



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LCC TARPTAUTINIS UNIVERSITETAS
STUDIJŲ PROGRAMOS *Evangeliškoji Teologija*
(valstybinis kodas – 612V60003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *Evangelical Theology* (state code - 612V60003)
STUDY PROGRAMME
at LCC INTERNATIONAL UNIVERSITY

Experts' team:

1. **Prof. Peter Jonkers (team leader)** *academic,*
2. **Prof. Stanislaw Rabiej,** *academic,*
3. **Assoc. Prof. Olga Schihalejev,** *academic,*
4. **Prof. Vidas Balčius,** *academic,*
5. **Ms Daina Habdankaitė,** *students' representative.*

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Evangeliškoji teologija</i>
Valstybinis kodas	612V60003
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Teologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Teologijos bakalauras
Studijų programos įregistravimo data	2001 gruodis

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Evangelical Theology</i>
State code	612V60003
Study area	Humanities
Study field	Theology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Theology
Date of registration of the study programme	December 2001

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	6
II. PROGRAMME ANALYSIS	7
2.1. Programme aims and learning outcomes.....	7
2.2. Curriculum design	10
2.3. Teaching staff	13
2.4. Facilities and learning resources	15
2.5. Study process and students' performance assessment.....	17
2.6. Programme management	20
2.7. Examples of excellence *	22
III. RECOMMENDATIONS	22
IV. SUMMARY.....	24
V. GENERAL ASSESSMENT	26

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Strengths, Weaknesses, Opportunities (SWOT-Analysis)
2	Supplements to Annex 1
3	Supplements to Annex 3
4	Supplements to Annex 4

1.3. Background of the HEI/Faculty/Study field/ Additional information

As is stated in § 1 of the Self Evaluation Report (SER), LCC International University positions itself as a private Christian, liberal arts university, operating within an international learning community. In order to ensure this, all teaching is given in English, and students are required to pass an English test before entering one of the programmes. LCC's focus is on serving the needs of individuals, groups, and society as a whole, both in Lithuania and within the greater global context, especially Eastern Europe (reaching out to EU as well as non-EU countries). § 5 states that the Christian worldview serves as a framework, within which all students are encouraged to examine their own values, without requiring them to affiliate with any particular faith position or religious tradition. LCC's international character is testified by the fact that over 60% of its instructors are expatriates; additionally, students from over 25 countries comprise approximately 50% of LCC's student population. LCC is intentionally a North American style educational institution with a pedagogical focus on student learning, active engagement, problem solving, and social skills. LCC aims at transforming people for servant leadership and engages students in a transforming educational experience in order to contribute to a generation of leaders for Lithuania, Eastern Europe, and Central Asia (§§ 2-3). All these elements give LCC a unique profile, definitely distinct from all other (state) universities in Lithuania. It goes without saying that this profile also reflects on the Department of Theology and its students.

LCC gained recognition from the Lithuanian Ministry of Science and Education as a Bachelor's degree granting university in 2000, and approved LCC's study programme in Evangelical Theology in December 2001. The Evangelical Theology Study Programme (TSP) has not had a formal programme evaluation or site visit by SKVC. In 2009, SKVC granted the programme a six year reaccreditation. Revisions to the programme have addressed recommendations arising out of the initial site visit from December 2001. Teachers of the Department of Theology are not only responsible for the courses of the TSP, but also offer (compulsory) courses in all other programmes of LCC.

LCC has grown to a student body of approximately 550 students and has more than 1700 graduates in total; 31 graduates come from the TSP. The number of students that are currently enrolled in this programme is very small, and, consequently, very few students have completed this program: according to the amended Annex 4, only six BA-theses or similar concluding papers (so-called capstone projects) were completed during the period 2009-2015. This implies that all statistical data about this study programme have to be interpreted with great care, since small changes in absolute data have a great impact in terms of percentage.

It deserves to be noted that the number of enrolments has been increasing since 2012 (from 4 to 12), mainly thanks to the introduction of double-degree options in 2013 (see § 13). During the

site visit, LCC's management pointed out that this double degree programme is indeed a (partial) solution to problem of the low intake of theology students; besides, there are many students from other programmes following courses in theology. On the basis of this information and the realistic expectance that the double degree programme will attract more students in the future, the team of experts concludes that the TSP as a whole is sustainable, at least for the next period of accreditation. As the very low number of enrolments in the TSP remains a serious source of concern, the expert team recommends to further explore other double degree opportunities, such as theology in combination with psychology and other fields of study, as the SWOT-analysis already notes.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 29/10/2015

1. **Prof. Peter Jonkers (team leader)** *Tilburg University, Professor of Department of Systematic Theology and Philosophy, the Netherlands.*
2. **Assoc. Prof. Olga Schihalejev**, *Tartu University, Associated Professor of the Faculty of Theology, Estonia.*
3. **Prof. Stanislaw Rabiej**, *University of Opole, Dean of the Faculty of Theology, Poland.*
4. **Prof. Rev. Vidas Balčius**, *Pontifical Urbaniana University, Associated Professor, Vatican City.*
5. **Ms Daina Habdankaitė**, *student of Vilnius University of Philosophy master degree study programme, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

- *the programme aims and learning outcomes are well defined, clear and publicly accessible;*

LCC's profile, aims and educational model are reflected in the general goals of the TSP: it "seeks to cultivate productive and thoughtful global citizens with a Christian worldview who are able to respond respectfully to intellectual and cultural challenges" (§ 16). This general goal makes that the TSP is not only distinguished from other theological study programs in Lithuania on the basis of its Evangelical profile, but also because of LCC's aim to transform its students. Although it is certainly to be appreciated that LCC in general and the TSP in particular take their educational role so seriously by transforming them to thoughtful Christians, the high ambitions of this general goal and (to a lesser extent) of the programme goals of the TSP raise the question whether they can be realized at all by any study program, let alone whether they can be translated in well-defined and clear learning outcomes, whose fulfilment can be checked objectively (§ 16). Admittedly, Annex 6.3 tries to bridge the gap between the intended general learning outcomes of LCC and the programme goals and the concrete learning outcomes of the TSP, and Annex 1 relates the programme's goals and learning outcomes explicitly to the individual learning outcomes that are aimed at in each course, but this does not dispel the impression that there remains a gap between the general aims of LCC, the programme goals (including the learning outcomes) of the TSP, and the concrete goals and learning outcomes of the individual courses. This implies that the second and the third recommendations of the previous evaluation from 2001 (see Annex 5: "Clarify the goals and tasks of the program; Adjust programme content to more accurately reflect its goals") have not been fully fulfilled. Hence, the expert team recommends to reformulate the goals of the TSP in such a way that they correspond in a more realistic way with the content of the programme, and to redefine the leaning outcomes more clearly so that their fulfilment can be checked unambiguously.

