

**Jesuit School of Theology at Berkeley**

**Institutional Proposal**

*....to become a more effective national and international center for the study of theology and ministry in the context of the cultures shaping the faith lives of people today....*

Re-Submitted to the Western Association  
of Schools and Colleges  
for Reaffirmation of Accreditation November 2008

## A. Context and Standards

### 1. Institutional Context

Jesuit School of Theology at Berkeley (JSTB), was founded in 1934 as Alma College in Los Gatos, California, to serve the needs of the Jesuit Provinces of California and Oregon for the education of Jesuit candidates for the priesthood. In 1969 the school relocated to Berkeley and became part of the Graduate Theological Union, a nine member consortium of theological schools and associated research centers. In making this move, the school was responding to changes in the Church and the world, changes and challenges which the Society of Jesus embraced with positive action.

JSTB was first accredited by WASC and the Association of Theological Schools (ATS) in 1971. These independent accreditations ended the school's long association with Santa Clara University as its School of Divinity.

In addition, and because of its status as a Roman Catholic Seminary operated by the Jesuit Order, some of its degree programs are also subject to the educational norms of the *Program for Priestly Formation* of the United States Catholic Conference of Bishops, the *Regional Order of Studies for the United States Assistancy* of the Jesuit Order, as well as *Sapientia Christiana* of the Vatican's *Congregation for Catholic Education*.

In 1972 JSTB was selected to be one of the national theological centers operated by the Society of Jesus in the United States. In that same year, the school opened its doors to students other than Jesuits: the majority of the first twenty-five non-Jesuits, however, were also candidates for priesthood.

Today JSTB offers several graduate professional and academic degree programs. Its students include lay women and men and members of religious congregations as well as Jesuit candidates for priesthood. For the fall 2006-2007, women represented 33% of the student body, men 67%. In addition, 38% of the student body was Jesuit, 42% lay, and the remaining 20% made up of other students (religious or priests) who were neither Jesuit nor lay.

Moreover, 33% of the student body was made of up International Students, almost exclusively those who would return to their home countries after completion of their studies. As

recently as 1984 international students had constituted only 12% of the student body. Attention to this significant change will be one of the foci of our self-study. [**WASC Standards** 4.2; 4.3]

Because of its relationship to the Graduate Theological Union, JSTB faculty are normally expected to devote one-quarter of their time to the GTU Ph.D. and Th.D. programs. This commitment entails graduate course offerings, advising and mentoring PhD/ThD students through their doctoral programs, and shared committee work of the GTU Core Doctoral Faculty. [3.2; 3.3; 3.11]

There are also financial obligations on the part of JSTB for the operation of the Graduate Theological Union's core administration and staff, and GTU's Flora Lamson Hewlett Graduate Library. The GTU "common project" also supplies maintenance and oversight of the information (computer and internet) network, student records, offers student access to almost all academic courses of the consortium, as well as special student services, such as research, thesis/dissertation preparation, and library use workshops. [2.1; 2.8; 2.13; 3.1; 3.2; 3.5; 3.6; 3.7]

### ***Strategic Plans I and II***

In 1997, after an intensive, almost two year school-wide process, the Board of Trustees of the Jesuit School of Theology at Berkeley adopted a Strategic Plan which committed the school to becoming "*an international Center for the culturally contextualized study of theology and ministry.*" [1.1; 1.2; 3.9; 4.1; 4.2]

It doing so the school was responding to (1) the *de facto* change in the make-up of its student body, (2) shifts in the academic theological disciplines which had grown cognizant of the culturally influenced nature of all theological reflection, and (3) the Decrees of the 1995 34<sup>th</sup> General Congregation of the Society of Jesus, with their attention to culture. [1.2; 1.3; 4.1]

The question that guided the school in the formulation and adoption of the plan had been: "*What kind of school do we want to be, for what kind of Church, for what kind of world?*" [1.1]

Attention to the cultural context of theology and ministry went hand-in-hand with a desire on the part of the faculty, articulated ever

more explicitly in the last decade, to “own” more intentionally the local Roman Catholic Church of which we are a part: the Church of the Western part of the United States, but more particularly the Church of Oakland.

An outgrowth of the plan was to enter into partnership with the West Oakland Deanery of the Diocese of Oakland, one of the most ethnically rich and diverse sections of the diocese, also one of the most economically and resource poor.

As one step in this direction, in July 1999 the school assumed pastoral responsibility for one of the parishes in that Deanery, a predominantly Black and Mexican-American community. The Pastor is also a member of the JSTB faculty. A \$1.2 million grant from the Lilly Endowment, to enhance the formation of future congregational leaders or parish ministers, helped to fund this outreach.

In 2001 the Strategic Plan was revised to include the following vision statement: “Rooted in an Ignatian spirituality, the Jesuit School of Theology at Berkeley envisions itself as an international theological center inspiring leaders in ministries of faith and justice in the context of diverse cultures and beliefs. It accomplishes this goal by preparing men and women for both ordained and non-ordained ministry as well as for theological scholarship. We aspire to serve the Church, uphold the longstanding tradition of academic excellence, and to maintain an explicit commitment to the promotion of justice and solidarity with the poor.” [1.1; 1.2]

Strategic Plan II, adopted in 2006, reiterated that Vision Statement, and added “[O]ur principal and overarching strategic goal is to become a more effective national and international center for the study of theology and ministry in the context of the cultures shaping the faith lives of people today.”

The *Mission Statement* of the school was most recently revised and approved by the Board of Trustees May 2006. **Cf. Appendix A.1; Catalog**

## **2. and 3. Preliminary Self-Review and Proposal Development**

JSTB is a small graduate and professional school with a student body of approximately 200 students, and a faculty and staff of 43. Because of the short duration of many of the programs—1, 2, and 3 years (some part-time students are here for only a semester)—there is considerable

turnover in the student body. As a result the Preliminary Self-Review was tailored both to respect the inclusivity of the process, as well as to appreciate the very small statistical sample available for analysis. [4.3]

The process for developing the Strategic Plans of 1997 and 2006 had been widely consultative of students, faculty, staff and Trustees. The WASC Institutional Proposal Committee, established in early 2007, selected 12 salient elements of the Strategic Plan and Vision Statement touching on educational effectiveness, institutional capacity, and strategic vision and mission, prepared a Questionnaire [**Appendix E.1**] and circulated 340 copies to *all* students, faculty, administration, staff, and trustees. Based on approximately 75 returned questionnaires, the data were analyzed using SPSS software, and a series of items rated by the “assessed degree of achievement” and “the assessed level of importance for the WASC self-study.” [**Appendix E.2, E.3, E.4**]

The results of this questionnaire survey were then discussed at 3 focus group sessions for the entire school community in early April 2007, at spring meetings of the Academic Council (which includes the entire regular faculty, the President, the Academic Dean, the Dean of Students and 6 students), and the Board of Trustees. These focused discussions helped further identify the issues.

