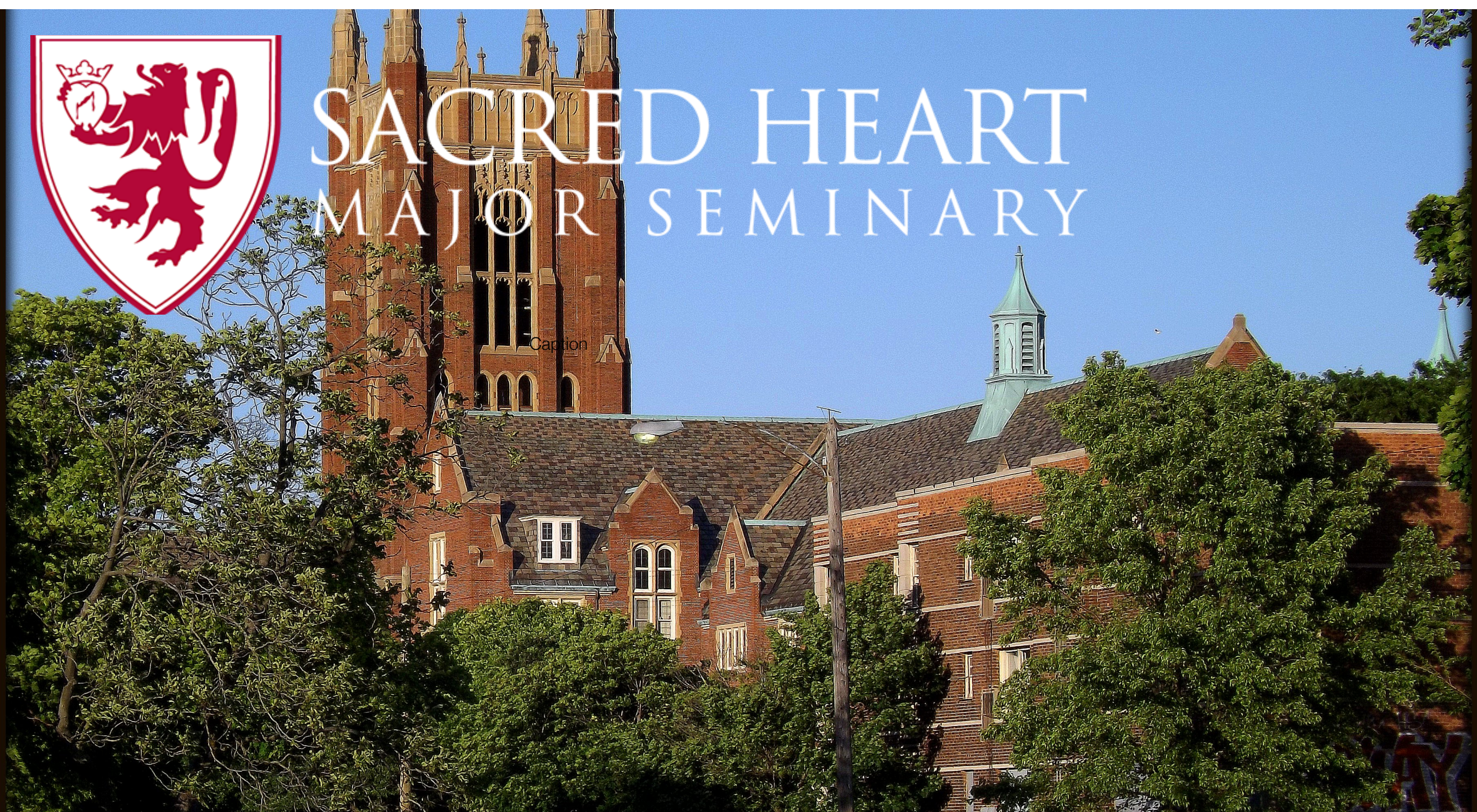


SACRED HEART MAJOR SEMINARY



Educational Outcomes Assessment Plan

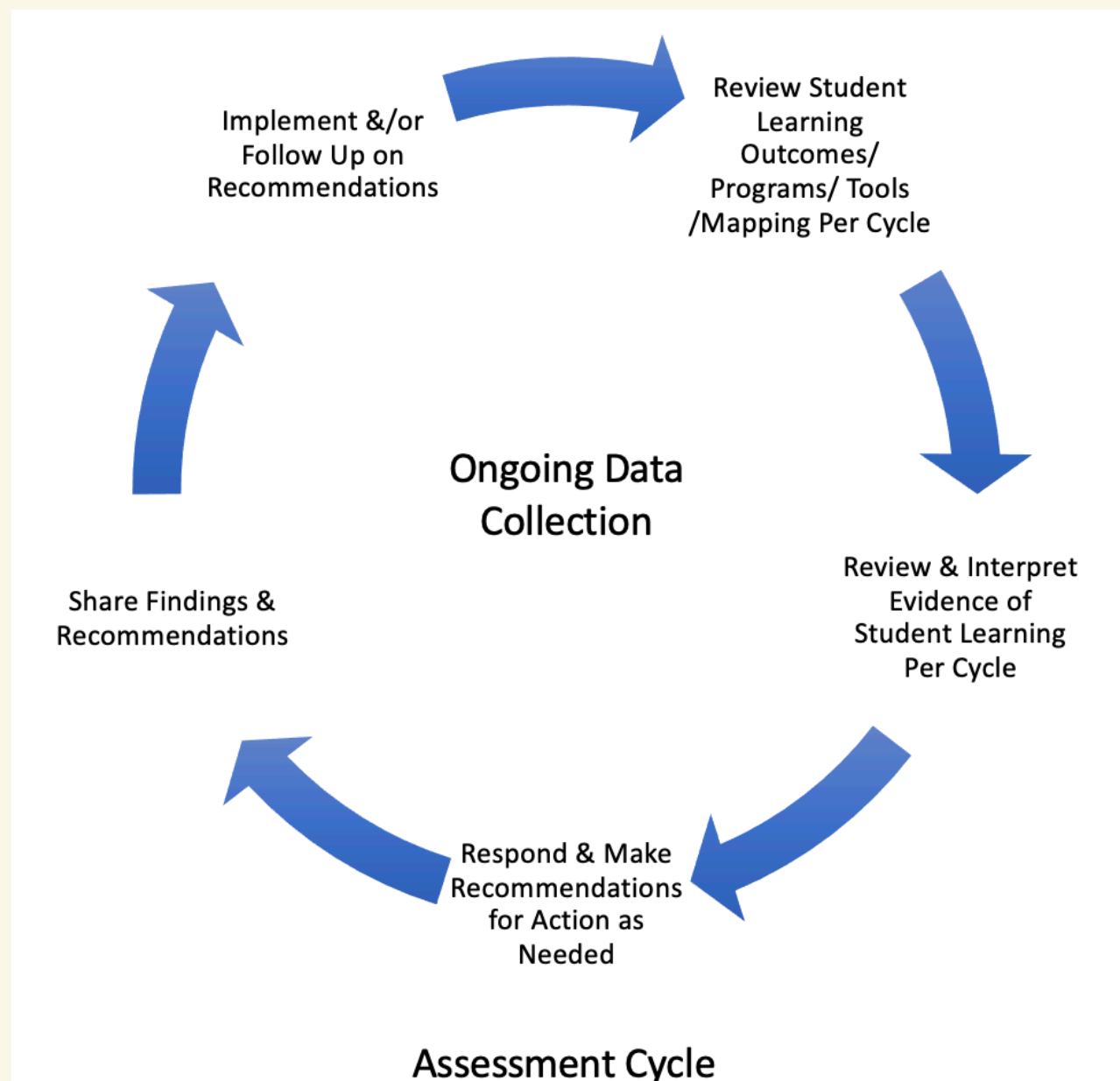
2022 - 2023

Section 01

Process

01 Process

SHMS degree committees follow an annual process for ongoing assessment of student learning outcomes. Data are collected on an ongoing basis. In the fall, each committee reviews the recommendations and any ongoing implementation from previous assessment. During the course of academic year, the committee undertakes one or more of the following based on the assessment cycle: evaluation of assessment data for select outcomes, review of program outcomes and tools, and program review. The committee makes recommendations based on the assessment, which are implemented by the committee or forwarded to the appropriate group for action. Each spring, the committee reports to the full faculty and on its evaluation and to the institutional planning and assessment committee as applicable.



Assessment Staff Roles

- **Assessment Director/Support Staff:** The director of assessment, along with support staff as applicable, is responsible for ensuring ongoing data collection and supporting degree committees in program review and assessment. The assessment director collects and consolidates data on an ongoing basis; prepares assessment reports and evaluation summaries for committees, faculty, administration and board of trustees; supports the faculty in classroom assessment; supports committee assessment champions; and ensures the committees are following the assessment cycle and conducting regular evaluation for improvement.
- **Assessment Champions:** Each committee has a dedicated assessment champion whose role is to support the committee in its assessment cycle and ensure that regular evaluation and improvement is ongoing.
- **Dean of Studies:** The dean of studies oversees the faculty and director of assessment to ensure that the degree committees and faculty are conducting ongoing evaluation and improvement of programs.



Faculty Role

From the SHMS Faculty Handbook, pg. 23:

Faculty members “develop curricula, approve all curricular offerings of the institution, and establish ways to evaluate the effectiveness and currency of the curricula. They are responsible for the quality of off-campus as well as on-campus offerings. Through clearly defined structures, faculty and administrators exercise oversight for all educational offerings” (HLC Criterion Three). Thus an active involvement at meetings is encouraged (see ATS Standard 5.1.4). Faculty are also expected to cooperate in Educational Outcomes Assessment programs (see ATS Standard 5.3.1).

Pg. 26-27:

SHMS is engaged in ongoing Outcomes Assessment of our program goals. Faculty members are expected to support and participate in the Outcomes Assessment process. They should formulate learning outcomes for each course and place these on the syllabus. Through committee participation and faculty review of outcomes, they should assist in formulating and applying learning outcomes for the institution as a whole for their specific programs. In addition, faculty may be asked for assistance or input in the administration of Outcomes Assessment tools, the evaluation of results from administered tools, and the completion of some tools, such as faculty surveys.



Committee Structure for Faculty Oversight

- **Undergraduate Degree/Diploma Committee:** This committee is composed of two undergraduate commuter students appointed by the chair and undergraduate faculty appointed by the Rector/President, and chaired by an appointee of the Rector/President. Its task is to monitor the goals and outcomes statements, the structure and curricula of the AB and BPhil Degrees, AAM Degree and the several undergraduate diploma programs, to receive and assess concerns regarding these programs especially those arising from the Outcomes Assessment program (HLC Criterion Four), to recommend plans of action for the improvement of these programs, and to prepare or review new or revised basic syllabi. This committee reports to the undergraduate faculty at each monthly meeting. The chair is to submit minutes to the undergraduate faculty via e-mail.
- **MA/MAPS Degree Committee:** This committee is composed of two graduate commuter students appointed by the chair and graduate faculty, appointed by the Rector/President, and chaired by an appointee of the Rector/President. Its task is to monitor the goals and outcomes statements, the structure and appropriateness of the MA and MAPS Degrees and the Graduate Diploma programs, to receive and assess concerns regarding these programs especially those arising from the Outcomes Assessment program (HLC Criterion Four), to recommend plans for action for the improvement of these programs, and to prepare or review new or revised course descriptions. This committee reports to the graduate faculty at each monthly meeting. The chair is to submit minutes to the graduate faculty via e-mail and to the graduate students via the student bulletin boards.
- **MDIV Degree Committee:** This committee is composed of two graduate seminarians appointed by the chair and graduate faculty appointed by the Rector/President, and chaired by an appointee of the Rector/President. Its task is to monitor the goals and outcomes statements, the structure and appropriateness of the MDIV Degree, to receive and assess concerns regarding this program especially those arising from the Outcomes Assessment program (HLC Criterion Four), to recommend plans of action for the improvement of the degree, and to prepare or review new or revised course descriptions. This committee reports to the graduate faculty at each monthly meeting. The chair is to submit minutes to the graduate faculty via e-mail and to the graduate seminarians via the student bulletin boards.
- **STL Degree Committee:** This committee is composed of the Director of the Graduate Theology Programs in the New Evangelization and faculty appointed by the Rector. The committee has the task of establishing the goals and outcomes of the STL according to ecclesiastical norms and the mission of the seminary. It also has the task of recommending plans of action for the improvement of the degree, and to prepare or to revise course descriptions.

Section 02

Institutional Mission

Documents

SHMS Mission Statement

Sacred Heart Major Seminary primarily forms priests according to the Heart of Jesus Christ the Good Shepherd, and further, prepares priests, deacons and lay ecclesial ministers for the work of ministry in the New Evangelization.



SHMS Institutional Values

Christ as the Center - Jesus Christ is the center of all that we do. Our mission is a share in the mission of the Church, founded on the love of God the Father given to us in Christ through the Holy Spirit. Nourished by the Eucharist, we are a Catholic community of faith and higher learning to serve for the Word of God.

Courageous Witnesses to Hope - We form disciples as leaders who are prepared to bring the truth of the Gospel to a secularized world, who are faithful to the teachings of the Catholic Church, and who are equipped to nurture their lifelong relationship with Jesus Christ.

Commitment to Truth – We are committed to academic excellence, through a curriculum reflecting the riches of the Catholic faith and critical assimilation of the cultural and intellectual traditions of our civilization, through a highly qualified faculty who embrace effective pedagogy and research, and through students who value knowledge and integrate into their pastoral ministry.

