Executive Summary

The Master of Theological Studies Program which began in 1987 was the first graduate program at St. Norbert College. The Program was developed in response to requests from the Diocese of Green Bay to the two Catholic colleges in the region to provide educational opportunities for lay persons who were taking on leadership positions in parishes and at the diocesan level. Silver Lake College assumed responsibility for offering educational programs for individuals without an undergraduate degree (i.e., the Commissioned Ministry Program that is administered jointly with the Diocese). St. Norbert College took on the development of a graduate program.

The Program, which awards an MTS degree, was conceived as a synthesis to work between a rigorous research oriented program and a pastoral approach. In order to combine these two approaches, a model of practical theology was developed in the mid 1990’s. The structure of the Program has remained relatively unchanged since its inception: core courses and areas of specialization. An additional two-credit course was added to strengthen the thesis project in 1995. Areas of specialization have varied over the past twenty years. The Program initially had five areas of concentration, was decreased to four, and is currently looking at six different areas of concentration. Further modifications have occurred regarding the nature of exams and requirements.

An off-campus site was developed in 1998 for the Program in Albuquerque, New Mexico. After review of numerous programs offered by various institutions, the Ecumenical Institute of Ministry of New Mexico selected St. Norbert College to establish a program in Albuquerque. The establishment and maintenance of an offsite program carries its own challenges. Though the area is blessed with numerous instructors who have terminal degrees and outstanding teaching records, the area itself is poor in financial terms and is lacking in theological educational programs for emerging lay ecclesial leaders.

The MTS program has been staffed with strong faculty deeply committed to excellence in teaching and scholarship. Primarily the Religious Studies faculty at the College teach the core courses while persons in the ministry teach courses in the areas of specialization. The administrative staffing of the Program has evolved over time. Initially, the Director handled the administrative responsibilities of the program with some assistance from the Boyle Hall clerical staff. In spring 2002, a half time coordinator position was created. In 2005, a ten-hour a week clerical position in Albuquerque was instituted. Recently, the position of Associate Director was created for the New Mexico site.

In 2001, an assessment of the program effectiveness focused on an evaluation of seventeen thesis projects. An outsider to the program who holds a doctorate in theology from the University of Chicago conducted the evaluation. The evaluator used a rubric constructed in light of the stated outcomes of the program. The evaluation also highlighted several areas that need improvement. These areas have been addressed.
The evaluator’s report concluded that the “program is clearly encouraging creative, sophisticated, and subtle theological discourse among its participants.”

Finally, the program review examines the current status of the MTS Strategic Plan. It states that there has been progress in several areas (i.e., the program now has an assessment plan, and there has been curricular revision and now a marketing strategy). There are four areas that need continued attention. One, to extend the program’s association with major academic and professional societies. Two, to continue to work to formalize appropriate budget and respective responsibilities for the Albuquerque program. Three, to develop a formation component for the current academic program. Four, to increase the number of students and address fluctuations of enrollments.
I. Program Vision Statement and its Relation to St. Norbert College Mission and Core Values

The mission statement and the core values of St. Norbert College state that it is a Catholic liberal arts college in the Norbertine tradition and that it seeks to provide a superior education that is personally, intellectually, and spiritually challenging. The goal of the Master of Theological Studies (MTS) Program is the education and formation of students for creative ministry in the church and world. The program emphasizes the central Norbertine values of community and service rooted in the witness of the transformative love of God as embodied in Jesus of Nazareth. The core courses of the program provide students with foundational biblical, historical, systematic, and ethical knowledge of Christian theology. Courses in concentration areas build on this knowledge and present additional theological, historical, and practical background coupled with skill development in six specific areas of ministry (Catechetical Ministry, Faith-Based Management, Liturgy, Pastoral Ministry, Spirituality, and Youth Ministry). For a detailed description of the MTS program with a list of all core and specialization courses, see the MTS website at http://www.snc.edu/mts. A regular rotation of courses is now maintained at both sites.

The desired student outcome of the MTS Program is to develop knowledgeable, competent, and caring individuals with the capacity of bringing a creative theological and pastoral approach to the many problems that affect the local church community, and society. Through its core and specialization courses, the MTS Program provides students with opportunities for both intellectual challenge and integrative reflection. This student outcome aligns perfectly with the St. Norbert College mission and core values.

The Master of Theological Studies program was established in 1987 at the urging of the Catholic Diocese of Green Bay. The program evolved over time as it attempted to respond to the changes in theology, Church, society, and the student body. Three changes are significant to note. First, in 1998 the program responded to an invitation from the New Mexico Council of Churches (NMCC) and established a graduate degree program in Albuquerque. Second, the curricular program has recently been thoroughly reviewed and revamped in congruence with the student outcomes delineated in the National Certification Standards for Lay Ecclesial Ministers (United States Conference of Catholic Bishops Commission on Certification and Accreditation, April 2003). This document identifies the key learning objectives for Parish Catechetical Leaders, Youth Ministry Leaders, Pastoral Associates, and Parish Life Coordinators. Third, the program is expanding its marketing efforts and student and faculty recruitment to other area mainline Christian ecclesial communities. This effort includes distribution of materials to various congregations, the establishment of an ecumenical advisory board, and special scholarship possibilities. Each of these developments reflects the expansion of the original mission of the program to educate knowledgeable, competent leaders in the church.

The MTS program is overseen by the Director and the MTS Policy Committee at St. Norbert College in consultation with the Religious Studies discipline. (See Appendix A for the description and function of the Policy Committee). The New Mexico site is monitored by an Associate Director and an advisory committee. All recommended changes from the New Mexico site are reviewed and evaluated by the Director and the MTS Policy Committee at St. Norbert College, the Religious Studies discipline, the HFA Associate Dean, and the Dean of the College.
II. Program Demographics

A. Faculty

All Religious Studies faculty are candidates to teach in the MTS program. All core courses at the De Pere site are taught by full-time faculty from St. Norbert College. In Albuquerque, all core courses are taught by individuals with terminal degrees (i.e., Ph.D, STD, DTM). In addition, several St. Norbert College faculty from Communication and Media, Sociology, and Leadership Studies teach courses in specific specializations both in De Pere and Albuquerque. Additionally, faculty at both sites are drawn from the local community and have the required credentials and/or equivalent professional qualifications to teach at a masters level. All prospective faculty candidates are vetted initially by the MTS Policy Committee. Only the faculty candidates who pass this initial vetting are given to the St. Norbert College Religious Studies faculty for its review and final approval.

Current Faculty
(See Appendix B for abbreviated vitae of Core Course Faculty)

**Director of MTS:** Ebert, Howard Ph.D.
Bauman, Betsy, Ph.D*
Bolin, Thomas, Ph.D.
Burke Ravizza, Bridget, Ph.D
Lukens, Michael, Ph.D.
Wadell, Paul, Ph.D.
*Betsy will be teaching her first graduate course (Scripture and Biblical Interpretation) in spring 2009.

Complete Vitae of the following adjunct faculty for both sites are on file it the MTS Office.

**Part Time/Adjunct Faculty**
Bayer, Mary Ann, MTS
Bostwick, John (1991), M.A., Th.M.
Ciferni, Fr. Andrew, O. Praem, Ph.D.
Cortez, Carol, Ph.D-Communications
Demkovich, Fr. Michael, Ph.D
Faase, Thomas, Ph.D-Sociology
Fostner, Fr. Jay O.Praem, Ph.D-Psychology
Krautkramer, Sr. Geraldine, MRE
Martos, Joseph, Ph.D-Religion and Philosophy
Pichler, Tony, MTS
Wimmer, Diann, MA

**Albuquerque Adjunct Faculty**
Brown, Rev. Charles, MA-Sociology
Ciferni, Fr. Andrew, O. Praem, Ph.D.
Demkovich, Fr. Michael, O.P., Ph.D
Huggins, Rev. Kay, D.Min
Dupont Sandoval Joanne, Ph.D.
Ford, Rev. Wallace, D.Min
Huth, James, Ph.D
Steensom, Rev. Canon Jeffrey, Ph.D
Todd, Judith A., Ph.D
Wagner, Gunter, Ph.D
Former Faculty
Davis, Darin, Ph.D
Reynolds, Thomas, Ph.D.

Faculty Emeriti
Craghan, John, Ph.D
Ver Bust, Fr. Richard, Ph.D.

B. Number of majors

Nearly all students in the MTS Program are pursuing the same degree, the Master of Theological Studies. Within the program, students are differentiated based on an area of specialization. This information is presented in the chart under the next section “C. Number of Graduates by Area of Specialization and Location.” There are two exceptions to this statement. One, there are students who enroll for a course or two for enrichment or to meet specific renewal criteria (e.g., Pastoral Associate Certification from the diocese). Few students (i.e., approximately five a year, counting for no more than seven course enrollments annually) fall into this category. The second exception are students who enroll in the certificate program. In the past five years, five students received the Certificate of Theological Competency.