Elaborations of these three themes by the Institutional Proposal Committee were discussed again at the Academic Council in September 2007; revised, they were discussed at the Board of Trustees meeting; and formally approved at the October 10<sup>th</sup> 2007 meeting of the Academic Council. In subsequent discussions with WASC and Santa Clara University, JSTB, through its administration and WASC Steering Committee, decided to revise its Theme III. The revision was approved by the Academic Council on December 10, 2008. As can be seen in the following pages of text, the themes and their subsidiary questions have been correlated with the four WASC standards.

## **4. Response to our Previous Re-Accreditation Review by WASC**

JSTB underwent its last institutional visit October 1999, and received a ten year accreditation renewal. **WASC** highlighted three issues warranting special attention: (1) Planning,

with attention to enrollment, funding and institutional research; (2) Faculty, with attention to the tenure process; the impact of realizing the goal of becoming an international center on faculty, present and future students, and institutional infrastructure; (3) Assessment, with attention to on-going systems of assessment and institutional research.

November 2002 JSTB filed a *Progress Report* with WASC on the issues, outlining the ways in which these concerns were being met. Since that 2002 *Progress Report* the most significant developments have been:

(1) The completion of Strategic Plan II Spring 2006, with specific goals, time lines, and assignment of responsibilities [**Appendix A.3**]; the successful completion of a \$20.5 million endowment campaign; a major \$7.5 million renovation of the school buildings, which included creation of a chapel, installation of elevator, and compliance with Handicapped Standards of the State of California; appointment of a full-time Director of Maintenance; expanded funding of scholarships for Master of Divinity students.

(2) A review and revision of the tenure process approved by the Academic Council at its December 2002 and February 2003 meetings; new endowed Chairs in Inter-Religious Dialogue

(2003); in Western Art History and Religion (shared with GTU 2005); and a position in Christology and Cultures (2006). In addition there are new staff positions: an International Student Advisor; and a Coordinator of Cross-Cultural Initiatives.

(3) Foundation funding of critical initiatives to realize the Strategic Plans—Lilly Grants for “Enhanced Contextual Ministry Program” in West Oakland (1999); “Making Connections Initiatives,” (2004); and Henry Luce Foundation grants for the “Asian Pacific Rim,” and “Christ and Cultures”; the Humanitas Foundation for “Lay Formation Assessment” and an “Advanced Hispanic Institute” —has provided both impulse and resources for institutional assessment of educational effectiveness of core concerns of our programs. Lilly Endowment is also funding an “Assessment Coach” for the Director of Cross-Cultural Initiatives. [**Appendix F.1**].

The GTU upgraded to Release 16 of the Datatel’s Colleague database system in 2000: this permitted tracking of faculty advising loads, all faculty to access records of their advisees, student data from application/admission through completion of programs; and allows on-line student course registration. Upgrade to Release 18 is set for late November 2007.

## **B. Framing the Review Process to Connect the Capacity and Educational Effectiveness Reviews.**

### **1. Overview and Goals for the Accreditation Review Process**

Following the JSTB Strategic Vision enunciated in 2006, the overriding goal of this re-accreditation self-study is to assess and guide our steps in becoming “*a more effective national and international center for the study of theology and ministry in the context of the cultures shaping the faith lives of people today.*” [Strategic Plan II, 2006]

This broad goal plays itself out in this proposal by attending to three specific dimensions of our present situation:

(1) the diversity of our student body, in particular the educational opportunities consequent upon the increased presence of international students and the programs in which they are enrolled; how do we assure their learning achievement in this environment?

(2) the integral formation called for by our several professional and academic degree programs;

(3) our integration with Santa Clara University.

### **Proposed Institutional Outcomes:**

#### **Theme One:**

Assess the school’s effectiveness in addressing the educational needs of our international student population, and the shift to a truly multi-program school.

Enhance our understanding of the particular academic and professional dimensions of student learning in the academic degree programs, and sharpen methods of assessing that learning.

Increase the use of outcome assessment for making adjustments to institutional decision

making.

### **Theme Two:**

Assess integral formation in the various program units of the school, especially in the professional academic programs.

Develop more effective indicators of pastoral, human and spiritual formation in the Master of Divinity Program.

Increase the capacity of the school to analyze outcome assessment through implementation of electronic portfolios and use that analysis for programmatic revision.

### **Theme Three:**

Assess the extent to which the integration with Santa Clara University enhances – rather than deflects us from – our School's mission.

Assess the extent to which the integration

with Santa Clara University contributes to the School's desire to embrace our increasing diversity, focus on the integral formation of students, and further develop our faculty as scholars and educators.

### **Assessment Strategy Affecting All Themes: Establishment of Student Portfolios**

Starting Fall 2008 all students enrolled in selected programs will be required to maintain digitally based student learning portfolios which will include such things as: transcripts, term papers, class assignments and examinations.

Details of contents, and methods of assessment-and feedback loop will be included below under the development of our three key themes, and in relationship to the specific outcome competencies designated for the programs.

## **2. Approach for the Capacity and Preparedness and Educational Effectiveness Reviews**

### **Theme I. Responding to an Ever More Diverse Student Body**

Prior to its move to Berkeley to become part of the Graduate Theological Union and to be in proximity to the University of California Berkeley, the Jesuit School of Theology trained only Jesuit candidates for the priesthood and, with rare exceptions, only citizens or permanent residents of the United States of America.

Beginning in 1972 this pattern changed with the admission of students other than Jesuits. As early as the late 1980's the percentage of non-Jesuit students reached about 60%, a ratio that continues, with only minor variations, to the present day.

In the two decades between 1986 and 2006, the percentage of the student body constituted by *International Students* rose from 17% to 33%. It is now normal to have a student body representing as many as 40 or more different countries.

