

## **EDUCATIONAL EFFECTIVENESS REPORT 2025**

### **DEGREE: MASTER OF ARTS IN PASTORAL MINISTRY FOR HISPANICS (MA-PASM)**

#### **Mission/Purpose:**

The MA in Pastoral Ministry for Hispanics program provides leadership formation enculturated to the Hispanic culture in the United States that will help people to live and promote a style of Church which will be a leaven of the Kingdom of God in society. The program is designed to equip students for competent leadership in Hispanic/Latino communities of faith. The program is an advanced degree in Theology that integrates theological formation with a lived practice of Hispanic pastoral ministry. The program, conducted in Spanish, consists of a core curriculum in Biblical, Systematic, Liturgical, Moral, and Hispanic Pastoral Theology. The program provides the students with a capacity to reflect on their pastoral experience and gives them the theological and ministerial tools for ecclesial leadership in Catholic Hispanic ministry.

#### **Program Goals** (Describe source of goals [professional standards; developed by faculty; derived from Mission; etc.])

The Program Goals and Objectives of the MA-PASM are designed to develop theological and pastoral competence through:

- Rigorous scholarly engagement in the areas of Biblical, Systematic, Liturgical, Moral, Hispanic Pastoral Theology, and US Hispanic/Latino Theology.
- Critical and constructive Theological reflection of the Hispanic Pastoral experience
- Increased knowledge of the multicultural reality of the Hispanic Catholic Church in the United States
- Increased knowledge of the historical development of Hispanic Ministry in the United States
- Promotion of personal and spiritual maturity
- Promotion of skills and competencies for ecclesial pastoral ministry with Hispanics

These goals were developed by faculty in consonance with the Mission and Core Commitments of Barry University and the Southeast Pastoral Institute (SEPI) and in compliance with the standards of the Association of Theological Schools and the Commission on Colleges of the Southern Association of Colleges.

**Student-Centered Learning Objectives/Expected Outcomes** (Develop 4-6 objectives which are clear, specific descriptions of the expected knowledge, skills, and attitudes students will learn from the program (curriculum); use precise action verbs.

**Objective 1:** Students demonstrate mastery of core theological curriculum through reflective reading, critical thinking, and quality academic writing (Scholarly Acuity).

**Objective 2:** Students demonstrate mastery of skills for pastoral ministry with Hispanics through effective communication, informed conscience, cultural sensibility, and knowledge of the Hispanic multicultural reality of the Catholic Church in the United States (Ministerial Sensibility).

**Objective 3:** Students demonstrate the ability to articulate their pastoral and ministerial identity, balance responsibilities, and remain open to constructive critique and affirmation (Pastoral Identity).

**Objective 4:** Students demonstrate spiritual growth and develop resources for pastoral ministry with Hispanics and exhibit commitment to sustained encounters with Scripture, tradition, and ongoing revelation of God (Spiritual Maturity).

**Objective 5:** Students demonstrate sound theological engagement with the diverse Hispanic cultural and religious expressions and their relationship to a global context (Cultural Consciousness).

**Objective 6:** Students demonstrate the ability to design, implement, and evaluate a pastoral program for ecclesial ministry with Hispanics. (Ministerial Experience).

<b><i>COURSE/OBJECTIVE ASSESSMENT MAP</i></b>					
<b>Expected Outcomes</b>	<b>521</b>	<b>533</b>	<b>561</b>	<b>565</b>	<b>566</b>
Objective 1: Scholarly Acuity		X	X	X	X
Objective 2: Ministerial Sensibility		X		X	
Objective 3: Pastoral Identity	X				X
Objective 4: Spiritual Maturity	X		X		
Objective 5: Cultural Consciousness		X	X	X	X
Objective 6: Ministerial Experience	X				

<b><i>Assessment Methodology</i></b>				
<b>Assessment Instrument</b>	<b>Data Collection/ Frequency (assessment cycle)</b>	<b>Objectives assessed</b>	<b>Direct or indirect measure</b>	<b>Expected results</b>
Pastoral Plan and Evaluation	MA-PASM students in the RSP 521 are required to present a complete pastoral plan based on their ministry at the end of the course. The plan includes: analysis of the ministerial context in connection with all of the existing ministries. It also includes and assessment and proposal for pastoral programs with specific projects, timelines, and methods for evaluating the project after its implementation. This course is a part of the Core Curriculum taken by all MA-PASM students and is offered on a two-year cycle.	3, 4, 6	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric

Integration Paper based on Ministerial context	MA-PASM students in the RSP 533 and RSP 565 are required to submit a 15 to 20 page research paper grounded in their own ministerial context. Students apply a see-judge-act methodology as follows: (1) See: analyze the reality of their ministerial experience; (2) Judge: perform critical theological reflection based on current scholarship in the field of study that addresses the pastoral issues that were discerned in the analysis of the reality; and (3) Act: propose a new praxis that demonstrates depth of reflection on the interplay between praxis (See) and theory (Judge). These courses are part of the Core Curriculum taken by all MA-PASM students and are offered on a two-year cycle.	1, 2, 5	Direct	These classes will be taught Fall 2024
Research Question	MA-PASM students in the RSP 561 are required to submit answers to questions that are based on material addressed in the class. The answers require the student to articulate the relationship between the topics addressed in the questions and the biblical books that were assigned in the course syllabus. Each answer requires three sections: (1) a personal reflection; (2) application based on class lectures; and (3) biblical exegetical research. This course is a part of the Core Curriculum taken by all MA-PASM students and is offered every year.	1, 4, 5	Direct	83% of students score 4 or more per Objective assessed on a 5-point rubric.
Research Paper	MA-PASM students in the RSP 566 are required to submit three 5-10 page research papers based on the Hispanic Ministry ecclesial documents studied during the course of the semester and include an analysis of how the documents apply to their ministry. These documents include: "The National Pastoral Plan for	1, 3, 5	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric.

	Hispanic Ministry,” “ <i>Encuentro y Misión</i> : A Renewed Pastoral Framework for Hispanic Ministry,” “Strangers No Longer: Together on the Journey of Hope,” and “Conclusions of the First National Encounter for Hispanic Youth and Young Adult Ministry”. This course is a part of the Core Curriculum taken by all MA-PASM students and is offered on a two-year cycle.			
Pastoral Project Report	After the completion of all courses, the MA-PASM students are required to engage in a specific supervised Pastoral Project within the context of their ministerial praxis in the Hispanic community. The 60 page report must document the project utilizing the see-judge-act method in practical theology.	1, 2, 5, 6	Direct	100% of students score 4 or more per Objective assessed on a 5-point rubric.
Oral Comprehensive Exam	After completing the Pastoral Project Report, and as a final requirement for graduation, the MA-PASM students are required to present an oral comprehensive exam that assesses the overall content of the program. The oral exam is conducted by three members of the Graduate Theology Committee and may take up to one hour in length. It is based on a list of questions that the student has received in advance and are divided into three sections: (1) The Pastoral Project Report; (2) Pastoral Ministry Principles; and (3) Hispanic Ministry in the United States.	1, 5	Direct	100% of students pass all three sections of the Oral Comprehensive Exam on the first attempt

## **CORRELATION BETWEEN OBJECTIVES AND ASSESSMENT**

**Course Embedded Assessment (CEA):** The rationale for the use of course embedded assessment to evaluate competency in each of the Student Objectives is threefold. First, CEA makes explicit and practical connections among the MA-PASM Program Goals, the MA-PASM Core Curriculum, and the specific Student Learning Outcomes that the effective ministry demands. Second, CEA requires that course content and assignments explicitly address and reinforce the Objectives designed to advance students' theological and ministerial competency. Third, CEA ensures that these Objectives are assessed multiple times at different intervals during the student's course of study in order to monitor progress in developing each of the Objectives and remediate as needed. The following describes the explicit connection in the course(s) between the assignments and the objectives assessed.

- RSP 521: a complete pastoral plan based on their ministry at the end of the course. The plan includes: analysis of the ministerial context in connection with all of the existing ministries. It also includes and assessment and proposal for pastoral programs with specific projects, timelines, and methods for evaluating the project after its implementation. Students learn and apply specific tools that allow them to articulate pastoral identity (objective 3), develop resources for pastoral ministry with Hispanics that reflect a spiritual maturity (Objective 4), and design, implement and evaluate a pastoral program (Objective 6).
- RSP 533 and RSP 565: a 15 to 20 page research paper grounded in their own ministerial context (Objective 5). The students apply a see-judge-act methodology that allows them to take into account the Hispanic identity in their analysis of the current and also the proposed praxis (Objective 2), while reflecting on Scripture, doctrine, culture and Theology as sources for reflection and analysis (Objective 1).
- RSP 561: answers to questions that are based on material addressed in the class. The answers require the student to articulate the relationship between the topics addressed in the questions and the biblical books that were assigned in the course syllabus. Each answer requires three sections: (1) a personal reflection (Objective 4); (2) application based on class lectures (Objective 5); and (3) biblical exegetical research (Objective 1).
- RSP 566: three 5-10 page research papers based on the Hispanic Ministry ecclesial documents studied during the course of the semester (Objective 1) and include an analysis of how the documents apply to their ministry (Objectives 3 and 5). These documents include: "The National Pastoral Plan for Hispanic Ministry," "*Encuentro y Misión: A Renewed Pastoral Framework for Hispanic Ministry*," "Strangers No Longer: Together on the Journey of Hope," and "Conclusions of the First National Encounter for Hispanic Youth and Young Adult Ministry".

