.” (Respondent 250, ThM, Dallas)

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

- "The nature of DTS being a parachurch ministry doesn't lend well to producing shepherds. We produce exegetes and preachers, but not shepherds. However, this is largely the role of the local church, so I don't even know if this is a criticism." (Respondent 6, ThM, Dallas)
- "I thought the school did just fine with languages, I was just terrible at Hebrew and didn't put enough time into it" (Respondent 7, ThM, Dallas)
- "From my perspective, DTS MUST implement a tiered ThM. In general, there are two types who come to DTS: (1) those who have a background in Biblical Studies of some sort; and (2) those who do not. For the former, the BE/PM/some of the HT and ST classes are cumbersome to the emphases that must be focused on at this level for NT/OT students. The lack of the administration hearing out the students in this regard is unfortunate, frustrating, and sad. Furthermore, those who are wishing to focus in academic ministry would be suited well if more time could be given to their particular emphases. A superficial understanding of all 66 books of the Bible is functionally a means of catechesis, not training for ministry per se, and especially not training for PhD level educations. DTS must give consideration to those students who are going on to PhD to evangelize a the world of secular educational systems. Is this not just as important as evangelizing in a local church setting? Some would claim it is more so." (Respondent 27, ThM, Dallas)
- "Although I marked "agree" for Hebrew exegesis, I think that the seminary needs to devote more credits towards the Old Testament department. My emphasis was in the OT, so I took several electives in the department. However, the majority of students do not take the same number of OT courses that I did. I do not believe that the four required courses for the OT department provides enough time for the department to accomplish all that is necessary to "develop an acceptable level of skill in doing biblical exegesis in Hebrew." (Respondent 29, ThM, Dallas)
- "Develop a better system for different learning styles. I don't learn from righting papers, I learn from practical assignments. Since you do not offer M Div you need to better account for students who were by default forced to do Th.m and who want good education but are not natural scholars. making is really easy to get a C and very hard to get an A is not a good system. Please better account for different learning styles. Only about 10% of the Profs even tried to vary their assignments for different learning styles." (Respondent 32, ThM, Dallas)
- "Not have adjunct professors teaching the biblical language courses" (Respondent 37, ThM, Dallas)
- "Greek was too over-powering for me at first. I did not know what to expect. A simple note prior to class beginning of.....memorize, memorize, memorize would have helped. But honestly...thats on me." (Respondent 51, ThM, Dallas)
- "Too much time was spent in Hebrew classes reviewing basic grammatical concepts, which took time away from actually teaching exegesis. Consequently, I feel very incompetent when required to do exegesis using a Hebrew text. The only thing I can think of that would improve this would be to require students to pass a test demonstrating a minimum level of grammar before starting biblical language courses, so that class time does not need to be spent reviewing basic concepts." (Respondent 52, ThM, Dallas)
- "language classes should be more consistent. More modern resources utilized. Note that this does not mean easier. Footwork can be done, allowing progress to move more quickly." (Respondent 113, ThM, Dallas)
- "More Hebrew courses. I just began to really enjoy it and feel more comfortable and then it was over. Would immeasurably prefer more Greek, Hebrew, and theology and fewer courses that are of no value to me whatsoever." (Respondent 128, ThM, Dallas)



## Suggestions to Improve DTS Core Competencies

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

### CBTS Respondents

“More classes” (Respondent 30, CBTS, Online)

“The Seminary is great- it's just me- I'd need the full Master's program.” (Respondent 35, CBTS, Dallas)

“Please note that if I were in the Master's program, I would have checked each one above. However, I am in the CBTS program.” (Respondent 237, CBTS, Online)

### MA Respondents

“As a CE student I would have like to have studied, more in depth, more books of the Bible and take fewer ST classes” (Respondent 5, MACE, Dallas)

“More experience needed in doing the process of analysis and synthesis with the professor. We tend to learn simply by researching and doing our own papers but more guided practice is needed.” (Respondent 38, MACM, Houston)

“A lot of those check marks are coming from further reading and work after classes, since I've been in full-time ministry for 3 years of my degree. The immediate application of what I was learning in class was the most beneficial thing for me to have. Now when I look back over notes, I not only remember the teachers and classroom, but also what I took from that to teach students.” (Respondent 53, MABS, Dallas)

“Almost all of the BE classes did not adequately prepare me for the finals. I enjoyed them and they were well taught but then the final came and it was always a blind side. Also some professors would focus on only a few key areas of a book skipping over other parts. I understand there is not time to cover every verse but I also believe there are more important parts that do not get covered if the test is an indicator of what should be learned. I don't have a solution though as I understand the difficulty in teaching and emphasizing certain things while not becoming a class of memorization.” (Respondent 55, MACM, Houston)

“Maybe one specific class on history of Christianity to help better grasp this topic.” (Respondent 64, MACE, Dallas)

“Cater not just to ThM students but also to students who have more difficulty in Bible in Theology classes. Some people need more help understanding the content of Bible and Theology classes -- especially MABC students, who do not take languages or other ThM classes that would supplement our knowledge.” (Respondent 74, MABC, Dallas)

“I was excited to get into all 66 books, but the reality of adequately going through all of them was not meet.” (Respondent 84, MACE, Dallas)

“Course/class work is just a lot of information to be absorbed in a short time. These areas will develop with time and continued experience/practice.” (Respondent 85, MABC, Dallas)

“Perhaps it would be good to have someone assigned to check in on MABS students every 6 months or so to discuss progress, etc. since BS students do not have Spiritual Formation groups.” (Respondent 89, MABS, Dallas)

“Slow down on the historical influences. It was too much too fast for me personally.” (Respondent 93, MACE, Dallas)

“In the area of Biblical knowledge and Hermeneutics DTS excelled.” (Respondent 103, MACE, Dallas)

- “Spending more time on specific books in some BE classes rather than rushing through them”  
(Respondent 104, MACL, Dallas)
- “more emphasis throughout all classes on theological synthesis across Bible books (not just within each one). Greater discussion of major (mainline) theological viewpoints.” (Respondent 118, MABEL, Dallas)
- “Utilize Bible based counseling textbooks written by Christian Theologians, such as John Piper or David Powlison” (Respondent 136, MABC, Dallas)
- “Although I feel I "can" work my way through all of the areas listed above at a competent level and know what to do, I realize too that working through these areas on a regular basis is really what is required to feel like I could sustain operating at a competent level without having to refer back to my notes. It has always been my wish that many of the classes be broken into more than one class so that the subject areas could be delved into much deeper. Rather than rushing everything to get an assignment in, that luxury of being able to go deep with the instructor and the other students for added insight in the class just wasn't there...and may not be for any graduate level degree effort, but there was always such a fire-hose amount of information coming at us to meet time-restraint milestones throughout the classes, it really took away from some of the enjoyment that "could" have been had with more time. That's really a generic statement though that applies to all of the areas of study, and not just the items listed above.” (Respondent 161, MACE, Austin)
- “I thought I was able to do an accurate synthesis, but after taking the Gospels, I am not sure. What was asked for in regard to Bible synthesis in that class seemed different than that of other courses. This could be a grader issue, but it shook my confidence in doing synthesis.” (Respondent 165, MACL, Dallas)
- “I got lost in the amount of detail I was expected to remember. Even taking the TBTK, I was asking myself if some of the terms in the questions were things I'd even heard, over the last three years. I appreciated the emphasis on teaching the whole bible, and I'm one of the few MABC students who genuinely enjoyed the theology classes and was saddened not to be able to take Greek. Nevertheless, with the amount of information we needed to keep in our heads for the counseling program, it was simply too much to ask us to be able to provide that level of depth in theology classes. I can't tell you in which Psalm certain phrases are contained, but I can recognize what type of Psalm it is. I don't remember when the Northern Kingdom fell to Babylon, but I know what books of prophecy are related to that. For my kind of ministry, it matters less that I know details like that, as long as I can synthesize it. Also, it seems ridiculous to me that I have taken all the same core classes as someone pursuing a Master's in Biblical Studies, yet I am not rewarded with a second Master's, or at least a certificate. I've put in the work and I've earned the grades. Whatever happened to the worker earning his wages?” (Respondent 178, MABC, Dallas)
- “I can only say that the historical knowledge learned in HT200, BE102 and 103 were not depth enough for me to apply in my reading Scriptures and teaching others.” (Respondent 186, MABS, Atlanta)
- “I think DTS could do a better job teaching the unity of the Bible; i.e., teaching biblical theology in general. Every BE course aimed to convey its historical significance, but most of them didn't mention its relation to Christ and his redemption. All this to say, the BE program could go deeper theologically, and be more redemptive-historical in its interpretation. Some of the courses were reading the Bible as a Jewish person instead of as a Christian. We should read it in light of Christ and his redemption, not as if it doesn't make any difference.” (Respondent 196, MABS, Dallas)
- “I have a hard time caring about historical context. I didn't learn well in that area because of me, that's not on DTS.” (Respondent 201, MACL, Dallas)
- “Require church history and teach students how to find and use historical sources. Don't just quote historical sources in lectures and list citation instructions” (Respondent 230, MACE, Dallas)
- “It was just too much at once for me to comprehend and fully appreciate/apply everything I was learning. I had to just keep my head above water at times. The only way around this would be to do it slower - go part time or something - but then it turns a 3-year degree into a 4 or 5 year degree and I just didn't have time for that either.” (Respondent 244, MABC, Dallas)

## ThM Respondents

- “seminary did fine here, again it was just my effort put in with the languages” (Respondent 7, ThM, Dallas)
- “Stop requiring all 66 books of the Bible to be studied. At this level, it is imperative for SOME students to focus on specific disciplines. If one is less knowledgeable in the 66 books, let them get that degree. For ThMs who are going on to higher levels of study, let them focus. To do anything else for these believers is to do them a serious disservice to their future ministry, and to the cause of Christ in the secular academic world. DTS has a serious blind spot in this area and it must be rectified. If it does not, I fear that you will lose some of the best and brightest that the kingdom has to offer a world in need of the gospel. Let me encourage you: do NOT let your overall ministry training philosophy overshadow the specific niche of these students.” (Respondent 27, ThM, Dallas)
- “I checked all of the above areas because I believe that I have the tools necessary to study these areas and find answers to questions that I have. However, I believe that there are significant gaps in my knowledge of some of these areas. For example, although I have some general knowledge of the historical context of the Old Testament, there is much that I do not know about Ancient Near Eastern history and culture. DTS needs to improve in addressing historical backgrounds for the OT and NT. The program also does not sufficiently address biblical criticism. The NT program covered NT criticism briefly, and the OT department (due to limited credit hours) hardly covered OT criticism at all. I think that this is a significant deficiency in the program. I have tried to address these issues in my personal research, but many students are graduating without being exposed to these issues. This concerns me because these graduates will not be able to address views that are widely held.” (Respondent 29, ThM, Dallas)
- “Could have better shown me how exegetical research and literary genres help in ministry. Did not do good enough job conveying importance or showing how these things can be used in real ministry. When you don't show me their importance and make those classes as hard as you do it is super discouraging and turns it into something that you just have to get through to move on to helpful classes.” (Respondent 32, ThM, Dallas)
- “Clearer teaching in Hebrew exegesis.” (Respondent 52, ThM, Dallas)
- “I am not certain of my ability to conduct exegetical research in multiple genres. The languages were not my strength and were very challenging. Much time was devoted just gaining an understanding of the mechanics of the language. I do believe I've gained competency in navigating through technical commentaries.” (Respondent 65, ThM, Dallas)
- “Honors classes should be offered in nearly everything. Those with prior academic experience are walking into too much previously covered material.” (Respondent 113, ThM, Dallas)
- “Creating the bridge between exegesis and spiritual formation is always a little tough. I am not sure if this is something necessarily taught, but more related to life experience. It is difficult to apply theology to situations which one knows nothing about.” (Respondent 123, ThM, Dallas)
- “I agree with the above statements. Of course, you are not measuring levels of competency, so the question is almost meaningless. I would be more comfortable in my ability to conduct exegetical and biblical theological research in Hebrew, especially, with more coursework.” (Respondent 128, ThM, Dallas)
- “See previous answer.” (Respondent 129, ThM, Houston)
- “I had very little teaching on how to read Scripture in its literary genre context. I also felt like the spiritual application was missing in most classes. More hands on assignments would have might have brought better application.” (Respondent 153, ThM, Dallas)
- “I think there needs to be a bigger emphasis on how to do cultural exegesis and what it means to read a congregation in order to help them with their needs.” (Respondent 170, ThM, Dallas)
- “I can do all the things above, and I wish that my anger with the seminary could be masked so that I was better able to communicate what needs to be done. If I had not suffered the way I did during seminary, I would have had no ability to relate to those who suffer and to legitimately apply theology to life. I would have been nothing more than a noisy gong, and that's by and large what you're producing there--gongs and cymbals.” (Respondent 225, ThM, Dallas)

"See my previous statements on the languages." (Respondent 238, ThM, Dallas)

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

CBTS Respondents

"More input about different cultures and how they see Christianity and Scripture." (Respondent 26, CBTS, Online)

MA Respondents

"Again, more teaching of the bible specifics." (Respondent 55, MACM, Houston)

"To explain and defend the seminary is not the primary goal but to defend and explain the scripture is (1 Peter 3:15). Summarizing the Christian orthodoxy Theological frameworks more clearly and thoroughly is important. It is important to summarize those well so that they stick and students can identify what they are outside of a classroom and in real life." (Respondent 60, MACM, Dallas)

"I lack confidence in explaining Christian orthodoxy on my own without consulting outside references." (Respondent 64, MACE, Dallas)

"I wish I was more exposed to other doctrinal statements in Christianity that were not in line with DTS for awareness purposes." (Respondent 73, MACL, Dallas)

"I think that personal practice is the best way to get better at these areas." (Respondent 79, MABC, Dallas)

"If I understand the question, then I haven't really done, let's say, cross-cultural evangelism, so I'm not sure that I can." (Respondent 85, MABC, Dallas)

"I am just not wired for cross cultural ministry. I spend enough time trying to figure out my own culture..." (Respondent 93, MACE, Dallas)

"I felt like I was never pressed to make a choice on multiple open-handed decisions and it has left me wondering where I fit and where my family fits in the doctrine of the evangelical world" (Respondent 103, MACE, Dallas)

"We need more emphasis on prayer and the Holy Spirit. There's no room for pneumatology at DTS—and He's the one who stays with us after seminary! I'd have loved to have had the chance to learn more about Him" (Respondent 107, MAMC, Dallas)

"ST101 should explain what theology is, and how it differs from exegesis." (Respondent 118, MABEL, Dallas)

"Again, although I feel I "can" do the items listed above, I think the level of competency would be greatly improved with more time in the classes though to gain real-life insight from both the instructor and other students on "how" these things can be done most effectively in our current-day cultural context. We "touched" on these things in class, but it was rare that I didn't leave class with another student expressing the disappointment that something was covered in more detail because they really needed information like that for their ministry." (Respondent 161, MACE, Austin)

"In general, I can support the doctrinal statement with biblical and theological support, however, I differ on some parts based on language used and regarding the "sign" gifts." (Respondent 165, MACL, Dallas)

"Some of these would take time to work through but would be able. What I mean is that if you asked me right no to defend the seminary doctrinal statement I would need time for that but feel competent to do so." (Respondent 174, MABS, Dallas)

- "I came to DTS because I was raised in a non-denominational background. I had no idea what dispensationalism was until my first day. I happen to align with the seminary's doctrinal statement, but that was never something that mattered to me." (Respondent 178, MABC, Dallas)
- "May be it is good that there is a class touching variety cultures briefly, such Asia, European, etc. WM101 did give me a chance to know some, but it is "flying" over since the main goal of the class was not design for culture knowledge." (Respondent 186, MABS, Atlanta)
- "Well, I'm not fully convinced by Scripture of the dispensational position of the school." (Respondent 196, MABS, Dallas)
- "Good on this one." (Respondent 201, MACL, Dallas)
- "I think that taking what I have learned home is going to necessitate a whole new learning process because of the great difference in context between Dallas and my hometown. I think I have been taught well and thoroughly, however, its going to be a challenge to continue to learn how to communicate my faith in a cultural setting that is so different from Dallas." (Respondent 213, MAMC, Dallas)
- "I don't think that I need to explain and defend the Seminary's doctrinal statement. Although, I probably could. I feel strongly that I can support the doctrinal statement of my local church." (Respondent 215, MABS, Atlanta)
- "My program does not have many classes on other cultures. However, culture engagement chapels do bring a lot of good perspectives. I hope we have more culture engagement chapels which articulate theologies in different cultures more than America" (Respondent 254, MABS, Dallas)
- "I believe the seminary gave me a good launching pad for all of these areas, even if not a complete or exhaustive one, which I did not expect." (Respondent 257, MACM, Dallas)

#### ThM Respondents

- "excellent theology department and classes, a true highlight of my seminary experience" (Respondent 7, ThM, Dallas)
- "More "articulate sound doctrine in a variety of cultural settings" and more "explain Christian doctrine in worldwide ministry." DTS is pretty intellectually characteristic of Western academia." (Respondent 21, ThM, Dallas)
- "I don't think that there was much focus at all on articulating "sound doctrine in a variety of cultural settings." As for explaining unity and diversity within historical and contemporary Christianity, my track was not in theology, so I did not take electives in the theology department. While I took the required courses, I did not spend enough time studying the history of Christianity to be able to explain all the differences and the sources of disagreement." (Respondent 29, ThM, Dallas)
- "If a person could stay another 2 years...it would help. Many times it was simply like a water hose. But...that can not be fixed. We received the tools we need. Bottom line. Thanks" (Respondent 51, ThM, Dallas)
- "Granted, I had a historical theology emphasis, however, there could have been a bit more covered in modern (and perhaps even medieval) theology. I have gained quite a bit of confidence in understanding the early church, but medieval and on (with the exception of early American) could use a bit more." (Respondent 114, ThM, Dallas)
- "My own knowledge of historical Christianity has always been a little hazy, and it remains so today. Unfortunately, the HT101-102 classes did not push me to internalize a lot of the information. I am a very linear thinker, and the class professor I took was a little more scattered, making it very difficult for me to follow. While I would be able to recognize some names and terms, I would not be able to articulate it on my own." (Respondent 123, ThM, Dallas)
- "I don't even know what you are asking with respect to "within contemporary Christianity. I checked these because I have a better understanding of what is important than I did before seminary. Do I think DTS fully prepared me for just any type of ministry in contemporary Christianity? You must be kidding! Do I think I can explain Christian doctrine in Russian (worldwide ministry)? No, I don't speak Russian. These questions just don't make sense the way they are worded." (Respondent 128, ThM, Dallas)

- "I think the seminary should teach ThM students a bit more in terms of theological method and have options open for advanced hermeneutics. I've heard a few students unable to differentiate between progressive and revised/classical dispensationalism and they're nearing the end of their program!" (Respondent 129, ThM, Houston)
- "There are several views of Christian History. I hold to the Baptist view of history; therefore, I cannot hold to the Protestant view that the school holds to. I only took one missions class; therefore, I am still lacking in my cultural understanding." (Respondent 153, ThM, Dallas)
- "While I did learn about heresies in Church History and various systematic theology courses, I felt that outside of these courses, there was little study or emphasis placed on contemporary theological aberrations, their subtle errors, and their significance. Whether that be cults, growing liberal Christian theology in various denominations, or popular level religious ignorance and syncretism, I think taking time to address contemporary challenges to orthodoxy in Church History or Systematic theology courses would be helpful. I feel that the theology department in general is very strong, but better in the Creeds, the Church Fathers, and biblical and historical theology than in contemporary theological issues, challenges, and contemporary relevance to theology and application today." (Respondent 169, ThM, Dallas)
- "My HT classes were just too fast on some of the material, especially the material on American Christianity, assuming that people already knew most of the history of the denominations." (Respondent 182, ThM, Dallas)
- "The seminary could be more sensitive to the fact that not all students come from a church or bible college background and lack exposure to the terminology and information presented. More time should be taken in explaining some to the terminology and background in class. Or provide workshops where students without such backgrounds can discuss or ask questions freely and to feel inadequate or uncomfortable." (Respondent 231, ThM, Dallas)
- "I am not clear on what you mean by unity and diversity. I don't believe I had any classes that covered theological aberrations at the fringes of Christianity. I only speak English. So I don't think I can articulate and explain Christian doctrine in worldwide ministry." (Respondent 238, ThM, Dallas)

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

MA Respondents

- "I don't believe there was much in my classes specifically about leadership development." (Respondent 38, MACM, Houston)
- "Taken for what it is. I would love to see a leadership class that takes what Dr. Bailey does with Jesus' model for discipleship and teaches students how to develop a leadership plan from Scripture rather than a book. I had difficulty doing that at first, since all my leadership came from books." (Respondent 53, MABS, Dallas)
- "I feel very strongly that I received a solid education. While I know I do not know it all, far from it actually, I have a new vision of life long study to gain and grow on what I learned here." (Respondent 55, MACM, Houston)
- "To lead and give direction well you have to have ample opportunity to do so. I have gained some but do not feel like most of this has come from what has been primarily an educational classroom experience at DTS. It has been great! Perhaps continuing to encourage students to get involved in leading in the local church is the best route here." (Respondent 60, MACM, Dallas)
- "Did not work through actually getting a specific plans of action and how to implement them." (Respondent 84, MACE, Dallas)
- "I don't remember having opportunity to practice these things." (Respondent 85, MABC, Dallas)

- "I marked all of these but I learned much more from being in groups and leading groups (and "failing" to some degree) through my local church. I did not take all the classes I could have but I did not get much training in leadership or discipleship at DTS." (Respondent 89, MABS, Dallas)
- "Some of these competencies were present before entering. DTS has developed them toward Christlikeness." (Respondent 96, MACE, Houston)
- "I grew in these areas while in seminary though our church had as much or more influence in the application of these areas than the seminary." (Respondent 103, MACE, Dallas)
- "I think that checking off competency in servant leadership and Christlike character are bad questions because I don't know the criteria for measuring complete Christlikeness, moderate Christlikeness, or incomplete Christlikeness. For the other two questions, I do not understand what a "God given direction" specifically means." (Respondent 106, MAMC, Dallas)
- "More push to apply the teachings in these areas, into action in real life." (Respondent 118, MABEL, Dallas)
- "The more I learn about Christ, the less I see myself as Christlike" (Respondent 144, MABC, Dallas)
- "I don't think DTS helped with specifics very much (formulating a specific action plan). It would be great for future students to have practical examples and help discerning what to do and where to go after graduating. Especially for counselors who don't have much business experience." (Respondent 151, MABC, Dallas)
- "I think the key words for me here is the "ability." I think these have been demonstrated in the particular contexts in which I've been called upon to exhibit them, although for me, that has been on a smaller scale in more of a classroom environment, and with personal witness." (Respondent 161, MACE, Austin)
- "I disagree with the notion that one can achieve competency in any aspect of servant leadership. Yes, I have grown in all those areas since coming to DTS, but I will continue to be sanctified in these areas for as long as I live and seek the Lord. Suggesting I have attained an acceptable level of success in these areas is an implication I'm uncomfortable entertaining. Regarding formulating an action plan for personal leadership development, I'm not even sure what that means." (Respondent 178, MABC, Dallas)
- "I took only 1 SL class. Can't say I equip the qualification listed above." (Respondent 186, MABS, Atlanta)
- "I think DTS could've done a better, more clear, and intentional job at helping students get a mentor to walk with them during their seminary season." (Respondent 196, MABS, Dallas)
- "Practically, this was achieved through my work with Young Life. DTS helped me understand what I was already doing. This was super important because I am better equipped to train others which a knowledge to explain it better." (Respondent 201, MACL, Dallas)
- "I feel that there is a great need for a course on discipleship to be part of the core courses." (Respondent 213, MAMC, Dallas)

#### ThM/STM Respondents

- "I think the internship program should grow dramatically and the BE classes shrink dramatically. I should have had a required residency at a local hospital for a 3 hour credit, and chapel should have included training for all students in how to lead communion." (Respondent 7, ThM, Dallas)
- "The Seminary motto is Teach Truth, Love Well. DTS seems to be more about teaching truth than loving well. You don't have to have all the answers to love well. Perhaps put more of an emphasis on loving well." (Respondent 14, STM, Dallas)
- "I did not have many opportunities to develop leadership skill during my time at seminary. So these are not areas that I would say that I have achieved competency." (Respondent 29, ThM, Dallas)
- "I only said yes to this because of what I learned and experienced in college and in the community in Washington Hall. I thought Spiritual formation was a joke and needs a overhaul. No one in my group took it serious and I did not meet one person who liked it or it really helped. Half of my SF group dropped out of DTS and seminary all together." (Respondent 32, ThM, Dallas)

