



## **CHRIST MISSION COLLEGE ASSESSMENT PROCESS and OUTCOME DATA**

This document seeks to guide the Assessment Process at CMC including the collection of the assessment results and action steps that lead to a continual improvement in quality. CMC has been involved actively in assessment since the 2013-14 school year. Assessment is an iterative process, and as the school goes through the process cycle by cycle, more expertise is gained each year. **(2A.EE.03, 2A.EE.06, 2B.EE.01, 2B.EE.02)**

CMC completes a phase of assessment each year and completes a full cycle of assessment every three years. This distribution makes assessment manageable yet still adequate to provide quality feedback to the school regularly stimulating action steps to improve quality. Program Student Learning Objectives [SLOs] are assessed in coordination with the assessment of related Institutional SLOs so that different programs assess only a portion of their total SLOs each year. The school is divided into programs and units. Programs are divisions that directly fulfill Institutional SLOs and ultimately the Mission with their efforts. Units are divisions that indirectly fulfill the Mission through providing support services for students, faculty and staff.

### **STEPS IN THE CMC ASSESSMENT PROCESS (1.EE.03, 2B.EE.04, 2B.EE.05)**

#### **Step 1: Review of Mission, Purpose, Values and SLOs**

**When:** At Fall Preplanning

**Participating:** Administrators, Faculty & Staff

Each fall, CMC faculty/staff begin their assessment efforts in regular faculty/staff meetings by being reminded of how the school Mission aligns with Institutional SLOs and Programmatic SLOs. This gives all faculty/staff members the opportunity to be reminded of this important connection and to participate in discussions to make the connection stronger if editing the current wording is needed. Once the initial assessment phases have been completed, an assessment cycle will be completed every third year. An overview of SLOs across the whole school is integrated into this step.

#### **Step 2: Review of Outcomes with Assessment Tools**

**When:** At Fall Preplanning

**Participating:** Administrators, Faculty & Staff

Every fall CMC faculty/staff further review how outcomes are distributed across the various courses/services that are offered in the program/unit and which assessment tools are used for each effort. Faculty/staff members have the opportunity to understand how their teaching/service efforts support the program/unit and how these will be assessed. Discussions in faculty/staff meetings allow the opportunity for members to better understand and coordinate their efforts and suggest better assessment efforts as they get the big picture of the curriculum and services offered.

#### **Assessments Given & Results Gathered (2B.EE.05)**

**When:** Fall and Spring Semesters **Participating:** Administrators, Faculty & Staff

During the fall and spring semesters various assessment tools are utilized in classes, or outside of class as is appropriate, and the results are gathered for review. Note though only select SLOs are focused on each year, assessment tools are generally given each year and the results tabulated for later review, so larger pools of data will be available when analysis is done.

#### **Step 3: Analyze Results, Enter Data [Evaluation Reports]**

**When:** Late Spring

**Participating:** Administrators, Faculty & Staff

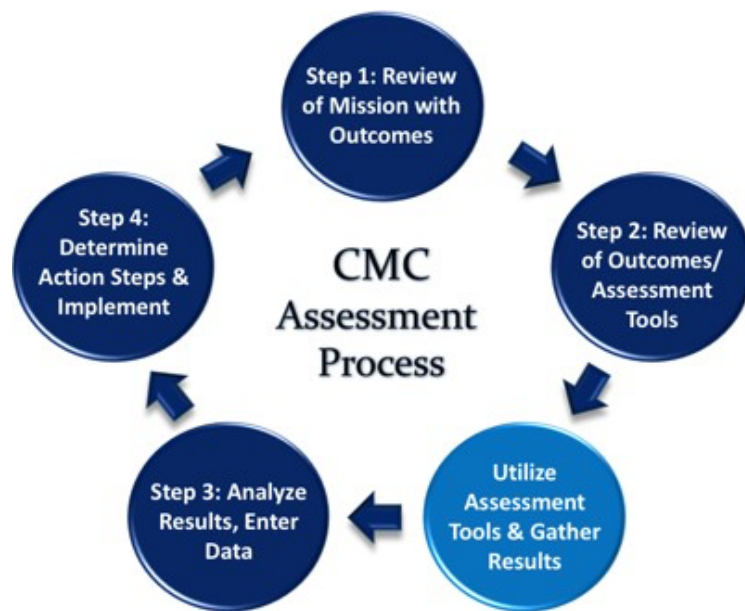
Every spring, CMC faculty/staff work to complete Program/Unit Evaluation Reports by entering a summary of the results of various assessments that have been used. Those overseeing the data gathering process make detailed reports of the results. Again discussion is encouraged in faculty/staff meetings to help all understand what the results are and to discuss what strengths and weaknesses might be represented by that information.

#### **Step 4: Determine Action Steps [Evaluation Reports] (Standard 2b.EE.2)**

**When:** Late spring

**Participating:** Administrators, Faculty & Staff

Every spring after the results have been discussed the focus then turns to the final category, "Actions". In this category, faculty/staff members discuss what actions can be taken to improve the quality of teaching/services offered at CMC. Ultimately it is the responsibility of the administrator over the program/unit to finalize the wording and submit the report.



#### Annual Review of the Assessment Process (2A.EE.03, 2B.EE.04)

At the end of each academic year in June, the previous year's assessment work will be reviewed by a questionnaire that is distributed to individuals who participated in assessment in that year. The results, once compiled will be sent in to a subcommittee of the assessment committee where the strengths, weaknesses opportunities and threats will be determined. After analysis, action steps will be written and agreed upon to strengthen assessment for the coming year. The subcommittee will report back to the administration and improvements will be integrated into the coming year's written assessment plan.

#### Results of CMC ASSESSMENT WORK:

##### STEP #1- Review of Mission and SLOs (reviewed and edited November 2016)

CMC passionately develops a student's God-given potential in a process of Biblical higher education and practical experience for sacrificial service in the church and community to expand God's kingdom in the world with the Holy Spirit's power.

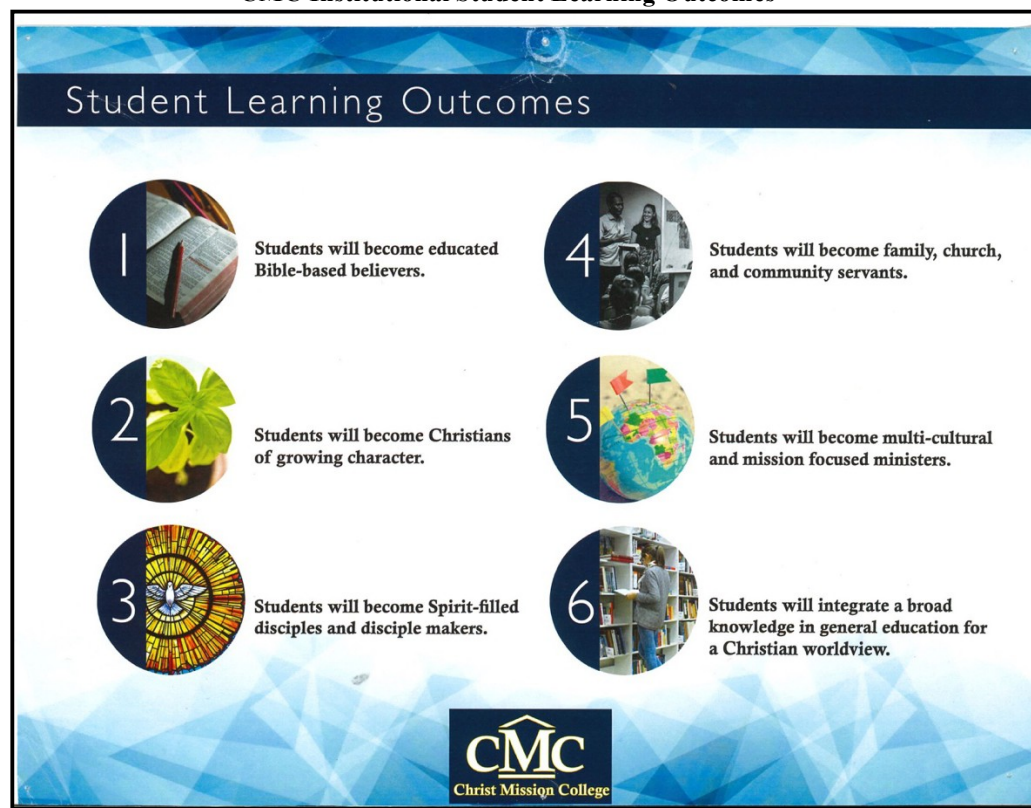
##### Purpose: [reviewed and edited October 2016]

Christ Mission College (CMC) recognizes the imperative of preparing Christian workers to complete the Great Commission (Mark 16:15; Matthew 28:19, 20). Our primary purpose is to provide baccalaureate level Church Ministry training at a central campus to qualified Hispanics and diverse other believers who desire to fulfill the mission of God in service to the church and community throughout the world. Our Church Ministry training is approached through sacrificial service, involvement in practical face-to-face ministry and the application of biblical principles and patterns. LABI seeks to provide ministers for the Assemblies of God as well as other evangelical churches while maintaining a quality program following guidelines of the Alliance for Assemblies of God Higher Education (AAGHE) and of the Association for Biblical Higher Education (ABHE).

##### Values: [reviewed October 2016]

Christ Mission College has identified and prioritized six core values that define our institution:

- Submitting to Christ's example of **sacrificial service** to see His Kingdom expanded for the benefit of others.
- Preparing individuals for service in the church and community through much **practical face-to-face ministry**.
- Guiding all life and ministry by the teachings and patterns of the **New Testament including A/G doctrine**.
- Equipping all believers/students to lead by doing their part in personal *small group* **disciple-making ministry**.
- Encouraging **each believer/student** to regularly use their spiritual gifts to build up Christ's body the church.
- Honoring and building up the **family of God** by providing for the needs of the church and community.
- Seeking to discern and follow the Spirit's guidance by supporting all ministries in **dedicated prayer**.



**CMC Curriculum Map:** For ease of viewing formatting, please view the curriculum map by following the link:

<https://docs.google.com/spreadsheets/d/1HM6hrjYCePaJWkRifENTbisTSNcnKagu-EkbOT8BY5w/edit?usp=sharing>

**Statement of Faith** [confirmed October 2014, reviewed July 2015]

Christ Mission College is an integral part of the General Council of the Assemblies of God, and as such, adheres to the Statement of Fundamental Truths of the Assemblies of God as indicated in Article V of the Constitution and Bylaws.

**In summary, we believe:**

1. The Scriptures Inspired. The Scriptures, both the Old and New Testaments, are verbally inspired of God and are the revelation of God to man, the infallible, authoritative rule of faith and conduct.
2. The One True God. The one true God has revealed Himself as the eternally self-existent "I AM," the Creator of heaven and earth and the Redeemer of mankind. He has further revealed Himself as embodying the principles of relationship and association as Father, Son and Holy Spirit.
3. The Deity of the Lord Jesus Christ. The Lord Jesus Christ is the eternal Son of God.
4. The Fall of Man. Man by voluntary transgression fell and thereby incurred not only physical death but also spiritual death, which is separation from God.
5. The Salvation of Man. Man's only hope of redemption is through the shed blood of Jesus Christ the Son of God.
6. The Ordinances of the Church.

*Baptism in Water*

The ordinance of baptism by immersion is commanded by the Scriptures. All who repent and believe on Christ as Savior and Lord are to be baptized. Thus they declare to the world that they have died with Christ and that they also have been raised with Him to walk in newness of life.

*Holy Communion*

The Lord's Supper, consisting of the elements --bread and the fruit of the vine-- is the symbol expressing our sharing the divine nature of our Lord Jesus Christ, a memorial of his suffering and death, and a prophecy of His second coming, and is enjoined on all believers "till He come!"

7. The Baptism in the Holy Spirit. All believers are entitled to and should ardently expect and earnestly seek the promise of the Father, the baptism in the Holy Spirit and fire, according to the command of our Lord Jesus Christ. This was the normal experience of all in the early Christian Church. With it comes the enduement of power for life and service, the bestowment of the gifts and their uses in the work of the ministry.

8. The Initial Physical Evidence of the Baptism in the Holy Spirit. The baptism of believers in the Holy Spirit is witnessed by the initial physical sign of speaking with other tongues as the Spirit of God gives them utterance.

9. Sanctification. Sanctification is an act of separation from that which is evil, and of dedication unto God. The Scriptures teach a life of "holiness without which no man shall see the Lord." By the power of the Holy Spirit we are able to obey the command: "Be ye holy, for I am holy." Sanctification is realized in the believer by recognizing his identification with Christ in His death and resurrection, and by the faith reckoning daily upon the fact of that union, and by offering every faculty continually to the dominion of the Holy Spirit.

10. The Church and its Mission. The Church is the Body of Christ, the habitation of God through the Spirit, with divine appointments for the fulfillment of her great commission. Each believer, born of the Spirit, is an integral part of the General Assembly and Church of the Firstborn, which are written in heaven.
11. The Ministry. A divinely called and scripturally ordained ministry has been provided by our Lord for the fourfold purpose of leading the Church in: 1) Evangelization of the world, 2) Worship of God, 3) Building a body of saints being perfected in the image of His Son, and 4) Meeting human need with ministries of love and compassion.
12. Divine Healing. Divine healing is an integral part of the gospel. Deliverance from sickness is provided for in the atonement, and is the privilege of all believers.
13. The Blessed Hope. The resurrection of those who have fallen asleep in Christ and their translation together with those who are alive and remain unto the coming of the Lord is the imminent and blessed hope of the church.
14. The Millennial Reign of Christ. The second coming of Christ includes the rapture of the saints, which is our blessed hope, followed by the visible return of Christ with His saints to reign on earth for one thousand years.
15. The Final Judgment. There will be a final judgment in which the wicked dead will be raised and judged according to their works. Whosoever is not found written in the Book of Life, together with the devil and his angels, the beast and the false prophet, will be consigned to the everlasting punishment in the lake which burneth with fire and brimstone, which is the second death.
16. The New Heavens and the New Earth. "We, according to His promise, look for new heavens and a new earth wherein dwelleth righteousness."