Also significant in the last twenty years has been the rise in the number of *lay students* (those who are neither preparing for ordained ministry, nor who belong to other Roman Catholic religious communities).

ending in 1999, responded to the major shift that had taken place in the previous decade with this increase in the percentage of our lay students.

During the last decades there were significant program shifts. A long-standing sabbatical program which had often constituted as much as 46% of our FTE in 1989, accounted for only 17% in 1999, and made up only 10% of the school's FTE in 2005.

Two advanced degree programs, the License and Doctorate Degrees in Sacred Theology (S.T.L. and S.T.D., respectively), which generated less than 11% of the FTE in 1997, had more than doubled to make up 24% by 2006. The increase in international students has constituted the largest single factor for this shift.

As a result of these changes, students enrolled in programs requiring thesis and dissertation preparation (i.e., S.T.D., S.T.L., M.T.S., and Th.M., and the joint GTU-MA) rose from 31% of the FTE in 1996, to 51% by 2006.

**Our last re-accreditation review cycle,**

## Capacity Preparedness Review

During this **present re-accreditation review cycle** we intend particular analysis of the growth of the *international student* population at the Jesuit School of Theology at Berkeley, for it reveals several significant factors.

The growth of the international student population (1) both precipitated and is a consequence of the decision of the school to become “a national and international center for the study of theology and ministry in the context of the cultures shaping the faith lives of people today;” (2) has greatly increased the number of students enrolled in upper graduate level programs, *especially the License and Doctorate in Sacred Theology*; and (3) generated a proportional increase in thesis and dissertation mentoring responsibilities for faculty members. **[Appendix C.2 and C.3]**  
 (4) Has expanded the range of topics proposed for research; (5) has enriched the ethnic, cultural,

social and economic diversity of the student body; and (6) presented unique educational challenges in meeting the special needs of international students, from negotiating the more cumbersome immigration policies to enter the United States, to tutoring in written and spoken language skills.

In the light of these realities, the school finds that exploring responses to an ever more diverse student body, *especially as represented by the international students*, is a warranted and legitimate dimension of our self-study.

In the course of the *Capacity and Preparedness Review* we intend to

1. Develop assessment mechanisms to measure student learning effectiveness, especially where academic and professional skills are critical;
2. Continue re-structuring program units to enhance diachronic and synchronic assessment of student learning and program effectiveness;
3. Measure the faculty resources for teaching and mentoring a more expanded range of thesis and dissertation interests.

Questions	Assessment Tools
<p><b>Learning Portfolios</b></p> <p>What portfolio elements assure adequate assessment of student learning and achievement of S.T.L. and S.T.D. program competencies?</p>	<p>Annual Academic Advisor and Program Director assessment of program competencies; student Statements of Purpose formulated at the beginning and midway through programs.</p>
<p><b>Faculty Resources</b></p> <p>Are there faculty resources commensurate with shifting program demands? [3.1; 3.2]</p> <p>Does diversity of faculty echo change in student body? [1.5]</p> <p>What impact does increased thesis mentoring have on faculty work load? [2.12; 3.2]</p>	<p>Faculty morphology studies, comparison of CV's, course offerings to thesis and dissertation interests.</p> <p>Academic Council faculty morphology studies.</p> <p>More accurate tracking of mentoring and committee responsibilities. [3.4]</p>
<p><b>Institutional</b></p> <p>Does school reflect a shift in ethos that corresponds to the shift in program distribution? [2.13]</p> <p>Do school documents and advertising address changes in cultural diversity of our students? [1.5; 1.7; 2.10]</p>	<p>Responsibilities of Director of International Students Assessment of admission strategies and processes;</p> <p>Assessment of language, rhetoric, public image and internal discourse. Dean's Office oversight.</p>

## Educational Effectiveness Review

In the EER phase we turn our attention specifically to assessment of the education of our international students who have expanded our ranks.

We intend to track and assess their educational progress, their achievement of stated educational goals of the programs in question,

particularly of the Licentiate and Doctorate programs in Sacred Theology.

We plan to assess whether they leave JSTB having achieved the competencies of the program, and are prepared academically and professionally for a variety of assignments in their home countries: especially further studies, teaching and research positions, and opportunities for

publishing

In order to do this we will

- track progress in the student's own evolving Statement of Purpose by comparing the SOP submitted at application with student self-assessment and revision of that Statement of Purpose completed midway through the program;
- track the relationship between the entrance diagnostic assessment with the *Research Readiness Review* to be conducted at the beginning of the second year of the S.T.L. program, or assess the level of accomplishment of the Comprehensive Examinations in the S.T.D. program; and
- track graduate school admissions, teaching placements, and demonstrated publications five years after completing the degree through Alumni Surveys.

Individual students will be tracked in their programs by their Academic Advisors through review of the Student Portfolios.

Annual audits of reviews and program completion conducted by Program Directors will provide synchronic assessment across programs.

The Academic Dean's Office will provide diachronic comparison of annual audits, thus establishing a basis of assessment of progress from year to year.

The Statutes and Curriculum Committee of the Academic Council, which reviews all curriculum assessment information, is empowered to recommend changes in curricular content based on those results. The Academic Council, the competent faculty decision making body, acts on recommendations from the Committee.

We expect to pursue the following questions with the corresponding assessment tools.

Questions	Assessment Tools
Are student able to define and refine their own intended academic goals?	Comparison of Original Statement of Purpose with Revised statement at the end of 1 <sup>st</sup> year.
Have students learned to assimilate professional academic research and writing techniques?	<i>Research Readiness Review</i> at the beginning of second year. Outcome of GTU Professional Skill workshops. Pro-Seminar participation and assessment.
Are students learning to address issues peculiar to their cultural contexts?	Thesis and dissertation proposals, and quality of defense of completed projects. [2.5; 2.10]
Do students learn to incorporate negotiate issues of cultural context in their methodology and research?	Portfolio Assessment; Thesis or Dissertation Audit at the completion of programs.[2.7]
Does the educational experience at JSTB enhance the communication, writing and research skills of our students, and increase their potential for publishing?	Entering and exiting diagnostic assessment of language and research skills [2.10; 2.11]
Are graduates admitted to higher studies, find teaching placements, publish professionally?	Five-year Alumni Survey data is reviewed by the Dean's Office

## Theme II: Promoting Integral Formation

JSTB's Strategic Plan highlights the importance of integral formation. "The Jesuit School of Theology achieves its mission through the academic, pastoral and personal formation of Jesuits and other candidates for ministry, ordained and lay, in the Roman Catholic Church" ("Mission Statement," *JSTB Strategic Plan II*, 2006-2010, 1).

