

# Portfolio Artifacts:

Vice-President for Catholic Mission  
Elk County Catholic School System

#1. This is the rationale I presented to our Board of Directors laying out the types of information we wished to survey from the stakeholders of three schools with a population of K-12 co-ed students.

In order to assess the strength of our Catholic Identity, Elk County Catholic School System is conducting a perceptual inventory of the priorities or programs that may or may not exist in the system's theology and campus ministry programs. We are seeking to identify potential gaps between current and desired results.

We seek to know whether we are satisfied with the knowledge, skills, and attitudes of the students as they move through our schools, but especially as they graduate.

First identify outcomes anticipated by The Church/diocese: where do we find these?

Validation of goals: Church, diocese, local community, alumni, sites. Do we believe in these goals? Do we understand them?

More info on validation matrix?

Information collection:

- Existing curriculum and other written evidence: mission statements, syllabi, tests
- Achievement test scores
- Other student performance indicators
- Teacher judgments
- Parental input
- Student status indicators
- Corroborating anecdotal evidence

How should religion class be weighted in comparison to other core courses:

Less significant, equal in importance, more significant?

Inputs: basic ingredients, resources, clear objectives, people, laws, especially learners

Processes: sufficient time, effort, energy, teachers, planning, staffing, testing, other modes of instruction

## Quantitative assessment

Essential elements are present in the curriculum

Counterproductive elements are present

Organizational elements are present to support anticipated outcomes: all kinds of resources, processes

## Qualitative assessment

Implied curriculum

Suggested solutions

Prioritization of results

## Portfolio Artifacts:

Vice-President for Catholic Mission  
Elk County Catholic School System

#2. Letter to parents, staff, alumni and local community members describing the board's interest in measuring gaps between desired and actual outcomes, and inviting their participation.

January 9, 2012

Mail-merge recipient,

In order to assess the strength of our Catholic Identity, Elk County Catholic School System is conducting a perceptual inventory of the priorities or programs that may or may not exist in the system's theology and campus ministry programs. We are seeking to identify potential gaps between current and desired results. We should assume that there will always be some deficiencies with regard to the knowledge, skills, and attitudes of the students as they move through our schools. This needs assessment is a first step toward identifying any gaps on a formal basis so we can take the necessary corrective measures.

You have been recommended for participation in this assessment because you have a stake in our Catholic schools and because of your awareness of some of the dynamics we are seeking to assess. As a result, your involvement is critical if we are to have the fullest sense of our Catholic Identity. Please take the time to complete the attached form in as thorough a manner as you are able.

You will notice that there are two parts for each of the thirty questions: a set of check boxes and an area for written remarks. The check boxes allow you to input a response for each of the three schools in the Elk County Catholic School System. Make a selection for each school if you are able, or answer "No knowledge of this". If you need more space for your written remarks, please use the space at the bottom of the last page or submit them on an additional sheet of paper. Be sure to identify the number of the question if you choose to attach written remarks.

No one other than I will know of your responses unless you reveal them outside of this assessment. The assessment form is coded because it is important that I be able to contact you for the clarification of your remarks, if necessary. You will receive the results of the assessment when the process is complete. At that time, you will be able to verify that remarks have been compiled en masse and presented as part of an anonymous spectrum of replies. This method allows us to obtain factual information while seeking to avoid conjecture.

Please complete this assessment and return it to me by way of the enclosed self-addressed stamped envelope no later than February 1<sup>st</sup>. In the meantime, do not hesitate to contact me at either (814)834-7800 x212 or by email at [fatherjim@eccss.org](mailto:fatherjim@eccss.org) should you have any questions.

I am most grateful for your willingness to complete this survey. Your time is certainly valuable, and I recognize it as evidence of your continued commitment to Catholic education in Elk County.