## **Vision [October 2014, revised June 2015]**

Our vision is to see CMC dare to dream big to fulfill the dreams of a new generation of ministers by forging ahead to achieve Initial Accreditation within three years of Candidacy Status, enlarging our enrollment to 150 students, extending our scholarship opportunities, expending our efforts to significantly upgrade the campus, expanding the community of participating churches to include more scope and diversity, and excelling across Texas and the U.S. as a quality school offering affordable practical ministry training that will deploy our graduates without debt into service in the church and community.

## **Review of Institutional and Program Student Learning Outcomes**

[edited October 2016, reviewed July 2018]

### **(01.EE.03)**

The Institutional Student Learning Outcomes align with and flow out of the Mission, Purpose and Values of CMC supporting the foundational documents of the school. These broadest student learning outcomes further support the student learning objectives of the school's academic program and its non-curricular programs. This is seen in the table below as the various programmatic SLOs align with the appropriate Institutional SLOs. Furthermore, the results of assessment tools used to assess each program or support unit can be aggregated to provide a clear understanding of the institutional effectiveness of each of the Institutional SLOs across the institution. *New Student Learning objectives and assessment map were developed in the Fall of 2016 as a part of a collaboration of the CMC Administration, Faculty, and outside consultants, Dr. David McCarthy and Dr. Jen King. Phase one of the implementation and assessment the new SLOs began in the Spring of 2017 in some academic courses and in the co-curricular Missions. A gradual roll-out of the new SLOs, assessment tools, and assessments will continue through the Spring of 2019 when the faculty will meet to assess progress of such, make revisions as needed, and plan for a continued and effective assessment process with the new SLOs. The new SLOs were developed as a more accurate reflection of the Church Ministries program and to cover all areas, including those that were lacking with the previous SLOs. The new SLOs come directly from 6 key items determined carefully by both Administration and Faculty with input from the Board of Directors.*

**Reports that follow are used in the CMC Assessment Process and include:**

### **CMC Institutional Evaluation Report**

#### **1- Church Ministry Academic Program Evaluation Report**

#### **2- Student Ministries Program Evaluation Report (Student Ministries and Church Involvement)**

#### **3- Student Ministries Program Evaluation Report (Missions)**

#### **4- Spiritual Life: Dev. Program Evaluation Report**

#### **5- Work Study Services Program Evaluation Report**

**The Assessment Cycle is Shown by color where:**

Items to be assessed every year are under a band of Grey

Items to be Assessed in the first phase are under a band of Light Green

Items to be Assessed in the second phase are under a band of Light Yellow

Items to be Assessed in the third phase are under a band of light Peach

Items to be Assessed in the fourth phase are under a band of light Blue

Items to be Assessed in the fifth phase are under a band of light Red

**Click on the Outcomes & SLO Assessment Results you would like to view to navigate through this document or simply scroll down. Assessment results are ordered from Phase I SP 2017 through the most recent semester, SP 2021.**

[Outcomes and SLO Assessment Results Phase I SP 2017](#)

[Outcomes and SLO Assessment Results Phase II FA 2017-SP 2018](#)

[Outcomes and SLO Assessment Results Phase III FA 2018-SP 2019](#)

[Outcomes and SLO Assessment Results Phase IV FA 2019-SP 2020](#)

[Outcomes and SLO Assessment Results Phase V FA 2020-SP 2021](#)

[Older Outcomes and SLO Assessment Results](#)



CMC Institutional Evaluation Report 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06	
Assessment Phase 1 SPRING 2017 2B.EE. 02, 2B.EE.03 <a href="#">Click here to return to Outcomes &amp; SLO Assessment Results Menu</a>	
SLOs Assessed in Phase 1: 1.1.4. 2.1.1. 2.1.2. 2.2.1. 2.5.1. 2.6.1. 5.3.1. 5.4.1. 6.1.1.1.	
<b>Institutional SLO</b>	<b>SLO 1 Students will become educated Bible-based believers</b>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God 1.1.4. Demonstrate a biblical theology of missions with an emphasis on the church in the world. (BIB 1153 Biblical Perspective of Missions)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Essay Biblical/Theological Freshmen Level (Emerging)  Write <b>two</b> essays (3-5 paragraphs each) in response to the following questions. Answer the questions to the best of your ability based on the knowledge you've acquired throughout this course. Your essays must follow MLA format and should be submitted in a text block. (Suggestion: Type your essays in a Word document, then paste them into the text block. You do not need a title page for this assignment, but each of your essays should have a title or heading. <b>1. According to biblical theology, what is your role as an individual, and the church's role as a whole to the world? (SLO 1.1.4.)</b>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Freshmen level, students are expected to score within the EMERGING level. <ul style="list-style-type: none"> <li>18 of 18 students in the class scored within the Emerging Level (1.00-1.99%)</li> </ul> Level one criterion states: Understands concepts of a biblical theology of missions with an emphasis on the church in the world.
<b>Actions</b>	<b>Strengths:</b> Students were able to use Scripture passages to describe their role an individual and the church's role in the world as described in the Bible. <b>Weaknesses:</b> Some students need to provide more specific examples of how these roles can be demonstrated in the world today. <b>Actions Towards Improvement:</b> Next semester an additional resource, Worldview Magazine, will be added to the curriculum provide students with real-time examples of how people are living out the Great Commission in various settings today.
<b>Institutional SLO</b>	<b>SLO 2 Students will become Christians of growing character</b>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program (co-curricular) 2B.EE.04</b> 2.1. Demonstrate evidence of wise living 2.1.1. Utilize the Word of God and embrace its unique worldview as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving. (Missions)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Reflection Paper Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)  Using the MLA format the student will reflect on their Missions week experiences and will write a one page reflection paper. Below you will find the key questions each student is to reflect on. 1. How did the Missions trip demonstrate Christ's example of sacrificial service* and how did this challenge you socially, culturally, emotionally or theologically? 2. Were you able to practice quality face-to-face ministry skills during the Missions trip and how did that change your way of thinking? 3. Were you able to demonstrate knowledge and skills in small group** disciple-making ministry during the Missions trip? Name the different methods of outreach used during this Mission trip. 4. Were you able to demonstrate the ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer? Please provide examples.
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<b>Overall (30 assessed)</b> <b>SLO 2.1.1. had an average score of 2.31 out of 4 for the entire student body.</b> <b>Freshmen (10 assessed)</b> 30% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 40 % of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%) 20% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%) 10% of Freshmen assessed scored at the <b>Mastery Level</b> (4.00-4.99%) <b>Sophomores (7 assessed)</b> 86% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 14 % of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%) (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions. <b>Juniors (5 assessed)</b> 60% of Juniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%) 20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%) <b>Seniors (8 assessed)</b> 12% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%) 38% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %) 50% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)
<b>Actions</b>	<b>Strengths:</b> 1. Students demonstrated patience on trips when faced with challenges and inconveniences. 2. Students showed good retention of the Scripture teachings they received from the pastors they worked alongside with and were able to show evidence of implementation of such in their ministry. <b>Weaknesses:</b> 1. Properly handling communication between students and group leaders <b>Actions Toward Improvement:</b> 1. Moving forward, students will be asked to give short devotionals in Missions Prayer with their missions' team. The devotions will concentrate on topics that can be used to minister to people on their missions trips. 2. In the fall of 2017, the missions staff met with the missions group leaders to discuss protocol for chain of command and proper communication with regard to problem solving. <b>Assessment Tool Improvements:</b> The prompts given to students for this reflection paper do not correlate well with the new SLOs being assessed. The tool will be modified for implementation in the fall of 2017 to consist of five specific essay questions that are directly linked to the new student learning objectives: 2.1.1; 2.2.1; 2.5.1; 2.6.1; 5.3.1; and 5.4.1.

<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 2.1. Demonstrate evidence of wise living 2.1.2. Practice spiritual disciplines for character formation through the reading of Scripture, personal and intercessory prayer, guidance of the Holy Spirit (PMN 2363 Homiletics)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Essay Professional Studies Sophomore Level (Developing)  <b>Part 1:</b> Write an essay (2-5 pages in length) that responds to the following prompt. Answer the prompt to the best of your ability based on the knowledge you've acquired throughout this course. Your essay must follow MLA format and should be submitted as a Word document. (SLO 2.1.2)  <i>Explain the importance that spiritual disciplines play in the character formation through the reading of Scripture, personal and intercessory prayer, and guidance of the Holy Spirit in the life of the preacher.</i>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Sophomore level, students are expected to score within the DEVELOPING Level (2.00-2.99%) <ul style="list-style-type: none"> <li>9 of 9 students in the class scored within the Developing Level</li> </ul> Level two criterion for this SLO states: Understands the importance of spiritual disciplines for character formation through the reading of Scripture, personal and intercessory prayer, and guidance of the Holy Spirit.
<b>Actions</b>	<b>Strengths:</b> 1. Most students were able to give a very detailed description of how the reading of Scripture, personal and intercessory prayer, and guidance of the Holy Spirit all play an important part in the character formation of a preacher. <b>Weaknesses:</b> 1. Understanding the importance needs to go beyond to actual implementation, allowing a lifestyle to be formed. <b>Actions Toward Improvement:</b> 1. Provide opportunities for students to share with their peers how spiritual disciplines have formed their character as preachers. This will also facilitate more accountability for one's spiritual disciplines. These discussions will be part of the course participation requirement listed in the methods of instruction portion of the Homiletics syllabus for the spring 2018 semester.
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program (co-curricular) 2B.EE.04</b> 2.2. Examine motivation, leadership style, team building, power, decision-making, organizational culture, and conflict resolution within ministry 2.2.1. Examine motivation, leadership style, team building, power, decision-making, organizational culture, and conflict resolution within ministry (Missions)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Reflection Paper Missions- Co-Curricular Freshmen-Senior Levels  Using the MLA format the student will reflect on their Missions week experiences and will write a one page reflection paper. Below you will find the key questions each student is to reflect on. 1. How did the Missions trip demonstrate Christ's example of sacrificial service* and how did this challenge you socially, culturally, emotionally or theologically? 2. Were you able to practice quality face-to-face ministry skills during the Missions trip and how did that change your way of thinking? 3. Were you able to demonstrate knowledge and skills in small group** disciple-making ministry during the Missions trip? Name the different methods of outreach used during this Mission trip. 4. Were you able to demonstrate the ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer? Please provide examples.
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<b>Overall (30 assessed)</b> <b>SLO 2.2.1. had an average score of 2.47 out of 4 for the entire student body.</b> <b>Freshmen (10 assessed)</b> 20% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 30 % of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%) 50% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%) <b>Sophomores (7 assessed)</b> 57% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 29 % of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%) 14% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%) (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.) <b>Juniors (5 assessed)</b> 60% of Juniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%) 20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%) <b>Seniors (8 assessed)</b> 12% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%) 38% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %) 50% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)
<b>Actions</b>	<b>Strengths:</b> 1. Students gained an up and close look into life in ministry and a greater awareness of leadership styles from the pastors they partnered with on the trips. 2. Students learned about conflict resolution and how to work things out in a civil manner. <b>Weaknesses:</b> 1. Students don't seem to be consciously looking to evaluate and observe motivation, leadership style and conflict resolution. 2. Sometimes, students on trips didn't seem to be in tune with the desires of the various pastors. <b>Actions Toward Improvement:</b> 1. Before the missions trips, various aspects of this SLO will be discussed, so the students can be intentionally observing leadership styles. 2. Request that pastors share their vision and expectations for the trips to enable the students to be more in line with their vision. <b>Assessment Tool Improvements:</b> The prompts given to students for this reflection paper do not correlate well with the new SLOs being assessed. The tool will be modified for implementation in the fall of 2017 to consist of five specific essay questions that are directly linked to the new student learning objectives: 2.1.1; 2.2.1; 2.5.1; 2.6.1; 5.3.1; and 5.4.1.
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 2.5.1. Nurture a balanced perspective of God's Word in a solid worldview 2.5.1. Examine a worldview from the perspective of the Bible and God's purpose for humanity (BIB 1153 Biblical Perspective of Missions)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Essay Biblical/Theological Freshmen Level (Emerging)