Although this evaluation only concerns the TSP and not LCC as such, the team of experts thinks that it would be useful to rethink and possible rephrase the institutional learning outcomes: although the team wishes to express its appreciation for the seriousness, with which LCC and the TSP take up their general educational responsibility, namely to transform students into thoughtful Christians, it seems better to rephrase these aims as educational ideals that are strived for rather than as reachable goals and verifiable learning outcomes. Finally, in agreement with the Analysis of Strengths, Weaknesses, and Opportunities (SWOT), the expert team recommends

the Course-level assessment to be mapped to student achievement of programme learning outcomes.

The programme aims and learning outcomes are publicly accessible on various pages of LCC's website, and in the student handbook.

- *the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;*

Notwithstanding what has been remarked in the previous paragraph, the specific programme aims and learning outcomes (§16) reflect the typical requirements of a BA-programme in (Evangelical) theology: the sub-disciplines covered by the programme, the competences required for a future profession, and the personal attitude that can be expected from an (Evangelical) theologian. In particular, the programme comprises two Christian Ministry Practicums (together 15 ECTS) that ensure the relation between the theoretical learning outcomes and the professional requirements. Both the students and the teachers confirmed the information given in course descriptions regarding the combination of theoretical and practical aspect in most of the subjects. For instance, the course World View and Christian Faith conjoins theoretical knowledge with practical application, that is, with service experience in various non-profit organizations like taking care of the homeless. Students are also encouraged to conceptualize their practical on-site experience afterwards by making presentations and writing papers on their achievements in a particular place. In that way the correspondence between theoretical and practical aspect of the studies is even more strengthened.

The practical training is well-organized and sufficiently supported by the supervisors. In the first semester students do research about the site where they are planning to do their practical training under the supervision of the site director and the practice director of the university. After this, usually in summer, students have a field experience, after which the student writes a research paper on the philosophy of service.

§§ 22-26 situate the programmes of LCC and the TSP in a larger academic and societal context, but lack a clear and specific analysis of the needs of the labour market. The SER does not offer an analysis of the labour market for Evangelical theologians. However, during the site visit the programme management explained that the TSP is the only programme in Evangelical theology in the Baltic region, and that it indeed attracts students from this region and even other non-EU countries, who are seeking a good programme in English at an affordable fee. Consequently, it is no surprise that “since its inception, graduates of the Theology Study Programme have applied themselves successfully in each of these [i.e. within ecclesial, professional, and graduate school]

fields,” “have been employed in professions outside theology as managers and teachers,” and “have been involved in church work of a non-professional nature: youth, mission, camping, worship, diaconal ministry, and other similar roles”, as is stated in §§ 22-26 of the SER. These data are substantiated by the feedback from stakeholders and graduates during the site visit and in §§ 146-158 of the SER: so, the majority of the graduates has found an employment related to their study, either in Lithuania or in their home country. All in all one can conclude that, although the SER does not offer a systematic analysis of the public needs and those of the labour market, the TSP certainly does meet these needs, if not in Lithuania, then at least in other countries. According to the team of experts, the programme management has a clear idea of the professional future and opportunities of its graduates, but the analysis of the labour market should be formalized, a.o. on the basis of feedback provided by social partners, stakeholders, and alumni. This recommendation has already been taken up by the programme management, as the SWOT-analysis points out.

- *the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;*

Annex 6.5 links the aims and learning outcomes of the TSP with the Dublin descriptors of a (university) BA. So, their type and level are consistent with the type and level of the studies offered. The two Christian Ministry Practicums train students for professions in the (Evangelical) church and other faith-based professions, thus fulfilling the requirements of a professional qualification. However, many of the learning outcomes of the individual courses are not defined in terms of specific competences, but rather in those of general study-contents and attitudes. In Annex 1, the learning outcomes of some courses (in particular those in exegesis) are defined as specific competences, but the outcomes of some others (e.g. Spiritual Formation, Ecclesiology, Christian Ministry Practicum, Apologetics, some courses in Philosophy, World Religions, Religion and Cultural Change, History of Christianity, Worldview and Christian Faith, History and Theology of Mission, and Christian Classics) are described in rather general terms and do not refer to specific competences. §§ 20-26 of the SER does merely state that competences are linked to learning outcomes and that the latter are related to professional activities, thereby referring to Annex 6, but it does not substantiate these statements. In sum, the expert team concludes that the programme aims and learning outcomes are consistent with the type and level of a BA-programme in Evangelical theology, but also finds that the learning outcomes of the above mentioned courses are not adequately formulated in terms of competences. Hence, the team recommends to rephrase these learning outcomes.

- *the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.*

The expert team observes that the first recommendation of the previous evaluation (see Annex 5: “Change the title of the Programme to Evangelical Theology to clarify its distinctiveness from Catholic or Orthodox Programs”) has been fulfilled, so that the current title of the STP corresponds well with its specific religious profile, content, and qualifications.

The general conclusion of this section is that the Department of Theology of LCC offers a good study programme with clearly defined aims and learning outcomes, which meets the needs of the labour market, and are in line with the general academic requirements of a programme in Evangelical theology. The above recommendations have to be addressed by the faculty management, but they do not bear on the substance of the programme; besides this, the SWOT-analysis shows that the programme management is aware of these problems and is already working to improve them.

2.2. Curriculum design

- *the curriculum design meets legal requirements;*

As Table 3 and 6, as well as § 127 of the SER show, the curriculum design (i.e. of the Theology programme and the double degree programme) meets the legal requirements.

- *study subjects and/or modules are spread evenly, their themes are not repetitive;*

Section Two of the SER and Annex 6.6 give an overview of the general structure of the TSP. The total number of ECTS per study year varies between 57 (first year) and 63 (fourth year), which the expert team finds an acceptable range. As is stated in § 127, the normal academic load of every semester is 30 ECTS.