Significantly, the 2006 Strategic Plan views this commitment to formation as the key strategy by means of which the schools achieves

its mission of the "reverent and critical service of the faith that does justice" ("Mission Statement"). [1.1; 2.10; 2.11; 2.13].

To achieve this goal we seek to promote the integration of (1) the academic; (2) the pastoral; (3) the spiritual; (4) the human, and develop formation programs and processes that assist this integration.

In addition to pastoral and parochial ministries, JSTB regards scholarship, teaching

and research as critical components of its ministry to the Church and to the human community at large. “As an Ecclesiastical Faculty of Theology, [JSTB] prepares men and women to serve the Church as scholars and teachers.”

Hence integral formation serves as a crucial educational goal for students in all our various programs, although what this means and the way it is pursued will vary from program to program, and with the needs of the student.

### **Integral Formation by Program Types**

Our six major degree programs can be sorted into three main groupings for the purpose of identifying the primary issues for assessment of integral formation within them:

- The Professional Degree—the Master of Divinity Program;
- Academic Master Programs—the MA, the MTS and the ThM;
- Ecclesiastical Degree Programs—License in Sacred Theology (S.T.L.) and Doctorate in Sacred Theology (S.T.D.).

## **Capacity and Preparedness Review**

### **Assessment of Integral Formation**

We will assess the effectiveness of integral formation of the academic content of

curriculum development, the complementary issues surrounding personal formation, interpersonal skills, professional skills.

Similarly, we will identify suitable development bench-marks during the course of these programs and the professional responsibility of the school in relation to future and/or potential employers.

All degree programs presently include a mandatory “capstone” assessment mechanism –written and oral comprehensive examinations for all Master of Divinity students, comprehensive examination and/or thesis/dissertations for all other programs.

To track educational development a new assessment mechanism to improve incremental assessment will be digital student portfolios containing student learning evidence and assessment pertinent to the program in question.

Portfolios are intended to complement, not replace the present capstone assessment tools. The ability to construct a research project, conduct the needed research, and produce an academic thesis or dissertation are critical for this level of graduate work, often leading to further graduate studies.

In the first phase we look at the required resources for the task: meeting and assessing the already established competencies, and then exploring new professional guidelines.

<b>Questions</b>
<p><b>Student resources</b></p> <p>What is the best format and content for student portfolios in order to track and assess learning outcomes?</p>
<p><b>Faculty Resources</b></p> <p>Are there formative and integrative resources commensurate with program demands? [3.1; 3.2]</p> <p>Are there faculty resources to help students probe their own cultural contexts? to probe ecumenical, cross-cultural and interreligious issues? [2.10; 2.12]</p> <p>Are there faculty resources to probe issues of ministerial and professional ethics? [3.2; 3.3]</p> <p>Is liturgical life integrated into the formational framework? [2.11]</p>

<b>Assessment Tools</b>
<p>Annual assessment by program directors of portfolio templates with feedback provided to Statutes and Curriculum Committee for recommended revisions.</p>
<p>Faculty morphology studies, comparison of CV's, course offerings to thesis and dissertation interests; faculty publications; faculty involvement in ecumenical and inter-religious dialogue; inclusion of ecumenical and inter-religious themes in course syllabi;</p>
<p>JSTB Course offerings; GTU consortial workshops on practice and ethics of ministry.</p>
<p>Report of the Liturgy Task Force; Exit and Alumni Surveys; Liturgy Committee.</p>

### Institutional

Are there adequate formation personnel and mentors to staff the professional programs? [3.1]

Are there adequate resources for tutoring English language competencies? [3.1]

Are there adequate tools for assessing human and spiritual formation? [2.11]

Does the faculty have adequate resources for comprehensive exams and thesis direction? [3.2]

Assessment of director of ministerial formation and field supervision. [A new director is being hired for 2008-09.]

Director of International Students' assessment of writing tutors and tutorial processes.

*Humanitas Grant* study of ministerial formation; exit and alumni surveys.

Assessment of comprehensive exams in all programs; assessment of theses and dissertations.

## Educational Effectiveness Review

In this phase we turn to desired integrated formational outcomes for the various programs of the school.

We aim to assess the comprehensiveness of the "Competencies" established for each of the academic and professional degree programs. Program Directors have the task of providing an annual review of both the institutional resources and the quality of program completion for the various programs. [2.7] We believe that better statistical assessment of the occupational placements of our graduates in each of these programs would also be valuable. [4.4; 4.5]

In addition to measuring achievement of the established competencies set for each program [**Appendix D**], we use a graduating student survey to assess the effectiveness of the programs in particular and of the school in general. We complement the data gathered in the graduating student survey diachronically by a Alumni Questionnaire [**Appendix F.3**] five years after they have left the Jesuit School of Theology at Berkeley. The results of both survey and questionnaire are to be tabulated statistically for ongoing assessment, evaluation and promotion of the programs.<sup>1</sup> [2.1; 2.2; 2.3; 2.5; 4.5]

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<sup>1</sup>The Common MA, administered in conjunction with the Graduate Theological Union, but whose mentoring is the responsibility of the school to which a student is affiliated, has competencies established by the GTU through its Council of Deans. Nevertheless, graduating students and graduates are included in the graduating surveys and graduate questionnaires. Moreover, the review committee of their capstone projects, the M.A. thesis, is chaired by a JSTB faculty member.

### I. Master of Divinity program:

The M.Div. Program represents the ordinary course of theological education and training for Roman Catholic pastoral ministry in the United States. In addition to academic training, the program includes a three year cycle of integration seminars (Ministerial Identity; Pastoral Internships; Theology and Ministry) with specific goals established for each. Moreover, the first seminar incorporates an immersion program in Mexico as a key resource for social analysis and theological reflection. A Master of Divinity student portfolio will include

- Initial self-assessment and results of a diagnostic interview at the beginning of the program,
- a "mid-program" review in second year;
- assessments at the end of each of the three year-long integration seminars; and
- the capstone Comprehensive Written and Oral Examination (conducted by a three-faculty member committee) at the end of third year.