Since the early 1990s, the MTS program has offered two certificate programs: the Certificate of Theological Competency and the Certificate of Specialization. The requirements for each certificate were contained in the program’s handbook. Upon completion of the requirements, the student received a letter/certificate from the MTS Director stating that the individual had met the criteria. This procedure, no matter how inadequate, was deemed appropriate until the faculty passed a resolution detailing the requirements for all certificate programs in 2006. Consequently, the Curriculum and Educational Policy Committee in last year’s program assessment, correctly noted that the current procedure for MTS certification is out of compliance. The certificates have been removed from the website until proper approval for the certificate program is received. Accompanying this revised program review is a request to reinstate the Certificate of Theological Competency, and in so doing formalize the certificate procedure so it can be documented on the student’s transcript.
C. Number of Graduates by Area of Specialization and Location

<table>
<thead>
<tr>
<th>Year</th>
<th>De Pere</th>
<th>New Mexico</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral Ministry</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
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<tr>
<td>May 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral Ministry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cert. of Theological Competency</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>May 2003</td>
<td>Pastoral Ministry</td>
<td>1</td>
</tr>
<tr>
<td>Parish Administration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>May 2004</td>
<td>Pastoral Ministry</td>
<td>1</td>
</tr>
<tr>
<td>Cert. of Theological Competency</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>May 2005</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Cert. of Theological Competency</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>May 2006</td>
<td>Pastoral Ministry</td>
<td>2</td>
</tr>
<tr>
<td>Liturgy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>May 2007</td>
<td>Pastoral Ministry</td>
<td>5</td>
</tr>
<tr>
<td>Liturgy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>May 2008</td>
<td>Pastoral Ministry</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Ratio of Graduates to Majors

The ratio of graduates to majors varies significantly every year. For instance, at the De Pere site in 2004, the program had two graduates with an approximate student enrollment of forty while in 2001 there were eight graduates with approximately the same enrollment figures. In 2005, the New Mexico site did not have any graduates with an approximate student enrollment of fifteen, while in 2004 there were five graduates with roughly the same enrollment. The variance in ratios is due to the fact that nearly all MTS students hold full-time jobs while in the program. While some students manage a heavy course load, in addition to work responsibilities, others can accommodate only a single course per semester.

E. Ratio of Majors to FTE Faculty

There is no full-time faculty member assigned to the MTS program. Typically one full-time Religious Studies faculty member teaches one graduate core course in the fall and spring semester in De Pere. For this teaching assignment, the faculty member is released from one undergraduate course. The other core courses are taught by the full-time faculty outside the regular academic calendar (i.e., J term and summer school). They receive a separate contract for these services. The MTS Director does not receive any released time for the position but is instead compensated with a stipend. Adjuncts or SNC full-time faculty outside regular contract time teach all core and specialization courses in New Mexico. Given these present staffing practices, one calculation of the major/FTE ratio is 60/16.
F. Course Enrollments

As the chart below indicates, course enrollments in the program over the last five years remain relatively constant with the exception 2002-03. In that year, enrollments in De Pere and New Mexico dropped significantly, resulting in the cancellation of several courses and further decreasing the total enrollment number. In response to this troubling enrollment dip, the MTS Program Director, along with the Program Coordinator and Policy Committee, put together a marketing plan. The plan consisted of updating the MTS website, working with the Office of Communication to improve the appeal and availability of promotional material (e.g., brochures, bookmarks, etc.), and meeting with leaders from the Green Bay Diocese and other mainline Christian Churches to promote the program. Similar efforts to market the program occurred in New Mexico (e.g., meeting with area religious leaders, holding introductory lectures and receptions for the community). Greater flexibility in course scheduling was also introduced (e.g., courses were spread out more evenly throughout the year). As the numbers indicate, these efforts have resulted in increased enrollments.

### Total Number of De Pere Enrollments per Academic Year

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>73</td>
<td>35</td>
<td>72</td>
<td>76</td>
<td>77</td>
<td>66.5</td>
<td>85.5</td>
</tr>
</tbody>
</table>
Total Number of New Mexico Enrollments per Academic Year

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments</td>
<td>36</td>
<td>17</td>
<td>24</td>
<td>59</td>
<td>48</td>
<td>47</td>
<td>36</td>
</tr>
</tbody>
</table>

To Review Enrollments by Academic Year, Semester, and Course see Appendix C

The chart below contains the grade distribution from the fall of 2005 to the 2008 J-Term. Grade distribution information for previous years is not currently available from the Office of Institutional Effectiveness. While the grade distribution is high compared to undergraduate work, it is in line with graduate school expectations. At a graduate level, a grade of B (3.0) indicates appropriate work. Also careful screening of potential students greatly minimizes the likelihood of a person who is incapable or unmotivated being accepted into the program.

Three additional notes about grades: One, “CT” indicates that students are continuing in the program. They have finished their course work but have not yet completed their thesis project. This designation was initiated to track students who are nearly finished and to offer a financial incentive (i.e., savings of $100.00) for them to finish their degree. Two, “S” is the grade now given to indicate successful completion of exams and thesis courses. Three, “NR” for the fall and J Term indicates students who should have registered for CT credit but have not yet been recorded. This issue is currently being addressed with the Registrar’s Office.
G. Average Class Size

Over the last five years, as reported in the 2007 Program Review, the average class size in De Pere was 7.48 students for core courses and 5.00 for specialization courses. For the same time period in Albuquerque, the average class size was 7.73 students for core courses and 9.1 for specialization courses. Over the past two years (2006-07, 07-08), the average class size in De Pere was 9.11 students for core courses and 3.97 for specialization courses. Over the same two year period in Albuquerque, the average class size was 7 students for core courses and 8.3 for specialization courses.

These averages indicate an increase in enrollment in De Pere and stable enrollment in Albuquerque in core courses. The increase is evident in the number of new students entering the program that has resulted in a record enrollment of eighteen in MTS 504 (Christian Ethics) this spring (2008). Albuquerque’s higher averages for specialization courses reflects their restriction of course offerings to two areas of concentration (i.e., Catechetical Ministry and Religious Education). De Pere’s lower average in specialization courses does not indicate fewer students but more options. Several years ago, Spirituality was added as a sixth concentration, in hopes of drawing additional students to the program. It was acknowledged that there was a risk of spreading enrollments out across more offerings instead of attracting a significant number of new students to the program. This risk was mitigated, in part, by cross-listing several courses. While it is too early to judge this strategy defective, the decreasing averages in specialization courses requires constant monitoring and evaluation. Two responses are possible if the trend continues: one, discontinue undersubscribed concentrations; or two, mount a more aggressive marketing strategy to attract students.
Students

Students in the MTS program are typically non-traditional students with more than half in their 40’s and 50’s. The program is seeing an increase in students applying to the program who are in their 20’s and 30’s (currently at 13). The program has five students in their 60’s and one in her 70’s. As mentioned above, most students are working adults who participate in the program while working full-time.

The MTS program utilizes and advertises an open enrollment policy which allows students to enroll in the program at any time. Students have up to eight years to complete the program. The majority of students complete the program in three to five years.


The open enrollment component of the program works very well as students are inquiring into the program year round. Student enrollment is sporadic and fluctuates greatly every year. However, the overall enrollment average for both programs over the past five years has been at about forty for De Pere and twenty for Albuquerque.

H. Advising Load Per Full-Time Faculty

The MTS Director serves as the primary advisor for all prospective and enrolled students. This is possible because the MTS curriculum is standardized, straightforward, and clear. Consequently, time spent on academic advisement is minimal. The MTS Policy Committee advises the MTS Director regarding course substitution and course equivalency requests.

The MTS Director, along with a representative from the Policy Committee, interviews each incoming student prior to registration. There is a discussion of the program structure, requirements, areas of specialization, and course rotation. (This rotation is also on the MTS website). The Director also visits core courses on occasion to answer questions and sets up individual meetings with students upon request. At the De Pere site, the Director traditionally is the instructor for MTS 510 (Integrative Colloquium) which is a pivotal course in which the student prepares his/her thesis project. In Albuquerque, the Associate Director visits the colloquium on several occasions during the term. While full-time faculty are not formally assigned advisees, a great deal of informal advisement and mentoring occurs in the core courses. All faculty are required to fill out a short evaluation on each student’s academic and personal performance in the course. These evaluations are reviewed by the Director in consultation with the Policy Committee. Two full-time Religious Studies faculty members sit on this committee. If serious concerns are noted, students are required to meet with the Director and a member of the Policy Committee. When students complete fifteen credits, the Policy Committee and the Director review their GPA and evaluation to determine whether or not they will be offered formal acceptance into the program.

I. Percent of Course Sections Taught by Part-Time Faculty

In De Pere, approximately 1/3 of the courses are taught by adjuncts. These adjuncts are highly qualified and teach only in specialization courses. In Albuquerque, only a very few courses are taught by St. Norbert full-time faculty. Four faculty members in Albuquerque who teach regularly in the program have received formal adjunct assistant professor status. This designation was granted after review and recommendation of the Religious Studies faculty.
III. Teaching and Learning, Scholarly/Creative Efforts and Service

Teaching effectiveness is evaluated through various means: review of syllabi, student written evaluations, and student interviews. The most extensive assessment data on teaching effectiveness is student written evaluations. The evaluation form (see Appendix D) that has been used since the early 1990s was one constructed by Father Richard Ver Bust in light of evaluation forms used by comparable programs (e.g., St Francis Seminary, Milwaukee, WI). The form was revised this year in response to the Curriculum and Educational Policy Committee’s (CEPC) request that the undergraduate SOOT forms be used in graduate courses. The impetus behind this request was to gather data that could be normed within a larger pool. Consequently this past year, the program has used two evaluative forms: the undergraduate (SOOTS) form and a revised form asking questions that are relevant to graduate courses and nontraditional students (See Appendix E). This hybrid approach will have to be reviewed to see if pertinent information is still being obtained.

With that said, student written evaluations are extremely useful in supplying student feedback to both the Director and instructor on specific instructional items: instructor knowledge, instructor preparation, quality of student interaction, organization of class time, encouraged interest, allocation of time, balance between theory and practice, response to needs. Evaluations are distributed for every course and reviewed by the Director. Instructors receive copies of their evaluations often with an accompanying note highlighting significant patterns.

As is clear from the chart below, overall, students rate faculty very highly. Two areas of concern for the De Pere faculty are (1) organizing class time well and (2) keeping discussion on track. These concerns are listed predominantly for two instructors. Both have been alerted to this concern. New Mexico student evaluations are very strong and reflect the strength of the adjunct faculty pool in Albuquerque. Finally, only in a few rare instances, student criticism was substantial enough to warrant the individual not being invited to return to teach. These instances occurred only with instructors in the specialization courses.

