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Description automatically generatedMDiv First Year 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 First-Year Program Evaluation

The purpose of the first-year program evaluation conference is to document the student’s progress toward the degree program learning outcomes, to identify any emerging problems or “gaps” and what work remains to be done, and to help the student plan for the next stage of coursework. The conference must be completed no later than October 30 of the second year of study, enabling decisions about course planning to be made prior to the opening of registration in early November. Students who began in spring or summer terms, part-time students, and transfer students must complete the evaluation in the first semester of eligibility (after completion of 27 credit hours).

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.
* Graded/marked copies of exams and final papers, projects, or portfolios [“signature assignments”] from all required foundational courses completed during the first year. Do not include forum posts, blog posts, or quizzes. Foundational courses and assignments include:

Person in Community: small group project

Cross-Cultural Immersion: mid-term and final exams

Practice and Theology of Christian Spirituality: spiritual rule

Introduction to Theology: final paper or project

Global Christianity: final paper

Introduction to Hebrew Bible: final exegesis paper

Introduction to New Testament: one portfolio assignment or final exegesis paper

Church History 1: Trinity Essay

Church History 2: Modern Essay

* After you have uploaded these materials to your Teams 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. Developing a general knowledge of Scripture, the history of Christianity, and the practices of the Christian Traditions | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
| Some explicit sources for reflection:  OT/NT content exams  history exams  theology final papers  foundational knowledge in "practices of ministry" --exams or final papers | | | |
| **1** | **2** | **3** | **4** |
| Student does not have a grasp of information; student cannot correctly answer questions about the subject; unable to summarize resources | Student demonstrates a basic grasp of information, student can answer rudimentary questions about the subject, able to summarize resources | Student demonstrates considerable knowledge; is at ease in answering questions related to the subject; moves from summary to critical engagement | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration; able to engage resources critically |
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| 2. Developing the ability to interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life | | | | |
| Some explicit sources for reflection:  Biblical exegesis papers  Introduction to Theology final papers  use of Scripture/tradition in other course papers | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
| **1** | **2** | **3** | **4** | |
| Inaccurate, superficial, or biased reading of resources with little or no interpretation | Plausible interpretation or analysis; makes sense of a story; provides a history or context, describes rather than engages critically with resources | Draws warranted conclusions from resources, moves beyond description to critical engagement with resources, convincingly argues/supports a thesis | Thoughtfully analyzes and interprets resources, including those that provide alternate points of view, sees subtle differences, levels, ironies in diverse interpretations | |
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| 3. Is developing the ability to engage in critically informed analysis of gender, race, culture, social and economic structures that shape human beings and promotes prophetic inquiry and witness for the sake of justice | | | | |
| Some explicit sources for reflection:  Cross-Cultural Immersion paper  Person in Community paper(s)  Global Christianity paper | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
| **1** | **2** | **3** | **4** | |
| Unaware of or overlooks different points of view, egocentric description | Knows of different points of view and able to place one’s own view in perspective; uncritical about tacit assumptions | Reasonable critical and comprehensive look at all points of view; able to see plausibility of other points of view | Revealing and coordinated critical view; makes one’s own view credible by considering plausibility of other perspectives; makes apt criticisms and qualifications | |
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| 4. Is developing a growing depth of understanding and practice in personal and corporate spiritual discipline(s) | | | | |
| Some explicit sources for reflection:  spiritual rule, spiritual disciplines and practices  participation in spiritual formation/direction  participation in spiritual/religious life of the seminary | | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
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| **1** | **2** | **3** | **4** | |
| Provides little or no evidence of personal or communal spiritual disciplines | Provides some, but minimal, evidence of spiritual discipline; discipline is implicit rather than explicit | Has an explicit spiritual rule that accounts for both personal and corporate spiritual practices | Has an explicit spiritual rule incorporating both personal and corporate spiritual practices and can account for their place in the Christian life | |
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| 5. Is developing the ability to articulate critical and multi-faceted expressions of the Gospel and invites others to receive it | | | |
| Some explicit sources for reflection:  theology brief and/or final papers  written sermons  pastoral counseling/CPE verbatims  Christian education planning and leadership  Other examples of public writing/speaking (blogs, church newsletters, etc.) | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
| **1** | **2** | **3** | **4** |
| Struggles with relevant issues; poorly written, lacks focus | Demonstrates basic grasp of key concepts and ability to articulate them in one’s own words | Shows a good grasp of the issues and information, makes clear and appropriate connections, articulation is convincing | Not only clear and convincing, but makes connections that enhance understanding |
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| 6. Is developing the capacity to nurture further Christian formation through the practices of ministry  (e.g., prayer, liturgy, preaching, pastoral care, and teaching) | | | |
| Some explicit sources for reflection:  Christian education leadership  worship leadership and preaching  field education evaluation | | | |
| Reflection  Use this area to describe the following:   * In what ways have you grown in relationship to this goal? * What evidence in your work would you point to support this? * Where are you experiencing the most challenge? (*We realize that you will not have yet completed course work in which some of these concerns are addressed*.) * How would you rank yourself on the scale for each goal?   Click here to enter text. | | | |
| **1** | **2** | **3** | **4** |
| Unable to develop own response, relies on “packaged” responses | Limited repertoire of action, limited use of personal judgment and responsiveness; can perform well in simple contexts | Can perform well with knowledge and skill in a few key contexts, with a limited repertoire, flexibility or adaptability, able to locate and draw on resources appropriate to contextual needs | Competent in using knowledge and skill and adapting understanding in a variety of appropriate and demanding contexts |
|  |  |  |  |

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!*