During the site visit one student said that the introductory course in theology, which all students of all programmes have to take (e.g. the courses Bible I and Bible II), lacks some substance for students majoring in theology, although the teacher manages to involve the latter actively in the course. The programme management indicated that there is a plan to introduce two groups for the course – one of the Evangelical Theology students and the other for all the rest. The Panel finds such a decision very reasonable and encourages differentiation between the TSP students and the ones enrolled in other programmes.

The study-load of the course IDS 100 ('First Year Seminar') is 0 ECTS; besides, this course is not included in the Annex 1 (list of Study-subjects). During the site visit, the programme management explained that this course helps students to orient in their studies, helps them to orient living in Lithuania; furthermore, this course familiarizes the students with a liberal arts university, with an interactive way of studying. Although the team of experts is convinced of the importance and relevance of this course, the way in which it is inserted in the TSP is unacceptable. Hence, this problem has to be fixed urgently: either students have to complete this course and study for it (and get credits for it), or it should not be included in the TSP as a compulsory course.

The team of experts found it rather strange that there is no theology programmed in the first year. During the site visit the programme management answered that it is redesigning the programme and plans to include theology in the programme of the first year.

The team of experts found it not logical that the Biblical languages are taught in the third year, while three Bible courses are programmed in the second year. However, during the site visit the programme management substantiated the reasons of this choice, and the team of experts finds them acceptable: students already have to learn language skills as well as 'critical thinking', and it does not seem to be reasonable to expect them to study Greek and Hebrew as well in the first years of their study. Moreover, most American institutions have moved away from requiring Hebrew and Greek as language skills, so the university would lose its attractiveness for international students. There are plans to increase the amount of ECTS for Greek to 6.

The title of the course THE 430 in the SER ('Advanced Theology') does not correspond with the title of the same course according to Annex 1 ('Christian Theology'). Actually, it is advisable to rename this course as 'Christian Theology: Advanced Course' in order to differentiate its content and level more explicitly from course THE 341: Introduction to theology. Finally, the team of experts also recommends the programme management to examine whether it would make sense to program the course THE 341 ('Introduction to Theology') in the second year. After the site visit, the Programme Management has confirmed by letter that the course THE 341 has been removed from the curriculum. The curriculum has been revised in such a way that the (new) sequence of courses will be THE 341 (Worldview and Christian Faith), and then THE 430 (Christian Theology). This revision has taken effect from Fall 2015.

In general, the team of experts concludes that the themes of the courses are not repetitive and the structure of the curriculum is in line with what can be expected from a BA programme in Evangelical theology at a liberal arts university, which aims at giving its students an interdisciplinary experience and making them familiar with the 8 institutional learning outcomes

and core values (§ 22). The heavy focus on exegesis distinguishes this programme clearly from study-programs in Catholic theology.

- *the content of the subjects and/or modules is consistent with the type and level of the studies;*

Annex 1 shows that the content of the courses is consistent with the type and level of the TSP, and that the learning outcomes of these courses are to a certain extent (see the remarks above) a concretization of the outcomes of the TSP as a whole. In this sense, the recommendation 3 of the previous evaluation, “Adjust programme content to more accurately reflect its goals” (see Annex 5) has been fulfilled.

- *the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;*

As argued in §§ 38-43 of the SER and substantiated in Annex 1, the content of the courses is appropriate for the achievement of the intended learning outcomes, with the exception of the institutional learning outcomes (see above). There is a good spread in teaching and assessment methods over the courses, which corresponds to the student-centred approach of the HEI, according to which students are actively engaged in the learning process and are viewed as active participants in interpreting information rather than only passive receivers of information (§§ 53-6). In this context, the team of experts wants to value the good interdisciplinary approach of this programme.

Both teachers and students confirmed that the most common teaching methods used are in the form of dialogue and discussion. Another aspect that contributes to achieving the named goal is a number of courses where writing activities in applied field are encouraged – students learn to write dialogues, memoirs and other genres of texts other than scientific articles and essays.

- *the scope of the programme is sufficient to ensure learning outcomes;*

According to Table 3 of the SER, the TSP combines 51 ECTS general courses in liberal arts, 24 ECTS general electives, and 165 ECTS courses in theology. The team of experts appreciates this broad scope of the programme, since it enables the students to put theology and faith in a larger perspective, and to familiarize themselves with a number of important questions of today's society. The accurate way in which students are assisted in the preparation and writing of their

BA-thesis (see e.g. the programme handbook) shows that the HEI takes care well of the development of their academic skills.

In this context, the team of experts wishes to underline that students express their satisfaction with the focus on academic writing that prevails in the university in general and in the TSP in particular. The biggest part of the courses include a written assignment; there is a special handbook on BA thesis writing process and requirements that is distributed to all the students; students get feedback from the teachers and the programme management regarding their BA thesis and other written projects. All this results in high quality of BA thesis both from the aspect of academic writing tradition as well as regarding the complexity of subjects chosen to be analysed.

- *the content of the programme reflects the latest achievements in science, art and technologies.*

According to recommendation 7 of the previous evaluation (see Annex 5), the HEI should “improve literature content by receiving new literature.” After having studied the descriptions of the individual courses (see Annex 1) the team of experts concludes that this recommendation has been fulfilled; the overall majority of the textbooks used by the students dates from after 2000.

2.3. Teaching staff

- *the study programme is provided by the staff meeting legal requirements;*

The legal requirements stipulate that no less than half of the study field subjects must be taught by recognized scientists, which comes down to people who have completed a phd. As is stated in § 66 and substantiated in Annex 2, 16 out of 23 teachers have a phd, so the TSP fulfils this requirement.

- *the qualifications of the teaching staff are adequate to ensure learning outcomes;*

On the basis of the Annexes 2 and 3, it can be concluded that the overall majority of the teaching staff has a phd in one of the disciplines they are teaching. Hence the qualifications of the teaching staff are certainly adequate to ensure the TPS’s learning outcomes. This means that the first part of the 6th recommendation of the previous evaluation (see Annex 5), namely to “address concerns related to instructor qualification” is fulfilled.