- "We need more servant leaders like Dr. Hillman, Dr. Mike Lawson, Dr. Lowry, Dr. Sue Edwards, Dr. Heinemann, Dr. Horrel, Dr. Sviegel" (Respondent 41, ThM, Dallas)
- "None....this is a personal issue. I need to spend time working on visualizing how this needs to be done. I am not too good at future-casting." (Respondent 51, ThM, Dallas)
- "Due to the vagueness of these statements and the fact that I am not yet functioning in a ministry job, I cannot evaluate whether or not I have achieved competency in these areas." (Respondent 52, ThM, Dallas)
- "I have never been a fan of measurable goals when it comes to Christian growth. Formulating specific action plan for lifelong learning is a bit ambiguous also. If that means I can come up with a specific plan beyond sharing the word or going through specific studies, I'm not sure that I can or would." (Respondent 65, ThM, Dallas)
- "This section comprised difficult statements. I have checked the boxes above representing those areas in which I hope to be competent. In each of those areas, I sense the spirit's struggle against my flesh. Therefore, I checked the boxes more in faith than in personal confidence. I did not check the lower section of boxes due to my confusion regarding the 3rd person plural pronoun "their." I cannot discern exactly what my competency in those areas is supposed to be. Who are "they"?" (Respondent 117, ThM, Dallas)
- "1. (above) Sometimes, but not always. Who does? 2. Sometimes, but not always. 3. Sometimes, but not always. 4. Same 5. Same 6. Same 7. Same Seminary is a four-year degree. It would be naïve for any student to believe that in four years he or she might be fully equipped for every eventuality. If you want to learn something from this survey, try a better design." (Respondent 128, ThM, Dallas)
- "I'm not certain. I haven't seen lives transformed as a result of my leadership... at least not the effect that I would like to see them." (Respondent 129, ThM, Houston)
- "While the knowledge level I achieved was outstanding, I feel that it was at the expense of being burned out. I believe I will recuperate, because it was at my expense not that of my family, since I have none. It would be nice for there to be a balance of knowledge, more practical application of ministry, and less classwork. Spiritual formation did not work because it was like having another class. I believe that a little less classwork would have helped me get closer to God and allowed me more time to serve at my church." (Respondent 153, ThM, Dallas)
- "I'm not sure what this statement means. If it has to do with discipleship, perhaps more opportunities for one-on-one mentoring." (Respondent 168, ThM, Dallas)
- "It could have been my own Th.M track and elective choices, but I feel that in general, the Th.M program was lacking in preparation for discipling others, leadership development, and vision casting/ministry articulation and ministry development. Other than CE101, I had no courses that teach you how to develop a ministry model, develop a vision, sell that to others, how to train and equip leaders, or how to perform administrative tasks: budgeting, tech, correspondence, event planning, how to run a meeting, and other practical elements of pastoral ministry. I had to learn this on my own through my internship, and more through my own ministry experience. My experience of seminary was primarily educational and less vocational in regard to training, preparation, and leadership development. Again, this could be due to elective choices and track, though." (Respondent 169, ThM, Dallas)
- "I am encouraged about the new direction DTS is going with the agape project. DTS has been formational in my development in theology and exegesis, but I had little experience applying that to "real life" contexts within the seminary, itself. While I understand that we should be doing that in a ministry outside of the seminary, I appreciate that DTS is moving in this direction institutionally." (Respondent 177, ThM, Dallas)
- "I did not learn much about leadership during my time at DTS. However, this was not due to DTS but to myself" (Respondent 180, ThM, Dallas)



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

MA Respondents

- "I think an evangelistic outing where everyone attempts either open air preaching or one on one evangelism would be a great addition to the seminary experience." (Respondent 38, MACM, Houston)
- "More interactive classes. The last 3 mission classes were very interactive with the last one being student lead. I feel I learned more in that class than any other." (Respondent 55, MACM, Houston)
- "I wish I had taken the evangelism class to be more knowledgeable and gain experience, but I would like to audit the class! Should it maybe be mandatory for all programs just like the spiritual life class?" (Respondent 64, MACE, Dallas)
- "Perhaps more cross culturally driven experiences, or required class with international prof." (Respondent 71, MACL, Dallas)
- "Much of this I learned through going on missions and being active in ministry - not much from the classroom." (Respondent 89, MABS, Dallas)
- "There was very little emphasis in most classes on compassionate dialogue." (Respondent 90, MAMC, Dallas)
- "I learned the importance of these areas but was not consistently pushed by the seminary to put flesh on what I was being taught. particularly in the area of evangelism." (Respondent 103, MACE, Dallas)
- "I would love incorporation of a Biblical counseling class or CPE (continuing pastoral education) unit in the program to be better equipped in relating to people." (Respondent 118, MABEL, Dallas)
- "I think the seminary does really well with this. Especially Compelling Love." (Respondent 149, MABC, Dallas)
- "I'm not sure exactly how the seminary could improve here except maybe to make sure and include cultural considerations more in all areas of study. I feel like most of any competency I might have in the areas above came in large part from my own travels and participation in missions in other countries. I always get a lot out of the stories of the same type of personal experiences by the instructors as well. Having traveled before taking classes at DTS really enhanced my learning I think. It's hard to substitute for having actually had the experience yourself." (Respondent 161, MACE, Austin)
- "The above statements are true, though I wouldn't necessarily credit DTS for any appreciation I've gained for different cultures. DTS feels very monocultural to me. Being in the South doesn't help any, especially when coming from a diverse locale like Los Angeles. I think the topics about cultural engagement coming from chapels and theology classes did well to help me have dialogues. The counseling department tended to strike the same chord over and over: how to counsel homosexuals." (Respondent 178, MABC, Dallas)
- "Internship may help. But it is not required in MABS." (Respondent 186, MABS, Atlanta)
- "Chapel should have more variety of preacher from different cultures and race. Also, women should be included in chapel especially from other cultures and races. That will enrich DTS community that it is already multicultural." (Respondent 235, MABC, Dallas)

ThM Respondents

- "I learned all of my knowledge in this field not from DTS, but from The Chalmers Center in Chattanooga TN (authors of When Helping Hurts). I think DTS needs a class or two on working with the poor locally and globally, again replacing a BE class" (Respondent 7, ThM, Dallas)
- "DTS could use more "teaching" on compassionate dialogue. Perhaps modeling this in speakers would be a good idea." (Respondent 21, ThM, Dallas)

- "Well done, I loved the international perspective and community at DTS and the cultural engagement done by Professor Bock." (Respondent 32, ThM, Dallas)
- "I think a lot of specific cultures were taught in elective courses that I did not get to take. I am still learning about specific cultures, but I did get a general knowledge of how to learn more about cultures and how to approach understanding them." (Respondent 36, ThM, Dallas)
- "As an international student, I hope that international students will have one more course on culture and study. Right now, we have only one course (IE100?)." (Respondent 137, ThM, Dallas)
- "I only had one missions class." (Respondent 153, ThM, Dallas)
- "We can talk more about cultural engagement in courses regarding abortion, gay marriage, etc." (Respondent 212, ThM, Dallas)

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

MA Respondents

- "Make a section of SF focused specifically on continued encouragement, accountability and prayer for others beyond Seminary." (Respondent 53, MABS, Dallas)
- "More interactive Spiritual Formation Classes. If there were a way, it would be good to tie these into the duration of the time there. Not sure how that can happen with people on different time schedules." (Respondent 55, MACM, Houston)
- "I came into seminary protective of my spiritual walk but all do not come in this way. Many who are academics, very driven and ambitious get into doing a whole lot and do not take the time to cultivate time with the Lord. There is simply too much on a full-time student's syllabus along with church ministry and relationships to balance it all. The time will go and spiritual disciplines become can become rare with deadlines or grades to grade your performance. We need constant Gospel reminders of God's love that will draw us to the throne of grace simply or our joy will be in relationships, classes or even ministry." (Respondent 60, MACM, Dallas)
- "I am still working on my compassion for others and the variety of circumstances that accompany them" (Respondent 84, MACE, Dallas)
- "Not sure, it's partly a personality thing - that I'm not so critically analyzing these things, although I am mindful of them." (Respondent 85, MABC, Dallas)
- "These are difficult to say that "I am competent". I know that I have grown in each of these areas of the past four years of being a part-time student (while a husband, father, and working professional)." (Respondent 89, MABS, Dallas)
- "May I suggest that consideration be given to cutting back on the reading. Having so much to read caused aberrant time pressures, forced me to read haphazardly or not at all (in order to balance my marriage, family, ministry, work, church service, and personal health life). So much reading broke into my devotional time with God. All my BE classes had reasonable reading requirements. I (shall I say despise rather than hate?) OL classes for their extra work and faux personal interactions, but they were necessary in order to graduate on time." (Respondent 96, MACE, Houston)
- "Much bigger story here but it wasn't until I spent less time at the seminar, less time devoted to my studies, and eventually moved away from Dallas that I felt like my intimacy with Christ began to grow again." (Respondent 103, MACE, Dallas)
- "I do not understand how to measure the effectiveness of my pursuit of these descriptions of spirituality." (Respondent 106, MAMC, Dallas)
- "I don't know if this is a seminary thing. I think it's a Holy Spirit thing. Classes are the "leading the horse to water." The Spirit is who "gets the horse to drink."" (Respondent 107, MAMC, Dallas)
- "I have learned and applied many things to equip my own spiritual growth, but have not been in a circumstance that would allow me to serve others. Requiring that as part of Spiritual Formation

- might be helpful. Or making that an explicit component of an internship (was not required for MA BEL)" (Respondent 118, MABEL, Dallas)
- "I think at times, I definitely do not pursue Christian spirituality nor do I increase my love and devotion to the Lord. I can only assume that these are the relative ebbs and flows of still living in a fallen world." (Respondent 144, MABC, Dallas)
- "I am constantly reflecting on the extent to which I am allowing the Holy Spirit to be the driving Force in everything I do, and the hope is that every Christian would, including me, constantly strive for complete dependence on Him. Knowing that's not going to be the case 100% of the time with our fallen natures though, I think the constant reminder of that by the seminary is important. The minute the focus moves from Christ to anything else (facts, opinions, history lessons, pride, positions, etc.) is the minute that we've all failed spiritually. I am always encouraged through the transparency of the instructors' personal testimonies when they give them, and being encouraged thinking that even the faculty is encouraging each other and praying for each other so that they feel equipped to pass along that encouragement to their students." (Respondent 161, MACE, Austin)
- "I think the PM101 course could use a lot of changes. Deeper/better texts required. Very superficial readings. I found more devotional quality reading in my Jonathan Edwards, Augustine, and other theology courses." (Respondent 196, MABS, Dallas)
- "I had a lot on my plate during seminary, and to be able to "make ends meet" and pay for school, I had to work a lot, and sometimes this resulted in a lot of burn out, which I believe I am experiencing post-seminary. It will take some time to recuperate. Possibly the seminary could replace an assignment in a class with a spiritual retreat of silence, reflection, prayer and meditation for a short period of time--this time instead of another paper." (Respondent 257, MACM, Dallas)

#### ThM/STM Respondents

- "Historical Theology classes were very helpful here, great department and courses offered" (Respondent 7, ThM, Dallas)
- "The seminary program helped me in the above ways by focusing my life, mind, and purpose on the Word of God. Now that I'm out of seminary, it hasn't been as easy to find people who are genuinely seeking God's purpose in this world. No improvements necessary. The chapel worship was pretty dry, though." (Respondent 14, STM, Dallas)
- "Again, Spiritual Formation groups did nothing to get the boxes above checked. It was relationships and life lessons formed in Washington Hall that get the credit." (Respondent 32, ThM, Dallas)
- "More interaction by profs along the level of Christian Spirituality." (Respondent 41, ThM, Dallas)
- "I believe that the PM101 (Spiritual Life) course has helped me to build a solid foundation allowing me to achieve that competency." (Respondent 78, ThM, Dallas)
- "I am burnout out from my level of schoolwork. It will take time to go back to the heart for others I had before school." (Respondent 153, ThM, Dallas)
- "While I did well at the beginning and end of my seminary experience, in the middle I had a significant "dry period." I think the seminary would do well to consider how to get professors to be more engaged in either mentoring or sharing how they practically live out their daily faith and experience God, quiet times, and go through daily sanctification. I had multiple significant relationships with several professors, but never really got to know how professors personally related to God, and I wish I had. Many seminary professors are men to learn from, but are they mentors to also emulate? For most professors at DTS, I know nothing of their personal love for God or their pursuit of Him. So how can I emulate their example? They are friendly, available, and knowledgeable, but not necessarily transparent. It seems like many professors are like a good dentist or doctor: friendly, available, and competent, but also clinical. Only 2 or 3 really shared their lives with me, and I am perhaps one of the most extroverted students on campus. Yet, in their defense, with all the responsibilities they have, I can understand why they don't have time to open up and share themselves with students." (Respondent 169, ThM, Dallas)

- "I cannot fault the seminary for my failures in my own spiritual walk. For the first two years, I was able to keep up with my personal devotional life and my academic requirements. But, I had a physical breakdown of sorts at the end of year 2, and never fully recovered spiritually. I am eager to pursue a regular time with the Lord again, but the demands of the Th.M. are difficult to manage. I do not blame the seminary, but myself, for letting this slip." (Respondent 177, ThM, Dallas)
- "The seminary needs to consider with great urgency and diligence how they can merge their academic pursuits with James 2. There is way too much thinking and talking and writing, and not nearly enough doing. I know you think you're building a solid theological foundation for soon-to-be ministers, but you're building a false sense of what ministry is. Ministry is much more than teaching the Bible and communicating doctrine/theology, and yet that's the overwhelmingly dominant subject at DTS. Where is the balance?" (Respondent 225, ThM, Dallas)
- "The Th.M. program is not easy. Oftentimes one must learn where their values are and whether or not to step away from assignments for the benefit of self and others. The program does not afford much flexibility. While I am deeply indebted to God for His use of it in my life, I look around at my peers, most of whom are drowning spiritually because of it. God certainly uses it to bring heart issues to the surface and mold us in trust to Himself; however, I minister to many who are burned-out, and are more worldly because of how overwhelmed they are. While I would like to affirm my own pursuit of Christian spirituality, I must leave the box unchecked for my own struggle and the countless ones around me. The program could be improved by taking further concern to its rigors and effects on students. What else can be done to minister to them?" (Respondent 232, ThM, Dallas)

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

MA Respondents

- "Those in certain majors may not receive instruction in presentation skills which would be helpful for their teaching. Maybe all majors need a speech class. Speech 101, Biblical Counseling 101, etc." (Respondent 38, MACM, Houston)
- "I would have additional classes on electronic media. While the course I had was very good, I believe it would be better to have more than one class and have students prepare projects using each type of media and program." (Respondent 46, MACE, Dallas)
- "Honestly, the preaching courses were never offered in a format that would allow me to not quit my job in ministry. I learned to preach through books and a doctoral class taught at a different Seminary. I would love to have been able to take those classes at DTS through a 1 week intensive or an on-line environment. I know that would tough though and am very blessed by all the strides DTS has taken to make so many classes available in those formats." (Respondent 53, MABS, Dallas)
- "I did not take any public speaking/preaching classes and perhaps I should have to feel more comfortable in these areas." (Respondent 64, MACE, Dallas)
- "I am not inclined toward public speaking apart from group leadership/teaching, so it hasn't been tried." (Respondent 85, MABC, Dallas)
- "Would "electronic" media be simply what is written on a computer? Or do you mean Powerpoints or songs or videos or social media? You may want to clarify that one..." (Respondent 89, MABS, Dallas)
- "Nothing. It's just the way that I learn and teach. I prefer to interact face to face with others rather than through written language." (Respondent 93, MACE, Dallas)
- "In my opinion as a person competent with office-suite technology but not media, I needed time to practice media techniques which were taught in CE 105. All the lecture portion of that class was

- redundant with other CE classes. I recommend using 100% of the lecture time in CE 105 for pure media demonstration and practice in class, plus media assignments throughout the semester.” (Respondent 96, MACE, Houston)
- “As stated previously. DTS did a great job on the academic side of ministry.” (Respondent 103, MACE, Dallas)
- “MA BEL program would need to include some teaching or preaching classes in order for me to be equipped in oral presentations to influence people to change.” (Respondent 118, MABEL, Dallas)
- “I did not receive any training in the utilization of electronic media.” (Respondent 133, MABC, Dallas)
- “I took CE 105 at the Houston campus, but while we worked a lot with oral presentations and PowerPoint, I don't feel that we did much with oral or electronic media. Adding more assignments requiring the use of oral and electronic media would have helped me attain a higher level of proficiency in those areas.” (Respondent 140, MACE, Houston)
- “If you mean oral presentation as a one-on-one interaction between counselor and client, then yes. But MABC students rarely engaged in meaningful public speaking assignments.” (Respondent 151, MABC, Dallas)
- “I feel more competent in some of these areas over others, but competent enough to operate in these capacities where needed. Although it takes the knowledge gained in the BE and ST classes to have any level of subject matter expertise, I really got a lot out of the "hands-on" training in the CE classes...and I'm more of an analytical learner usually not concerned with actually getting my hands dirty. But, this was different. In actually going through the processes, and the instructors making it fun, I enjoyed the opportunities to learn both from the instructors and the other students in the classes who had helpful expertise in areas I didn't. I would say, more of this type of thing would be a good thing.” (Respondent 161, MACE, Austin)
- “I don't know if oral presentations was much of a focus for me during my time here. However, I don't think everyone is called to such presentation-style teaching. If these objectives were in reference to a more personal, relational setting, I would be able to answer more affirmatively.” (Respondent 213, MAMC, Dallas)
- “by electronic media I am thinking of social media, an area I don't really pay much attention to.” (Respondent 219, MACL, Atlanta)
- “I have not been able to use the electronic and written media for communicating biblical truth since I have been very busy with my master's degree accomplishment. That is something I want to explore in the future.” (Respondent 235, MABC, Dallas)
- “It would have been very helpful to have assignments in both CE and BE courses to write a blog article because that is something I will very likely engage in regarding ministry yet did not receive any guidance or equipping at DTS. Also would be nice to have assignments to respond to current cultural issues, as the internet and social media seem to present such articles and views daily, yet I have not experience or guidance from my time at DTS in practicing interacting with and responding to such current events. I only recall practicing oral presentation in one BE class. That is not sufficient in my opinion to prepare me for ministry where I will need to enhance my oral skills.” (Respondent 242, MACE, Atlanta)

#### ThM/STM Respondents

- “DTS needs to do a better job of producing better writers. I took Dr. Wallace for many classes and my internship. However, if I had not done that, I don't think I would know how to articulate my thoughts via writing.” (Respondent 6, ThM, Dallas)
- “The seminary preaching program helped me a lot. I learned from Dr. Kuruvilla and Dr. Timothy Warren. I feel like I made great strides in my preaching although I already had some raw materials to work with.” (Respondent 14, STM, Dallas)
- “I learned about electronic media, but I'm not sure how many others did. DTS isn't that big on electronic media communication - perhaps have some classes assign websites, blog posts, or other.” (Respondent 21, ThM, Dallas)

- “Teach me how to write before you ask me to write papers, I was a business undergrad and wrote zero papers, had no idea how to write. I faked it pretty well and got many C’s. I learned the most about writing when writing my final research paper for RS102. Wish you had a class to teach that when i started Seminary. Still can’t write worth a darn.” (Respondent 32, ThM, Dallas)
- “Could perhaps help students learn sermon delivery better through offering more opportunities for public practice” (Respondent 37, ThM, Dallas)
- “As a woman, I have no intention of preaching.” (Respondent 52, ThM, Dallas)
- “I was never challenged to persuade an audience electronically during my seminary career. Perhaps, this refers to social media or to the digital realm in general.” (Respondent 117, ThM, Dallas)
- “I loved my time at DTS and I learned a great deal. However, there are significant issues in the PM department. I was sorely disappointed in the lack of training I received while taking preaching classes. I would gladly welcome a call from someone at some point to further discuss this. I am not a young, malcontent who believes he knows everything. I am a 44 year old pastor who has been in full-time ministry for 10 years now. While I learned some things in my preaching classes, overall, they are not on par with the other classes in the other departments. There is a serious disconnect between the PM department and the other departments.” (Respondent 120, ThM, Dallas)
- “I am not into using electronic media for theological purposes.” (Respondent 153, ThM, Dallas)
- “I think the preaching courses were fantastic. Simply because of my own personal lack of experience did I feel like I needed more time and experience in preaching.” (Respondent 169, ThM, Dallas)
- “I’m just not that high tech, and I wasn’t required to be for my degree.” (Respondent 187, ThM, Dallas)
- “Getting more experience with electronic media creation would be nice” (Respondent 205, ThM, Dallas)
- “So little of our program is focused on the medium of electronic media. I cannot say DTS has contributed greatly to my competency in it.” (Respondent 232, ThM, Dallas)
- “I can effectively use oral, written, and electronic media to share biblical truth. But persuading someone of it, partly depends on the person.” (Respondent 238, ThM, Dallas)

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

- “-Unapologetic on their doctrinal statement -Passion Professors -Love the SF & Internship section of the program (the school cares about more than just knowledge) -” (Respondent 1, MACE, Dallas)
- “reputation, academic standards, commitment of instructors, family of students, common love and regard for the Word” (Respondent 3, MABC, Dallas)
- “their commitment to sound doctrine, and faithfulness to privileging the Text of Scripture.” (Respondent 4, ThM, Dallas)
- “I loved having the scriptures exposed in a new depth and with new connections; it was mind and spirit expanding. I also really appreciated the personal care of the faculty and the rich friendships I made.” (Respondent 5, MACE, Dallas)
- “The education. DTS offers an excellent, balanced education rooted in the Scriptures, tradition, experience, and reason.” (Respondent 6, ThM, Dallas)
- “The theology classes and faculty The spiritual formation classes and faculty Internship job board connections to other churches (I found my current role through the graduate job board)” (Respondent 7, ThM, Dallas)
- “- the people, the friends and the professors.” (Respondent 8, MABC, Dallas)
- “Online courses are very well structured” (Respondent 9, CBTS, Online)
- “its consistent and coherent theological approach across all of my classes and its commitment to distance learning.” (Respondent 10, MABS, Austin)
- “The solid Biblical teaching. The seminary has equipped me to study Scripture without being dependent on Commentators. I have a solid respect for Scripture, going to other sources as dialogue partners, not as teachers.” (Respondent 11, ThM, Dallas)

- "Faculty" (Respondent 12, MACL, Dallas)
- "the level of scholarship that the Prof.s bring to each class. The learning is very rich:-)!" (Respondent 13, MABS, Dallas)
- "Its emphasis on the Word of God. From Dr. Bailey to Dr. Fanning to Dr. Svigel to Dr. Burer to Swindoll to Evans to Wagner to Pentecost, everyone loves the Word and David Jeremiah and Fred Chay and you name. You guys love the Bible." (Respondent 14, STM, Dallas)
- "The community of support." (Respondent 17, MABC, Dallas)
- "professors-students relationship" (Respondent 18, ThM, Dallas) "Commitment to the Word" (Respondent 19, MABC, Houston) "Philosophical foundations preparation." (Respondent 21, ThM, Dallas)
- "the faculty, the importance of teaching truth, the camaraderie among staff and students, the safeness I felt while I on campus." (Respondent 22, MACE, Dallas)
- "The faculty, the location (Dallas is awesome), and the rich history! This seminary is very strong academically, and I am apart of a very long heritage of graduates." (Respondent 23, ThM, Dallas)
- "the quality of instruction and the theological perspective of the seminary" (Respondent 24, CBTS, Knoxville)
- "The faculty and staff really seemed to care about the students. Dr. Blount was my favorite professor. I learned the most from his class." (Respondent 25, MACE, Dallas)
- "all the teaching is rooted deep into the Scripture. The online classes were set up well. Video and sound quality were high. All professors were able to articulate the content in a meaningful way." (Respondent 26, CBTS, Online)
- "The courses and faculty in the Old Testament and the New Testament departments. I learned much from these classes and professors." (Respondent 29, ThM, Dallas)
- "Very consistent teaching among profs. Ability and willingness of EVERY prof to fully explain all sides of major arguments, giving pros and cons of each, typically (but not always) followed by their personal opinions. This teaching style makes one seriously consider what they believe and why." (Respondent 30, CBTS, Online)
- "that the school has prepare both my mind and heart for a lifetime of ministry." (Respondent 31, ThM, Dallas)
- "The people, and the practical classes. The theological and biblical foundation it gave me." (Respondent 32, ThM, Dallas)
- "Learning from some of very good teachers" (Respondent 33, MACS, Online Chinese) "The commitment to excellence on behalf of the professors." (Respondent 34, ThM, Dallas) "Grace and love and my profs!" (Respondent 35, CBTS, Dallas)
- "The sincerity of the professors. They teach with excellence and scholarship, but also have an evident love for the Lord which helps transform students." (Respondent 36, ThM, Dallas)
- "Biblical Language Program & the humility and knowledge of the professors" (Respondent 37, ThM, Dallas)
- "The focus on Biblical and theological accuracy but with a humble attitude." (Respondent 38, MACM, Houston)
- "the professors. Getting to know some of the most brilliant, God-honoring men and women was an incredible opportunity. It was a great privilege to learn from people committed to Orthodoxy who weren't afraid to think through difficult questions. I will carry that model of theological reflection with me for the rest of my life." (Respondent 40, ThM, Dallas)
- "The thing I like best was the relational profs that I had mentioned earlier." (Respondent 41, ThM, Dallas)
- "Faculty" (Respondent 42, ThM, Dallas)
- "Knowing how committed everyone is to serving God and teaching Biblical truth." (Respondent 43, MABC, Dallas)
- "Bible intake. I can't speak loudly enough about the important of being able to understand God's Word, or the excellence with which DTS imparts that ability." (Respondent 44, MACE, Dallas)
- "The thing I liked best about Dallas Theological Seminary was the access to classes online. I live three hours away so the only way I was able to obtain a degree was by taking classes online. I

- enjoyed going to campus and taking classes, but it would have been impossible to complete a degree program without the online courses.” (Respondent 46, MACE, Dallas)
- “the seminary's unwavering commitment to biblical and historical Christianity.” (Respondent 47, MABS, Houston)
- “The thing I liked best was the fellowship with like minded Christians.” (Respondent 48, MACE, Dallas)  
 “its strong grounding in Biblical and cognate languages and exegetical method.” (Respondent 49, ThM, Dallas)
- “the extensiveness of the Th.M. program, the accessibility of the professors, the commitment to scripture, the scholarship opportunities, and the student services.” (Respondent 50, ThM, Dallas)
- “it continues to teach the Word. It tries to balance that with service but the first is most important.” (Respondent 51, ThM, Dallas)
- “the New Testament department--I learned so much from my NT professors about studying and applying the Bible” (Respondent 52, ThM, Dallas)
- “The professors concern with our Growing in the Grace and the Knowledge of our Lord and Savior Jesus Christ. I did take classes at other institutions that simply wanted me to check off the reading and writing assignments without giving me a purpose for doing so outside of a piece of paper. The professor's love for God and His Word was evident in every class.” (Respondent 53, MABS, Dallas)
- “The love and encouragement I received from my peers and my professors” (Respondent 54, MABC, Dallas)
- “The total commitment that is exhibited by the staff, the depth of knowledge of the staff, the curriculum, and even more, the process. The process of seminary has been life changing and extremely rewarding in my faith in God to see me through.” (Respondent 55, MACM, Houston)
- “the teaching of grace of God on campus, and the faculty and staff exercises of such teaching by action. God's love becomes visible through the love and grace living of His people. Love our school.” (Respondent 56, ThM, Dallas)
- “Theological and biblical teaching.” (Respondent 57, MACS, Online Chinese)
- “It's heritage and apparent commitment to uphold biblical integrity in the midst of a culture that is swallowing up other institutions.” (Respondent 58, MACL, Dallas)
- “The professors' love for Christ, the Scripture, and teaching is amazing.” (Respondent 59, ThM, Dallas)  
 “The commitment to the Word of God” (Respondent 60, MACM, Dallas)
- “The humbleness and grace demonstrated by the professors. The depth in the teaching of sound doctrine.” (Respondent 61, MABC, Dallas)
- “community.” (Respondent 62, MABC, Dallas)
- “top-notch faculty who care about students through gracious interaction, intellectual knowledge, and spiritual growth.” (Respondent 63, MABC, Dallas)
- “The community of faculty, professors and students genuinely concerned about building each other up in love and in Christ.” (Respondent 64, MACE, Dallas)
- “I encountered some of the most supportive and caring professors with pastoral hearts. I thoroughly enjoyed the many one on one conversations that I had with a number of my professors and their compassion regarding the many challenges that I encountered while attending seminary, especially being a single mother. I am also appreciative of the flexibility of how I could arrange my classes. I never would have been able to complete this degree without the flexibility.” (Respondent 65, ThM, Dallas)
- “Their commitment to a biblical, historical, theological method” (Respondent 66, CBTS, Dallas)
- “The ST department. All the Guys there are the best Teachers, the best people and the best Christians I had the opportunity of meeting here in Texas.” (Respondent 67, MABC, Dallas)
- “focus on developing competency in bible and theological knowledge” (Respondent 68, ThM, Houston)  
 “Some fellow students” (Respondent 69, CBTS, Dallas)
- “faculty.” (Respondent 70, MABC, Dallas)
- “the strength of the biblical and theological training from professors who are concerned with both your personal application of these truths and a heart to share with those around you.”



