Sacred Heart Major Seminary

Educational Outcomes Assessment

2017/18

I. Mission, Vision, Values and Identity of Sacred Heart Major Seminary

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, equipping them for the work of ministry in the New Evangelization.

Vision Statement

"Sacred Heart Major Seminary aspires to be of national stature and the premier seminary in the region, on account of the excellence of the theological and philosophical education it offers and the formation of zealous, exemplary priests, permanent deacons and their lay co-workers— all according to the mind of the Church and one in heart with the Holy Father and his brother bishops for the sake of the New Evangelization in the Third Christian Millennium."   --Adam Cardinal Maida, Archbishop of Detroit

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 on fire for the Word of God.
- *Formation of Heralds for the New Evangelization* - Committed to forming candidates for the priesthood, the permanent diaconate, and lay ecclesial ministry, we aim to provide excellent human, spiritual, intellectual, and pastoral formation. 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.
- *Academic Excellence* – 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 it through pastoral ministry.
- *Service to Others* - We promote servant leadership, following the model of 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).
- *Collaboration and Diversity* – We respect the dignity of every individual and rejoice in the gifts that diverse groups within the Catholic Church and the local community bring. We encourage genuine collaboration 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 and Stewardship* – 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 an educational and formational community proclaiming Jesus Christ, who is the Truth, within the communion of the Catholic Church, from whose authoritative shepherds the seminary receives its mission.

The seminary accomplishes its primary mission by educating and forming candidates for the priesthood. Through higher education offered in the College of Liberal Arts and the Graduate School of Theology, candidates are prepared for priestly ministry. The basis of this preparation is derived from the four pillars 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.

In addition, this higher education is further directed to the professional formation of candidates for the permanent diaconate, lay ecclesial ministers, and others who, by virtue of Baptism, wish to serve in the Church for the promotion of the New Evangelization.

By forming priests, deacons and lay ministers, Sacred Heart Major Seminary serves the needs of the whole Church through pastoral and academic programs that deepen the understanding of the Christian faith. The seminary teaches and models Gospel values to fulfill Christ's call to be a light, illuminating its diverse body of students for service within the community.

The College of Liberal Arts, through its undergraduate degrees (A.A.M., A.B., B.Phil.) and diploma programs, forms students with a deep appreciation and knowledge of philosophy and the humanities. The School of Theology, through its graduate degrees (M.Div., M.A.P.S., M.A., S.T.B., S.T.L.) and diploma program, inculcates the knowledge, dispositions and skills required of those who will minister in the Church.

II. SHMS Degree and Diploma Program Assessment Matrices

A. Licentiate in Sacred Theology (STL)
B. Master of Divinity (MDiv)
C. Master of Arts in Pastoral Studies (MAPS)
D. Master of Arts in Theology (MA)
E. Bachelor of Philosophy (BPhil)
F. Bachelor of Arts in Philosophy/Bachelor of Arts in Theology (A.B.)
G. Associate of Arts in Ministry (AAM)
H. Intermediate Diploma in Diaconal Studies (I.D.)
I. Basic Diploma in Music Ministry (B.D.M.M.)
J. Basic Diploma in Theology (B.D)
K. Certificate in Catholic Theology (C.C.T.)

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.	

M.Div. Assessment Rubric

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
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
	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
	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
3. Demonstrates a capacity for pastoral	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	MD5: ATS Graduating Student Q. MD7: Newly Ordained Assessment

M.Div. Assessment Rubric

Outcome		Evidence/ Indicators	Tools
leadership. **(A.2; PPF 236; PDV 57)**		and weaknesses of that style.	Rubric MDX: Summer Parish Internship Rubric (Tool In Development)
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. n 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

MAPS Outcomes and Assessment Tools

Goal	Outcome	Evidence/ Indicators	Tools
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 Question MA3: MAPS Integrating Project Rubric MA5: MAPS Pastor/Supervisor Survey
		1.a.ii. Is satisfied with their knowledge of church doctrine, church policy, own tradition.	MA12: ATS GSQ
	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: MAPS Integrating Project Rubric MA12: ATS GSQ
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. Regularly and consistently attends formation sessions.	MA7: Formation Attendance Records
	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 Supervisor Survey *MAPS Exit Interview*
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
	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.	*MA8: Theological Reflection Rubric (IS 895/6)* MA3: MAPS Integrating Project Rubric
4. Ministerial Goal: To acquire the pastoral skills of leadership,	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 Tool MA3: MAPS Integrating Project Rubric MA12: ATS GSQ

Goal	Outcome	Evidence/ Indicators	Tools
collaboration, and cultural sensitivity.	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: Supervised Ministry Rubric MA5: MAPS Past/Super Survey
		4.b.ii Is satisfied with ability to collaborate with others and call forth gifts	MA12: ATS GSQ

italics = tools in development

MA Outcomes and Assessment Tools

Goal	Outcome	Tools
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 Rubric MA12: ATS GSQ
	1.ii. To display an ability to evaluate critically theological issues.	MA1: MA Thesis Rubric MA12: ATS GSQ
	1.iii. To demonstrate an ability to reflect on human experience within the context of Christian faith.	MA1: MA Thesis Grading Rubric MA12: ATS GSQ
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 Rubric
	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 Rubric

BPhil Assessment Matrix		
Goal	**Learning Outcomes/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.	Tool: Writing Assessment 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.	