	<p>Write <b>two</b> essays (3-5 paragraphs each) in response to the following questions. Answer the questions to the best of your ability based on the knowledge you've acquired throughout this course. Your essays must follow MLA format and should be submitted in a text block. (Suggestion: Type your essays in a Word document, then paste them into the text block. You do not need a title page for this assignment, but each of your essays should have a title or heading.</p> <p><b>2. What is a worldview? What is God's view of the world and His purpose for humanity based on what you know in the Bible? (SLO 2.5.1.)</b></p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p>At the Freshmen level, students are expected to score at the EMERGING level.</p> <ul style="list-style-type: none"> <li>18 of 18 students in the class scored within the Emerging Level (1.00-1.99%)</li> </ul> <p>Level one criterion states Understands what a worldview is and how God has provided a perspective on the world through the Bible.</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Students demonstrated an understanding of God's purpose for humanity</p> <p><b>Weaknesses:</b> 1. A few students neglected to respond to the first part of this essay question with regard to the definition of a worldview, giving a limited picture of their understanding.</p> <p><b>Actions Toward Improvement:</b> 1. More time will be spent in class to clarify the concept of worldviews.</p> <p><b>Assessment Tool Improvements:</b> Students will need better clarification with regard to this two-part essay question.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b></p> <p>2.6. Exercise reflective practices subsequent to ministerial and missional experiences</p> <p>2.6.1. Constructively and honestly evaluate the progress of one's own ministry and proficiency</p> <p>(Missions)</p>
<b>Assessment Tools/            Critical Task</b>	<p><b>Critical Task:</b> Reflection Paper</p> <p>Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>Using the MLA format the student will reflect on their Missions week experiences and will write a one page reflection paper. Below you will find the key questions each student is to reflect on.</p> <ol style="list-style-type: none"> <li>1. How did the Missions trip demonstrate Christ's example of sacrificial service* and how did this challenge you socially, culturally, emotionally or theologically?</li> <li>2. Were you able to practice quality face-to-face ministry skills during the Missions trip and how did that change your way of thinking?</li> <li>3. Were you able to demonstrate knowledge and skills in small group** disciple-making ministry during the Missions trip? Name the different methods of outreach used during this Mission trip.</li> <li>4. Were you able to demonstrate the ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer? Please provide examples.</li> </ol>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (30 assessed)</b></p> <p><b>SLO 2.1.1. had an average score of 2.31 out of 4 for the entire student body.</b></p> <p><b>Freshmen (10 assessed)</b></p> <p>30% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)</p> <p>20 % of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>40% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)</p> <p>10% of Freshmen assessed scored at <b>Mastery Level</b> (4.00-4.99%)</p> <p><b>Sophomores (7 assessed)</b></p> <p>57% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)</p> <p>29% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>14% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)</p> <p>(Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.</p> <p><b>Juniors (5 assessed)</b></p> <p>60 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>40% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)</p> <p><b>Seniors (8 assessed)</b></p> <p>38% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>12% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)</p> <p>50% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Confidence was boosted as experience was gained in the area of public speaking.</p> <p><b>Weaknesses:</b> 1. Objectively and accurately identifying one's own ministry proficiencies and deficiencies was difficult for some students.</p> <p><b>Actions Toward Improvement:</b> Missions group leaders and staff will offer individual encouragement, feedback, and coaching on how to identify and form an action plan regarding one's strengths and weaknesses.</p> <p><b>Assessment Tool Improvements:</b> The prompts given to students for this reflection paper do not correlate well with the new SLOs being assessed. The tool will be modified for implementation in the fall of 2017 to consist of five specific essay questions that are directly linked to the new student learning objectives: 2.1.1; 2.2.1; 2.5.1; 2.6.1; 5.3.1; and 5.4.1.</p>
<b>Institutional SLO</b>	<b>SLO 5 Students will become multi-cultural and mission focused ministers</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b></p> <p>5.3. Acquire knowledge and skills in fundraising and attaining resources</p> <p>5.3.1. Acquire knowledge and skills in fundraising and attaining resources and put those into practice in order to raise funds for missions ministry</p> <p>(Missions)</p>
<b>Assessment Tools/            Critical Task</b>	<p><b>Critical Task:</b> Reflection Paper</p> <p>Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>Using the MLA format the student will reflect on their Missions week experiences and will write a one page reflection paper. Below you will find the key questions each student is to reflect on.</p> <ol style="list-style-type: none"> <li>1. How did the Missions trip demonstrate Christ's example of sacrificial service* and how did this challenge you socially, culturally, emotionally or theologically?</li> <li>2. Were you able to practice quality face-to-face ministry skills during the Missions trip and how did that change your way of thinking?</li> <li>3. Were you able to demonstrate knowledge and skills in small group** disciple-making ministry during the Missions trip? Name the different methods of outreach used during this Mission trip.</li> <li>4. Were you able to demonstrate the ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer? Please provide examples.</li> </ol>

<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (30 assessed)</b>  <b>SLO 5.3.1. had an average score of 2.13 out of 4 for the entire student body.</b>  <b>Freshmen (10 assessed)</b>  80% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  20% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Sophomores (7 assessed)</b>  86% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  14% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.  <b>Juniors (5 assessed)</b>  80 % of Juniors assessed scored at the <b>Emerging Level</b> (2.00-2.99%)  20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Seniors (8 assessed)</b>  50% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  12% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)  38% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Students grew in their confidence in God to provide for their ministerial needs. 2. Many students were very proactive in raising their missions funds.  <b>Weaknesses:</b> 1. A large number of students were very passive in their fundraising, or waited until late in the semester to being actively raising funds. 2. Some seniors who were in the program before missions was a co-curricular requirement had not developed their fundraising skills.  <b>Actions Toward Improvement:</b> Sessions on fundraising will be held during the regularly scheduled missions meetings to help students be more proactive and strategic in their fundraising. 2. Students will be encouraged to fundraise as a team to discover the advantages of group fundraising.  <b>Assessment Tool Improvements:</b> The prompts given to students for this reflection paper do not correlate well with the new SLOs being assessed. The tool will be modified for implementation in the fall of 2017 to consist of five specific essay questions that are directly linked to the new student learning objectives: 2.1.1; 2.2.1; 2.5.1; 2.6.1; 5.3.1; and 5.4.1.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b><u>Student Ministries Program (co-curricular) 2B.EE.04</u></b>  <b><u>5.4. Implement the Great Commission in the world today</u></b>  <b><u>5.4.1. Implement the Great Commission in the world today</u></b>  <b><u>(Missions)</u></b></p>
<b>Assessment Tools/  Critical Task</b>	<p><b>Critical Task:</b> Reflection Paper  Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>Using the MLA format the student will reflect on their Missions week experiences and will write a one page reflection paper. Below you will find the key questions each student is to reflect on.</p> <ol style="list-style-type: none"> <li>1. How did the Missions trip demonstrate Christ's example of sacrificial service* and how did this challenge you socially, culturally, emotionally or theologically?</li> <li>2. Were you able to practice quality face-to-face ministry skills during the Missions trip and how did that change your way of thinking?</li> <li>3. Were you able to demonstrate knowledge and skills in small group** disciple-making ministry during the Missions trip? Name the different methods of outreach used during this Mission trip.</li> <li>4. Were you able to demonstrate the ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer? Please provide examples.</li> </ol>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (30 assessed)</b>  <b>SLO 5.3.1. had an average score of 2.66 out of 4 for the entire student body</b>  <b>Freshmen (10 assessed)</b>  40% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  30 % of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)  30% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Sophomores (7 assessed)</b>  29% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  29% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)  14% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.  <b>Juniors (5 assessed)</b>  20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  80% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Seniors (8 assessed)</b>  25% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  37% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)  38% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. The missions trips offered the students opportunities to participate in evangelistic endeavors. 2. Students are were having meaningful conversations and forming impactful connections with the people they were meeting on their trips.  <b>Weaknesses:</b> 1. Sometimes, a students never actually explains or shares the gospel with nonbelievers during their trip. 2. Students are good at forming friendships, but sometimes struggle with discipleship.  <b>Actions Toward Improvement:</b> 1. Encourage students to be more intentional about demonstrating and having conversations about the gospel.  <b>Assessment Tool Improvements:</b> The prompts given to students for this reflection paper do not correlate well with the new SLOs being assessed. The tool will be modified for implementation in the fall of 2017 to consist of five specific essay questions that are directly linked to the new student learning objectives: 2.1.1; 2.2.1; 2.5.1; 2.6.1; 5.3.1; and 5.4.1.</p>
<b>Institutional SLO</b>	<p><b>SLO 6 Students will integrate a broad knowledge in general education for a Christian worldview</b></p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b><u>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</u></b>  <b><u>6.1. Students will demonstrate knowledge of written and oral communication</u></b>  <b><u>6.1.1.1. Construct different types and styles of sermons from a variety of biblical genres</u></b>  <b><u>(PMN 2363 Homiletics)</u></b></p>



<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Essay Professional Studies Sophomore Level (Developing)  <b>Part 2:</b> Examine the sermon attached below. For each sermon, describe the following characteristics and provide evidence from the text to support your description. Each sermon description should be at least a page in length. Some characteristics to consider include: <i>Genre of Sermon, Sermon Type, Genre of Biblical Text Referenced, and Author's Style- Ex: Are illustrations used?, Is there an accurate use of exegesis?, Did the author's voice shine through the writing?, Is there a clear audience being addressed?, Is there an appeal to the listener's emotions? Logic?</i>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Sophomore level, students are expected to score in the DEVELOPING Level (2.00-2.99%) <ul style="list-style-type: none"> <li>1 of 9 students in the class scored within the Emerging Level</li> <li>8 of 9 students in the class scored within the Developing Level</li> </ul> Level 1 criterion for this SLO states: Observes various types and styles of sermons from a variety of biblical genres Level 2 criterion for this SLO states: Examines various sermon types and styles from different biblical genres.
<b>Actions</b>	<b>Strengths:</b> 1. Students were all able to identify the biblical genre being presented in the sermons. <b>Weaknesses:</b> 1. A few students were not able to solidly identify the purpose of the sermons when multiple purposes were present. <b>Actions Toward Improvement:</b> 1. More instruction is needed on Author's purpose and how to identify such purpose using context clues and voice.

CMC Institutional Evaluation Report 08.EE.06	
Assessment of Faculty/Staff Services (Annually)	
<b>Quality of Faculty</b>	Demonstrate quality faculty in the areas of: 1- knowledge, 2- ability to teach and 3- spiritual living
<b>Faculty Quality</b>	<b>Quality of Faculty: Faculty Knowledge, Faculty Ability to Teach, Faculty Spiritual Living</b>
<b>Assessment Tools</b>	<b>QF Student Evaluation of Instruction-</b> Faculty Knowledge, Teaching and Sanctification scores <b>Administrator Evaluation of Faculty Rubric-</b> Faculty Knowledge, Teaching and Sanctification scores
<b>Results</b> Detailed Data Results available in KanopySIS and in individual Faculty Files (filed for confidentiality)	<b>QF Student Evaluation of Instruction-</b> Overall, faculty scored an average of 4.2 of 5 in the area of instructional Knowledge, an average of 4 of 5 in the area of Instructional Technique, and average of 4.1 of 5 in the area of Instructional Management, an average of 4.1 of 5 in the area of Instructional Relationships, and 4 of 5 in the area Appropriate Level of Instruction. <b>Administrator Evaluation of Faculty Rubric-</b> Overall, observations made included the following: 1. There was an increase in the number of faculty members integrating technology in the classroom. (Flat screen TVs are now available in every classroom.) 2. Increased rigor and expectations 3. Some instructors using various instructional techniques to appeal to various learning styles (Individual scores are confidential and can be found in each faculty member's file.)
<b>Actions toward Improved Quality</b>	<b>Strengths:</b> Instructional Knowledge was the area of greatest strength of faculty members, particularly the item: Reflects interest in the subject being taught. This enthusiasm on behalf of our instructors translates into high engagement and motivation of students. <b>Weaknesses:</b> Instructional Technique was the area of least strength for faculty members, particularly the items of: Presents material w/challenge, Communicates clearly/effectively, and Assignments/exams measure lectures. <b>Actions Toward Improvement:</b> 1. At the fall 2017 faculty orientation, the three weaknesses as they relate to Instructional Technique will be an area of focus. Faculty will work together to come up with solutions for improvement. Those faculty members scoring high in these areas will have an opportunity to share their ideas and practices that have proven successful. 2. Best practice techniques will be reviewed.
<b>Quality of Staff</b>	Demonstrate quality services and Godly concern in various Student Services of CMC
<b>Staff Quality</b>	<b>Quality of Staff Services/Concern for Students</b> <b>Services Include:</b> Student Services, Food Services, Security, Enrollment Support- Enrollment, Admissions, Recruitment, Academic Support- Registrar, Library, Business Support- Student Accounts, Donor Relations, Development Services- Maintenance, Grounds, Facilities, IT Services
<b>Assessment Tools</b>	QS Student Satisfaction Survey QS Library Survey
<b>Results</b> Data collected using Survey Monkey and Microsoft Office portal. Detailed data filed and available in print and or via link through electronic data collection program.	<b>QS Student Satisfaction Survey:</b> Students were asked to rate various items across the institution on both importance and satisfaction. The top 10 largest gaps between the two indicate the areas needing most improvement, and the top 10 smallest gaps indicate areas of highest strength. The results of the Spring 2017 survey indicated the following: <u>Largest "Gaps" indicating areas most needing improvement</u> <ol style="list-style-type: none"> <li>Gap 0.8 Item 38- Parking lots are well lit. (Gap was 1.0 in sp. of 2016- showing improvement from previous year)</li> <li>Gap 0.74 Item 17- I am provided with guidance on financial aid (Gap was 1.23 in sp. of 2016- showing improvement from previous year)</li> <li>Gap 0.72 Item 16- I am given timely info about financial aid awards (Gap was 1.15 in sp. of 2016- showing improvement from previous year)</li> <li>Gap 0.7 Item 25- Personal counseling is available (Gap was 0.84 in sp. of 2016- showing improvement from previous year)</li> <li>Gap 0.68 Item 26- Guidance on how to move into a career is helpful. (Gap was 1.21 in sp. of 2016- showing improvement from previous year.)</li> <li>Gap 0.6 Item 39- Students are free to express their views. (Gap was 1.32 in 2016- showing significant improvement)</li> <li>Gap 0.58 Item 24- Internet access is sufficiently access is sufficiently dependable (Gap was 1.86 in sp. of 2016- showing significant improvement from previous year)</li> <li>Gap 0.53 Item 14- The quality of class instruction by the faculty is high (Gap was 0.82 in sp. of 2016- showing improvement from previous year)</li> <li>Gap 0.48 Item 29- My Academic advisor helped me set academic goals (Gap was 0.89 in sp. Of 2016- showing improvement from previous year)</li> <li>Gap 0.45 Item 33- Billing policies &amp; procedures are reasonable (Gap was 0.64 sp. of 2016- showing improvement from previous year)</li> </ol> <u>Smallest "Gaps" indicating areas of greatest strength</u> <ol style="list-style-type: none"> <li>Gap 0.16 Item 6- Admissions staff is courteous</li> <li>Gap 0.14 Item 7- Registration staff is concerned and supportive</li> <li>Gap 0.13 Item 31- The institution is committed to diversity</li> <li>Gap 0.1 Item 21- Students are promptly helped in the office</li> <li>Gap 0.08 Item 13- Item 8 There are adequate food options</li> <li>Gap 0.08 Item 8- The quality of my classes is high</li> <li>Gap 0.05 Item 2- Faculty is concerned &amp; supportive</li> <li>Gap 0.04 Item 22- Computer lab workers are concerned</li> <li>Gap 0 Item 10- Registration was smooth with few difficulties</li> <li>Gap 0 Item 42- Courses I want to take are available</li> </ol>