- (Respondent 71, MACL, Dallas)
- “The commitment to traditional Christian orthodoxy and the importance of original languages. My life and my ministry were both enriched by each.” (Respondent 72, ThM, Houston)
- “The focus on the Scriptures! Each class shapes my faith and ministry, but the material is all drawn from and points toward the scriptures!” (Respondent 73, MACL, Dallas)
- “The professors. They are truly concerned for their students and want them to succeed.” (Respondent 74, MABC, Dallas)
- “The high quality of academic endeavor and the sincerity of its people. I also greatly appreciate its dedication to the body of Christ at large (as opposed to a narrow denominational focus).” (Respondent 75, CBTS, Atlanta)
- “Commitment to biblical truth.” (Respondent 76, PhD, Dallas)
- “Interacting with peers and professors during class The sincerity and availability of professors challenging curriculum” (Respondent 77, CBTS, Atlanta)
- “Chapel is my favorite during my time at DTS. I am able to worship God with my fellow classmates every morning and to listen life transforming sermons/conferences from professors. Chapel helps me to rejuvenate spiritually despite of discouragement from life or ministry or exams, and reminds me that worship the one true living God is the ultimate (not my GPA).” (Respondent 78, ThM, Dallas)
- “I have learned a lot about myself and my faith which have helped me be a more well rounded and healthy person. I also appreciate the relationships I have formed.” (Respondent 79, MABC, Dallas)
- “The mastery of the different subjects by every professor. I knew from the get go that they knew what they were talking about.” (Respondent 80, CBTS, Houston)
- “The theology faculty and curriculum broadened my perspective, depth of insight and ability to articulate my positions in a concise and cohesive manner.” (Respondent 81, MACL, Washington, DC)
- “Its adherence to Scripture.” (Respondent 82, CBTS, Dallas)
- “The instructors care more about my spiritual growth than a grade in their class. That was the singular thing that impressed me the most.” (Respondent 83, CBTS, Online)
- “Commitment to biblical truth and using the Bible as its main textbook.” (Respondent 84, MACE, Dallas)
- “The Bible exposition and theology curriculum requirements.” (Respondent 85, MABC, Dallas)
- “The willingness to teach truth to those who cannot be on campus and to bring them into a classroom setting. Along with all the resources they give to you to help you get started, for example the giving of Logos software to students if needed.” (Respondent 86, CBTS, Online)
- “the rich educational and learning atmosphere while studying and learning among truth seeking and loving people. Availability of financial support.” (Respondent 87, MACL, Dallas)
- “DTS offer a complete program in all areas of learning.” (Respondent 88, ThM, Online)
- “Tough one... Probably the fact that most of the professors are or have been ministers as well as professors. Their practical experience helps to make them more humble and honest than if they were always in academia.” (Respondent 89, MABS, Dallas)
- “The new realization that the media and worship degree needs to expand and improve.” (Respondent 90, MAMC, Dallas)
- “The excellent standards and commitment to the Bible.” (Respondent 91, MACE, Dallas) “its commitment to faith and academic excellence.” (Respondent 92, PhD, Dallas)
- “Commitment to the authority of Scriptures. Teaching the entire Bible. The faculty is incredible.” (Respondent 93, MACE, Dallas)
- “its foundational commitment to training in exegesis of the scriptures. The biblical language courses were grueling, time consuming, and exhausting--but worth every moment of toil. DTS' commitment to scripture is exhibited in its commitment to teaching the languages. I believe that if DTS were ever to reduce or minimize the language requirements, its commitment to scripture would wane. "Practical" ministry courses are valuable, but they should continue to take a secondary position to training in biblical exegesis.” (Respondent 94, ThM, Dallas)

- "I like that DTS exposes students to the whole Bible and that I was able to study the whole Bible in my seminary experience. I like that the Houston campus is so diverse! I like that it was welcoming and that the students are like a family." (Respondent 95, MACM, Houston)
- "People in live class!!! The professors sincerely care about students and model the teaching truth-in-love which they strive to impart. The students (on the Houston campus) are already deeply involved in ministry and family life, and contribute doubly to learning and mutual support. We all know and love each other as a family. I do not want to leave!" (Respondent 96, MACE, Houston)
- "The passion each professor injects into his/her area of expertise." (Respondent 97, MABC, Dallas)
- "...its academic commitment to exegesis based on sociohistorical application of the Scriptures." (Respondent 98, ThM, Dallas)
- "I love the older professors. I don't think they should ever be asked to retire as long as they are able and still desire to teach. They give DTS a unique seasoning that is felt earlier in one's on campus experience. I'm thinking of professors like Dr. Stanley Toussaint, Dr. Pentecost and the late Dr. Harold Hoehner." (Respondent 99, MABS, Dallas)
- "Small class sizes that allowed for more engagement and participation during lectures." (Respondent 102, MABC, Dallas)
- "The reading and class time." (Respondent 103, MACE, Dallas)
- "The humble heart of very prepared professors" (Respondent 104, MACL, Dallas)
- "The instruction and faculty" (Respondent 105, MACE, Houston)
- "The professors and students who care about one another." (Respondent 106, MAMC, Dallas)
- "the focus on and respect for the Scriptures and the example of people who have committed their lives to humble service." (Respondent 107, MAMC, Dallas)
- "The teaching" (Respondent 108, MACL, Dallas)
- "the remarkable teachings of it's proffesors" (Respondent 109, DMin, Guatemala)
- "Professors, academics, internship office" (Respondent 110, ThM, Dallas)
- "the faculty, they care about students." (Respondent 111, DMin, Dallas)
- "Professors" (Respondent 112, DMin, Dallas)
- "The compassion of the students and the faculty for each other." (Respondent 113, ThM, Dallas)
- "their emphasis on Scripture and their comfort in engaging and instructing on the mystery surrounding its interpretation. It is a community with a huge, gracious heart that simultaneously pushes you to better develop the gifts God has given you. I have come to deeply love and appreciate the people and the mission here." (Respondent 114, ThM, Dallas)
- "The professors. They were humble, approachable, and extremely knowledgable." (Respondent 115, MABS, Knoxville)
- "The thing I like best about DTS is our theological commitment to the historic, orthodox Faith, once for all delivered to the saints, and our unwavering devotion to teach the Faith here at home and around the globe." (Respondent 117, ThM, Dallas)
- "Its teaching is biblically based - not politically conservative, but intellectually rigorous." (Respondent 118, MABEL, Dallas)
- "the sound teaching on exegesis. The NT and OT departments are outstanding." (Respondent 120, ThM, Dallas)
- "your commitment to teaching Biblical truth with love. Without these, nothing else matters." (Respondent 121, DMin, Dallas)
- "There was solid theological and academic training." (Respondent 122, ThM, Dallas)
- "The professors and staff are very approachable. If you do the work in the class, you will develop the appropriate skills to study the Bible." (Respondent 123, ThM, Dallas)
- "The people! Living in Washington Hall has been one of the most transformative times in my life. The people that I have encountered have drawn me closer to Jesus and loved me well in this season of life." (Respondent 124, MABC, Dallas)
- "the teaching about God's grace and compassionate leadership emphasis" (Respondent 125, ThM, Dallas)
- "the faculty and the courses they offer. Strong emphasis on the languages. Some excellent elective classes." (Respondent 126, ThM, Dallas)

- “the people and friendships that I have developed in my time here and how deep and lasting I feel the connections are.” (Respondent 127, MABC, Dallas)
- “The following departments and professors, always with the subject matter: NT, OT, and Theology.” (Respondent 128, ThM, Dallas)
- “I love the professors and faculty and staff and the fact that they have genuinely cared for me, poured into me, and helped shape me as a student of the Word. I also greatly appreciate how many of the professors have passed on resources (extended bibliographies) so that we can pursue learning to a greater degree outside of the classroom. I also love the fact that DTS professors preach a bit in their classes. You can tell that they care about your spiritual walk. I've often stated that I want to adopt a few of them as my uncles so that I can hear them around the dinner table on family holidays. I will miss this school greatly.” (Respondent 129, ThM, Houston)
- “The faculty that believes in you and work with you to achieve your dream.” (Respondent 130, MACL, Dallas)
- “Its devotion to sound, biblical teaching. I also appreciate the Spiritual Formation department's commitment to shepherd and encourage growth in students while in seminary. On-campus housing was also a delightful experience, which gave me the community/relationships I needed moving away from home.” (Respondent 131, MACE, Dallas)
- “Their commitment to the Bible and to teaching truth” (Respondent 132, MABC, Dallas)
- “The grace of the professors. They set a high standard, but many of them, especially in the BE department, also offer contract grading so that those of us with a many additional responsibilities are able to balance the competing priorities more effectively.” (Respondent 133, MABC, Dallas)
- “The professors” (Respondent 134, MACL, Dallas)
- “Biblically centered and academically sound. The legacy of a dts quality of biblical education is priceless.” (Respondent 135, DMin, Dallas)
- “That the founder and most of the subsequent professors were men of integrity, grace and moral character and these influences are reflected in how everything is conducted. Also, that the standards of excellence and commitment to the literal interpretation of the biblical text isn't compromised.” (Respondent 136, MABC, Dallas)
- “to study the Bible in Hebrew and Greek.” (Respondent 137, ThM, Dallas)
- “Love is emphasized and knowledge of scripture is fundamental. The students and faculty are genuine and kind.” (Respondent 139, MABC, Houston)
- “in-depth biblical and theological studies. I loved that all of my professors obviously love Jesus and love their students as well. They encouraged me to grow in intellectual knowledge of God as well as in devotional and relational knowledge.” (Respondent 140, MACE, Houston)
- “the professors.” (Respondent 141, ThM, Dallas)
- “The grace and love shown by staff and professors as well as the core biblical and theological classes.” (Respondent 142, MAME, Dallas)
- “the people that I have met here, faculty and students.” (Respondent 143, MABC, Dallas)
- “the professors who have poured life into me.” (Respondent 144, MABC, Dallas)
- “You're allowed to disagree, but still get a good grade. Diversity is respected.” (Respondent 145, ThM, Dallas)
- “The emphasis of the bible as the foundation for ministry. I hope this will not go away in all the programs.” (Respondent 146, DMin, Dallas)
- “The quality of the biblical education is deep and rich. I have enjoyed that professors that have been able to related the teaching with their experiences serves as leaders/pastors/elders in the local church.” (Respondent 147, MACL, Dallas)
- “The professors seem to genuinely care about me and my spiritual development. I attended 3 winter intensive weeks, and I believe these should be mandatory for all extension students because I was able to stay on campus and be completely immersed in the culture for the week, put most other things on hold and grow closer to God.” (Respondent 148, MACL, Washington, DC)
- “For me, Dallas Theological was a great capstone to my Christian Education it solidified my beliefs and helped me adapt beliefs that were consistent with my worldview and experiences. I believe that

- previously my beliefs were outdated and rigid and collapsed when challenged by my experiences while now my Theological beliefs are complemented by experiences. I thank professors like Dr. Krieder and Dr. Dickens who gave such great insight into what they Bible and the World are communicating. I also love the Seminaries obvious goal of making individuals who not just know truth but live it." (Respondent 149, MABC, Dallas)
- "Teachers are an example, they are servants, and the material that they give me for ministry" (Respondent 150, DMin, Guatemala)
- "finding professors who love God, are honest about their struggles, and teach Bible, Theology, and Counseling infused with grace, grace, and more grace." (Respondent 151, MABC, Dallas)
- "Conservative theology and studying all 66 books" (Respondent 152, DMin, Dallas)
- "The students and Washington Hall" (Respondent 153, ThM, Dallas)
- "the passion its professors have not only for the Word of God, but for those God has entrusted to them (both in and out of the seminary)." (Respondent 154, ThM, Dallas)
- "Quality Education" (Respondent 155, MACE, Houston)
- "Biblical and Theological Studies faculties. They do a great job of teaching and mentoring students. They are the backbone of this institution and the administration ought to do more than just give lip service to that. No one comes to DTS for admin, or Christian Ed, or even preaching really. They come for the biblical and theological studies and the faculty have earned that respect." (Respondent 156, STM, Dallas)
- "the theological training." (Respondent 157, MACE, Dallas)
- "DTS students are very committed for the Lord that sharpens my life in dramatic way." (Respondent 158, STM, Dallas)
- "how thorough professors are, and how relationships challenge you to become more like Christ." (Respondent 159, MASL, Dallas)
- "Its commitment to Biblical teaching. They take this seriously and it helps. I also love the diversity of the staff. Not necessarily racial diversity, but "intellectual" diversity. Often times I would have professors who had slightly different views than other professors, and it helped me think about topics more critically, and helped me come to my own conclusion on issues, not be "forced" into a way of thinking." (Respondent 160, MACL, Austin)
- "the fact that the faculty has a good number of older, more seasoned, experienced-in-ministry people who have walked with the Lord for a long time. I like learning from people who have "been there," who know the Bible like the back of their hand, and who humbly still make a diligent effort to live and model a Christ-like life. There is a calm wisdom that comes with their presence, and when accompanied by a smile and a twinkle in the eye, I know I've come to the right place." (Respondent 161, MACE, Austin)
- "the ministry leadership focus." (Respondent 162, DMin, Dallas)
- "I was able to interact with 3-4 professors on a reasonably satisfying level which was very meaningful to me." (Respondent 163, MACL, Dallas)
- "The thing I like best about DTS is the loving faculty." (Respondent 164, MACL, Online)
- "The professors!!! I felt incredibly supported and affirmed for ministry as a woman." (Respondent 165, MACL, Dallas)
- "The faculty." (Respondent 166, DMin, Guatemala)
- "I love the faculty. God brought me here and blessed me with the best faculty. I also love the sense of community on this campus. There is a strong community that very few other seminaries have." (Respondent 167, ThM, Dallas)
- "The professors and their commitment to the students. Also, the many off-classroom-topic discussions where they shared their own experience and wisdom." (Respondent 168, ThM, Dallas)
- "Two things: Good, godly men that I respect and want to follow and learn from. Men who are sold out to teaching and sacrificial in making time for students. I always felt important, cared for, and appreciated by almost every professor. I still feel this way despite my previous comment that I rarely got to know professors on a deep personal level. Second, an unflinching emphasis on the Bible above all. DTS hits it out of the park on Bible." (Respondent 169, ThM, Dallas)

- “-Dr. Michael Svigel, who taught me what it means to love and faithfully serve the Church as the body and Bride of Christ. -Dr. Douglas Blount, who taught me what it means to think Christianly in a way that pastorally loves people and worships God. -Dr. Glen Kreider, who taught me what it means to live in light of the Hope of Christ's return and joy of God's presence. -Dr. Stanley D. Toussaint, who taught me what it means to have a joy, fascination, and love for studying the Word of God as a way of worshipping Him. -Dr. Barry Jones, who taught me what it means for all of life to be worship through the constant Spirit-driven transformation of the soul in order to be like Christ. \*\*\*-Dr. D. Jeffery Bingham, who taught me what it means to love the Triune God and care for the hearts and minds of His people through teaching right doctrine, love, and grace.\*\*\*-Dr. John Hannah, who taught me what it means to not be impressed by the thoughts of man, but be deeply and passionately in love and impressed with the Savior.”  
(Respondent 170, ThM, Dallas)
- “Quality of curriculum. Excellent profs” (Respondent 171, ThM, Houston)
- “Getting to know students from diverse ethnic and cultural backgrounds” (Respondent 172, MABS, Dallas)
- “the composition of the faculty and their interaction with the students” (Respondent 173, ThM, Dallas)
- “The biblical perspective and the consistent view of all professors.” (Respondent 174, MABS, Dallas)
- “The professors are all well versed in the scriptures and extremely knowledgeable yet very approachable. Also, my spiritual formation experience was fantastic.” (Respondent 175, MABS, Houston)
- “Their dedication to the scriptures.” (Respondent 176, MACE, Dallas)
- “The faculty, staff, and professors are second to none. It has been an incredible honor and privilege to sit under their teaching for 4 years, and to get to know many of them personally and develop personal relationships with them.” (Respondent 177, ThM, Dallas)
- “Drs. Blount, Burns, and Albritton. I learned more about applied theology and practical counseling from their three classes (Trinitarianism, Angelology, and Practicum 1) than I did from every other class I took at DTS combined.” (Respondent 178, MABC, Dallas)
- “high regard for Scripture and theology, combined with an honest desire to see students grow in their love and service of the Lord” (Respondent 179, MACL, Dallas)
- “The knowledgeable, caring professors and the seminary's adherence to orthodoxy and innerancy.”  
(Respondent 180, ThM, Dallas)
- “Commitment to teach the Bible.” (Respondent 181, ThM, Dallas)
- “The commitment to the word of God, the godliness exemplified by the the faculty, the pursuit of excellence for the glory of God and the years of tradition.” (Respondent 182, ThM, Dallas)
- “The relationships I have built during my time in the cohort” (Respondent 183, DMin, Dallas)
- “Emphasis on spiritual discipline and developing students to be godly servant leaders for the proclamation of the Gospel of truth to all cultures.” (Respondent 184, MACL, Houston)
- “I appreciate DTS's tradition of giving solid training in how do Biblical exegesis.” (Respondent 185, DMin, Guatemala)
- “All instructors are profession in God's Word and friendly in helping students to grow, and DTS's insisting of holding sound doctrine.” (Respondent 186, MABS, Atlanta)
- “The high level of faculty, and the exposure to various disciplines. I learned so much from having to read and write and think and preach.” (Respondent 187, ThM, Dallas)
- “The love for the Word of God, and the desire to prepare spiritual leaders to equip others.”  
(Respondent 188, STM, Dallas)
- “Devotion to servant leadership and academic excellence.” (Respondent 189, STM, Dallas)
- “The Expository Preaching model that the Pastoral Ministry dept. teaches.” (Respondent 190, ThM, Dallas)
- “the community, the grace exemplified by the faculty, the deep personal investment in students”  
(Respondent 191, MAMW, Dallas)
- “Greek and Hebrew training although it was very very hard to pass” (Respondent 192, ThM, Dallas)
- “The heart professors have for the Lord and people. I also like the strong foundations they have to back up that heart.” (Respondent 193, MACE, Houston)

- "Emphasis on the Scriptures" (Respondent 194, STM, Dallas)
- "its emphases on historical theology and the original languages." (Respondent 196, MABS, Dallas)
- "the commitment to the authority of Scripture and the centrality of Christ in the Christian life."  
(Respondent 197, ThM, Dallas)
- "The thing I like best about DTS is the history the school continues to have of being committed to sound, practical biblical teaching. I also appreciate the seminary's great heritage, commitment to historic Christian orthodoxy, high view of Scripture, emphasis on character and spiritual formation, language training, amount of required Bible/theology, phenomenal professors, publications, free Logos software, and website/online resources." (Respondent 198, ThM, Houston)
- "The care that the professors had for me and the vast knowledge from which they taught out of in most cases." (Respondent 199, ThM, Dallas)
- "The broad range of expertise among the faculty. From taking different professors, I gained insights into a range of different topical concerns, especially in Bible Exposition and Systematic Theology, that one person could never master on their own. This has provided a broad base from which I can now dig deeper into areas of interest on my own. Even in those areas which I never have occasion to explore deeper, I am at least aware that they exist, and I believe this makes me better able to engage with people who are concerned about those issues." (Respondent 200, MACE, Dallas)
- "The professors and the grace they show constantly." (Respondent 201, MACL, Dallas)
- "receiving a well-rounded education that includes all the books of the Bible, multiple theology classes, languages, and the ability to take various electives I feel will be helpful in future ministry."  
(Respondent 202, ThM, Dallas)
- "having the ability to study under some of the most gifted men and women, learning from each of their strengths." (Respondent 203, MACL, Dallas)
- "the faculty and their openness to share their lives with us. I learned so much from them." (Respondent 204, MACE, Dallas)
- "I definitely like the importance DTS places on learning the languages and exegesis and then using those things to preach relevant sermons to one's audience (in the ThM). I also really appreciated the life experience so many of my professors brought into the classroom whether that was overseas for missions or here doing pastor ministry." (Respondent 205, ThM, Dallas)
- "the theology department. They modeled irenic theology at its best with a feverish commitment to orthodoxy." (Respondent 206, MACE, Dallas)
- "Ease of completing my degree without living in TX" (Respondent 207, MACL, Washington, DC)
- "its focus on the biblical text and how to apply it practically in life to the glory of God." (Respondent 208, ThM, Dallas)
- "teaching." (Respondent 209, MACM, Dallas)
- "The heart of the faculty and their sharing their lives with us." (Respondent 210, MABS, Online)
- "Their uncompromising Biblical values." (Respondent 211, MACE, Dallas)
- "their commitment to equipping pastors to equip the saints for the work of ministry in the context of the local church." (Respondent 212, ThM, Dallas)
- "the community. I have met so many wonderful people who have taught me so much through 1-on-1 discussions. I also have loved how supported I have been to dream big, to listen to what the Lord is calling me to do, and to follow Him." (Respondent 213, MAMC, Dallas)
- "The interaction between students and teachers" (Respondent 214, DMin, Guatemala)
- "My time learning from, and getting to know, Dr. Kreider." (Respondent 215, MABS, Atlanta)
- "it changed my life completely." (Respondent 217, ThM, Dallas)
- "I appreciated DTS' emphasis on teaching the original biblical languages." (Respondent 218, ThM, Dallas)
- "Biblical teaching" (Respondent 219, MACL, Atlanta)
- "The professors and the incredible knowledge and wisdom that oozes out of each of them. More important than their wisdom is their love for God and others." (Respondent 220, MACL,