Sincerely,

Rev. James G. Faluszczak  
Vice-President for Catholic Mission and Identity

### #3. Partial survey results with statistical distributions.

<b>1.) The theology curriculum is faithful to the doctrinal objectives of the Catholic Church.</b>												
SMCES→	0	Strongly Disagree	1	Disagree	27	Agree	31	Strongly Agree	40	No knowledge of this		
SMCMS→	0	Strongly Disagree	1	Disagree	30	Agree	25	Strongly Agree	43	No knowledge of this		
ECCHS→	0	Strongly Disagree	3	Disagree	30	Agree	26	Strongly Agree	40	No knowledge of this		
		<b>Responses</b>		<b>Average</b>		<b>MOE +/-</b>		<b>StDev</b>		<b>Max Val</b>	<b>Min Val</b>	<b>Mode Resp</b>
		SMCES→	59	2.36	0.32	1.55	5	-3	0			
		SMCMS→	56	2.21	0.29	1.46	5	-3	0			
		ECCHS→	59	2.15	0.33	1.75	5	-3	0			
<b>2.) The theology curriculum is thorough in imparting the doctrines of the Catholic Church.</b>												
SMCES→	0	Strongly Disagree	2	Disagree	29	Agree	24	Strongly Agree	44	No knowledge of this		
SMCMS→	1	Strongly Disagree	3	Disagree	31	Agree	17	Strongly Agree	48	No knowledge of this		
ECCHS→	0	Strongly Disagree	7	Disagree	30	Agree	21	Strongly Agree	41	No knowledge of this		
		<b>Responses</b>		<b>Average</b>		<b>MOE +/-</b>		<b>StDev</b>		<b>Max Val</b>	<b>Min Val</b>	<b>Mode Resp</b>
		SMCES→	59	2.36	0.14	1.55	5	-3	0			
		SMCMS→	52	1.46	0.16	1.71	5	-3	0			
		ECCHS→	58	1.69	0.17	1.93	5	-3	0			
<b>3.) The theology curriculum teaches students how to respond to challenges to their beliefs.</b>												
SMCES→	2	Strongly Disagree	11	Disagree	22	Agree	10	Strongly Agree	54	No knowledge of this		
SMCMS→	2	Strongly Disagree	9	Disagree	23	Agree	12	Strongly Agree	53	No knowledge of this		
ECCHS→	4	Strongly Disagree	7	Disagree	23	Agree	22	Strongly Agree	43	No knowledge of this		
		<b>Responses</b>		<b>Average</b>		<b>MOE +/-</b>		<b>StDev</b>		<b>Max Val</b>	<b>Min Val</b>	<b>Mode Resp</b>
		SMCES→	45	0.60	0.24	2.40	5	-5	0			
		SMCMS→	46	0.96	0.23	2.29	5	-5	0			
		ECCHS→										
<b>4.) The theology curriculum exposes students to other modes of belief and action.</b>												
SMCES→	2	Strongly Disagree	14	Disagree	19	Agree	2	Strongly Agree	62	No knowledge of this		
SMCMS→	1	Strongly Disagree	11	Disagree	21	Agree	4	Strongly Agree	64	No knowledge of this		
ECCHS→	0	Strongly Disagree	10	Disagree	20	Agree	19	Strongly Agree	49	No knowledge of this		
		<b>Responses</b>		<b>Average</b>		<b>MOE +/-</b>		<b>StDev</b>		<b>Max Val</b>	<b>Min Val</b>	<b>Mode Resp</b>
		SMCES→	37	-0.30	0.24	2.12	3	-5	0			
		SMCMS→	37	0.41	0.23	2.05	3	-5	0			
		ECCHS→	49	1.49	0.22	2.26	5	-3	0			
<b>5.) The theology curriculum promotes Catholic values and attitudes for everyday life.</b>												
SMCES→	1	Strongly Disagree	1	Disagree	22	Agree	35	Strongly Agree	40	No knowledge of this		
SMCMS→	0	Strongly Disagree	3	Disagree	23	Agree	29	Strongly Agree	43	No knowledge of this		
ECCHS→	3	Strongly Disagree	3	Disagree	21	Agree	39	Strongly Agree	33	No knowledge of this		
		<b>Responses</b>		<b>Average</b>		<b>MOE +/-</b>		<b>StDev</b>		<b>Max Val</b>	<b>Min Val</b>	<b>Mode Resp</b>
		SMCES→	59	2.39	0.14	1.59	5	-5	0			
		SMCMS→	55	2.24	0.15	1.61	5	-3	0			
		ECCHS→	66	2.24	0.18	2.18	5	-5	3			
<b>6.) The theology curriculum acquaints students with practices and devotions which enable them to live their faith in the midst of contemporary challenges.</b>												
SMCES→	0	Strongly Disagree	1	Disagree	31	Agree	19	Strongly Agree	47	No knowledge of this		

#4. As part of the audit of our schools' Catholic Identity I reviewed the most recent Middle States results in order to fine tune our questions and avoid duplication.

**Results from Parent Survey for Middle States Evaluation**  
**Total number of surveys received 143**

#	Question	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Don't Know	Total
1	The school's philosophy and mission are understandable and widely publicized.	65	76		1		142
2	The school's philosophy and mission are appropriate for the students enrolled and the community served.	66	75	1		1	143
3	The governance (Board of Trustees, School Board, Superintendent) and administration (Principal, Assistant Principal, Head of School, Director) are consistent and fair in dealing with parents, students, and the community.	40	77	14	1	9	141
4	The governance and administration maintain positive relationships with parents, students, and the community.	42	92	7		2	143
5	The administration provides effective leadership to the school.	36	95	5		3	139
6	The administration actively works to create a productive learning environment for students.	55	83			3	141
7	The administration is actively involved in the day-to-day operation of the school.	57	78		1	6	142
8	Communication from the school is clear, accurate, and up to date.	50	80	9	2		141
9	Teachers are qualified and competent to meet student needs.	45	90	6		2	143
10	Teachers create a productive learning environment for students.	48	90	5			143
11	The school has an adequate number of teachers and staff members.	43	88	8		4	143
12	Instructional activities and school services are well coordinated by school leaders and staff members who are qualified and competent.	52	86	3	1	1	143
13	The school program provides instruction in basic core academic subjects.	56	79	3		1	139
14	The school program provides instruction in courses such as the arts, health, physical education, world languages and cultures, and technology.	51	79	5	1	6	142