Master of Divinity Program Directors, in consultation with Ministerial Formation Director, would conduct annual cross-sectional assessments, with results communicated to Statutes and Curriculum Committee for recommended revisions.

The Association of Theological Schools is the professional accrediting agency for the Master of Divinity program.

### II. Academic Master Programs: M.A., M.T.S., Th.M

The common M.A. provides a basic understanding of theological or religious studies for further graduate study or for general

educational purposes. The M.T.S. provides a broad theological education and an opportunity to concentrate in subjects which have increasing importance in the future evolution of the Church. The Th.M. is a specialized, one-year program in advanced theological study beyond the M.Div.

Besides the numerous distinctive features of these three programs, they share in common a crucial formation goal: the academic formation of theological literacy and scholarly competence. Measured achievement of the established Competencies and review of the competencies themselves are to be goals of this self-study.

The Student Portfolio will include

- an initial diagnostic interview conducted by Program Supervisors;
- all written assignments and examinations to be measured against the Program Competencies;
- and the Capstone thesis or research project required of the program. The M.A. program requires a three-member faculty committee for assessing the written text and the oral defense. The M.T.S. and the Th.M. require a final thesis reviewed by a panel of faculty members.

The Common M.A. Committee of the GTU Council of Deans assesses the M.A. program and recommends revisions to the GTU member schools for approval. The JSTB M.T.S. and Th.M. Program Directors, in conjunction with the Dean of Students and the Director of International Students assesses the M.T.S. and Th.M. programs and provide data to the JSTB Dean and Statutes and Curriculum Committee for initiating changes in these programs.

All three programs are accredited by the Association of Theological Schools, with the Common M.A. being accredited in conjunction with the GTU.

### III. Ecclesiastical Degree Programs: S.T.L. and S.T.D.

The S.T.L. and the S.T.D. are Roman Catholic ecclesiastical degree granted by the Jesuit School of Theology at Berkeley by virtue of its status as an Ecclesiastical Faculty. The S.T.L. furthers theological expertise for service in religious communities, dioceses, and teaching in higher seducation and seminaries.

The student portfolio will include an initial

diagnostic interview of incoming candidates is conducted by two faculty members. In addition, a *Research Readiness Review* conducted at the beginning of the second academic year, which includes

- assessment by two faculty members of each of two major research papers;
- input from the Writing Coach;
- review of course grades;
- completion of a second Statement of Purpose reflecting self-assessment by the student as a result of the first year's work; and
- indicators of attendance at scholarly research and professional skill workshops at the GTU. In addition to the measured achievement of the established Competencies and the review of the competencies themselves as goals of this self-study, special attention is given to the initial assessment and ongoing development of student's English language skills and the assessment of our programmatic assistance.

Finally, the S.T.L. has a capstone assessment mechanism, completion of a major research thesis or comprehensive examination with defense in front of a two-member faculty panel.

The S.T.D. concludes with completion of a doctoral dissertation whose proposal has been refereed by the entire JSTB faculty, and whose dissertation completion and public oral defense are overseen by a three member faculty committee.

In both cases—that of the S.T.L. and the S.T.D.—the faculty committee Chair will conduct a comprehensive exam/ thesis/ dissertation audit to establish the degree to which the student has demonstrated achieving the educational goals established for that degree. There will be an annual assessment of all thesis and dissertations completed that year by S.T.L. and S.T.D. Program Directors, in conjunction with the Dean of Students and the International Student Director. Assessment data is provided to the Dean and Statutes and Curriculum Committee for recommended programmatic changes.

The Vatican Congregation for Catholic Education accredits the two degrees. In addition

to the Vatican charter document, *Sapientia Christiana*, Program Competencies established by

the JSTB Academic Council, provide benchmarks for assessing the degree of achievement expected in these degrees.

Questions	Assessment Tools
Does the program result in holistic integrated grasp of the theological tradition? [all]	Review of achievement as evidenced by Student Portfolio contents. Annual integration seminar results. Student and graduate questionnaires, and focus groups. [2.5]
Do students develop greater ecumenical, cross-cultural, and interreligious expertise/ awareness? [all]	Annual Program Directors' assessments of Portfolio contents [2.1; 2.7]
Do students develop a broad grasp of ethical issues in ministry and a commitment to ministerial ethics? [pp, am]	Annual audit of quality and fit of comprehensive exam questions and answers; audits of theses and dissertations [2.7]
Do students develop their capacity for collaborative leadership? [pp]	Entering, mid-program and exiting diagnostic assessment of pastoral readiness and theological competence. Cf <i>Assessment of Ministerial Readiness</i> Project Grid [Appendix F.2] [2.10; 2.11]
Do students develop the ability to discern the key questions raised by their cultural contexts? [ee]	Dissertation audits; placement and alumni publication information
Are students prepared to enter the academy and to participate collaboratively as scholars and teachers? [ee]	Exit interviews and Alumni Survey results

### Theme III. Integration with Santa Clara University

In its most recent strategic plan (2006), the Jesuit School of Theology at Berkeley committed itself to exploring the possibility of institutional affiliation with one of the Jesuit Universities in the San Francisco Bay Area with the aim of augmenting our educational capacities in the pursuit of our mission [1.1, 1.3].

Following a lengthy discernment process and two years of conversation with our colleagues at Santa Clara University (SCU), we have been negotiating an Integration Agreement by which the JSTB will become the graduate school of theology of SCU. On March 31, 2008, Rev. Joseph Daoust, S.J., President of JSTB, Rev. Paul Locatelli, S.J., President of SCU, and Rev. Thomas Smolich, S.J., President of the Jesuit Conference (JC), the legal organization of Jesuits in the United States that currently owns and operates JSTB, signed a "letter of intent" outlining the general contours of JSTB's integration into SCU. Since then, administrators and lawyers from both institutions have been meeting to craft the Integration Agreement. The current plan envisions that all three boards (JSTB, SCU and JC) will sign the Integration Agreement at their board meetings in February 2009. JSTB will then become the graduate school of theology of SCU, perhaps as early as July 1, 2009. When the legal

integration of JSTB and SCU takes effect our new name will be the Jesuit School of Theology of Santa Clara University (JST-SCU).