A. Indicators of Teaching and Advising Quality

<table>
<thead>
<tr>
<th>The Instructor:</th>
<th>Rarely</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Has command and knowledge of the subject</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>8%</td>
<td>91%</td>
</tr>
<tr>
<td>Q2 Was well prepared to discuss, relate, contrast various points of view</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>22%</td>
<td>77%</td>
</tr>
<tr>
<td>Q3 Encouraged student interaction</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>10%</td>
<td>89%</td>
</tr>
<tr>
<td>Q4 Organized class time well</td>
<td>0%</td>
<td>2%</td>
<td>18%</td>
<td>29%</td>
<td>61%</td>
</tr>
<tr>
<td>Q5 Stimulated further interest and discussion</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>18%</td>
<td>78%</td>
</tr>
<tr>
<td>Q6 Was able to keep discussion on track and open to all</td>
<td>0%</td>
<td>3%</td>
<td>11%</td>
<td>25%</td>
<td>61%</td>
</tr>
<tr>
<td>Q7 Allotted sufficient time for class discussion</td>
<td>0%</td>
<td>1%</td>
<td>7%</td>
<td>27%</td>
<td>65%</td>
</tr>
<tr>
<td>Q8 Balanced and informational and pastoral approach to the subject matter</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>27%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Student:</th>
<th>Rarely</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9 Appreciated the course as responsive to his/her needs in preparation for pastoral ministry.</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>24%</td>
<td>70%</td>
</tr>
</tbody>
</table>
### ADJUNCT FACULTY-De Pere
(73 evaluations)

<table>
<thead>
<tr>
<th>Q1</th>
<th>Has command and knowledge of the subject</th>
<th>Rarely</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Consistently</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>8%</td>
<td>91%</td>
</tr>
<tr>
<td>Q2</td>
<td>Was well prepared to discuss, relate, contrast various points of view</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>18%</td>
<td>79%</td>
</tr>
<tr>
<td>Q3</td>
<td>Encouraged student interaction</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>14%</td>
<td>81%</td>
</tr>
<tr>
<td>Q4</td>
<td>Organized class time well</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>12%</td>
<td>28%</td>
</tr>
<tr>
<td>Q5</td>
<td>Stimulated further interest and discussion</td>
<td></td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>14%</td>
<td>81%</td>
</tr>
<tr>
<td>Q6</td>
<td>Was able to keep discussion on track and open to all</td>
<td></td>
<td>0%</td>
<td>1%</td>
<td>14%</td>
<td>16%</td>
<td>83%</td>
</tr>
<tr>
<td>Q7</td>
<td>Allotted sufficient time for class discussion</td>
<td></td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
<td>27%</td>
<td>66%</td>
</tr>
<tr>
<td>Q8</td>
<td>Balanced and informational and pastoral approach to the subject matter</td>
<td></td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
<td>11%</td>
<td>82%</td>
</tr>
</tbody>
</table>

### The Student:

| Q9 | Appreciated the course as responsive to his/her needs in preparation for pastoral ministry. | Rarely | 1 | 0% | 0% | 1% | 27% | 72% |

### ADJUNCT FACULTY-Albuquerque
(160 evaluations)

<table>
<thead>
<tr>
<th>Q1</th>
<th>Has command and knowledge of the subject</th>
<th>Rarely</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Consistently</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td>92%</td>
</tr>
<tr>
<td>Q2</td>
<td>Was well prepared to discuss, relate, contrast various points of view</td>
<td></td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>5%</td>
<td>91%</td>
</tr>
<tr>
<td>Q3</td>
<td>Encouraged student interaction</td>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>6%</td>
<td>91%</td>
</tr>
<tr>
<td>Q4</td>
<td>Organized class time well</td>
<td></td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>14%</td>
<td>81%</td>
</tr>
<tr>
<td>Q5</td>
<td>Stimulated further interest and discussion</td>
<td></td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>11%</td>
<td>85%</td>
</tr>
<tr>
<td>Q6</td>
<td>Was able to keep discussion on track and open to all</td>
<td></td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>14%</td>
<td>83%</td>
</tr>
<tr>
<td>Q7</td>
<td>Allotted sufficient time for class discussion</td>
<td></td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>17%</td>
<td>78%</td>
</tr>
<tr>
<td>Q8</td>
<td>Balanced and informational and pastoral approach to the subject matter</td>
<td></td>
<td>0%</td>
<td>2%</td>
<td>7%</td>
<td>11%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### The Student:

| Q9 | Appreciated the course as responsive to his/her needs in preparation for pastoral ministry. | Rarely | 1 | 0% | 1% | 5% | 14% | 80% |

Syllabi for every course are reviewed by the Director prior to the term. In numerous cases syllabi were modified and revised in light of the review.

The program recently began surveying students once they complete the program. (See Appendix F.). This evaluation asks students to rate certain aspects of the program such as the application process, staff (director and coordinator), and faculty. The evaluation also asks students their opinion about the program strengths and weaknesses.
The initial program evaluation inadvertently did not contain a rating scale for the questions. We have since revised the evaluation to include a rating scale of 0-4. This revised evaluation will be distributed to approximately ten students sometime in late May, 2008.

B. Scholarly/Creative Efforts
(This information is directly from the Religious Studies Program Review dated February 20, 2006.)

Given the amount of teaching and service borne by Religious Studies faculty, the amount and quality of published research produced by the discipline is nothing less than remarkable. Religious Studies faculty have been recognized for their contributions as scholars by both the College community and national organizations of peers.

Publications
1) Three published books, one of which earned an award from the Catholic Press Association
2) One edited volume
3) Six book projects presently in press awaiting publication or under contract
4) Seventeen articles in refereed/peer-reviewed journals
5) Twenty-four papers given at academic conferences

Grants
Nine grants awarded for research purposes.

Awards & Achievements
1) The Donald B. King Award for outstanding scholarship, 2002 (Paul Wadell);
2) Four faculty granted academic tenure;
3) One faculty promoted to full Professor.

C. Collegial and Community Service
(This information is directly from the Religious Studies Program Review dated February 20, 2006.)

The faculty/academic staff dedicates time and effort to serving the profession, the College, and the community. Howard Ebert and the MTS program as a whole are members of:

- AGPIM (Association of Graduate Schools in Ministry)
- NALM (National Association for Lay Ministry)
- NAGP (National Association of Graduate Professionals).

In addition, our full-time RS faculty who regularly teach in the program are members of various organizations such as:

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1 Discipline = full-time, tenure-track faculty who began at the College anytime in the years 2000-2004 and are still at the College: Thomas Bolin, Bridget Burke Ravizza, Howard Ebert, Michael Lukens, Tom Reynolds, and Paul Wadell. Not included are one retired faculty member, a faculty member who was hired in 2002 but who left in 2004 for another institution, and a faculty member hired in 2005. Inclusion of these three individuals would increase the numbers of publications, specifically books and peer-reviewed articles.
• Catholic Biblical Association
• Society of Biblical Literature
• Society for the Study of Christian Spirituality
• Catholic Diocese of Green Bay Pastoral Associate Certification Board,
• Lutheran, Anglican, Roman Catholic, United Methodist Commission to Wisconsin and Michigan,
• American Society of Church History,
• Presbyterian Historical Society
• North American Academy of Ecumenicists,
• Canon Law Society,
• American Catholic Historical Association,
• American Academy of Religion,
• Catholic Theological Society of America,
• Society of Christian Ethics
• College Theology Society.

The MTS program also utilizes adjunct faculty who bring to the program their outstanding reputations in their specialized areas of theological education. These instructors are members of such respected associations as:

• New Mexico Conference of Churches
• College Theology Society
• American Academy of Religion
• Catholic Theological Society of America
• Association for Religion and Intellectual Life
• National Association of Diocesan Ecumenical Officers
• Catholic Biblical Association

Service to the College:
(This information is directly from the Religious Studies Program Review dated February 20, 2006.)

Faculty/academic staff have provided many hours of service to St. Norbert College. The significant amount of service provided by members of the Religious Studies faculty attests both to their commitment to the common good of the College as well as the regard in which they are held by their colleagues and administrators.

College-Wide Committees
Religious Studies Faculty have served on twenty-two different College-wide committees. Because more than one Religious Studies faculty member has served on the same committee, the discipline’s actual service is equivalent to twenty-eight College-wide committees.2

1) Faculty Personnel Committee (3)
2) Curriculum and Educational Policy Committee
3) General Education and Honors Committee (2)
4) International Education Committee
5) Assessment Committee

2 Numbers in parentheses designate how many RELS members have served on that particular committee.
6) Harassment Resource Committee (3)
7) Campus Master Planning Committee
8) Student Life Committee
9) College Community Relations Board
10) Enrollment Management Committee
11) Designated Gifts Committee
12) Humanities and Fine Arts Advisory Council (2)
13) Faculty Advisory Council
14) Peace & Justice Advisory Council
15) Leadership Studies Advisory Council
16) IBLAS Advisory Council
17) Women’s and Gender Studies Advisory Council
18) Library Advisory Council
19) Mission and Heritage Advisory Council
20) Office of Faith, Learning and Vocation Advisory Council (2)
21) Strategic Planning and Resources Allocation Advisory Council
22) Board of Trustees Mission & Heritage Committee

Task Forces & Search Committees
1) General Education Task Force
2) Revenue Enhancement Task Force
3) Search Committee for Academic Dean and Vice President
4) Search Committee for an Associate Academic Dean
5) Search Committee for President

Administrative Positions Held by Religious Studies Faculty
1) Dean of the College & Academic Vice President
2) Humanities & Fine Arts Divisional Chair/Associate Dean
3) Director of Faculty Programs in Lilly Grant Program in Faith, Learning & Vocation

Committees Requiring the Participation of Some All Religious Studies Faculty
3
1) Heidgen Chair Committee on the Center for Catholic & Norbertine Studies*
2) Killeen Chair of Philosophy & Theology*
3) Master of Theological Studies Policy Committee

Other Collegial Activities
1) Guest lectured in eight different class meetings
2) Participated on nineteen different panels
3) Gave twenty-five presentations in various College fora
4) Organized two panel discussions

Service to the Community:
(This information is directly from the Religious Studies Program Review dated February 20, 2006.)