- *the number of the teaching staff is adequate to ensure learning outcomes;*

Although the number of teaching staff listed in the Annexes 2 and 3 is as such amply sufficient to ensure the learning outcomes of the TSP, the actual availability of the staff was a source of major concern of the team of experts. Hence, it was explicitly addressed with the faculty and programme management, the teachers themselves, and the students during the site visit. First of all, according to the data provided by the HEI itself in Annex 3, 5 out of 23 teaching staff have a full-time employment at LCC, 1 has a part-time position, and 18 are not formally employed at LCC at all. According to the overview in Annex 6.11 and the website of LCC, the Department of Theology employs only 3.6 fte., consisting of 3 full-time faculty and a 3 part-timers. These factual differences in the description of the number of the teaching staff have to be readjusted. To compensate with the low number of full-time, tenured faculty, § 68 rightly states that “LCC students benefit from short-term faculty who come to Lithuania to teach in their area of expertise. These experts bring a wealth of university teaching experience and extensive backgrounds in research.” The same applies to visiting retired scholars (§ 69). These remarks make certainly sense, but they needed to be examined in detail during the site visit, because they were by themselves not sufficient to take away the above concerns of the team of experts. During the site visit, the programme management and the teachers pointed out that, while teaching in the TSP, they are full-time available for their teaching activities, including giving feedback to the students’ assignments and answering their questions. This information was checked with the students and confirmed by them. They highly value the excellent availability of their teachers. Hence, the team of experts concludes that the number and the availability of the teaching staff is adequate to ensure the learning outcomes, although this issue should remain an important point of attention for the management.

- *teaching staff turnover is able to ensure an adequate provision of the programme;*

The SER does not provide any data concerning teaching staff turnover, but this is understandable given the specific age and employment characteristics of the faculty. On the basis of the conversations with the teaching staff, the team of experts concludes that there is enough (very) experienced faculty teaching in the TSP.

- *the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;*

According to §§ 71-75 of the SER, the professional development of the teaching staff is fostered by the fact that many of them engage with professionals, practitioners, and language learners in schools, universities, and programs both in Lithuania and abroad. As § 62 and Annex 2 show,

most of them are also involved in practical activities that are relevant to the TSP and its students. These activities are of high level and on an international nature. During the past five years, members of the teaching staff have been engaged in Latvia, Russia, Poland, and in strategic events where regional University and Church leaders are present. Furthermore, LCC has maintained several Erasmus exchange agreements with partner universities in Europe for staff mobility, and has concluded partnerships with Christian universities in North America, thus fostering the expertise of the teaching staff in LCC's North American style educational model. The team of experts highly values these initiatives, since they enable the teaching staff to develop professional relationships and deepen their understanding of the contexts of their students.

Furthermore, LCC has included the professional development of its teaching staff in its strategic plan. It is important that there is a budget to support this development (see § 78). An important factor to foster professional development is the formal and informal feedback of the Chairperson of the TSP to faculty members (§ 82). During the site visit, this was explicitly confirmed and highly valued by the faculty.

- *the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.*

Since LCC did not participate in the Research Evaluation Assessment of Spring 2015, it is difficult to assess precisely the quality and quantity of its research in the fields of theology and related disciplines. When excluding the publications of the visiting professors, the teaching staff of the TSP has published 29 books/articles in a period of seven years, most of them in English. This is certainly a good level of research outcome for a BA-program, and the team of experts appreciates the fact that most of them is written in English.

2.4. Facilities and learning resources

- *the premises for studies are adequate both in their size and quality;*

§ 84 of the SER provides detailed information about the premises. Given the very small number of students the team of experts deems the number and size of the classrooms more than sufficient. LCC is also equipped with excellent recreational and housing facilities for the students. In this sense, it imitates its North American examples admirably. These positive impressions were confirmed during the site visit: overall, the classrooms meet the requirements of new teaching methods (e.g. moveable chairs in order to facilitate working in smaller groups), and the recreational and housing facilities for the students are far better than those of other HEIs in Lithuania.

- *the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;*

As §§ 85-106 of the SER show, LCC is very well equipped with (wireless) ict-facilities (SMART-classroom, computer labs, wireless internet access, Moodle eLearning platform, etc.). Each student has his or her own email account, and an id-card that gives access to various services. A short look at LCC's website shows that it is state of the art. Virtual class-room discussions among students and between students and teachers are facilitated thanks to Moodle. The faculty offices are equipped with modern computers. So, the team of experts concludes that the teaching and learning equipment are very good for students and faculty.

- *the higher education institution has adequate arrangements for students' practice;*

In the case of theology students, 'practice arrangements' consist predominantly in good library facilities. § 97-106 of the SER offers a good overview of these facilities. The library is located on campus, close to the student's dorms, and has long opening hours (66 hours a week), a flexible loan system, and an online catalogue. It is equipped with study spaces, for individual as well as group work. The library is participating in the Lithuania Research Consortium and the interlibrary loan network, which enable faculty and students access to all kinds of online international resources, databases e-journals etc. Specifically for resources etc. in theology, the team of experts values that the Department of Theology has invested in Logos, an expansive digital Theological library, which can be consulted by each Theology degree student and by all graduates of this programme. Furthermore, the Department of Theology has received a book grant and theological resources from external funds. During the site visit, the team of experts visited the library and got a very positive impression of its quality. In this context, special mention deserves the fact that 95% of the library collection is in English. In a world in which English is becoming more and more the 'lingua franca' of academic teaching and research, familiarizing students with this new linguistic reality is of utmost importance.

In sum, the team of experts deems the library facilities as very good.

- *teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

LCC has taken the decision to provide textbooks for all students in each class (see § 101). This represents a significant financial investment; however, this ensures that all students have foundational texts from which to study. During the site visit, the team of experts observed that a sufficient number of (hard copy) textbooks for all students of the TSP was indeed available.

Furthermore, a professional reference librarian is available to answer questions. All students are introduced to the library services, online databases, and reference management tools.

All in all, the team of experts highly values these provisions, from which all students can benefit.

2.5. Study process and students' performance assessment

- *the admission requirements are well-founded;*

Information about the admissions criteria is available on the website of LCC, and are similar to those of other (State) universities (submitting an application form, high school grades for the past three years, essays, and references). LCC's extra requirement for all applicants is that they must take a standardized English language assessment, followed by an interview with an admissions committee. The admissions committee is looking specifically for demonstrated English language abilities, strong communication skills, critical thinking abilities, and potential for leadership as displayed in their prior involvement in secondary school or extra-curricular activities (see § 109). Because of the specific character of LCC and the fact that the TSP is taught in English, the teams of experts deems these additional requirements as well-founded. In relation to this, the team of experts noticed during the site the excellent proficiency in English of all students it spoke with.

