

CFC Leaders' end-of-the-year report on how each participant in their group has grown in the following areas:

<p>Name of Student Leader Completing this Rubric:</p> <p>Name of CFC Participant you are evaluating:</p> <p>Year in college of participant:</p> <p>Religious Affiliation of participant (ex. Catholic, Protestant, spiritual but not religious)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
	<p>Needs Development</p>	<p>Developing</p>	<p>Competent (GOAL)</p>	<p>Exemplary</p>
<p>Understands importance of a faith community</p>	<p>Student has little to no understanding of the importance of a faith community.</p>	<p>Student has an interest in the group, but has not necessarily connected that with his/her own spiritual journey</p>	<p>Student has an understanding of the social dimensions of her/his religious experience (group reflection, prayer, importance of peers in faith journey.)</p>	<p>Student models the importance of a faith community in all he/she does. Outside of the CFC, students shows exemplary conduct in various prayer groups.</p>
<p>Evidence:</p>				

<p>Cultivates a habit of reflection</p>	<p>Student has not developed his/her own faith life.</p>	<p>Student prays with the CFC group, but has never indicated that prayer extends beyond this group.</p>	<p>Student has an understanding of the importance of individual time for quiet reflection and fosters his/her relationship with God. Shows signs of having his/her own daily prayer routine.</p>	<p>Student has established a fixed personal prayer routine and has expressed how prayer is a major part of his/her life.</p>
<p>Evidence:</p>				
<p>Philosophy of Life</p>	<p>Student does not comprehend the idea of a life philosophy.</p>	<p>Student mentions (vaguely) that he/she hopes to live a certain way, but has not expressed any principles or values by which he/she strives to live.</p>	<p>Student can clearly articulate a set of values and principles by which he/she strives to live his/her life. When she falls short of those values, she recognizes it and returns to her values.</p>	<p>Student leads an exemplary life where he/she clearly makes decisions in accordance with a set of values and principles. Her “moral compass,” and spiritual principles guide her daily life.</p>
<p>Evidence:</p>				

<p>Ignatian spirituality</p>	<p>Student does not know who St. Ignatius was and cannot make the connection between the Jesuits and JCU. Student is not aware that JCU has a mission.</p>	<p>Student can more or less articulate JCU's mission, but seems a bit confused or muddled about how the mission connects to the Jesuits and St. Ignatius (or vice versa).</p>	<p>Student can paraphrase JCU's mission, has a basic knowledge of St. Ignatius and the Jesuits.</p>	<p>Student can clearly articulate the mission of JCU, has extensive knowledge of St. Ignatius and the Jesuits, and the main principles for which they stand.</p>
<p>Evidence:</p>				
<p>Overall spiritual growth</p>	<p>Uninterested in developing his/her faith. Thinks that faith is static and doesn't need nourishment and inspiration to grow.</p>	<p>Student is sporadically aware of his/her spirituality. Spirituality is often associated with friends. Goes to an event (ie. Mass, CFC) because friends do.</p>	<p>Shows signs of appropriating spirituality on his/ her own. Student feels more committed to his/her faith because of the CFC experience.</p>	<p>Makes life decisions based on discernment and spirituality. Has a personal prayer life. Is dedicated to the spiritual path.</p>
<p>Evidence:</p>				

What other (if any) outside experiences is this participant having that seem to influence his/her spiritual growth? (ex. Service-learning course, an immersion, volunteer, study abroad, member of another club, etc.)