The faculty/academic staff have not limited their efforts to the profession and the college. They have accepted widely varied responsibilities to serve in the local community. These include:

Presentations at Area Churches/Synagogues

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3 Asterisk denotes committee on which all members of the discipline sit.
Fifty-eight presentations at twenty-three different churches/synagogues, representing seven different faiths.

Teaching for the Diocese of Green Bay
Ten presentations for various Religious Education programs of the Diocese

Other Presentations
Nine different presentations made in various religious and secular venues.

Membership on Service Boards
Family Service Board
Ecumenical Commission of the Green Bay Diocese
St. Vincent Hospital Ethics Committee
St. Mary’s Hospital Ethics Committee

In addition to the extensive record of the Religious Studies Faculty’s collegial and community service, it is noteworthy for the present review to note that Professors Howard Ebert and Paul Wadell have given numerous presentations for participants in the MTS programs both in De Pere and Albuquerque.

IV. Assessment of Student Learning Outcomes

Two years ago a rubric was designed to assess the quality of thesis projects. The rubric was based on the learning outcomes adopted by the MTS program from the *National Certification Standards for Lay Ecclesial Ministers*. This rubric was utilized by an outside evaluator to assess recently completed thesis projects. The thesis project was the first item chosen for comprehensive assessment because it serves as the culmination of the student’s program and has received the most specification and elaboration of requirements. The Director and the MTS Policy Committee is currently reviewing the pool of questions for the qualifying exams and will also construct a rubric for them. This task is timely because qualifying exams are now transcribable. Below is a description of the learning outcomes, the results of the outside evaluator, and the steps that are being taken to respond to areas of concern.

A) Viable Assessment Plan

The following learning outcomes of the MTS Program are based on the objectives outlined in the *National Certification Standards for Lay Ecclesial Ministers* (United States Conference of Catholic Bishops Commission on Certification and Accreditation, April 2003). This document identifies the key learning objectives for Parish Catechetical Leaders, Youth Ministry Leaders, Pastoral Associates, and Parish Life Coordinators.

1. Students will identify and, when appropriate, apply the distinctive knowledge, skills, and methods from the disciplines of scriptural studies, systematic theology, historical theology, Christology, Christian ethics, and ecclesiology.
2. Students will demonstrate the ability to use reflectively and critically the resources of scripture, tradition, reason, and contemporary knowledge to address pastoral issues.
3. Students will identify significant theological differences within the Christian tradition and the impact of these differences upon the history and practices of the Christian Church, especially the Roman Catholic ecclesial community.
4. Students will recognize and identify the dialectic relationship between the Christian Church and the world.
5. Students will reflect on and articulate the relationship between the art of theology and their experience of faith and ministry.

Source of Evidence

There are three sources of evidence for program assessment: (1) the thesis project; (2) programmatic evaluation in light of national benchmarks; and, (3) Qualifying Exam.

Master’s Thesis Project: Students submit a Master’s thesis project requiring extensive research in their area of specialization. The purpose of the thesis project is to analyze a significant pastoral issue or concern and to propose a response. Both the analysis and response need to be grounded in a theologically sound approach. This approach must be informed by critical, focused, coherent reflection and must include appropriate resources from scripture, from the Christian tradition, from ecclesial documents, and from contemporary experience and culture. (Students are expected to follow the essential components of theological reflection and their interrelationship as outlined in the Whitehead's book, *Method in Ministry*.)

Programmatic Evaluation: The program itself, specifically the specializations, continues to be assessed as to its relevance and success in developing creative leaders. Each specialization was recently reviewed (2004-06) by the MTS Policy Committee in light of the outcomes identified in the *National Certification Standards for Lay Ecclesial Ministers* (United States Conference of Catholic Bishops Commission on Certification and Accreditation, April 2003).

Qualifying Exam: The qualifying exam is taken after all or most coursework is completed. The exam includes questions in six areas reflecting the learning outcomes stated above. Students answer three of the six questions, based on their specialization. The examination seeks to determine if students have a grasp of the basic theological material and if they are able to apply that knowledge to a specific pastoral question. Again, the pool of questions for the exam are currently being re-evaluated and a rubric will be constructed after the revision.

B) Direct Evidence

The most systematic and direct assessment of the program has occurred in the areas of programmatic and thesis project evaluation. The faculty is currently reviewing and revising the qualifying exams. This revision is necessary in light of recent changes in course offerings and in specialization requirements. (See Appendix G for the former program requirements and the website, snc.edu/mts, for the new program structure). These revisions reflect both the recommendations of diocesan personnel and the benchmarks established by in the *National Certification Standards for Lay Ecclesial Ministers* (United States Conference of Catholic Bishops Commission on Certification and Accreditation, April 2003).

Dr. Karen Koenig conducted a systematic and detailed evaluation of seventeen MTS final thesis projects (ten from De Pere students, reviewed in 2006; seven from Albuquerque students, reviewed in 2007; see Appendix H for CV). While Professor Koenig taught several undergraduate courses at the College, she had no connection with the MTS program. She was not personally acquainted with any of the authors of these theses. Therefore, her evaluation can be understood to be both anonymous and disinterested. Professor Koenig’s evaluation utilized a rubric constructed by the MTS Policy Committee based on the proposed learning outcomes of the program (See Appendix I). Below is a summary of her assessment of the strengths and weaknesses of the thesis projects. Please note that
each of Professor Koenig’s noted weaknesses has been considered by the MTS Policy Committee. The concerns, as well as the means for addressing each concern, are described below. The listed responses formally demonstrate the first round of “closing the loop” of assessment for the MTS Program.

**Strengths**

Dr. Koenig described the strengths of the papers this way: The seventeen theses represent a wide range of subject matter in addition to some difference in ability and sophistication. In general, the theses are original and thoughtful. Almost all of them demonstrated enthusiasm on the part of the authors for the chosen subject. In every case it was clear that the topic grew out of a personal commitment to the theological issues on the part of the author. In almost every case, the author was able to support his or her personal position without relying too heavily on opinion and emotion. The theses were, on the whole, well-researched and well-argued. Clearly, the process by which each student discerns his or her thesis topic is working well and should be commended and continued.

Authors were able to synthesize secondary source material and to build upon the theological foundations of others in order to construct a new argument.

**Weaknesses**

1. **Uniformity (Albuquerque & De Pere)**
   
   **Evaluator noted:** There is a lack of uniformity with regard to format (including margins and font,) and citation method. The evaluator recommended that the MTS program adopt a set of guidelines for the students to adhere to with regard to form and presentation.

   **Program response:** Beginning in the spring of 2006, the MTS program officially adopted MLA as the style all students must follow in their writing. This style has been adopted not only for the final thesis, but for all research papers written by students in the MTS. In addition, students are now required to have their thesis projects approved by the Coordinator of Library Services before the thesis discussion. The librarian reviews both for uniformity as well as usage of the MLA format, and contacts the MTS Coordinator in cases where there are significant problems. The Coordinator of Library Services reviews the thesis again before the final copy is printed and bound.

2. **Dialectic between Church and the World (De Pere)**
   
   **Evaluator noted:** The majority of theses did not explore the dialectic between the church and world, but rather explored issues internal to the life of the church.

   **Program response:** The Policy Committee determined that issues internal to the life of the church are appropriate topics for MTS thesis projects. Therefore the language of the assessment rubric has been changed. The former wording was: “Ability to identify and explore the dialectic between the Christian church and the world.” The wording adopted by the Policy Committee in January 2007 is: “Ability to identify and explore the relationship between the Christian church and the historical cultural context.”

3. **Social Scientific research methods and practices (De Pere)**
   
   **Evaluator noted:** There was evidence that students were not utilizing ethical standards in relation to subjects, particularly by violating standards of anonymity.

   **Program response:** The MTS director has contacted Professor Ray Zurowski, Chair of the Institutional Review Board, for assistance in addressing this concern. Professor Zurowski has agreed to prepare or to present guidelines for research protocol and ethics. This information will be incorporated into the Integrative Colloquium (510). Students who plan on utilizing an extensive or
sophisticated social research strategy will be referred to a member of the social science faculty or the Office of Institutional Effectiveness. These referrals will be on an individual basis and at the discretion of the instructor of the Integrative Colloquium.

4. Proofreading/editing (De Pere)
Evaluator noted: In some cases the thesis papers suggested the need for another draft, either for the sake of clarity of ideas or for purposes of simple proofreading.
Program response: In reviewing the evaluator’s comments, the Policy Committee affirmed that the Thesis Director’s role is not that of editor. In January 2008 the Policy Committee recommended revisions to the Guidelines for Thesis Directors. In the newly revised guidelines, it is made clear that it is the student’s responsibility to turn in drafts to their Thesis Director that do not contain typos, grammatical errors, etc. Thesis Directors are informed that they should return to the writer any drafts containing significant errors. In addition, Thesis Directors are encouraged to put students in contact with the Writing Center or to recommend a religious studies student who might be hired as an editor. Finally, as mentioned in #1 above, the role of the Coordinator of Library Services is proving helpful in identifying the need for proofreading or editing.

5. Incorporation of opposing viewpoints (Albuquerque)
Evaluator noted: “The inclusion of competing ideas and forces would have improved the majority of these works, making the arguments of the authors both stronger and more convincing.”
Program response: It bears noting that the outside evaluator used the new rubric adopted in January 2007 for her work evaluating the Albuquerque thesis papers. In addition to the revised wording mentioned above in #2, the January 2007 rubric also includes an added item. That item reads: “Ability to demonstrate awareness of alternative viewpoints/criticisms and address them appropriately.” The MTS Director met with the instructor for the capstone in Albuquerque, and the Associate Director in early March 2008 and discussed this concern. This requirement will be highlighted in the Integrative Colloquium and the criteria contained in the rubric will also be discussed.

