Andrews University

Religion, MA (all locations)
2012-2013 Program Review

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

Andrews University Mission Statement: "Andrews University, a distinctive Seventh-day Adventist Christian Institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world."

Seventh-day Adventist Theological Seminary Mission Statement: "We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return."

On September, 12, 2011 our program purpose/mission and learning goals/outcomes were updated for coordination with the mission of Andrews University and the Seventh-day Adventist Church.

MA in Religion Mission Statement: "The MA: Religion program prepares specialists in religion, theology, or missions for general educational purposes and for further graduate study."

Evaluation. In harmony with the University and Seminary missions, the specialized study provided by the MA in Religion Program equips persons who are called to teach so that they do so with gospel-centered knowledge and techniques that affirm faith and change the world in preparation for the return of Christ.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

History: The contributions of our program to Andrews University may be traced back to the time when the MA (Religion) was first offered by the SDA Theological Seminary in 1942. The degree remained in the Seminary until 1967, when it was transferred to the School of Graduate Studies. In 1987, it was returned to the Seminary as part of a reorganization of graduate education at the University.

Evaluation: We have contributed to the accomplishment of the mission of Andrews University to change the world in that throughout our history we have trained students on our campus from around the world. I addition we have provided education to students in different parts of the world through off campus programs. Currently we offer three such programs at Spicer Memorial College, India (since 1983), Zaoksky

Theological Seminary, Russia (since 1992), and Adventist Theological Institute, Romania (since 2002).

Program Review # 3. How does the program contribute to the academic success of Andrews University?

Feeder Program: The MA in Religion on campus is a feeder program for the PhD/ThD programs of the seminary. As such, students develop skills in research and reflection that prepare them for successful advanced study in other programs.

Research Theses: Since the start of our program, more than eighty (80) of our students have contributed to the knowledge base at Andrews University by completing MA theses that are part of the resource base at the James White Library.

Other Research: Our program also contributes to the academic success of the annual Seminary Scholarship Symposium by encouraging our students to participate in that Symposium through the presentation of posters and papers. We also encourage students to seek to publish the results of their research.

Action Plan: We will increase documentation of student research. We will also increase student involvement in presenting their research at academic conferences and in publishing their research. To this end, greater collaboration is needed with the various departments of the Seminary that serve our program.

See the answers to questions 7, 10, 11, 15, 16 for further discussion of relationships with other departments in the seminary. See also discussion of program emphases at the end of the answer to question 5.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program?
See Governmental Occupational Outlook Handbook 2010-2011
http://www.bls.gov/oco/ooh_index.htm http://www.occsupplydemand.org/

Demand for Graduates. See Question #11 below.

Enrollment Issues. The demand for our on campus program is indicated by the fact that since 2011-2012 we have had 30 or more students registered for classes each semester. The demand for our off-campus programs is indicated by the fact that in 2011-2012 we had 28 students taking classes at Zaoksky Adventist University, Russia; 33 at Spicer Memorial College, India; and 40 at the Adventist Theological Institute, Romania. This means that we have a total of 130 (or more) students registered in classes based on currently available statistics.

This indicates that we are serving fewer students currently than we have in years past. Our records show that during the history of our program we have had up to 50 students on campus and 150 students at our three off campus sites.

One factor contributing to this decline in enrollment is our increased enforcement of admission standards at off campus sites in recent years. Statements in our university bulletin concerning an admission requirement of a GPA of 2.60 had been used at some off campus sites. Currently all our sites enforce our program's actual admission requirement of a GPA of 3.00.

Up to date enrollment statistics have not been available since our off campus sites do not participate in online registration. When their paper work does reach to Andrews University there has been some delay in entering the data into our online record system. The most recent statistical report on our on campus program is presented at the end of this section. On campus enrollment in the years from 2008-2009 to 2012-2013 was 39, 47, 41, 39, and 37. So while enrollment has gone up and down during this period, we are very near where we were in 2008-2009. During the same period we graduated 49 students from our on campus program.

Action Plan. These limitations in our record system have been discussed with University administration and improvements have been made in making information available. In addition, plans are in place to improve our technology, and access to it, on our off campus sites so that much more timely and accurate information will be available in the near future.