**Pastoral Project Report:** the MA-PASM students are required to engage in a specific supervised Pastoral Project within the context of their ministerial praxis in the Hispanic community (Objective 5). The 60 page report must document the project utilizing the see (Objectives 2 and 5) –judge (Objective 1) –act (Objectives 5 and 6).

**Oral Comprehensive Exam:** the MA-PASM students are required to present an oral comprehensive exam that assesses the overall content of the program. The questions and are divided into three sections: (1) The Pastoral Project Report; (2) Pastoral Ministry Principles (Objective 1); and (3) Hispanic Ministry in the United States (Objective 5).

### Assessment Results

COURSE EMBEDDED ASSESSMENTS		RESULTS BY OBJECTIVE (PERCENTAGE SCORING 4 OR HIGHER)			INTERPRETATION OF RESULTS FALL 2024-SPRING 2025
COURSE	OBJ	2023	2024	2025	
RSP 521	3	NA	100%	NA	Most students in the course attained scores of 4.0 or better on each of the three objectives. Therefore, the criterion was met on all objectives.
	4	NA	75%	NA	
	6	NA	100%	NA	
RSP 533	1	NA	92%	NA	Most of students in the course attained the scores of 4.0 or better on each of the three objectives. Therefore, the criterion was met on all objectives.
	2	NA	84%	NA	
	5	NA	100%	NA	
RSP 561	1	100%	NA	70%	Students scored 10% below the expected percentage in scholarly acuity. It was the first semester for some students, and they had limited background in biblical research. However, they had strong pastoral and cultural identity.
	4	100%	NA	90%	
	5	100%	NA	90%	
RSP 565	1	NA	82%	NA	All of students in the course attained the scores of 4.0 or better on each of the three objectives. Therefore, the criterion was met on all objectives.
	2	NA	90%	NA	
	5	NA	90%	NA	
RSP 566	1	88%	NA	90%	Most of students in the course attained the scores of 4.0 or better on each of the three objectives. Therefore, the criterion was met on all objectives.
	3	88%	NA	81%	
	5	100%	NA	81%	

## **PASTORAL PROJECT REPORT: INTERPRETATION OF RESULTS**

### **2023:**

Four students successfully completed the pastoral project. All students attained the scores of 4.0 or better on each of the four objectives (objectives 1,2,5,6).

### **2024:**

One student completed this requirement successfully. He attained score of 4.0 or better on each of the four objectives (objectives 1,2,5,6).

**2025:** Three students successfully completed their Pastoral project with a score of 4.0 or better on each of the four objectives (objectives 1,2,5,6).

## **ORAL COMPREHENSIVE EXAMS: INTERPRETATION OF RESULTS**

### **2023:**

One student who took the Oral Comprehensive Exam in 2023 passed with distinction. The other three passed all three sections on the first attempt. Therefore, the criterion was met.

### **2024:**

The student passed the three sections of the Oral Comprehensive Exam on the first attempt. Therefore, the criterion was met.

**2025:** Three students completed all required coursework and successfully passed the oral exams, and pastoral project. They attained scores of 4.0 or better on each of the four objectives (objectives 1,2,5,6). Therefore, the criterion was met on all objective

## **USE OF RESULTS FOR IMPROVEMENTS**

## **COURSE EMBEDDED ASSESSMENTS: USE OF RESULTS**

The use of Course Embedded Assessment in the MA-PASM program initiated in the Spring of 2014. Outcomes on the Course Embedded Assessment have been met. Faculty will continue to monitor students' progress over time as the implementation of this AAP continues to ascertain trends and suggest remediation where needed. At present, no program changes have been made. We continue making CEA training mandatory for all new faculty.