Charity - We promote servant leadership, rooted in the gift of friendship with Jesus Christ, who tells us, “If anyone wishes to be first, he shall be the last of all and the servant of all” (Mark 9:35).

Unity in Christ – We affirm the dignity of every individual as made in the image of God and rejoice in the gifts that diverse groups within the Catholic Church and the local community bring. We encourage genuine justice and mutual affirmation among all groups. We fashion an environment which effectively supports all members of the seminary community as they work to build up their gifts.

Integrity – We are steadfast in our commitment to honesty in our business dealings, prudent in our stewardship of assets, and transparent in representing ourselves to our constituents.

Christian Joyfulness– By seeking to share our faith with others, as well as to deepen our own faith, we encourage a positive atmosphere in which the joy of Christ may manifest itself.

SHMS Institutional Identity Statement

Sacred Heart Major Seminary is a formational institution of higher learning that proclaims Jesus Christ, who is the Truth, within the communion of the Catholic Church, from whose authoritative shepherds the seminary receives its mission. The seminary bears witness to Christ by preparing its diverse body of students to be missionary disciples of the New Evangelization, proclaiming the Gospel with a new ardor, audience and methods.

The seminary accomplishes its primary mission by forming and educating candidates for the priesthood. This preparation is derived from the four integrated dimensions of formation as presented in the Program for Priestly Formation—human, spiritual, intellectual, and pastoral—leading to sacramental ordination by which a man is configured to Christ the High Priest and consecrated for service to the whole People of God.

This higher education is further directed to the professional formation of candidates for the permanent diaconate, lay ministers, and others who, by virtue of Baptism, are called to serve the Church in making disciples “of all nations.”

The intellectual formation of all seminary students is achieved at two levels. The College of Liberal Arts, through its undergraduate degree, diploma and certificate programs, forms students with a deep appreciation and knowledge of philosophy, theology, and the humanities. The School of Theology, through its graduate degree, diploma and certificate programs, inculcates the knowledge, dispositions and skills required of those who will minister in the Church.



Section 03

Assessment Cycle

Oversight Committee and Degree Programs	Review Cycle			Current Status
Undergraduate Degree & Diploma Committee	4 Year Cycle (Revised in 2021)	Year 1	Philosophy (AB, BP)	2022/2023
AB, BPHIL, AAM Degrees; ID, BD, BDMM, CCT Diplomas		Year 2	Theology (AB, BP, AAM, BD, BDMM, CCT)	2018/2019
		Year 3	General Education (AB, AAM)	2020/2021
		Year 4	Program Review (AB, BP, AMM, BD, CCT)	2021/2022 (Self Study)
MDIV Degree Committee	5 Year Review Cycle	Year 1	MDIV Outcome 1	2016/2017
MDIV Degree		Year 2	MDIV Outcome 2	2017/2018
		Year 3	MDIV Outcome 3	2018/2019
		Year 4	MDIV Outcome 4	2018/2019 (done 1 year in advance due to anticipated release of PPF Revision)
		Year 5	Program Review	2020/2021 (Curriculum Mapping & Self Study Focus)
				2021/2022 (PPF Revision Focus)
MA/MAPS Degree Committee	4 Year Review Cycle	Year 1	MA Goal 1/MAPS Goal 1	2017/2018
MA, MAPS Degrees		Year 2	MA Goal 2/MAPS Goal 2	2018/2019
		Year 3	MAPS Goal 3/MAPS Goal 4	2020/2021
		Year 4	Program Review (MA, MAPS)	2021/2022
STL Degree Committee (on behalf of the Pontifical University of St. Thomas Aquinas (Angelicum))	3 Year Review Cycle with Annual Reporting to Angelicum (Revised in 2019)	Year 1	Program Review (All goals); annual report	2018/2019
STL Degree		Year 2	Recommendations/Implementation; annual report	2020/2021
		Year 3	Follow Up; SLO, Plan, Tool Review; annual report	2021/2022
	NOTE: For the academic year 2019-2020 , regular program assessment, normally conducted in the winter term, was POSTPONED to allow faculty to focus on the switch to online classes at the start of the pandemic. Most data collection and other committee assessment work were still conducted.			

Section 04

Student Learning Outcome Matrices

CCT Assessment Matrix

Outcome	Evidence/Performance Indicators	Tools
1. Demonstrate a basic understanding of the content of the Roman Catholic faith.	1.i. Demonstrate the use of the Catechism of the Catholic Church, Sacred Scripture, and some conciliar documents for the study of Catholic theology.	ABBP4: Multiple Choice Tests THE 274 Writing Rubric (select areas)
	1.ii. Identify the basic tenets of the Catholic faith.	

BDMM Assessment Matrix*

Outcomes

1. Choose liturgical music with some understanding of its function, appropriateness, and musical value, in light of sacramental and liturgical theology.
2. Lead the singing of the assembly with basic integrity, discipline, appreciation for goodness of form, and with an ability to distinguish sacred from profane music styles.
3. Demonstrate a basic understanding of harmonic theory and the basic skills of music dictation and sight singing.

*This program is currently under review for low enrollment. There is insufficient enrollment at the present to conduct assessment.

BD Assessment Matrix		
Outcome	Evidence/Performance Indicators	Tools
1. Demonstrate a basic understanding of Sacred Scripture, Catholic tradition, and ministry.	1.i. Demonstrate the use of the Catechism of the Catholic Church, Sacred Scripture, and some conciliar documents for the study of Catholic theology.	ABBP4: Multiple Choice Tests THE 274 Writing Rubric (select areas) Tool: MNS 101 Theology of Ministry
	1.ii. Identify the basic tenets of the Catholic faith.	
	1. iii. Apply Catholic theology and the principles of theological reflection to a ministerial case study.	

ID Assessment Matrix

Outcome	Evidence/Performance Indicators	Tools
1. 1. Articulate a broad knowledge of Catholic theology in the areas of Sacred Scripture, Catholic tradition and history, Catholic social teaching, sacraments and law.	1.i. The student is able to identify doctrinal documents and Scriptural passages that are foundational to areas of Catholic teaching.	ID1: Deacon Pastor Evaluation ID2: Deacon Alumni Survey ID3: Homiletics Assessment Tool
	1.ii. The student is able to make an oral presentation that demonstrates sound theological teaching.	
	1. iii. The student is able to present in writing a synthesis of theological teachings and apply them to a particular theme.	
2. Apply knowledge of Catholic theology in pastoral, catechetical, and liturgical settings.	2. i. Pastoral: The student is able to employ effective counseling skills in typical pastoral situations.	ID1: Deacon Pastor Evaluation ID2: Deacon Alumni Survey ID3: Homiletics Assessment Tool Tool: MNS 271 Pastoral Catechetics Tool: MNS 300 Canon Law for Parish Ministers
	2. ii. Pastoral: The student is able to demonstrate cultural sensitivity in a pastoral setting.	
	2.iii. Catechetical: The student is able to present a teaching of the Catholic Church in a catechetical setting.	
	2.iv. Liturgical: The student is able to deliver/write a homily that teaches doctrine from the Scripture.	
	2.v. Liturgical: The student is able to effectively apply the Scripture readings from the Mass to life and contemporary circumstances.	

AAM Assessment Matrix			
Outcome	Evidence/Performance Indicators	Course/Activity	Tools
1. Demonstrate a basic understanding of Sacred Scripture, Catholic tradition, and ministry.	1.i. Demonstrate the use of the Catechism of the Catholic Church, Sacred Scripture, and some conciliar documents for the study of Catholic theology.	THE Courses MNS 101 Theology of Ministry	ABBP4: Multiple Choice Tests THE 274 Writing Rubric MNS 101 Theology of Ministry
	1.ii. Identify the basic tenets of the Catholic faith.		
	1. iii. Apply Catholic theology and the principles of theological reflection to a ministerial case study.		
2. Demonstrate knowledge of ministry skills and foundational resources for ministry.	2. i. Identify and apply passages in Sacred Scripture and Catholic teaching useful for pastoral counseling.	Electives, e.g.: MNS 228: Introduction to Pastoral Counseling MNS 271 Pastoral Catechetics MNS 300 Canon Law for Parish Ministers MNS 315 Liturgical Prayer of Church MNS 375 Catechetical Administration	
	2. ii. Identify tools for evaluating catechetical experiences.		
	2.iii. In a case study related to pastoral care, such as marriage nullity, identify and cite applicable canon law.		
	2.iv. Articulate liturgical principles from the Constitution on Sacred Liturgy.		
	2.v. Demonstrate knowledge of various leadership styles and ability to identify own leadership style.		
3. General Education Goal: That students have the ability to make critical evaluations within the context of various disciplines.	3.i. Demonstrate the ability to draw valid conclusions.	CLA 153, CLA 154, CLA 161, PHL Courses; The 249	THE 274 Writing Rubric CLA 153 Writing Rubric CLA 154 Writing Rubric
	3. ii. Demonstrate the ability to infer meaning, identify key ideas, and recognize rhetorical devices in a text.		
	3.iii. Make a critical evaluation of a topic.		

AB Assessment Matrix			
Student Learning Outcome	Performance Indicators	Course/Formation Activity	Means of Assessment
1. Philosophy Major: That students achieve knowledge of both the historical and systematic aspects of the Western philosophical tradition, particularly, though not exclusively, Thomism.	a. Students will be able to articulate basic distinctions about God and the world and articulate the human capacity to engage reason. (Knowledge)	Philosophy major courses	Tool: Exam Question Medieval Philosophy
	b. Students will be able to explain a basic understanding about the composite of body and soul in the human person. (Analysis)	Philosophy major courses	
	c. Students will be able to explain the individual structure and the overall architecture of the Summa Theologica. (Knowledge and Analysis)	Philosophy major courses	
	d. Students will be able to reference pertinent concepts in the Summa and apply the concepts to a philosophical problem or question. (Knowledge and Application)	Philosophy major courses	
2. Pastoral Theology Major Goal: That students achieve knowledge of both historical and systematic aspects of Catholic doctrine and its application in ministry.	a. Students will be able to define and explain orally or in writing at least two basic truths in each of the areas of theological foundations, spirituality, moral theology, ecclesiology, Sacred Scripture, liturgy and sacraments. (Knowledge and Analysis)	THE 274 Intro Moral Theology	THE 274 Writing Assessment Rubric
	b. Students will demonstrate knowledge of Catholic doctrine.	Introductory Theology courses	ABBP4: Multiple Choice Post Tests
3. General Education Goal: That students develop the habit of using and integrating faith and reason.	a. Students will articulate in writing or orally the distinction and the relationship of faith and reason. (Analysis)	PHL 365	ABBP1: Faith/Reason Rubric

04 SLO Matrices - AB

AB Assessment Matrix Continued				
Student Learning Outcome	Performance Indicators	Class/Formation Activity	Means of Assessment	
4. General Education Goal: That students acquire a range of knowledge of human culture and civilization and understand the social mission of the Church.	a. Students will be able to carry out measurements, solve problems, and make calculations in order to understand the findings and functions of the natural sciences. (Knowledge)	Consortium math & science courses	ABBP3: ETS Proficiency Profile Music Exam Rubric	
	b. Students in music appreciation courses will be able to identify key movements, composers, and musical concepts, especially sacred music. (Knowledge and Application)	MUS 350		
	Students will be able to summarize an excerpt from a Latin text and translate a short passage. (Knowledge)	LAT 212		
	Students will be able to describe an important historical event and explore its historical and modern significance. (Knowledge and Analysis)	MUS 350 HIS 302 SOC 101		
5. General Education Goal: That students communicate effectively in oral and written form.	a. Students will be able to produce an essay which demonstrates sound rhetorical practice, organization, and mechanics, and is appropriate to higher education. (Synthesis)	CLA 153, CLA 154, THE 274, PHL Thesis 2	THE 274 Writing rubric CLA 153/CLA 154 Writing rubrics PHL Thesis Rubric Tool: Speech course rubric ABBP3: ETS Proficiency Profile	
	b. Students will be able to make a clear, effective oral presentation on a topic. (Synthesis)	CLA 161, PHL 250, PHL 450		
6. General Education Goal: That students can make critical evaluations within the context of various disciplines.	a. Students will demonstrate the ability to draw valid conclusions. (Analysis)	PHL Thesis 1, CLA 161, SOC 101, PHL 250, PHL 450, CLA 153, CLA 154	ABBP3: ETS Proficiency Profile THE 274 Writing Assessment CLA 153, CLA 154 Writing assessment rubrics PHL Thesis Rubric	
	b. Students will be able to infer meaning, identify key ideas, and recognize rhetorical devices in a text. (Knowledge and Analysis)	CLA 153, PHL 365, LIT 310		
	c. Students will demonstrate in writing an effective critical evaluation of a topic. (Evaluation)	PHL Thesis 2, CLA 154		
	d. Students will effectively use scholarly literature in a research project.	PHL Thesis 2, CLA 154		

BPhil Assessment Matrix		
Outcome	Performance Indicators	Tools
1. That students develop the habit of using and integrating faith and reason.	a. Students will articulate in writing or orally the distinction and the relationship of faith and reason. (Analysis)	ABBP1: Faith/Reason Rubric ABBP2: Student Survey
2. That students shall be able to read carefully, think critically, write clearly, and speak persuasively.	a. Students will be able to read works in various genres and be able to understand their principal arguments and themes.	THE 274 Writing Assessment rubric PHL Thesis Rubric ABBP2: Student Survey
	b. Students will be able organize and defend arguments in speaking and writing that make their points of view clear and persuasive.	
3. That students achieve knowledge of both the historical and systematic aspects of the Western philosophical tradition, particularly, though not exclusively, the tradition of Thomism.	a. Students will be able to demonstrate a grasp of basic insights about nature, humanity, and God.	Tool: Exam Question Medieval Philosophy
	b. Students will be able to explain both the individual structure of the articles and the overall structure of the Summa Theologica and demonstrate an ability to use it.	
4. That students achieve knowledge of both historical and systematic aspects of Catholic doctrine	a. Students will be able to define and explain orally or in writing at least two basic truths in each of the areas of theological foundations, spirituality, moral theology, ecclesiology, Sacred Scripture, liturgy and sacraments. (Knowledge and Analysis)	Tool: In Class Essay Questions ABBP4: Multiple Choice Post Tests
	b. Students shall be able to explain the historical context and development of a major Catholic doctrine.	