MA in Religion

Headcount of Full-time (F) and Part-time (P) students on Main Campus (0), Field Based (7), and US Extensions (9)

Count of F-P							
2008-2009				Campus	F-P		
				0		0 Total	Grand Total
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	17	22	39	39
		MA Total		17	22	39	39

Count of F-P 2009-2010				Campus	F-P			
					0		0 Total	Grand Total
AdjSchool	AdjDept	Degree1	MajorJ Desc	F	P			
70	GSEM	MA	Religion	22	25		47	47
		MA Total		22	25		47	47

Count of F-P 2010-2011				Campus	F-P			
					0		0 Total	Grand Total
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P			
70	GSEM	MA	Religion	19	22		41	41
		MA Total		19	22		41	41

Count of F-P 2011-2012				Campus	F-P			
					0		0 Total	Grand Total
AdjSchool 1	AdjDept 1	Degree 1	MajorJ Desc	F	P			
70	GSEM	MA	Religion	16	23		39	39
		MA Total		16	23		39	39

Count of F-P 2012-2013				Campus	F-P			
					0		0 Total	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P			
70	GSEM	MA	Religion	10	27		37	37
		MA Total		10	27		37	37

All headcount tables are unduplicated for the academic year.

Credits of Full-time (F) and Part-time (P) students on Main Campus (0), Field Based (7), and US Extensions (9)

Sum of Credits 2008-2009				Campus F-P			
				0		0 Total	Grand Total
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	406	100	506	506
		MA Total		406	100	506	506

Sum of Credits 2009-2010				Campus F-P			
				0		0 Total	Grand Total
AdjSchool	AdjDept	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	476	124	600	600
		MA Total		476	124	600	600

Sum of Credits 2010-2011				Campus F-P			
				0		0 Total	Grand Total
AdjSchool	AdjDept1	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	275	133	408	408
		MA Total		275	133	408	408

Sum of Credits 2011-2012				Campus F-P			
				0		0 Total	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	391	118	509	509
		MA Total		391	118	509	509

Sum of Credits 2012-2013				Campus F-P			
				0		0 Total	Grand Total
AdjSchool1	AdjDept1	Degree1	MajorJ Desc	F	P		
70	GSEM	MA	Religion	263	147	410	410
		MA Total		263	147	410	410

All credits are cumulative for the academic year.

MA Religion Completions by Year 2008-2013.

AcadYear	DegrLv	Sch	Dept	CIP	Program	Count
200809	MA	70	SEM	380201	MA Religion	5
200910	MA	70	SEM	380201	MA Religion	5
201011	MA	70	SEM	380201	MA Religion	12
201112	MA	70	SEM	380201	MA Religion	3
201213	MA	70	SEM	380201	MA Religion	4
201011	MA	70	SEM	380201	MA Religion/Archaeology & Hist of Antiquit	1
201213	MA	70	SEM	380201	MA Religion/Archaeology & Hist of Antiquit	1
201112	MA	70	SEM	380201	MA Religion/Church History	1
201213	MA	70	SEM	380201	MA Religion/Church History	2
201213	MA	70	SEM	380201	MA Religion/Missions Studies	1
200910	MA	70	SEM	380201	MA Religion/New Testament	1
201112	MA	70	SEM	380201	MA Religion/New Testament	1
201213	MA	70	SEM	380201	MA Religion/New Testament	4
200910	MA	70	SEM	380201	MA Religion/Old Testament	2
201011	MA	70	SEM	380201	MA Religion/Old Testament	3
201112	MA	70	SEM	380201	MA Religion/Systematic Theology	1
201213	MA	70	SEM	380201	MA Religion/Theological Studies	2
					Total Graduates:	49

Note: Completions included.

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

Director. The program director is a Seminary faculty member who serves this program on a quarter time basis. A quarter time of an 8 hour day is two hours each day for a total of ten hours each week and 40 hours each month. If work time was used in this way, then one week of work would be accomplished during one month. That one week (or

one month) of work could easily be expended in the following activities (based on the following conservative estimate of time involved in each activity).

Participation on the following six committees (MA Admissions, MA Programs, Seminary Deans Council, Graduate Council, Program Review and Development, Off Campus Programs). Serving on these committees has been indispensable to my functioning effectively as Director; at the same time, they consume a lot of time. (12 hours).

Scheduling classes and professors for off campus sites and dealing with problems arising with the schedule (6 hours).