6. Broader contextualization (Albuquerque)
Evaluator noted: Students over-generalized their experiences and findings, and need to better situate their arguments “within the wider body of theological reflection and discourse.”
Program response: The MTS Director met with the instructor for the capstone in Albuquerque, and the Associate Director in early March 2008 and discussed this concern. The Associate Director agreed to alert faculty teaching in the program of this concern and encourage them to address the problematic nature of over-generalization. This concern will be noted in the Integrative Colloquium and highlighted in responses to thesis project proposals.

7. Scriptural foundations (Albuquerque)
Evaluator noted: With a single exception, the Albuquerque thesis papers lacked sufficient scriptural exegesis and analysis.
Program response: The MTS Director met with the instructor for the capstone in Albuquerque, and the Associate Director in early March 2008 and discussed this deficiency. The Associate Director agreed to alert faculty, especially those teaching MTS 503 (Scripture and Biblical Interpretation), of this concern. Inclusion of the use and importance of scripture and scriptural interpretation will be listed as one of the learning outcomes for MTS 503.
C) Indirect Evidence

The success of our students is a clear indicator of the program’s effectiveness. Graduates of the program currently hold such positions as Pastoral Associate, Liturgist, Hospital or Hospice Chaplain, Director of Administration at the Diocese of Green Bay, Parish Director, Director of Religious Education, Campus Minister, Deacon, Religion Teacher, Associate Editor of the Compass, Director of Evangelism and Worship at the Diocese of Green Bay, Director of Youth Ministry, Business Administrator, Director of Music, Catholic High School Teachers, and RCIA Director. The positive comments by students on their evaluations and by graduates about the program are additional indirect indicators of the program’s success.

V. Other Indicators of Program Achievement and Contribution

A) Quality of Entering Students

All entering MTS students have a Baccalaureate or equivalent recognized degree from an accredited institution with a minimum 3.0 GPA (or previous graduate work with a 3.25 GPA). Entering students must provide transcripts, three letters of recommendation, a 500 word essay, and a personal interview with the MTS Director and one member of the Policy Committee.

B) Contributions to General Education and Other College Programs

As a graduate program, MTS does not regularly contribute to General Education at St. Norbert College. The program has, on very rare occasions, allowed undergraduate, senior religious studies majors to take, or to sit in on, a graduate level theology course. Additionally, the MTS does have a small library budget. Many books that are ordered through the MTS budget are also used by the undergraduate program.

C) Use of Technology

The use of technology is not required as an enhancement in the learning process of an MTS degree. However, in the J-term of 2004, the program offered a video-linked course between the two campuses (De Pere and Albuquerque). There were fourteen students enrolled. The students on both campuses were pleased overall with the concept of a video link despite a few technological difficulties. The connections were lost at times and the sound quality was occasionally poor. The student and instructor (Fr. Andrew Ciferni, O.Praem.) evaluations were very positive.

The only other negative aspect of this type of course is the cost involved. The phone costs alone were $150 per hour and the Albuquerque campus had to rent a room off campus that had the technology to link to the campus. The De Pere classroom site was at the Kress Inn, which is not the best venue for classroom instruction.

D) Uniqueness/distinctiveness of program

One, the MTS Program began as a collaborative effort between the Diocese of Green Bay, Silver Lake College and St. Norbert College. Such collaboration, though recently threatened, is both unique and healthy. The Commissioned Ministry Program run through Silver Lake college is seen as a feeder system for the MTS program. This extensive array of educational opportunities for
ministry is impressive. It is noteworthy that having program graduates at several of the highest levels of diocesan leadership has been very beneficial for the relationship between the College and the Bishop.

Two, the MTS program is conceived as a synthesis between academic rigor and a pastorally attentive approach. In order to combine these two approaches, a model of practical theology was developed in the mid 1990’s. This synthesis is not without its drawbacks as prospective students are often drawn to less rigorous or ideologically focused programs.

Three, the MTS program, especially in Albuquerque, is intentionally ecumenical. In fact the initial requesting body was the Ecumenical Institute of Ministry (EIM) which was the educational arm of the New Mexico Conference of Churches (NMCC). While the results have been somewhat mixed in recruiting students from other mainline Christian Churches, both programs have moved toward more diverse religious representation among students and faculty.

E) MTS Contributions to Diversity Goals

Currently the MTS program does not contribute to ethnic and racial diversity goals. There are ongoing conversations with the Diocese and the Norbertines to recruit first generation Hispanic, Hmong and Native Americans to both the College’s undergraduate and graduate programs.

F) Accreditation Status

The MTS program in De Pere was accredited in 1987 and the Albuquerque site in 1998 by the North Central Association of Colleges and Schools.

G) Evidence of Strategic Planning Progress

The MTS Strategic Plan was filed on December 17, 2003 (See Appendix J). The strengths and weaknesses of the program as outlined in that document are current with two notable exceptions. One, in 2003 the program lacked an assessment plan. This is no longer the case. Two, also in 2003 there was uncertainty about how to expand the program even though funding had been obtained through the Lilly Grant for that purpose. Since that time, the MTS Director, MTS Policy Committee and the Director of the Lilly Program worked to establish and implement a plan. The plan is twofold: (1) Review and revise the current curriculum in light of the learning objectives outlined in the National Certification Standards for Lay Ecclesial Ministers and (2) begin an aggressive marketing plan. The first part of the plan was completed in the Fall of 2006 and currently marketing is being done for the revised program. Marketing has included an updated website, printed bookmarks and brochures, and attendance at various diocesan functions by the Director to talk about the program.

Four goals from the 2003 Strategic Plan continue to need attention. The Program has not yet extended association with major academic and professional societies. The Program staff has begun the work of formalizing the appropriate budget and respective responsibilities for the Albuquerque program. A formation component is not yet fully developed, though the Director of the MTS and the Director of The Program of Faith Learning and Vocation have met with MTS students on this issue, and several pilot events were offered this academic year. Finally, the MTS Policy Committee has begun to discuss with diocesan representatives marketing methods that can increase enrollments, thus addressing enrollment questions.
H) Efforts to Attract Grant Funding
The primary focus of Part B of the grant obtained from the Lilly Endowment, Inc. in December 2000 was to broaden the MTS Program through a redesign of courses and development of sessions with a focus on lay ministry training. This redesign was based on national standards. The grant also included funding for a market study and for the development of a market plan. In the most recent proposal for a sustainability grant from Lilly, there is money allocated to address the formative components of the program.

I) Peer and Aspirant Institutions

Of the eleven peer institutions, two have graduate programs in Theological Studies: Loras College and St. John’s University. One of the aspirant institutions, St. Michael’s College, has a graduate program in theology. Below are brief descriptions of the three programs.

General Information from the Loras College

The Archdiocese of Dubuque and Loras College have joined in a cooperative mission designed to meet the developing ministry needs of the regional Catholic Church and provide opportunities for continuing education and degree study. While dioceses and religious orders have made substantial investments in the education of priests and sisters for service in the church, there are increasing numbers of laity who are now assuming many new duties. Therefore, there is a corresponding need for new levels of training for the laity as the church continues to move in the direction of professional lay ministries.

At Loras, the Pastoral Education Program (PEP) offers graduate courses designed to meet professional needs. The PEP provides individuals with the chance to explore the opportunities and challenges of ministry, both as a special interest or as a degree program. Among those who could make use of the program are: directors of religious education; family and marriage ministers; liturgical ministers; members of boards, councils and committees; ministers in Christian initiation; pastoral administrators; pastoral associates; permanent deacons; social ministers; teachers of religious education; and youth ministers.

The Loras program uses online components in order to meet the needs of those who live a distance from Dubuque, and whose jobs and families limit their available time for class meetings. Each course is designed for 3 class meetings of 5-6 hours each, preceded by two to three weeks of work on one’s own and online.

Master of Arts in Theology at St. John’s University in MN

Through a study of the sources and methods of theological investigation and through an examination of the contributions of both the tradition and contemporary scholarship, students develop a critical, historically-rooted approach to theology. The students become aware of their social location and the context within which they engage in theological discussions. The six areas of concentration provide opportunities for more directed study in Scripture, Liturgy, Systematics, Church History, Spirituality, or Monastic Studies.

Theology and Pastoral Ministry at St. Michael College in Vermont

The Graduate Theology and Pastoral Ministry program offers our diverse student body with a wide selection of courses taught by internationally recognized scholar-teachers. The Program
emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer and recreational activities are all integral elements of the program. During the summer months, the faculty members and most students reside on campus, and this contributes to the atmosphere of friendship, hospitality, and community for which Saint Michael’s is well known.

Analysis

All three programs distinguish between certain core areas and areas of specialization, as does the St. Norbert MTS program. The three program areas also have distinctive features reflecting their particular traditions and locations (e.g., monastic studies at St. John’s University). Requirements for admission and for graduation are very similar. It is noteworthy that both Loras college and St. John’s University offer online courses.

J) Success Indicators for Career Preparation

This topic is covered within C)” Indirect Evidence” and V)” Other Indicators of Program Achievement and Contribution.”

K) Other Indicators of Program Quality

The MTS Program’s excellent academic reputation in the area is indicated by the number of faculty asked to give presentations in the local community.

L) Response to Previous Program Review or Other Assessments

Below is a chart containing basic financial and budgeting information about the MTS program. With the exception of FY 07, the program has generated positive revenue. The net gains are underestimated up to $18,000 because under current practice, the Finance Office does not record scholarship money as revenue. Please note that this is not a discount, but real endowed scholarship money. Heather Kaminski is in conversation with the Finance Office to change this practice. The drop of revenue from FY 03, 04, 05 to 06 is to a large extent, the result of the discontinuation of the Lily grant.