In the midst of all this work, in June 2008 our two institutions jointly submitted a substantive change agreement to WASC and on August 19, 2008, we met by conference call to discuss the merits of this proposed institutional merger. Following that meeting WASC gave its initial approval for the integration on August 21, 2008, to be followed by a site visit on December 5, 2008.

Appropriately, then, Theme III focuses on the imminent institutional integration of JSTB as a school of Santa Clara University. Above all, we seek to analyze the impact of this major institutional change on our current programs, especially in light of our first two themes.

#### Capacity and Preparedness Review

Currently owned by the Jesuit Conference, when the integration process is completed, JST-SCU will be a subsidiary corporation wholly owned by SCU. The mission of JST-SCU after the closing will remain the same as the mission of JSTB prior to the closing – to

prepare Jesuits and other men for ordination to the Roman Catholic priesthood, to prepare lay men and women and other religious for various forms of church ministry, and to advance theology through scholarly contributions to the academy, church and society [1.1, 1.2, 1.3].

The President of SCU will be the President of JST-SCU. The authority and functions of the President will be set forth in the JST-SCU Bylaws. JST-SCU will have a Chancellor, who will be the Superior General of the Society of Jesus, and a Vice-Chancellor, who will be the President of the JC. The authority and functions of the Chancellor and Vice Chancellor will be set forth in the Statutes. JST-SCU will have a Dean, who will be appointed by the President of JST-SCU upon the recommendation of the JST-SCU Board of Directors with the prior consent of the Vice Chancellor and missioning by the Chancellor. The Dean will be generally responsible, under the direction and supervision of the President of SCU-JST (or the President's designee), for administration of the academic and professional programs and policies of JST-SCU, including: (a) Evaluating the teaching performance and professional achievements of the JST-SCU faculty; (b) Submitting a proposed annual budget for JST-SCU to the President of SCU-JST and administering the approved budget; (c) Presiding at all JST-SCU faculty meetings; (d) Appointing appropriate faculty committees and recommending to the President of JST-SCU candidates for faculty appointments [3.5, 3.8, 3.9, 3.10, 3.11].

JST-SCU will have a Board of Directors. There will be two classes of directors, Society of Jesus directors ("SJ Directors") and all other directors ("General Directors"). SCU, as the sole member of JST-SCU, will take all necessary action under civil law to appoint the SJ Directors and the General Directors. Because JST-SCU will continue as a pontifical faculty granting ecclesiastical degrees (S.T.B, S.T.L., and S.T.D.), certain powers relating to these degrees will be reserved to the members of the Society of Jesus who are on the Board of Directors.

Along with these changes in governance, we also expect to see benefits with respect to our capacity to pursue our mission. JSTB is already on solid financial footing and has just completed a \$20 million capital campaign and renovated its main buildings. We expect the integration to further strengthen us financially. We also expect to draw upon university resources with respect to such areas as instructional / information technology, institutional development, administrative infrastructure, and plant management. However, after integration JST-SCU will remain in Berkeley as a member of the Graduate Theological Union; JST-SCU will continue to offer the same degrees currently offered by JSTB. In short, our fundamental intention for this integration is that it will be capacity enhancing, but not goal deflecting [3.5, 3.6, 3.7, 4.4, 4.5].

In order to assess the extent to which we realize this fundamental intention, we will employ WASC's four standards to organize our self-review.

Questions	Assessment Tools
To what extent has the School been able to maintain its self-understanding and sense of direction?	Review provisions to safeguard the mission and structure of the school in the Integration Agreement, and the revised faculty and employee handbooks [1.1 thru 1.9, 3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11].
To what extent has the School's core functions been enhanced?	Program guidelines, etc. in light of whether they indicate the School's movement toward SCU's more robust "culture of assessment" [2.1, 2.2, 2.3, 2.4]. Scholarly and teaching linkages between JST and SCU faculty [2.8, 2.9].
To what extent have the resources and organizational structures of the School been enhanced?	Audit of planned improvements in instructional / information technology, institutional development, and plant management. What's been accomplished? What remains? [3.5, 3.6, 3.7]. Review of the work of JST's Enrollment Taskforce in light of integration with SCU. [2.2, 2.10, 4.2]
To what extent has the School become more astute at planning and more institutionally reflexive with respect to data gathering, program review, etc.?	Department Chairs' three-year course plans [2.1, 4.1]. Review of Program Directors' emendations of program guidelines [2.1, 2.2, 2.3, 2.4]. Improvements with respect to student surveys [4.3, 4.4, 4.6]. Level of coordination between the JST and SCU Development Offices [3.5].

## Educational Effectiveness Review

While our Capacity and Preparedness Review aims to be quite general, here we would like to narrow things a bit and focus on three specific educational outcomes from our integration with Santa Clara University. The first two foci relate to the first two themes delineated within this report, whereas the third attends to faculty development.

First, we expect that our goal of addressing the educational needs of our student population will be enhanced through our integration with SCU. We delineate this in terms of specific programs. For advanced STD students – most of whom are from countries outside of the United States – we intend to explore the possibility of their teaching undergraduate courses at SCU. This is a response to the oft-voiced desire among these students for more teaching opportunities, which, in turn, promises to enable them to be better teachers upon their return to their home countries. This should also prove invaluable both in terms of increasing the diversity of the university and for the students who will be exposed to professors from other nations. For our M.Div. students, we intend to explore their placement into ministry or mentorship settings with undergraduates from SCU. For our M.T.S. students, we will explore the possibility of their engaging SCU resources in order to concentrate

in areas like Hispanic Ministry or Detention Ministry. [2.1, 2.5, 2.8, 2.9, 2.11, 2.13, 3.2].

Second, we expect that our efforts toward emphasizing the integral formation of our students will be abetted by the integration. Here the possibilities are potentially legion. Perhaps our students could assist with the university's campus ministry program or in its various immersion experiences for undergraduates. Perhaps they could participate in various university-based wellness programs. Perhaps they could attend its various cultural exhibits and events. Perhaps guest speakers at the university could then make presentations at the Jesuit School. These and more are all possibilities. We aim to determine which among them are realistic, student-accessible, and, importantly, contributive to the formation of our students [2.8, 2.9, 2.11, 2.12, 2.13].

Finally, we intend to assess the extent to which the integration assists our faculty in becoming better educators and scholars. In what ways are our faculty colloquia enhanced by inviting SCU colleagues to participate? Do we share ideas and resources? Have we created opportunities for collaboration? These are the types of questions we plan to address here.