	<p><b>QS Library Survey:</b> Students were asked to rate various items with regard to the library on a scale of 1-5 with 5 being the highest rating and 1 being the lowest rating. Below are the top 8 rated items, and the bottom 8 rated items.</p> <p><u>Lowest Scored Library Survey Questions indicating areas most needing improvement</u></p> <ol style="list-style-type: none"> <li>1. 2.59- The Edna Villarreal Library has the audio-visual materials I need to meet the requirements for my courses</li> <li>2. 2.65- I understand how to use periodical indexes</li> <li>3. 2.88- Each week, I spend some time reading for personal enjoyment or personal growth in the library or elsewhere</li> <li>4. 3.18- The Edna Villarreal Library has the books I need to meet the requirements for my courses</li> <li>5. 3.24- My courses often require work in the library</li> <li>6. 3.29- The library's web page is helpful and easily accessible</li> <li>7. 3.29- The Edna Villarreal Library has the materials I need to provide for my general and independent learning, beyond my required classes</li> <li>8. 3.35- I get adequate answers to my reference needs at the Edna Villarreal Library</li> </ol> <p><u>Highest Scored Library Survey Questions indicating areas of greatest strength</u></p> <ol style="list-style-type: none"> <li>1. 4.12- The Edna Villarreal Library's hours are adequate for my needs</li> <li>2. 3.82- I generally find the atmosphere of the Edna Villarreal Library quiet, comfortable, and conducive to study</li> <li>3. 3.53- The library's inter-library loan services are adequate</li> <li>4. 3.5- I am satisfied with the library's service as a testing center for lifetime learning and/or makeup tests</li> <li>5. 3.47- The Edna Villarreal has the periodicals I need to meet the requirements for my courses</li> <li>6. 3.41- The number of professional staff members at the Edna Villarreal is adequate for my needs</li> <li>7. 3.41- The library's reserve services are adequate</li> <li>8. 3.35- I usually use the Edna Villarreal Library at least once a week</li> </ol>
<b>Actions toward Improvement</b>	<p><u><b>QS Student Satisfaction Survey</b></u></p> <p><b>Strengths:</b> The institution's greatest strengths were found to be in the areas of Admissions, Food Services, a strong sense of concern from library staff and faculty, and course availability</p> <p><b>Weaknesses:</b> Areas reflecting a need for improvement included Maintenance and Grounds (lighting), and Finance (financial aid and counseling.)</p> <p><b>Actions Toward Improvement:</b> 1. The institution will invest in a campus wide lighting project which will involve both the replacement of dated lighting with newer LED energy-efficient lights as well as the installation of new lights strategically placed in high traffic areas. 2. A Student Accounts Coordinator will be hired to assist the Vice President of Finance with student counseling with regard to: employment opportunities and job seeking, scholarship availabilities, and financial management <i>*The committee does recognize that some students may have responded to the questions in items 72 and 74 under the assumption that it refers to Federal Financial Aid, which the school does not at this time offer. A revision will be considered to help clarify what the questions are asking.</i></p> <p><u><b>QS Library Survey</b></u></p> <p><b>Strengths:</b> The library reflected the greatest strengths in the areas of adequate library hours, providing a comfortable place conducive to study, resources available and support staff</p> <p><b>Weaknesses:</b> Areas reflecting a need for improvement include a lack of Audio Visual materials, instruction on how to use indexes, a culture that lacks the intrinsic motivation to read for pleasure, a lack of print resources</p> <p><b>Actions Toward Improvement:</b> 1. The library committee will revisit the library budget to prioritize and plan for the purchase of needed resources 2. Library support staff will be more proactive about instructing students on how how to use the indexes and electronic databases, 3. Library staff will generate and implement ideas on how to create a culture of reading for both learning and pleasure</p>

CMC Institutional Evaluation Report 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06	
Assessment Phase 2 Fall 2017-Spring 2018 2B.EE. 02, 2B.EE.03. <a href="#">Click here to return to Outcomes &amp; SLO Assessment Results Menu</a>	
SLOs Assessed in Phase 2: 1.3.1. 1.3.2. 1.3.3. 2.1.1. 2.2.1. 2.3.2. 2.4.1. 2.6.1. 5.3.1. 5.4.1. 6.3.1. 6.3.2. 6.3.3.	
<b>Institutional SLO</b>	<b>SLO 1 Students will become educated Bible-based believers</b>
<b>Program SLOs</b> Successful students will: (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.3. Practice effective reading techniques 1.3.1. Analyze the themes and genre of a text (ENG 2273 Intro to Literature)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Novel Analysis/Presentation General Education Sophomore Level (Proficient)  Students will analyze and approved novel and create a presentation on the key literary elements of such. The presentation must include: Title slide, information about the author, examples of archetypes, examples of theme, a description of the genre, point of view, and setting, character analysis, a summary of the plot, examples of literary devices, important quotes, and a personal review of the novel. The PowerPoint presentation should be uploaded.
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Sophomore level, students are expected to score within the PROFICIENT level. <ul style="list-style-type: none"> <li>7 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>2 of 9 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> Level three criterion states: Analyze the themes and genre of a text. Level four criterion states: Analyzes multiple themes and genres evident in a novel.
<b>Actions</b>	<b>Strengths:</b> 1. All of the students were able to identify the genre of the novel with textual evidence. 2. Some students analyzed multiple themes and genre(s) present with textual evidence. <b>Weaknesses:</b> 1. Some descriptions were lacking in detail, needing to tie in other literary elements present to more thoroughly support their response <b>Actions Towards Improvement:</b> 1. Show how all literary elements contribute to identifying and describing a novel's theme(s) and genre(s) when multiple are present
<b>Program SLOs</b> Successful students will: (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.3. Practice effective reading techniques 1.3.2. Analyze the context in which a text was written (ENG 2273 Intro to Literature)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Novel Analysis/Presentation General Education Sophomore Level (Proficient)  Students will analyze and approved novel and create a presentation on the key literary elements of such. The presentation must include: Title slide, information about the author, examples of archetypes, examples of theme, a description of the genre, point of view, and setting, character analysis, a summary of the plot, examples of literary devices, important quotes, and a personal review of the novel. The PowerPoint presentation should be uploaded.
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Sophomore level, students are expected to score within the PROFICIENT level. <ul style="list-style-type: none"> <li>3 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>6 of 9 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> Level three criterion states: Analyze the context in which a novel was written (setting, characterization, author's bias, message). Level four criterion states: Analyzes the context in which a novel was written (setting, characterization, author's bias, message) and provides significant evidence for conclusions made.
<b>Actions</b>	<b>Strengths:</b> 1. Students were mostly able to draw conclusions based on contextual evidence from the novel <b>Weaknesses:</b> 2. Some students failed to use every part of the context being presented to give the best support for their conclusions <b>Actions Towards Improvement:</b> 1. While more applicable to Scripture the wording of this SLO doesn't seem to fit the purpose for literature critical task required. Consider rewording or omitting in the future
<b>Program SLOs</b> Successful students will: (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.3. Practice effective reading techniques 1.3.3. Apply skills that guide a search for the author's purpose (ENG 2273 Intro to Literature)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Novel Analysis/Presentation General Education Sophomore Level (Proficient)  Students will analyze and approved novel and create a presentation on the key literary elements of such. The presentation must include: Title slide, information about the author, examples of archetypes, examples of theme, a description of the genre, point of view, and setting, character analysis, a summary of the plot, examples of literary devices, important quotes, and a personal review of the novel. The PowerPoint presentation should be uploaded.
<b>Results</b> Detailed Data Results available through Chalk & Wire link	At the Sophomore level, students are expected to score at the PROFICIENT level. <ul style="list-style-type: none"> <li>3 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>6 of 9 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> Level three criterion states: Apply skills that guide a search for the author's purpose. Level four criterion states: Apply skills that guide a search for the author's purpose. Reflects on how the author's personal experiences may have played a role in the novel's messages and theme.
<b>Actions</b>	<b>Strengths:</b> 1. Most students were able to identify the author's purpose and provide textual evidence to support their claims and do an author study to shed more light on various aspects of the book <b>Weaknesses:</b> 1. A few students described the author's purpose but did little in the way of delving deeper into possible motivations and the author's real-life influences on the text <b>Actions Towards Improvement:</b> Incorporate an author study into the instruction to model explicitly how this can contribute to understanding an author's purpose.
<b>Institutional SLO</b>	<b>SLO 2 Students will become Christians of growing character</b>
<b>Program SLOs</b> Successful students will: (Where outcome is taught)	<b>Student Ministries Program (co-curricular) 2B.EE.04</b> 2.1. Demonstrate evidence of wise living 2.1.1. Utilize the Word of God and embrace its unique worldview as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving. (Missions)

Assessment Tools/ Critical Task	<p><b>Critical Task:</b> Essay Questions Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p><u>Using MLA format (be sure to include your name and today's date), reflect on your experiences during the week of Missions and respond to the following essay questions in detail. Upload your essay questions in a Word document or respond using text blocks.</u></p> <p><b>(2.1.1.)</b> <b>During the missions week, how did you utilize a worldview based on the Word of God to :</b>  - live in an exemplary way      - make decisions      - explore personal aspirations      - face dilemmas      - solve problems</p>
Results Detailed Data Results available through Chalk & Wire link	<p><b>Overall (45 assessed)</b> <b>SLO 2.1.1. had an average score of 2.27 out of 4 for the entire student body.</b> <b>Freshmen (15 assessed)</b>  20% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  67 % of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)  13% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Sophomores (17 assessed)</b>  18% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  47% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)  35% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.  <b>Juniors (5 assessed)</b>  20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  60% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  50% of Juniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  <b>Seniors (8 assessed)</b>  13% of Seniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  50% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  38% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)</p>
Actions	<p><b>Strengths:</b> 1. Staff leader and Student leader assess problems and consult with the entire group 2. Everyone has a voice <b>Weaknesses:</b> 1. Developing students to understand that they have a voice and should feel free to speak up 2. Some struggle with identifying their individual strengths within the group <b>Actions Toward Improvement:</b> 1. Leaders and teammates will help one another in identifying gifts and strengths not yet exercised <b>Assessment Tool Improvement:</b> Beginning in the fall of 2017, curriculum map will be adjusted to only assess 2 SLOs with missions versus the 5 currently being assessed, and a performance based assessment will be used going forward. (SLOs 5.3.1 and 5.4.1.)</p>
Program SLOs Successful students will: (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>  2.1. Demonstrate evidence of wise living  2.1.1. Utilize the Word of God and embrace its unique worldview as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving.  (PMN 3373 Pastoral Counseling)</p>
Assessment Tools/ Critical Task	<p><b>Critical Task:</b> Case Study Professional Studies Junior Level (Proficient)</p> <p>Students will select an age group, a counseling scenario like pre-marital or marital counseling, children with ADD/ADHD, abuse, and or addiction and write out a complete scenario. The case study must be thorough and include the following: name of counselee, setting, identification of the problem, and description of the first counseling session ex: did they open with prayer, use Scripture, use Solution Focused Pastoral Counseling to find the core problem, etc.</p>
Results Detailed Data Results available through Chalk & Wire link	<p>At the Junior level, students are expected to score within the PROFICIENT level.</p> <ul style="list-style-type: none"> <li>5 of 8 students in the class scored with in the <b>Proficient Level</b> (3.00-3.99%)</li> <li>3 of 8 students in the class scored within the <b>Mastery Level</b> (4.00-4.99%)</li> </ul> <p>Level three criterion states: Utilizes the Word of God and embraces its unique worldview as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving  Level four criterion states: Compares and Contrasts how to use the Word of God to address dilemmas and problem solve as opposed to worldly methods and ideologies</p>
Actions	<p><b>Strengths:</b> 1. Students used Scripture as a basis for their points of view 2. Disputed worldly ideologies with Scripture <b>Weaknesses:</b> Case study alone limits the student's ability to show a range of examples of how to apply Scripture <b>Actions Towards Improvement:</b> Consider alternative ways in which students can demonstrate a broader range of this ability</p>
Program SLOs Successful students will: (Where outcome is taught)	<p><b>Spiritual Growth 2B.EE.04</b>  2.1. Demonstrate evidence of wise living  2.1.2. Practice spiritual disciplines for character formation through the reading of Scripture, personal and intercessory prayer, guidance of the Holy Spirit  (Dorm Life)</p>
Assessment Tools/ Critical Task	<p><b>Critical Task:</b> Spiritual Disciplines Tool: Dorm Survey Spiritual Life</p> <p>Students provide ratings and written responses to the following questions:  1. On a scale of 1-10 (10 being the highest) how do you rate your spiritual life?  2. How much time do you spend in prayer daily?  3. How do you think other students see you? Do you think they see you as a good example for their spiritual lives and as a person who sets a high standard of living?  4. Do you feel your peers can confide and trust in you?  5. How much time do you spend daily with students in fellowship?  6. Do you see yourself as social or antisocial?  7. Throughout this semester, how many students have you ministered to on a one-on-one basis?  8. List ways that you can improve your walk with God.  9. List ways you can improve your relationship with your fellow students and build trust between yourself and those students?</p>
Results Detailed Data Results available through Chalk & Wire link	<p><b>MEN'S DORM</b>  On a scale of 1-10 (10 being the highest)  How do you rate your spiritual life?  -Freshmen-40% rate their spiritual life a three to five. 60% rate their spiritual life a six-eight.</p>



-Sophomore- 100% rated their spiritual life a seven.

-Junior- 50% rated their spiritual life a seven, and 50% rated their spiritual life an eight.

-Senior-100% rated their spiritual life a seven.

How much time do you spend in prayer daily?

-Freshmen- 75% pray less than one hour. 25% pray more than one hour.

-Sophomore- 66% spend roughly two hours in daily prayer. 33% is not aware of how much they pray.

-Junior- 50% pray daily for about twenty min. Other 50% pray daily for about two to three hours.

-Senior- 100% pray on the average of thirty min.

How do you think the students see you? Do you think they see you as a good example to their lives spiritually and as setting a high standard in living?

-Freshmen- 40% don't know or don't seem themselves as a good example. 60% see themselves as good examples.

-Sophomore- 100% see themselves as good examples.

-Junior- 50% don't see themselves as good examples. 50% see themselves as good examples.

-Senior- 100% see themselves as a good example.

Do you feel your peers can confide and trust in you?

-Freshmen- 100% feel their peers can trust them.

-Sophomore- 100% feel their peers can trust them.

-Junior- 100% feel their peers can trust them.

-Senior- 100% feel their peers can trust them.

How much time do you spend daily with students in fellowship?

-Freshmen- 60% spend three hours to all day with students in fellowship. 40% spend thirty-minutes to two hours with students in fellowship.