- Tampa)
- "The professors are very knowledgeable." (Respondent 221, ThM, Dallas)
- "What I like most about DTS is a relationship between the students and professional staff what I like most about DTS is a relationship between the students and the staff" (Respondent 222, DMin, Dallas)
- "Commitment to Scripture" (Respondent 223, ThM, Dallas)
- "The landscaping." (Respondent 225, ThM, Dallas)
- "The long history of teaching truth in love." (Respondent 227, CBTS, Dallas)
- "It's academic reputation." (Respondent 228, MACE, Houston)
- "The professors. I like how they share details of their lives with the class and are humble about their own experiences and how they have grown in their own lives. My favorite part of DTS was getting to sit in class under these great teachers." (Respondent 229, MABC, Dallas)
- "the systematic approach that ensured every essential area of theology and every book of the Bible was covered and covered well." (Respondent 230, MACE, Dallas)
- "The thing I like about DTS is the support and encouragement received from the staff and professors. If I did not have relationships with these people I would not have persevered through my journey. Having a place of refuge when things go very tough was a great blessing since I was so far from home and did not have family support nearby." (Respondent 231, ThM, Dallas)
- "First, the relationships with fellow students and how we know God better because of them. Second, the school's emphasis on grace." (Respondent 232, ThM, Dallas)
- "Strong emphasis on Biblical authority" (Respondent 233, MABS, San Antonio)
- "I love multiculturalism and diversity of races in the students body and professors. Also, I like the passion many professors have for the Lord. I love how some professors dearly love international students, and how they walk with us in our struggling encouraging and praying for us all the time. In general, I have been very blessed at DTS." (Respondent 235, MABC, Dallas)
- "I greatly enjoyed the relationships that I formed with my professors and their commitment to teaching the Scriptures." (Respondent 236, MACE, Dallas)
- "education given regarding Orthodox Christianity from biblical, theological, and historical perspectives with proper lessons on application." (Respondent 237, CBTS, Online)
- "the teaching and content I was exposed to." (Respondent 238, ThM, Dallas)
- "Their faithfulness to the text and their depth of understanding." (Respondent 239, MACM, Dallas)
- "the faculty's knowledge and their ability to communicate truth." (Respondent 241, MACL, San Antonio)
- "The humble expertise of the professors. I have been amazed in one course after another in all departments I encountered (CE, BE, and ST) the humility despite their knowledge and accomplishments and genuine heart for the Lord from many professors. I have truly been inspired by their character as well as their teaching." (Respondent 242, MACE, Atlanta)
- "how well they prepare us for expository preaching." (Respondent 243, ThM, Houston)
- "Their commitment to accurate and literal interpretation of scripture." (Respondent 244, MABC, Dallas)
- "The professors" (Respondent 245, PhD, Dallas)
- "The privilege of learning from and interacting with mature, wise, godly professors." (Respondent 246, MACL, Washington, DC)
- "Good professors who love God, relate well with students, well knowledgeable and are committed to His work" (Respondent 247, PhD, Dallas)
- "The professors" (Respondent 248, ThM, Dallas)
- "The humility and genuine care that the professors demonstrate to their students." (Respondent 249, MABC, Dallas)
- "the cadre of professors, who daily show their commitment to the Lord Jesus Christ, the Word of God, and how the Lord and the Word have been viewed by believers throughout time and must be valued for all time." (Respondent 250, ThM, Dallas)
- "The teaching of Scripture and application to life and counseling specifically. The professors at DTS modeled this application and invested in the lives of students." (Respondent 251, MABC, Dallas)

- “Its professors” (Respondent 252, MAMC, Dallas)
- “Godly, devoted professors” (Respondent 254, MABS, Dallas)
- “Its Biblical emphasis” (Respondent 255, ThM, Dallas)
- “The focus on the scriptures as the foundation for everything and they way it is woven into the theology classes.” (Respondent 256, CBTS, Dallas)
- “my world missions professors.” (Respondent 257, MACM, Dallas)
- “Change my mode of thinking, give me the ability to interpret the Bible.” (Respondent 258, CGS, Online Chinese) *\*translation from Chinese*
- “High level teachers to teach academic and life” (Respondent 259, CGS, Online Chinese) *\*translation from Chinese*
- “Teaching rigorous academic thicker atmosphere” (Respondent 260, CGS, Online Chinese) *\*translation from Chinese*
- “Teachers teach and relationships” (Respondent 262, MACS, Online Chinese) *\*translation from Chinese*
- “Commitment of the Bible” (Respondent 263, MACS, Online Chinese) *\*translation from Chinese*
- “Excellent learning environment, special thanks Xiezhu Ren and Xu dedicated.” (Respondent 264, MACS, Online Chinese) *\*translation from Chinese*
- “It focused on the interpretation of the whole Bible” (Respondent 265, CGS, Online Chinese) *\*translation from Chinese*

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

**Comments related to Advising Center or faculty advising:**

- To improve: “helping transferring students who are coming in by being clearer with the details involved with that transition.” (Respondent 31, ThM, Dallas)
- To improve: “Helping students promote things like Tuesday morning prayer and basketball at Criswell. These were very good avenues to connect with students and build relationships with fellow believers.” (Respondent 36, ThM, Dallas)
- Like least: “Advising” (Respondent 42, ThM, Dallas)
- To improve: “simplifying all non-academic procedures (advising, enrollment, etc.)” (Respondent 42, ThM, Dallas)
- Like least: “...I was pregnant 3 times during seminary, including 2 miscarriages. An advisor told me it was good that I miscarried because having a baby during spring break wasn't going to work out well. When I was pregnant, few professors would allow me to take their classes even though I promised I wouldn't take more than the allotted 4 class periods off. The advising dept advised me to quit my internship, thesis, and not take classes that entire semester. I took one class in person and two online that semester and ended up only missing 3 classes and doing better in the on-campus class than all my classmates. The staff and professors at DTS should be more encouraging of women and mothers.” (Respondent 179, MACL, Dallas)
- To improve: “Having help available or workshops so even the worse student can become a great student.” (Respondent 221, ThM, Dallas)
- To improve: “Either adding videos concerning planning and expectations for PhD studies or include this during the advising time with professors.” (Respondent 245, PhD, Dallas)
- Like least: “The lack of clear direction and guidance for fulfilling particular requirements for degree.” (Respondent 245, PhD, Dallas)



## Comments related to Alumni

To improve: "...(2) looking into a better way for DTS alumn (and current students) to network with each other when needed to enhance and/or further their ministries. Maybe there's something in place; I may not be familiar with everything I need to be, but barring any privacy issues, it would be nice to have a central place to do a variety of searches for the purpose of finding other DTS grads who might have just the expertise one is needing for their ministry, even if just for consultation. Maybe "LinkedIn" is the place to do this, but something purely DTS would be nice. The ability to look up previous classmates via Canvass is not enough for what I'm thinking of..." (Respondent 161, MACE, Austin)

## Comments related to Campus or classroom atmosphere

Like least: "The legalistic, super-Christian environment. I wasn't raised in a Christian home. I'm sorry, I still have issues." (Respondent 14, STM, Dallas)

To improve: "Continuing to focus on God's grace, practicing humility, loving one another, reaching out to the poor and marginalized (or teaching students to do so), and reaching for heaven." (Respondent 14, STM, Dallas)

To improve: "Demonstrating and modeling compassionate and not dogmatic dialogue." (Respondent 21, ThM, Dallas)

To improve: "bringing back a conservative dress code to establish a sense of decorum among students and self-respect as leaders of the church. As a woman, I have noticed a lack of self respect in the wardrobe choices of young ladies walking across campus that resemble a day at the mall. However I know we need to err on the side of grace. :)" (Respondent 22, MACE, Dallas)

To improve: "better screening of people in leadership positions for student groups." (Respondent 25, MACE, Dallas)

Like least: "This is more personal, but the necessity to be intelligently superior. There is a temptation in this level of scholarship to think that you always have to find something novel to say and bring something new that classmates haven't heard. Brothers and sisters shouldn't compete to impress with one another, but seek truth to build each other up." (Respondent 36, ThM, Dallas)

To improve: "...The international student center can be more of a friendly environment and compassionate." (Respondent 41, ThM, Dallas)

To improve: "having a daycare or school for students with children." (Respondent 62, MABC, Dallas)

Like least: "I guess it would be major constructions (Swiss Tower recladding and campus)... just miss the opportunity to walk around the beautiful and historical campus." (Respondent 78, ThM, Dallas)

Like least: "How a lot of students get buried in academia and their relationships with their families are hurt, and they live only in the DTS bubble instead of engaging in real life with real people who do not know or love Jesus." (Respondent 79, MABC, Dallas)

Like least: "Proud posture of most of faculty and staff." (Respondent 88, ThM, Online)

To improve: "removing the alcohol policy. It has deeply affected our ministry during our time here (with singles), creating an unnecessary dividing wall between us and those to whom we minister. It reflects negatively on the seminary (and its students) in the areas it is trying to encourage us to reach. allowing the students and the staff to interact a bit more. They are two wonderful groups of people that should be able to get to know one another." (Respondent 114, ThM, Dallas)

To improve: "Provide more support activities for families." (Respondent 122, ThM, Dallas)

Like least: "the feeling that students are not really connected to each other" (Respondent 125, ThM, Dallas)

To improve: "encouraging students to build community within the immediate environment of the seminary." (Respondent 125, ThM, Dallas)

- Like least: "Administration or clerical staff who are not really specially trained for the jobs they do. Non-replies to emails is a weakness. As an international student I had to be really pro-active to seek or sieve out information that do not apply to me. International students with their special concerns need to be more in the radar of the administration staff across the departments to present a seamless service." (Respondent 146, DMin, Dallas)
- To improve: "Making sure each department has someone who is good at the job and is more or less a long term staff trained to do the work at hand. And that the inter-departmental co-operation are in place. This is important because inept administration takes up precious time and attention of the student who already have the stress of deadlines and family, ministry commitments. Chasing for email replies do take time and mental attention. I highly recommend Anna Jean Neal of the Registrar Department. She is always prompt and helpful in her replies She knows her work well and had been greatly invaluable in assisting me in navigating the administrative maze of DTS. She must have seen all the strengths and weakness of the system. Can we have more staff like Anna in each department? How about asking her as to how the system can be improved?" (Respondent 146, DMin, Dallas)
- To improve: "There seems to be some level of inconsistency in some of the support departments. I assume it could be due to the fact that most of the individuals working in these departments are either students or student spouses, hence the turnover rate is high considering the relatively short duration of employment. But they primarily are the front-line staff and should be proficient in what they are doing, especially when it is hard to get through pass them. I don't want to be a nuisance to anyone, so I just try to avoid asking for any assistance." (Respondent 173, ThM, Dallas)
- To improve: "Taking a very hard look at itself and making radical adjustments to its communication with students." (Respondent 178, MABC, Dallas)
- Like least: "Rigidity with rules" (Respondent 184, MACL, Houston)
- To improve: "setting up something that can help International students, especially those who come from rare countries--nationalities those are rarely represented at DTS--in the early period of transition and to understand cultural differences and values etc." (Respondent 189, STM, Dallas)
- Like least: "sense of community fellowship between students" (Respondent 192, ThM, Dallas)
- Like least: "The culture that focuses so much on theology and less on relationships." (Respondent 201, MACL, Dallas)
- Like least: "I found the fellowship to be a bit cold/strange on campus." (Respondent 205, ThM, Dallas)
- To improve: "...Another recommendation that my wife had is to perhaps have a childcare service for DTS students. I think students would be more than willing to pay for it and if it could be priced well for students it would be an immense help to students with children." (Respondent 205, ThM, Dallas)
- Like least: "the academic ambience." (Respondent 209, MACM, Dallas)
- To improve: "living more teachings in Campus." (Respondent 209, MACM, Dallas)
- To improve: "To consider the presence of the Spanish program and have a translator for the important things being said to the graduates." (Respondent 214, DMin, Guatemala) *\*translated from the Spanish.*
- Like least: "over-strictness and lack of grace among some professors and seminary staff." (Respondent 217, ThM, Dallas)
- To improve: "Fixing the way info is distributed to everyone." (Respondent 228, MACE, Houston)
- Like least: "...The other thing that bothered me was that it seemed that a lot of the students thought that being in seminary means we are all in a competition to see who can be the most holy and use the most Christian lingo in a given conversation. However I do not feel that this was the fault of the seminary, but could be addressed in a chapel message or something. Just that it is okay to have conversations that aren't about spiritual things and to relax a little in social situations." (Respondent 229, MABC, Dallas)
- To improve: "Having a more reliable internet system." (Respondent 229, MABC, Dallas)
- Like least: "The rigorous academic nature of the program and the lack of response by some professors by email." (Respondent 232, ThM, Dallas)

Like least: "It can be a bubble. Would be great to feel like you could be yourself at seminary, but you really don't. When you don't come from bible college or the ministry field, it takes a considerable time to figure out how to fit in to the bubble. You don't necessarily feel the freedom to be yourself, you feel pressure to look like everyone else and act like everyone else." (Respondent 244, MABC, Dallas)

To improve: "It is confusing when the seminary requires us to commit to a church and join, serve and submit to leadership at a church but certain rules at the seminary and church contradict - such as dress codes, alcohol policies, etc. It feels like we are under the authority of both and at times I wasn't sure how to reconcile the conservative nature of seminary and the more laid back nature of church. I felt a greater freedom to be myself at church and in my home group. I felt way more comfortable being vulnerable with them and growing with them. At seminary I felt like I needed to have it all together." (Respondent 244, MABC, Dallas)

Like least: "The lack of community and friendship opportunities for those that live off campus." (Respondent 249, MABC, Dallas)

### Comments related to Chapel program

To improve: "...Chapels are for the most part not helpful in spiritual formation. Utilize them more as training moments for students to practice leading communion, leading corporate pastoral prayers, and baptism orchestration." (Respondent 7, ThM, Dallas)

Like least: "In an age of celebrity pastors, many students who go into ministry believe they are successful when they mimic the ministry of these celebrity pastors. However, we know everyone won't have the platform that others have. The school often states that success is more closely tied to faithfulness than the size of your ministry. However, when we have chapel speakers from outside the seminary professors, they are frequently these titans of the faith who have significant platforms. It would be nice for the seminary to bring in not only those who have memberships or followers in the thousands who live in large urban areas but also those who have memberships in the hundreds from smaller areas. Perhaps this will help the student not look to only the titans of our generation as the model of success." (Respondent 50, ThM, Dallas)

Like least: "I wish chapel programs and conferences at DTS catered more to degree programs besides the ThM. Sometimes as an MABC student I feel out of place and overlooked." (Respondent 74, MABC, Dallas)

Like least: "The amount of required chapels- too much sometimes." (Respondent 102, MABC, Dallas)

Like least: "Mandatory Chapel" (Respondent 108, MACL, Dallas)

Like least: "Chapel requirements. I came from another seminary that did not have them. I felt like I was back in my undergraduate days. In addition, the alcohol rule seems elementary." (Respondent 123, ThM, Dallas)

To improve: "Better chapel speakers." (Respondent 126, ThM, Dallas)

To improve: "inviting local pastors more in chapel. We need to hear vivid testimony from the field." (Respondent 137, ThM, Dallas)

To improve: "adding more culture in the chapels." (Respondent 157, MACE, Dallas)

To improve: "The worship in chapel this year has really tanked. We used to sing solid worship songs. We still sing some great hymns and songs, but some of the other ones really need to be checked out. We put a strong emphasis on biblical teaching, we need to make sure that we put an emphasis on worship according to the same standard. Not every contemporary worship song is appropriate for chapel." (Respondent 167, ThM, Dallas)

Like least: "There were no chapel services for evening students who worked during the day." (Respondent 176, MACE, Dallas)

To improve: "Offering chapel services for evening students, at least once a month." (Respondent 176, MACE, Dallas)

- To improve: "Incorporating practical prayer and more praise sessions during chapel as well as creating opportunities for students to grow in the ministry of prayer and worship of our triune God." (Respondent 184, MACL, Houston)
- To improve: "Involving other languages speaking Internationals in Chapel not just English speaking Internationals." (Respondent 194, STM, Dallas)
- Like least: "the reporting of chapel service and the "chapel service" can be just watching and listening to a video sermon without other essential element of a worship service." (Respondent 237, CBTS, Online)
- To improve: "as above regarding chapel." (Respondent 237, CBTS, Online)

### **Comments related to Compassionate Service Projects or community involvement**

- Like least: "the lack of cultivating healthy strong spiritual growth through authentic relationships....the lack of disciple-making culture...a lot of ambition in academics but not a lot of ambition in disciple making and serving each other.." (Respondent 60, MACM, Dallas)
- Like least: "The greater focus on teaching the truth than on the application of the truth in serving God and others reflected on the curriculum. My generation did not experience the "Compassionate Servant" program." (Respondent 61, MABC, Dallas)
- To improve: "Fostering the opportunities for service as part of the syllabus of each class...." (Respondent 61, MABC, Dallas)
- Like least: "The lack of involvement in the community as a seminary." (Respondent 106, MAMC, Dallas)
- To improve: "Equipping its students to serve the unchurched community and encouraging students to not simply study, but put their knowledge in action for service." (Respondent 106, MAMC, Dallas)
- Like least: "The bubble—students are isolated from the community at large." (Respondent 107, MAMC, Dallas)
- To improve: "Lots and lots and lots of outreach opportunities." (Respondent 107, MAMC, Dallas)
- To improve: "More fully implementing ministry learning as a adjunct to classroom learning." (Respondent 133, MABC, Dallas)
- To improve: "Having the students work in a ministry while they're in seminary. Specifically, I would suggest working where students are in relationships with non-believers on a consistent, weekly basis. If this does not place, DTS becomes a bubble of theological talk, which is quite irrelevant to the world at large." (Respondent 201, MACL, Dallas)
- Like least: "I was frequently asked to do projects in class that involved forming interpersonal relationships in ministry situations that were in addition to my other ministry responsibilities. This taxed my time greatly, making it difficult to fully minister in these situations, and ending those relationships and ministries at the end of the semester made the experience seem inauthentic to myself and to those I ministered to. Ex. Wise Compassionate Servant Project BE 103 and Int'l Unbelieving Friend Assignment WM101." (Respondent 230, MACE, Dallas)
- To improve: "encouraging students to become involved in ministry now, at seminary in their church or through an organization that interests them and let them focus the practical application of their education there." (Respondent 230, MACE, Dallas)

### **Comments related to Core masters curriculum**

- Like least: "For me, in Christian Ed, I felt there was too much emphasis was on the ST courses. They are critical, but I came to DTS to learn more about each book of the Bible. I understand the need for a comprehensive doctrinal structure, but what I will use most is teaching the individual books." (Respondent 5, MACE, Dallas)

- Like least: "... 2) We need to stop teaching in classes like the MA students have a lower intelligence level than the THM students." (Respondent 8, MABC, Dallas)
- To improve: "Adding a Mdiv program and better equipping the classes and professors for visual and practical people oriented students. Yes %70 of the students are natural scholars and book smart, but God made me a ESTJ who is great with numbers and people but can't spell or write worth a darn. The people oriented non scholars made up %30 percent of student population, don't neglect us, we end up being great youth pastors, leaders, associate pastors, counselors, camp directors! But we never write books and never will be published and we never will do another greek exegetical all long as we live." (Respondent 32, ThM, Dallas)
- To improve: "Most BE and ST professors had a paper alternative that allowed students to write a sermon or Bible study plan instead of a formal paper, but there never felt like there was room to do something I could use in a counseling practice one day. I realized very late in the program that many professors are flexible with the format of the assignment as long as the content is significant, but I really wish the option had been presented to me early on. I wrote a lot of papers I highly doubt I will ever read or think about again, but the assignments I did that let me integrate scientific theory and Biblical teaching I find myself referring back to regularly. I find that people in and out of the church often ask me what Biblical counseling is and how it applies to different topics. It's something I reflected on during my classes and sometimes was able to connect to the course material on my own. I just wish I would have had a few more chances to spend more focused time on it." (Respondent 43, MABC, Dallas)
- To improve: "More integration of course subjects. I was pleased to see the introduction of a biblical theology course. But the classes felt disconnected from one another, especially the Bible Exposition courses. Also, please re-think the CE101 course. I did not find it useful at all." (Respondent 65, ThM, Dallas)
- To improve: "evaluating and redesigning its BE department and curriculum." (Respondent 94, ThM, Dallas)
- To improve: "...reducing or combining some of the BE and ST courses (far too much reduplication of material across the two departments for their core courses)." (Respondent 98, ThM, Dallas)
- Like least: "Some first year classes are too large and professors are unable to address all the questions students have due to limited time. Much of the education experience is simply a glorified reading list of great books but minimal classroom reasoning, debate and discussion. I'm not sure if I couldn't have received the same amount of knowledge but simply reading the books and not attending class." (Respondent 99, MABS, Dallas)
- To improve: "Devoting more class time towards stretching the minds of students and challenging them to think through theology and it's difficult subjects. I'm not suggesting reforming the classroom to mere Q&A or class room discussion, but a more traditional approach that engages the student and challenges them to tackle the tough theological issues." (Respondent 99, MABS, Dallas)
- Like least: "that is by nature a slow moving beast. There are a few rather outdated components (the BE department, the alcohol policy, AV/media instruction) that it seems everyone on campus sees and thinks need to be addressed, but then laugh that it will be twenty years until they are. I feel like DTS could really benefit from some leadership that is not afraid to make decisions that may not be popular. I appreciate that the institution desires to change and desires to better itself, but in a way it will never accomplish that goal because it refuses to take the necessary steps to achieve the goal." (Respondent 114, ThM, Dallas)
- To improve: "Being more interdisciplinary between the course content of each department." (Respondent 118, MABEL, Dallas)
- Like least: "I'm not certain. I have not enjoyed the Bible Ex classes as much as the ST and HT classes. I think that there is room for greater dialogue in those classes. While we discuss theology, we are lectured on what the Bible says. Perhaps there is a way to challenge students to solve problems and be more of a guide through the biblical text. Lastly, it grieves me that I have only one or two close friends from my studies at DTS-Houston. And this is not for lack of trying! Simply everyone is too busy and, as a commuter campus in a commuter city, too spread out. But I think there has

- to be a better way to build long-lasting friendships and relationships. We are going to need one another later on down the line..." (Respondent 129, ThM, Houston)
- To improve: "I'm probably one of the few students who would say this but... more reading!! We need to know the Biblical text and need a bit more exposure to what people are saying about it. I think that DTS has a strong legacy in Dr.'s Ryrie, Walvoord, Pentecost, Bock that shouldn't be forgotten. But we also need to be exposed to what Liberalism is trying to say about the Bible and the Christian community. I've only had two professors assign me reading by non-Christians in their classes. It greatly challenged my thinking but, thankfully, those professors then walked us as a class through the material to clarify any misconceptions." (Respondent 129, ThM, Houston)
- Like least: "Its rigid--and sometimes--stale approach to education. The vast majority of my classes were strictly lecture based and didn't incorporate other teaching methods or learning styles. With few exceptions, my education courses were overly programmatic in its approach to ministry. While I have nothing against programs, I believe far more goes into ministry than simply creating a program." (Respondent 131, MACE, Dallas)
- To improve: "Incorporating a more diverse approach to education that includes discussion, classroom interaction and hands-on learning. Make the education more about developing God's people into disciple-makers who have sound belief, cultivate gospel-centered community and honor Jesus as Lord in the home, workplace and neighborhood." (Respondent 131, MACE, Dallas)
- To improve: "emphasizing prayer just as much as knowing the Bible; DTS would benefit from having spiritual discipline classes on prayer and fasting to help students understand the types of situations that have occurred throughout history, which are still occurring in other parts of the world today among Christians who are being persecuted." (Respondent 132, MABC, Dallas)
- Like least: "...I remember thinking in many classes that the class really needed to be divided into 2 classes because there was just too much information (coming at us in fire-hose amounts) to be able to cover anything at any depth within the allotted time frame..." (Respondent 161, MACE, Austin)
- To improve: "...Also, I think the MABS program should be treated with more respect. There is really not much of a difference between MABS and the other 60hour programs." (Respondent 175, MABS, Houston)
- Like least: "its Biblical Exposition courses." (Respondent 196, MABS, Dallas)
- Like least: "...the tendency of certain professors to use their classes as a platform to advance their own "pet" theories, especially in the Bible Exposition classes. For the most part, my professors focused on areas where the majority of confessional Christians agree, and provided explanations of and the reasoning behind the major positions in areas of disagreement. Only a handful fall under this criticism, but those classes were essentially worthless in my education, and I was forced to parrot back this particular (and unconventional) theology in order to receive a good grade." (Respondent 200, MACE, Dallas)
- To improve: "having a common set of instructional goals for the core Bible Exposition and Systematic Theology coursework. Certainly, these classes can and should be tailored to the specific professor's areas of expertise, but there should be a minimum level of continuity so that all students who take a particular course will come out of that course with at least some of the same experience and knowledge." (Respondent 200, MACE, Dallas)
- Like least: "having to rush through some classes. It's great we are exposed to all the books of the Bible, but some concepts are just glossed over for the sake of time. I understand that we are getting exposure and an overview in some cases, but it would be nice if there was a way to spend more time in some areas." (Respondent 202, ThM, Dallas)
- Like least: "The Bible Exposition department. Though I enjoyed some of the classes (especially those by Dr. Allman), over all I was disappointed. The classes often seemed like church Sunday School classes without much depth and theological reflection. The prof simply read or talked through the book at a surface level." (Respondent 206, MACE, Dallas)
- To improve: "more interaction between the different departments. Each department would be bettered by learning from the strengths of each other. For example, the Bible Exposition department could learn from both the Theology department and the Christian Education department regarding

both the content and presentation of the content of their courses.” (Respondent 206, MACE, Dallas)