- *the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;*

It is obvious that LCC is committed to providing a quality university education, inside as well as outside the classroom, and its efforts are documented in §§ 116-119. As far as the students of the Department of Theology are concerned, The director of the Student Success Centre meets with each first year student. In 2014-15 (the first year in which the Centre was operative) TSP students from BIB 200, BIB 201, BIB 211, and THE 341 made use of the Centre's resources to improve their basic writing skills, and 2 Theology Study Programme 4th year students benefited from the Writing Centre's assistance in writing their theses (see § 117.2). During second year, the Registrar assigns Theology Study Programme students to a permanent faculty advisor within the Department of Theology for the duration of their studies at LCC. The goal of academic advising is to provide each student a source of consistent, meaningful advice from a faculty member in order to help with the clarification and pursuit of educational goals. Advising meetings are scheduled at least once a semester to assist students to make informed decisions about course selection and other educational opportunities. Finally, students with special academic needs are given additional support within the advising process. Advisors are notified when students are placed on academic probation or when an instance of academic misconduct

needs to be discussed. A student whose cumulative grade point average (CUM GPA) falls below good standing is automatically placed on academic contract (see § 117.4).

Support for the students is provided not only on the programme level but also on the level of faculty and university. The Student Success Centre is responsible for providing guidance to the students when it comes to their workload and study performance. There is a possibility to reduce the workload to 24 credits per semester in cases when student performance is poor. As assured by the faculty administration staff, students are constantly reminded of and given consultations about the outcomes of their study performance.

The panel of experts deems that the possibility for students to build their curriculum according to their needs and future career plans signals the great interactivity and interdisciplinarity of the programme. The well-developed system of mentorship with a faculty mentor and a senior mentor assigned to every student also contributes to motivating the student and directing him/her towards the chosen career path.

According to the feedback given to the team of experts by the stakeholders, LCC is an open window to the world; it is the place in Lithuania where students extend their worldview. This is proven by the library and the international contacts. Graduates are committed Christians and at the same time open and respectful to others.

The team of experts appreciated the ecumenical dimension of the programme. First, the courses are designed in a way to include various ecumenical approaches. Second, even though a major part of the teachers has a protestant background, written projects on different Christian faiths are also well supervised. One of positive examples should be mentioned: a thesis on Catholic saints was, according to the graduates the team of experts met, well-supervised by the protestant teachers.

All these initiatives on the level of LCC and the Department of Theology show that students are very well been taken care of, and that the university and the department do their utmost to assist the students in achieving their learning outcomes. This general assessment is confirmed by the very positive feedback of the students on this item. So the team of experts deems the organization of the study process as very good.

- *students are encouraged to participate in research, artistic and applied research activities;*

Although LCC defines itself primarily as a teaching university (see the website of LCC), the Department of Theology tries to involve its students in research activities, as §§ 113-5 show. Over the past years, the TSP has sponsored various reading groups for students and faculty; faculty share their expertise with students as they guide and direct student research, in particular

when writing the BA-theses. Finally, qualified students can, in principle, participate in (one of) the two annual conferences, organized by the LCC, although, so far, no theology students have presented their research at these conferences.

All these initiatives are deemed as very well suited to involve BA-students in research activities, although they have not been very successful yet. However, neither LCC, nor the Department of Theology can be blamed for its lack of success until now. On the other hand, the fact that a number of students has entered a phd-programme at a West-European university, shows that those students who are willing to participate in research, receive the training they need. The interviews of the team of experts with graduates of the TSP, several of whom had entered phd-programmes of West-European universities, confirmed this.

- *students have opportunities to participate in student mobility programmes;*

Given the international profile of LCC, it is to be expected that (international) student mobility is an important priority. §§ 129-134 give a good overview of the opportunities that LCC offers in this respect. They not only include the regular Erasmus exchange programs (10 agreements in 9 countries), but also other mobility programs (20 European and 10 local universities).

The number of incoming students from abroad is quite high (according to § 134, table 16, 82 Study Abroad and 4 Erasmus Exchange Students have enrolled in the TSP). However, in spite of the efforts of the Theology Study Programme faculty, the TSP does not have any outgoing students in either of these exchange programs (see § 134). Having in mind good English proficiency of the students and perspectives of the programme in the region, the student exchange situation, in particular the number of outgoing students, should be revised and ameliorated, of course depending on the financial means of the TSP students. As indicated by the programme management, there are three partners for student exchange, viz. universities of Hungary, Slovakia, and the UK. The search for more partners for student exchange should be prioritized by the programme management.

- *the higher education institution ensures an adequate level of academic and social support;*

§§ 118-122 gives an overview of the facilities of social support (for academic support, see above). LCC has a Career Development Centre, which, in the case of TSP students is especially helpful in assessing their aptitude and personality, counselling in career development and related activities, as well as in personal goal setting. The student Life programmes are set up to stimulate students to devote some of their time outside the classroom to educationally purposeful activities, such as intercultural education, spiritual life, athletics, etc. Annex 6.13 gives a detailed

overview of the content and learning outcomes of the various parts of this programme. Finally, LCC offers financial services to students through merit-based scholarships. During the site visit, the students and the stakeholders gave very positive feedback on this point. All in all, the team of experts deems these initiatives as very good, and fully in line with LCC's specific profile.

- *the assessment system of students' performance is clear, adequate and publicly available;*

§§ 124-126 details the student's performance assessment system, including assessments of language and computer proficiency. In Annex 1, the methods of assessing student's learning outcomes, and the various components of course grading and evaluation are detailed for each course. Annex 6.15 explains the meaning of the grades for a numeric as well as a narrative grading scale. Finally, §§ 135-6 explain LCC's policy regarding academic integrity; this includes a Turnitin plagiarism scan. All these elements of the assessment system are communicated to the students through course syllabi and LCC's website. Annex 6.16 gives ample evidence of LCC's carefulness in this matter. In sum, the team of experts concludes that the TSP complies with the criteria of clarity, adequacy, and public availability of the student's performance assessment system.

- *professional activities of the majority of graduates meets the programme providers' expectations.*

The HEI gathers information about the professional activities of its graduates through a yearly alumni report (see §§ 155-158). The very high response rate (8 out of 9) shows the warm feelings that the graduates have towards their alma mater. On the basis of the content of their feedback the HEI has every reason to be satisfied with their professional activities. During the site visit, the team of experts checked the BA-theses and was impressed by their quality.

