

Chi Alpha Campus Ministries Local Ministry Assessment Tool

General Questions

Date	
Full Name	
College/University You Serve	
Status: circle one	Director, Associate, Give-a-Year, CMIT Intern, Church Staff, Volunteer
Over the course of the past school year what percentage of your total missionary budget did you receive?	
Over the course of the past school year did the amount of your missionary financial support increase, decrease, or remain the same?	Select One: <input type="checkbox"/> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same
Total number of students involved	
Average number students attending main meeting	
Average number students attending small groups	
Number of small groups	
Number of student small group leaders	
How many international students are there involved in this campus ministry?	
How many international students do you have in leadership or co-leadership of small groups?	
Describe the ethnic diversity of your ministry?	

Questions Regarding Healthy Leaders

The Health of the Chi Alpha Director: (to be completed by the Chi Alpha director on self) Place a circle around your truthful response to these areas of holistic health.

Use the following key for your responses:

1 = unhealthy, 2 = dissatisfied, 3 = acceptable, 4 = very good, 5 = outstanding

Circle one:	Areas representative of holistic health
1 – 2 – 3 – 4 – 5	Pursuit of spiritual growth and renewal
1 – 2 – 3 – 4 – 5	Faithfully receiving Sabbath rest
1 – 2 – 3 – 4 – 5	Commitment to private prayer
1 – 2 – 3 – 4 – 5	Personal Bible study
1 – 2 – 3 – 4 – 5	Work/rest balance
1 – 2 – 3 – 4 – 5	Stewardship of time
1 – 2 – 3 – 4 – 5	Stewardship of money
1 – 2 – 3 – 4 – 5	Supportive interpersonal relationships inside my family
1 – 2 – 3 – 4 – 5	Supportive interpersonal relationships outside of family
1 – 2 – 3 – 4 – 5	Anger management
1 – 2 – 3 – 4 – 5	Stress and anxiety management
1 – 2 – 3 – 4 – 5	Pursuit of fun and laughter
1 – 2 – 3 – 4 – 5	Flexible, open-minded thinking
1 – 2 – 3 – 4 – 5	Participation in scholastic/academic pursuit
1 – 2 – 3 – 4 – 5	Expanding your knowledgeability
1 – 2 – 3 – 4 – 5	Physical exercise
1 – 2 – 3 – 4 – 5	Proper Nutrition and diet
1 – 2 – 3 – 4 – 5	Body image
1 – 2 – 3 – 4 – 5	Regular medical exams
1 – 2 – 3 – 4 – 5	Sexual purity
1 – 2 – 3 – 4 – 5	Assurance of calling to ministry
1 – 2 – 3 – 4 – 5	Growth in self-awareness and personal maturity
1 – 2 – 3 – 4 – 5	Personal authenticity
1 – 2 – 3 – 4 – 5	Hospitality and friendliness
1 – 2 – 3 – 4 – 5	Making conversation and listening
1 – 2 – 3 – 4 – 5	Conflict resolution
1 – 2 – 3 – 4 – 5	Showing respect and honor towards authority
1 – 2 – 3 – 4 – 5	Compassion and caring

Questions Regarding Spiritual Empowerment

	<p>Over the course of this past school year, where did intentional teaching on the Person and Work of the Holy Spirit occur?</p> <p>Select <u>all</u> that apply:</p> <p><input type="checkbox"/> In Main Weekly Meeting</p> <p><input type="checkbox"/> In Small Groups</p> <p><input type="checkbox"/> At a SALT or other retreat/conference</p> <p><input type="checkbox"/> At a seminar</p> <p><input type="checkbox"/> In 1-on-1 mentoring</p> <p><input type="checkbox"/> At a local church service</p> <p><input type="checkbox"/> Other: (please explain) _____</p>
--	---