<table>
<thead>
<tr>
<th>St. Norbert College</th>
<th>Master of Science in Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary as of April 24, 2008</td>
<td></td>
</tr>
<tr>
<td>DE PERE</td>
<td>Actuals Actuals Actuals Actuals Actuals</td>
</tr>
<tr>
<td></td>
<td>FY07 FY06 FY05 FY04 FY03</td>
</tr>
<tr>
<td>Revenues</td>
<td>$40,961 $48,221 $72,080 $67,420 $54,194</td>
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<td>Non-Student Labor</td>
<td>72,857 178% 39,426 82% 54,779 76% 37,209 55% 21,011 39% 63%</td>
</tr>
<tr>
<td>Student Labor</td>
<td>813 2% 348 1% 829 1% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Non-Labor Expenses</td>
<td>8,031 20% 9,620 20% 9,285 13% 5,874 9% 10,148 19% 14%</td>
</tr>
<tr>
<td></td>
<td>($40,740) -99% ($1,173) -2% 7,187 10% 24,337 36% 23,035 43% 22%</td>
</tr>
<tr>
<td>ALBUQUERQUE</td>
<td>Actuals Actuals Actuals Actuals Actuals Actuals</td>
</tr>
<tr>
<td></td>
<td>FY07 FY06 FY05 FY04 FY03</td>
</tr>
<tr>
<td>Revenues</td>
<td>$46,230 $43,473 $48,471 $27,985 $23,043</td>
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<tr>
<td>Non-Student Labor</td>
<td>19,737 43% 24,660 57% 20,231 42% 0% 0% 0% 0% 0% 34%</td>
</tr>
<tr>
<td>Student Labor</td>
<td>- 0% - 0% - 0% - 0% - 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Non-Labor Expenses</td>
<td>7,027 15% 11,223 26% 12,927 27% 14,731 03% 10,947 48% 39%</td>
</tr>
<tr>
<td></td>
<td>($19,466) 42% $7,590 17% $15,312 32% $13,254 47% $8,234 36% 31%</td>
</tr>
<tr>
<td>COMBINED</td>
<td>As of 4/24/08 Budget Actuals Actuals Actuals Actuals Actuals Actuals</td>
</tr>
<tr>
<td></td>
<td>FY08 FY07 FY06 FY05 FY04 FY03</td>
</tr>
<tr>
<td>Revenues</td>
<td>$110,347 $97,308 $87,191 $91,944 $120,551 $95,405 $77,236</td>
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<td>Non-Student Labor</td>
<td>94,253 85% 85,474 88% 92,594 106% 64,086 70% 75,010 62% 37,209 39% 24,873 32% 52%</td>
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<td>Student Labor</td>
<td>300 0% 705 1% 813 1% 348 0% 829 1% 0% 0% 0% 0%</td>
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<td>Non-Labor Expenses</td>
<td>14,425 13% 9,574 10% 15,958 17% 20,843 23% 22,212 18% 20,606 22% 21,095 27% 32% 22%</td>
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<td>(1,369) 1% $1,555 2% ($21,274) -24% $8,417 7% $22,500 19% $37,591 39% $31,269 40% 25%</td>
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Note: De Pere and Albuquerque orgs were combined in FY08.
The basic function of the Policy Committee is to make and to oversee policies related to the MTS Program, and
to serve as an advisory council to the Director of the Program. Its membership includes: the Director of the
Program; the Director for Lay Ministry Formation for the Green Bay Diocese; a graduate of the MTS Program
who is selected by the committee; a representative at-large from the College who is selected by the committee;
and two members of the religious studies Faculty. The members from religious studies are chosen by the
religious studies Faculty. The term of office for the committee members who are not ex officio is three years,
with the option to renew. The duties of the Committee are:

a. to recommend to the Dean and Academic Vice President of the College, through the Associate Dean of
   Humanities and Fine Arts, any changes in admission standards, graduation requirements, curriculum or
   other Program policies.

b. to approve Faculty for the Program upon the recommendation of the Director.

c. to approve students for formal acceptance (i.e. after 15 completing 15 credits) into the Program upon the
   recommendation of the Director.

d. to review the annual budget request prepared by the Director and recommend any changes.

e. to advise the Director on other administrative matters.
Core Course Faculty- De Pere Site

Dr. Bridget Burke Ravizza

Areas of Competence: Catholic Moral Theology, Christian Social Ethics, Feminist Theology and Ethics

Research Interests: Theological Ethics, Moral Philosophy, Systematic Theology, Scripture, Applied Ethics


Dr. John Craghan

Areas of Competence: Exegesis of Hebrew Bible and Christian Scriptures; Biblical Theology; Biblical Languages (Hebrew, Aramaic, Greek); Biblical Hermeneutics; especially Feminist Hermeneutics

Research Interests: Adaptation of Modern Biblical Scholarship to Preaching; Feminist Biblical Hermeneutics; Psalm Studies; Prophetic Literature; Synoptic Gospels

Professional Memberships: Catholic Biblical Association, Society of Biblical Literature

Dr. Howard Ebert

Areas of Competence: Fundamental Theology; Systematic Theology, especially Transcendental Thomism and process Thought; Christology; Sociology of Religion, especially Phenomenology, Ethnomethodology, and Critical Theory

Research Interests: Contemporary developments regarding the Doctrine of Providence; studying the similarities and contrasts between Transcendental Thomism, Process, and Praxis Systems and proposing fruitful avenues of dialogue among these three approaches; Theologies of History and Contemporary Challenges to a Unified Theory of History (i.e., Post-Modernism); Buddhist-Christian Dialogue; Rahner Studies

Professional Memberships: American Academy of Religion, Catholic Theological Society of America, College Theology Society, Karl Rahner Society, Society for Buddhist-Christian Studies, Center for Process Studies, Association of American Colleges and Universities, Associate Member
Dr. Michael Lukens

*Areas of Competence*: History of Christian Tradition and Historical Theology; Sixteenth-Century Reformation History and Theology; Protestant-Catholic Controversial Theology; Jewish-Christian Dialogue; Holocaust Studies and Post-Holocaust Theology

*Research Interests*: Post-Holocaust Theology; German Catholicism in the Third Reich; Dietrich Bonhoeffer; Letters of Georg Witzel (1501-1573); Calvin Studies


Dr. Thomas Reynolds

*Areas of Competence*: Global Theology, Systematic Theology, History of Religions, Inter-religious Dialogue and Ecumenism, 19th and 20th Century Theology, Hermeneutics, Continental Philosophy, Philosophy of Religion

*Research Interests*: Schleiermacher, Cross-cultural Dialogue, Christology, Buddhism, Aesthetics

*Professional Memberships*: American Academy of Religion, College Theology Society, Society for Buddhist-Christian Studies, Schleiermacher Society

Dr. Paul Wadell

*Areas of Competence*: Christian Ethics, Moral Theology, Ecclesiology

*Research Interests*: Ethics of Thomas Aquinas, Friendship, Morality, Church as a Moral Community, Virtue Theory

*Professional Memberships*: American Academy of Religion, Society of Christian Ethics, Catholic Theological Society of America, College Theology Society
## APPENDIX C
Enrollments By Academic Year, Semester, and Course

### De Pere Enrollments by Academic Year, Semester, and Course

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<th>ENROLLMENTS</th>
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# New Mexico Enrollments by Academic Year, Semester, and Course

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APPENDIX D
Previous Student Course Evaluation

Course Title: ________________________________ Professor: ________________________________
Semester: ________________________________

You are asked to address three basic categories in evaluating a course, these are listed below as "A" through "D".

Answer each statement under the various categories by writing a rating (found below) on the line in the right-hand column that you wish to designate as your evaluation of the statement.

X) Not Applicable...0) Rarely...1)...2)...3)...4)...5) Consistently

Use the backside of the page for written comments if more space is needed. Make sure that your written comments are very legible:

A. TEACHER'S COMPETENCE AND PERFORMANCE

   The teacher:
   1) Has command and knowledge of the subject. _______
   2) Was well prepared to discuss, relate, contrast and clarify various points of view. _______
   3) In interacting with students was; _______
      a) Understanding of student and situations. _______
      b) Accessible for further clarifications. _______
      c) Open to the opinions of all the students. _______
   4) Organized class time well, _______
   5) Stimulated further interest and discussion. _______
   6) Was able to keep the discussion on track and open to all. _______
   7) Allotted sufficient time for discussion in class. _______
   8) Balanced an informational and pastoral approach to the subject matter. _______

FURTHER COMMENTS:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

B. READING MATERIALS AND ASSIGNMENTS

   1) The syllabus stated objectives, direction and assignments for the course. _______
   2) Emphasis on the material was well balanced with major points summarized. _______
   3) Readings enhance and expand the topics covered in class. _______
   4) Class work was in balance with credit hours. _______
   5) Assignments were open to creative thinking. _______
   6) The teacher's comments on papers were helpful, enlightening and legible. _______
   7) Adequate time was allotted for the completion of assignments. _______
   8) Assigned readings were readily accessible. _______
   9) Reading assignments and expectations were reasonable. _______

FURTHER COMMENTS:
C. STUDENT'S RESPONSE TO THIS COURSE

1) I was enthused and interested in this course. _______
2) I appreciated the course as responsive to my needs in preparation for pastoral ministry, _______
3) I felt stimulated to learn as much as I was capable of learning. _______
4) I felt free to think for myself, free to disagree, and respected for my opinion. _______
5) I did the **required** readings. _______
6) I did the **recommended** readings. _______
7) I took the course because: a) required course (please circle all that apply) b) elective requirement c) personal interest d) teacher's reputation e) professional development f) other reason ______________________________

FURTHER COMMENTS:
_______________________________________________________________________________________
________________________________________________________________________

D. FOR INFORMATION OF THE ACADEMIC OFFICE

1) The course was scheduled at a convenient time. _______
2) The course was scheduled in manageable time blocks. i.e. 1 1/2 hour periods, etc.) _______
3) The course was scheduled in an adequate location. _______
4) The number of students participating was workable for the course structure. _______
5) The air temperature and circulation in the classroom were adequate. _______
6) I would suggest the following subject areas for future courses: __________________________

FURTHER COMMENTS:
________________________________________________________________________________________
__________________________________________________________________________

E. OTHER COMMENTS/RECOMMENDATIONS :
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
APPENDIX E
Current Evaluation Addendum to SOOTS

STUDENT COURSE EVALUATION

Course Title: ________________________________  Professor: ________________________________
Semester: __________________________________

In addition to the Student Opinion Of Teaching, we ask that you please answer each statement under
the various categories by circling the appropriate rating

1) The teacher balanced an informational and pastoral approach to the subject matter
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

2) Emphasis on the material was well balanced with major points summarized.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

3) Assignments were open to creative thinking.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

4) Reading assignments and expectations were reasonable.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

5) I was enthused and interested in this course.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

6) I felt stimulated to learn as much as I was capable of learning.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

7) I felt free to think for myself, free to disagree, and respected for my opinion.
   Not Applicable  (Rarely) 0 1 2 3 4 5 (Consistently)

OTHER COMMENTS/RECOMMENDATIONS:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

______
APPENDIX F
Program Evaluation

MASTER OF THEOLOGICAL STUDIES PROGRAM EVALUATION

As you complete your studies in the MTS program, we would like to thank you for choosing St. Norbert College to further your education. It is our hope that your graduate degree will benefit both you personally and the ministry in which you serve. Part of our ongoing program assessment includes evaluations such as this to monitor the program’s strengths and weaknesses. Please take a few moments to make any comments and suggestions you might have regarding the following statements.