2.6. Programme management

- *responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;*

Annex 6.1 offers a schematic overview of the responsibilities etc. of every individual actor for the various aspects of the programme and its management. All relevant aspects are clearly allocated. The bodies that take a final decision are clearly marked.

- *information and data on the implementation of the programme are regularly collected and analysed;*

§§ 139-158 give a detailed overview of the information collected for the programme management. These data include programme evaluation, course evaluations of each course, faculty review and performance appraisals, and faculty professional development plans, general freshman's, senior and alumni surveys, and feedback from the stakeholders. This means that information from all the relevant parties involved is collected on a regular base. However, information collection through external benchmarking is limited to Lithuanian national regulations and Bologna documents and does not include Departments of Theology of other universities in Lithuania and abroad. Moreover, the SWOT-analysis observes a lack of meaningful input and feedback from employers, alumni, and social partners that would contribute to a stronger programme. The feedback received from the stakeholders during the site visit confirmed that, although informal input with the programme management is very good, it needs to be set up in a more formal way. Hence, the team of experts recommends the programme management to redesign the TSP's way of receiving and analysing information from the relevant partners in a more formal way.

- *the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;*

According to § 139 the overall performance of the programme is continually evaluated with the help of the above mentioned data, a process that is supervised by the Chairperson of the Department of Theology. The chair interacts daily with department faculty. Since the Theology study programme has a small faculty, the department works as a whole on ad hoc or special tasks (see § 140). According to § 145, the Department of Theology has made several internal revisions both to the programme and its learning outcomes on the basis of the previous programme evaluation in 2002. The conversations of the team of experts with the relevant parties involved in the programme confirmed the statements of the SER. However, the team also notes that not all recommendations of the previous evaluation have been implemented, as has been shown throughout this report, to its defence, the programme management notes in its SWOT-analysis that the programme has not had a formal programme evaluation since 2009. The team of experts deems this excuse as justified, but advises the programme management to implement the recommendations of this evaluation as soon as possible to (further) improve the programme.

- *the evaluation and improvement processes involve stakeholders;*

See above and § 146.

- *the internal quality assurance measures are effective and efficient.*

By and large, the programme management is very committed to internal quality assurance, and takes various measures to improve its quality. However, the management would benefit from a 'helicopter view' of the TSP in order to situate it in relation to other programmes in theology in Lithuania and the broader region, as well as to better understand its societal role in the wider region. The information provided in §§ 159-161 is too general and circumstantial in this respect. Therefore, the team of experts advises the programme management to include a helicopter view, especially to enhance its external quality assurance.

The programme management demonstrated great insight when introducing the double degree programme, which contributed to the sustainability of the programme. The TSP functions as a minor for other studies as well as students of the Evangelical Theology programme can obtain a minor in other fields as well.

2.7. Examples of excellence

The international character of LCC and, in particular, of the students and faculty of the TSP is unique in Lithuania. This is a major asset for a Department, operating in a small niche market and in a small country. The TSP is of major importance to the whole Baltic region and other, non-EU East-European countries.

The specific profile of LCC (Christian, North American approach of education, study-programs, and student-facilities) is unique and creates an excellent opportunity for students who want to study in English and experience the benefits of its outspoken Christian identity and the American way of organizing undergrad studies at an affordable student fee.

The student housing and recreational facilities are far better than those of the average HEI in Lithuania.

LCC has taken the decision to provide textbooks for all students in each class (see § 101), and purchased LOGOS for students and graduates. Both initiatives represent a significant financial investment, but also ensure that all students have the text books used in class and the foundational texts from which they can do their research.

III. RECOMMENDATIONS

1. The team of experts recommends to further explore other double degree opportunities, such as theology in combination with psychology and other fields of study.

2. The expert team recommends to reformulate the goals of the TSP in such a way that their fulfilment can be realistically guaranteed by the content of the programme, and to redefine the learning outcomes more clearly so that their fulfilment can be checked unambiguously.
3. The expert team recommends that the teachers differentiate in their teaching more explicitly between the assignments, learning outcomes, and assessments for the TSP-students and those enrolled in other programmes.
4. The team of experts recommends that the programme management formalizes its analysis of the labour market and the needs of the relevant stakeholders, and develops a helicopter view, so that it can better situate the TSP in the wider academic, theological, and societal context in order to enhance its *external* quality assurance.
5. The study-load of the course IDS 100 ('First Year Seminar') is 0 ECTS; besides, this course is not included in the Annex 1 (list of Study-subjects). The expert team recommends to change this according to the formal requirements of a programme design.
6. The expert team recommends the learning outcomes of some courses (see above for details) to be rephrased in terms of competences.
7. The expert team recommends the programme management to develop a helicopter view that would enable it to situate the TSP in an (international) academic, theological, and societal context.

IV. SUMMARY

This is the first formal programme evaluation of the TSP, which means that the programme management is not as experienced as that of other universities, which are part of this round of evaluations.

Strengths

The international character of LCC is unique in Lithuania. This is a major asset for a Department, operating in a small niche market and in a small country.

The specific profile of LCC (Christian, North American approach of education, study-programs, and student-facilities) is unique and creates an excellent opportunity for students who want to study in English and experience the benefits of its outspoken Christian identity and the American way of organizing undergrad studies.

The TSP fulfils all the legal requirements of the Lithuanian ministry of education. The aims and learning outcomes of the TSP correspond with the Dublin descriptors of a (university) BA. So, their type and level are consistent with the type and level of the studies offered. Furthermore, the themes of the courses are not repetitive and the structure of the curriculum is in line with what can be expected from a BA programme in Evangelical theology at a liberal arts university. Although not analysed formally, the TSP meets the needs of the labour market, and is in line with the general academic requirements of a programme in Evangelical theology.

There is a good spread in teaching and assessment methods over the courses, which corresponds to the student-centred approach of the HEI. The team of experts wants to value the good interdisciplinary approach of this programme as well as its broad scope.

When it comes to the teaching staff qualifications, the expert team appreciates that the overall majority has a phd in one of the disciplines they are teaching, and that many of their publications are written in English. Most faculty is also involved in high level practical activities that are relevant to the TSP and its students. Hence the qualifications of the teaching staff are certainly adequate to ensure the TPS's learning outcomes. During the past five years, members of the teaching staff have been engaged in various initiatives for staff mobility.