AB Assessment Matrix

Goal	Learning Outcomes/Indicators	Tools
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)	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)	
	c. Students will be able to describe the formation of the Summa Theologica and explain the individual structure of the articles and the overall architecture of the work. (Knowledge and Analysis)	
	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)	
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)	Tool: In Class Essay Questions ABBP4: Multiple Choice Post Tests
	b. Students will demonstrate knowledge of Catholic doctrine.	
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)	ABBP1: Faith/Reason Rubric
4. General Education Goal: That students acquire a	a. Students will be able to carry out measurements, solve problems, and make calculations in order to understand the findings and functions of the	ABBP#: ETS Proficiency

AB Assessment Matrix		
Goal	**Learning Outcomes/Indicators**	**Tools**
range of knowledge of human culture and civilization and develop a desire for civic engagement.	natural sciences. (Knowledge)	Profile Music Exam Rubric Tool: Latin course exam
	b. Students in music appreciation courses will be able to identify key movements, composers, and musical concepts, especially sacred music. (Knowledge and Application)	
	Students will be able to summarize an excerpt from a Latin text and translate a short passage. (Knowledge)	
	Students will be able to describe an important historical event and explore its historical and modern significance. (Knowledge and Analysis)	
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)	Tool: Writing Assessment 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)	
6. General Education Goal: That students have the ability to make critical evaluations within the context of various disciplines.	a. Students will demonstrate the ability to draw valid conclusions. (Analysis)	ABBP3: ETS Proficiency Profile Tool: Writing assessment rubric
	b. Students will be able to infer meaning, identify key ideas, and recognize rhetorical devices in a text. (Knowledge and Analysis)	
	c. Students will demonstrate in writing an effective critical evaluation of a topic. (Evaluation)	

AAM Assessment Matrix		
Outcome	**Evidence/ 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 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.	
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.	Tool: MNS 228: Introduction to Pastoral Counseling Tool: MNS 271 Pastoral Catechetics Tool: MNS 300 Canon Law for Parish Ministers Tool: MNS 315 Liturgical Prayer of Church Tool: 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. Through a general education course of studies:	3.i. Read, articulate, and inquire logically, abstractly, and analytically.	Tool: Writing Assessment Rubric
	3. ii. Be familiar with our global cultural heritage, ancient and modern.	
	3.iii. Have a capacity for exploring the life and problems of their own communities and other societies and nations.	
	3.iv. Apply the rudimentary principles of empirical thought processes.	

ID Assessment Matrix		
Outcome	**Evidence/ 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.	

BD Assessment Matrix		
Outcome	**Evidence/ 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 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.	

BDMM Assessment Matrix*		
Goals	**Evidence/ Indicators**	**Tools**
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.		

*NOTE: This program is currently under review due to low enrollment. Goals were revised in 2016/17 and student learning outcomes and tools are being reviewed.

CCT Assessment Matrix		
Outcome	**Evidence/ 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
	1.ii. Identify the basic tenets of the Catholic faith.	

III. Selected Assessment Tools from the Educational Outcomes Assessment Program

MD1: M.Div. Assessment Tool

STB Comprehensive Exam

The purpose of this tool is to assess specific outcomes of the Master of Divinity program at Sacred Heart Major Seminary. This tool will address the outcome: 1) *Teaches the faith accurately and effectively*

