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Description automatically generatedMAPM Mid-Program Evaluation**

**Student Form**

**Registrar’s Office**

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**Student Name** Click here to enter text.

**Student ID** Click here to enter text.

**Date of Evaluation Meeting** Click here to enter a date.

Purpose of the Mid-Program Evaluation

Evaluations are holistic, addressing formational (i.e. moral, spiritual, and denominational), cross-cultural, cognitive, and ministerial dimensions. Evaluations seek to assist students in growing toward ministry and fulfilling curricular and vocational goals. As part of the mid-program evaluation, faculty will review the portfolio materials and meet with the student. The faculty makes recommendations to the student regarding next steps in the program and/or requirements the student must complete to continue in the program. The mid-program evaluation conference is usually scheduled after the completion of 24 semester hours in the MA programs.

Preparing the Portfolio

To prepare for the conference, the student will assemble and submit a portfolio of first year coursework. The portfolio is intended to be comprehensive, providing copies of marked/graded work from all foundational courses. This portfolio is the basis of evaluation with the advisor. Incomplete portfolios will result in delay of the conference and in a hold on continuation in the program.

The portfolio must include the following:

* Your application essay.
* Marked and graded final papers/projects from Foundational Courses, as well as any public ministry and concentration courses must be included as supporting evidence for progress toward the degree outcomes. Papers or projects from integrative coursework or elective courses may also be included. Do not include forum posts, blog posts, or quizzes.
* After you have uploaded these materials to your Portfolio folder, complete and upload this completed self-evaluation form.

Student Self-Evaluation, Part One: Degree Program Goals and Evaluation Scales

For each program goal below, use the check boxes to mark your sources of reflection and to rank yourself on the scale. Use the space below the goal to answer the reflection questions.

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| 1. Recognize and explain the dominant economic, political, ecological, social, and cultural ideologies, institutions, and dynamics shaping public life today. | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| No demonstrated capacity to remember or understand accurately the dominant ideologies, institutions and dynamics shaping public life today | Some demonstrated capacities in remembering and explaining the dominant ideologies, institutions and dynamics shaping public life today; summaries and explanations are incomplete and/or inaccurate | Shows a basic ability to summarize and explain the key issues, terms, and concepts regarding the dominant ideologies, institutions and dynamics shaping public life today | Demonstrates consistent capacities to accurately remember and understand the dominant ideologies, institutions and dynamics shaping public life today; summaries and explanations are accurate and go beyond basic recall | Written and oral summaries and descriptions demonstrate a substantive, nuanced, and expansive understanding of the dominant ideologies, institutions and dynamics shaping public life today |
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| 2. Identify and interpret the intersections between particular manifestations of injustice related to racism, economic exploitation, hetero-sexism, ecological degradation, and related forms of systemic inequity and harm | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Unable either to understand or interpret any connections between particular manifestations of injustice | Shows some evidence of being able to identify and interpret the interconnections between 2 or 3 particular manifestations of injustice | Accurately understands and explores the connections between at least 3 manifestations of injustice in both written and oral communication | Written and oral descriptions demonstrate a clear and insightful under-standing of the many intersections between multiple manifestations of injustice | Written and oral communications explore complex patterns of historic intersection, mutual reinforcements, and the exponential impacts of multiple forms of systemic inequity and harm |
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| 3. Articulate the implications of one’s particular social identity and location, as well as one’s unique personal and spiritual temperaments, in preparing for a vocation in public ministry | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| No demonstrated evidence of self-awareness related to social identity/location and personal/spiritual temperament | Some recognition of the implications of social identity/location and personal/spiritual temperament in relation to a vocation in public ministry | Acceptable capacities to articulate the implications of social identity/location and personal/spiritual temperament in relation to a vocation in public ministry | Demonstrated ability to describe and assess one’s unique social identities and locations, as well as personal/spiritual temperament, in relation to the dominant conceptual frameworks operative in structuring society today with honesty and growing maturity | Demonstrated ability to describe and assess one’s unique social identities and locations, as well as personal/spiritual temperament, in relation to the dominant conceptual frameworks operative in structuring society today with penetrating and critical self- and other-awareness |
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| 4. Examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor, exploited, and oppressed | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
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| **1** | **2** | **3** | **4** | **5** |
| No demonstrated capacity to analyze and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Demonstrates some capacity to examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Draws upon a range of foundation courses in both written and oral communications in examining and applying biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice | Clear and convincing use of resources from Bible, History, Theology, and Practical Theology courses in written and oral work for the sake of realizing justice for the poor and oppressed | Critically engages and constructively contributes to significant interdisciplinary advances toward realizing justice for the poor and oppressed with relevance across academic, ecclesial, and public spheres |
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| 5. Investigate an orienting matter of public concern with particular depth and complexity – e.g. climate refugees, mass incarceration, underfunded schools – utilizing a range of theoretical, theological, and practical resources from one’s degree concentration | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Limited application of concentration resources leading to a shallow examination of an orienting matter of public concern | Draws upon a few basic materials from the concentration courses in providing a preliminary investigation of an orienting matter of public concern | Draws adequately from each of the concentration courses in providing a solid examination of an orienting matter of public concern | Draws widely on course material within concentration area in investigating an orienting matter of public concern with nuance and thoughtfulness | Utilizes a breadth and depth of material from both within and outside of concentration area in advancing novel understandings of an orienting matter of public concern |
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| 6. Design a proposed model of public ministry based upon a critical assessment of diverse methods for social change – e.g. direct action, community organizing, policy advocacy, non-profit leadership | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Proposal of public ministry intervention is shallow due to an uncritical, inaccurate, and/or limited evaluation of methods for social change | Model design shows a basic understanding and elementary assessment of a limited range of methods for social change | Design of public ministry intervention adequately draws upon a diverse set of methods for social change, which are properly assessed and utilized in the proposed model | Proposed model incorporates a thoughtful and convincing use of a diverse range of methods for social change; design represents a convincing path toward implementation | Proposed model signifies a highly creative response to an orienting matter of public concern that draws critically and constructively upon a range of social change methods; design is ready for implementation and impact |
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| 7. Communicate a compelling narrative of one’s vision for public ministry to diverse constituents and present a convincing career preparedness portfolio | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown toward greater proficiency in relation to this goal? * What evidence in your work would you point to support this? * Where have you experienced the most difficulty or the largest gaps in developing capacities in this area? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * What is your plan to ensure you’ve achieved sufficient proficiency in relation to this goal by the time you graduate? * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Unconvincing and simplistic narrative of public ministry vision; portfolio presentation demonstrates unprepared-ness to be hired for employment | Adequate narrative of public ministry vision; portfolio presentation includes some but not all of the elements needed to convince potential employers of career readiness | Solid narratives of public ministry vision framed for different audiences; portfolio presentation demonstrates basic readiness to be hired for employment | Compelling narratives of public ministry vision framed differently for diverse constituents; portfolio presentation demonstrates strong readiness for employment | Exceptional, profound, and creative narratives of public ministry vision framed uniquely for diverse constituents; portfolio presentation demonstrates a very high level of professional readiness for employment |
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Part Two: Reflect on Ongoing Work

Describe areas in which you think you have the most work yet to do in preparation for ministry.

Click here to enter text.

*When you are finished with this form, save it to the SharePoint/OneDrive folder created for your evaluation conference by the Registrar’s Office. If you need assistance, please contact Registration Services at* [*registrar@garrett.edu*](mailto:registrar@garrett.edu) *or 847.866.3905.*

***Remember*** *to assemble graded/marked copies of assignments from all foundational courses completed during the first year and upload them to the shared folder, too!*