The library is a strong point of LCC. It is located on campus and has long opening hours. The Department of Theology has invested in Logos, an expansive digital Theological library, which can be consulted by each Theology degree student and by all graduates of this programme. Special mention deserves the fact that 95% of the library collection is in English.

According to the feedback given to the team of experts by the stakeholders, LCC is an open window to the world; it is the place in Lithuania where students extend their worldview. This is proven by the library and the international contacts. Graduates are committed Christians and at the same time open and respectful to others.

Students are very well taken care of in academic, social and financial respects, and LCC and the Department of Theology do their utmost to assist the students in achieving their learning outcomes. This especially applies to the way in which the TSP takes care of its students at risk. Another important strength of the TSP is that the overall quality of the BA-theses is very good.

By and large, the programme management is very committed to internal quality assurance, and takes various measures to improve its quality.

Areas for improvement

The expert team noticed that there is a gap between the general aims of LCC, the programme goals (including the learning outcomes) of the TSP, and the goals of the individual courses. Furthermore, many of the learning outcomes are not defined in terms of specific competences, but rather in those of general study-contents and attitudes.

There are some flaws in the programme design: an introductory course in theology that all students of LCC have to complete, differentiates not enough between learning outcomes and the corresponding assignments between the theology students and the other ones; to one compulsory course no ECTS are attributed;¹ the concrete content of the core courses is only remotely adequate to realize the 8 institutional learning outcomes and values of LCC as listed in Annex 6.3 (Christian worldview, Leadership that serves, Conflict transformation, multicultural perspective, Effective communication, Community building and civic engagement, multidisciplinary knowledge, and Critical thinking).

Although the number and the availability of the teaching staff is adequate to ensure the learning outcomes, this issue is an important point of concern and attention for the management.

Some aspects of the information collection by the programme management are too informal. The external benchmarking is limited to Lithuanian national regulations and Bologna documents and does not include Departments of Theology of other universities in Lithuania and abroad. Also the input and feedback from employers, alumni, and social partners is organised in a too informal way. Finally, the programme management lacks a helicopter view that would enable it to situate the TSP in an (international) academic, theological, and societal context.

¹ After the site visit the TSP faculty confirmed by letter that they agree with this recommendation, and have made changes to the programme that became effective in Fall 2015 to address this weakness. The course titled 'Introduction to Theology' is no longer part of the curriculum.

V. GENERAL ASSESSMENT

The study programme Evangelical Theology (state code – 612V60003) at LCC International University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	3
	Total:	21

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Peter Jonkers
Grupės nariai: Team members:	Prof. Stanislaw Rabiej
	Assoc. Prof. Olga Schihalejev
	Prof. Rev. Vidas Balčius
	Ms Daina Habdankaitė

**LCC TARPTAUTINIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *EVANGELIŠKOJI TEOLOGIJA* (VALSTYBINIS KODAS – 612V60003)
2015-12-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-364 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

LCC tarptautinio universiteto studijų programa *Evangeliškoji teologija* (valstybinis kodas – 612V60003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	21

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

2.7. Išskirtinės kokybės pavyzdžiai

Tarptautinis LCC universiteto pobūdis ir ypač studentų bei TSP fakulteto pobūdis Lietuvoje yra unikalūs. Tai didelis mažoje nišinėje rinkoje ir mažoje šalyje veikiančios įstaigos privalumas. TSP yra itin svarbi visam Baltijos regionui ir kitoms ES nepriklausančioms Rytų Europos šalims.

LCC specifinis profilis (krikščioniškumas, Šiaurės Amerikos požiūris į ugdymą, studijų programas ir studentams skirtus materialiuosius išteklius) yra unikalus ir suteikia puikią galimybę studentams, pageidaujantiems studijuoti anglų kalba, pasinaudoti išreikštos krikščioniškosios tapatybės privalumais bei amerikietiškuoju būdu, kaip organizuoti studijas už studentams prieinamą mokestį.

Studentų apgyvendinimo ir rekreacinės paslaugos yra kur kas geresnės už vidutinės siūlomas Lietuvos aukštųjų mokyklų.

LCC priėmė sprendimą suteikti visiems studentams kiekvienai paskaitai vadovėlius (žr. 101 punktą) ir studentams bei absolventams nupirko prieigą prie LOGOS programinės įrangos. Abi šios iniciatyvos reiškia dideles finansines investicijas, bet tuo pat metu užtikrina, kad visi studentai turės per paskaitas naudojamus vadovėlius ir pagrindinius tekstus, kuriais remdamiesi galės atlikti tyrimus.

IV. SANTRAUKA

Tai pirmasis oficialus TSP programos vertinimas, jis reiškia, kad programos vadovybė nėra tokia patyrusi, kaip kitų universitetų, kurie buvo taip pat vertinami šiame cikle.

Stiprybės

Tarptautinis LCC pobūdis yra unikalus Lietuvoje. Tai didelis mažoje nišinėje rinkoje ir mažoje šalyje veikiančios įstaigos privalumas.

Specifinis LCC profilis (krikščioniškumas, Šiaurės Amerikos požiūris į ugdymą, studijų programas ir studentams skirtus materialiuosius išteklius) yra unikalus ir suteikia puikią galimybę studentams, pageidaujantiems studijuoti anglų kalba, pasinaudoti išreikštos krikščioniškosios tapatybės privalumais bei amerikietiškuoju būdu, kaip organizuoti studijas už studentams prieinamą mokestį.

TSP atitinka visus teisinius Lietuvos Švietimo ir mokslo ministerijos reikalavimus. TSP tikslai ir studijų rezultatai atitinka bakalauro (universitetinius) Dublino aprašus. Todėl jų rūšis ir lygis atitinka teikiamų studijų rūšį ir lygį. Be to, studijų dalykų temos nesikartoja, o programos sandara atitinka tai, ko galima tikėtis iš Evangeliškosios teologijos bakalauro programos, dėstomos *artes liberales* edukacinio modelio universitete. Nors ir nebuvo analizuojama oficialiai, TSP atitinka darbo rinkos poreikius ir bendruosius akademinius reikalavimus, keliamus Evangeliškosios teologijos programai.

Studijų dalykams plačiai taikomi dėstymo ir vertinimo metodai, kurie atitinka į studentus orientuotą aukštosios mokyklos požiūrį. Ekspertų grupė gerai vertina šios programos tarpdisciplininį požiūrį ir jos platią apimtį.