MA Assessment Matrix			
Goal/SLO	Outcome Indicators	Tools	Responsible Party
1. To understand and integrate the theological disciplines within the Roman Catholic faith and tradition. ATS; NALM	1.i. To demonstrate a comprehensive knowledge of Catholic theology, both in its tradition and in its contemporary perspectives.	MA6: ST 650 Exam Question MA1: MA Thesis Grading Form/Assessment Tool MA12: ATS GSQ	Course Instructor; ST 650 Thesis Director; Staff - IS 899 Assessment Director - Graduation requirement
	1.ii. To display an ability to evaluate critically theological issues.	MA1: MA Thesis Grading Form/Assessment Tool MA12: ATS GSQ	Thesis Director; Staff - IS 899 Assessment Director - graduation requirement
	1.iii. To demonstrate an ability to reflect on human experience within the context of Christian faith.	MA1: MA Thesis Grading Form/Assessment Tool MA12: ATS GSQ	Thesis Director; Staff - IS 899 Assessment Director - Graduation requirement
2. To communicate how Catholic faith, tradition and theology illuminate the meaning and purpose of human experience. ATS	2.i. To demonstrate both orally and in writing the ability to communicate effectively the Catholic faith and tradition in relation to human experience.	MA1: MA Thesis Grading Form/Assessment Tool	Thesis Director; Staff - IS 899
	2.ii. To apply the world view and value system of Catholic theology to the pertinent issues of our time, for example, ecumenical, global, multi-cultural, scientific and economic issues.	MA12: ATS GSQ MA1: MA Thesis Grading Form/Assessment Tool	Assessment Director Thesis Director; Staff

MAPS Assessment Matrix				
Goal	Outcome	Evidence/ Indicators	Tools	Responsible Party
1. Intellectual Goal: To understand and communicate the Roman Catholic faith and tradition in the context of the contemporary world.	a. Demonstrate a comprehensive knowledge of Catholic theology, both in its tradition and in contemporary context.	1.a.i. Is able to demonstrate knowledge of Catholic theology.	MA6: ST 650 Exam Questions MA3/10: MAPS Integrating Project Rubric/ MAPS Supervised Min. Rubric MA5: MAPS Pastor/Supervisor Survey MA4: MAPS Student Evaluations	Course Instructor ILM Dean ILM Dean ILM Dean
		1.a.ii. Is satisfied with their knowledge of church doctrine, church policy, own tradition.	MA12: ATS GSQ [Graduate Student Questionnaire] MA8: MAPS Exit Interview	Assessment Director ILM Dean
	b. Demonstrate an ability to communicate accurately and persuasively the Catholic faith both orally and in writing.	1.b.i. Can communicate the Catholic faith accurately and persuasively in writing.	MA3/10: MAPS Integrating Project Rubric/ MAPS Supervised Min. Rubric MA12: ATS GSQ MA4: MAPS Student Evaluations	ILM Dean Assessment Director ILM Dean
2. Personal Goal: To commit to life-long integration of the intellectual, spiritual and psychological dimensions of one's ministerial identity.	a. Demonstrate personal accountability and professional conduct as a lay ecclesial minister.	2.a.i. In classroom, lay ecclesial ministry, clinical/ hospital, and/or supervised ministry settings, demonstrates personal accountability and professional conduct.	MA10: MAPS Supervised Min. Rubric/ <i>CPE Rubric</i> MA5: MAPS Pastor/Supervisor Survey MA4: MAPS Student Evaluations	ILM Dean ILM Dean ILM Dean
	b. Demonstrate a commitment to continue one's theological and pastoral education.	2.b.i. As alumnus or alumna, participates in some type of continuing education, such as conferences, workshops, courses, reading.	MA5: MAPS Pastor/Supervisor Survey MA8: MAPS Exit Interview	ILM Dean ILM Dean

MAPS Assessment Matrix Continued					
Goal	Outcome	Evidence/ Indicators	Tools	Administered	Responsible Party
3. Spiritual Goal: To discern, adopt, and practice a Christian spirituality appropriate to lay ecclesial ministry.	a. Demonstrate a commitment to personal prayer and the liturgical and sacramental life of the Church.	3.a.i. Indicates commitment to personal prayer, liturgical and sacramental life in self-assessment.	MA12: ATS GSQ MA8: MAPS Exit Interview MA7: MAPS Annual Interview	Graduation requirement Graduation requirement Formation process	Assessment Director ILM Dean ILM Dean
	b. Demonstrate an ability to reflect on human experience within the context of faith.	3.b.i. Demonstrates ability to reflect theologically on human experience in the context of faith.	MA3: MAPS Integrating Project Rubric/MA10: MAPS Supervised Min. Rubric MA4: MAPS Student Evaluations		ILM Dean ILM Dean
4. Ministerial Goal: To acquire the pastoral skills of leadership, collaboration, and cultural sensitivity.	a. Demonstrate an ability to meet pastoral needs in various cultural contexts.	4.a.i. Can articulate openness to seeing things from a new perspective and a willingness to receive new insights.	MA2: MAPS Pastoral Care Across Cultures Tool MA3: MAPS Integrating Project Rubric/MA10: MAPS Supervised Min. Rubric MA12: ATS GSQ		Course Instructor (administered in class) ILM Dean Assessment Director
	b. Demonstrate ability to collaborate with others and call forth the gifts of others in a given pastoral context.	4.b.i. Ministry supervisor/ student assesses student as able to collaborate with others and call forth gifts.	MA10: MAPS Supervised Min. Rubric MA5: MAPS Pastor/ Supervisor Survey		ILM Dean ILM Dean
		4.b.ii Is satisfied with ability to collaborate with others and call forth gifts	MA12: ATS GSQ		Assessment Director

MDIV Assessment Matrix			
Outcome		Evidence/ Indicators	Tools
1. Teaches the faith, grounded in Scripture, Tradition, and the Magisterium, accurately and effectively. (A.2; PPF 163; PDV 51)	A.2.2.1	1.i. In course work, the student demonstrates an understanding of theological methods and principles.	MD1: STB Exam Rubric MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric
	A.2.2.3	1.ii. In field education experiences, demonstrates knowledge of the Catholic faith, and the ability to share faith.	MD2: FE 692 Field Ed Alpha Rubric MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric
	A.2.2.2	1.iii. When preaching, writing articles, or giving presentations, the student articulates the faith in such a way that is accurate and engaging.	MD4: Homiletics Assessment Tool MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric
2. Demonstrates a willingness and capacity to serve people in a pastoral/clinical setting. (A.2; PPF 236; PDV 57)	A.2.3	2.i. While involved in his parish internship, the student expresses his desire and motivation to serve by freely engaging in activities such as hospital visits of parishioners, taking communion to the homebound, involvement in youth ministry.	MD5: ATS Graduating Student Q. MD6: FE 698 Clinical Field Ed. Tool MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric
	A.2.3.1	2.ii. In pastoral/clinical settings, the student is able to assess the needs of the participants and engage in an appropriate response.	MD2: FE 692 Field Ed Alpha Rubric MD5: ATS Graduating Student Q. MD6: FE 698 Clinical Field Ed. Tool MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric
	A.2.3.2	2.iii. In the context of a clinical setting, the student demonstrates an understanding of boundaries by effectively engaging with the person without transference.	MD5: ATS Graduating Student Q. MD6: FE 698 Clinical Field Ed. Tool MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric

MDIV Assessment Matrix Continued

Outcome		Evidence/ Indicators	Tools
3. Demonstrates a capacity for pastoral leadership. (A.2; PPF 236; PDV 57)	A.2.5.1	3.i. Through course work related to leadership and administration, the student can articulate the character of the shepherd/leader.	MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric
	A.2.5.3	3.ii. When presented with exercise in the third year leadership program, the student will identify his leadership style and be able to articulate the strengths and weaknesses of that style.	MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric
4. Engages in the process of integration leading to pastoral charity and life-long learning. (A.2; PPF 163; PDV 51)	A.2.4	4.i. By means of the Integrating Seminar presentation, the student can apply intellectual, pastoral, and spiritual formation to a particular issue in a cohesive way.	MD3: Integrating Seminar Rubric
	A.2.4.2	4.ii. By means of an assignment in the Integrating Seminar, the student will identify goals for the first year of priesthood that demonstrate a commitment to life-long learning.	MD3: Integrating Seminar Rubric
	A.2.4	4.iii. In a personal and public context, the student manifests a deep love for Jesus Christ and a commitment to spiritual development in the priestly life by engaging in such activities as spiritual direction, lectio divina, and annual retreats.	MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment Rubric MD8: Ministerial Interns Assess. Rubric

STL Assessment Matrix

Outcomes	Evidence/Indicators	Tools
1. Have an advanced understanding of biblical, theological and magisterial principles of the "new evangelization."	1.i. Demonstrate the ability to apply these principles in analyzing scholarship.	STL1: Thesis Assessment Tool STL2: STL 865 Exam Essay Question
2. Have an advanced understanding of the principles of spirituality that are essential for evangelization.	2.i. Based on this understanding of both the sanctifying and charismatic dimensions of the Spirit's work, be able to apply this understanding in assessing programs of evangelization.	
3. Have an advanced knowledge of how the theological, spiritual and methodological components of evangelization express themselves in various times, places, and cultural settings.		
4. Have an advanced understanding of the cultural milieu in which evangelization takes place.	4.i Be able to evaluate positive and negative features of the cultural environment.	STL3: STL 971 Exam Essay Question
	4.ii Be able to articulate what inculturation and transformation of culture would mean in such situations.	STL3: STL 971 Exam Essay Question
5. Be familiar, both on a theoretical and pastoral level, with contemporary models, programs, and movements of evangelization.	a. Be able to analyze and assess them from theological, spiritual, and methodological perspectives.	STL4: STL Coram lectio Rubric
6. Be familiar, both on a theoretical and practical level, with leadership skills necessary for evangelization, gained through actual experience in the field.	a. Be able to explain to practitioners of evangelization how to identify and develop the leadership skills necessary for the New Evangelization in a variety of cultural settings.	

Section 05

Curriculum Map

Overviews

[illegible]

MA & MAPS Curriculum Map

[illegible]

MDIV Curriculum Map

[illegible]

Section 06

Select Tools / Artifacts

MDiv Assessment Tool – STB Comprehensive Exam

The purpose of this tool is to assess the MDIV outcome: 1) *Teaches the faith accurately and effectively.*

Evidence: Understands theological methods and principles

	Excellent	Good	Sufficient	Poor	Unacceptable
Sacred Scripture	Student's response shows thorough grasp and insight into meaning of biblical texts; thorough knowledge of Scripture and an understanding of biblical exegesis.	Student's response shows grasp and insight into meaning of biblical texts; knowledge of Scripture and an understanding of biblical exegesis.	Student's response demonstrates a basic grasp of the meaning of biblical texts. Student has basic knowledge of Scripture and biblical exegesis.	Student's response shows minimal understanding of biblical texts, and little knowledge of Scripture or biblical exegesis.	Student's response shows no understanding of biblical texts or knowledge of Scripture or biblical exegesis.
Dogma	Manifests a <i>thorough and accurate comprehension</i> of the dogma or doctrinal issue considered, including pertinent foundations and developments in Scripture, the Fathers, theological writings and Magisterial pronouncements; able to discuss the dogma or issue with cogent theological awareness of questions open to further development and/or speculation.	Manifests a <i>clear and accurate comprehension</i> of the dogma or doctrinal issue consistent with Magisterial teaching; able to distinguish the Catholic understanding from heretical or inadequate viewpoints; able to provide <i>some sound</i> theological analysis and support from Scripture, the Fathers, approved Catholic authors and the Magisterium.	Manifests <i>basic comprehension</i> of the dogma or doctrinal issue that is consistent with Catholic creeds and catechetical sources; able to distinguish the Catholic understanding from heretical or erroneous perspectives; able to provide <i>some rudimentary</i> support for Catholic doctrine from Scripture, the Fathers, approval Catholic authors and/or the Magisterium (though gaps in knowledge are evident).	Manifests <i>minimal comprehension</i> of the dogma or doctrinal issue that is consistent with Catholic creeds and catechetical sources; not always able to distinguish the Catholic understanding from heretical or erroneous perspectives; able to provide <i>only minimal</i> support for Catholic doctrine from Scripture, the Fathers, approval Catholic authors and/or the Magisterium. A number of gaps in knowledge are evident.	Fails to describe a Catholic dogma or doctrine accurately; manifests a failure to provide <i>any</i> support for a Catholic dogma or doctrine from Scripture, the Fathers, approved Catholic authors and/or the Magisterium; manifests support for a theological position or conclusion that is clearly inconsistent with Catholic Magisterial teaching.
Moral	All of the relevant moral norms and principles of Church teaching and their practical application (if needed) are included in a coherent and cogent answer/response. Student shows excellent knowledge of scholarly opinion.	All of the relevant moral norms and principles of Church teaching and their practical application (if needed) are included in a coherent and cogent answer/response. Student shows <i>some</i> knowledge of scholarly opinion.	The student treats <i>most</i> of the relevant moral norms and principles. The student shows <i>some</i> ability to apply the norms and principles to ethical issues.	The student shows some rudimentary knowledge of the moral norms and principles.	The student shows no knowledge of moral norms and principles.