Like least: “how few times I was able to stand in front of a class/group of people in an educational environment and teach/preach.” (Respondent 218, ThM, Dallas)

To improve: “The seminary could improve by including more courses on emotional development.” (Respondent 236, MACE, Dallas)

Like least: “The majority of my assignments were formal research papers. While this provided a great opportunity for me to deeply explore a specific topic, the formal presentation of it is something I will unlikely ever use again after graduation. It seems purely useful in an academic setting. In my real ministry, I need to know how to perform the same level or research, however the application would not be in a formal research, but rather in dialog one on one, or teaching in a Bible study, or writing a blog or book. I will have to acquire such skills outside of DTS in order to feel equipped to minister well. I have no doubt acquired the best understanding of theology and biblical exposition, just not an understanding of how to communicate them in a practical way in a non-academic setting to average people.” (Respondent 242, MACE, Atlanta)

Like least: “Some class curriculum seemed a little dated.” (Respondent 246, MAEL, Washington, DC)

### Comments related to Cost

Like least: “-scholarships were only offered to full time students and I worked full time in a ministry position in order to get ministry experience and pay for school out of pocket, so I could get scholarships. . .” (Respondent 1, MACE, Dallas)

Like least: “The cost was substantial. We barely made it out.” (Respondent 17, MABC, Dallas)

Like least: “cost” (Respondent 24, CBTS, Knoxville)

Like least: “Financial and course load burdens that far exceed the normal abilities of students planning for non-doctoral studies.” (Respondent 34, ThM, Dallas)

Like least: “1) The financial aid services is lacking. I was only able to obtain a scholarship my first 2 years. After that, I had to drop below 12 units and was unable to obtain any kind of financial support expect for loans. 2) From day 1, the concept of having a balanced life was really pushed. The reality is that students are faced with competing priorities, especially with work, family and ministry obligations. The balanced life does not really exist and students should know that going in.” (Respondent 65, ThM, Dallas)

Like least: “the cost.” (Respondent 70, MABC, Dallas)

Like least: “The cost is difficult, especially for those heading into areas that will most likely not prove lucrative financially.” (Respondent 72, ThM, Houston)

Like least: “The price. It has been expensive, but praise God for His provision through scholarships, gifts, and payment plans!” (Respondent 73, MAEL, Dallas)

Like least: “The cost.” (Respondent 83, CBTS, Online)

To improve: “I could never really qualify for grants because I wasn't able to enroll half-time. I'd like to see the seminar offer financial assistance to those that take less hours as well.” (Respondent 83, CBTS, Online)

To improve: “...Tuition for non full-time students is steep.” (Respondent 85, MABC, Dallas)

Like least: “...Cost of education.” (Respondent 93, MACE, Dallas)

Like least: “the fact that the school hardly helped us financially despite both my wife and I were attending full time...” (Respondent 104, MAEL, Dallas)

To improve: “developing a scholarship for spouses who attend DTS full-time together” (Respondent 104, MAEL, Dallas)

Like least: “The enrollment timeframe limitations of financial aid” (Respondent 112, DMin, Dallas)

Like least: “the cost of the classes, especially the fees that are charged for students like myself who don't use the things we are being charged for. Most of my work was done through distance learning, but I still had to pay for all kinds of fees at the main campus.” (Respondent 121, DMin, Dallas)

To improve: "Rendering financial assistance to international students who are not on full scholarship and are having financial challenges instead of threatening them with deportation from the dean of student affairs office. There should be spiritual encouragement not threats in the seminary."  
(Respondent 130, MACL, Dallas)

Like least: "The cost" (Respondent 134, MACL, Dallas)

To improve: "by reducing the price or giving more scholarships because it was very hard to do financially." (Respondent 143, MABC, Dallas)

Like least: "Very expensive..." (Respondent 147, MACL, Dallas)

Like least: "...And, (2) I noticed that my technology fee went up every year (and quite significantly the last time), yet nothing was ever done to improve the "up-time" or availability of technical support, and sometimes not even building access, for the projector in the Austin classroom that never seemed to work properly..." (Respondent 161, MACE, Austin)

To improve: "DTS could improve by formulating an agreement with Veterans Affairs and the Department of Defense (US Armed Services) to provide courses at the cost allotted for tuition assistance to the service member. Promote this in the literature and catalogue. Much of this is already being done, but not advertised well. Most education centers throughout the Armed Services believe DTS is not available to service members. This is obviously not true." (Respondent 164, MACL, Online)

Like least: "The cost of tuition." (Respondent 180, ThM, Dallas)

Like least: "It's expensive." (Respondent 188, STM, Dallas)

Like least: "paying tuition." (Respondent 197, ThM, Dallas)

To improve: "offering larger amounts of scholarship money for part time distance students who cannot afford to attend full time." (Respondent 197, ThM, Dallas)

Like least: "the cost and the lack of financial support for students who take a smaller class load because of work and family." (Respondent 203, MACL, Dallas)

Like least: "The expenses associated with education." (Respondent 208, ThM, Dallas)

Like least: "The cost." (Respondent 212, ThM, Dallas)

To improve: "offering more ways for financial aid." (Respondent 212, ThM, Dallas)

Like least: "the expenses." (Respondent 213, MAMC, Dallas)

Like least: "Price" (Respondent 233, MABS, San Antonio)

Like least: "the cost." (Respondent 238, ThM, Dallas)

To improve: "bringing down the cost..." (Respondent 238, ThM, Dallas)

To improve: "...and offer more financial aid to potential and current students with financial challenges. I do not mean that DTS is not doing a good job in this area, no. What I am saying is that I wish and pray that God enables DTS to do it even better!" (Respondent 247, PhD, Dallas)

Like least: "The cost." (Respondent 256, CBTS, Dallas)

To improve: "More scholarship opportunities for part time students." (Respondent 256, CBTS, Dallas)

Like least: "Tuition is really expensive, but thank the Lord, because there grants set, was able to read on."  
(Respondent 259, CGS, Chinese Online) *\*translation from Chinese*

To improve: "Pray for God's supply; policies for scholarships should favor developing countries"  
(Respondent 259, CGS, Online Chinese) *\*translation from Chinese*

### Comments related to diversity of race or sex

To improve: "Keeping faculty experience diverse." (Respondent 12, MACL, Dallas)

Like least: "lack of diversity in many areas - faculty, perspective. Any opinion that was not the majority held by DTS faculty was not presented in classroom discussion (or if presented, done so in a negative, rather than critical fashion) I was indoctrinated in a distinct hermeneutic but was not exposed to other opinions in order to engage them critically." (Respondent 68, ThM, Houston)

To improve: "Adding diversity to its faculty (women, ethnicities, religious affiliation)" (Respondent 68, ThM, Houston)



- To improve: "being less xenophobic" (Respondent 88, ThM, Online)
- To improve: "...hiring faculty and staff more broadly from more diverse backgrounds and educational experiences; ..." (Respondent 90, MAMC, Dallas)
- To improve: "Continuing to be more diverse!..." (Respondent 95, MACM, Houston)
- Like least: "there is still a cultural divide between blacks and whites in a way that I haven't experienced much outside of seminary." (Respondent 157, MACE, Dallas)
- Like least: "I do not like the racial tension. I feel like I am being condemned for being white. I have experienced blatant racism on this campus for being white. This is one thing that has shocked me. Myself and other white students feel like we are lesser because we were born with white skin. I understand that the seminary has had a unique racial history, but it seems like that seminary has gone overboard in trying to correct it. White people should have a voice, just like hispanics, asians and blacks. It seem like the most glorified people on campus are blacks, and everyone else is just second-class. This divide is very sad to see on a Christian campus." (Respondent 167, ThM, Dallas)
- To improve: "To reach more Hispanic People to study Bible." (Respondent 188, STM, Dallas)
- To improve: "having more diversity on the staff, including more women and ethnic/racial representation (e.g. it would be awesome to have an African American female on staff as a professor)." (Respondent 202, ThM, Dallas)
- To improve: "continuing to make a point of hiring a diverse staff (both related to race and to gender)." (Respondent 213, MAMC, Dallas)
- Like least: "The thing I like least about Dallas Theological Seminary is the lack of cultural , marital, and gender diversity on the faculty and staff. As a single, middle-age, female student of color it was a little discouraging going through this journey and not having someone to look up to and that could relate to my life experience. Though many come from all over the world to study at DTS it is not a good representation of the world nor the Body of Christ." (Respondent 231, ThM, Dallas)
- To improve: "continuing to make the faculty and staff more diverse and representative of the Body of Christ..." (Respondent 231, ThM, Dallas)
- To improve: "Recruiting more students from under represented countries.." (Respondent 247, PhD, Dallas)
- To improve: "I do totally believe that the seminary is really improving inclusion and promoting diversity among the students body and professors. However, I would say that creating more activities and conversations about racism and discrimination and confronting those with the Biblical truth would help DTS entire body of believers to engage with each other in a deeper and meaningful way. Finally, the presence of professor in Women, International Students, and African American Chapels would help to enhance unity. Professors model for us Christ." (Respondent 235, MABC, Dallas)
- Like least: "The small number of students from some countries especially ones with small economies" (Respondent 247, PhD, Dallas)
- Like least: "Lack of attention to the needs of single students. If you are not married you are treated as less of a person." (Respondent 248, ThM, Dallas)
- Like least: "the missing voice for diversity and unity in the community, on campus and off. There is still some developmental work to do in recognizing the contributions that diverse and international students bring to enrich the curriculum and discussions in classes." (Respondent 250, ThM, Dallas)
- Like least: "its diversity" (Respondent 252, MAMC, Dallas)

### **Comments related to DMin**

- To improve: "Making sure every student is in a cohort and has some accountability relationships with other students." (Respondent 162, DMin, Dallas)

To improve: "I was in the expository preaching DMin cohort. I have some ideas about that program if Dr. Raymer or Dr. Barfoot would be interested. Otherwise, as a school, I am not sure what I would suggest." (Respondent 183, DMin, Dallas)

### Comments related to DTS distinctives

To improve: "Drop its dispensational distinctive as a requirement for its professors. I am a dispensationalist, but I think we would do well to move away from that as our distinctive." (Respondent 6, ThM, Dallas)

Like least: "its closed-mindedness to non-dogmatic Christian traditions and philosophies, which no longer match a 21st century." (Respondent 49, ThM, Dallas)

Like least: "...3) To varying degrees and with some exceptions, there didn't seem to be much room for disagreement with DTS distinctives, most notably Dispensationalism. I have witnessed a number of students being shut down for raising questions." (Respondent 65, ThM, Dallas)

Like least: "The thing I like least about DTS is the image it sometimes portrays as an institution primarily concerned with issues regarding the rapture and pre-tribulational eschatology. These, I think, were the primary concerns/questions of former generations. Our present culture is asking other questions, not more important questions but different questions to which it would behoove us to give greater attention and publicity." (Respondent 117, ThM, Dallas)

Like least: "Its reputation for being dispensational obscures the solid, rigorous, well-rounded training its graduates receive in every other area." (Respondent 118, MABEL, Dallas)

Like least: "Sometimes, DTS comes across as so fundamental; that it closes off the mysterious Christian experiences that are often critical to understanding our faith. A lot of these mysterious situations are occurring all over the world through miracles and other ways that cannot always be explained literally." (Respondent 132, MABC, Dallas)

Like least: "Their theological position on dispensational theology." (Respondent 181, ThM, Dallas)

### Comments related to extension education other than Houston

To improve: "...Limiting the number of extension sites. I certainly do not have all of the information needed to make a proper evaluation of what DTS is doing, but I have wondered if sending professors to numerous extension sites is the best use of time and money, especially for classes that would be too small to make in Dallas or Houston." (Respondent 40, ThM, Dallas)

To improve: "opening a Ft. Worth Campus!" (Respondent 73, MACL, Dallas)

To improve: "expanding class availability for distance learners (e.g. advanced bible study methods, etc.)" (Respondent 77, CBTS, Atlanta)

Like least: "It is in Texas! Really loved the ability to take classes on-line and to have the professors come to DC for classes, but I do miss the opportunity to live on campus and interact with the professors and student body to a greater extent. But the only way I was able to graduate was because I had the extension and online options so I'm so grateful for that." (Respondent 81, MACL, Washington, DC)

Like least: "I feel like this will be a slightly unfair evaluation, but I liked the Austin/San Antonio extension the least. The reason I know this is hard is because every one of my classes there were small, and so it makes sense that it couldn't have as much focus. But, often times it seemed like the prof didn't care as much at this location, and it just seemed generally like a step down from my Dallas experiences." (Respondent 160, MACL, Austin)

Like least: "...I think in one of my most recent classes there, someone figured out that it was the instructors who used Macs who had the most trouble, and it worked better with PC laptops. Instructors would come to Austin with no key to the church, no instructions for how to operate the equipment, and no technical support on standby for these weekend classes either in Austin

- or in Dallas. Someone was able to show up some of the times to assist, but they really didn't view it as their job or responsibility, and it was usually a "favor." In the mean time, I've paid a lot of money to take these classes, yet there didn't seem to be any type of priority placed on the Austin campus as being that important. That, and there seemed to be a prevalence of "adjunct" (less seasoned) instructors assigned to the Austin campus. Not that there aren't some wonderful adjunct instructors, but due to the delays in getting people actually committed to teach there on a semester-by-semester basis, the feeling sometimes was that Austin students were somehow second-rate, not worthy of the more seasoned professors on a more regular basis. I sometimes wanted to see who was going to be teaching in Austin so I would know whether I preferred to take a class in Austin or pick a different professor and make the trip to Dallas for it. It also seemed DTS did not deem it worth the trouble or expense (even though we were charged for it) the technical expertise to make sure we were up and running when needed. The exorbitant increases in the technology fees for Austin students was seriously not justified." (Respondent 161, MACE, Austin)
- To improve: "(1) "proactively" communicating, with as much detail as possible, all protocol necessary to successfully operate as a well-oiled machine when it comes to the extension campuses. These students have spent just as much money as students attending the main Dallas campus (costing DTS way less in overhead) and should be getting more focus than they are. If discount services are rendered and can't be helped otherwise, then discounts on the tuition, fees, etc. need to be extended as well..."(Respondent 161, MACE, Austin)
- Like least: "Not having access to other degrees at the ATL extension campus" (Respondent 219, MACL, Atlanta)
- Like least: "As a student in Tampa, I sometimes felt disconnected from the main campus. Perhaps it was the location or maybe the class size? It was an amazing experience and the quality of education and teaching was not hindered in any way. In fact, i feel it was better because we received a lot more intimate time with the professors and they were able to cater to individuals' learning style. Maybe its time to assess how the distance learning campuses are held? Maybe logos, resources, paint colors?? Maybe more incentives for students in the areas to be a part of what DTS is doing all over the country." (Respondent 220, MACL, Tampa)
- To improve: "...Also, as a student from an extension campus (Atlanta), I felt very disconnected from the main campus until I traveled to Dallas for summer and winter courses. It would have been nice to have had the opportunity for some sort of community building experiences organized by the school. For example a lunch for female (same could work for males) students at the Atlanta campus featuring a visit from Lynn Etta Manning or someone from the SF department since we did not get to participate in SF groups. You could even include female alumni in the area to have a greater turn out." (Respondent 242, MACE, Atlanta)
- To improve: "Establishing a feasible means for students from satellite campuses to earn a ThM without having to move to or spend full summers in Dallas (or Houston)." (Respondent 246, MACL, Washington, DC)

### **Comments Faculty interaction/grading**

- To improve: "choosing TAs with a teaching heart." (Respondent 9, CBTS, Online)
- To improve: "Having a professor and student mentor program in which professors or DTS staff members are paired up with students who request mentors and the professor makes an intentional effort to be invested in the student's life throughout his/her time in seminary." (Respondent 37, ThM, Dallas)
- To improve: "grading based on success or failure to make theological arguments and not grading based on agreement or disagreement with theological positions--far too many personal experiences of receiving lower grades because of differences in opinion but no mention of merits of argument." (Respondent 49, ThM, Dallas)

- Like least: "As an older student, I did not feel the professors were as interested in my life or efforts though I did well on grades, my personal interaction with professors was very limited to a couple and I only feel comfortable reaching out to one, maybe two." (Respondent 55, MACM, Houston)
- Like least: "Its pervasive use of teaching assistants who do the lion's share of the grading and feedback. These faceless (and sometimes nameless) individuals were usually my only source of feedback. It was particularly frustrating to spend 20-30 hours in a face to face class with a professor, only to have all the papers graded by someone I had never met." (Respondent 75, CBTS, Atlanta)
- To improve: "1) Having more opportunities to interact with faculties. For example, I enjoy faculties sitting among students during chapels from time to time...." (Respondent 78, ThM, Dallas)
- Like least: "It's not a big deal - and I know that it would be difficult - but it would be beneficial to have more critical assessment from professors on research papers. I realize that I probably could have sought that out if I were on campus more." (Respondent 89, MABS, Dallas)
- To improve: "The professors could be more involved with online classes. Every online class I took had some message on the onset about the professor's involvement in the online discussions but I only had one professor (Yarbrough) who posted anything and very few who sent any messages during the semester. Some of the GTAs were superb but most did the bare minimum of grading assignments and did not provide much feedback with the grades." (Respondent 89, MABS, Dallas)
- Like least: "...its grading based on agreement with theological ideas rather than grading based on success or failure to make one's theological argument." (Respondent 98, ThM, Dallas)
- To improve: "Being more consistent across class grading. Some graders were very difficult and some weren't, but there didn't seem to be any reason for the difference other than the individual." (Respondent 115, MABS, Knoxville)
- To improve: "advocating and promoting vulnerability; actively combating shame; intentionally hiring professors who do not pretend to have their entire life and the world figured out" (Respondent 144, MABC, Dallas)
- Like least: "actually 2 things: (1) The VERY common thing that just about EVERY instructor would say in every single class is something like: "Well, we 'would' be going over that more if we had more time, but we really have to get through this." Or, "We're going to have to skip that part because we ran out of time." The common rush to just merely work our way through class notes and slides with very few questions asked by students in fear of wasting everyone's time left me leaving classes many times feeling like I had just spent thousands of dollars I didn't have, money that was really hard to come up with, for information that quite literally, could have just been printed out and handed to me to read in the comfort of my own home. One of the things I really treasure in these classes is the opportunity to get some good thorough "teaching" and gaining the personal insight and wisdom of those who have more experience and bring much more to the table than just the text of the class notes and presentations. The information in those notes and presentations is great. Don't get me wrong. But, I'm not just purchasing a list of resources and notes to go research on my own later. I'm purchasing the wisdom and insight of real people who have walked the path I'm on before me, and can add so much more than just words on a page. God works through His "people." I will say, just in general, this tended to be more prevalent with adjunct instructors than more seasoned faculty, but it was common with everyone..."(Respondent 161, MACE, Austin)
- Like least: "The limited conversations with faculty. most of my work was done alone, without a group. It seems that I don't have friends from DTS and that I've graduated with and I don't believe my professors know who I am." (Respondent 162, DMin, Dallas)
- Like least: "The inconsistency of the graders. There are some Turabian elements that would be graded one way and some would grade them another. For example, I had graders count off for an extra space after a block quote when the Turabian template from the library has it, and others would count off when I didn't include it. Also, the speed at which the graders return papers almost always was a problem. Often, some papers would not be returned before another was due, which makes knowing what to improve upon very difficult." (Respondent 165, MACL, Dallas)

- To improve: "Large group training of graders, so that everyone is on the same page." (Respondent 165, MACL, Dallas)
- Like least: "Not enough feedback from the professors on my work..." (Respondent 170, ThM, Dallas)
- Like least: "Allowing mediocrity from students. I don't know other students scores but I did see some mediocrity in my opinion and I just hope that there is a significant separation between mediocrity and excellence." (Respondent 175, MABS, Houston)
- To improve: "not being afraid to engage more in constructive dialogue with those who think differently." (Respondent 182, ThM, Dallas)
- Like least: "In the Spanish D.Min program from which I'm graduating, in many of the early classes we got little or no feedback on homework turned in." (Respondent 185, DMin, Guatemala)
- Like least: "Lack of feedback on assignments from actual professors and not just GTAs (especially in theology classes)." (Respondent 198, ThM, Houston)
- Like least: "Some of the GTAs were, it seems, a little sarcastic and even rude in their comments." (Respondent 215, MABS, Atlanta)
- To improve: "...and encouraging professors to pursue deeper relationships with their students (some already do that)." (Respondent 238, ThM, Dallas)
- Like least: "Teachers did not participate in the discussion forum, but only students in discussion." (Respondent 260, CGS, Online Chinese) *\*translation from Chinese*

### Comments related to Housing at Dallas campus

- To improve: "...Improving the housing department. I lived on campus throughout my ThM, and I had difficulties with housing throughout my time at DTS. It is common knowledge among students and staff that the housing department has problems. Emails would not always receive a response. It was necessary to confirm and reconfirm the details of move-out. Policies were not always clear. For example, I received a parking ticket (as a Swiss resident) for parking in the lot across from Luke's Closet. The signs there say student and faculty parking; they do not exclude residential students. (Please update the signs!) Campus police said it was housing's responsibility to inform residents where they could park. The wording in the lease was unclear, and was then changed. (The wording in the most recent lease that I saw was still unclear, however.) In the end, housing would not accept responsibility for the unclear language. If they had, campus police would have waived the parking ticket. I ending up paying the parking ticket (even though the signs and the lease were unclear)." (Respondent 40, ThM, Dallas)
- To improve: "...I think that other campuses not in Dallas should be intentional about building community among its students. I think it's important to remember to be equally focused on the academic and people not just focused on the academics." (Respondent 95, MACM, Houston)
- Like least: "The housing office could be difficult to work with at times" (Respondent 110, ThM, Dallas)
- Like least: "the abuse and corruption that is swept under the rug. My experience has been that DTS has sometimes averted its eyes from these things in denial that they are actually happening. Of course there is all sorts of wickedness happening on campus and in Swiss/Washington - it's a campus full of sinful people! What I don't like is the attitude that none of that is happening. It took me a year on campus before I figured out that other students still struggled with sin (in the present, not just in the past), and I think the environment breeds such incongruence." (Respondent 144, MABC, Dallas)
- Like least: "I struggle with the seminary's housing policy and counseling policy. I have heard several negative stories about spousal abuse and a sense of not believing the wife or fully challenging the husband." (Respondent 149, MABC, Dallas)
- To improve: "Creating more functional in programs for the extension campuses" (Respondent 155, MACE, Houston)
- Like least: "housing. It was a very awkward transition from living in the singles housing to getting married during the school year." (Respondent 204, MACE, Dallas)

To improve: "I suggest better procedures for students who get married during their time at DTS who are currently housed in Washington hall. It is very difficult to find the funds to pay for both the housing commitments to DTS and the new housing after one gets married. Please consider your population of students. Meaning, most of us work part time jobs and most of our budget goes to DTS to pay for schooling. If one falls into this situation (as my husband and I did), it puts great stress on the students and set us back from finishing school a semester." (Respondent 204, MACE, Dallas)

Like least: "Service in Washington Hall. (I do like the community though)" (Respondent 254, MABS, Dallas)

To improve: "Have evaluations every year and take effort to improve customer service in the housing." (Respondent 254, MABS, Dallas)

Like least: "the control the housing department exerts over what seems to be every part of your life while living in the housing apartments." (Respondent 257, MACM, Dallas)

### **Comments related to Houston Campus**

To improve: "Providing more courses at the Houston campus. During my four and a half years at the DTS Houston campus there was one OT elective taught and it was my first semester there. Either a full time OT faculty member in Houston, or more OT faculty willing to travel to Houston would be a wonderful addition to the campus and better fulfill the vision of DTS." (Respondent 72, ThM, Houston)

Like least: "The lack of resources available to students in the Houston extension. Such as a complete library, even though we did have access to the main library in Dallas, it was not readily available when we needed certain books." (Respondent 80, CBTS, Houston)

Like least: "I wish I would have had the opportunity to be exposed to other professors at the Houston campus. I typically had the same professors for most of my classes and did not get a broader perspective of the professors who teach at DTS." (Respondent 95, MACM, Houston)

Like least: "How the Dallas administration seems to denigrate the Houston campus. I'm fine with them ignoring Houston--it's a better campus for learning, interconnecting, and spiritual formation. For me, communication with Dallas administrators, on line, on the phone, or live, has given me a sense of widespread quasi-competence and indifference. Please be sure every in-coming student is assigned a particular academic counselor, given their contact information, and that the counselor contacts the student in their first week, first month, then at least annually. I went 7 years (2 year hiatus) at DTS and had to find my own counselors. Even graduating, I still don't know for certain whether I have completed all my requirements other than academic. That's unprofessional, and more." (Respondent 96, MACE, Houston)

To improve: "1. Be sure that Houston students are assigned an academic adviser upon acceptance, and are given full contact information...3. Provide an outdoor space for respite on the Houston Campus (with a table and chair for outdoor studying 4. Ensure that one copy of every textbook in every required class on the Houston campus as well as online is provided in the library for reference only. 5. Continue decorating for Christmas. This year's decorations (on the Houston campus) soothed the December-stressed students and made DTS Houston a Christian oasis, appropriately displaying Christ-joy. 6. Consider decorating for Easter, the preeminent Christian holiday..." (Respondent 96, MACE, Houston)

Like least: "D.Min programs not in Houston" (Respondent 105, MACE, Houston)

To improve: "Fellowship among extension students could improve." (Respondent 139, MABC, Houston)