# Portfolio Artifacts:

Vice-President for Catholic Mission  
Elk County Catholic School System

#5. The National Catholic Educational Association assessed student learning through its ACRE Assessment of learning and attitudes, which I administered to the high school student body.

## Results of NCEA ACRE assessment

12<sup>th</sup> grade Total Students 75

### Part I Faith and Knowledge

**Average** 64.9%

Advanced 4%

Proficient 53.3%

Needs Improvement 42.7%

**National Average** 70.8%

### Four Pillars of the catechism of the Catholic Church

**Average for all 4 parts** 66%

**National Average** 72%

### Part II Affective Statement Summaries

≥50% of students agreed or strongly agreed that the following were problems

1. Cursing, blasphemy, and swearing	81%
2. Alcohol	80%
3. Cheating/Lack of honesty	80%
4. Eating disorders	72%
5. Respect for diversity	56%
6. Racism	55%
7. Marijuana	53%
8. Fighting	50%

#6. The application of Diocese of Erie's Code of Ethics within the Catholic school system was thoroughly examined, with a report made to all levels of diocesan educational administration

## CODE OF ETHICS FOR CATHOLIC SCHOOL EDUCATORS

### Commitment to the Students

We seek to give each student instruction in the Catholic faith and to provide the opportunity to practice that faith in an atmosphere rooted in Catholic values. We recognize our responsibility to each student for his/her religious, academic, psychological, social, and physical development. We, therefore, work to foster the spirit of inquiry and the acquisition of knowledge and understanding for meaningful instruction in both religious and secular subjects.

*In fulfilling our responsibility to the students, we shall:*

Treat each student in a manner which exemplifies Christian principles, recognizing his/her value as a person.

Show acceptance to each student regardless of religion, race, color, sex, or national origin.

Establish an environment conducive to learning.

Encourage students to work to their potential.

Guide students in the process of logical thinking in order to prepare them to form judgments on the basis of their religion, as they reflect upon government and societal culture.

Respect confidential information concerning students and/or their home.

Refrain from using professional relationships with students for our own professional and personal advantage.

*In fulfilling our responsibility to parents, we shall:*

Assure parents of the religious formation and education of the student.

Guide the parents regarding the educational needs of the student.

Encourage parents to become involved in the educational programs.

Provide parents with the opportunity to discuss and evaluate the progress of the student.

Utilize every means to maintain and increase communication between the home and school.

### Commitment to the Community

We believe that our commitment to the Catholic moral values renders an invaluable service to the community. We recognize our indebtedness to our democratic principles in the community. As educators, we believe that we are accountable for developing a citizen who has dedication to God and country and loyalty to the community.

*In fulfilling our responsibility to the community we shall:*

Strive to improve community relations through the application of Catholic principles in education.

Be responsive to the religious, social, cultural, economic, and civic needs of the community.

Recognize the right and obligation of the

#7. All manner of stakeholder expectations for the theology curriculum and desired student outcomes were crystalized in the policies of the Diocese of Erie and its bishops, which I was charged with implementing.

*Review 3/22/10*

**Bishop Trautman's Expectations**  
regarding the Catholic identity and practice  
at Catholic secondary schools in the Diocese of Erie

**Theology classes**

- Theology curriculum and textbooks are to be in conformity with the USCCB "Doctrinal Elements of a Curriculum Framework." Four full years of theology are presumed. The texts should summarize the faith in a compelling and accurate manner, like the *Catholic Catechism for Adults* does for adults.
- Students should be able to take their textbooks home throughout the year; they do not necessarily need to keep them after the course is over.
- Theology should be taught in full fidelity with the Church, with enthusiasm and joy, and also with academic rigor.
- Non-Catholic students should not be excused from taking theology class. These classes are not proselytism, but legitimate instruction in Catholic theology that benefits all students.
- Teachers should recognize that individual students are at different points in religious background and commitment, respect all students, but not hesitate to present the fullness of the Catholic faith.