MD2: MDiv Assessment Tool
SHMS New Evangelization FE 692/698 Assessment Rubric – Alpha Program

		Exemplary	Good	Barely Adequate	Inadequate
Commitment to Program	Promptness	Student always or almost always arrived early for the sessions and never late.	Student was always on time for the sessions.	Student was usually on time for sessions, but sometimes late.	Student often tardy or was absent for one or more session without sufficient cause.
	Engagement	Student demonstrated eagerness to serve by consistently engaging with others in the program.	Student demonstrated readiness to serve by often engaging with others.	Student engaged only sometimes or when asked.	Student refused to serve or engage.
	Retreat and Banquet Participation	Student came to both retreat and banquet and actively participated.	Student came to both events and passively participated.	Student came to either the retreat or the banquet.	Student did not attend banquet or retreat.

Faith Sharing	Knowledge of the Catholic Faith	Student was always able to share aspects of Catholic faith and practice in a sound and manner.	Student was often able to share aspects of Catholic faith and practice in a sound manner.	Student was sometimes able to share Catholic faith and practice in a sound manner.	Student misrepresented key aspects of Catholic faith.
	Ability to Share Faith	Student was pastorally sensitive and respectful when sharing faith.	Student was respectful and had some sensitivity to where others were at when sharing faith.	Student was respectful but lacked pastoral sensitivity when sharing faith.	Student was argumentative, insensitive, or unwilling to share faith.

		Exemplary	Good	Barely Adequate	Inadequate
Ability to Relate	Friendliness	Student was actively friendly (warmly greeting others, initiating conversation).	Student was courteous and polite when engaging with others.	Student was civil with others but not engaging.	Student was disinterested, rude, or argumentative.
	Approachability	Student was always approachable (smiling, sitting near others, open body language, good eye contact).	Student was sufficiently approachable (often smiling, usually sitting near others, usually making eye contact).	Student was sometimes approachable (reserved body language, sometimes isolated from group, only occasional eye contact).	Student was standoffish (unsmiling, isolated from others, closed body language, no eye contact).
	Listening Skills	Student was a very empathetic listener (always encouraging others, not interrupting, appropriately responding, frequent eye contact, attentive during conversations)	Student was a good empathetic listener (often encouraging others, aware of others' feelings, regular eye contact, usually attentive to conversations.)	Student was occasionally an empathetic listener (rarely encouraging others, rare eye contact, sometimes inattentive).	Student was a poor listener (lacking affectivity, not make eye contact, not attentive to conversations)

This tool provides assessment data related to M.Div. Goal 1: *“Teaches the faith accurately and effectively”*; Indicator 1.II: *“In pastoral/clinical settings, the student articulates the faith in such a way that is accurate and engaging”* and M.Div. Goal 2: *“Demonstrates a willingness and capacity to serve people in a pastoral/clinical setting”*; Indicator 2.ii: *“In pastoral/clinical settings, the student is able to assess the needs of the participants and engage in an appropriate response”*; and Indicator 2.iv.: *“In pastoral/clinical settings, the student expresses his desire and motivation to serve by demonstrating commitment to tasks/programs.”* Tool Name: MD2: FE 692 Field Ed Alpha Program

IS 890: Integrating Seminar Project Presentation Assessment Rubric (MD3)

Student (for instructor identification only): _____

Date: _____

Please use the following rubric to assess student presentations for IS 890: Integrating Seminar Project. In each area of assessment (intellectual, pastoral, spiritual), please circle the level that best describes the student's presentation.

	Exemplary (3)	Good (2)	Barely Adequate (1)	Inadequate (0)
Intellectual	The presentation incorporated a broad range of sound theological principles clearly and effectively.	The presentation incorporated some basic theological principles and made appropriate application.	The presentation incorporated a limited amount of theological principles but was coherent.	The presentation did not incorporate theological principles or presented them inaccurately.
Pastoral	The presentation made effective and insightful connections between theology and particular pastoral situations.	The presentation offered some basic connections between theology and particular pastoral situations.	The presentation offered little theological insight and minimal connection to particular pastoral situations.	The presentation did not make any valuable connections between theology and particular pastoral situations.
Spiritual	The presentation was deeply rooted in spiritual theology and offered profound insights for pastoral life.	The presentation incorporated some elements of spiritual theology and offered some insights for pastoral life.	The presentation demonstrated little connection with spiritual theology and did not offer insights for pastoral life.	The presentation did not demonstrate an understanding of spiritual theology and did not offer insights for pastoral life.

The purpose of this tool is to assess a specific outcome of the Master of Divinity program at Sacred Heart Major Seminary. This tool will assess outcome: 4) *Engages in the process of integration leading to pastoral charity and life-long learning.* Evidence: Demonstrates personal integration of intellectual, pastoral, and spiritual formation. Threshold goal for students is a total score of 6.

Instructor Initials: _____

MD4/ID: Homiletics Assessment Tool

Criteria

1. Engages the listener by effective oral communication

- a. Mispronounces words; complicated or abstract language structure; speech unclear or poorly articulated.
- b. Sentences are brief rather than long, concrete rather than abstract, and simple rather than complex.
- c. Communicates the genuine drama of the Gospel appropriately yet not theatrically.

Total _____

Frequently	Occasionally	Never
-2	-1	0
1	0	-1
2	1	0

2. Engages the listener by effective non-verbal communication

- a. Uses mannerisms and/or unmotivated movement that interrupt the flow of the preaching.
- b. Maintains connection with the congregation through consistent eye contact and confident body posture.
- c. Engages the congregation through gestures that effectively emphasize a point.

Total _____

Frequently	Occasionally	Never
-2	-1	0
1	0	-1
2	1	0

3. Makes a clear, central point

- a. An undeveloped point; only a germ of a point; or "tries to say everything."
- b. The homily has a clear point of departure, central point, and concise conclusion.
- c. The central point is well developed and supported by examples and/or illustrations. Homily is of an appropriate length for the occasion.

Total _____

Completely	Partially	Not at all
-2	-1	0
1	0	-1
2	1	0

4. Understands the meaning of the texts

- a. Fails to draw out the main point of the texts, or misinterprets the texts.
- b. Shows connection between the first reading and the Gospel.
- c. Breaks open the true meaning of the Word in its depth, including historical and spiritual dimensions.

Total _____

Completely	Partially	Not at all
-2	-1	0
1	0	-1
2	1	0

5. Makes appropriate application of Sacred Scripture

- a. Uses portions of the text without consideration of the integrity or unity of the text; uses the text merely as a springboard for an unrelated topic.
- b. Demonstrates an understanding of the purpose and message of the text and applies it effectively to the daily life of the faithful.
- c. Applies the message of the text in a manner that demonstrates compelling insight into the dynamics of the Christian life and fosters genuine conversion.

Total _____

Completely	Partially	Not at all
-2	-1	0
1	0	-1
2	1	0

6. Preaches the truth of the Gospel in love

- a. Presents doctrine and moral principles in an aggressive manner, or in a way that is detached from the lived experience of the listener.
- b. Speaks with authority, conviction and compassion regarding the truth of God's word; manifests the life-changing power of the Word.
- c. Gives priority to the proclamation of the kerygma, such that moral exhortation is based on and flows from doctrine.

Total _____

Completely	Partially	Not at all
-2	-1	0
1	0	-1
2	1	0

Final Total: _____

Evaluator: _____

FE 698: Clinical Field Education Assessment Rubric (MD6)

Student (for instructor identification only): _____

Date: _____

Please use the following rubric to assess students for FE 698: Clinical Field Education. In each area of assessment, please circle the level that best describes the student's activity.

	Exemplary	Good	Barely Adequate	Inadequate
Docility/ Desire to Learn	The student sought recommendations from the Supervisor	The student received recommendations well and readily followed directions of the Supervisor	The student minimally received recommendations; needed prompting to follow the Supervisor	The student resisted receiving recommendations; did not follow directions of the Supervisor
Commitment to Learning	The student arrived early, was well prepared, and eager to serve	The student arrived on time regularly, was prepared, and ready to serve	The student arrived on time, was somewhat prepared, and ready to serve	The student was tardy, unprepared, and unwilling to serve
Empathic Listening	The student manifested deep concern for others; understood and easily recalled situational details	The student manifested concern for others; understood and could recall situational details	The student manifested some concern for others; minimally understood situational details	The student manifested little concern for others and was detached from situational details
Sound Pastoral Counseling	The student assessed the person's needs, responded insightfully and with wise pastoral counsel to those he served	The student assessed the person's needs and responded appropriately with sound pastoral counsel	The student assessed some of the person's needs and responded with limited pastoral counsel	The student did not assess the person's need and did not display appropriate or sound pastoral responses
Facility with boundary issues	The student manifested deep and integrated knowledge of boundary issues and worked effectively in all pastoral circumstances	The student manifested a knowledge of boundary issues and maintained them during pastoral activity	The student manifested some knowledge of boundary issues; minimal manifestation of self-awareness with regard to boundary issues	The student could not articulate boundary issues and manifested little-to-no self-awareness with regard to boundary issues

The purpose of this tool is to assess a specific outcome of the Master of Divinity program at Sacred Heart Major Seminary. This tool will assess outcome: 2) *Demonstrates a willingness and capacity to serve people in a pastoral/clinical setting.*

Supervisor Initials: _____

MD7 - SHMS Survey of Pastors Working With Recently Ordained						
Please respond to each of the following questions by marking the number that best rates your answer. 5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, and 1 = Strongly Disagree.						
		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1	In ministry, the newly ordained is theologically sound.	5	4	3	2	1
2	The newly ordained uses catechetical methods that are proven effective in a religious education setting.	5	4	3	2	1
3	In his preaching, the newly ordained draws his points from the Scripture.	5	4	3	2	1
4	In his preaching, the newly ordained applies his points well to real life concerns.	5	4	3	2	1
5	The newly ordained preaches in a manner well-adapted to the congregation.	5	4	3	2	1
6	In the parish, he welcomes the opportunity to perform his ministerial duties (engaging in hospital visits of parishioners, taking communion to the homebound, being involved in youth ministry, etc.).	5	4	3	2	1
7	In pastoral settings, the newly ordained understands the needs of the parishioners.	5	4	3	2	1
8	In pastoral settings, the newly ordained shows a deep respect for others.	5	4	3	2	1
9	In his interpersonal interactions, the newly ordained keeps appropriate boundaries.	5	4	3	2	1
10	The newly ordained demonstrates leadership for the good of the parish.	5	4	3	2	1
11	The newly ordained willingly takes on ministerial duties as directed.	5	4	3	2	1
12	The newly ordained demonstrates the ability to complete projects.	5	4	3	2	1
13	The newly ordained demonstrates a well-developed work ethic.	5	4	3	2	1
14	The newly ordained demonstrates both pastoral charity and respect for the staff and their contribution to the parish.	5	4	3	2	1
15	The newly ordained collaborates with the staff.	5	4	3	2	1
16	The newly ordained collaborates with the pastor.	5	4	3	2	1
17	The newly ordained demonstrates both respect and fraternal charity toward the pastor.	5	4	3	2	1
18	The newly ordained demonstrates a commitment to lifelong learning (such as through reading, professional memberships, participation in continuing education opportunities.)	5	4	3	2	1
19	In a personal context, the newly ordained manifests a deep love for Jesus Christ.	5	4	3	2	1
20	In a public context, the newly ordained manifests a deep love for Jesus Christ.	5	4	3	2	1
21	The newly ordained demonstrates a commitment to spiritual development in the priestly life by his practice of daily prayer, celebration of the Eucharist, spiritual direction and annual retreats.	5	4	3	2	1
Thank you for taking the time to complete this survey! If you have further comments, or disagreed with any statements, please give us on the reverse side any further information that may be helpful.						

SHMS MD8 - Assessment of Seminarians on Ministerial Internship						
Please respond to each of the following questions by marking the number that best rates your answer. 5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, and 1 = Strongly Disagree.						
		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1	He exhibited a friendly, welcoming demeanor.	5	4	3	2	1
2	He was able to relate well with children and teenagers.	5	4	3	2	1
3	He was able to relate well with adults and seniors.	5	4	3	2	1
4	He was fully engaged in his parish duties.	5	4	3	2	1
5	When engaged in conversation, he was polite and respectful, and had good listening skills.	5	4	3	2	1
6	He collaborated well with the pastor.	5	4	3	2	1
7	He collaborated well with the parish staff.	5	4	3	2	1
8	He demonstrated an ability to complete assignments/duties on time.	5	4	3	2	1
9	He sought advice or counsel when needed.	5	4	3	2	1
10	In his interpersonal interactions, the seminarian kept appropriate boundaries.	5	4	3	2	1
11	He demonstrated leadership abilities.	5	4	3	2	1
12	He has a "servant's heart."	5	4	3	2	1
13	He is a good public speaker.	5	4	3	2	1
14	He displayed a good knowledge of the faith and is theologically balanced.	5	4	3	2	1
14	He was always reverent at the Eucharist.	5	4	3	2	1
15	He is a man of prayer.	5	4	3	2	1

16	He was able to share his personal testimony in an effective manner.	5	4	3	2	1
17	He exhibits a deep faith in Christ.	5	4	3	2	1
18	He displayed emotional balance and maturity appropriate for his age.	5	4	3	2	1
19	He showed a genuine interest in learning about all aspects of parish life.	5	4	3	2	1
20	He was interested in the work of the New Evangelization.	5	4	3	2	1
21	He was interested in the material and spiritual care of the poor.	5	4	3	2	1
	Thank you for taking the time to complete this survey! If you have further comments, or disagreed with any statements, please give us on the reverse side any further information that may be helpful.					