A weekly one hour meeting with my administrative assistant (4 hours).

Monthly communication with off campus sites (including planning and follow up) (7 hours).

Appointments with on campus students (5 hours).

Answering emails and telephone calls (6 hours).

Administrative Assistant. The Administrative Assistant is a university student who serves the program on a half time basis—also serving as administrative assistant for another program. He processes an average of 5 emails and 7 telephone calls per day. He also assists with preliminary advisement of students who come to see him with or without appointments. He also assists with maintaining student files, monitoring their academic progress, processing admissions, academic forms, student registration, check sheets, comprehensive exams, accessing textbooks, making academic reports, and facilitating arrangements for faculty traveling to off campus sites.

Graduate Assistant. The seminary has provided an administrative assistant that has assisted me with miscellaneous projects related to my teaching and research as well as to the MA in Religion program.

Off Campus Coordinators. Each off campus site has a director and an assistant or a registrar who also serve the program part time.

Spicer Memorial College, India: Coordinator: Mohanraj Israel, DMin.

Zaoksky Theological Seminary, Russia: Coordinator: Paul Zubkov, PhD.

Theological Institute, Romania: Coordinator: Marius Munteanu, PhD.

Adjunct Faculty and Lecturers for Off Campus programs.

Zaoksky Adventist Seminary

Adjunct

Yuri Drumi, PhD., President, Missiology, Applied Theology

Eugene Zaitsev, PhD., Systematic Theology

Leonti Gunko, DMin., Practical Theology

Alexander Lisichny, DMin., Practical Theology

Lecturers

Heinz Schaidinger, PhD., Bogenhofen Seminary, Austria

Oleg Zhigankov, PhD., Adventist International Institute for Advanced Studies, Phillipines

Adventist Theological Institute, Cernica, Romania

Adjunct

Zoltan Szalos-Farkas, PhD., Systematic Theology

Lecturers:

Ionescu Laurentiu, PhD., Applied Theology, River Plata University

Ron du Preez, PhD., New Testament Studies, Pastor, United States

Gabriel Golea, PhD., Biblical Exegesis, Pastor, France

Magyarosi Barna, ThD., Inter-European Division, Education and Family Ministries

Dr. Heinz Schaidinger, PhD., Bogenhofen Seminary, Austria

Gerhard Pfandl, PhD., Old Testament, Biblical Research Institute

Derek Morris, DMin., Ministry Magazine, Editor

Spicer Memorial College

Adjunct

Esther Deepati, DPH., Instructor in Public Health

Vara Prasad Deepati, PhD., Instructor in Old Testament

Calvin Joshua, DMin, PhD., Instructor in Religion & Religious Education

Roy Jemison Injety, DMin., Dean, School of Religion; Professor of Theology

Mohanraj Wilson Israel, DMin., Associate Professor of Theology

Sharath Babu Nakka, DMin., Associate Professor of Theology

Chawngdinpuii Tlau, PhD., Assistant Professor of Theology

Program Emphases. We offer MA emphases in:

Archaeology and History of Antiquity

Biblical-Theological Studies (Affiliation and Extension Programs)

Biblical and Cognate Languages

Church History

Intercultural Studies

Intertestamental (Jewish) Studies

Jewish and Muslim Faiths

Mission Studies

New Testament Studies

Old Testament Studies

Theological Studies

On campus Advisement. The Chairs of the Departments connected with these emphases serve as advisers for the students. Coordination and evaluation of advisement of students is limited because the MA in Religion does not function as a department with regular faculty meetings and with strong accountability relations

between my office and these departments. Improvements in quality of advisement have been made over the past two years in engaging these advisers by requiring them to sign student forms. This ensures interaction between students and advisors at certain key points in the students' progress through the program.

Action Plan. Continue improvements in advising through coordination with departments.

Administrative Efficiency. The combination of a part-time director and a part-time administrative assistant has limited the efficiency of our administration of the program. We have surveyed coordinators on our off campus sites concerning academic procedures for admitting students and mentoring them from the time of admission to graduation.

Action Plan. Our surveys and our own internal assessment suggest that we need to put in place an administrative assistant that focuses exclusively on increasing the efficiency of this program.