	<p>Over the course of this past school year, where did specific teaching on and the opportunity to receive the Baptism in the Holy Spirit occur?</p> <p>Select <u>all</u> that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Main Weekly Meeting <input type="checkbox"/> In Small Groups <input type="checkbox"/> At a SALT or other retreat/conference <input type="checkbox"/> At a seminar <input type="checkbox"/> In 1-on-1 mentoring <input type="checkbox"/> At a local church service <input type="checkbox"/> Other: (please explain) _____
	<p>Over the course of this past school year, where did students witness and operate in the spiritual gifts?</p> <p>Select <u>all</u> that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Main Weekly Meeting <input type="checkbox"/> In Small Groups <input type="checkbox"/> At a SALT or other retreat/conference <input type="checkbox"/> At a seminar <input type="checkbox"/> In 1-on-1 mentoring <input type="checkbox"/> At a local church service <input type="checkbox"/> Other: (please explain) _____
	<p>Over the course of this past school year, what evidence points to students being empowered by the Holy Spirit for witness?</p> <p>Select <u>all</u> that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students being baptized in the Holy Spirit <input type="checkbox"/> Intercessory prayer meetings for non-Christians <input type="checkbox"/> Students volunteering for domestic and/or world mission trips <input type="checkbox"/> Students eager to share the gospel on campus <input type="checkbox"/> Students openly identifying as Christians on campus <input type="checkbox"/> Students inviting non-Christians to a small group <input type="checkbox"/> Students inviting non-Christians to a main meeting and/or retreat <input type="checkbox"/> Students operating in gifts of faith, wisdom, knowledge and/or prophecy <input type="checkbox"/> Students operating in gifts of healing and/or miracles <input type="checkbox"/> Other: (please explain) _____
	<p>Over the course of this past school year, what evidence points to students encountering the sanctifying work of the Holy Spirit?</p> <p>Select <u>all</u> that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students pursuing sexual purity <input type="checkbox"/> Students adhering to biblical morality despite societal carelessness <input type="checkbox"/> Students embracing humility, modesty, and lack of pride <input type="checkbox"/> Students embracing Godly ambition <input type="checkbox"/> Students prioritizing Christ-first in their decision-making <input type="checkbox"/> Students acting as servant leaders <input type="checkbox"/> Students showing compassion, care, and charity <input type="checkbox"/> Other: (please explain) _____

Questions Regarding Disciple-Making Communities

	<p>We intentionally form and strategically utilize small groups within our local Chi Alpha campus ministry.</p> <p><input type="checkbox"/> - Yes</p> <p><input type="checkbox"/> - No</p> <p><input type="checkbox"/> - Other: (please explain) _____</p>
	<p>What are the top <u>four</u> key objectives of your small group ministry? Rank them 1, 2, 3 and 4 (from most important down):</p> <p><input type="checkbox"/> - Foster community (family-like relationships) among students</p> <p><input type="checkbox"/> - Build affinity groups of students who share a common interest</p> <p><input type="checkbox"/> - In-depth Bible study</p> <p><input type="checkbox"/> - Personal support through mutual encouragement</p> <p><input type="checkbox"/> - Worship and/or Prayer</p> <p><input type="checkbox"/> - Intentional and deliberate discipleship</p> <p><input type="checkbox"/> - Evangelism and/or missions</p> <p><input type="checkbox"/> - Support the objectives of the weekly main meeting</p> <p><input type="checkbox"/> - Other: (please explain) _____</p>
	<p>How frequently do your small groups meet?</p> <p>Select one:</p> <p><input type="checkbox"/> - Weekly</p> <p><input type="checkbox"/> - Every two weeks</p> <p><input type="checkbox"/> - Monthly</p> <p><input type="checkbox"/> - A few times each school term</p> <p><input type="checkbox"/> - Not applicable</p>
	<p>What percentage of the students regularly involved in your Chi Alpha campus ministry are consistently involved in a small group?</p> <p>Select one:</p> <p><input type="checkbox"/> - 00 – 20%</p> <p><input type="checkbox"/> - 21 – 40%</p> <p><input type="checkbox"/> - 41 – 60%</p> <p><input type="checkbox"/> - 61 – 80%</p> <p><input type="checkbox"/> - 81 – 100%</p>
	<p>How do you prefer your small groups to be led?</p> <p>Select one:</p> <p><input type="checkbox"/> We prefer the missionary staff members lead the small groups.</p> <p><input type="checkbox"/> We prefer one student to lead a small group</p> <p><input type="checkbox"/> We prefer two students to co-lead a small group</p> <p><input type="checkbox"/> We prefer three students to tri-lead a small group</p> <p><input type="checkbox"/> We prefer the leadership of the small group to be shared and passed around the small group</p> <p><input type="checkbox"/> Not applicable to our situation: (please explain) _____</p>