Outcomes on the Pastoral Project met the criterion. Faculty will continue to monitor students' progress over time as the implementation of this AAP continues. At present, no program changes have been made.

#### **ORAL COMPREHENSIVE EXAMS: USE OF RESULTS**

Outcomes on the Oral Comprehensive Examinations met the criterion. Faculty will continue to monitor students' progress over time as the implementation of this AAP continues. At present, no program changes have been made.

BARRY UNIVERSITY  
DEPARTMENT OF THEOLOGY AND PHILOSOPHY

#### MASTER OF ARTS IN PASTORAL MINISTRY FOR HISPANICS ASSESSMENT TEMPLATE

STUDENT OBJECTIVES	<b>Courses listed in the Assessment Map must integrate and assess their assigned objectives outcomes:</b> <b>Objective 1:</b> Students demonstrate mastery of core theological curriculum through reflective reading, critical thinking, and quality academic writing (Scholarly Acuity). <b>Objective 2:</b> Students demonstrate mastery of skills for pastoral ministry with Hispanics through effective communication, informed conscience, cultural sensibility, and knowledge of the Hispanic multicultural reality of the Catholic Church in the United States (Ministerial Sensibility). <b>Objective 3:</b> Students demonstrate the ability to articulate their pastoral and ministerial identity, balance responsibilities, and remain open to constructive critique and affirmation (Pastoral Identity).
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	<p><b>Objective 4:</b> Students demonstrate spiritual growth and develop resources for pastoral ministry with Hispanics and exhibit commitment to sustained encounters with Scripture, tradition, and ongoing revelation of God (Spiritual Maturity).</p> <p><b>Objective 5:</b> Students demonstrate sound theological engagement with the diverse Hispanic cultural and religious expressions and their relationship to a global context (Cultural Consciousness).</p> <p><b>Objective 6:</b> Students demonstrate the ability to design, implement, and evaluate a pastoral program for ecclesial ministry with Hispanics. (Ministerial Experience).</p>
ASSIGNMENT/ ASSESSMENT TOOL AND CRITERIA	<p>The assignment and assessment tools are particular to each course. Each will adhere to the following requirements: A description of the assignment to assess the three objectives, making specific connection to the skills described in the objectives.</p> <p>Satisfactory demonstration of competency will be indicated by a score of 4 or higher on the assignment rubrics.</p>
RUBRIC	The location of the rubric will be indicated for each course and will be made available online.

<b>MASTER OF ARTS IN PASTORAL MINISTRY FOR HISPANICS ASSESSMENT RUBRIC</b>			
	5	3	1
<b>OBJECTIVE 1: SCHOLARLY ACUITY</b>			
<b>Reflective Reading</b>	<p>Clearly describes issue/praxis that stimulated interest in the research topic. Explicitly defines the parameters of the project and the research goals. Demonstrates keen awareness of underlying theological issues.</p>	<p>Presents general information concerning the issue/praxis to be addressed in the paper. Sets basic pattern for the unfolding of the project. Expresses the fundamental theological issues explored in the research.</p>	<p>Minimal exposition of the issue/praxis guiding of the paper. Boundaries of project ill-defined. Uncertain of the theological issues involved.</p>

<b>Critical Thinking</b>	Research applied clearly and insightfully to the issue/praxis in question. Implications of the research explored in relation to project. Conclusions demonstrate depth of reflection on the interplay between theory and praxis in this project.	Research accurately applied to issue/praxis in question. Implications of research noted in relation to project. Conclusions give some evidence of reflection between theory and praxis for this project.	Research minimally or inaccurately applied to the issue/praxis in question. Minimal evidence of how the research relates to the issue / praxis in question. Little evidence of reflection on relation between theory and praxis.
<b>Quality Academic Writing</b>	Research selection represents breadth of recent theological scholarship on topic. Research selections clearly address issue at hand. Research clearly incorporates diverse theological viewpoints/ approaches. Referenced consistently formatted in Turabian style. Minimal unsubstantiated rhetoric.	Research selection shows an awareness of recent theological scholarship on the topic. Research choices are generally on point. Research includes some evidence of diverse theological views/approaches. References inconsistently and/or incorrectly formatted. Noticeable unsubstantiated rhetoric.	Research selection shows lack of engagement with recent theological scholarship. Choices minimally address topic of paper. Research gives one-sided perspective. No recognizable format for research reference. Principally unsubstantiated rhetoric.