Physical Space. We have adequate class space which we share with the other programs of the seminary. The Director has an office in the Department of Theology and Christian Philosophy. The Administrative Assistant has an office space in the Department of Christian Ministry. The separation of the two offices is not ideal.

Action Plan. Bring the office space of Director and Administrative assistant closer together.

Research and scholarly productivity. On campus we do not have a faculty separate from the Seminary faculty. The research output of our faculty can be accessed in our yearly report in the Seminary Scholarship Symposium. The scholarly productivity of our students is discussed in the answer to question # 3.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

Library Resources. Library resources are very important for our academic MA in Religion. Outstanding resources are available and are used effectively by students on our campus. Extensive online library resources are also available to our students at our off campus sites. Improvement is needed in efficient access to these resources by these students. Andrews University is upgrading the efficiency of providing access to these students. More assessment is needed of the extent to which students at off campus sites are using our online resources.

Off Campus Access. Our MA in Religion web page provides a link to instruction on accessing online library resources from off campus.
http://www.andrews.edu/sem/programs-degrees/mar.html

Students at our off campus sites have access to all our online library resources when they have been officially accepted and given an Andrews University ID number and email. We have challenges in providing access to students who have been allowed to take classes while waiting for their acceptance to be officially finalized. This is especially problematic for students in Romania who complete the program in one year. Currently many of these students complete much of their program without adequate access to our online resources.

Action Plan. Take advantage of the university's ongoing shift in upgrading access by off campus sites to our online facilities for application, acceptance, registration, and record keeping. These improved facilities will be used to improve the access of students to our online resources.

Survey of On Campus Library Resources by Program Emphasis.

Archaeology and History of Antiquity	18,387
Biblical and Cognate Languages	7,123
Church History	60,652
Intercultural Studies	6,486
Intertestamental (Jewish) Studies	1,328
Jewish and Muslim Faiths	6,486
Mission Studies	15,305
New Testament Studies	16,174
Old Testament Studies	12,229
Theological Studies	11,227

Survey of Online Resources. Online research resources available to our students include the following.

Academic Search Complete - EBSCO
Arts & Humanities Citation Index
ATLA Religion Database
Current Contents
Dissertations & Theses (Proquest)
Dissertations (Andrews University)
E-Books - EBSCO
Ellen G White Writings
FirstSearch - OCLC
Foundation Directory Online
Hathitrust Digital Library
JSTOR

Oxford Journals Online
PQDT Open Access Diss. & Theses
PubMed
Sage Publications
ScienceDirect
Science Citation Index
Social Sciences Citation Index
SDA Obituaries
SDA Periodical Index
Web of Science Citation Index
Wiley Online Library
WorldCat

Curriculum. The appropriateness of the curriculum for the on campus program is currently updated by the departments that provide the instruction for the students who do specialized study in those departments. Each specialty has its own list of required courses that have been determined as appropriate by the departments. Very few specific courses are required. At the same time, guidelines are given concerning groups of courses from which choices are to be made.

Number of Required Courses in Each Emphasis.

Archaeology and History of Antiquity (3)

Biblical-Theological Studies (Affiliation and Extension Programs) (0)

Biblical and Cognate Languages (2)

Church History (1)

Intercultural Studies (9)

Intertestamental (Jewish) Studies (3)

Jewish and Muslim Faiths (1)

Mission Studies (1)

New Testament Studies (0)

Old Testament Studies (1)

Theological Studies (3)

The appropriateness of the curriculum for the off campus programs is currently evaluated and updated by Director in consultation with the coordinators on each off campus site. These sites provide only the MA in Biblical-Theological Studies which is tailored to the needs of the students at these sites and the availability of qualified professors to provide that generalized emphasis.

Certain courses are taught with some regularity at these sites. But the curriculum does not officially require any specific courses. At the same time, guidelines are in place for how many courses must be done in specific areas of study.

An MA Thesis in lieu of Comprehensive Exams is possible with authorization of the Director of the MA in Religion Program.

Action plan. The program focus of the assessment process requires that program administration be more involved in encouraging curriculum evaluation and improvement. Within our current mode of delivering our curriculum this will require the further development of administrative relationships with the departments. There is also a need for further fine-tuning of the requirements of the off campus emphasis.

Adaptability. The MA in Religion uses technology to provide online resources for our faculty and students at our web page. http://www.andrews.edu/sem/programs-degrees/mar.html

Action Plan. Take advantage of the university's ongoing shift in upgrading access by off campus sites to our online facilities so that our off campus sites are better served by our library facilities.