-Sophomore- 100% spend thirty-minutes to two hours with students in fellowship.

-Junior- 50% spend thirty-minutes to two hours with students in fellowship. The other 50% spend three hours to all day with students in fellowship.

-Senior- 100% spend three hours to all day with students in fellowship.

Do you see yourself as social or antisocial?

-Freshmen- 60% see themselves as social. 40% see themselves as antisocial.

-Sophomore- 100% see themselves as social.

-Junior- 100% see themselves as social.

-Senior- 100% see themselves as both social and antisocial.

Throughout this semester, how many students have you ministered to on a one on one basis?

-Freshmen- 75% have ministered to less than 5 students on a one on one basis. 25% have ministered to more than 5 students on a one on one basis.

-Sophomore- 100% have ministered to more than 5 students on a one on one basis.

-Junior- 50% have ministered to less than five students on a one on one basis. The other 50% does not know how many students he has ministered too.

-Senior- 100% have ministered to five students on a one on one basis.

List ways that you can improve your walk with God.

-Freshmen- Every freshmen guy agrees that he needs to spend more time in prayer and fasting. Some understand that they need to stop being prideful.

-Sophomore- Each guy agreed to spend more time in devotionals. Also, the need to create healthy disciplines in each one's life.

-Junior- Spend more time with people and God. Also, to be more disciplined with their time and their commitments.

-Senior- Spend more time reading the bible.

List ways you can improve your relationship with your fellow students and build trust within you and the students?

-Freshmen- To be more open to their fellow peers. Being more transparent and learning to love and pray for one another.

-Sophomore- Spend more time with them. Listen to each other and pray for them.

-Junior- Spend more time and listen to them. Also, to be intentional with each other.

-Senior- Get to spend more time with the students.

### **WOMEN'S DORM**

On a scale of 1-10 (10 being the highest) how do you rate your spiritual life?

-Freshmen-90% rate their spiritual life a six-ten. 10% rate their spiritual life a three-five

-Sophomore-80% rate their spiritual life a six-ten. 20% rate their spiritual life a 3-5.

-Junior-100% rate their spiritual life a six-ten.

-Senior- 100% rate their spiritual life a six-ten.

How much time do you spend in prayer daily?

-Freshmen-45% pray throughout the day. 45% pray from five minutes to one hour a day. 10% pray from two to five hours.

-Sophomore-80% spend five minutes to one hour in prayer. 20% pray throughout the day.

-Junior- 50% pray throughout the day. 50% pray from five minutes to one hour a day.

-Senior-100% spend one hour in prayer a day.

How do you think the students see you? Do you think they see you as a good example to their lives spiritually and as setting a high standard in living?

-Freshmen- 45% see themselves as good examples. 45% are not too sure how students see them. 10% don't see themselves as good examples.

-Sophomore-60% see themselves as good examples. 40% are not aware or do not believe they are seen as good examples.

-Junior- 100% see themselves as good examples.

-Senior- 100% are not too sure on how students see them.

	<p>Do you feel your peers can confide and trust in you?</p> <p>-<b>Freshmen</b>-90% feel their peers can trust in them. 10% are not too sure.</p> <p>-<b>Sophomore</b>- 100% feel their peers can trust in them.</p> <p>-<b>Junior</b>- 100% feel their peers can trust in them.</p> <p>-<b>Senior</b>-100% feel their peers can trust in them.</p> <p>How much time do you spend daily with students in fellowship?</p> <p>-<b>Freshmen</b>- 10% spend three hours to all day with students in fellowship. 90% spend thirty-minutes to two hours with students in fellowship.</p> <p>-<b>Sophomore</b>-40% spend three hours to all day with students in fellowship. 60% spend thirty-minutes to two hours with students in fellowship.</p> <p>-<b>Junior</b>-50% are aware that they do not spend too much with the students. 50% spend three hours to all day with students in fellowship.</p> <p>-<b>Senior</b>- 100% are not aware that they do not spend too much time with the students.</p> <p>Do you see yourself as social or antisocial?</p> <p>-<b>Freshmen</b>- 70% see themselves as social. 20% see themselves as anti-social. 10% are not aware.</p> <p>-<b>Sophomore</b>- 100% see themselves as social.</p> <p>-<b>Junior</b>- 50% see themselves as social. 50% see themselves as both social and antisocial.</p> <p>-<b>Senior</b>- 100% see themselves as both social and antisocial.</p> <p>Throughout this semester, how many students have you ministered to on a one on one basis?</p> <p>-<b>Freshmen</b>- 25% have ministered to five-ten people. 75% have ministered to one to five people.</p> <p>-<b>Sophomore</b>- 60% have ministered to one-five girls. 40% have ministered to five-ten girls.</p> <p>-<b>Junior</b>-50% have ministered to one-five girls. 50% have ministered to five-ten girls.</p> <p>-<b>Senior</b>- 100% have ministered to one-five girls.</p> <p>List ways that you can improve your walk with God.</p> <p>-<b>Freshmen</b>- Spend more time with God in devotional and prayer and fast. Also, to be consistent in their relationship.</p> <p>-<b>Sophomore</b>-Having times of solitude with God. Also, being obedient to his voice at the moment.</p> <p>-<b>Junior</b>-To be more accountable to God and leadership. Exercise the Fruits of the Spirit.</p> <p>-<b>Senior</b>- Spend more time in Devotional and prayer and fasting. Keep persevering.</p> <p>List ways you can improve your relationship with your fellow students and build trust within you and the students?</p> <p>-<b>Freshmen</b>- Spend more quality time with one another and being transparent. Being more loving and caring towards one another.</p> <p>-<b>Sophomore</b>- Not being closed into a group. Intentionally seeking more time with other girls.</p> <p>-<b>Junior</b>- Being more intentional with their time.</p> <p>-<b>Senior</b>- Be more like Christ.</p>
<b>Actions</b>	<p><b>Strengths</b> The students can be very social with other students. The evaluations show that students spend a good amount of time with others in fellowship. This leads to intentional moments that build up one another. This is seen in different areas: During classes, cafeteria, off-campus outings, dorms. <b>Weaknesses</b> A lot of students tend to close themselves within certain groups. Those groups can be positive or can be negative. By the evaluations that were received we see that some questions deal with their relationships with other students. Some students have difficult times connecting with other students. The result is there inability to step out of their comfort zone and connect with other students who may not see eye on eye on certain things. <b>Actions Toward Improvement</b> 1. Dorm Leadership have been more intentional with the interaction of students. Dorm Devo's and School Activities are closely observed to make sure students are able to learn and lead without distractions. The Dorm Pastors meet more frequently with their RA's to make sure they are no cracks within the Leadership teams and that the Dorm Pastors are aware of what is taking place within the Dorms. This information is then passed through Chain of Command to the Student Service Office. 2. Dorm Pastors have taken more responsibilities On-Campus as the pastors. They are currently not plugged into any church. They spend their Wednesdays and Sunday on Campus. This time is crucial where the Pastor is able to take more of a Pastoral Role here on campus with the students who do not attend Church that Sunday or Wednesday. The Pastors have been able to be more relational with those students in their one on one discipleship time.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b></p> <p>2.2. Practice Skills of collaboration with teammates</p> <p>2.2.1. Examine motivation, leadership style, team building, power, decision-making, organizational culture, and conflict resolution within ministry</p> <p><i>(Missions)</i></p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Essay Questions</p> <p>Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p><u>Using MLA format (be sure to include your name and today's date), reflect on your experiences during the week of Missions and respond to the following essay questions in detail. Upload your essay questions in a Word document or respond using text blocks.</u></p> <p><b>(2.2.1.)</b></p> <p><b>Examine yourself with regard to the following areas during the missions week:</b></p> <p>- motivation    - leadership style    - team building ability    - decision-making    - conflict resolution</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (45 assessed)</b></p> <p><b>SLO 2.2.1. had an average score of 2 out of 4 for the entire student body.</b></p> <p><b>Freshmen (15 assessed)</b></p> <p>47% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)</p> <p>47% of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>6% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)</p> <p><b>Sophomores (17 assessed)</b></p> <p>29% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)</p> <p>42% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p>29% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)</p> <p>(Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.</p>

	<p><b>Juniors (5 assessed)</b> 60% of Juniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 40% of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p> <p><b>Seniors (8 assessed)</b> 37% of Seniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 63% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Small ministry groups allow for student formation in dealing with both positive and negative aspects of ministry <b>Weakness:</b> 1. For many under classmen, this is the first time working with a ministry team. They enter individually and transition to a team format can be difficult <b>Actions Towards Improvement:</b> 1. Prepare underclassmen to for the ministry assignment as it pertains to group ministry. 2. Appreciating teachable moments even they may seem uncomfortable at times <b>Assessment Tool Improvements:</b> Beginning in the fall of 2017, curriculum map will be adjusted to only assess 2 SLOs with missions versus the 5 currently being assessed, and a performance based assessment will be used going forward. (SLOs 5.3.1 and 5.4.1.)</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 2.3. Grow in Godly ethical decision-making 2.3.2. Evaluate Biblical ethics in issues of modern society (PMN 3373 Pastoral Counseling)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Case Study Professional Studies Junior Level (Proficient)</p> <p>Students will select an age group, a counseling scenario like pre-marital or marital counseling, children with ADD/ADHD, abuse, and or addiction and write out a complete scenario. The case study must be thorough and include the following: name of counselee, setting, identification of the problem, and description of the first counseling session ex: did they open with prayer, use Scripture, use Solution Focused Pastoral Counseling to find the core problem, etc.</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p>At the Junior level, students are expected to score within the PROFICIENT level.</p> <ul style="list-style-type: none"> <li>2 of 8 students in the class scored with in the <b>Proficient Level</b> (3.00-3.99%)</li> <li>4 of 8 students in the class scored within the <b>Mastery Level</b> (4.00-4.99%)</li> </ul> <p>Level three criterion states: Evaluates Biblical ethics in issues of modern society Level four criterion states: Examines Biblical ethics in issues of modern society and makes contrasts to the perspective of secular or worldly ethics regarding those same issues</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Most students were able to detail the contrasts between the Bible's perspective and society's perspective on various ethical issues. <b>Weaknesses:</b> 1. Incorporate more research on the findings of other related studies to give a broader perspective on similar modern day scenarios <b>Actions Towards Improvement:</b> Provide students with more resources for investigation as it pertains to Biblical ethics issues in modern society</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 2.4. Develop a sincere and dependable work ethic 2.4.1. Demonstrate a genuine commitment to excellence and preparation in ministry (PMN 3373 Pastoral Counseling)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Case Study Professional Studies Junior Level (Proficient)</p> <p>Students will select an age group, a counseling scenario like pre-marital or marital counseling, children with ADD/ADHD, abuse, and or addiction and write out a complete scenario. The case study must be thorough and include the following: name of counselee, setting, identification of the problem, and description of the first counseling session ex: did they open with prayer, use Scripture, use Solution Focused Pastoral Counseling to find the core problem, etc.</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p>At the Junior level, students are expected to score within the PROFICIENT level.</p> <ul style="list-style-type: none"> <li>4 of 8 students in the class scored with in the <b>Proficient Level</b> (3.00-3.99%)</li> <li>4 of 8 students in the class scored within the <b>Mastery Level</b> (4.00-4.99%)</li> </ul> <p>Level three criterion states: Demonstrates a genuine commitment to excellence and preparation in one's ministry Level four criterion states: Exemplifies a genuine commitment to excellence and preparation in one's ministry</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Students were able to demonstrate a genuine commitment to excellence and ministry preparation in their discussions and writing assignments <b>Weaknesses:</b> 1. The positive effects of such a commitment on the part of the counselee could be better explained with regard to the case study being analyzed <b>Actions Towards Improvement:</b> 1. Draw a direct correlation between a counselee's commitment to excellence and the best outcome of a particular situation</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b> 2.6. Exercise reflective practices subsequent to ministerial and missional experiences 2.6.1. Constructively and honestly self-evaluates ministry proficiencies and considers areas of strength and weakness for further progress and improvement (Missions)</p>
	<p><b>Critical Task:</b> Essay Questions Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>Using MLA format (be sure to include your name and today's date), reflect on your experiences during the week of Missions and respond to the following essay questions in detail. Upload your essay questions in a Word document or respond using text blocks.</p> <p><b>2.6.1.</b> <b>During this trip, what areas of ministry did you find to be your strengths? weaknesses? In what ways have you grown from years prior? What can you do differently to be a more effective minister?</b></p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (45 assessed)</b> <b>SLO 2.1.1. had an average score of 2.23 out of 4 for the entire student body.</b> <b>Freshmen (15 assessed)</b> 13% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 47% of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%) 40% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%) <b>Sophomores (17 assessed)</b> 14% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%) 48% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%) 31% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%) 7% of Sophomores assessed scored at the <b>Mastery Level</b> (4.00-4.99%) (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.) <b>Juniors (5 assessed)</b></p>