**Sacramental Life**

- Students should go to Mass during school at least once per month, and certainly on holy days and Ash Wednesday. More frequent Mass attendance is encouraged.
- All students should attend school Masses regardless of their religious affiliation. Non-Catholic students should only be excused from attending Mass for reasons of conscience, not simply because they are not Catholic. In practical terms, all students should be expected to attend Mass unless the non-Catholic student and/or his/her parent(s) request that the student be excused because attending Mass would somehow compromise their own religious tradition.
- Students should participate in Penance Services at least two times per year. Prior to these opportunities for the Sacrament of Penance, students should receive effective preparation for the Sacrament, which includes an examination of conscience and the pastoral encouragement regarding the value of the sacrament. It should be the goal of the Catholic school that all Catholic students make a good Confession regularly.

**Prayer and Spiritual Formation**

- There should be daily prayer at all schools, and prayer before each class or assembly is encouraged.
- Devotions are encouraged, and left to the good judgment of the administrators, chaplain, and/or campus minister. Encouraged options include: Eucharistic Adoration, Stations of the Cross, Rosary, Divine Mercy chaplet, Advent wreath, May crowning, etc.
- All students should participate in an annual spiritual retreat of at least one full day. The retreat should focus on growth in Christian faith.

**Service**

- Service projects are an effective method of faith formation particularly when students are regularly reminded of how their service is linked to the faith and the Church.
- When students choose to raise funds for a worthy cause, we ask that our own diocesan and other Catholic agencies/efforts be given privileged consideration. (E.g. Catholic Charities of Erie has reported a 20% increase in requests over the past year.)

**Faculty and Staff**

- "The local ordinary is to be concerned that those who are designated teachers of religious instruction in schools... are outstanding in correct doctrine, the witness of a Christian life, and teaching skill." (Code of Canon Law, #804.2)
- Each faculty and staff member is responsible for delivering the Catholic identity of the school. While this can be accomplished in many ways, it is important that students receive a consistent message from all the faculty and staff about the value of the Catholic faith.
- It is inappropriate for any teacher or staff member to discuss with students any personal difficulties they may have with the Catholic faith and/or the Church.
- It is expected that all faculty participate in some kind of annual retreat of at least one full day. Faculty members' continuing formation – spiritual and doctrinal – is an essential component of a Catholic high school.

4/7/09

For School Staff Use Only – Not for general distribution

## Portfolio Artifacts:

Vice-President for Catholic Mission  
Elk County Catholic School System

#8. At times, diocesan policies came up against alternative wishes of parents and other stakeholders, and I was comfortable navigating that interaction, seeking common ground as much as possible.

We like Barb, want to support.

~~Family Honor~~  
Family Honor

Brad & Laurey Kraus

certification process for presenters  
college course followed by training

Last year: six or seven scholarships available for course  
Jen Meyer, Pam Smith, M.A. Rettger

This year: Nine scholarships still available  
Summer time-line

Competing interests

quality/commitment

Family Honor

haphazard/weak



Diocesan Mandate

watering down established program with  
weak mandated program

OK curriculum, but mandate vs. invitation



#9. Our schools and some administrators were members of the National Catholic Educational Association, the American Catholic learned society which suggests best practices to schools. Their curricula contributed to the Catholic Identity of our schools, inasmuch as it was articulated in our schools.



## Lighting New Fires: Catholic Secondary Schools for the 21st Century

---

### *The Strategic Plan for NCEA's Department of Secondary Schools*

---

**MISSION** The NCEA Secondary Schools Department is called to provide leadership, advocacy, and service to Catholic secondary schools as communities with a Catholic identity rooted in faith, committed to justice, living out Gospel values, and promoting excellence in all programs.

To carry out the mission for the years 2000-2005, the department is committed to the following goals:

**Catholic Identity & Faith Development** To assist Catholic secondary schools in strengthening their unique Catholic identity by fostering faith development among administrators, faculty, staff, students, families, and boards and by supporting the growth of Catholic secondary schools as faith communities.

**Advocacy** To heighten public awareness of the effectiveness of Catholic secondary schools; to actively seek expanded support for them among Church leaders and the Catholic and civic communities; and to encourage governmental policies that promote educational choice and the fair inclusion of Catholic secondary schools in federal and state-aid programs.

**Governance, Finance, &** To assist Catholic secondary schools in strengthening and/or developing their governing boards, financial structures, and institutional advancement and development efforts.

# Portfolio Artifacts:

Vice-President for Catholic Mission  
Elk County Catholic School System

#10. I collaborated with Advancement staff to market and advertise our schools and their product to prospective students and donors.

**ELK COUNTY CATHOLIC  
HIGH SCHOOL**

**2011 - 2012  
SCHOOL YEAR**

**ADDRESS**  
**600 MAURUS STREET**  
**ST. MARYS, PA 15857**

**PHONE**  
**(814) 924-7900**

**WWW**

**CH**

To: Fr. Jim Faluszczyk  
From: Mary Meyer Advancement  
Fr. Jim, are you aware of this centerfold on Catholic identity? Mary

NB: I have 12 archival files containing supporting documents in a more compressed format.