Maintaining Academic Rigor. On campus MA students take classes along with MDiv students. MA students in these classes are required to do additional research and writing assignments beyond what is required of the MDiv students. This increases the academic rigor of their learning experience.

In addition, students are required to take at least 50% of their course work at the 600-699 level. These courses designed for Master of Arts students and advanced Master of Divinity students.

Students are allowed to take some courses at the 500 – 599 level (designed for Master of Divinity students) if the course topic is relevant to the students program of study. The teacher is asked to adjust the requirements for students in the MA in Religion program.

Report from departments on availability of 500 and 600 level courses.

NT: approximately 50/50

OT: approximately 50/50

THST: approximately 50/50

CHIS: 40% 500-599/60% 600-699

MSSN: 70% 500-599/30% 600-699

Off campus MA students are served by Seminary professors and by qualified adjunct professors from the off campus sites. When necessary, qualified professors from other institutions are contracted to provide some classes.

In recent years, clarification of our admission standards for off campus sites and vigilance in abiding by them has improved the quality of students entering the program. This has contributed to greater academic rigor in the program delivered at those off campus sites.

Enrollment and Viability. The enrollment trends indicate the ongoing viability of the program. See # 4 above. On campus enrollment in the years from 2008-2009 to 2012-2013 was 39, 47, 41, 39, and 37. So while enrollment has gone up and down during this period, we are very near where we were in 2008-2009.

Very limited effort has been put into recruitment in the past. The way the on campus program is integrated into the delivery system of the Seminary has allowed the program to thrive financially without aggressive recruiting of students. At the same time, recruitment efforts are needed to increase the viability of the program. In our off campus programs, recruitment of students is handled by the Church entities that sponsor students into the program.

Program Review # 9. How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

Graduation and Retention Rates. On campus enrollment in the years from 2008-2009 to 2012-2013 was 39, 47, 41, 39, and 37. So while enrollment has gone up and down during this period, we are very near where we were in 2008-2009. During the same period we graduated 49 students from our on campus program. See chart presented in response to question 4 above.

MA Religion Registered Students (on campus)

200931	200941	201021	201031	201041	201121	201131	201141	201221	201231	201241	201321
24	30	36	20	30	32	28	34	36	22	30	35

MA Religion Degrees Awarded (on campus)

200931-201021	201031-201121	201131-201221	201231-201321
9	16	6	14

Very Rough Graduation rates for all our campuses by % based on four year cycle.

Enrollment

200431-200521 25   2009 16   64.0%

200531-200621 23   2010 16   69.6%

200631-200721 18   2011 10   55.6%

200731-200821 46   2012 32   69.6%

200831-200921 48   2013 34   70.8%

200931-201021 35   2014 13

201031-201121 25   2015 4

201131-201221 22   2016 1

Action plan.

We have not done sufficient bench-marking. We will complete this in the near future.

Assessment. Assessment activities in 2010 resulted in the 2011 clarification of purpose/mission, learning goals/outcomes, and means of assessment.

Description of Learning Goals/Outcomes: Students who complete the MA: Religion Program are able to:

1. Commit to a Bible grounded, Christ centered, and Spirit filled approach to scholarly inquiry.

2. Promote Seventh-day Adventist identity and unity as pedagogical and scholarly goals.

3. Embrace multi-cultural community as the context for learning, worship, and service.

4. Demonstrate understanding of the central issues of their selected specialties.

5. Evaluate, conduct, and effectively communicate theological, biblical, and historical research.

The extent to which we are reaching our goals is in part reflected in the demand for our graduates. See answer to Question #11.

Processes have been initiated to update memorandums of understanding with our off campus programs. These memorandums will address issues related to the assessment of student learning outcomes.

In order to facilitate attaining student learning outcomes, on campus advisors have been engaged more in providing assistance to students.

In order to better assess student learning outcomes, some data has been uploaded to our online assessment database called WEAVE. Currently this data is insufficient for drawing conclusions about needed changes in our program.

Action plan. Additional data needs to be collected. This requires closer coordination with departments and professors who actually do assessment of our students in their classes. Faculty need to be encouraged and/or required to record assessment data in WEAVE to facilitate program evaluation of student learning. The process of updating

memorandums of understanding will continue. The coordination of department advisers with the office of the director will continue to be improved.