	<p>20% of Juniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  40% of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  20% of Juniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  <b>Seniors (8 assessed)</b>  25% of Seniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  37% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  38% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Students do things they didn't know they could do and work with people they didn't think they could work with. This helps them see that they can thrive even in the unfamiliar <b>Weaknesses:</b> 1. Some students struggle with wanting to perform perfectly and see things as performance-based versus learning-based and need to see the value in teachable moments when their performance seems lacking. <b>Actions Towards Improvement:</b> Preparation will include orientation that deals with self-confidence and appreciation of teachable moments. <b>Assessment Tool Improvement:</b> Beginning in the fall of 2017, curriculum map will be adjusted to only assess 2 SLOs with missions versus the 5 currently being assessed, and a performance based assessment will be used going forward. (SLOs 5.3.1 and 5.4.1.)</p>
<b>Institutional SLO</b>	<b>SLO 5 Students will become multi-cultural and mission focused ministers</b>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b>  5.3. Acquire knowledge and skills in fundraising and attaining resources  5.3.1. Acquire knowledge and skills in fundraising and attaining resources and put those into practice in order to raise funds for missions ministry  (Missions)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Essay Questions  Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p><u>Using MLA format (be sure to include your name and today's date), reflect on your experiences during the week of Missions and respond to the following essay questions in detail. Upload your essay questions in a Word document or respond using text blocks.</u>  (5.3.1.)  <b>Prior to this trip, you were required to raise funds. What did you learn from your fundraising experience? What techniques were most/least effective? Why is it important to develop fundraising skills? How can you use what you learned for further ministry?</b></p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (45 assessed)</b>  <b>SLO 5.3.1. had an average score of 2.13 out of 4 for the entire student body.</b>  <b>Freshmen (15 assessed)</b>  33% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  47% of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)  20% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Sophomores (17 assessed)</b>  29% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  35% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)  18% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  18% of Sophomores assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.  <b>Juniors (5 assessed)</b>  20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  60% of Juniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  <b>Seniors (8 assessed)</b>  25% of Seniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  25% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  38% of Seniors assessed scored at the <b>Proficient Level</b> (3.00-3.99 %)  12% of Seniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Fund raising as a team is encourages students that their goals will be met 2. Testimonies of those who have been successful boost the moral of fellow students <b>Weaknesses:</b> 1. Students find it difficult to ask people for money <b>Actions Toward Improvement:</b> Teach students how to approach potential donors 2. Help students understand how fund raising for ministry differs from other types of donation requests <b>Assessment Tool Improvements:</b> Beginning in the fall of 2017, curriculum map will be adjusted to only assess 2 SLOs with missions versus the 5 currently being assessed, and a performance based assessment will be used going forward. (SLOs 5.3.1 and 5.4.1.)</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program (co-curricular) 2B.EE.04</b>  5.4. Implement the Great Commission in the world today  5.4.1. Implement the Great Commission in the world today  (Missions)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Essay Questions  Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p><u>Using MLA format (be sure to include your name and today's date), reflect on your experiences during the week of Missions and respond to the following essay questions in detail. Upload your essay questions in a Word document or respond using text blocks.</u>  (5.4.1.)  Matthew 28:16-20 New International Version (NIV)  The Great Commission  <b>16</b> Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. <b>17</b> When they saw him, they worshiped him; but some doubted. <b>18</b> Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. <b>19</b> Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, <b>20</b> and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."</p> <p><b>During this trip, how were you able to implement the Great Commission in the World today? Give specific examples.</b></p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<p><b>Overall (45 assessed)</b>  <b>SLO 5.3.1. had an average score of 2.07 out of 4 for the entire student body</b>  <b>Freshmen (15 assessed)</b>  47% of Freshmen assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  47% of Freshmen assessed scored at the <b>Developing Level</b> (2.00-2.99%)  6% of Freshmen assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  <b>Sophomores (17 assessed)</b></p>



	<p>35% of Sophomores assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  29% of Sophomores assessed scored at the <b>Developing Level</b> (2.00-2.99%)  18% of Sophomores assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  38% of Sophomores assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  (Note: A few of the Sophomore students were new students to CMC who transferred in, so all though they had enough credits completed to be classified as sophomores, this was only their first or second time to participate in Missions.  <b>Juniors (5 assessed)</b>  20 % of Juniors assessed scored at the <b>Developing Level</b> (2.00-2.99%)  20% of Juniors assessed scored at the <b>Proficient Level</b> (3.00-3.99%)  60% of Juniors assessed scored at the <b>Mastery Level</b> (4.00-4.99%)  <b>Seniors (8 assessed)</b>  50% of Seniors assessed scored at the <b>Emerging Level</b> (1.00-1.99%)  50% of Seniors assessed scored at the <b>Developing Level</b> (2.00-2.99 %)</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Excitement is generated as students go out and see lives changed 2. The revelation of what it means to follow God's commission inspires students <b>Weaknesses:</b> 1. While most students understand the challenge of the great commission, at times they tend to establish what they think it should look like and they can limit God in the process <b>Actions Toward Improvement:</b> Expose students to many scenarios of how the implementation of the Great Commission can be and is accomplished <b>Assessment Tool Improvements:</b> Beginning in the fall of 2017, curriculum map will be adjusted to only assess 2 SLOs with missions versus the 5 currently being assessed, and a performance based assessment will be used going forward. (SLOs 5.3.1 and 5.4.1.)</p>
<b>Institutional SLO</b>	
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>  6.3. Demonstrate Knowledge of Social, Behavioral, and Diversity Concepts  6.3.1. Demonstrate knowledge of at least one area of the social and behavioral sciences  (PSY 1113 Intro to Psychology)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Research Paper  General Education Freshmen Level (Emerging)</p> <p>Students will complete a paper on the topic of their choosing as relates to psychology. Topics can include: addiction, cutting, brain injury and behavior, memory loss, prejudice, etc. The paper should be written in MLA format and include a minimum of five sources. A rubric will be handed out for the student to follow in writing the paper.</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<ul style="list-style-type: none"> <li>4 of 9 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul> <p>Level two criterion states: Demonstrate some knowledge of at least one area of the social and behavioral sciences  Level four criterion states: Demonstrates knowledge of at least one area of the social and behavioral sciences</p>
<b>Actions</b>	<p><b>Strengths:</b> 1. Students explained their topics well and demonstrated knowledge of such 2. Demonstrated evidence of thorough research citing multiple sources and including real-life accounts of the subject being explained <b>Weaknesses:</b> 1. Some students lacked some depth on the social development and consequences of the issue <b>Actions Toward Improvement:</b> 1. Instruction will cover more relevant effects of the topics being taught.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>  6.3. Demonstrate Knowledge of Social, Behavioral, and Diversity Concepts  6.3.2. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences  (PSY 1113 Intro to Psychology)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Research Paper  General Education Freshmen Level (Emerging)</p> <p>Students will complete a paper on the topic of their choosing as relates to psychology. Topics can include: addiction, cutting, brain injury and behavior, memory loss, prejudice, etc. The paper should be written in MLA format and include a minimum of five sources. A rubric will be handed out for the student to follow in writing the paper.</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<ul style="list-style-type: none"> <li>1 of 9 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>5 of 9 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>3 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul> <p>Level one criterion states: Communicate somewhat effectively using minimal language and terminology germane to at least one area of the social and behavioral sciences  Level two criterion states: Communicate effectively using some language and terminology germane to at least one area of the social and behavioral sciences  Level four criterion states: Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences</p>
<b>Actions</b>	<p><b>Strengths</b> 1. Papers showed evidence of research from multiple sources including social and behavioral science terminology. <b>Weaknesses:</b> 1. Some students incorporated social and behavioral science terminology but did not elaborate or define such terminology in much detail. <b>Actions Toward Improvement:</b> 1. Encourage students to continue using the terminology pertaining to the social and behavioral sciences and include definitions/explanations where necessary to better convey their information</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>  6.3. Demonstrate Knowledge of Social, Behavioral, and Diversity Concepts  6.3.3. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences  (PSY 1113 Intro to Psychology)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Research Paper  General Education Freshmen Level (Emerging)</p> <p>Students will complete a paper on the topic of their choosing as relates to psychology. Topics can include: addiction, cutting, brain injury and behavior, memory loss, prejudice, etc. The paper should be written in MLA format and include a minimum of five sources. A rubric will be handed out for the student to follow in writing the paper.</p>
<b>Results</b> Detailed Data Results available through Chalk & Wire link	<ul style="list-style-type: none"> <li>4 of 9 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 9 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul> <p>Level two criterion states: Applies knowledge, theories, and research methods, including ethical conduct, to identify problems pertinent to at least one area of the social and behavioral sciences</p>

	Level four criterion states: Applies knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<b>Actions</b>	<b>Strengths:</b> 1. Topics selected were relevant to today's culture from a compassionate angle 2. Applied practical solutions about topic <b>Weaknesses:</b> 1. Some were lacking more relatable information on the subject of the brain and how its functions contribute to the topic being presented <b>Actions Toward Improvement:</b> 1. Provide better clarity of expectations and ensure students are understanding the correlation between the brain's functions and the various psychological issues.

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Assessment of Faculty/Staff Services (Annually)	
<b>Quality of Faculty</b>	Demonstrate quality faculty in the areas of: 1- knowledge, 2- ability to teach and 3- spiritual living
<b>Faculty Quality</b>	<b>Quality of Faculty: Faculty Knowledge, Faculty Ability to Teach, Faculty Spiritual Living</b>
<b>Assessment Tools</b>	<b>QF Student Evaluation of Instruction-</b> Faculty Knowledge, Teaching and Sanctification scores <b>Administrator Evaluation of Faculty Rubric-</b> Faculty Knowledge, Teaching and Sanctification scores
<b>Results</b> Detailed Data Results available in KanopySIS and in individual Faculty Files (filed for confidentiality)	<b>QF Student Evaluation of Instruction-</b> Overall, faculty scored an average of 4.45 of 5 in the area of instructional Knowledge, an average of 4.18 of 5 in the area of Instructional Technique, and average of 4.12 of 5 in the area of Instructional Management, an average of 4 of 5 in the area of Instructional Relationships, and 4 of 5 in the area of Appropriate Level of Instruction. (The data shows an increase over last semester in the areas of Instructional Knowledge and Instructional Technique by .25 and .18 respectively.) <b>Administrator Evaluation of Faculty Rubric-</b> Overall, observations made included the following: 1. Faculty input in the library increased with faculty providing feedback for the collection 2. Maintained momentum increased rigor and expectations 3. Classroom management styles produced high engagement from students (Individual scores are confidential and can be found in each faculty member's file.)
<b>Actions toward Improved Quality</b>	<b>Strengths:</b> Areas of greatest strength for the faculty were 1. Instructional Knowledge, particularly the items: provides perspective beyond the textbook and reflects interest in subject. (likely a reflection of the fact that all faculty are adjunct and active in their fields of expertise) and 2. Instructional Technique, specifically the items: objectives clearly stated in syllabi, focus on relevant issues, and evidence of preparation for class. Both Instructional Knowledge and Instructional Technique were items of focus last year for the faculty, and both showed and increase this semester. (.25 and .18 respectively) <b>Weaknesses:</b> The area showing least strength was in the area of Instructional Relationships particularly the item: prayer for global and personal needs which scored 3.67 of 5 possible. <b>Actions Toward Improvement:</b> Meet with faculty to encourage them to be intentional about being sensitive to student needs and model the importance of opening with prayer for both global and personal needs
<b>Quality of Staff</b>	Demonstrate quality services and Godly concern in various Student Services of CMC
<b>Staff Quality</b>	<b>Quality of Staff Services/Concern for Students</b> <b>Services Include:</b> Student Services, Food Services, Security, Enrollment Support- Enrollment, Admissions, Recruitment, Academic Support- Registrar, Library, Business Support- Student Accounts, Donor Relations, Development Services- Maintenance, Grounds, Facilities, IT Services
<b>Assessment Tools</b>	QS Student Satisfaction Survey QS Library Survey
<b>Results</b> Data collected using Survey Monkey and Microsoft Office portal. Detailed data filed and available in print and or via link through electronic data collection program.	<b>QS Student Satisfaction Survey:</b> Students were asked to rate various items across the institution on both importance and satisfaction. The top 10 largest gaps between the two indicate the areas needing most improvement, and the top 10 smallest gaps indicate areas of highest strength. The results of the Spring 2018 survey indicated the following: <u>Largest "Gaps" indicating areas most needing improvement</u> 1. Gap 1.2 Item 24- Internet access is sufficiently dependable (Gap was 0.58 in 2017 and 1.0 in sp. of 2016) 2. Gap 0.63 Item 38- Parking lots are well-lit (Gap was 0.8 in sp. of 2017 and 1.23 in sp. of 2016) 3. Gap 0.62 Item 2- Faculty is concerned & supportive (Gap was .05 in 2017 and 1.15 in sp. of 2016) 4. Gap 0.62 Item 16- I am given timely info about financial aid awards (Gap was 0.72 in sp. of 2017 and 0.84 in sp. of 2016) 5. Gap 0.59 Item 17- I am provided with guidance on financial aid (Gap was .74 in sp. of 2017 and 1.2 in sp. of 2016) 6. Gap 0.57 Item 42- Courses I want to take are available (Gap was 0.0 in sp. of 2017) 7. Gap 0.55 Item 25- Personal counseling is available (Gap was 0.7 in sp. of 2017 and 0.84 in sp. of 2016) 8. Gap 0.53 Item 11- Faculty implement technology in their teaching (This item appeared for the first time.) 9. Gap 0.51 Item 26- Guidance on how to move into a career is helpful (Gap was 0.68 in sp. of 2017 and 1.2 in sp. of 2016) 10. Gap 0.51 Item 1- Students feel welcomed at CMC (This item appeared for the first time)  <u>Smallest "Gaps" indicating areas of greatest strength</u> 1. Gap 0.0 Item 18- Student services staff are concerned & supportive 2. Gap 0.033 Item 30- Registration is convenient 3. Gap 0.044 Item 34- Student ministries staff is concerned & supportive 4. Gap 0.069 Item 7- Registration staff is concerned & supportive 5. Gap 0.069 Item 31- CMC is committed to student diversity 6. Gap 0.069 Item 6- Admissions staff is courteous 7. Gap 0.10 Item 41- Tuition and fees are a good return on my investment 8. Gap 0.13 Item 22- Computer lab workers are concerned 9. Gap 0.13 Item 29- My academic advisor helped me set academic goals 10. Gap 0.15 Item 10- Registration was smooth with few difficulties  <b>QS Library Survey:</b> Students were asked to rate various items with regard to the library on a scale of 1-5 with 5 being the highest rating and 1 being the lowest rating. Below are the top 8 rated items, and the bottom 7 rated items. <b>Survey Demographics:</b> Of those who participated in the survey: 47% were Freshmen, 18% were Sophomores, 21% were Juniors and 14% were Seniors <u>Lowest Scored Library Survey Questions indicating areas most needing improvement</u> 1. 3.38- Each week, I spend some time reading for personal enjoyment or personal growth in the library or elsewhere. 2. 3.41- My courses often require work at the library. 3. 3.50- Edna Villarreal Library has the audio-visual materials I need to meet the requirements of my courses. 4. 3.58- I usually use the Edna Villarreal Library at least once a week. 5. 3.58- Edna Villarreal Library has the books I need to meet the requirements of my courses. 6. 3.62- I understand how to use periodical indexes including the EBSCO database online.