Kalbant apie dėstančiojo personalo kvalifikaciją, ekspertų grupė vertina tai, kad absoliuti dauguma jų turi vienos dėstomos disciplinos daktaro laipsnį ir kad daug jų parašytų publikacijų yra anglų kalba. Didžioji fakulteto dalis taip pat vykdo aukšto lygio praktinę veiklą, susijusią su teologijos studijų programa ir jos studentais. Taigi dėstančiojo personalo kvalifikacija yra neabejotinai tinkama TSP studijų rezultatams užtikrinti. Per pastaruosius penkerius metus dėstančiojo personalo nariai dalyvavo įvairiose personalo judumo iniciatyvose.

Biblioteka yra stiprioji LCC pusė. Ji įsikūrusi universiteto teritorijoje ir dirba iki vėlumos. Teologijos fakultetas investavo į „Logos“ – atvirąją skaitmeninę teologijos biblioteką, kurioje informacijos gali ieškoti kiekvienas teologijos laipsnio siekiantis studentas ir visi šios programos absolventai. Reikia pažymėti, kad 95 % bibliotekos medžiagos yra anglų kalba.

Pagal tai, kokius atsiliepimus išsakė ekspertų grupė, LCC yra atviras langas į pasaulį, tai vieta Lietuvoje, kurioje studentai praplečia savo pasaulėžiūrą. Tą patvirtina biblioteka ir tarptautiniai ryšiai. Absolventai yra atsidavę krikščionys ir tuo pat metu atviri ir gerbiantys kitus žmonės.

Studentais labai gerai rūpinamasi akademinio, socialinio ir finansinio požiūriu, o LCC ir Teologijos fakultetas kiek įmanoma stengiasi norėdami padėti studentams pasiekti jų studijų rezultatus. Tai ypač atsiskleidžia matant, kaip TSP rūpinasi tais studentais, kuriems kyla rizika iškristi.

Kita svarbi TSP stiprybė yra bendra baigiamųjų bakalauro darbų labai aukšta kokybė.

Apskritai, programos vadovybė kiek įmanydama siekia užtikrinti vidinę kokybę ir imasi įvairių priemonių norėdama ją pagerinti.

Sritys, kurias reikia tobulinti

Ekspertų grupė pastebėjo, kad tarp bendrųjų LCC tikslų, TSP programos tikslų (įskaitant studijų rezultatus) ir atskirų studijų dalykų tikslų yra spragų. Be to, daugelis studijų rezultatų nėra apibrėžti pagal specifinę kompetenciją, o labiau pagal bendrą studijų turinį ir požiūrius.

Yra keli programos sandaros trūkumai: įvadinio teologijos studijų dalyko, kurį turi išklausti visi LCC studentai, studijų rezultatai ir susijusios užduotys, skiriamos teologijos studentams ir kitų studijų programų studentams, nepakankamai skiriasi; vienam privalomajam

studijų dalykui nepriskirti ECTS kreditai²; konkretus esminių studijų dalykų turinys tik nežymiai tenkina 8 institucinius studijų rezultatus ir LCC vertybes, aprašytas 6.3 priede (krikščioniška pasaulėžiūra, tarnystė, gebėjimas valdyti konfliktus, daugiakultūrinė perspektyva, veiksminga komunikacija, bendruomenių formavimas ir pilietiškumas, tarpdisciplininės žinios ir kritinis mastymas).

Nors dėstančiojo personalo skaičius ir prieinamumas yra tinkamas studijų rezultatams užtikrinti, šiam klausimui vadovybė turi skirti nemažai dėmesio.

Kai kurie programos vadovybės informacijos rinkimo aspektai yra per daug neformalūs. Išorės lyginamoji analizė vykdoma tik su Lietuvos nacionaliniais reglamentais ir Bolonijos dokumentais, į ją neįtraukiami kiti Lietuvos ir užsienio universitetų Teologijos fakultetai. Taip pat darbdavių, buvusių studentų ir socialinių partnerių indėlis bei atsiliepimai renkami per daug neformaliu būdu. Galiausiai, programos vadovybei trūksta bendro požiūrio, kuris leistų TSP matyti (tarptautiniame) akademiniame, teologiniame ir visuomenės kontekste.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja toliau nagrinėti dvigubo laipsnio suteikimo galimybes, tokias kaip teologijos ir psichologijos bei kitų studijų kryptis.

2. Ekspertų grupė rekomenduoja performuluoti TSP tikslus taip, kad jų įgyvendinimą būtų galima realiai užtikrinti įgyvendinant programos turinį, ir iš naujo aiškiau apibrėžti studijų rezultatus, kad būtų galima vienareikšmiškai patikrinti jų įgyvendinimą.

3. Ekspertų grupė dėstytojams rekomenduoja dėstant TSP studentams ir kitų studijų programų studentams aiškiau diferencijuoti užduotis, studijų rezultatus ir vertinimus.

4. Ekspertų grupė rekomenduoja programos vadovybei oficialiai įforminti darbo rinkos ir atitinkamų socialinių dalininkų poreikių analizę ir susidaryti bendrą vaizdą tam, kad galėtų rasti geresnę vietą teologijos studijų programai platesniame akademiniame, teologiniame ir visuomenės kontekste bei sustiprintų jos *išorinės* kokybės užtikrinimą.

5. IDS 100 studijų dalyko („pirmojo semestro seminaro“) studijų krūvis yra 0 ECTS, be to, šis studijų dalykas neįtrauktas į 1 priedą (studijų dalykų sąrašą). Ekspertų grupė rekomenduoja tai keisti atsižvelgiant į oficialius programos sandaros reikalavimus.

6. Ekspertų grupė rekomenduoja performuluoti kai kurių studijų dalykų studijų rezultatus (žr. pirmiau pateiktą išsamią informaciją) pagal kompetenciją.

7. Ekspertų grupė rekomenduoja programos vadovybei susidaryti bendrą vaizdą, kad galėtų rasti geresnę vietą teologijos studijų programai platesniame (tarptautiniame) akademiniame, teologiniame ir visuomenės kontekste.

<...>

² Po ekspertų apsilankymo, TSP fakultetas raštu patvirtino, kad sutinka su šia rekomendacija ir pakeitė programą, kuri buvo pradėta dėstyti 2015 m. rudenį, kad šią silpnę eliminuotų. Studijų dalykas „Teologijos įvadas“ nebėra dėstomas.

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)