Demand for our graduates. Since we are a fully accredited MA program, our students do successfully enter doctoral study at other universities as well as at Andrews University. Tracking the numbers of those who do has not been done. A survey of the faculty of our own seminary does provide insight on the acceptance of our MA Religion students into doctoral programs in various universities and seminaries.

Graduates Successful in Doctoral Programs.

John Baldwin, University of Chicago

Bruce Bauer, Fuller

Wagner Kuhn, Fuller

Russel Burrill, Fuller

Martin Hanna, Andrews University

Atillio Dupertuis, Andrews University

JoAnn Davidson, Trinity Evangelical Seminary

Clifford Jones, New York Theological Seminary, University of Western Michigan

John Reeve, Notre Dame

Teresa Reeve, Notre Dame

Robert Johnston, Heartford Seminary Foundation

Larry Richards, North Western University

Graduates in Administrative Positions.

Russel Burrill, Former Director, North American Evangelism Institute

Atillio Dupertuis, Former Director, MA in Religion

Martin Hanna, Director, MA in Religion

Robert Johnston, Former Chair, New Testament Department

Bruce Bauer, Chair, Department of World Missions

Clifford Jones, Associate Dean, SDA Theological Seminary

John Reeve, Editor, Andrews University Seminary Studies

Graduates in Other Schools.

A very incomplete survey of faculty in other SDA schools also shows that our students have been in demand.

A. Rahel Schafer, Undergraduate Religion faculty, Andrews University

Action Plan. The review process has made us aware to the need to better track the demand for our graduates outside Andrews University.

Satisfaction. According to the Seminary Assessment Questionnaire, among our students:

66% are satisfied with the overall program
62% are satisfied with the intellectual challenge
92% satisfied with knowledge gained
61% satisfied with practical usefulness
69% experienced increased faith and commitment
100% satisfied overall with the teaching of the faculty
84% satisfied with faculty contact
69% satisfied with academic advising
85% reported high stress as a result of the program
45% satisfied with service and leadership training
58% experienced increased commitment to ministry
46% experienced improvement in relationship with God

Action Plan. Further reflection and consultation is needed on how to improve level of student satisfaction.

Quality Indicators.

Demand for Our Graduates. One indicator of program quality is the demand for our graduates. See answer to question #11. We have instructed the off campus sites to produce handbooks that describe their operations in harmony with the bulletin of the SDA theological seminary. Each site has produced a document. The document by Spicer Memorial college is the best developed. It can be used as a model for the further development of the other handbooks.

MA Theses. Another indicator of quality is the 80 MA theses that our students have produced during the history of our program. These theses are cataloged in the James White Library on our campus.

Program Changes. Our commitment to quality is evident in the fact that we are proposing a change in the delivery of the curriculum at the Romania Theological Institute. Instead of delivering 32 credits in 9 months (16 credits per semester), we will ask them to provide 12 credits per semester in a schedule that runs from August/September to June/July. This is part of the ongoing negotiations of a new memorandum of understanding.

Assessment Driven Change. Quality is also evident in that effective assessment has been done of our administrative processes, facilities, and finances. In response to our request, each site has provided suggestions for how their own administration may be improved and suggestions for how our administration from my office may be improved.

Action Plan. This has led to some of the action plans mentioned in the various parts of this review. Further reflection on their suggestions is needed so that other action plans may be developed. At the same time, insufficient assessment of student learning has been done. Therefore, this kind of assessment has not been used to fuel change.

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

Evaluation. We bill the off campus sites for all the costs involved in delivering the program at those sites. At the same time, there has been an aberration in the cost-income ratio for providing the program in Romania. In response, meetings have been held with the Seminary deans and the Off Campus Programs director. The figures for 2012-2013 are incomplete. We are on track to continue the level of income we had in 2011-2012.

Action Plan. This situation with Romania will be addressed by an updated memorandum of understanding which is process of negotiation.

Evaluation. With regard to the on campus program, the department makes an approximate total income of approximately $400, 000 per year; and an approximate net income of approximately 300,000 per year. At the present time I am not able to project either and increase or a decline in this figure.

These statements are supported by the documentation provided in the charts below.