	<p>7. 3.72- Edna Villarreal Library has the periodicals I need to meet the requirements of my courses.</p> <p><u>Highest Score Library Survey Questions indicating areas of greatest strength</u></p> <p>1. 4.42- The number of professional staff members at Edna Villarreal Library is adequate for my needs.</p> <p>2. 3.40- I am satisfied with the library's service as a testing center for Lifetime Learning and/or makeup tests.</p> <p>3. 4.16- I generally find the atmosphere at Edna Villarreal Library quiet, comfortable, and conducive to study.</p> <p>4. 4.15- Edna Villarreal Library's hours are adequate for my needs.</p> <p>5. 4.15- I get adequate answers to my reference needs at Edna Villarreal Library.</p> <p>6. 4.11- The library's web page is helpful and easily accessible.</p> <p>7. 3.98- The library's reserve services are adequate.</p> <p>8. 3.92- Edna Villarreal Library has the materials I need to provide for my general and independent learning, beyond my required class.</p>
<b>Actions toward Improvement</b>	<p><b><u>QS Student Satisfaction Survey</u></b></p> <p><b>Strengths:</b> Overall, the institution's highest marks were in the areas of 1. Student services staff 2. Registration and Registration Staff 3. Student Ministries Staff and 4. Commitment to Diversity</p> <p><b>Weaknesses:</b> 1. Although the area of internet access has shown significant improvement over the past two years, it is rated as one of the institution's weaker points 2. Parking lots well-lit and 3. Faculty concerned and supportive are among the lowest rated items</p> <p><b>Actions Toward Improvement:</b> 1. Internet access is available to students in all of the key buildings on campus with the exception of the dorms. The committee is considering allowing internet access in dorm lobbies, but safeguards are being discussed. 2. Additional exterior lights will be purchased and existing exterior lights will be checked for placement and efficiency. 3. At the next faculty orientation meeting, ways of being more concerned and supportive to students will be discussed for implementation</p> <p><b><u>QS Library Survey</u></b></p> <p><b>Strengths:</b> 1. Library staff is well-trained and helpful to students 2. Students are satisfied with the testing center 3. The atmosphere is quiet, comfortable and conducive to study</p> <p><b>Weaknesses:</b> 1. The student culture indicates a lack of motivation to read for enjoyment among the many students 2. The tie between coursework assigned and library resources needs to be strengthened.</p> <p><b>Actions Toward Improvement:</b> 1. Provide training to use the catalog 2. Purchase new books and periodical subscriptions as recommended by faculty 3. Conduct a survey for institutional literacy</p>

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Assessment Phase 3 Fall 2018-Spring 2019 2B.EE. 02, 2B.EE.03 <a href="#">Click here to return to Outcomes &amp; SLO Assessment Results Menu</a>	
SLOs Assessed in Phase 3: 1.1.1. 1.1.4. 2.4. 2.1.2. 2.4.1. 2.4.2. 2.5.1. 3.2.1. 3.2.2. 3.2.3. 4.2.1 4.2.2. 4.2.3.1. 5.1.1. 6.5.1. 6.5.1.3. 6.5.2.1.	
<b>Institutional SLO</b>	<b>SLO 2 Students will become Christians of growing character</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God 1.1.1. Describe the history, doctrine, mission's movement and organizational governance of the Assemblies of God (CMN 3923 Church Administration)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Church Administration Project Professional Studies Junior Level (Proficient)  Students will develop a Church Policy/Procedures Manual that will cover 10 major areas. Policy Manuals of at least two Assembly of God churches must be used as part of the research for this project. The Church Policy/Procedures Manual Must include: I. Introduction a. <i>Explanation of the purpose of the manual</i> b. <i>Discuss the content of the manual</i> c. <i>Suggest usage of the manual</i> II. Sample Constitution a. <i>Instructions for adopting a church constitution and bylaws</i> b. <i>Suggested constitution and bylaws for the local church</i> III. Flow Chart a. <i>Explanation and purpose of Flow Chart</i> b. <i>Example of a flow chart which includes a Pastor, Pastoral Staff, Church Board, and or Deacon Board, and various other departmental staff positions.</i> IV. Personnel Policies a. <i>General Information</i> b. <i>Employee Benefits</i> c. <i>Salary Packages</i> d. <i>Employment Application</i> V. Ministry Work Descriptions for all positions including 1. Qualifications and 2. Responsibilities VI. Office Guidelines Policies a. <i>Work Day Schedule</i> b. <i>Office Courtesy</i> c. <i>Use of Telephone</i> d. <i>Church Computer Usage (by employees, by others)</i> e. <i>Usage of Church Copier</i> f. <i>Outgoing mail</i> g. <i>Breaks</i> h. <i>Staff Meetings</i> i. <i>Absence Reporting</i> j. <i>Dress Code</i> k. <i>Visitors</i> i. <i>Petty Cash</i> VII. Equipment Policies a. <i>Purchase of new equipment</i> b. <i>Placement of equipment</i> c. <i>Inventory of equipment</i> d. <i>Person responsible for upkeep maintenance of equipment</i> VIII. Building Policy a. <i>General Guidelines</i> b. <i>Department Use</i> c. <i>Outside Use</i> d. <i>Rental Fees</i> IX. Church Grounds a. <i>Architectural Drawings for future building</i> b. <i>Floor Plans of present church building</i> X. Church Publication a. <i>Church Newsletter</i> b. <i>Visitor Packet</i> c. <i>Sample of Church Logo, Stationary, Business Cards, Offering Envelopes, Church Sign- Advertising</i>
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 6 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>2 of 6 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> <p>Level three criterion states: Students will develop a church policy/procedures manual that accurately reflects and follows the organizational governance of the Assemblies of God Level four criterion states: Students will develop a church policy/procedures manual that accurately reflects and follows the organizational governance of the Assemblies of God and the connection between policies are clearly stated where applicable.</p>
<b>Actions</b>	<b>Strengths:</b> 1. Students accurately reflected AG organizational government policies and principles in their projects <b>Weaknesses:</b> 1. While all students met the proficiency criteria, not all students explained a clear connection between <b>Actions Toward Improvement:</b> 1. Provide better clarity of expectations and ensure students are understanding the correlation between the brain's functions and the various psychological issues.
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God 1.1.4. Demonstrate a biblical theology of missions with an emphasis on the church in the world. (BIB 1153 Biblical Perspective of Missions)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Essay Biblical/Theological Freshmen Level (Emerging)  Write <b>two</b> essays (3-5 paragraphs each) in response to the following questions. Answer the questions to the best of your ability based on the knowledge you've acquired throughout this course. Your essays must follow MLA format and should be submitted in a text block. (Suggestion: Type your essays in a Word document, then paste them into the text block. You do not need a title page for this assignment, but each of your essays should have a title or heading. <b>1. According to biblical theology, what is your role as an individual, and the church's role as a whole to the world? (SLO 1.1.4.)</b>
<b>Results</b>	At the Freshmen level, students are expected to score within the EMERGING level. <ul style="list-style-type: none"> <li>3 of 5 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>2 of 5 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul> <p>Level one criterion states: Understands concepts of a biblical theology of missions with an emphasis on the church in the world. Level two criterion states: Discusses a biblical theology of missions with an emphasis on the church in the world.</p>
<b>Actions</b>	<b>Strengths:</b> With the incorporation of Worldview Magazine this semester, students were able to study real-time examples in various locations of people who are living out the Great Commission in our modern world. This helped them not only comprehend the meaning and purpose of the Great Commission, but to think outside the box when it comes to modes of delivering the good news of the Gospel. <b>Weaknesses:</b> Some students were lacking in their descriptions and details. <b>Actions Towards Improvement:</b> Improve instruction with regard to the expectations of the constructed responses, so they accurately explain and cover everything that is being asked. Review essay prompts to ensure they are clear.
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Spiritual Growth 2B.EE.04</b> 2.1. Demonstrate evidence of wise living 2.1.2. Practice spiritual disciplines for character formation through the reading of Scripture, personal and intercessory prayer, guidance of the Holy Spirit (Dorm Life)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Spiritual Disciplines Tool: Dorm Survey Spiritual Life  Students provide ratings and written responses to the following questions: 1. On a scale of 1-10 (10 being the highest) how do you rate your spiritual life? 2. How much time do you spend in prayer daily?



	<p>3. How do you think other students see you? Do you think they see you as a good example for their spiritual lives and as a person who sets a high standard of living?</p> <p>4. Do you feel your peers can confide and trust in you?</p> <p>5. How much time do you spend daily with students in fellowship?</p> <p>6. Do you see yourself as social or antisocial?</p> <p>7. Throughout this semester, how many students have you ministered to on a one-on-one basis?</p> <p>8. List ways that you can improve your walk with God.</p> <p>9. List ways you can improve your relationship with your fellow students and build trust between yourself and those students?</p>
Results	<p>Josue Cruz Dorm, Dorm Pastor: Elias Ramos, Total male students surveyed:8 Freshmen: 4, Sophomore: 0, Junior: 2, Senior: 2</p> <ol style="list-style-type: none"> <li> <p><u>On a scale of 1-10 (10 being the highest) how do you rate your spiritual life?</u> Freshmen- 50% rate their spiritual life a seven, 50% rate their spiritual life an eight. Sophomore- N/A Junior-100% rate their spiritual life an eight. Senior- 50% rate their spiritual life a seven and 50% rate their spiritual life an eight.</p> </li> <li> <p><u>How much time do you spend daily in prayer daily?</u> Freshmen- 75% spend thirty minutes to one hour in prayer. 25% spend two hours in prayer. Sophomore-N/A Junior-50% spend thirty minutes in prayer. 50% spend one hour and a half in prayer. Senior-100% spend thirty minutes to one hour in prayer</p> </li> <li> <p><u>How do you think other students see you? Do you think they see you as a good example for their spiritual lives and as a person who sets a high standard of living?</u> Freshmen-100% believe students see them as a good example, 75% of those also believe they can do better. Sophomore-N/A Junior-100% believe students see them as a good example. Senior-100% believe students see them as a good example.</p> </li> <li> <p><u>Do you feel your peers can confide and trust in you?</u> Freshmen-100% feel that their peers can trust them. Sophomore-N/A Junior-100% feel that their peers can trust them. Senior-100% feel that their peers can trust them.</p> </li> <li> <p><u>How much time do you spend daily with students in fellowship?</u> Freshmen-25% do not spend any time with students in fellowship. 75% spend two to three hours with students in fellowship Sophomore-N/A Junior-100% spend two to three hours with students in fellowship Senior-50% spend three hours with students. 50% spend one hour with students.</p> </li> <li> <p><u>Do you see yourself as social or anti-social</u> Freshmen-50% see themselves as social. 50% see themselves as antisocial. Sophomore-N/A Junior-50% see themselves as social. 50% see themselves as antisocial Senior-100% see themselves as social.</p> </li> <li> <p><u>Throughout this semester, how many students have you ministered to on a one-on-one basis?</u> Freshmen-75% have ministered to one to three students throughout the semester. 25% have not ministered to a student this semester. Sophomore-N/A Junior-50% have ministered to four students. 50% have ministered to seven students. Senior- 50% have ministered to at least fifteen students. 50% have ministered to four students.</p> </li> <li> <p><u>List ways you can improve your walk with God.</u> Freshmen-Students believe in spending more time with God in prayer and solitude to improve their walk with God. Sophomore-N/A Junior-Students believe that by being accountable to a leader and creating disciplines in their life can help them improve their walk with God. Senior- Students state that they can improve their walk with God by spending more time in prayer and in solitude with God. They also mention that building healthy disciplines can help time in their walk with God.</p> </li> <li> <p><u>List ways you can improve your relationship with your fellow students and build trust between yourself and those students?</u> Freshmen-These students believe they can build trust by being more intentional with their conversations with the students. Sophomore-N/A Junior-These students mention that spending more time with the students can build that trust with the students Senior- Students state that living Godly lives in and out of chapels and prayers can build trust between them and the students.</p> </li> </ol> <p>Gloria Garza Dorm, Dorm Pastor: Karely Pancardo, Total female students surveyed: 11 Freshmen: 1, Sophomore: 3, Junior: 3, Senior: 4</p> <ol style="list-style-type: none"> <li> <p><u>On a scale of 1-10 (10 being the highest) how do you rate your spiritual life?</u> Freshmen-100% rate their spiritual life an eight. Sophomore- 100 rate their spiritual life between a five and eight. Junior-100% rate their spiritual life a six to seven Senior- 50% rate their spiritual life a six. 50% rate their spiritual life an eight.</p> </li> <li> <p><u>How much time do you spend in prayer daily?</u> Freshmen-100% spend one to two hours in prayer daily. Sophomore-100% spend one to two hours in prayer daily. Junior-100% spend thirty minutes to one hour in prayer. Senior-25% spends 3 hours in prayer daily. 75% mention that they pray throughout the day.</p> </li> <li> <p><u>How do you thin other students see you? Do you think they see you as a good example for their spiritual lives and as a person who sets a high standard of living?</u> Freshmen-100% believe the students see them as a good example.</p> </li> </ol>