Thesis Grading Rubric

Student's name _____

Date: _____

Evaluated by: _____

Thesis title: _____

Please check level for each criterion.

Criteria	Level of Achievement			
	High Distinction	Distinction	Pass	Fail
Follows thesis guidelines	Thesis perfectly adheres to Chicago Manual of Style and SHMS thesis guidelines (including length of 75-100 pages, appropriate citation methods, correct font and layout).	Thesis consistently adheres to Chicago Manual of Style guidelines and SHMS thesis guidelines.	Thesis generally adheres to Chicago Manual of Style and SHMS thesis guidelines.	Thesis fails to adhere to Chicago Manual of Style and SHMS thesis guidelines.
Shows a command of the subject	Thesis demonstrates an advanced command of the subject; thesis makes a contribution to the field or could easily be developed into a doctoral level thesis.	Thesis demonstrates an adequate command of the subject; thesis demonstrates significant ability to do research in the topic.	Thesis demonstrates some command of the subject.	Thesis demonstrates little or no command of the subject.
Shows appropriate use of research	Thesis demonstrates excellent selection of appropriate sources; demonstrates a strong grasp of sources; consistently uses sources appropriately.	Thesis demonstrates good selection of appropriate sources; demonstrates a good grasp of sources; usually makes appropriate use of sources.	Thesis demonstrates some appropriate selection of sources; demonstrates a limited grasp of the sources; less consistently makes appropriate use of sources.	Thesis fails to demonstrate appropriate selection of sources; fails to demonstrate adequate grasp of sources or to use sources appropriately.
Reflects the goals of the degree program	Thesis clearly is shaped to respond to the goals of the degree program; demonstrates strong theological soundness and clear pastoral applicability.	Thesis responds to the goals of the degree program; demonstrates theological soundness and some pastoral applicability.	Thesis responds somewhat to the goals of the degree program; demonstrates some theological soundness and limited pastoral applicability.	Thesis does not respond clearly to goals of the degree program; does not demonstrate theological soundness, lacks pastoral applicability.
Shows evidence of the ability to use ancient and modern language	Thesis shows command of ancient and modern languages; where appropriate uses primary sources in ancient languages and secondary sources in other language(s).	Thesis shows good evidence of the ability to use both a modern foreign language and an ancient language.	Thesis shows some evidence of the ability to use an ancient OR a modern language.	Thesis shows little or no evidence of the ability to use a modern language or ancient language.
Final Grade				

Lectio Coram Grading Rubric

Student's Name: _____

Evaluated by:		Thesis Title		Date:
<i>Theological Level</i> Check One Grade:	Explains theological concepts at the level of those who can understand original texts & appropriate scholarship.	Explains theological concepts reasonably well at the level of those who can understand original texts & appropriate scholarship.	Explains theological concepts at an acceptable level for those who can understand original texts & appropriate scholarship.	Poorly explains theological concepts to those who can understand original texts & appropriate scholarship.
<i>Use of Scripture</i> Check One Grade:	Excellent utilizes scripture in establishing the foundations of his/her argument & supporting the points.	Utilizes scripture well in establishing the foundations of the argument & supporting his/her points.	Acceptably utilizes scripture in establishing the foundations of the argument & supporting his/her points.	Poorly utilizes scripture in establishing the foundations of the argument & supporting his/her points.
<i>Pastoral Application</i> Check One Grade:	Demonstrates the relevance of his/her argument to the pastoral situation of the Church today & to the project of the new evangelization.	Demonstrates reasonably well the relevance of his/her argument to the pastoral situation of the Church today & to the project of the new evangelization.	Acceptably demonstrates the relevance of his/her argument to the pastoral situation of the Church today & to the project of the new evangelization.	Poorly demonstrates the relevance of his/her argument to the pastoral situation of the Church today & to the project of the new evangelization.

Category / Grade	Excellent	Good	Acceptable	Poor
Depth of Research Check One Grade:	Demonstrates an excellent degree of familiarity with the materials listed in the bibliography in making the presentation & in answering questions.	Utilizes most of the materials listed in the bibliography in making the presentation & in answering questions.	Utilizes some of the materials listed in the bibliography in making the presentation & in answering questions.	Poorly utilizes the materials listed in the bibliography in making the presentation & in answering questions.
Critical Skills Check One Grade:	Demonstrates the ability to present fairly & critique intelligently positions opposed to his/her own.	Demonstrates reasonable ability to present fairly & critique intelligently positions opposed to his/her own.	Demonstrates acceptable ability to present fairly & critique intelligently positions opposed to his/her own.	Demonstrates poor ability to present fairly & critique intelligently positions opposed to his/her own.
Solidity of Argument Check One Grade:	Backs up his/her position with solid evidence & reasons.	Backs up his/her position with good evidence & reasons.	Backs up his/her position with acceptable evidence & reasons.	Poorly backs up his/her position without adequate evidence & reasons.
Clarity of Presentation Check One Grade:	Clearly organizes all the parts of the presentation.	Organizes reasonably well the parts of the presentation.	Acceptably organizes the parts of his/her presentation.	Poorly organizes parts of the presentation.
Skill in Answering Questions Check One Grade:	Answers thoroughly & directly questions posed to him by the examining panel.	Answers reasonably well the questions posed to him by the examining panel.	Acceptably answers the questions posed to him by the examining panel.	Answers poorly the questions posed to him by the examining panel.
Overall Assessment Check One Grade:	High Distinction	Distinction	Pass	Fail

Assessment Tool

STL/NE 865

Continuing Exam Question:

“What do the last six sentences of Lumen Gentium 16 teach about the possibility of people being saved without hearing the Gospel and the limitations on this possibility?”

Instructor reports the percentage results based on number of correctly identified essential elements out of the required 7. Students are identified only by number in results report.

Student Initials: _____

Date: _____

STL 871
Cultural Milieu of the NE – Essay Assessment Rubric

Please use the following rubric to assess student essays for STL 871. In each area of assessment, please circle the level that best describes the student's presentation.

Area of Assessment	Superior	Good	Average	Poor
In the assigned essay, the student was able to describe a cultural milieu in which evangelization takes place.	Shows a thoughtful understanding of the cultural milieu in relation to the paper topic. Addresses both theological and philosophical foundations of cultural milieu in the discussion.	Shows a good understanding of the cultural milieu in relation to the paper topic. Addresses most of the theological and philosophical foundations of cultural milieu in the discussion.	Shows some understanding of the cultural milieu in relation to the paper topic, but fails to address some areas. Limited discussion or understanding of theological and/or philosophical foundations of cultural milieu.	Shows little or no understanding of the cultural milieu in relation to the paper topic. Does not address theological or philosophical foundations.
In the assigned essay, the student was able to identify the ways in which the milieu is or is not amenable to Christian principles of evangelization.	Shows a thoughtful understanding of how the current culture assists as well as inhibits the work of the NE in relation to the topic, with supporting examples and discussion; correctly identifies key principles of evangelization in the discussion of the topic.	Shows a good understanding of how the current culture assists as well as inhibits the work of the NE in relation to the topic, with limited examples or discussion. For the most part, correctly identifies key principles of evangelization in the discussion of the topic.	Shows some understanding of how the current culture assists as well as inhibits the work of the NE in relation to the topic, but with some incomplete or incorrect supporting examples. Correctly identifies many but not all of the principles of evangelization in the discussion of the topic.	Shows little or no understanding how the current culture assists or inhibits the work of the NE in relation to the topic. Provides limited or no support or examples. Incorrectly or incompletely identifies the principles of evangelization in the discussion of the topic.

The purpose of this tool is to evaluate STL Assessment Student Outcome #4:
Be able to describe the cultural milieu in which evangelization takes place. Be able to identify ways in which that milieu is and is not amenable to Christian principles and efforts to evangelize. Be able to explain how the Gospel can be properly inculturated with a view toward appropriate transformation of culture.

Instructor Initials: _____

NE 868 Evangelization and Spirituality
Class Presentation
Grading Rubric for Student Outcome #2

Student's name: _____ Topic: _____

Assignment: The class presentation is 15 minutes long and is based not only on the assigned readings but on additional research, using the course bibliography as a starting point. PowerPoint may be used if the student wishes. *The goal is not to cover the topic in its entirety, but to speak about an aspect of the topic that the student considers most relevant and fruitful.* Following the presentation, the student will lead a 20-minute class discussion. In some cases two students will collaborate in presenting the topic, in which case they will each speak for 15 minutes. A one or two-page outline of the presentation and four discussion questions must be submitted to the professor for review at least three days prior to the presentation. The questions should be designed to provoke both theological and pastoral reflection, and thus should not be simple yes/no questions.

	Category	Excellent	Very good	Good	Barely Adequate	Inadequate
1	Demonstrates use of sources beyond assigned class readings					
2	Presents the topic in a clear, organized manner					
3	Demonstrates excellent knowledge of Catholic theology					
4	Effectively applies spiritual principles to pastoral issues					
5	Clearly connects the topic to the new evangelization					
6	Uses effective oral communication, speaking to the heart and not just the mind					
7	Creates good questions and leads engaging and substantive discussion					

Grade: _____

Comments: _____

Student Initials: _____

Date: _____

STL Goal 3 and Goal 5 Assessment Tool

STL 872: Models of Evangelization

STL 872 instructor uses this rubric to assess individual responses on an exam question. The exam question asks students to identify the main theological, spiritual, and methodological elements of a *historical* or *contemporary* model of evangelization, and evaluate the effectiveness of that method of evangelization.

Sample Exam Question (historical): “From our study of St. Patrick’s evangelization in Ireland, identify the main theological, spiritual and methodological elements in his evangelization and your evaluation of the effectiveness of his method.”

	Excellent (3)	Good (2)	Acceptable (1)	Poor (0)
Theology	Accurately identifies the main theological themes in the model of evangelization and explains them in a way that demonstrates thorough comprehension.	Accurately identifies the main theological themes in the model of evangelization and explains them adequately.	Accurately identifies the most important theological themes in the model of evangelization and explains them but incompletely.	Incorrectly identifies or fails to identify the main theological themes and inadequately or inaccurately explains them.
Spirituality	Accurately identifies the primary spirituality that characterizes the life and work of the model of evangelization and thoroughly and accurately explains its significance for the model’s evangelization.	Accurately identifies the primary spirituality that characterizes the life and work of the model and explains its significance, demonstrating a moderate level of understanding.	Identifies some of the primary elements of the spirituality that characterizes the model’s life and work, and partially evaluates its effectiveness.	Partially or incorrectly identifies the model’s spirituality and inadequately explains its effectiveness or fails to explain its effectiveness.
Methodology	Accurately identifies the methodology that the model of evangelization utilized in evangelization and correctly and thoroughly evaluates its effectiveness.	Accurately identifies and explains the methodology that the model utilized and offers some evaluation of its effectiveness.	Identifies some of the main elements of the methodology that the model utilized and offers limited evaluation of its effectiveness.	Partially or incorrectly identifies and explains the methodology that characterized the model’s evangelization and fails to evaluate correctly its effectiveness.

Instructor Initials: _____

Student Initials: _____

Date: _____

STL 876
Rubric for Student Outcome #6
Evangelization Practicum Assessment

Please use the following rubric to assess student presentations for STL 876 Evangelization Practicum Assessment. In each area of assessment, please circle the level that best describes the student's presentation.

	Exemplary	Good	Adequate	Inadequate
Description of Evangelization Initiative and Methods	Student is able to thoroughly describe an evangelization initiative in which they have participated, and correctly identify the methods of evangelization used in the initiative.	Student is able to describe an evangelization initiative in which they have participated and identify most of the methods of evangelization used in the initiative.	Student is able to give a basic description of an evangelization effort in which they have participated and identify some or most of the methods of evangelization used in the initiative.	Student is unable to describe an evangelization effort in which they have participated or unable to correctly identify the elements of evangelization used in the initiative.
Evaluation of Suitability of Methods Used from the Principles of Evangelization	Student accurately and thoroughly evaluates the suitability of the methods identified in the evangelization effort. The student is able to give a correct and thoughtful application of the principles of evangelization in the evaluation.	Student accurately evaluates the suitability of most of the methods identified in the evangelization effort. For the most part, the student is able to correctly apply the principles of evangelization in the evaluation.	Student is able to evaluate the suitability of most of the methods identified in the evangelization effort, with only limited incorrect or incomplete evaluation. The student is able to correctly apply at least some of the principles of evangelization in their evaluation.	Student incorrectly or incompletely evaluates the suitability of the methods identified in the evangelization effort. The student does not successfully apply the principles of evangelization in the evaluation.

The purpose of this tool is to evaluate STL Assessment Student Outcome #6:
The student is able to describe an evangelization initiative in which the student has participated and to evaluate the suitability of the methods used from the principles of evangelization.