MA Religion Extension Sites (Total per site)

Site	Year	Amount Charged	Amount Paid	Difference
GC Subsidy	2010-2011	$33,755.00	$33,755.00	0
	2011-2012	$34,087.00	$34,087.00	0
	2012-2013	$34,668.00	$34,668.00	0
Romania	2010-2011	$48,500.00	$48,500.00	0
	2011-2012	$76,000.00	$50,743.00	($25,257.00)
	2012-2013	$62,828.00	Not yet paid	N/A
Zaokski	2010-2011	$53,128.00	$53,128.00	0
	2011-2012	$25,461.00	$25,461.00	0
	2012-2013	$25,640.00	$25,640.00	0
Spicer	2010-2011	$24,250.00	$24,250.00	0
	2011-2012	$25,461.00	$25,461.00	0
	2012-2013	$25,640.00	$25,640.00	0

MA Religion Extension Sites (all sites combined)

Year	Approximate total Revenue	Approximate Director's Office Cost	Approximate Net Income
2010 -2011	$185,273.00	$35,000.00	$150,273.00
2011-2012	$135,752.00	$35,000.00	$100,752.00
2012-2013	$85,948.00	$35,000.00	$50,948.00

The significant drop on the last year's revenue is because Romania has not yet paid the charged amount of $62.828.00 as of yet.

MA Religion on Campus Program

Year	Approximate total Revenue	Approximate Cost	Approximate Net Income
2010 -2011	$280,910.00	$64,742.75	$216,167.25
2011-2012	$477,209.00	$165,714.44	$311,494.56
2012-2013	$354,666.11	$119,310.75	$235,355.36

MA Religion Program as a Whole (including all off campus sites and our campus)

Year	Approximate total Revenue	Approximate Cost	Approximate Net Income
2010 -2011	$466,183.00	$99,742.75	$366,440.25
2011-2012	$612,961.00	$200,714.44	$412,246.56
2012-2013	$440,614.11	$154,310.75	$286,303.36

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

Evaluation. With regard to the on campus program, the department makes an approximate total income of approximately $400, 000 per year; and an approximate net income of approximately 300,000 per year. At the present time I am not able to project either and increase or a decline in this figure.

The details of how this income is managed is the responsibility of the Seminary Dean's office. That office oversees the expenditures to support the staff and facilities that serve the MA in Religion Program.

Some financial details supporting this answer are presented in the answer to question 13.

Program Review # 15. Describe the strengths of the program.

Evaluation. A strength of our program is the integration of our program into the various departments that provide our emphases. When the productivity of this relationship is maximized we could be even stronger.

See the answers to questions 7, 10, 11, 15, 16 for further discussion of relationships with other departments in the seminary. See also discussion of program emphases at the end of the answer to question 5.

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

Evaluation. The lack of a faculty group that regularly meets to trouble-shoot problems in the MA in Religion Program and to brainstorm strategic plans.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

Evaluation. Opportunities for addition off campus sites are presenting themselves. Improving the efficiency of our service to such sites may allow us to consider taking advantage of these opportunities. But we should move forward in this area cautiously given the challenges we have faced with our current sites.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

Evaluation. There seems to be a threat of continued decline in number of MA students on campus. In addition, over the years there has been a trend to fewer off campus sites as the campuses we have served become more academically independent.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

Evaluation. We need to consider clarifying and strengthening the role of the departments in their responsibility for the various MA emphases. The responsibility could be like that of their connection between the departments and the doctoral emphases. This may already be presupposed. But it seems that this has not been sufficiently taken care of in the past.

Program Review # 20. Give any additional information that should be included in the self-study. Describe program recommendations.

Recommendations. Thirteen action plans were identified in the previous sections of this program review. These will be incorporated into a smaller number of program recommendations here. The MA: Religion Program should:

1. Increase documentation of (a) all areas of assessment including student learning outcomes and administrative processes; and (b) the programs response to this assessment.

2. Negotiate with the Seminary for an Administrative Assistant who will focus only on the needs of the MA: Religion program; and seek to bring that person's office nearer to the Director's office.

3. Improve bench-marking with other MA: Religion programs in connection with insuring that the Seminary degree is in harmony with ATS guidelines in all respects.

4. Quickly negotiate new memorandums of understanding with each of the three off campus sites.