Evidence: Understands theological methods and principles

	Exemplary	Good	Barely Adequate	Inadequate
Sacred Scripture	All elements of Biblical exegesis are incorporated into an insightful and accurate interpretation of the text. Scholarly resources are used judiciously and critically.	All elements of Biblical exegesis are incorporated into an accurate interpretation of the text. The work demonstrates *some* interaction with the various scholarly resources.	The work addresses most of the elements of Biblical exegesis. Demonstrates a basic grasp and insight into the meaning of the text.	The work offers *some* interpretation of the biblical text.
Dogma	Manifests a *thorough and accurate comprehension* 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 *clear and accurate comprehension* of the dogma or doctrinal issue consistent with Magisterial teaching; able to distinguish the Catholic understanding from heretical or inadequate viewpoints; able to provide *some sound* theological analysis and support from Scripture, the Fathers, approved Catholic authors and the Magisterium.	Manifests *basic comprehension* 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 *some rudimentary* support for Catholic doctrine from Scripture, the Fathers, approval Catholic authors and/or the Magisterium (though gaps in knowledge are evident).	Fails to describe a Catholic dogma or doctrine accurately; manifests a failure to provide *any* support for a Catholic dogma or doctrine from Scripture, the Fathers, approved Catholic authors and/or 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. Scholarly opinion is used effectively and critically.	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. The student shows *some* level of engagement with scholarly opinion.	The student treats *most* of the relevant moral norms and principles. The student shows *some* ability to apply the norms and principles to practical ethical issues.	The student shows some rudimentary knowledge of the 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.

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

Total _____

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.

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

Total _____

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.

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

Total _____

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   _____

Final Total:_____

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

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.

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:

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 *the Bachelor of Philosophy program at SHMS 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.				

STL1: STL Thesis Assessment

	Instructions: Please check or circle level for each criterion.			Student:
Criteria	**Level of Achievement**			
	High Distinction	**Distinction**	**Pass**	**Fail**
Follows thesis guidelines	Thesis adhears to Chicago Manual of Style guidelines. Thesis is appropriate length for topic and falls within guidelines (75-100 pgs.) Thesis utilizes appropriate font and layout. Thesis adhears to Chicago Manual of Style consistently.	Thesis consistently adhears to Chicago Manual of Style guidelines. Thesis falls within guidelines (75-100 pgs.) Thesis utilizes appropriate fond and layout.	Thesis generally adhears to Chicago Manual of Style guidelines. Thesis is between 75-100 pages; 12 pt., readable font, double-spaced, appropriate citation methods. Follows Chicago Manual of Style.	Thesis fails to adhear to Chicago Manual of Style guidelines and 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; demonstrates significant ability to do research in the topic.	Thesis demonstrates an some command of the subject.	Thesis demonstrates little or no command of the subject.
Shows appropriate use of research	Thesis demonstrates excellect selection of appropriate sources; uses a range of sources from outside of SHMS library; demonstrates a strong grasp of sources and consistently uses sources appropriately.	Thesis demonstrates good selection of appropriate sources; uses some sources from outside of SHMS library; demonstrates a good grasp of sources; usually makes appropriate use of sources.	Thesis demonstrates some appropriate selection of sources, including limited sources from outside SHMS library; demonstrates a limited grasp of the sources; less consistently makes appropriate use of sources.	Thesis fails to demonstrate appropriate selection of sources; does not utilize sources from outside SHMS library; fails to demonstrate adequate grasp of sources or to use sources appropriately.
Reflects the goal 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 Latin and a modern language	Thesis shows excellent grasp of Latin and modern language; utilizes appropriate sources from Latin texts and from other language(s)	Thesis shows good evidence of the ability to use a modern language; utilizes some modern language and Latin sources.	Thesis shows some evidence of the ability to use a Latin and a modern language.	Thesis shows little or no evidence of the writer's ability to use a modern language.

Lectio Coram Grading Rubric

Student's Name: _____

Evaluated by:		Thesis Title		Date:
Theological Level 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.
Use of Scripture Check One Grade:	Excellently 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.
Pastoral Application 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**

ATS GSQ (Graduating Student Questionnaire) – Extracted Table EXAMPLE

TABLE 12: Measure of Personal Growth after Theological Program

GRADUATING STUDENTS, BATCH=All, YEAR=2011 - 2012, TERM=All
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 |

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 *pastor*.					
5. Consistently demonstrates the ability to collaborate with *other members of the staff*.					
6. Consistently demonstrates the ability to collaborate with *parish members*.					
7. In faith sharing opportunities, communicates the Catholic faith *accurately*.					
8. In faith sharing opportunities, communicates the Catholic faith *persuasively*.					
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!

MA6: ST 650 Intellectual Assessment Tool

Need: For an assessment tool that is capable of measuring both the MA intellectual goal - "to understand and integrate the theological disciplines within the Roman Catholic faith and tradition," and the MAPS intellectual goal – "to understand and communicate the Roman Catholic faith and tradition in the context of the contemporary world."

Related Objective: This tool will also help measure the goal stated in MAPS 1.a.i – "the student is able to demonstrate a knowledge of Catholic theology," and MA 1.i. – "the student is able to demonstrate knowledge of Catholic theology—both in its tradition and in its contemporary perspectives.

Plan/Context: This tool will be implemented in ST 650 - Trinitarian and Christological Foundations of Christian Faith.

Format: A multiple choice quiz that students would take annually during their final exam in ST 650 (as a supplement to the instructor's Final Exam). This would test "general" knowledge of ST 650 subject matter.