Questions	Assessment Tools
<p>To what extent is Theme I (on diversity) enhanced by the School's integration with SCU?</p>	<p>Whether or not advanced international students are given the opportunity to teach undergraduate courses [2.2, 2.10, 2.12, 2.13].            Survey: have JST-SCU students and faculty participated in immersion trips sponsored by SCU [2.9, 2.11]?            Review of collaboration with the Provost's Council on Inclusive Excellence at SCU [2.11, 2.13].            Immersion trip reports, essays.</p>
<p>To what extent is Theme II (on integral formation) enhanced by the School's integration with SCU?</p>	<p>A review of JST-SCU's relationship to SCU's School of Education: have interested students had access to resources involving pedagogical methods [2.5, 2.9, 2.10]?            Comparison of JST-SCU's student services before and after integration [2.11, 2.12, 2.13].            A review of JST-SCU's integration in terms of Human Resources. [3.1, 3.8]            A review of JST-SCU's I.T. services in light of integration with SCU. [3.5, 3.6, 3.7]</p>
<p>To what extent is the Executive Dean able to both lead the institution (as "executive") and work closely with the faculty (as a "dean")?</p>	<p>Review and assessment of changed administrative structures, most especially the move from Academic Dean to Executive Dean, by a faculty and Board of Directors committee to make sure faculty interests have not been compromised by the change [3.11].</p>
<p>To what extent has the development of School faculty been enhanced by the integration with SCU?</p>	<p>An audit of faculty-SCU linkages and their outcomes for teaching and professional development. [3.4]            Review of how JST-SCU has employed SCU's Office of Institutional Research and Office of Assessment for program review and assessment of student learning [2.10, 4.4, 4.5, 4.6, 4.7, 4.8].</p>

## C.1. Feasible Plan of Work

### Student Outcome Assessment and Feed-back Loop Structure

Because of the existence of six graduate level programs at JSTB, a multi-layered and differentiated assessment process was chosen. The six programs are grouped as indicated earlier in the proposal. The WASC Self-Study Oversight Committee, appointed by the Academic Dean, will oversee the completion of the CPR and EER preparation and reviews. A schematic chart outlining instances of Student Learning Assessment, and a feedback loop to recommend and approve programmatic changes for improvement is provided below.

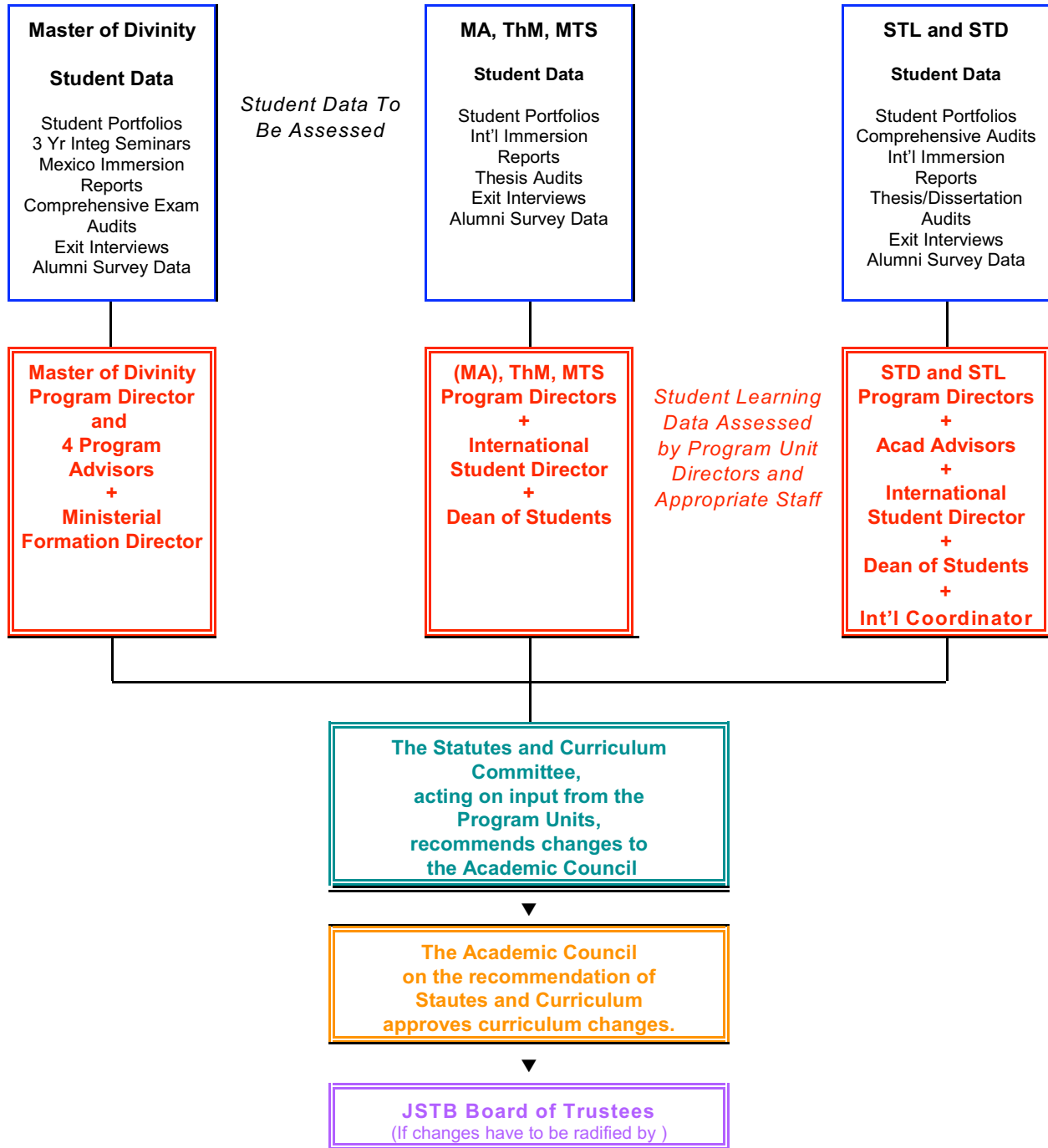
**Program Directors**, in conjunction with appropriate staff and faculty personnel, will assess student learning data and proved their findings to the **Statutes and Curriculum Committee** of the **Academic Council**, which is constituted to make curriculum changes.