Like least: "the availability of resources at the Houston campus. I know that they are working on improving the library on campus, but during my time there, I spent a lot of time at the College of Biblical Studies and Houston Baptist University libraries. It would've been great to be able to find more resources on campus and to be able to check them out as well." (Respondent 140, MACE, Houston)

To improve: "improving the library. We need more books and the ability to check them out." (Respondent 140, MACE, Houston)

Like least: "Not knowing the schedule for the extension campus in Houston in advance Student life was non-existent outside of class at Houston campus" (Respondent 155, MACE, Houston)

Like least: "the lack of more classes offered at the Houston extension." (Respondent 243, ThM, Houston)

### **Comments related to MABC or counseling courses**

Like least: "Finding someone to assist in the administration processes has been challenging to understand in different phases throughout the program." (Respondent 3, MABC, Dallas)

Like least: "I often felt like there was large disconnect between my Bible and theology classes and trying to become a counselor." (Respondent 43, MABC, Dallas)

To improve: "...Regarding the Counseling program, integrating the biblical program with the counseling classes more. It would be ideal if there are specific BE and ST classes for counseling students in which the focus is more in how to apply this biblical truth in the area of counseling. If this is not possible, it would be ideal to at least have assignments in the BE and ST classes specific for the counseling students that can be more relevant for our area of study." (Respondent 61, MABC, Dallas)

Like least: "no counseling courses offered online." (Respondent 62, MABC, Dallas)

To improve: "Having informational sessions for counseling students to educate them about what is ahead." (Respondent 70, MABC, Dallas)

Like least: "The lack of attention being paid to the MABC program at present. There is a huge need for more professors and better leadership." (Respondent 97, MABC, Dallas)

Like least: "I feel at times, especially in some of the counseling classes, the culture can be rather close-minded in terms of theoretical practices and what being a Christian as well as a counselor means." (Respondent 127, MABC, Dallas)

Like least: "the timing of the counseling classes- they were almost all in the afternoon and that was hard for me." (Respondent 143, MABC, Dallas)

To improve: "I think that the seminary could be improved by separating counseling from the seminary it makes it almost impossible to have confidentiality when the counselor works for the seminary." (Respondent 149, MABC, Dallas)

Like least: "Not many options offered for counseling class times. I also think the Biblical counseling department could grow a lot in helping students find practicum sites and internships post graduation..." (Respondent 229, MABC, Dallas)

### **Comments related to MA programs other than MABC**

Like least: "The inflexibility or lack of space in the MA programs for choosing electives." (Respondent 71, MACL, Dallas)

To improve: "Figuring out to add some flexibility into their MA programs to allow some freedom to explore other course areas, while not compromising any of the biblical and theological core." (Respondent 71, MACL, Dallas)

To improve: "Adding classes to the MACE program on how to acquire and develop volunteers. Adding some practicum experiences before the internship." (Respondent 211, MACE, Dallas)

### **Comments related to Online courses (esp. interactions)**

Like least: "-Grade papers in a timely manner, so mistakes you made in your 1st paper you can change for your 2nd instead of being marked off twice -More feedback from Professors on turabian format, unfortunately it took me 4 years to really get it down. I could have taken the initiative to get

- help, but some papers went marked off so a more points I didn't know that I needed help.”  
(Respondent 1, MACE, Dallas)
- Like least: “- The older nature of the school. I'm glad DTS has been faithfully preaching the Word for 90 years. But there are still some things that need to change. 1) the school needs to be more 'online'. Especially the MABC classes....” (Respondent 8, MABC, Dallas)
- To improve: “- Make more classes online. -” (Respondent 8, MABC, Dallas)
- Like least: “communication between faculties to online students is very little, nil to none in some classes.”  
(Respondent 9, CBTS, Online)
- To improve: “Providing more opportunities for students to mingle with professors at seminary activities.”  
(Respondent 11, ThM, Dallas)
- Like least: “Online discussion for some classes were less.” (Respondent 26, CBTS, Online)
- To improve: “Have more online meeting/chat rooms so that online students can further dwell into discussion.” (Respondent 26, CBTS, Online)
- Like least: “Required interactions for on-line classes. The interactions are very time consuming and a COMPLETE WASTE OF TIME.” (Respondent 30, CBTS, Online)
- To improve: “some more different courses” (Respondent 33, MACS, Online Chinese)
- To improve: “Making the online courses more interesting and also not more difficult (in terms of the requirements) compared to the face-to-face ones. Some of the videos are very old. The transcripts had a lot of errors and some of the powerpoint presentations need improvement by way of visual appeal to aid the student's recall....” (Respondent 41, ThM, Dallas)
- To improve: “increased interaction in online medium” (Respondent 66, CBTS, Dallas)
- To improve: “Increasing instructor interaction with the on-line courses. I am not averse to having a GTA, but often that person was minimally involved in the course. Most of the on-line courses were something akin to a book club--with students trying to flounder their way through without any guidance.” (Respondent 75, CBTS, Atlanta)
- To improve: “More online course offerings....” (Respondent 85, MABC, Dallas)
- To improve: “One of the things you might improve if you can for online courses if you update the videos one day is to make sure when the professor writes anything on the board for the student make sure the online students will be able to see that also. That happen quite a few times in many of the courses I took online.” (Respondent 86, CBTS, Online)
- To improve: “Improved the visual quality of the screen for online courses.” (Respondent 87, MACL, Dallas)
- Like least: “The online environment. Since the onsite classes left Knoxville, I did everything online and I really missed the classroom environment. The grader system with online classes left for almost no interaction with the professors.” (Respondent 115, MABS, Knoxville)
- Like least: “Offering more online options” (Respondent 134, MACL, Dallas)
- Like least: “to write comments in on-line courses.” (Respondent 137, ThM, Dallas)
- Like least: “...Little to no interaction with professors during online courses. I was very underwhelmed with the quality of feedback from the grad assistants.” (Respondent 147, MACL, Dallas)
- To improve: “Having teacher more involved with online course work. Also, updating online classes. Combined with the comment above, it seems as if the online campus is simply a revenue stream for the university and that very little investment is made.” (Respondent 147, MACL, Dallas)
- To improve: “....Providing timely, relevant feedback for online classwork (i.e. before I need to complete the next assignment) so that I am able to grow and not just repeat the same mistakes. More than just a grade.” (Respondent 148, MACL, Washington, DC)
- Like least: “It seemed to me the Online courses I took were significantly more work than with a classroom environment. I found this a little tiring after awhile and definitely enjoyed my classes on campus more. I am a very relational person. Also, I didn't find the interactive requirements online that beneficial. It was helpful to read others papers but to try and critique people's info seemed a little unnecessary. I realize that's not an easy area to improve on, but I could almost see not even requiring it for online classes. Just not sure it is that good. I was about 70 % in class / 30% online.” (Respondent 163, MACL, Dallas)

*Suggestion from the Director: Have an assignment for interaction where students all write on different topics or aspects. Then train students on interacting according to a rubric.*



To improve: "Returning to the online class format as it was in 2012 and 2013. I've gotten use to canvas but the previous format was better..." (Respondent 175, MABS, Houston)

Like least: "When taking online course through viewing the video, the camera does not move to where instructor points to on board, picture, slide, etc. Thus, I often lost on what the professor was talking about." (Respondent 186, MABS, Atlanta)

To improve: "For the online class, it will be better if there is media/medium where students are able to record question to teacher and get answer back through the media/medium. E.G. I took NT102, the class tested our Greek pronunciation through recording media. I hope for other online courses can have the medium for questions." (Respondent 186, MABS, Atlanta)

To improve: "... offering more online electives (e.g., HT, ST);..." (Respondent 198, ThM, Houston)

Like least: "online interaction participation for courses" (Respondent 207, MACL, Washington, DC)

To improve: "Developing online class on how to use Logos Bible software (and make it available to alumni as well)." (Respondent 210, MABS, Online)

### **Comments related to practical, current issues**

To improve: "Continuing to actively engage the world around us both in service and in the academic sphere--expand the academics to cover "ethics", "perspectives" and a wide range of theologians that have a foot in different cultures and even theological camps...the best place to learn about them is in a place where evangelical believers can protect us from the pitfalls of a specific view..." (Respondent 60, MACM, Dallas)

To improve: "More practical theology options. Perspectives on cultural issues like homosexuality, racial tensions, apologetics, creation vs. evolution, issues of tolerance, understanding generations, denomination differences, etc." (Respondent 81, MACL, Washington, DC)

Like least: "No practical application. It was once told to me while in seminary that DTS is not creating pastors that can read commentaries but pastors that can write them. This comment shows the weight DTS puts on academics and the lack of emphasis on practical application to current culture." (Respondent 103, MACE, Dallas)

To improve: "Pushing professor to have us write and read as much about how to apply what we're learning rather than creating a basic educational understanding of topics." (Respondent 103, MACE, Dallas)

To improve: "providing more education in regards to the ethical issues and practices of being a LPC" (Respondent 127, MABC, Dallas)

To improve: "Teaching some classes about cults and sects. Particularly the tenets of these false religions; so that well-equipped biblically sound students can handle anyone of the main world religions with even with greater understanding of their respective foundation." (Respondent 135, DMin, Dallas)

To improve: "focusing less on dated leadership theory and more on practical pastoral leadership concerns from the field." (Respondent 141, ThM, Dallas)

Like least: "Lack of teaching and classes on specific cultural topics pastors engage in when that graduate: divorce/remarriage, homosexuality, church discipline, medical ethics, etc" (Respondent 152, DMin, Dallas)

To improve: "Adding a current cultural issues class" (Respondent 152, DMin, Dallas)

To improve: "making assignments more practical application and reducing standards to achievable measures that do not take away from God and family" (Respondent 153, ThM, Dallas)

Like least: "How there is an emphasis on theory rather than practice." (Respondent 159, MASL, Dallas)

To improve: "Having practical assignments. For example, the final assignment for WM330 was to befriend 6 Muslims and share the Gospel with them. We need to get out and share what we are learning not just write papers about it." (Respondent 159, MASL, Dallas)

Like least: "Not enough application for theory and theology. Practical vocational instruction on the nuts and bolts of ministry (budgets, meetings, interacting with parents/students/people, leadership development, identifying and strengthening gifts, vision casting, planning, etc). Also, addressing

- real issues, contemporary issues in broader culture. How to take the theory and apply it to life on the ground and in the field.” (Respondent 169, ThM, Dallas)
- To improve: “Making every course more applicational and/or vocational. How does this apply in real life and ministry? This is why Howard Hendricks was a rare gem in my seminary experience. Every day He had practical ministry illustrations. My hand was tired because I could not write fast enough. The seminary needs to learn how to teach wisdom (skillful living) for their robust and clearly articulated theology.” (Respondent 169, ThM, Dallas)
- Like least: “the sense that as an institution DTS is more often "following" what is considered "safe" for the culture instead of lovingly challenging/teaching/leading it on some current issues (e.g. racial integration, women integration, alcohol policy).” (Respondent 182, ThM, Dallas)
- Like least: “Emphasis on knowledge more than heart” (Respondent 183, DMin, Dallas)
- Like least: “...But having assignments geared toward what we see ourselves doing would be helpful. For example, if my neighbor has a question about some theological issue, I can't just hand her a 12 page paper. I can crank out a paper blindfolded, with turabian and all the bells and whistles, but that may not go over well with my neighbor. Or teaching my youth group kids. They may not be able to follow the kind of work that is expected at seminary. So just keeping that in mind, and having some work geared more toward issues and people outside of the academy.” (Respondent 187, ThM, Dallas)
- To improve: “For me personally, I feel like I learned the most and was most equipped to study the Bible from my classes in the languages. So Greek and Hebrew, and then a class on how to study the gospels (Bock and Harris), and how to preach the gospels. Learning the various genres and how to teach those was very helpful. I also think that some of the BE classes are not as helpful for students who are getting tools to study the Bible in the original languages. They are still very useful and I'm glad I had them, but for me, those hours would have been better spent learning how to do other things more suited for practical ministry. If I learn the languages and tools to go with them, and am exposed to commentaries and other helpful resources, I don't really need to be taught all 66 books. I can dig for myself. What I need more is the freedom to take electives and other courses that might better suit my next steps. And for me, I think what made it difficult was that I had to take several electives and just do ministry for a few years before I figured out what exactly I saw myself doing in ministry, and what I enjoyed studying at Seminary. So things might be set up perfectly now, and it was just that I didn't know what I wanted or I didn't plan it out well. I still think that certain classes could be cut to free up more electives, but I also get that there will be no perfect answer. I'm just sharing from my experience. Looking back on it, certain classes I now think weren't as useful, but undoubtedly they had an effect on me in some way or another, and somebody right beside me in class might have been completely transformed by it. It's tough to know, and in no way do I want to say that all the classes weren't useful. I could just list a handful now looking back that I think were not as useful to me personally, that I would have liked to have seen replaced with others that I could see as more beneficial practically for ministry. Hope all that rambling makes sense :). I've really loved it here and have been so blessed!!” (Respondent 187, ThM, Dallas)
- To improve: “giving more attention to the various areas of ministry that are not categorized under preaching, adults, children, or counseling. As a special needs ministry leader, I found that a lot of my experience drove my thoughts and papers in class. I wish there was a track for this type of ministry as I know there is so much more I could learn (not to mention the benefit it would be to all those leaving seminary).” (Respondent 203, MAOL, Dallas)
- Like least: “The focus on practical aspects of ministry.” (Respondent 225, ThM, Dallas)
- To improve: “Incorporating a wider variety of assignments that would help prepare and equip us for ministry in practical settings, especially in the BE and ST departments...” (Respondent 242, MACE, Atlanta)

### Comments related to PhD

Like least: "that the doctoral programs could be a bit more "hands on" with doctoral students."  
(Respondent 76, PhD, Dallas)

To improve: "adopting a much more mentoring, collegial approach with doctoral students." (Respondent 76, PhD, Dallas)

### **Comments related to Registrar and course scheduling**

Like least: "that it is sometimes difficult to get to know people since everyone is on a different schedule for all of their classes." (Respondent 31, ThM, Dallas)

To improve: "Offering more CM courses at the Houston campus." (Respondent 38, MACM, Houston)

Like least: "Confusion about class scheduling" (Respondent 54, MABC, Dallas)

To improve: "...2. Provide graduating students with a checklist of items they need to perform and deadlines. Provide this at the beginning of their final semester. Do it by email..." (Respondent 96, MACE, Houston)

Like least: "Winter intensive classes schedule was not posted with a 3ish year plan. For me trying to efficiently knock out my classes while doing full-time ministry at an extension site, being able to better plan when I can come down to Dallas would be beneficial as well as knowing when the classes would be offered at DC." (Respondent 148, MACL, Washington, DC)

To improve: "Developing and publishing a winter intensive schedule for classes for planning purposes for extension students..." (Respondent 148, MACL, Washington, DC)

To improve: "...Remember the working students with the core offerings. It is a great blessing to see the growth of DTS, but it is affecting the course availability for those that work." (Respondent 231, ThM, Dallas)

### **Comments related to Spiritual Formation issues (e.g. fees)**

To improve: "Ending SF and establishing more classes for those who cannot quit work to do full-time school." (Respondent 82, CBTS, Dallas)

Like least: "The methodical way in which most things are approached, especially surrounding personal spiritual growth. I didn't get much out of the spiritual formation practices because they were too structured and artificial, and to a large extent the same is true for the internship. I felt that all I was doing was jumping through hoops, not actually growing in an organic way." (Respondent 90, MAMC, Dallas)

Like least: "I really hated that the couples SF groups were all scheduled for Sunday. What kind of a message is that, to say that students are to be actively involved in the life of their local church and then to go schedule seminary responsibilities on the one day of the week when those churches are most active? Of course once the time is scheduled it is nearly impossible to change it because schedule changes must be unanimous." (Respondent 133, MABC, Dallas)

Like least: "Spiritual formation groups." (Respondent 142, MAME, Dallas)

Like least: "Forcing me to drive an additional 100 miles per week to be a part of a Spiritual Formations group that offered no credit hours." (Respondent 172, MABS, Dallas)

To improve: "Assigning students to a Spiritual Formations group that is closer to their home. Or better yet doing away with the SF program altogether." (Respondent 172, MABS, Dallas)

To improve: "extension(longer than 2 years or after 2 years changing members) and development of SF" (Respondent 192, ThM, Dallas)

### **Comments related to ThM curriculum**

Like least: "an over-zealousness at trying and be "the best" at every single aspect of Theological study. The ThM program is a bit 'clunky.' Streamlining the process a bit could benefit the experience greatly." (Respondent 4, ThM, Dallas)

To improve: "requiring less credit hours to achieve a ThM." (Respondent 4, ThM, Dallas)

Like least: "The BE classes the no notes preaching rules the refusal to offer RS 102 online - that doesn't make any sense. I would have been done with seminary 2 years ago if you put that class online. Instead I had to do a thesis." (Respondent 7, ThM, Dallas)

To improve: "Offering RS 102 online either offer PM 101 and 102 in two sections (teaching pastor vs associate pastor) and allow notes for the associate pastor track, or just allow notes to be used in the class Beef up the internship track for Associate Pastors to get us more exposure to hospital visits and business practices Promote other master's program as equally valuable as the ThM. I think I would pursue a MACE in Adult Education if I could do this over again, the languages are not very useful or necessary for Associate Pastors, more practical classes on pastoral care and then ministry strategy from current associate pastors would be helpful..." (Respondent 7, ThM, Dallas)

Like least: "Broad ThM curriculum is too forced - I would have liked to have been able to tailor a more "academic" education." (Respondent 21, ThM, Dallas)

To improve: "The seminary could be improved by fixing the BE courses. In general, the BE courses tended to present the professor's viewpoint (which was limited to a traditional/revised dispensational view) and little else. I don't think that this is beneficial. I personally do not want to only hear one person's view or one perspective. I would much rather receive training in exegesis, hermeneutics, backgrounds, and criticism in order to equip me to study the text for myself while consulting other resources such as commentaries. (As a side note, I think that studying criticism is important because one will inevitably run into it when reading commentaries, so it is necessary to study criticism in order to be able to understand their perspective and to be able to offer an educated response.) I think that DTS could improve the BE courses by reducing the BE courses to two or three courses (i.e., two or three survey courses of the Old and New Testaments) and then using the remaining credits for an Old Testament backgrounds course, an Old Testament exegesis course (like Romans for the NT department), a good course in hermeneutics, and additional language courses. Or it could significantly improve the BE courses by focusing on hermeneutics, backgrounds, and criticism. For example, the Old Testament does not have enough credits to teach Hebrew grammar, syntax, and exegesis as well as Old Testament backgrounds and criticism. DTS could use the BE courses to cover OT backgrounds and criticism when they addressed specific books. The seminary could also improve by being more open about disagreements within the school. As I took courses at DTS, I quickly noticed that there are significant disagreements in hermeneutics and philosophy between departments. For example, the language departments differ with the BE department concerning revised vs progressive dispensationalism, and the language departments differ with the theology department concerning their hermeneutics. The language departments focus on Scripture understood from a grammatical-historical view as the primary method, whereas the theology department stresses the historical understanding of the Church. However, even though there are significant differences, DTS does not openly address them. It seems like DTS tries to sweep them under the carpet. This concerns me because MA students only take BE courses and theology course, and frequently, these courses do not present both perspectives. They simply teach their view as the accepted view of DTS. I know that DTS wants to maintain unity, but I don't believe that it is doing it in a genuine manner. In reality, the evangelical church is like DTS, we are united in the most significant areas, but there is considerable disagreement in other areas. Instead of hiding this, we should encourage open discussion, where we deal with the differences in a loving way." (Respondent 29, ThM, Dallas)

To improve: "Allowing students who have studied the original languages to study BE/ST material in the original languages." (Respondent 34, ThM, Dallas)

- Like least: “the amount of required classes. I would have appreciated more flexibility. For example, ThM students could take additional Bible classes in the original languages instead of English Bible classes.” (Respondent 40, ThM, Dallas)
- Like least: “The required counseling and Christian education classes in the Th.M program were not at all helpful, nor were the preaching classes particularly applicable.” (Respondent 52, ThM, Dallas)
- To improve: “There should be more flexibility in the Th.M program. Also, requiring "ministry and communication" electives was very unhelpful for me, since none of the available classes were helpful in preparing for my desired ministry and therefore I ended up taking classes that I didn't really want just to fulfill the required number of hours.” (Respondent 52, ThM, Dallas)
- To improve: “Providing more counseling classes for those in the Thm and Pastoral ministries programs” (Respondent 54, MABC, Dallas)
- Like least: “that the focus seems to be more on preparing for academic work (which is a good thing) than on preparing men and women for the actual task of ministry.” (Respondent 59, ThM, Dallas)
- To improve: “making sure that the things being taught in the PM department correlate to what is being taught in the NT and OT departments. It has to be fixed.” (Respondent 120, ThM, Dallas)
- Like least: “The classes Th.M. students have to take that are non-academic. Some of these were a waste of time and money and I would have preferred more freedom to concentrate on the classes that I am most interested in.” (Respondent 126, ThM, Dallas)
- To improve: “You have a large number of older students who have had successful careers before attending DTS. Quit treating them like ignorant 24-year-olds who have never learned anything before in their lives. This one-size-fits-all set of curriculum requirements is absurd. I'm never going to preach, I don't need six hours of preaching. What I wanted/needed was Advanced Greek Grammar and a thesis. I might as well have taken that \$3,000+ that I paid for preaching classes out on the lawn and set it on fire. I've been happily married for 25 years, but I ended up taken three hours of marriage classes, just because I had to fulfill a stupid requirement. My money could have been better spent on something that I care about and for which I have an affinity. Like the Gospel of John. Or Advanced Hebrew Grammar. Or a theology course on the Reformation. None of which I got to take because I was taking worthless stuff that I will never need or use.” (Respondent 128, ThM, Dallas)
- To improve: “Allowing ThM students to take fewer Christian ed classes and replace them with academic classes. I wanted to take more advanced New Testament classes, but could not because I had to take "ministry" classes, most of which I did not find helpful for me.” (Respondent 180, ThM, Dallas)
- To improve: “The public square portions of Hebrew 3 and 4 were immensely helpful and it would be nice to have something similar with Greek...” (Respondent 205, ThM, Dallas)
- To improve: “requiring more preaching courses.” (Respondent 218, ThM, Dallas)
- To improve: “...Also, make the internship requirement for ThM optional for those already serving in church or para-church group.” (Respondent 238, ThM, Dallas)

### **Comments related to Women students**

- Like least: “the lack of community support and in-depth relationships for female married students” (Respondent 37, ThM, Dallas)
- Like least: “The women's parking area was difficult to get in and out of at times.” (Respondent 46, MACE, Dallas)
- To improve: “I loved my experience at Dallas Theological Seminary. The only thing I could say is to continue to understand the importance of women in the kingdom of God.” (Respondent 46, MACE, Dallas)
- To improve: “...needs desperate improvement on how women are treated on campus and marginalized in the classroom.” (Respondent 90, MAMC, Dallas)
- To improve: “More parking for women” (Respondent 102, MABC, Dallas)

- Like least: "the way some professors refer to the class as "men" and generally act as though women do not actually attend the school. It felt very demeaning and reductive." (Respondent 151, MABC, Dallas)
- To improve: "building a women's restroom on the first floor of Todd so that there is some practical display of equality." (Respondent 151, MABC, Dallas)
- To improve: "...(3) putting a women's bathroom on every floor of every building. C'mon. What's it going to take? Whatever faculty "says" are the reasons aren't enough to cover up the non-verbal message being sent to female faculty and students in the year 2015. (4) offering the same level and depth of classes for women so they can be aware of the same issues, and be just as effective in their given ministries as what men take in preparation for being pastors...not to be pastors themselves, but to hold pastors accountable and understand what they are up against. There is no desire here to work outside of God's biblical instructions for men and women in the church, but it is a sad day when the work God does through women in ministry is not seen as being AS important, or not needing AS much attention to the same detail, as others. Everyone in ministry needs to be on the same page biblically, morally, and ethically; and any attempts to dumb down specific areas of education does no one any good. I've heard this has improved at DTS, but there is still much that can be done. People need to be accountable across ministries and across gender lines. Allow the ministry of one to assist the ministry of the other through better education. We may not think like men, but we are intelligent. We depend upon the Holy Spirit to guide us in our lives. We are not all called to serve as wives and mothers. We may have wished for those things, but God had other plans for us. We work as competent professionals in other industries and areas of our lives without issue. Involve women in men's pastoral training to show them how to work with us. Use our expertise to learn how to more effectively work with the women in your congregations." (Respondent 161, MACE, Austin)
- Like least: "treatment of women in seminary. Not all women are counseling majors, come to seminary because their husbands did, etc. ..." (Respondent 179, MACL, Dallas)
- Like least: "Some professor do not like or do not feel comfortable with women in class. They did not do any disrespectful or discriminating action against them; on the contrary, they were nice and polite. But, it seemed hard to feel included in the class' dynamic. Also, I have heard some racist comments that were disrespectful and promote rejection among the student body." (Respondent 235, MABC, Dallas)
- To improve: "opening other opportunities of women in leadership positions and accommodating more non-doctorial instruction" (Respondent 252, MAMC, Dallas)