Questions for ST 650 Assessment Tool

1) Which of the following Old Testament passages was understood by the Fathers as having Trinitarian implications?
- Abraham and Sarah meeting three men by the Oak of Mamre (cf. Gen. 18:1-10).

- Elijah experiencing the wind, the earthquake, and the fire on Mount Horeb (cf. 1 Kings 19: 9-12).

- Moses encountering the angel of the Lord in the burning bush on Mount Sinai (cf. Ex. 3:2).

- Samuel hearing the voice of the Lord in the Temple at Shiloh (Cf. 1 Sam. 3:1-18).

2) The Greek word "Christ" (*Mashiah* in Hebrew) originally meant:
- Anointed One

- Chosen One

- Divine One

- Pre-existent One

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

- Baptism

- Birth

- Incarnation

- Resurrection

4) Which one of the following sayings is commonly attributed to Arius?

- "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 a rational nature."

5) The error of *Patripassianism* teaches that:

- 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 of the Cross.

6) Which Latin Father coined the term "*trinitas*" in the West?

- Hillary

- Irenaeus

- Novatian

- Tertullian

7) What term did the Council of Nicaea use to affirm that the Son is of the "same substance" as the Father?

- *Heteroousios*

- *Homoiousios*

- *Homoousios*

- *Hypokeimenon*

8) The classic understanding of the doctrine of the Trinity is:
- One essence (or substance), three energies.

- One essence (or substance), three persons.

- One person, three natures.

- One person, three relations.

9) Identify the so-called catechetical school in the patristic era that championed a "*logos/sarx*" Christology:
- Alexandria

- Antioch

- Constantinople

- Rome

10) The Council of Ephesus declared this to be a title of Mary (and a dogma of the faith):
- Anthropotokos

- Christotokos

- Pneumatomachian

- Theotokos

11) Which of the following is NOT a so-called "psychological" analogy of the Trinity that Augustine employed?
- Lover, Beloved, Love.

- Memory, Understanding, Will.

- Mind, Knowledge, Love.

- Peter, James, John.

12) Apollinaris of Laodicea mistakenly taught that:
- Christ lacked a divine nature.

- Christ lacked a human body.

- Christ lacked a human intellect.

- Christ lacked a human will.

13) The term "hypostatic union" means that in Christ can be found:
- 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.

14) The Council of Chalcedon was held in the year:
- AD 325

- AD 381

- AD 435

- AD 451

15) The "*filioque*" clause in the Creed affirms that:
- 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.

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!

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.

ABBP4: Multiple Choice Post Test – Moral Theology Sample Questions

To assess the student's Basic Knowledge of Moral Theology after taking the *Introduction to Moral Theology* (MT 274) course (submitted by Dr. Latkovic)

For the Undergraduate Degree Committee's Moral Theology Assessment Tool

1. To love God and one's neighbor as oneself can be considered to be

  A. The first and most basic principle of morality

  B. A very nice sentiment without any real practical import

  C. The first principle of practical reasoning

  D. A moral principle found in the Bible

  E. A and D

2. The moral norms taught by the Magisterium – those both absolute and non-absolute – are meant primarily to

  A. Trip us up and spoil our fun

  B. Guide our freedom to its true end – Happiness/God

  C. Give us rules so that we can all get along nicely in the Church

  D. Supplement the Ten Commandments

3. St. Thomas Aquinas listed as among the basic goods

  A. Life

  B. Procreation

  C. Society

  D. Truth

  E. All of the above

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

  A. Beatitudes

  B. Contemporary culture

  C. Current revisionist theologians

  D. Liberation theology

5. Included among the three levels of natural law precepts are the

  A. Principles of practical reasoning

  B. First principles of morality or moral choice

  C. Specific moral norms

  D. All of the above

6. Free choice is best described as

  A. Doing whatever you want as long as you don't hurt anyone

  B. Self-determining of one's character

  C. A moral principle

  D. A right to autonomy

7. A good definition of conscience is

  A. A gut feeling of right and wrong

  B. A creative decision

  C. A process of psychological and social conditioning

  D. An awareness of moral truth

8. The natural (moral) law is best understood as

A. A biological instinct

B. A law of nature

C. A law of reason

D. The rational creatures reasoned participation in God's eternal law

E. Both C and D

9. Which of the following accurately lists the cardinal/moral virtues?

 A. Justice, prudence, modesty, and charity

 B. Prudence, justice, temperance, and fortitude

 C. Prudence, justice, humility, and courage

 D. Prudence, fortitude, equality, and chastity

10. Sin is divided into the following:

 A. Mortal and grave

 B. Mortal and venial

 C. Serious and very serious

 D. Forgivable and unforgivable

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
	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.					
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.					

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.