	<p>How do you form your small groups, in other words, how to you incorporate students into a small group? Select what most applies in your situation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> - We sponsor attractational events at the beginning of each school term, collect names, and assign the new contacts to student leaders who will invite them to join a small group. <input type="checkbox"/> - The student leaders are entirely responsible to meet new students, explain what a small group is, and invite students to join their small group. <input type="checkbox"/> - Other: (please explain) _____
	<p>How do you teach and equip your students to serve as small group leaders? Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We give them books and other resources to study before they lead. <input type="checkbox"/> We host a short retreat prior to the fall term to prepare them to lead a small group. <input type="checkbox"/> We have a prescribed curriculum we deliver in a classroom format over several sessions before they lead. <input type="checkbox"/> We train them in a 1-to-1 context with an experienced mentor before and as they lead. <input type="checkbox"/> We train them after their small group starts as they are actively leading. <input type="checkbox"/> We offer minimal to no training in small group leadership.
	<p>How do you resource and provide on-going support to your small group student leaders? Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> – We form a resource small group just for small group leaders and have a <u>staff</u> person lead it. <input type="checkbox"/> - We form a resource small group just for small group leaders and have a mature and experienced <u>student</u> leader lead it. <input type="checkbox"/> – We host a regular meeting for small group leaders, every 1 to 3 weeks, where we focus on further equipping for small group leadership. <input type="checkbox"/> – We periodically meet with our small group student leaders 1-to-1 to mentor and support them. <input type="checkbox"/> – We host a retreat for small group student leaders prior to the fall term to orient and prepare them for the coming school year. <input type="checkbox"/> – We regularly meet with small group student leaders for the purpose of trouble-shooting issues that arise within the small group. <input type="checkbox"/> – We rarely or seldom meet with our small group student leaders after they are affirmed to leadership and after their small group is established. <input type="checkbox"/> – We do not deliberately and intentionally resource and support our small group student leaders.
	<p>What training materials/resources do you use for the training of small group leaders? Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We teach all of <i>Discipleship By Design</i> (DbyD) as it is written. <input type="checkbox"/> We teach <i>DbyD</i>, and we augment it with lessons we have developed. <input type="checkbox"/> We teach materials we have developed and augment it with some of <i>DbyD</i>. <input type="checkbox"/> We do not use <i>DbyD</i>, we have developed our own training materials. <input type="checkbox"/> We use no training materials.

Questions Regarding Cross-Cultural Missions

My Chi Alpha ministry has a vision for cross-cultural missions.

A. We have a clearly defined vision for ministry to international students.

Select One:

- Not yet
- Campus director has vision but not yet communicated it
- Staff has a vision but not yet the students
- Student leaders have vision for it
- The vision communicated regularly, currently and intentionally

B. We have a clearly defined vision for ministry to ethnic minorities.

Select One:

- Not yet
- Campus director has vision but not yet communicated it
- Staff has a vision but not yet the students
- Student leaders have vision for it
- The vision communicated regularly, currently and intentionally

C. We have a clearly defined vision for short-term mission trips.

Select One:

- Not yet
- Campus director has vision but not yet communicated it
- Staff has a vision but not yet the students
- Student leaders have vision for it
- The vision communicated regularly, currently and intentionally

D. We have a clearly defined vision for students giving-a-year and praying-about-a-lifetime.

Select One:

- Not yet
- Campus director has vision but not yet communicated it
- Staff has a vision but not yet the students
- Student leaders have vision for it
- The vision communicated regularly, currently and intentionally

E. We have a clearly defined vision for praying for the nations.

Select One:

- Not yet
- Campus director has vision but not yet communicated it
- Staff has a vision but not yet the students
- Student leaders have vision for it
- The vision communicated regularly, currently and intentionally