Instructor Initials: _____

ATS GSQ (Graduating Student Questionnaire) – Extracted Table EXAMPLE

TABLE 12: Measure of Personal Growth after Theological Program

GRADUATING STUDENTS, BATCH-AII, YEAR-2011 - 2012, TERM-AII

SCHOOL: Sacred Heart Major Seminary

By Degree Program	MDiv N = 2		Prof MA N = 5		All Others N = 4		Total N = 11	
	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.
Empathy for the poor and oppressed	4.5	0.5	4.8	0.4	3.8	0.8	4.4	0.8
Ability to pray	5.0	0.0	4.2	0.7	4.0	0.7	4.3	0.7
Concern about social justice	3.5	0.5	4.4	0.8	3.8	0.4	4.0	0.7
Enthusiasm for learning	4.5	0.5	4.4	0.8	4.3	0.4	4.4	0.6
Insight into troubles of others	4.5	0.5	4.6	0.5	4.3	0.4	4.5	0.5
Desire to become an authority in my field	4.0	0.0	4.2	0.7	3.5	1.1	3.9	0.9
Trust in God	5.0	0.0	4.6	0.8	4.3	0.8	4.5	0.8
Self-discipline and focus	4.5	0.5	4.2	0.7	4.5	0.5	4.4	0.6
Respect for other religious traditions	3.5	0.5	4.4	0.8	4.0	0.7	4.1	0.8
Respect for my own religious tradition	4.5	0.5	4.8	0.4	4.3	0.4	4.5	0.5
Ability to live one's faith in daily life	5.0	0.0	4.4	0.5	4.5	0.5	4.5	0.5
Clarity of vocational goals	5.0	0.0	3.8	1.0	4.0	0.7	4.1	0.9
Self-confidence	5.0	0.0	3.8	0.8	4.3	0.4	4.2	0.7
Self-knowledge	4.5	0.5	4.0	0.7	4.0	0.7	4.1	0.7
Strength of spiritual life	5.0	0.0	4.3	0.8	4.0	0.7	4.3	0.8

By Degree Program and Gender	MDiv				Prof MA			
	Male N = 2		Female N = 0		Male N = 3		Female N = 2	
	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.
Empathy for the poor and oppressed	4.5	0.5	0.0	0.0	4.7	0.5	5.0	0.0
Ability to pray	5.0	0.0	0.0	0.0	3.7	0.5	5.0	0.0
Concern about social justice	3.5	0.5	0.0	0.0	4.0	0.8	5.0	0.0
Enthusiasm for learning	4.5	0.5	0.0	0.0	4.0	0.8	5.0	0.0
Insight into troubles of others	4.5	0.5	0.0	0.0	4.3	0.5	5.0	0.0
Desire to become an authority in my field	4.0	0.0	0.0	0.0	3.7	0.5	5.0	0.0
Trust in God	5.0	0.0	0.0	0.0	4.3	0.9	5.0	0.0
Self-discipline and focus	4.5	0.5	0.0	0.0	3.7	0.5	5.0	0.0
Respect for other religious traditions	3.5	0.5	0.0	0.0	4.0	0.8	5.0	0.0
Respect for my own religious tradition	4.5	0.5	0.0	0.0	4.7	0.5	5.0	0.0
Ability to live one's faith in daily life	5.0	0.0	0.0	0.0	4.0	0.0	5.0	0.0
Clarity of vocational goals	5.0	0.0	0.0	0.0	3.0	0.0	5.0	0.0
Self-confidence	5.0	0.0	0.0	0.0	3.3	0.5	5.0	0.0
Self-knowledge	4.5	0.5	0.0	0.0	3.7	0.5	5.0	0.0
Strength of spiritual life	5.0	0.0	0.0	0.0	4.0	0.8	5.0	0.0

1 - Much weaker 2 - Weaker 3 - About the same 4 - Stronger 5 - Much stronger

MA Thesis Grading Rubric

Student's name _____

Date: _____

Evaluated by: _____

Thesis title: _____

Please check level for each criterion.

Criteria	Level of Achievement			
	High Distinction	Distinction	Pass	Fail
Thesis guidelines	Thesis fully adheres to Turabian and SHMS thesis guidelines (including length, appropriate citation methods, correct font and layout).	Thesis generally adheres to Turabian guidelines and SHMS thesis guidelines.	Thesis partly adheres to Turabian and SHMS thesis guidelines.	Thesis fails to adhere to Turabian and SHMS thesis guidelines.
Research skills	Thesis demonstrates excellent familiarity with basic methods of research, such as appropriate use and documentation of sources.	Thesis demonstrates good familiarity with basic methods of research; usually makes appropriate use of sources.	Thesis demonstrates some familiarity with basic methods of research; shows a limited grasp of the sources or less consistently makes appropriate use of sources.	Thesis fails to demonstrate familiarity with basic methods of research; fails to demonstrate adequate grasp of sources or to use sources appropriately.
Knowledge of the subject	Thesis demonstrates thorough knowledge of the subject.	Thesis demonstrates good knowledge of the subject.	Thesis demonstrates limited knowledge of the subject.	Thesis demonstrates inadequate knowledge of the subject.
Knowledge of Catholic faith and tradition	Oral defense demonstrates thorough knowledge of Catholic faith and tradition.	Oral defense demonstrates good knowledge of Catholic faith and tradition.	Oral defense demonstrates limited knowledge of Catholic faith and tradition.	Oral defense demonstrates inadequate knowledge of Catholic faith and tradition.
Creative insight and reflection	Thesis demonstrates creative insight and reflection on the topic's importance for Christian life.	Thesis demonstrates some creative insight and reflection on the topic's importance for Christian life.	Thesis demonstrates limited insight or reflection on the importance of the topic for Christian life.	Thesis demonstrates little or no insight or reflection on the importance of the topic for Christian life.
Oral defense	Oral defense demonstrates clarity and cogency in presenting the topic.	Oral defense demonstrates some clarity and cogency in presenting the topic.	Oral defense demonstrates limited clarity and cogency in presenting the topic.	Oral defense demonstrates little or no clarity or cogency in presenting the topic.

Please return this rubric to the Registrar's office at the conclusion of the thesis defense.

MA2: Assessment Tool for Pastoral Care Across Cultures Class

Source of information

The final exam consisted of writing a mission statement for a multicultural parish and also Ten Commandments of a Multicultural Parish. The assessment is based on the evidence in this final paper of the fulfillment of the four noted course objectives.

Instructor/Evaluator:

Recognition and appreciation of major ethnic groups in the archdiocese	Fostering respect of intercultural differences	Knowledge of strategies for healthy interaction in a multicultural situations	Application: A sensitivity for encouraging the process of inclusion in parish activities
Number/Percent achieving objective:	Number/Percent achieving objective:	Number/Percent achieving objective:	Number/Percent achieving objective:

MA3: MAPS Integrating Project Rubric

Category	Good	Acceptable	Poor
Knowledge Check One	Demonstrates clear knowledge of Catholic faith and tradition.	Demonstrates a basic knowledge of Catholic faith and tradition.	Demonstrations little knowledge of Catholic faith and tradition.
Application Check One	Shows a thorough and accurate application of theological knowledge to the ministry project.	Shows some application of theological knowledge to the ministry project.	Shows little or no application of theological knowledge to the ministry project.
Application Check One	Shows a thorough and accurate application of ecclesial ministerial knowledge to the project.	Shows some application of ecclesial ministerial knowledge to the project.	Shows little or no application of ecclesial ministerial knowledge to the project.
Context Check One	Clearly relates topic to human experience.	Shows some attempt to relate topic to human experience.	Shows little or no attempt to relate topic to human experience.
Context Check One	Demonstrates clear awareness of cultural context of Faith community; shows effort to address cultural context.	Demonstrates some awareness of cultural context of faith community; makes some effort to address cultural context.	Demonstrates little or no awareness of cultural context; makes little or no effort to address cultural context.
Project Check One	Demonstrates creativity in project design.	Demonstrates some creativity in project design.	Demonstrates little or no creativity in project design.
Project Check One	Presents a well-planned and successfully implemented project.	Shows some ability to plan and implement project.	Shows little ability to plan and implement project.
Project Check One	Utilizes an appropriate assessment tool for project which provides clear feedback.	Utilizes an assessment tool for the project which provides some feedback.	Utilizes a poor assessment tool or no assessment tool for project.
Writing Check One	Communicates appropriately theological and pastoral integration.	Makes some attempt to communicate theological and pastoral integration.	Does not clearly communicate theological and pastoral integration.
Writing Check One	Project is representative in style, tone, and documentation of work appropriate to higher education.	Project is somewhat representative in style, tone, and documentation of work appropriate to higher education.	Project is not representative in style, tone, or documentation of work appropriate to higher education.

MA4: MAPS Student Evaluation

The faculty at Sacred Heart Major Seminary play an important role in the formation of students for lay ecclesial ministry. Your insights and observations help in discerning a student's suitability for ministry and in identifying areas of strength and weakness in the student's academic, spiritual, human, and pastoral formation. Please consider each of the following issues. If additional space is required for other comments or observations (which are welcome), please continue onto a second page or a separate sheet. All information on this form will be treated as confidential, and will not be shown to the student.

Date:

Professor:

MAPS student name:

Course and semester:

Please rate the student for each category, based on the following scale:

1 = Strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

N = not sure

	1	2	3	4	5	N
1. The student collaborates well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is committed to learning through the academic program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates personal accountability (is on time for class, completes assignments, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates professional conduct (is respectful toward other students and the instructor, dresses appropriately, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates respect and fidelity toward God's revelation through Scripture, Tradition, and the Magisterium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student is able to communicate the Catholic faith clearly at a level appropriate to his or her studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student is able to reflect on human experience in the context of faith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Have you personally observed any behavior, personal characteristic, or other limitation that would, in your opinion, prevent this student from effectively ministering as a lay ecclesial minister? Please provide an opinion based on facts you have observed in interactions with this student.</p> <p>_____</p>						
<p>9. Would you endorse this student's continuing formation and education at Sacred Heart Major Seminary? If not, please comment on what you think needs to be addressed. opinion based on facts you have observed in interactions with this student.</p> <p>_____</p>						

Additional Comments:

MA5: MAPS Supervisor Survey

SHMS Survey of Pastors Working With Recent MAPS Graduates

Please respond to each of the following questions by marking the column that best rates your answer: Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree.

In the parish setting, the MAPS graduate:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Consistently demonstrates professional conduct.					
2. Demonstrates personal accountability in interactions with others.					
3. Demonstrates a commitment to spiritual development by engaging in such activities as spiritual direction and annual retreats.					
4. Consistently demonstrates the ability to collaborate with the <i>pastor</i> .					
5. Consistently demonstrates the ability to collaborate with <i>other members of the staff</i> .					
6. Consistently demonstrates the ability to collaborate with <i>parish members</i> .					
7. In faith sharing opportunities, communicates the Catholic faith <i>accurately</i> .					
8. In faith sharing opportunities, communicates the Catholic faith <i>persuasively</i> .					
9. In pastoral settings, demonstrates an understanding of the cultural context of the parish (socio-economic status, age, racial/ethnic make-up, etc.)					
10. In pastoral settings, is able to respond to the needs of parishioners.					
11. Demonstrates a commitment to lifelong learning (such as through reading, professional memberships, participation in continuing education opportunities).					
12. Demonstrates an ability to delegate appropriately to other staff and to volunteers.					
13. Demonstrates an ability to call forth others to exercise their gifts.					
14. In interpersonal interactions, demonstrates an understanding of boundaries.					
15. Demonstrates openness to feedback in a non-defensive way.					
16. Demonstrates a healthy respect for authority.					
17. Is comfortable questioning authority when appropriate.					
18. Takes responsibility for mistakes.					
19. Is consistently on time for parish obligations (such as meetings, appointments, events, etc.)					
20. Can effectively lead in communal ministry settings such as communion service, prayer service at wakes, praying with the sick, etc.					

Thank you for taking the time to complete this survey!

ST 650 Assessment Tool

This tool is anonymous. It is used to collect assessment data to help measure knowledge of Catholic Theology for both MA and MAPS programs. Your responses are reviewed in aggregate, anonymous form ONLY. **The data are not used to evaluate you as a student or your instructor in any way.** But, the responses are important in helping faculty ensure that student learning objectives for the program are being met and make improvements to the curriculum. Thank you for your help!

* Indicates required question

1. The Greek word "Christ" (*Mashiah* in Hebrew) originally meant: *

1 p

Mark only one oval.

- ☐ Anointed One
- ☐ Chosen One
- ☐ Divine One
- ☐ Pre-existent One

2. The heresy of Adoptionism (Dynamic Monarchianism) commonly taught that Jesus only "became" God's Son at his: *

1 p

Mark only one oval.

- ☐ Baptism
- ☐ Birth
- ☐ Incarnation
- ☐ Walking on water

3. Which one of the following sayings is commonly attributed to Arius? *

1 p

Mark only one oval.

- ☐ "Everything is in flux."
- ☐ "That John [the Evangelist] knew one and the same Word of God, the only-begotten, incarnate for our salvation, Jesus Christ our Lord."
- ☐ "There was a time when the Son was not."
- ☐ "Jesus is an individual substance of rational nature."

4. The error of *Patripassianism* teaches that: *

0 pc

Mark only one oval.

- ☐ Only the humanity of Jesus suffered on the Cross.
- ☐ Simon of Cyrene was crucified in Jesus' place.
- ☐ The person of God the heavenly Father suffered on the Cross.
- ☐ Through the Holy Spirit, Jesus escaped any real physical suffering on the Cross.

5. Which Latin Father coined the term "*trinitas*" in the West? *

0 pc

Mark only one oval.

- ☐ Hillary
- ☐ Irenaeus
- ☐ Novatian
- ☐ Tertullian

6. What term did the Council of Nicaea use to affirm that the Son is of the "same substance" * 1 p
as the Father?

Mark only one oval.