### **Comments related to Workload (stress, family pressure)**

- Like least: "Reading :) but I truly appreciated it. I have a large library that I can assess and use later in ministry." (Respondent 22, MACE, Dallas)
- Like least: "the workload in some classes often gave me much less time with my family than I would have liked, and I think I was much less involved in the ministries of my church during my time at DTS." (Respondent 47, MABS, Houston)
- To improve: "making class assignments (reading, papers, etc.) more appropriate to the number of hours. For example, I had a much heavier workload in some of my 2 credit hour classes than I did in some of my 3 credit hour classes." (Respondent 47, MABS, Houston)
- To improve: "Provide more options for WM classes in Houston, Provide more interactive classes." (Respondent 55, MACM, Houston)
- Like least: "The load of information to learn in a short time becomes stressful." (Respondent 85, MABC, Dallas)
- Like least: "Seemingly unending tough academic requirements for a full-time students." (Respondent 87, MACL, Dallas)
- Like least: "The level of work" (Respondent 153, ThM, Dallas)

Like least: "The fact that there is little time for reflection since the pace and workload seem so heavy. But that is my own fault for selecting the classes and schedule that I did." (Respondent 168, ThM, Dallas)

Like least: "The intensity of the workload is nearly unrealistic for someone who is married with children, and attempting to work his way through seminary. The cost is also a significant burden. We fundraised about \$30,000 a year, but still needed to work 5 jobs combined and take out loans for tuition. The Lord provided for us in incredible ways, including through the Diaspora Foundation for years 3-4 of tuition, but without them, we would have had to take out loans for the entire 4 years, which would have put an incredible financial burden on us in the future." (Respondent 177, ThM, Dallas)

To improve: "Assessing the workload and classes for the ThM." (Respondent 181, ThM, Dallas)

Like least: "I think the workload could be minimized a little bit. It is designed to be hard I know, but it is very difficult to be involved in ministry, have a family, and do well academically. Some people will go into church ministry, while others will be more in the academy. Having varying levels of training geared more specifically for what people see themselves doing would be helpful. I think we do have that to a certain degree, and I learned a lot about what I liked just from taking the classes." (Respondent 187, ThM, Dallas)

To improve: "...making sure more 2-hour courses are actually 2-hour's worth of work (e.g., my BC101OL and NT113OL courses felt like they should have been 3-4 hours each)." (Respondent 198, ThM, Houston)

Like least: "The thing that I liked least was the amount of work necessary for every course." (Respondent 236, MACE, Dallas)

To improve: "Being more passionate towards single students struggling to balance work, a social life, school, ministry and life in general." (Respondent 248, ThM, Dallas)

### Miscellaneous comments

Like least: "DTS has to do a better job of emphasizing the importance of the local church. The local church should be why we are here, plain and simple. That has to be #1 priority in our education." (Respondent 6, ThM, Dallas)

Like least: "The tendency for students to care more about studies than personal relationships." (Respondent 11, ThM, Dallas)

Like least: "lack of focus on world engagement and cross-program training (i.e. counseling for pastors, cross-cultural for counselors and pastor...)" (Respondent 12, MACL, Dallas)

To improve: "praying harder" (Respondent 18, ThM, Dallas)

Like least: "Haven't learned a lot in some classes" (Respondent 33, MACS, Online Chinese)

Like least: "My commute!" (Respondent 35, CBTS, Dallas)

Like least: "When the humble attitude is missing (this was very rare)." (Respondent 38, MACM, Houston)

To improve: "Expanding the electronic resources available in the library. Certainly the Logos deal was a great benefit, but the few Logos resources available on the computers in the library were insufficient. I don't mean to simply add a larger base package, but carefully selecting what resources would be helpful. Commentary sets (NICOT, NICNT, WBC, NAC, etc.), original language tools (BDAG, HALOT, ExSyn, Waltke-O'Connor, BDF, etc.) that students do not have in their Logos set would be quite helpful. Certain resources are much more usable electronically. Evaluating degree requirements and lightening the load where possible. Is chapel 4 days a week necessary? Is every required class necessary? Creating a writing workshop for students who need to improve their writing. As a grader, I was quite surprised by some students' writing ability. Given the number of papers DTS students write, some kind of writing improvement program would pay dividends for students (in terms of better, faster writing) and for professors and graders (who would no longer have to struggle with unclear writing). Perhaps the program could be opt-in like the speed reading course, or required for certain students...." (Respondent 40, ThM, Dallas)

- Like least: "It seems "process heavy" or "institutionalized" at times. After serving in a local church context where things seem to move quickly and directly, at DTS it sometimes seems like chunky language is used when plain English will do, or three steps are given when one will do. It's almost as if in the quest for specificity and precision, clarity is somehow lost. That is very non-specific feedback (and to that degree unhelpful), but I think important to evaluate from a "30,000 foot" view. Streamlining internal processes for students (interdepartmentally, for instance) would BLESS people. :)" (Respondent 44, MACE, Dallas)
- Like least: "Lack of flexibility with personal guidelines." (Respondent 48, MACE, Dallas)
- To improve: "The seminary can improve by recognizing different vocational service." (Respondent 48, MACE, Dallas)
- Like least: "A bit hard on the younger families. I am older so it didn't affect me near as much but the first year in particular...and maybe second is very difficult on the family." (Respondent 51, ThM, Dallas)
- Like least: "Good question. I would have to think on that one." (Respondent 53, MABS, Dallas)
- To improve: "Continuing to offer more formats for their courses & expanding campuses like they are already doing." (Respondent 53, MABS, Dallas)
- Like least: "Perhaps the library should consider upgrading the computers on first floor the search area, and add search computers on the 2nd and 3rd floors." (Respondent 56, ThM, Dallas)
- To improve: "Listening more to the needs of the students." (Respondent 56, ThM, Dallas)
- To improve: "Evaluate more precisely the wisdom/stewardship of major construction on the main campus in light of online education trends, etc." (Respondent 58, MACL, Dallas)
- To improve: "asking the question and posing an answer for every course, "How will this course aid the graduate in the everyday of ministerial duties?"" (Respondent 59, ThM, Dallas)
- Like least: "How quickly the time went by!" (Respondent 64, MACE, Dallas)
- Like least: "Undecided" (Respondent 69, CBTS, Dallas)
- To improve: "Not pursuing worldliness" (Respondent 69, CBTS, Dallas)
- To improve: "...2) Better signage on buildings." (Respondent 78, ThM, Dallas)
- To improve: "I'm not sure... Perhaps more grace theology in some of the language classes? (I didn't have to take Greek or Hebrew but most of the people who are missing out on real life and relationships are studying one of those two languages. I do understand the importance of knowing those languages but if DTS could offer an additional program that was exactly the same as the ThM program minus the languages I think that might be helpful. This is from the perspective of someone outside the ThM program." (Respondent 79, MABC, Dallas)
- Like least: "The fire hydrant approach to education" (Respondent 84, MACE, Dallas)
- To improve: "Placing more emphasis on art;..." (Respondent 90, MAMC, Dallas)
- Like least: "It seems like things are more geared for on-campus residents versus commuter students, but that's understandable." (Respondent 91, MACE, Dallas)
- Like least: "the lack of enough faculty to choose from for the dissertation supervision." (Respondent 92, PhD, Dallas)
- To improve: "having more professors in the theology department." (Respondent 92, PhD, Dallas)
- Like least: "No MDiv offered..." (Respondent 93, MACE, Dallas)
- To improve: "...7. Change the photograph on the top of this page to one which show the lively love among the students and faculty, including the diversity which I cherish. Show the bigger trees, shade, interactions among the students of different cultures and the faculty. Just type in "DTS"-- the sign is not the prominent feature of our beloved seminary" (Respondent 96, MACE, Houston)
- To improve: "Offering more post-graduation job search assistance for those in the MABC program. There are plenty of resources for the ThM program, and non for the counseling program." (Respondent 97, MABC, Dallas)
- To improve: "Being more cognizant of people's time" (Respondent 108, MACL, Dallas)
- Like least: "nothing. I found everything to be excellent." (Respondent 109, DMin, Guatemala)
- Like least: "Location (down town Dallas commute wasn't fun)." (Respondent 111, DMin, Dallas)
- Like least: "Too many inconsistencies and confusion with different processes. Specifically the internship process." (Respondent 113, ThM, Dallas)



- To improve: "Thinking hard about the benefit vs cost about hiring students and spouses to certain administrative support positions." (Respondent 113, ThM, Dallas)
- Like least: "the focus of the pastoral ministry department. There are serious issues there." (Respondent 120, ThM, Dallas)
- Like least: "There should be more support activities for families." (Respondent 122, ThM, Dallas)
- Like least: "Nothing" (Respondent 130, MACL, Dallas)
- Like least: "The faculty and their commitment to the Lord and His word." (Respondent 135, DMin, Dallas)
- Like least: "I cannot think of a thing" (Respondent 136, MABC, Dallas)
- To improve: "warmer classrooms" (Respondent 136, MABC, Dallas)
- Like least: "I am finished!" (Respondent 139, MABC, Houston)
- Like least: "The pastoral leadership classes" (Respondent 141, ThM, Dallas)
- To improve: "Getting new chairs for the library." (Respondent 145, ThM, Dallas)
- Like least: "its distance from my house." (Respondent 154, ThM, Dallas)
- Like least: "I do not know so far" (Respondent 158, STM, Dallas)
- To improve: "I saw great, great strides during my time online. I would say if this continues, that would be fantastic." (Respondent 160, MACL, Austin)
- To improve: "It is dangerous to pass through the road from parking lot to the school. It would be a good idea to build a bridge over the road." (Respondent 158, STM, Dallas)
- Like least: "This question does not apply. I like everything DTS has to offer!" (Respondent 164, MACL, Online)
- To improve: "Perhaps requiring students who want to graduate in three years, and take fall-winter-spring-summer semesters back to back, to take at least one or two summers (semesters) off for reflection and rest." (Respondent 168, ThM, Dallas)
- Like least: "...Not enough emphasis on servanthood. No emphasis at all on the virtue of being bi-vocational as was Jesus, Paul, the Disciples, Moses, Abraham, David, etc. This degree helps us become very competent ministers, but that doesn't mean that a church owes us a paycheck. I see so many students talking about how with all this education and schooling they've done, they better get "double honor." I just want to yell at them "GET OVER YOURSELF!" I think there is a place for receiving money for doing the work of ministry, obviously, and it is very much worthy of double honor, I don't deny that. But the student culture already thinks they can conquer the world, they need to be reminded how expendable they are, that they are a servant, that this is Christ's church, they are not some unique snowflake the Church can't live without. There is a lot of confidence and talk about how great they will be with their education for the kingdom in the admission process and throughout. I guess some of the aroma in the air is that, "If you come to DTS, you will be an extremely well educated student who will know very deeply all 66 books of the bible, be very skilled in the original languages, and who knows, you may be the next Chuck Swindoll." Which may or may not actually be the case. The mission statement is phenomenal and I think really is the heart of the school, but there is something in the air that needs to be helped a bit. Maybe it is just the culture of the students and my perspective is skewed." (Respondent 170, ThM, Dallas)
- To improve: "Buying Criswell as a feeder college in order to make the truly elementary content available there in order to: 1. allow DTS to truly increase the quality of the education without having to differentiate so drastically between those who are really ready to go deep as well as those who have no previous theological/biblical training. 2. Ensure higher enrollment, increased pace through various programs w/o having to sacrifice on quality 3. Encourage and improve student life involvement and culture. 4. Provide practical experience for professors who can be groomed through the ThM and PhD programs, sent to Criswell for in-class training, and then move towards professorship at various DTS campuses and/or do itinerate teaching for the seminary around the nation and world. 5. Encourage SBC relationships 6. Widen alumni donor prospects. 7. Improve long-term stability 8. Provide that possibility for athletics.....which also improves student life.....and generates more money :-). 9. Utilize their facilities as they don't currently use half of it. Other improvements: 1. Better baristas. They are very kind, but many of them are not very good at making coffee. 2. Provide a trade-school program in order to enable pastors to be bi-

- vocational with an actual trade so they can obey Paul's admonition for tent-making. This would also increase enrollment, help students connect with other networks, raise money, and equip missionaries and pastors to help in extremely practical ways state-side and abroad." (Respondent 170, ThM, Dallas)
- Like least: "the support departments in general" (Respondent 173, ThM, Dallas)
- To improve: "I would have liked to have had the privilege to take more on campus classes but just was not able to move to Dallas due to family care issues so in that regard I wish they offered the ThM online but currently that is not an option." (Respondent 174, MABS, Dallas)
- To improve: "literally every meeting I had with a campus office (Admissions, advising, etc) was missed or the person forgot so they had to find someone else to meet with me when I arrived. This happened at least 4 times--several of which I had driven 45 minutes to the campus solely for that meeting. Using a calendar appointment system and calling appointments when they need to be rescheduled due to emergencies would be beneficial." (Respondent 179, MACL, Dallas)
- Like least: "I cannot think of any thing like that." (Respondent 189, STM, Dallas)
- "The overall increased academic nature and focus of the Seminary." (Respondent 190, ThM, Dallas)
- Like least: "I think DTS is opening up more to the arts, and would like that to continue" (Respondent 191, MAMW, Dallas)
- To improve: "Add more classes to the Media Arts department for visual arts" (Respondent 191, MAMW, Dallas)
- Like least: "The policy that requires students to refrain from smoking and drinking. I found it to alienate me from my secular friends and hinder my witness." (Respondent 193, MACE, Houston)
- To improve: "Thinking about how the system could better serve students that are already in full time ministry." (Respondent 193, MACE, Houston)
- To improve: "a more robust reading of the Bible, that sees Christ as central to every book; a deep, grace-saturated biblical theology." (Respondent 196, MABS, Dallas)
- To improve: "Perhaps offering the MDiv option;.." (Respondent 198, ThM, Houston)
- To improve: "More spirit gear to promote the seminary" (Respondent 207, MACL, Washington, DC)
- To improve: "Require more cultural engagement classes ... something like ST205." (Respondent 215, MABS, Atlanta)
- To improve: "placing an emphasis on grace as recipients of grace through Christ." (Respondent 217, ThM, Dallas)
- To improve: "Engaging with secular businesses and Christ-focuses business owners." (Respondent 220, MACL, Tampa)
- Like least: "Not having a translator for spanish speakers" (Respondent 214, DMin, Guatemala)
- Like least: "I feel they lecture too much without clear examples or help from the prof to do excellent work." (Respondent 221, ThM, Dallas)
- To improve: "Continuing to be faithful to God in preparing men and women for ministry" (Respondent 222, DMin, Dallas)
- Like least: "4 year degree" (Respondent 223, ThM, Dallas)
- To improve: "I can't see it ever happening, but it would revolutionize the world if evangelicals could get to the point where they cared as much about people as they do about exegesis. Christianity is dying in America despite the unprecedented prevalence of access to biblical truth. Why doesn't anyone see a problem there? Evangelicals need to take a deep introspective look and question whether their actions bear witness to the truth they know so well, or whether their actions do the exact opposite." (Respondent 225, ThM, Dallas)
- Like least: "The speed news travel." (Respondent 228, MACE, Houston)
- To improve: "Having more of a spiritual focus for students." (Respondent 232, ThM, Dallas)
- Like least: "Swiss parking." (Respondent 239, MACM, Dallas)
- To improve: "encouraging and expanding student involvement in sharing sermons, presentations, and papers in smaller format settings. This may require updating course requirements from semester to semester; however, the sessions would not need to be recorded; however, with as much work as is put into many of the assignments, the student body could help and encourage each other through regular sharing." (Respondent 250, ThM, Dallas)

To improve: “-offering shorter programs for students with less traditional goals in mind when coming to seminary.” (Respondent 257, MACM, Dallas)

To improve: “Increase the intensity of Network Course.” (Respondent 258, CGS, Online Chinese)  
\*translation from Chinese

To improve: “Participation!” (Respondent 260, CGS, Online Chinese) \*translation from Chinese

Like least: “Chinese portion was in its infancy, these comments will be unfair, so I do not comment with setting!” (Respondent 264, MACS, Online Chinese) \*translation from Chinese

To improve: “I am Confident the Chinese program will certainly get better and better!” (Respondent 264, MACS, Online Chinese) \*translation from Chinese

Like least: “Quite far away from me” (Respondent 265, CGS, Online Chinese) \*translation from Chinese

To improve: “More communication” (Respondent 265, CGS, Online Chinese) \*translation from Chinese

### **Any other comments?**

“The Historical Theology classes should be required of all students, regardless of their program or emphasis.” (Respondent 4, ThM, Dallas)

“I love DTS. I had a great experience. God has tremendously blessed me and equipped me for service to him through this institutions.” (Respondent 6, ThM, Dallas)

“I have a few negative thoughts about the school, and I hope the school does consider making some of the above mentioned changes, but overall it was very helpful for shaping me into becoming a pastor, and I am very thankful for the school and I would recommend it to others.” (Respondent 7, ThM, Dallas)

“overall courses have been helpful to me.” (Respondent 9, CBTS, Online)

“This was such an overwhelmingly positive experience for me, my family and my friends. Through the Spirit I have grown so much and matured spiritually in my walk. I can't thank the professors, staff and other students enough. God has truly blessed me by this experience.” (Respondent 10, MABS, Austin)

“DTS Rocks! It's been a great journey.” (Respondent 13, MABS, Dallas)

“Teach people to use jokes like: “today we will talk about God's love - you remember God from last week's sermon.”” (Respondent 21, ThM, Dallas)

“God bless you and your ministry” (Respondent 22, MACE, Dallas)

“You will lose students if you do not start appreciating how important focusing on particular disciplines is. What is more important that this is the fact that you will lose your influence to penetrate higher educational, secular systems and institutions with the gospel if you do not maintain the highest standards of critical education and inquiry. I plead to you: do not be foolish. If you lose the languages, you lose your history, your impact--past and future--your understanding of the Bible, and your proper handling of it. It is slyly being lost by a dedication to “all 66 books,” as well as other implementations. Lose the languages, lose the gospel. Lose critical study, lose your commitment to a world alienated from Christ, esp. in higher ed. Don't. Be. Foolish. Please.” (Respondent 27, ThM, Dallas)

“I have taken one class per semester for the past 3.5 years and have learned a tremendous amount which has significantly improved my relationship with God. This has been one of the best experiences of my Christian life - I should have done this years ago.” (Respondent 30, CBTS, Online)

“Connected to the above: There were some frustrating things that happened as I transferred in from another seminary. The registrar did not accept many of my credits, even though I was coming from an accredited institution. I had to push and fight for those credits, and for them to be put in the right category. Also, I think there should be some special registration allowances for those who are coming in for their first year, especially if they apply and are accepted late in the spring before the coming fall semester. Thank you!” (Respondent 31, ThM, Dallas)

- "I love you guys, keep up the good work, i am a tough critic, but it comes with love and hope for those students who come behind me. The MABL or MABS would not have been enough equipping for the youth ministry that i now do. But the Th.M was a little too much. I could have done with out half of greek 4 and all of greek 5, and hewbrew 4. too much! but loved the preaching classes and small group leadership class, counseling class, i teach people to lead small groups monthly and do hospital visits, wished i had more of those and less greek and hewbrew. The language material was great but all the language profs expected us to be future scholars and taught that way. That was rough! Peace and love!" (Respondent 32, ThM, Dallas)
- "This was such a phenomenal experience. I question sometimes whether one day I will every wish I could have my \$40k back that I spent. I think I would rather go to seminary and die poor."  
(Respondent 38, MACM, Houston)
- "My four years at DTS were incredibly difficult. I had little idea how much work the program would be. Knowing what I know now, I would still come to DTS. The relationships, the training, and the better informed faith all made the time worthwhile. I'm grateful for the opportunity to attend DTS." (Respondent 40, ThM, Dallas)
- "Although chapel is good, perhaps a way of reducing the chapel times during exams or very busy times. WEC week is good and the program for seminary wives was very helpful. I enjoyed the chapel next to the bookstore. Luke's closet and pantry was helpful." (Respondent 41, ThM, Dallas)
- "DTS can be a very hard place spiritually, but I think so many professors go out of their way to remind students why we're all there. Personally, I know Dr. Allman's "tangents" and his statement about the way God worked in the past being a promise that He will work again in a different way in the future still challenge me in my walk with God." (Respondent 43, MABC, Dallas)
- "Thank you all for a blessed experience at Dallas Theological Seminary." (Respondent 46, MACE, Dallas)
- "DTS has been a blessing in my life, and I will always be grateful for my ability to be able to learn at such a great institution, under the direction of such wonderful men and women." (Respondent 47, MABS, Houston)
- "Excellent time at DTS!" (Respondent 49, ThM, Dallas)
- "I wish "kids" had to do ministry for at least 2-3 years prior to seminary. That is really the only way to ready some of these young folks. Besides that....nothing." (Respondent 51, ThM, Dallas)
- "The course evaluations should be available longer at the end of the semester so that students can wait until after their grades are posted to give feedback. Also, the grading on the online courses should be done in a more timely and helpful manner. Sometimes, nothing is graded until the end. Sometimes, no real feedback is given. (This is sometimes true in on campus courses as well, although the opportunity for face to face interaction with the professor makes it less of a problem in that setting.) I'm still somewhat unsure of how the BE department was supposed to contribute to my education. Some of the required classes were good but others seemed like a typical adult Sunday school class, giving "popular" interpretations of biblical passages that are not supported by credible biblical scholarship." (Respondent 52, ThM, Dallas)
- "I was very blessed to be at DTS. I noted that I do not know if I would choose DTS if I had it to do all over again. That is only because I jumped through many hoops to finish with a degree I did not want. That is tough. God is Sovereign and every other seminary I have talked with is happy to take my training from DTS and let me move forward with them. That is a great credit to DTS, the training they offer and the reputation they have. I appreciate it!" (Respondent 53, MABS, Dallas)
- "I have no complaints. I recognize that many of the down sides to my experience could be affected to what was going on in my life at that time. It is truly a place where you get out of it what you put into it. Thank you so much. I came in on probation and finished with honors. Only God and His witness through the teaching could have done that. I pray that God continues to use this school and all who work or attend here to His glory every day in every way." (Respondent 55, MACM, Houston)
- "I have been blessed immensely by my time at DTS. God is using the seminary to shape and mold lives world wide for generations to come. Thank you!" (Respondent 73, MACL, Dallas)
- "Again, I was really taken aback at the pervasive use of teaching assistants. I would expect that sort of teaching methodology at a large undergraduate institution, but not in a Master's program that

- charges top dollar. I tried to be understanding at first but grew to resent it. It was a factor in my decision to cut my studies short and graduate with a CBTS." (Respondent 75, CBTS, Atlanta)
- "I am very thankful for my opportunity to come and learn at DTS and wouldn't change my time here for anything!" (Respondent 79, MABC, Dallas)
- "I love DTS! Thanks for your commitment to excellence!" (Respondent 81, MACL, Washington, DC)
- "Attending Dallas Theological Seminary changed my life for the better. I am happy that I am able to use what I've learned to help others as well." (Respondent 83, CBTS, Online)
- "I love DTS. I am grateful to have been trained here. Someday I hope my children will choose DTS, too." (Respondent 85, MABC, Dallas)
- "One of my favorite things I enjoyed is when you moved over to the new site for online classes the Prof and TA were able to incorporate more things for the students. For example, when I took the Pauline Epistles the TA's would make weekly videos for the students on each module and also I LOVED it when the TA did a video regarding one of my papers. Letting me know what I did well and also what I needed to work on. This was such a personal touch and it encouraged me in so many ways. I hope you challenge the Prof's & the TA's to do more of this for future students." (Respondent 86, CBTS, Online)
- "Over-all, DTS is an outstanding institution." (Respondent 87, MACL, Dallas)
- "I am very thankful for the opportunity to learn through such a great institution. My life and ministry will be forever impacted by the seminary. It has been tough and I've read an enormous amount... but it was all worth it. Thank you!" (Respondent 89, MABS, Dallas)
- "In all I loved my experience in DTS." (Respondent 92, PhD, Dallas)
- "Many thanks to our magnificent God for the privilege of learning at DTS and encouraging many students there. May God perpetuate the ministry another 90 years" (Respondent 96, MACE, Houston)
- "Excellent academic institution!" (Respondent 98, ThM, Dallas)
- "I thoroughly enjoyed my experience." (Respondent 102, MABC, Dallas)
- "thanks to Dr. Blue for his generosity and tremendous help" (Respondent 109, DMin, Guatemala)
- "Tommy Nelson's chapel message on stewardship made me feel unvalued by the Seminary, as a female graduate. He only spoke about the great "Dallas men" being produced, and wanting to use donations to fund an endowment for allowing hundreds more men to be "Dallas trained" ministers. It's as if my own experience (as a woman) was non-existent, and the board of this institution has no interest in equipping more Christian females for ministry, except as an afterthought if we can afford the tuition." (Respondent 118, MABEL, Dallas)
- "I am truly thankful for my time at DTS. If I had to do it all over again, I would!" (Respondent 120, ThM, Dallas)
- "I do not think exams are a good way to test knowledge. Essays and papers are much more appropriate since exams only require a short-term memory." (Respondent 123, ThM, Dallas)
- "That was a wonderful experience and God knows why he drove me here. One thing that has influenced and changed my life is the teaching of Dr. Glenn Kreider on grace and love of each other." (Respondent 125, ThM, Dallas)
- "I love DTS. It has been a great experience for me and I have learnt a lot." (Respondent 126, ThM, Dallas)
- "I am leaving very unhappy. I have had some wonderful professors for whom I shall be grateful for the rest of my life. But the negatives at this point loom larger than the positives. It feels like DTS is changing in ways that are not in the best long-term interests of the church. We are supposed to be counter-cultural, but DTS is conforming with contemporary evangelicalism in so many ways that seem dysfunctional in the long run." (Respondent 128, ThM, Dallas)
- "I am so very grateful to DTS and the faculty and staff. You have been such a blessing to me. Thank you so much. I cannot say that enough. I greatly appreciate the investment you have made in me and I take it quite seriously. I will miss this school greatly." (Respondent 129, ThM, Houston)
- "I loved my time at DTS. I'm so grateful for the opportunity to attend here. My studies here have impacted my personal as well as my professional life, and I look forward to seeing how the Lord will use the knowledge that I've gained and the relationships I've made during my time here. Thank you!" (Respondent 140, MACE, Houston)