5

3

1

#### OBJECTIVE 2: MINISTERIAL SENSIBILITY

<b>Effective communication</b>	Demonstrates reflective and attentive communication with others in a consistent manner	Maintains attention to the communication of other and generally responds in a reflective manner	Formulates his/her opinion or argument rather than hearing or responding to that of others
<b>Informed conscience</b>	Exhibits a moral conscience and social responsibility based on the teachings of the gospel and tradition.	Brings moral and Gospel considerations to bear on most issues and practices	Lacks moral sensibilities that cohere with scripture or tradition

<b>Cultural sensibility and knowledge of the Hispanic multicultural reality of the Catholic Church in the United States</b>	Sets appropriate boundaries for ministerial and personal interactions in a multicultural reality of the church	Exhibits some boundaries for ministerial and personal interactions in a multicultural reality of the church	Exhibits considerable confusion about ministerial and personal boundaries and fails to recognize or respect multicultural reality of the church
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	5	3	1
<b>OBJECTIVE 3: PASTORAL IDENTITY</b>			
<b>Articulate pastoral and ministerial identity</b>	Discern and identifies a vocation to pastoral and ministerial life as integral to one's personal identity.	Articulates the general contours of a pastoral and ministerial life in connection with one's personal identity.	Expresses a diffuse pastoral and ministerial life; envisions his/her work as a job rather than as a ministry or vocation.
<b>Balance responsibilities</b>	Recognizes areas of physical, emotional, and psychological strengths and limitations; class interactions demonstrates engagement with readings; submits course assignments when due.	Identifies particular strengths and limitations; class interactions demonstrates awareness of topics under consideration; submits course assignments late or incomplete.	Resists assessment and recognition of personal strengths and limitations; demonstrates minimal engagement with course content; fails to submit course assignments.

<b>Open to constructive critique and affirmation</b>	Exhibits a willingness to both give and receive coherent and valuable critiques in all situations	Exhibits an inclination toward giving and receiving most constructive critiques	Exhibits significant resistance to receiving or giving constructive critiques
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	5	3	1
<b>OBJECTIVE 4: SPIRITUAL MATURITY</b>			
<b>Demonstrates spiritual depth</b>	Engages the woundedness of the world, the needs of the community, and the vulnerabilities of others in the context of faith	Demonstrates a recognition of the vulnerabilities of others and responds to them in the context of faith	Resists engagement with vulnerabilities and needs of others and accepts little or no responsibility to respond from a faith orientation
<b>Develops resources for pastoral ministry with Hispanics</b>	Identifies, assesses, and applies resources for pastoral ministry with Hispanics	Shows some evidence of developing resources for pastoral ministry with Hispanics	Fails to identify, assess and apply resources for pastoral ministry with Hispanics

<b>Committed to encounters with Scripture, tradition, and ongoing revelation of God</b>	Identifies personal and transformative encounters with God in Scripture and tradition; actively seeks to discern revelations of the Divine in unfamiliar or novel ways	Exhibits awareness of the action of God in his/her personal and ministerial life; remains open to revelations of the Divine in unfamiliar or novel ways	Demonstrates an inability to discern personal encounters with God in Scripture or tradition; resists revelations of the Divine in unfamiliar ways
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	<b>5</b>	<b>3</b>	<b>1</b>
<b>OBJECTIVE 5: CULTURAL CONSCIOUSNESS</b>			
<b>Theological engagement with the diverse Hispanic cultural and religious experience</b>	Demonstrates capacity for sound theological engagement with the Hispanic cultural and religious experience and his/her pastoral ministry in a global context through the effective application of critical and constructive theological and ministerial knowledge in discussion, research and reflection	Shows satisfactory theological engagement with the Hispanic cultural and religious experience and his/her pastoral ministry in a global context through the application of constructive theological and ministerial knowledge in discussion, research and reflection	Exhibits reluctance to theological engagement with the Hispanic cultural and religious experience and his/her pastoral ministry in a global context in discussion, research and reflection

	5	3	1
<b>OBJECTIVE 6: MINISTERIAL EXPERIENCE</b>			
<b>Ability to design, implement, and evaluate a pastoral program for ecclesial ministry with Hispanics</b>	Clearly demonstrates ability to design, implement and evaluate a pastoral program for ecclesial ministry with Hispanics through discussions and class assignments	Demonstrates some ability to design, implement and evaluate a pastoral program for ecclesial ministry with Hispanics through discussions and class assignments	Demonstrates inability to design, implement and evaluate a pastoral program for ecclesial ministry with Hispanics through discussions and class assignments