- ☐ Heteroousios
☐ Homoiousios
☐ Homoousios
☐ Hypokeimenon

7. The classic understanding of the doctrine of the Trinity is: * 1 p

Mark only one oval.

- ☐ One essence (or substance), three energies.
☐ One essence (or substance), three persons.
☐ One person, three natures.
☐ One person, three relations.

8. Identify the so-called catechetical school in the patristic era that championed a "logos/sarx" Christology: * 1 p

Mark only one oval.

- ☐ Alexandria
☐ Antioch
☐ Constantinople
☐ Rome

9. The Council of Ephesus declared this to be a title of Mary (and a dogma of the faith): *

1 p

Mark only one oval.

- ☐ Anthropolokos
- ☐ Christolokos
- ☐ Pneumatolokos
- ☐ Theolokos

10. Which of the following is NOT a so-called "psychological" analogy of the Trinity that Augustine employed?

* 1 p

Mark only one oval.

- ☐ Lover, Beloved, Love
- ☐ Memory, Understanding, Will
- ☐ Mind, Knowledge, Love
- ☐ Consideration, Deliberation, Decision

11. Apollinaris of Laodicea mistakenly taught that: *

1 p

Mark only one oval.

- ☐ Christ lacked a divine nature.
- ☐ Christ lacked a human body.
- ☐ Christ lacked a human intellect.
- ☐ Christ lacked a human will.

12. The term "hypostatic union" means that in Christ can be found: *

1 p

Mark only one oval.

- ☐ One nature (a fusion of the human & the divine), one person.
- ☐ Two natures (fully human & fully divine), one person.
- ☐ Two natures (half human & half divine), one person.
- ☐ Two persons (human & divine), one nature.

13. The Council of Chalcedon was held in the year: *

1 p

Mark only one oval.

- ☐ AD 325
- ☐ AD 381
- ☐ AD 435
- ☐ AD 451

14. The "*Filioque*" clause in the Creed affirms that: *

1 p

Mark only one oval.

- ☐ The Holy Spirit is self-generated.
- ☐ The Holy Spirit proceeds from the Father and the Son.
- ☐ The Holy Spirit proceeds from the Father alone.
- ☐ The Holy Spirit proceeds from the Son alone.

MA8: MAPS Exit Interview Student Self-Evaluation

Dear MAPS Student,

Please complete this form and send it to the Dean of the Institute for Ministry prior to your exit interview. Your self-evaluation is important for two reasons: 1) the evaluation gives you a structured opportunity to engage in some in-depth reflection on your experience in the MAPS program and 2) your comments may help the seminary improve the MAPS degree program.

Please take time to pray and think about your responses. Your responses should show evidence of time taken to reflect at some length upon each question.

Thank you in advance for completing the MAPS Exit Interview Form.

Date:
Name:
Year you began MAPS degree:
MAPS Concentration (if applicable):
Education Concentration
Pastoral Ministry Concentration
Spirituality Concentration
Healthcare Concentration
New Evangelization Concentration
No concentration

1. Has the MAPS program provided you with a comprehensive knowledge, based on Scripture and Tradition, of the Catholic faith? Please explain.
2. How has the MAPS program helped you to become better at communicating our faith, both orally and in writing, in the context of the contemporary world?

3. Through the MAPS program, how would you say that you have grown in terms of your ability to demonstrate personal accountability and professional conduct as a lay minister?
4. How have your experiences in the MAPS program helped to strengthen to your own life-long theological and pastoral formation?
5. How has the MAPS program helped to deepen your commitment to personal prayer and to the sacramental life of the Church?
6. How has the MAPS program deepened your ability to reflect on human experience in the context of faith?
7. How has the MAPS program developed your ability to meet pastoral needs in various cultural contexts?
8. How has the MAPS program strengthened your ability collaborate with others and to call forth their gifts in pastoral settings?

MA9: Graduate Level Essay Grading Rubric

Category	Excellent	Good	Fair	Inadequate
Content	Essay demonstrates excellent knowledge of Catholic theology	Essay demonstrates moderate knowledge of Catholic theology	Some theological content is misunderstood or presented in a superficial or confused manner	Theological content is largely misunderstood or required content is missing
Check one:				
Style	Essay communicates accurately and persuasively, with precise use of language	Essay communicates somewhat accurately and persuasively	Writing is somewhat unfocused or vague	Style is poor or tone inappropriate
Check one:				
Organization	Essay is very well organized, with clear progression of argument	Essay is generally well organized	Some peculiarities in ordering	Essay is disorganized
Check one:				
Use of sources	Appropriate secondary sources are used and are cited properly	Some claims are not well substantiated; some sources cited improperly	Essay fails to cite an obvious source or uses sources that are subpar	Few or no sources cited
Check one:				
Grammar and syntax	Grammar and syntax are correct	Only minimal lapses	Several errors	Essay contains major grammatical errors or garbled language
Check one:				
Spelling, punctuation and formatting	Spelling, punctuation and formatting are correct	Only minimal lapses	Several errors	Essay is sloppily done and shows little concern for correct spelling, punctuation and formatting
Check one:				

MA10: SHMS - Supervised Ministry -- Supervisor Evaluation (Hospital Placement)

Please respond to each of the following questions by marking the column that best rates your answer: *Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree*. If the question does not apply or you are not able to assess the student in a particular area, please check "Don't Know."

In the health care setting, the MAPS student:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Consistently demonstrates professional conduct.					
2. Demonstrates personal accountability in interactions with others.					
3. Demonstrates an openness to learn from the supervisor.					
4. Consistently demonstrates the ability to collaborate with the supervisor .					
5. Consistently demonstrates the ability to collaborate with other members of the staff .					
6. In faith sharing opportunities, communicates the Catholic faith accurately .					
7. In faith sharing opportunities, communicates the Catholic faith persuasively .					
8. In health care settings, demonstrates an understanding of the cultural context of the patient/staff (socio-economic status, age, racial/ethnic make-up, etc.)					
9. In health care settings, is able to respond to the needs of patients/staff.					
10. In interpersonal interactions, demonstrates an understanding of boundaries.					
11. Demonstrates sensitivity to diverse religious backgrounds of patients/staff.					

12. Demonstrates openness to feedback in a non-defensive way.					
13. Demonstrates a healthy respect for authority.					
14. Is comfortable questioning authority when appropriate.					
15. Takes responsibility for mistakes.					
16. Is consistently on time for ministerial obligations (such as meetings, appointments, events, etc.)					
17. Can effectively lead in communal ministry settings such as communion service, prayer service at wakes, praying with the sick, etc.					

Thank you for taking the time to complete this survey!

ABBP1: Faith & Reason Evaluation Tool

CAPSTONE ASSESSMENT

Student:

Academic Year:

Degree Program:

Faculty:

Learning Objective: Students will articulate in writing or orally the distinction and the relationship of faith and reason.

	Superior 4 Understanding is Reflective, Deep, and Dialectical	Good 3 Understanding is Explicit, Accurate, and Clear	Borderline 2 Understanding is Implicit and Vague	Poor 1 Understanding is Inaccurate and Confused
Distinction				
Faith and reason as distinctive perspectives.				
Understands distinctive sources				
Understands distinctive methods.				
Integration				
Faith and reason as complementary				
The use of reason to bolster and explicate faith.				
The use of faith to guide and correct reason.				
Instructor Comments				

ABBP2: Bachelor of Philosophy (B.Phil.) Capstone Assessment Survey				
Please respond to statements below by placing a check mark in the column that best fits your response. In your evaluation, please rate how well <i>the Bachelor of Philosophy program at SHMS</i> has helped you to grow in each of the areas identified.				
Learning Objective	Excellent	Good	Fair	Poor
The program of study has helped me to understand the distinction and relationship between faith and reason.				
The program of study has helped me to understand principle arguments and themes in what I read.				
The program of study has helped me be able to explain and defend an argument in writing.				
I have gained basic insights about nature, humans, and God.				
I understand the structure of the Summa.				
I am able to use the Summa in my own research and writing.				
I am able to explain the historical context and development of major Catholic doctrines.				

Program Assessment for Basic Theology - Form C

This form is anonymous. The following questions will help SHMS assess students' knowledge of basic theology after completion of introductory theology courses. You are not expected to know all of the answers. You will be able to see your score at the end of the assessment.

* Indicates required question

1. Complete the Beatitude: "Blessed are the meek," *

1 p

Mark only one oval.

- ☐ For they shall be comforted."
- ☐ For theirs is the kingdom of heaven."
- ☐ For they shall see God."
- ☐ For they shall inherit the earth."

2. According to the GIRM, what is the high point of the celebration of Holy Mass? *

1 p

Mark only one oval.

- ☐ The reception of Holy Communion by the Priest and the faithful
- ☐ The proclamation of the Gospel
- ☐ The Eucharistic Prayer
- ☐ The elevations of the Sacred Host and Chalice after their respective Consecrations

3. According to the letter of James, what should sick church members do? *

1 p

Mark only one oval.

- ☐ Ask a deacon to visit them.
- ☐ Ask the members of the church to pray for them.
- ☐ Repent of their sins, pray to be healed, and call a physician.
- ☐ Summon the presbyters to pray over them and anoint them with oil.

4. Sin is divided into the following: *

1 p

Mark only one oval.

- ☐ Mortal and grave
- ☐ Mortal and venial
- ☐ Serious and very serious
- ☐ Forgivable and unforgivable

5. What does the Catechism say about the Lord's Prayer? *

1 p

Mark only one oval.

- ☐ It is the summary of the whole gospel.
- ☐ It is an integral part of the hours of the Divine Office.
- ☐ It reveals the eschatological character of its petitions.
- ☐ All of the above.

6. Pope John Paul II's encyclical "The Splendor of Truth" affirms that if we want a "self-portrait" of Christ we must look to:

* 1 p

Mark only one oval.

- ☐ The beatitudes
- ☐ Contemporary culture
- ☐ Current revisionist theologians
- ☐ Liberation theology

7. In which book(s) of Scripture are the 10 commandments listed? *

1 p

Mark only one oval.

- ☐ Exodus
- ☐ Leviticus
- ☐ Exodus and Leviticus
- ☐ Exodus and Deuteronomy

8. According to the Catechism, what are sources of prayer for us? *

1 p

Mark only one oval.

- ☐ The Word of God, the liturgy of the Church, and the theological virtues
- ☐ Contemplation and reflection
- ☐ Faith, hope, and charity
- ☐ The liturgy and sacraments of the Church

9. Who is the agent of the liturgy? *

1 p

Mark only one oval.

- ☐ A bishop or priest
- ☐ The liturgical assembly
- ☐ God the Father
- ☐ Christ the Head, together with the Church, his Body.

10. Christ's presence in the Eucharist is distinguishable from his presence in the priest celebrating Mass, in that Christ's Eucharistic presence is:

* 1 p

Mark only one oval.

- ☐ Real and physical.
- ☐ Real and spiritual.
- ☐ Real and substantial.
- ☐ Real and effective.

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Google Forms

SHMS Survey of Pastors Working With Permanent Deacons						
Please respond to each of the following questions by marking the number that best rates your answer. 5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, and 1 = Strongly Disagree.						
		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1	In ministry, the permanent deacon demonstrates a sound knowledge of Catholic theology.	5	4	3	2	1
2	He uses catechetical methods that are proven effective in a religious education setting.	5	4	3	2	1
3	In his preaching, he draws his points from the Scripture.	5	4	3	2	1
4	In his preaching, he applies his points well to real life concerns.	5	4	3	2	1
5	He preaches in a manner well-adapted to the congregation.	5	4	3	2	1
6	In the parish, he welcomes the opportunity to perform his ministerial duties (engaging in hospital visits of parishioners, taking communion to the homebound, being involved in youth ministry, etc.).	5	4	3	2	1
7	In pastoral settings, he understands the needs of the parishioners.	5	4	3	2	1
8	In pastoral settings, he demonstrates an understanding of the cultural context of the parish (e.g. socio-economic status, age, racial/ethnic makeup)	5	4	3	2	1
9	In his interpersonal interactions, he keeps appropriate boundaries.	5	4	3	2	1
10	He demonstrates an ability to delegate appropriately to other staff and to volunteers.	5	4	3	2	1
11	He willingly takes on ministerial duties as directed.	5	4	3	2	1

12	He demonstrates an ability to call forth others to exercise their gifts.	5	4	3	2	1
13	He demonstrates a well-developed work ethic.	5	4	3	2	1
14	He is consistently on time for parish obligations, such as meetings, appointments and events.	5	4	3	2	1
15	He collaborates with the staff.	5	4	3	2	1
16	He collaborates with the pastor.	5	4	3	2	1
17	He can effectively lead in communal ministry settings.	5	4	3	2	1
18	He demonstrates a commitment to lifelong learning (such as through reading, professional memberships, participation in continuing education opportunities.)	5	4	3	2	1
19	He demonstrates a commitment to spiritual development by engaging in such activities as spiritual direction and annual retreats.	5	4	3	2	1
	Thank you for taking the time to complete this survey! If you have further comments, or disagreed with any statements, please give us on the reverse side any further information that may be helpful.					

Assesses general education indicator 4.b.: Students in music appreciation courses will be able to identify key movements and musical concepts, especially sacred music.