**Program Directors** have already been appointed for the various academic programs.

**The Statutes and Curriculum Committee** is already an established *Standing Committee* of the Academic Council (**Faculty Handbook**, Article XI, B.1) and is responsible for "academic policies and governance, as well as modification of existing curricula, the discontinuance of existing programs or the creation of new programs."

**The Academic Council** is by statute "the principal organ of consultation regarding academic policies and possesses the authority assigned to it by the Board of Trustees...It determines academic policies in conformity with those of the Corporate Membership and the Board of Trustees." (**Statutes** Article 7, § 3).

**Student Outcome Assessment and Feed-back Loop Chart**



**Exit and Graduate Surveys** are already conducted through the Academic Dean's Office. By the Fall Term of 2008 a new Director of Ministerial Formation will have been appointed.

**Student Portfolios:** the significant new element for this assessment process is the establishment of digital or web-based Student Portfolios.

**Budgets** at JSTB are generated annually through the Executive Committee, composed of the President, the Academic Dean, the Dean of Students, the Director of Finance.

<p><b>March 2008</b> Submit Institutional Proposal Revision Statutes and Curriculum works on Portfolio content protocols.</p>	<p><b>Late Spring 2009</b> Complete and Submit Capacity and Preparedness Review Report Administer Exit Interviews Conduct Program Data Assessment</p>
<p><b>April 2008</b> Discuss Proposal Revision with WASC Complete 5 Year STL/STD topic database Complete Exit Interview On-Line Survey</p>	<p><b>Fall 2009</b> <b>On-Site CPR Review (possibly with ATS Substantive Change Visit)</b> <b>Review assessment tools</b></p>
<p><b>Late Spring 2008</b> Administer Graduate On-Line Alumni Survey for 2003, 04, 05</p>	<p><b>Winter-Spring 2010</b> Review Commission Letter focusing on CPR Respond to Letter Extended Committee Meeting to review feedback from site visit</p>
<p><b>Summer 2008</b> Build Portfolio Content Protocols for specified program units: a model is already being generated by Statutes and Curriculum.</p>	<p><b>Fall 2010</b> Build and Assess EER Evidence Begin to construct EER Report</p>
<p><b>Fall 2008</b> Begin Implementation of Student Portfolios Begin research and assessment projects designed by Steering Committee</p>	<p><b>Winter 2011</b> Prepare EER Report</p>
<p><b>Spring 2009:</b> Data Assessment Generate Exit Interviews for 3 program areas Report Sub-Division Writing Assignment</p>	<p><b>Fall 2011</b> <b>On-site EER visit (possibly with ATS Review of programs)</b></p>

JSTB tracks student records and demographic information, as well as faculty teaching and advising loads, through the GTU *Colleague Database* system, which is maintained by GTU's Coordinator of Institutional Research. *Colleague* is also used for admissions, financial aid and business records.

In addition to the regular reports to WASC and to the Association of Theological Schools (ATS), JSTB also files annual data with the Center for Applied Research in the Apostolate (CARA), IPEDS, and triennial comprehensive reports to the Vatican Congregation for Christian Education.

5-year alumni surveys are tracked using

SPSS software at JSTB including data on employment, publications; but programmatic changes at the school require ongoing revision of the questionnaire, and small data samples make year-to-year comparisons tentative.

Exit interviews of graduating students, conducted earlier orally, will be done via an online questionnaire. By the end of the Academic Year 2008-2009 these questionnaires will be tailored individually for each of the three program areas listed in this proposal: the Master of Divinity; the MA, ThM and MTS; and the STL and STD degrees.

Student course evaluations are tracked

through the Academic Dean's Office, and are used in faculty review and tenure processes, as well as for generic assessment of student satisfaction. Because of their nature, they have not been used for curriculum or outcomes evaluation.

Beginning spring 2008 thesis and dissertation directors will complete a standardized assessment tool to measure the degree of competency achievement demonstrated in the this capstone project. Beginning fall 2008 all degree students will maintain a digital portfolio, introduced earlier in this proposal. Because of the unique consortial nature of the Graduate Theological Union, students generally take 25-30% of their courses in a GTU consortial school other than the one in which they are registered.

Moreover they make use of academic and extracurricular resources (e.g, the library, special research and writing workshops, guest lectures, film and artistic events) other than the ones administered by their own school of registration. This both enriches the academic and learning environment, but also makes more complex the task of general and specific assessment and evaluation processes.

Some of the goals envisioned in this proposal will be realized by JSTB students and by the school in consortial collaboration with other GTU institutions, and even through the academic opportunities of the University of California at Berkeley. Assessment of GTU common academic responsibilities—the M.A. program, the library, the PhD/ThD programs (which engage as much as one-quarter of our JSTB faculty time and energy) is done at the GTU level through the Academic Dean and the Core Doctoral Faculty. GTU is separately accredited by WASC.

The GTU Council of Presidents and the Council of Deans negotiate some of the broad assessment and planning; Deans of Students also plan collegially.

In addition to its own financial record keeping, the JSTB school administration also make use of financial data prepared by the Graduate Theological Union.

## **C. 2. Commitment of Resources to Support the Accrediting Review**

The Jesuit School of Theology at Berkeley is addressing a changing student body, with its shifting programmatic demands and responsibilities, in a self-study which itself is still relatively new in conception.

At the same time, the size of the school and its support staff mean that many elements of its existing structure will be engaged to undertake and complete the reviews envisioned in this proposal.

But the Academic Dean will continue to maintain a WASC Self-Study Oversight Committee that promotes and guides the elements of the review.

Jesuit School of Theology at Berkeley has also committed adequate resources for the self-review process, including but not limited to expenses for attending conferences and workshops, the faculty retreats at which the review process will be assessed, adjunct or part-time personnel assistance for data processing, graduating exit and alumni surveys, as well as office expenses, and the costs associated with hosting the two foreseen on-site visits: but these budget lines will appear in annual budgets approved each spring by the Board..

An open-access web-page is being designed to host information regarding the self-study on the school's website; and to include on-line availability of completing alumni and other surveys: many of our graduates do not live in the United States of America.

Common database resources of the GTU, supported and funded by the member schools of the Graduate Theological Union, will be also be employed to maintain and track some aspects of the study.