1. The program is meeting the objectives as set forth in the catalogue.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________________
_____________________________________________________________________________________

2. Do you think the application and acceptance procedures were adequate?

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________________
_____________________________________________________________________________________

3. The program’s staff (Director, Advisor, and Coordinator) has been helpful.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________________
_____________________________________________________________________________________

4. The faculty has been helpful.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________________
_____________________________________________________________________________________
5. The program does well at…

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

6. The program is lacking…

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

7. I intend to use my degree to…

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

8. On the following scale I would rate the program…

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>fair</td>
<td>good</td>
<td>very good</td>
<td>excellent</td>
<td></td>
</tr>
</tbody>
</table>

9. Other comments:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Return Form To:
St. Norbert College
ATTN: DeEtte Radant
100 Grant Street
De Pere, WI 54115
APPENDIX G
Previous Course Offerings

---------------------------------

**CORE**
501-Systematic Theology and Theological Method
502-Historical Development of Christian Tradition
503-Scripture and Biblical Interpretation
504-Christian Ethics
505-Christology
506-The Nature and Mission of the Church
510-Colloquium
512-Thesis

**LITURGY**
540-Principles of Liturgy
541-Sacraments and Rites
542-Christian Initiation
543-The Theology and Celebration of the Eucharist in Liturgical Preparation
544-Liturgy and Spirituality
594-Theological Practicum

**PASTORAL MINISTRY**
524-Communication Skills and Group Dynamics
541-Sacraments and Rites
542-Christian Initiation
543-The Eucharist Theological and Pastoral Issues
560-Models of Ministry and Leadership in the Church
570-The Theology of Pastoral Care
571-Pastoral Counseling
572-Prayer Leadership and Lay Ministry
573-Theology of Spiritual Formation and Direction
574-Preaching and the Art of Communication I (One Credit)
575-Preaching and the Art of Communication II (One Credit)
594-Theological Practicum

**RELIGIOUS EDUCATION**
520-Foundations of Religious Education
521-Process of Catechesis
522-Psychology of Religious Development
523-Administration and Supervision of Parish Religious Education
524-Communication Skills and Group Dynamics

**YOUTH MINISTRY**
520-Foundations of Religious Education
521-Process of Catechesis
525-Administration and Supervision of Parish Religious Education
540-Principles of Liturgy
542-Christian Initiation
594-Theological Practicum
APPENDIX H
Karen Koenig CV

1309 S. Oneida Street, Appleton, WI 54915
(920)738-7101              email: karen.koenig@snc.edu

Education
Ph.D. The Divinity School, The University of Chicago, 2005
M.A. The Divinity School, The University of Chicago, 1995
B.A. Lawrence University, Appleton, WI, 1991 (English)

Doctoral Examinations
1. History of Christianity: Ancient Period
2. History of Christianity: Medieval and Reformation Periods
3. History of Christianity: Modern Period
4. Religion and Literature: Genres

Dissertation
"A Spirit Averse from Calvin: The Lady Falkland Her Life and its Monastic Context" (2005)

Committee
Advisor: Susan Schreiner (University of Chicago); Readers: Anthony Yu, Catherine Brekus (University of Chicago)

Honors and Awards
Martin Marty Dissertation Fellowship, 2003-2004
University of Chicago Doolittle Fellowship, 2003
Divinity Students Association Doctoral Examination Fellowship, 1998

Teaching and Research Interests
History of Christianity, Reformation and Early Modern Religion and Literature
American Religious History

Teaching Experience
Adjunct Professor of Religious Studies, St. Norbert College, DePere, WI, 2005-Present
Lecturer, Lawrence University, Appleton, WI, 2002-2003
Teacher, Religious Studies, Immaculate Heart of Mary High School, Westchester, IL, 1997-1998

Conferences/Lectures
"The Lady Falkland Her Life: A Benedictine Biography," Patristic, Medieval and Renaissance Conference, Villanova University, October 2005
"Death and the Soteriological Imperative in The Lady Falkland Her Life" Renaissance Society of America, March 2003, Toronto
"Nuns as Nurses in the American Civil War" Conference on Women Religious, June 1996, Cardinal Stritch University, Milwaukee

Related Professional Experience
Grantwriter: Assistant Director of Corporate and Foundation Relations, Lawrence University, Appleton WI, 2001-2004
## APPENDIX I

### Rubrics

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**PREVIOUS**

Scoring Rubric for MTS Thesis Project

Intended Learning Outcome: Students will be able to develop a coherent theological position based upon extensive research in primary and secondary literature pertaining to their specialized area.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Ability to Formulate and Describe Problem or Issue that has Pastoral Implications</th>
<th>Ability to Incorporate Critically Primary and Secondary Resources from Scripture, Tradition, Reason, and Contemporary Knowledge</th>
<th>Ability to Identify and Explore the Dialectic between the Christian Church and the World</th>
<th>Ability to Evaluate and Analyze Theological Claims and their Relation to the Experience of Faith and Ministry</th>
<th>Mastery of Research Method and Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Student provides a clear, coherent and integrative description of his/her problem or issue; in addition to being clear, coherent and integrative, the description is especially thoughtful and insightful regarding its pastoral implications.</td>
<td>Student skillfully uses primary and secondary resources to identify and incorporating those elements from scripture, tradition, reason, and contemporary knowledge that best support/challenge his/her argument.</td>
<td>Student identifies and explores the dialectic between Church and World in ways that best support/challenge his/her argument.</td>
<td>Student uses his/her selected references to construct a thoughtful, coherent, and convincing argument for his/her theological position, noting its relation to the experience of faith and ministry.</td>
<td>Student's essay shows exemplary mastery of research format and formal writing.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Student provides an acceptably clear, coherent and integrative description of his/her problem or issue and its pastoral implications.</td>
<td>Student identifies and incorporates appropriate references to uses primary and secondary literature, but fails to choose those that best support/challenge his/her argument.</td>
<td>Student identifies and explores the dialectic between Church and World, but fails to choose those that best support/challenge his/her argument.</td>
<td>Student uses his/her selected references to support his/her theological position, but the argument is not consistently coherent, convincing, and/or lacks development in its way of relating to the experience of faith and ministry.</td>
<td>Student's essay shows adequate mastery of research format and formal writing.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Student attempts to describe his/her problem or issue, but the statement lacks clarity, cohesion, and/or appropriate integration of ideas.</td>
<td>Student includes some references to uses primary and secondary literature, but the references are few in number, vague, and/or inappropriate.</td>
<td>Student includes some reference to the dialectic between Church and World, but the references are few in number, vague, and/or inappropriate.</td>
<td>Student makes an inadequate argument for his/her theological position; makes only broad statements, provides only personal conclusions, and/or makes superficial references to elements that relate the experience of faith and ministry.</td>
<td>Student's essay shows little mastery of research format and formal writing.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Student is unable to describe his/her problem or issue.</td>
<td>Student does not include significant references to uses primary and secondary literature.</td>
<td>Student does not include references to the dialectic between Church and World</td>
<td>Student is unable to develop an argument for his/her theological position.</td>
<td>Student's essay shows no mastery of research format and formal writing.</td>
</tr>
</tbody>
</table>
Revised Rubric- January 4, 2007
Students will be able to develop a coherent theological position based upon extensive research in primary and secondary literature pertaining to their specialized area.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Formulate and Describe Problem or Issue that has Pastoral Implications</td>
<td>Student provides a clear, coherent and integrative description of his/her problem or issue; in addition to being clear, coherent and integrative, the description is especially thoughtful and insightful regarding its pastoral implications.</td>
<td>Student identifies and incorporates appropriate references to uses primary and secondary literature, but fails to choose those that best support/challenge his/her argument.</td>
<td>Student attempts to describe his/her problem or issue, but the statement lacks clarity, cohesion, and/or appropriate integration of ideas.</td>
<td>Student is unable to describe his/her problem or issue.</td>
</tr>
<tr>
<td>Ability to Incorporate Critically Primary and Secondary Resources from Scripture, and Tradition</td>
<td>Student skillfully uses primary and secondary resources to identify and incorporating those elements from scripture, tradition, and reason that best support/challenge his/her argument.</td>
<td>Student identifies and explores the dialectic between Church and historical cultural context in ways that best support/challenge his/her argument.</td>
<td>Student includes some reference to the dialectic between Church and historical cultural context, but the references are few in number, vague, and/or inappropriate.</td>
<td>Student does not include significant references to primary and secondary literature.</td>
</tr>
<tr>
<td>Ability to Identify and Explore the Relationship between the Christian Church and the historical cultural context</td>
<td>Student uses his/her selected references to support his/her theological position, but the argument is not consistently coherent, convincing, and/or lacks development in its way of relating to the experience of faith and ministry.</td>
<td>Student makes an inadequate argument for his/her theological position; makes only broad statements, provides only personal conclusions, and/or makes superficial references to elements that relate the experience of faith and ministry.</td>
<td>Student does not include references to the dialectic between Church and historical cultural context.</td>
<td>Student is unable to develop an argument for his/her theological position.</td>
</tr>
<tr>
<td>Ability to Evaluate and Analyze Theological Claims and their Relation to the Experience of Faith and Ministry</td>
<td>Student uses his/her selected references to construct a thoughtful, coherent, and convincing argument for his/her theological position, noting its relation to the experience of faith and ministry.</td>
<td>Student identifies and incorporates those alternative viewpoints/criticisms that best support/challenge his/her argument.</td>
<td>Student includes some references to alternative viewpoints/criticisms, but the references are few in number, vague, and/or inappropriate.</td>
<td>Student does not include references to alternative viewpoints/criticisms.</td>
</tr>
<tr>
<td>Ability to Demonstrate Awareness of Alternative Viewpoints/Criticisms and Address them Appropriately</td>
<td>Student identifies and incorporates those alternative viewpoints/criticisms that best support/challenge his/her argument.</td>
<td>Student's essay shows exemplary mastery of research format and formal writing.</td>
<td>Student's essay shows adequate mastery of research format and formal writing.</td>
<td>Student's essay shows little mastery of research format and formal writing.</td>
</tr>
<tr>
<td>Mastery of Research Method and Presentation</td>
<td>Student's essay shows exemplary mastery of research format and formal writing.</td>
<td>Student's essay shows adequate mastery of research format and formal writing.</td>
<td>Student's essay shows little mastery of research format and formal writing.</td>
<td>Student's essay shows no mastery of research format and formal writing.</td>
</tr>
</tbody>
</table>
APPENDIX J
Master of Theological Studies
Strategic Plan