	<p>F. We have a clearly defined vision for <u>giving to missionaries and missions projects.</u></p> <p>Select One:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet <input type="checkbox"/> Campus director has vision but not yet communicated it <input type="checkbox"/> Staff has a vision but not yet the students <input type="checkbox"/> Student leaders have vision for it <input type="checkbox"/> The vision communicated regularly, currently and intentionally
	<p>What percentage of your students are intentionally befriending internationals?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 00 – 25% <input type="checkbox"/> 26 – 50% <input type="checkbox"/> 51 – 75% <input type="checkbox"/> 76 – 100%
	<p>What percentage of your students are intentionally befriending other ethnicities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 00 – 25% <input type="checkbox"/> 26 – 50% <input type="checkbox"/> 51 – 75% <input type="checkbox"/> 76 – 100%
	<p>How are you intentionally praying for the nations?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In large group meetings <input type="checkbox"/> In small groups <input type="checkbox"/> In prayer groups <input type="checkbox"/> In leadership meetings <input type="checkbox"/> In staff meetings <input type="checkbox"/> Other: (please explain) _____
	<p>How is your group giving financially to missions?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missions offering <input type="checkbox"/> Faith Promise once a year <input type="checkbox"/> Other: (please explain) _____

	<p>How are you intentionally discipling international students?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet <input type="checkbox"/> We have international focused small groups <input type="checkbox"/> We have small groups of Americans and internationals <input type="checkbox"/> 1 on 1 with international students
	<p>How are you intentionally showing hospitality to international students who come to your large group meeting or events?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Food <input type="checkbox"/> Music <input type="checkbox"/> Internationals leading worship, giving announcements, etc. <input type="checkbox"/> Bibles in their languages <input type="checkbox"/> Other: (please explain) _____
	<p>How are you intentionally showing hospitality to minority students who come to your large group meeting or events?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Food <input type="checkbox"/> Music <input type="checkbox"/> Minorities leading worship, giving announcements, etc. <input type="checkbox"/> Other: (please explain) _____
	<p>We are processing racially divisive issues within a kingdom context with my group.</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Would like to but haven't done so <input type="checkbox"/> Have tried but didn't work out well <input type="checkbox"/> Hosted special programs but not a part of regular discipleship <input type="checkbox"/> Part of our regular discipleship <input type="checkbox"/> It is not a priority for us

	<p>Our ministry sends students globally to give a year and beyond.</p> <p><input type="checkbox"/> Not yet, but we hope to</p> <p><input type="checkbox"/> Occasionally</p> <p><input type="checkbox"/> Regularly</p>
	<p>We participate in...</p> <p>Select all that apply:</p> <p><input type="checkbox"/> <u>Discover the Nations</u> training seminars</p> <p><input type="checkbox"/> <u>All Nations</u> national international student conference</p> <p><input type="checkbox"/> <u>Mosaic</u> international student conference</p>

The Health of our leadership team: Place a circle around your response to these areas of team effectiveness using the following key.

1 = unhealthy, 2 = dissatisfied, 3 = acceptable, 4 = very good, 5 = outstanding

Circle one:	Areas representative of team leadership
1 – 2 – 3 – 4 – 5	We own a clear vision . Everyone knows where we are going.
1 – 2 – 3 – 4 – 5	We have clear objectives and behavior standards that we regularly review.
1 – 2 – 3 – 4 – 5	We have open communication due to a high level of mutual appreciation and trust.
1 – 2 – 3 – 4 – 5	We are flexible, willing to change and seek to innovate .
1 – 2 – 3 – 4 – 5	We take risks and lead with courage.
1 – 2 – 3 – 4 – 5	We encourage team members to own their responsibilities and are empowered with the freedom to act with no fear of making mistakes.
1 – 2 – 3 – 4 – 5	We support, coach and mentor one another.
1 – 2 – 3 – 4 – 5	We are an enthusiastic and highly motivated team.
1 – 2 – 3 – 4 – 5	We treat each other and the students we serve with dignity and respect .
1 – 2 – 3 – 4 – 5	We make plans, set goals, and are effective in getting the job done .
1 – 2 – 3 – 4 – 5	We take advantage of training opportunities to grow each another's leadership capacity.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I am positive everyone on the team would score this section of team leadership indicators in the same way I have just done.

Action Plan for the next year

<p>What is one action step that you will do to bring improvement to your overall personal health and well-being?</p>

What is one action step that you will do to bring improvement to the spiritual empowerment of your Chi Alpha group?

--

What is one action step that you will do to bring improvement to the disciple-making process of your Chi Alpha group?

--

What is one action step that you will do to bring improvement to the cross-cultural effectiveness of your Chi Alpha group?

--

What is one action step that you will do to bring improvement to the effectiveness of the leadership team of your Chi Alpha group?

--