- "I genuinely enjoyed my time at DTS. It has stretched and strengthened my faith in ways I never realized I could. I would recommend this school to anyone interested in a well-rounded, Bible-centered seminary education." (Respondent 142, MAME, Dallas)
- "I totally appreciate my training at DTS. May DTS grow from strength to strength to prepare her students for ministry globally." (Respondent 146, DMin, Dallas)
- "I am happy to hear that the applied research project will be streamlined in the future. While I enjoyed the input from having first and second readers, it was at times like pulling teeth to get them to respond in a timely fashion and provide guidance and direction. This is especially difficult since I cannot pop into their office on campus." (Respondent 148, MACL, Washington, DC)
- "for me, that are an international students, will be nice to have one class over there it the Dallas Campus" (Respondent 150, DMin, Guatemala)
- "Please, do not change the alcohol policy to allow it next year. It will hurt the Seminary in the long run. Donors may drop support. Prospective students may not come. There are current students who will take advantage: they are a little too eager for it to be revoked." (Respondent 153, ThM, Dallas)
- "I was so excited to come to DTS and so enjoyed most of my classes. However, the issues mentioned above have completely soured me on DTS and I have strong reservations about recommending it to someone looking to go to seminary. I am saddened by the fact that I have so few good feelings about DTS upon my departure, but my final year has had many more frustrations than joys." (Respondent 156, STM, Dallas)
- "(1) I think DTS needs to acknowledge even more than they already might that the demographics of their students have gotten older in a lot of ways. There are always going to be the very young, fresh out-of-college, people entering grad school not having experienced real life yet, but I know at the Austin campus anyway, that most of the students are professionals in their 30s to 50s usually who have made great sacrifices to be able to attend DTS classes there, and do not wish to uproot their families and sell their houses to move temporarily to Dallas. I attended DTS from ages 49-55 as a single female and a homeowner in Austin. It is imperative that DTS not take on any kind of self-imposed duty to decide what specific types of sacrifices need to be made to prove one is serious about their seminary education and what doesn't qualify. Most people in my demographic come with a pre-existing set of sacrifices already. I still remember calling to inquire about the employment requirements to qualify for financial aid and being told that I could just go get a job at Schlitzky's. These are not 22 year olds fresh out of college who need anyone to teach them how to operate in the real world. It would be nice if the seminary acknowledged this to a greater extent, and responded in kind. There seems to be an "assumption" made by many at DTS that all students are going behave in a certain way with their schedules, or respond to certain things in a certain way, because that has been the case with past experience in dealing with very young, very fresh-out-of-college students. I noticed in a few classes (on line and in the classroom), that there sometimes was a tendency to delay posting things needed for an assignment until there was only a limited time in order to do it in. The reason was usually due to the way much younger students had responded in the past. However, when you are an adult and have many other responsibilities to juggle in life, these delays (out of the prof's desire to maintain control) can cause big hardships for people working full-time jobs, and many other things on the side, when forced to wait until the prof's perceived appropriate time frame to do the assignment in. Instructors should not assume to know what all their students do or don't have in their schedules. Allow enough time for people to fit in the homework where they can, as early as they need to, without the instructor delaying and forcing the student into a lack-of-sleep situation. Just don't do it. This can result in way more unnecessary hardship for someone than people think. Teaching students how to manage their time is not the role of DTS instructors." (Respondent 161, MACE, Austin)
- "Requiring Greek and Hebrew is no longer necessary and in my opinion those courses contributed nothing to the competencies you are shooting for. These requirements should no longer be necessary." (Respondent 162, DMin, Dallas)

- "I loved my time at DTS. It was a dream come true for me to attend. I learned an enormous amount of things there theologically about God and His character, grace, etc. and also benefited from taking the Leadership and practical classes on teaching, budgeting, etc. I would highly recommend DTS to anyone interested in attending a conservative seminary." (Respondent 163, MACL, Dallas)
- "Do not lose heart. DTS is a fantastic seminary full of Godly men that I respect and love from my heart. I would do it again, and choose DTS every time. You simply have some areas to grow in, and when you do, you will change the world (more than you already have)" (Respondent 169, ThM, Dallas)
- "I deeply, deeply loved my time at DTS and will forever be changed both in my love for God and for people. It has DEFINITELY equipped me to teach truth and love well and I pray the ministry at DTS continues for another 90 amazing years. Thank you for everything you do. It has truly changed my life and my faith. Thank you." (Respondent 170, ThM, Dallas)
- "I really enjoyed the perspective here once again. I have attended another institution and I can't say the same about that one. The online classes are very useful but I do miss the in-class dynamic." (Respondent 174, MABS, Dallas)
- "Our time here at DTS has been one of the most formational times in our lives. We stepped out in faith to come here, and God provided for us in ways we could have never imagined. Our marriage was put under a significant amount of stress, but our kids seemed to manage through it. We love it here, and the people here. I just wish there was a way to do this without being such a stressful burden on families. I don't know what I would ask the seminary to change, other than to consider the work load for each class. And to determine what is most important for the students to get out of each class." (Respondent 177, ThM, Dallas)
- "I didn't fit the typical mold of a DTS student. There were several times in seminary that I felt that exceptions could have been made that weren't simply because it wasn't the way it was always done. (For example, I voluntarily do not take a salary, but have been on staff for 5 years at my church. I had to do the internship program, not ministry in residency because I wasn't paid. It took many meetings to be able to do my internship at my current church, because the seminary wanted me to "have a new experience" but wasn't considering the fact that I couldn't intern somewhere else while on staff at my church.) I am a rule follower myself, so I get it, but I think the seminary could grow and include more diverse students if they considered the whole picture of a student, not just how well they fit the mold, which is still slanted toward male-head pastor type callings in many ways... I also want to say that Dr. Waters and Dr. Horrell went above and beyond during my miscarriages and difficult pregnancy with my son. And an online TA Jason Wiesepape called me to congratulate me and pray with us after Mason's birth. Relationships such as those are precious memories of DTS and a testament to the excellent student professor relationships that occur there." (Respondent 179, MACL, Dallas)
- "I thank the Lord for the past four years. My time at DTS has been incredibly helpful in teaching me how to learn and think about the Lord, his Word, and his church. I am grateful for not only how the Lord taught me, but also how he has transformed me. Great is his faithfulness!" (Respondent 181, ThM, Dallas)
- "It has been a good experience for both me and my wife." (Respondent 183, DMin, Dallas)
- "I have loved my time at DTS, and if I can ever do anything else to help the seminary think through some of these things, or assist in any way, I'd love to. Even in the last few years I've seen DTS moving in a really good direction, emphasizing the right things and trying to grow in areas. One example is chapels. It seems like early on, every chapel service was just another lecture. But we don't need that, we get enough of that in class and at church. So having times of singing and praise, and brining in really solid guys like Todd Agnew or people that do spoken word; those kinds of refreshing things are so very much needed. Being diverse and versatile like that has really been a healthy development." (Respondent 187, ThM, Dallas)
- "I'm happy about DTS, and I pray for the teachers and staff. God will continue to use you in his kingdom." (Respondent 188, STM, Dallas)
- "we should not lose our strengths among other seminaries likes Greek and Hebrew emphasis and BE training. If we lose it, there is no reason that people come to DTS because other seminaries have their own strengths that we do not have." (Respondent 192, ThM, Dallas)

- "Thank you so much for my experience! I look forward to auditing more classes and continuing to be amazed by the depths of God." (Respondent 193, MACE, Houston)
- "Great experience at DTS; will recommend this school to people for years to come." (Respondent 198, ThM, Houston)
- "I loved, loved my time there. I didn't find my community at DTS. I commuted and learned from my professors and assigned school work. I would absolutely suggest DTS to all those praying through if seminary is for them." (Respondent 201, MACL, Dallas)
- "I'd love a woman's restroom on the 1st floor of Todd." (Respondent 203, MACL, Dallas)
- "Thank you for 4.5 great years here!" (Respondent 205, ThM, Dallas)
- "I love DTS and it has been an incredible blessing. The one thing I would suggest is that professors would be more open to discussing their perspectives on theological issues in classes (Dispensationalism, the role of men and women in the church, cessationism, etc.) While they would give the different options, there were many who did not defend their view with passion. I liked professors like Hitchcock and Chisholm who were willing to state and defend their theological positions on controversial issues in theology." (Respondent 212, ThM, Dallas)
- "Coming to DTS has been the best decision I have made in my life. I am SO grateful for my time here!" (Respondent 213, MAMC, Dallas)
- "I loved the activities performed and the graduation ceremony." (Respondent 214, DMin, Guatemala)  
*\*translated from the Spanish.*
- "I really appreciate my time at DTS and am looking forward to a life of growing through serving others and informed study of the Bible." (Respondent 215, MABS, Atlanta)
- "Thank you! Thank you! Thank you! Thank you! Thank you! DTS changed my life and literally saved my marriage. I am forever grateful for DTS and the work that God has done through the men and women there. I will forever hold DTS in a special place in my heart." (Respondent 220, MACL, Tampa)
- "I hope DTS can do something to a family friendly environment ." (Respondent 221, ThM, Dallas)
- "Thanks!" (Respondent 222, DMin, Dallas)
- "I am unbelievably saddened that my experience at DTS was so damaging and underwhelming. I looked forward to this experience from the time I was a freshman in high school until I entered at the age of 25. While I've never been more committed to orthodoxy, I've also never felt more lost with respect to my place in the church. That is sadly the legacy that was left by my time at seminary. I wish I had never done it :( [honortheeking@me.com](mailto:honortheeking@me.com)" (Respondent 225, ThM, Dallas)
- "I am thankful for my experience and I am considering doctoral studies at DTS. I will be taking the next 2 years to research options at other institutions to see which would best benefit my future work in life and ministry." (Respondent 231, ThM, Dallas)
- "Please, I beg you to invite more African American preachers especially during African American History week." (Respondent 235, MABC, Dallas)
- "Greatly thankful to God, my professors, TA's, and classmates for my education at DTS!" (Respondent 237, CBTS, Online)
- "I had a fabulous experience. Thank you." (Respondent 239, MACM, Dallas)
- "I love this school! I am so incredibly grateful for the opportunity to study here! I feel that I will be a lifelong learner. The faculty and staff have been so incredibly caring. Thank you all for a wonderful graduate school experience!" (Respondent 242, MACE, Atlanta)
- "DTS is doing a very good job of preparing ministers of the gospel from across the globe. Please keep the good job up!" (Respondent 247, PhD, Dallas)
- "Diploma handling efficiency is too slow." (Respondent 260, CGS, Online Chinese) *\*translation from Chinese*
- "We hope to have the opportunity to access more opportunities and teachers to communicate, as well as more scholarships" (Respondent 262, MACS, Online Chinese) *\*translation from Chinese*
- "Too few parking spaces" (Respondent 265, CGS, Online Chinese) *\*translation from Chinese*



## Index

Respondent #	Degree	Campus	Age Range	citizenship	Sex
1	MACE	Dallas	25-30	US Born	Female
2	MABC	Dallas	25-30	US Born	Female
3	MABC	Dallas	41+	US Born	Male
4	ThM	Dallas	31-35	US Born	Male
5	MACE	Dallas	41+	US Born	Female
6	ThM	Dallas	25-30	US Born	Male
7	ThM	Dallas	25-30	US Born	Male
8	MABC	Dallas	25 and younger	Visa	Female
9	CBTS	Online	31-35	Naturalized	Female
10	MABS	Austin	41+	US Born	Male
11	ThM	Dallas	25-30	US Born	Male
12	MACL	Dallas	25-30	US Born	Female
13	MABS	Dallas	41+	US Born	Male
14	STM	Dallas	31-35	US Born	Male
17	MABC	Dallas	25-30	US Born	Male
18	ThM	Dallas	41+	Visa	Male
19	MABC	Houston	36-40	US Born	Male
20	ThM	Dallas	25-30	US Born	Female
21	ThM	Dallas	25-30	US Born	Male
22	MACE	Dallas	31-35	US Born	Female
23	ThM	Dallas	25-30	US Born	Male
24	CBTS	Knoxville	41+	US Born	Male
25	MACE	Dallas	31-35	Permanent Resident	Female
26	CBTS	Online	41+	Naturalized	Male
27	ThM	Dallas	25-30	US Born	Male
29	ThM	Dallas	25-30	US Born	Male
30	CBTS	Online	41+	US Born	Male
31	ThM	Dallas	25-30	US Born	Male
32	ThM	Dallas	25-30	US Born	Male
33	MACS	Online	41+	Visa	Female
34	ThM	Dallas	25-30	US Born	Male
35	CBTS	Dallas	41+	US Born	Female
36	ThM	Dallas	25 and younger	US Born	Male
37	ThM	Dallas	31-35	US Born	Female
38	MACM	Houston	36-40	US Born	Female
39	MABS	Dallas	31-35	Visa	Male
40	ThM	Dallas	25-30	US Born	Male
41	ThM	Dallas	41+	Permanent Resident	Male
42	ThM	Dallas	31-35	US Born	Male
43	MABC	Dallas	25 and younger	Naturalized	Female
44	MACE	Dallas	25 and younger	US Born	Male
45	MABC	Dallas	41+	US Born	Male
46	MACE	Dallas	41+	US Born	Female
47	MABS	Houston	36-40	US Born	Male
48	MACE	Dallas	41+	US Born	Female
49	ThM	Dallas	36-40	US Born	Male

50	ThM	Dallas	25-30	US Born	Male
51	ThM	Dallas	41+	US Born	Male
52	ThM	Dallas	31-35	US Born	Female
53	MABS	Dallas	31-35	US Born	Male
54	MABC	Dallas	25 and younger	US Born	Female
55	MACM	Houston	41+	US Born	Male
56	ThM	Dallas	41+	Permanent Resident	Female
57	MACS	Online	41+	Naturalized	Male
58	MACL	Dallas	41+	US Born	Male
59	ThM	Dallas	25-30	US Born	Male
60	MACM	Dallas	25 and younger	US Born	Male
61	MABC	Dallas	25-30	Visa	Female
62	MABC	Dallas	25-30	US Born	Female
63	MABC	Dallas	25-30	US Born	Female
64	MACE	Dallas	25 and younger	US Born	Female
65	ThM	Dallas	41+	US Born	Female
66	CBTS	Dallas	36-40	US Born	Male
67	MABC	Dallas	25-30	Naturalized	Male
68	ThM	Houston	41+	US Born	Female
69	CBTS	Dallas	41+	Naturalized	Female
70	MABC	Dallas	25 and younger	Naturalized	Female
71	MACL	Dallas	25-30	US Born	Male
72	ThM	Houston	31-35	US Born	Male
73	MACL	Dallas	25-30	US Born	Male
74	MABC	Dallas	25 and younger	US Born	Female
75	CBTS	Atlanta	36-40	US Born	Male
76	PhD	Dallas	41+	US Born	Male
77	CBTS	Atlanta	41+	US Born	Male
78	ThM	Dallas	36-40	Naturalized	Male
79	MABC	Dallas	25-30	US Born	Female
80	CBTS	Houston	31-35	US Born	Male
81	MACL	Washington, DC	31-35	US Born	Male
82	CBTS	Dallas	36-40	US Born	Female
83	CBTS	Online	41+	US Born	Female
84	MACE	Dallas	36-40	US Born	Male
85	MABC	Dallas	41+	US Born	Male
86	CBTS	Online	41+	US Born	Male
87	MACL	Dallas	41+	Visa	Male
88	ThM	Online	25-30	Visa	Male
89	MABS	Dallas	31-35	US Born	Male
90	MAMW	Dallas	31-35	US Born	Female
91	MACE	Dallas	41+	US Born	Female
92	PhD	Dallas	41+	Visa	Male
93	MACE	Dallas	25-30	US Born	Male
94	ThM	Dallas	41+	US Born	Male
95	MACM	Houston	25-30	US Born	Female
96	MACE	Houston	41+	US Born	Female
97	MABC	Dallas	25-30	US Born	Female
98	ThM	Dallas	36-40	US Born	Male
99	MABS	Dallas	25-30	US Born	Male

102	MABC	Dallas	25 and younger	US Born	Female
103	MACE	Dallas	25-30	US Born	Male
104	MACL	Dallas	25-30	US Born	Male
105	MACE	Houston	41+	US Born	Female
106	MAMW	Dallas	25 and younger	US Born	Female
107	MAMW	Dallas	25 and younger	US Born	Female
108	MACL	Dallas	31-35	US Born	Male
109	DMin	Guatemala	41+	Visa	Male
110	ThM	Dallas	25-30	US Born	Male
111	DMin	Dallas	41+	US Born	Male
112	DMin	Dallas	41+	US Born	Male
113	ThM	Dallas	25-30	US Born	Male
114	ThM	Dallas	25-30	US Born	Female
115	MABS	Knoxville	36-40	US Born	Male
116	ThM	Dallas	25-30	Visa	Male
117	ThM	Dallas	31-35	US Born	Male
118	MABEL	Dallas	25-30	US Born	Female
120	ThM	Dallas	41+	US Born	Male
121	DMin	Dallas	41+	US Born	Male
122	ThM	Dallas	31-35	US Born	Male
123	ThM	Dallas	25 and younger	Permanent Resident	Male
124	MABC	Dallas	25 and younger	US Born	Female
125	ThM	Dallas	36-40	Visa	Male
126	ThM	Dallas	31-35	Visa	Male
127	MABC	Dallas	25 and younger	US Born	Female
128	ThM	Dallas	41+	US Born	Female
129	ThM	Houston	25-30	US Born	Male
130	MACL	Dallas	36-40	Visa	Male
131	MACE	Dallas	31-35	US Born	Male
132	MABC	Dallas	25 and younger	US Born	Female
133	MABC	Dallas	31-35	US Born	Male
134	MACL	Dallas	31-35	US Born	Male
135	DMin	Dallas	41+	Naturalized	Male
136	MABC	Dallas	41+	US Born	Female
137	ThM	Dallas	41+	Visa	Male
138	MAMW	Dallas	25-30	US Born	Female
139	MABC	Houston	41+	US Born	Female
140	MACE	Houston	25-30	US Born	Female
141	ThM	Dallas	36-40	US Born	Male
142	MACE & MACM	Dallas	25-30	US Born	Female
143	MABC	Dallas	25 and younger	US Born	Female
144	MABC	Dallas	25-30	US Born	Female
145	ThM	Dallas	25 and younger	US Born	Male
146	DMin	Dallas	41+	Visa	Female
147	MACL	Dallas	41+	US Born	Male
148	MACL	Washington, DC	25-30	US Born	Male
149	MABC	Dallas	25-30	US Born	Male
150	DMin	Guatemala	41+	Visa	Male
151	MABC	Dallas	25-30	US Born	Female
152	DMin	Dallas	31-35	US Born	Male

153	ThM	Dallas	25-30	US Born	Female
154	ThM	Dallas	41+	US Born	Male
155	MACE	Houston	41+	US Born	Male
156	STM	Dallas	41+	US Born	Male
157	MACE	Dallas	31-35	US Born	Female
158	STM	Dallas	31-35	Visa	Male
159	MACL & MABS	Dallas	25-30	Visa	Male
160	MACL	Austin	25-30	US Born	Male
161	MACE	Austin	41+	US Born	Female
162	DMin	Dallas	41+	US Born	Male
163	MACL	Dallas	41+	US Born	Male
164	MACL	Online	41+	Naturalized	Male
165	MACL	Dallas	41+	US Born	Female
166	DMin	Guatemala	41+	US Born	Male
167	ThM	Dallas	25-30	US Born	Male
168	ThM	Dallas	36-40	US Born	Male
169	ThM	Dallas	31-35	US Born	Male
170	ThM	Dallas	25-30	US Born	Male
171	ThM	Houston	31-35	US Born	Male
172	MABS	Dallas	41+	US Born	Male
173	ThM	Dallas	41+	Permanent Resident	Male
174	MABS	Dallas	41+	US Born	Male
175	MABS	Houston	31-35	US Born	Male
176	MACE	Dallas	41+	US Born	Female
177	ThM	Dallas	36-40	US Born	Male
178	MABC	Dallas	25 and younger	US Born	Female
179	MACL	Dallas	25-30	US Born	Female
180	ThM	Dallas	25 and younger	US Born	Male
181	ThM	Dallas	25-30	US Born	Female
182	ThM	Dallas	31-35	Visa	Male
183	DMin	Dallas	41+	US Born	Male
184	MACL	Houston	41+	Permanent Resident	Male
185	DMin	Guatemala	41+	US Born	Male
186	MABS	Atlanta	41+	Naturalized	Female
187	ThM	Dallas	25-30	US Born	Male
188	STM	Dallas	36-40	Naturalized	Male
189	STM	Dallas	36-40	Visa	Male
190	ThM	Dallas	25-30	US Born	Male
191	MAMW	Dallas	25 and younger	US Born	Female
192	ThM	Dallas	36-40	Visa	Male
193	MACE	Houston	25-30	US Born	Female
194	STM	Dallas	31-35	Visa	Male
196	MABS	Dallas	36-40	US Born	Male
197	ThM	Dallas	25-30	US Born	Male
198	ThM	Houston	25-30	US Born	Male
199	ThM	Dallas	25-30	US Born	Male
200	MACE	Dallas	25-30	US Born	Male
201	MACL	Dallas	25-30	US Born	Male
202	ThM	Dallas	25-30	US Born	Female
203	MACL	Dallas	36-40	US Born	Female

204	MACE	Dallas	31-35	US Born	Female
205	ThM	Dallas	31-35	US Born	Male
206	MACE	Dallas	25-30	US Born	Male
207	MACL	Washington, DC	25-30	US Born	Female
208	ThM	Dallas	41+	US Born	Male
209	MACM	Dallas	36-40	US Born	Male
210	MABS	Online	41+	US Born	Male
211	MACE	Dallas	41+	US Born	Female
212	ThM	Dallas	25 and younger	US Born	Male
213	MAMW	Dallas	25 and younger	Visa	Female
214	DMin	Guatemala	41+	Visa	Female
215	MABS	Atlanta	36-40	US Born	Male
216	PhD	Dallas	41+	US Born	Male
217	ThM	Dallas	31-35	Naturalized	Male
218	ThM	Dallas	25-30	US Born	Male
219	MACL	Atlanta	36-40	Naturalized	Male
220	MACL	Tampa	31-35	US Born	Male
221	ThM	Dallas	41+	US Born	Male
222	DMin	Dallas	41+	US Born	Male
223	ThM	Dallas	25-30	US Born	Male
224	ThM	Dallas	31-35	US Born	Male
225	ThM	Dallas	31-35	US Born	Male
226	MACL	Dallas	41+	US Born	Male
227	CBTS	Dallas	41+	US Born	Female
228	MACE	Houston	31-35	Naturalized	Female
229	MABC	Dallas	25 and younger	US Born	Female
230	MACE	Dallas	25 and younger	US Born	Female
231	ThM	Dallas	41+	US Born	Female
232	ThM	Dallas	25-30	US Born	Male
233	MABS	San Antonio	25-30	US Born	Male
235	MABC	Dallas	41+	Visa	Female
236	MACE	Dallas	25-30	US Born	Male
237	CBTS	Online	41+	Naturalized	Male
238	ThM	Dallas	41+	US Born	Male
239	MACM	Dallas	25-30	US Born	Female
240	MABC	Dallas	25 and younger	Permanent Resident	Female
241	MACL	San Antonio	41+	US Born	Male
242	MACE	Atlanta	31-35	US Born	Female
243	ThM	Houston	25-30	US Born	Male
244	MABC	Dallas	25-30	US Born	Female
245	PhD	Dallas	36-40	US Born	Male
246	MACL	Washington, DC	41+	US Born	Male
247	PhD	Dallas	41+	Visa	Male
248	ThM	Dallas	25-30	US Born	Male
249	MABC	Dallas	25 and younger	US Born	Female
250	ThM	Dallas	36-40	Naturalized	Male
251	MABC	Dallas	25-30	US Born	Female
252	MAMW	Dallas	41+	US Born	Female
254	MABS	Dallas	25-30	Visa	Female
255	ThM	Dallas	41+	Permanent Resident	Male

256	CBTS	Dallas	25-30	US Born	Male
257	MACM	Dallas	25-30	US Born	Male
258	CGS	Online	25-30	Visa	Male
259	CGS	Online	36-40	Visa	Female
260	CGS	Online	41+	Visa	Male
261	MACS	Online	41+	Naturalized	Male
262	MACS	Online	36-40	Visa	Male
263	MACS	Online	36-40	Visa	Female
264	MACS	Online	41+	Visa	Female
265	CGS	Online	41+	Visa	Female