December 17, 2003

Introduction

The Master of Theological Studies Program which began in 1987 was the first graduate program at St. Norbert College. The Program was developed in response to requests from the Diocese of Green Bay to the two Catholic colleges in the region to provide educational opportunities for lay persons who were taking on leadership positions in parishes and at the diocesan level. Silver Lake College assumed responsibility for offering educational programs for individuals without an undergraduate degree (i.e., the Commissioned Ministry Program that is administered jointly with the Diocese). St. Norbert College took on the development of a graduate program.

The Program, which awards an MTS degree, was conceived as a synthesis to work between a rigorous research oriented program and a pastoral approach. In order to combine these two approaches, a model of practical theology was developed in the mid 1990’s. The structure of the Program has remained relatively unchanged since its inception: core courses and areas of specialization. An additional two-credit course was added to strengthen the thesis project in 1995. Areas of specialization have varied over the past 16 years. The Program initially had five areas of concentration, was decreased to four, and is currently looking at six different areas of concentration. Further modifications have occurred regarding the nature of exams and requirements. Recently, a renewed emphasis has been placed on the certificate program.

An off-campus site was developed in 1997 for the Program in Albuquerque, New Mexico. After review of numerous programs offered by various institutions, the Ecumenical Institute of Ministry of New Mexico selected St. Norbert College to establish a program in Albuquerque. The establishment and maintenance of an offsite program carries its own challenges. Though the area is blessed with numerous instructors who have terminal degrees and outstanding teaching records, the area itself is poor in financial terms and is lacking in theological educational programs for emerging lay ecclesial leaders.

The MTS program has been staffed with strong faculty deeply committed to excellence in teaching and scholarship. Primarily the Religious Studies faculty at the College teach the core courses while persons in the ministry teach courses in the areas of specialization. Over the past several years it has become increasingly more difficult to find qualified faculty to teach in these areas of specialization because instructors need not only academic credentials, but also appropriate pastoral experience, and specified knowledge and skills.

The administrative staffing of the Program has evolved over time. Fr. Dick VerBust, the Founding Director, was the administrative person responsible for all aspects of the Program from scheduling, registering students, publicity, giving orientation tours of campus, etc. At numerous times, he received
assistance from the secretarial staff in Boyle Hall and during several summers he had a graduate student assistant. Fr. VerBust received a summer stipend and one-third reassigned time per year. In 1999, Howard Ebert became Director of the Program. When Dr. Ebert was appointed, it was with the understanding that his primary task was to maintain the present size and quality of the Program. Dr. Ebert inherited the same extensive and disproportionate responsibilities that Fr. VerBust had with the addition of the Albuquerque Program. Generous and frequent assistance was given to Dr. Ebert by the secretarial staff in Boyle Hall. Fr. VerBust, who initiated and taught in Albuquerque every spring, monitored the organization, planning, and review of that off-site program. When Howard Ebert became Chair of Humanities and Fine Arts in the fall of 2000, he was able to continue in the role of the graduate program director with able and generous assistance from the Humanities and Fine Arts secretaries and part-time (though not compensated) help, from Gayle Lenz who initially was third-floor secretary and then became Office Manager for Faculty Development. Ms. Lenz’s assistance was critical in organizing and coordinating the Program. In the fall of 2002, it became clear that the Program needed a paid coordinator who would have specified responsibilities, a title, and be compensated for the work. It is important to note that the other two graduate programs were provided coordinators as part of their administrative staff since their inception. These coordinators are at least half-time employees. In spring 2002, DeEtte Radant was hired to be the Coordinator of the Program. The understanding was that the responsibilities of the Coordinator would take from ten to twenty hours per week with the anticipation given that the program was expected to grow in light of the Lilly Grant. An increase in hours would then occur over the next year or two.

**Strengths**

- Exceptionally strong faculty who are innovative teachers, active researchers and pastorally sensitive for instruction in core courses
- A well-conceived Program with core area and various specialization areas
- A variety of options including six different areas of specialization along with a certificate program in Theological Competency and in Specialization
- The MTS program draws strengths, vision, and inspiration from the rich tradition of the Norbertine Order as it addresses the needs of the region
- Close working relationship with the Diocese of Green Bay
- Strong visionary advisory board in both De Pere and Albuquerque, which are committed to excellence
- Good, solid, academic reputation
- New Coordinator in place with strong commitment to the success and promotion of the Program

**Weaknesses**

- Increasing difficulty finding faculty with appropriate academic credentials especially for courses in areas of specialization which require specific knowledge, experience, and skills
• Until the late 1990’s, the focus was to maintain the Program and not expand it. In light of the institutional commitment as outlined in the Lilly grant and the growing need for educated lay leaders, it was decided to expand the Program without a specific plan in place on how to achieve this goal

• Limited time of Director to focus on MTS given other administrative duties

• History of a lack of a clear specific delineation of the relationship between the St. Norbert College MTS program and the Program in Albuquerque

• Lack of an assessment program

Goals

• To have a completely revised, detailed Student Handbook/Catalog distributed in March and to revise it annually
  
  **Timeline: March 2004**
  
  **Parties responsible: MTS Director, Coordinator, Registrar, and Advisory Board**

• To develop an assessment plan for the Program and to implement the plan in the summer of 2004

  **Timeline: spring 2004**
  
  **Parties responsible: MTS Director, Coordinator, and Advisory Board**

• To address educational needs of diversity population and propose ways for MTS to respond to these needs

  **Timeline: Spring 2005**
  
  **Parties Responsible: MTS Director, Coordinator, and Advisory Board**

• To continue and extend association with major academic and professional societies (Association for Graduate Program in Ministry [AGPIM], National Association for Lay Ministry [NALM], National Association of Graduate Professionals [NAGP], and American Theological Schools [ATS])
  
  **Timeline: Immediate**

Parties Responsible: MTS Director

• To develop and implement a marketing plan to increase course registrations in the Program by 15% annually over the next five years drawing on expanded pool of applicants from mainline Christian denominations

  **Timeline: Beginning in fall 2004**
  
  **Parties Responsible: MTS Director, Coordinator, Director of Faith, Learning and Vocation, Office of Communications**
- To review and propose a centralized office for coordinating offerings in Religious Studies and Theology for both undergraduate and graduate programs including the Theological Institute

**Timeline: Summer 2004**
*Parties Responsible: MTS Director, Coordinator, Advisory Board, Dean of the College, Director of Faith, Learning, and Vocation, Vice President of Mission and Heritage*

- To develop a formation component to the current academic program

**Timeline: Fall 2004-Spring 2005**
*Parties Responsible: MTS Director, Coordinator, Advisory Board, Norbertines*

- To formalize appropriate budget and respective responsibilities for the Albuquerque Program in order to coordinate effectively its operation with St. Norbert procedures and expectations

**Timeline: Summer 2004**
*Parties Responsible: MTS Director, Coordinator of both sites, Advisory Board of both sites*

- To have current and graduate students more actively involved in reviewing, planning and marketing the Program

**Timeline: Spring 2004**
*Parties Responsible: MTS Director and Coordinator*

- To monitor and track student academic progress in the Program for reporting and planning purposes

**Timeline: Spring 2004**
*Parties Responsible: MTS Coordinator*

- To coordinate planning and cooperation among graduate programs at the College

  **Timeline: Spring 2004**
  *Parties Responsible: MTS Director, Associate Dean*
OIE Review of Discipline Efforts to Assess Student Learning for CEPC
Program Review

Master of Theological Studies

Overview

- Does the discipline/program have a viable assessment plan?
  Yes, but the plan on the OIE web site needs to be updated by the Director. In addition, the rubric for assessing students’ qualifying exams needs to be developed and applied.

- Does the plan include intended student learning outcomes?
  Yes.

- Does the plan include direct as well as indirect measures of student learning?
  Yes.

- Are the sources of evidence for student learning appropriate?
  Yes.

- Is data collection and analysis ongoing?
  Yes.

- Are all program faulty/staff appropriately engaged in assessment?
  Yes.

- Has the program made or proposed changes/improvements (intended to enhance student learning) based on learning outcomes data?
  Yes. Proposed changes are documented in a 2006 assessment report and in the 2008 Program Review narrative.