The Art of Liturgical Music

End of Term Assessment

Assessment Goal: 80% of questions answered correctly

- | | |
|---|---------------------------------|
| <u>D</u> 1. A processional proper in the Graduale Romanum used to name particular Sundays of the Liturgical Year: Gaudete Sunday, Laetare Sunday, Quasimodo Sunday. | A. Seconda Prattica |
| <u>L</u> 2. Use of secular tunes forbidden, about 1000 sequences cut from the liturgy, polyphonic choral music must be written so that the text may be understood. | B. Agnus Dei |
| <u>O</u> 3. Propers and ordinary replaced by German Hymnody. | C. Sanctus |
| <u>H</u> 4. A litany from the Ordinary of the Mass that may have been a response to the prayer of the faithful in the early liturgy of the church. | D. Introit |
| <u>G</u> 5. A processional proper, which in the fourth century often set the words of Psalm 33(34), Taste and see the goodness of the Lord. | E. Printing Press c. 1439 |
| <u>B</u> 6. A litany from the ordinary of the Mass that probably comes from the East and was added to the liturgy in the West in the eighth century. | F. Graduale Simplex |
| <u>A</u> 7. At the beginning of the Italian Baroque period, great importance was placed on the intelligibility and the emotional expression of the text in vocal music. In the early seventeenth century, this style was referred to as ... | G. Communion |
| <u>J</u> 8. The painter, Carvaggio, and the composer, Gesualdo, are Representatives of this period | H. Kyrie |
| <u>M</u> 9. Papal bull condemning Synod of Pistoia | I. Palestrina, Victoria, Lassus |
| <u>C</u> 10. An ancient ordinary chant of the liturgy with roots in various old and new testament passages of scripture. | J. Mannerism |
| <u>E</u> 11. Changed the world dramatically; made both the Reformation and the Counter-Reformation possible. | K. Schubert's Ave Maria |
| <u>F</u> 12. A collection of chants for use in smaller churches, mandated by Sacrosanctum Concilium and first published in 1967. | L. Council of Trent |
| <u>N</u> 13. Mass by Palestrina credited with saving polyphony. | M. Auctorem Fidei |
| <u>I</u> 14. Composers of Late Renaissance | N. Missa Papae Marcelli |
| <u>K</u> 15. The famous black list of the St. Gregory Society forbade the singing of this popular song. | O. German Singmesse |

- O ____ 1. Based on the song of the angels in St. Luke's Gospel.
- N ____ 2. Today more options are available than simply the Confiteor and Kyrie.
- H ____ 3. This period after the Enlightenment stressed orthodoxy, a return to tradition, mystery of the church.
- B ____ 4. Marked by clarity, balance of form, elegance (Haydn, Mozart)
- L ____ 5. Today this proper, after the first reading, is generally replaced by an earlier form, called the responsorial psalm.
- A ____ 6. Before Vatican II, the assembly was encouraged to sing what parts of the Mass?
- D ____ 7. Emphasis on the beauty of elaborate music in liturgy; "church concerts with liturgical accompaniment," says Jungmann
- I ____ 8. A Liturgical Document Emphasizing full, active and conscious participation of the people.
- E ____ 9. Complex polyphony; increased passion and emotional intensity; represented by the composers: Vivaldi, Bach, and Handel.
- F ____ 10. A German Movement reacting to the enlightenment and the German Singmesse; choral works written in the style of Palestrina (Fr. Franz Witt)
- G ____ 11. Known principally for the restoration of Chant.
- C ____ 12. Liturgical reforms proposing a noble simplicity, influenced by Gallicanism, Jansenism, and liturgical scholarship. Marked by: no simultaneous Masses, singing in vernacular, no devotions during Mass, altar facing people, kiss of peace, participation of the people.
- J ____ 13. A Motu Proprio emphasizing the correct use of liturgical music
- K ____ 14. The reaction to the balance and order of the classical period was the extreme individual expression of emotion exemplified by...
- M ____ 15. Today this ornate proper is generally replaced by the Gospel Acclamation.

- A. The Ordinary
- B. Music of the Classical era
- C. Synod of Pistoia
- D. Baroque liturgies
- E. Late Baroque
- F. Caecilian Movement
- G. Solesmes Benedictine Abbey
- H. Restoration Period
- I. Sacrosanctum Concilium
- J. Tra Le Sollecitudini
- K. The Romantic Period
- L. Gradual
- M. Alleluia
- N. Penitential Rite
- O. Gloria

ABBP5: Writing Rubric (Undergraduate)

	Outstanding (4)	Effective (3)	Adequate (2)	Poor (1)	Unacceptable (0)
Critical Thinking AB/AAM: ability to make critical evaluations. BP: ability to think critically.	Argues thesis using sound rhetorical practice. Supports thesis using valid, logical argument that demonstrates critical analysis of topic and thoughtful interpretation and application of source material.	Argues thesis using sound rhetorical practice with minimal fallacies. Logic of the paper is valid and proves thesis. Demonstrates critical analysis of topic and application of source material.	Logic of paper is basically valid, though there are a few logical fallacies and non sequiturs. Demonstrates analysis of the topic and some application of source material.	Logic of paper is basically valid, but with logical fallacies and non sequiturs. Demonstrates only limited analysis of topic.	The paper does not develop any logical argument. Lacks analysis of topic and fails to apply source material to argument.
Thesis AB: can communicate effectively. BP: can write clearly.	Is clearly stated, strong and compelling. Immediately generates interest. Is appropriate to academic audience.	Is clearly stated and appropriate to an academic audience.	Is stated and clear.	Is stated, though unclear or very weak.	Is never stated, is totally unclear, or is patently self-evident.
Grammar, Punctuation, Spelling AB: can communicate effectively. BP: can write clearly.	Adheres to the standards of edited American English with appropriate use of grammar, punctuation and spelling throughout.	There are a few minor errors.	Argument is intelligible amid some errors. Frequency of errors does not damage author's credibility.	Argument is intelligible amid the errors, but frequency of errors damages author's credibility.	Paper is rife with spelling, punctuation, grammar errors to the point of being unintelligible.
Language and Syntax AB: can communicate effectively. BP: can write clearly.	Uses academic language and technical vocabulary appropriately. Is clear and concise. Vocabulary, sentence structure are varied and engaging.	Language is clear and concise. No undue verbosity or chopiness; vocabulary, sentence complexity befit intended audience.	Argument is communicated. Language is sufficiently sophisticated without being overly verbose.	Argument is communicated, but language is unsophisticated or paper is so needlessly verbose that credibility is damaged.	Slang or colloquialism is used; words are frequently confused or misemployed, or paper is intentionally or needlessly verbose.
Structure and Organization AB: can communicate effectively. BP: can write clearly.	Flows neatly from introduction to conclusion. Is a seamless, logical progression that is easily outlined. No logical gaps. Supporting points are well developed with clear transitions.	Has elements of good construction. Easily outlined by the reader. Logical gaps are at a minimum. Supporting points are clear.	Basic structure is present (intro, body, conclusion), but transitions are less clear. Supporting points are clear if not always developed.	Basic structure is present (intro, body, conclusion), but has a number of logical gaps/lack of transitions between paragraphs. Supporting points not developed.	Paper is without a clear introduction, body, or conclusion. It would be impossible to outline the paper.

	Outstanding (4)	Effective (3)	Adequate (2)	Poor (1)	Unacceptable (0)
Use of Resources CCT, BD, AAM: Understanding of Scripture & Catholic tradition [& ministry—AAM only]. ABPT: knowledge of historical, systematic aspects of Catholic doctrine & application to ministry. BP: knowledge of historical & systematic aspects of Catholic doctrine. AB, BP: integration of faith & reason.	Paper demonstrates knowledge of Catholic doctrine. Uses Catechism, Scripture, documents to support argument in a way that demonstrates clear understanding of how the resources relate to the subject matter.	Paper demonstrates knowledge of Catholic doctrine. Correct use of Catechism, Sacred Scripture, or conciliar documents in support of thesis. No major sources are ignored.	Paper demonstrates some knowledge and use of the Catechism, Scripture, or conciliar documents. Though some important sources are overlooked, sources are adequately employed.	Paper demonstrates limited knowledge and use of Catechism, Sacred Scripture, or conciliar documents in support of thesis, but they are not well employed or accurately applied.	Paper does not demonstrate use of Catechism, Scripture, or conciliar documents to support argument, or sources are used incorrectly or ineffectively.
Documentation of Resources AB: can communicate effectively. BP: can write clearly.	Summary, paraphrase and quotation are used correctly and accurately; uses attribution; documents sources correctly using CMOS	Adequate use of summary, paraphrase and quotation with attribution; references are done largely in accordance with CMOS with limited errors.	Uses summary, paraphrase, and quotation, but not always correctly or lacks attribution. References are used but do not always follow CMOS guidelines.	References are used but do not follow CMOS guidelines. Uses incomplete summary or paraphrase, or incorrect use of direct quote.	Fails to follow CMOS guidelines for documentation and integration of sources.
	Total Score:				

This rubric is used to assess outcomes in communication, critical thinking, and understanding of Catholic tradition and Scripture for the AB, BPHIL, AAM, BD, and CCT programs.

Key: CCT= Certificate in Catholic Theology; BD=Basic Diploma; AAM=Associate of Arts in Ministry; AB=Bachelor of Arts (PT=Pastoral Theology); BP=Bachelor of Philosophy; CMOS=Chicago Manual of Style

last rev. Mar 2021

ABBP3: SAMPLE of SCORE REPORT
ETS® Proficiency Profile

Summary of Scaled Scores
To show the ability of the group taking the test

Sacred Heart Major Seminary

Standard

Test Description:

Number of students tested:

Number of students included in these statistics:

Number of students excluded (see roster):

Cohort Name:

Close Date:

Student Level:

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500						
Skills Subscores:							
Critical Thinking	100 to 130						
Reading	100 to 130						
Writing	100 to 130						
Mathematics	100 to 130						
Context-Based Subscores:							
Humanities	100 to 130						
Social Sciences	100 to 130						
Natural Sciences	100 to 130						

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Sacred Heart Major Seminary

Standard

Test Description: Combined 2013-2018

Number of students tested: 50

Number of students included in these statistics: 50

Number of students excluded (see roster): 0

Cohort Name: Combined

Close Date: Combined

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	445.34	443 to 448	20.37	428	443	458
Skills Subscores:							
Critical Thinking	100 to 130	112.68	111 to 114	6.46	107	113	117
Reading	100 to 130	118.22	117 to 120	6.88	111	119	124
Writing	100 to 130	113.94	113 to 115	5.12	109	115	118
Mathematics	100 to 130	114.10	113 to 115	6.07	110	114	117
Context-Based Subscores:							
Humanities	100 to 130	115.94	114 to 117	6.87	109	117	120
Social Sciences	100 to 130	113.74	112 to 115	6.64	108	113	119
Natural Sciences	100 to 130	115.86	114 to 117	5.90	110	116	121

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 50.

Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

ETS® Proficiency Profile

Summary of Proficiency Classifications

To show how many students are proficient at each level

Sacred Heart Major Seminary

Standard Form

Test Description: Combined

Number of students tested: 50

Number of students included in these statistics: 50

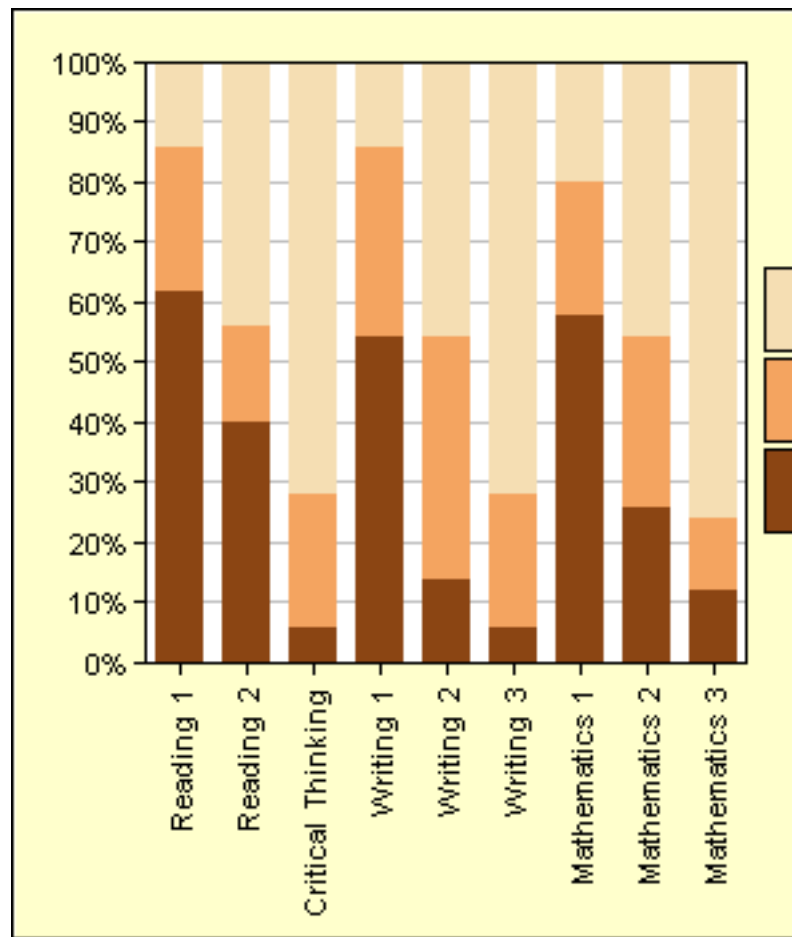
Number of students excluded (see roster): 0

Cohort Name: Combined

Close Date: Combined

Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	62%	24%	14%
Reading, Level 2	40%	16%	44%
Critical Thinking	6%	22%	72%
Writing, Level 1	54%	32%	14%
Writing, Level 2	14%	40%	46%
Writing, Level 3	6%	22%	72%
Mathematics, Level 1	58%	22%	20%
Mathematics, Level 2	26%	28%	46%
Mathematics, Level 3	12%	12%	76%



The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.