	<p>Sophomore-66% person the students see themselves as a good example. 33% believe they can grow in this area. Junior-66% believe students see them as good examples. 33% see that there can be some improvements. Senior- 100% believe students see them as good examples</p> <p>4. <u>Do you feel your peers can confide and trust in you?</u> Freshmen-100% feel that their peers can trust them. Sophomore-100% feel their peers can trust them. Junior-100% feel their peers can trust them. Senior-100% feel their peers can trust them.</p> <p>5. <u>How much time do you spend daily with students in fellowship?</u> Freshmen- 100% spend one to two hours with students in fellowship. Sophomore-100% spend two to three hours with students in fellowship. Junior-33% spends most of the day with students. 66% spends two to three hours with students in fellowship. Senior- 75% spends two to three hours a day with students. 25% spends one hour a day with students.</p> <p>6. <u>Do you see yourself as social or antisocial?</u> Freshmen-100% see themselves as social. Sophomore-33% see themselves as antisocial. 66% see themselves as anti-social Junior-100% see themselves as antisocial. Senior-50% see themselves as social. 50% see themselves as antisocial.</p> <p>7. <u>Throughout this semester, how many students have you ministered to on a one-on-one basis?</u> Freshmen-100% have ministered to five students. Sophomore-66% have ministered to four to six students. 33% has ministered to one student. Junior-33% has ministered to fix to six students. 33% has ministered to two students. Senior-75% minister to students through the day on a personal basis. 25% has ministered to one student.</p> <p>8. <u>List ways you can improve your walk with God.</u> Freshmen-Student believes they can improve their walk with God by reading the word more often and listening to the Holy Spirit. Sophomore-Students believe in creating healthy disciplines to improve their walk. Students also believe in reading the bible more often throughout the day. Junior-Students believe they can improve their walk with God by trusting in him daily and not relying on the material things. Senior-These students believe in reading the bible more often to improve their walk with God.</p> <p>9. <u>List ways you can improve your relationship with your fellow students and build trust between yourself and those students?</u> Freshmen-These students believe in spending more time with the students throughout the day can improve their relationship with the students. Sophomore-Students believe in being more transparent with one another. Junior-Students believe in taking initiative in spending more time with students on a more personal basis. Senior- Students in being more intentional with the time they have with the students.</p>
<b>Actions</b>	<p><b>Strengths:</b> Students have learned to take initiative as the leader in their circle of friends. This helped with preventing groups that were exclusive. Students also learned the importance of the reading of the Word of God. They were not having their own devotionals outside of the required times that were given to them.</p> <p><b>Weaknesses:</b> In the small community, students struggled with discipling themselves which resulted in students being overwhelmed. Students also dismissed some rules that were in the Student Handbook. This resulted in students meeting with the Discipline Committee.</p> <p><b>Actions Toward Improvement:</b> Dorm Leadership is now meeting one on one with the students that may need some accountability.</p>
<b>Program SLOs Successful students will: (Where outcome is taught)</b>	<p><b>Work Study Program 2B.EE.04</b> 2.4 Develop a sincere and dependable work ethic (Work-study)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Work-Study Evaluation Form (completed by work-study supervisors)</p> <p>Purpose: The purpose of this program is to discuss past performance and determine productivity and performance objectives for the future. The results should help the employee learn how to grow and develop professionally. This document will be part of the personnel work-study file. Instructions: Within each area, check the applicable category that in your opinion best describes the overall performance of the work-study employee. Then, answer each question that follows and sign the form. EE- Exceeds Expectations, ME- Meets Expectations, IN- Improvement Needed, BE- Below Expectations, N/A- Not Applicable</p> <ol style="list-style-type: none"> <li>1. Job Knowledge- demonstrates the competency to solve problems for successful task performance</li> <li>2. Quality of Work- work is thorough, accurate, and neat reflecting high professional standards</li> <li>3. Productivity- produces a significant volume of work efficiently on time toward specified objectives</li> <li>4. Cooperation- has a positive attitude that reflects professionalism and teamwork</li> <li>5. Customer Service- responds cheerfully, promptly, and helpfully to customers and their requests</li> <li>6. Communication- clearly and appropriately communicates orally and in writing throughout the organization</li> <li>7. Dependability- can be trusted to take the responsibility to successfully perform assigned tasks</li> <li>8. Adherence to Policy- follows work policy including phone use. Has a replacement to take over their work area when employee is absent or tardy</li> <li>9. Loyalty- to one's supervisor, the institute and its employees in supportive attitudes and conversation</li> <li>10. Employee's Ability- manages employees and/or assigned area successfully</li> </ol> <p>Describe their major accomplishments and/or contributions they have made to their assigned areas. Did they understand and fulfill the expectations for the position they were hired for? Would you recommend the employee back for the same work-study position the following semester? Would you recommend the employee for an other work-study position the following semester?</p>

Results	Overall averages for each category				
	Job Knowledge	EE 15%	ME 48%	NI 33%	4%
	Quality of Work	11%	48%	37%	4%
	Productivity	7%	52%	37%	4%
	Cooperation	19%	66%	11%	4%
	Customer Service	19%	62%	19%	0%
	Communication	8%	48%	33%	11%
	Dependability	11%	33%	48%	8%
	Adherence to Policy	11%	48%	37%	4%
	Loyalty	19%	58%	19%	4%
Employee's Ability	19%	19%	58%	4%	
Actions	<p><b>Strengths:</b> Customer Service and Cooperation were the two categories where the highest percentage of students felt they either met or exceeded expectations.</p> <p><b>Weaknesses:</b> Employee’s Ability and Dependability are the two categories where the highest percentage of students scored at Needs Improvement or Below expectations.</p> <p><b>Actions Towards Improvement:</b> The work-study director and supervisors will review training procedures for the fall 2019 semester to ensure that students feel properly trained and able to successfully complete their jobs and review guidelines for dependability and productivity.</p>				
Program SLOs Successful students will: (Where outcome is taught)	<p><b>Student Ministries Program 2B.EE.04</b> 2.4 Develop a sincere and dependable work ethic 2.4.1. Demonstrate a genuine commitment to excellence and preparation in ministry (Student Ministries)</p>				
Assessment Tools/ Critical Task	<p><b>Critical Task:</b> Student Ministry Assignment (min. 30 hours/semester) Tool: Student Ministries Performance Rubric Student Ministries- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>CMC’s primary objective is the equipping of individuals to enter worldwide Christian service. Supervised training is given to students in conjunction with their field of study. Therefore, student ministries compliment academics with essential practical training opportunities in Christian service. Students at CMC are encouraged to put their learning into practice through personal ministry. CMC is fortunate to have many churches cooperate by providing students a place for internship and practical experiences.</p> <p>The co-curricular requirements as they pertain to <b>Student Ministries</b> involvement are as follows:</p> <ul style="list-style-type: none"><li>Students will participate in at least one of the following ministries: Street Ministry, Children’s Ministry, Community Ministry, or Sound/Media Ministry (Ministry descriptions can be found below.)</li><li>A minimum of 15 hours per semester of student ministry involvement is required.</li></ul> <p><b>Community Outreach Ministry</b> is a ministry that consists of serving the inner city of San Antonio, Helotes, and local churches through volunteer work such as street and park cleanups, food bank volunteers, neighborhood cleanup or grocery delivery, construction or painting in local churches. <b>Street Ministry</b> This ministry involves witnessing to people, one on one, of all ages, cultures, ethnicities, and social status’ in different areas of San Antonio using different methods to reach people for Christ and then connecting them with local churches. Individuals interested should be willing to speak to people about the gospel. <b>Children’s Ministry</b> is a ministry that consists of individuals who have a passion for children of different backgrounds and consists of ministering through skits, songs, games, and preaching in church services, children’s homes, and outreaches. <b>Sound and Media Ministry</b> is a ministry that runs the sound system for chapel and school events in order to provide necessary support for services and events. This ministry also involves running the media booth in the chapel and developing video clips through video footage, pictures, recordings, and interviews in order to minister to the non-churched, congregations, chapel services, promotion, college days, and video yearbooks.</p>				
Results	<p><b>Freshmen (9)</b> Emerging-0 Developing-5 Proficient- 3 Advanced-1 <b>Sophomore (9)</b> Emerging-1 Developing-2 Proficient- 5 Advanced- 1 <b>Junior (6)</b> Emerging- 0 Developing-1 Proficient- 2 Advanced-3 <b>Senior (2)</b> Emerging-0 Developing-0 Proficient- 1 Advanced-1</p>				
Actions	<p><b>Strengths:</b> Students are learning the importance of serving in a ministry. Dorm Leadership has been able to advise them on being on time, preparing, communicating, and responsibilities etc.</p> <p><b>Weaknesses:</b> Some students’ ministry responsibilities may be too much for them. Some ministry requirements ask that the students be committed on a daily basis. This may be too much for some freshmen or even sophomores.</p> <p><b>Action of Improvement:</b> Depending on the responsibilities of the ministry, Student Life Staff has carefully placed students in ministries that best suite the students need.</p>				

<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program 2B.EE.04</b> 2.4 Develop a sincere and dependable work ethic 2.4.2. Adopt an approach to church ministries characterized by careful training subject to the guidance and evaluation of a qualified mentor <i>(Church Involvement)</i>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Church Ministry Assignment (min. 50 hours/semester)          Tool: Church Involvement Performance Rubric          Church Involvement- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>CHURCH MINISTRY INVOLVEMENT</p> <p>Each student is required to report his or her church ministry involvement. CMC recognizes the value of a student's total service involvement as part of the CMC experience.</p> <p>CHURCH MINISTRY INVOLVEMENT GUIDELINES</p> <ul style="list-style-type: none"> <li>All CMC students are required to attend church services on Sunday morning (including Sunday school), and a mid-week service at an approved Assemblies of God church in the San Antonio area. Any exception to this rule will need to be approved by the Student Ministries Director.</li> <li>Students are required to attend services at the church in which the student has agreed to attend for the duration of the semester.</li> <li>Students are required to submit a monthly hour attendance report to the office of the Student Ministries Director. Each form will need the pastor's signature of the church they have committed to, confirming their participation at their church on Sundays and mid-week services by the end of each month via the proper forms available from the Student Ministries Director.</li> <li>Excessive absenteeism will be considered a major infraction.</li> <li>Students who do not attend service at the church they have committed to for the duration of the semester without proper authorization, will be subject to disciplinary action.</li> <li><b>Students must notify the Pastor of the church they have committed to by their mid-week service if they will not attend church due to out of town trips, etc.</b></li> <li>CMC reserves the right to change a student's church assignment at the discretion of the CMC Administration.</li> <li>Students will be assessed in the following areas: SLO 2.4.2. Adopt an approach to church ministries characterized by careful training subject to the guidance and evaluation of a qualified mentor(s) and SLO 4.2.1. Appreciate the opportunity to serve the church while gaining ministry experience.</li> </ul> <p>The co-curricular requirements as they pertain to <b>Church Involvement</b> are as follows:</p> <ul style="list-style-type: none"> <li>Students will be required to complete 50-100 hours of church involvement per semester.  <i>In order to preserve a healthy academic workload, CMC does not recommend that students exceed 100 hours of church involvement per semester.</i></li> </ul>
<b>Results</b>	<p><b>Freshmen (9)</b>          Emerging-0          Developing-4          Proficient- 4          Advanced-1</p> <p><b>Sophomore (4)</b>          Emerging-1          Developing-1          Proficient- 1          Advanced- 1</p> <p><b>Junior (6)</b>          Emerging-          Developing-          Proficient- 6          Advanced-</p> <p><b>Senior (6)</b>          Emerging-          Developing-          Proficient- 1          Advanced-5</p>
<b>Actions</b>	<p><b>Strengths:</b> Students are now carefully placed at a church where they are mentored by qualified mentors. These mentors (Pastors) are required to come our CMC Internship Conference. This has given CMC the ability to connect with the pastors on the vision of the school. Pastors are now given some resources that they are able to look when mentoring the students. Students have now shown some dedication and have taken the responsibility when serving at their church.</p> <p><b>Weaknesses:</b> Due to the change of the internship program, some churches may have some difficulty adapting with the new program. Some students are plugged into these churches. The result of that is students serving over the 3-4 hour limit that a student is able to serve on a weekly basis. Due to that, some students may fall through on some church responsibilities because of the busy CMC schedule.</p> <p><b>Actions of Improvement:</b> CMC has now provided an opportunity where pastors are able to meet with their students one on one. This gives the pastors and students an opportunity to share schedules and be more intentional when the student is at the church.</p>
<b>Institutional SLO</b>	<b>SLO 3 Students will become Spirit-filled disciples and disciple makers</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b> 3.2. Develop skills in small group discipleship making 3.2.1. Examine Biblical and theological foundations of educational ministries <i>(CMN 3923 Christian Education Programs)</i>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Christian Ed Project and Christian Ed Discipleship Interview          Professional Studies Junior Level (Proficient)</p> <p>After completing two book reviews/critiques: The Lost Art of Disciple Making; Sticky Church, the student will interview and evaluate a local church's Christian Education/Discipleship ministries. (Field Ministry Assignment). The student will develop a Christian Education/Discipleship ministry program for a local church.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>1 of 8 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>2 of 8 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>2 of 8 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>3 of 8 students in the class scored within the Mastery level (4.00-4.99%)</li> </ul>

	<p>Level one criterion states: Identifies biblical and theological foundations of educational ministries.</p> <p>Level two criterion states: Discusses biblical and theological foundations of educational ministries</p> <p>Level three criterion states: Examines biblical and theological foundations of educational ministries.</p> <p>Level four criterion states: Examines and supports biblical and theological foundations of educational ministries with observations and research.</p>
<b>Actions</b>	<p><b>Strengths:</b> Students who examines Biblical and theological foundations of educational ministries incorporated Scripture citations to support their explanations.</p> <p><b>Weaknesses:</b> Some students were lacking a connection/examination to either a Biblical or theological aspect.</p> <p><b>Actions Towards Improvement:</b> Clearer explanation of expectations/use of exemplars, model thinking</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>3.2. Develop skills in small group discipleship making</p> <p>3.2.2. Utilize the Scriptures in the process of teaching in the church and classroom settings</p> <p>(CMN 3923 Christian Education Programs)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Christian Ed Project and Christian Ed Discipleship Interview</p> <p>Professional Studies Junior Level (Proficient)</p> <p>After completing two book reviews/critiques: The Lost Art of Disciple Making; Sticky Church, the student will interview and evaluate a local church's Christian Education/Discipleship ministries. (Field Ministry Assignment). The student will develop a Christian Education/Discipleship ministry program for a local church.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>3 of 8 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>3 of 8 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>2 of 8 students in the class scored within the Mastery level (4.00-4.99%)</li> </ul> <p>Level two criterion states: Describes the importance of Scriptures as it pertains to the process of teaching in the church and classroom settings</p> <p>Level three criterion states: Utilizes the Scriptures in the process of teaching in the church and in classroom settings</p> <p>Level four criterion states: Utilizes and integrates the Scriptures into all aspects of the process of teaching in the church and in classroom settings</p>
<b>Actions</b>	<p><b>Strengths:</b> Students were able to consider their target audience and incorporate the utilization of Scriptures in the process of teaching in a classroom setting.</p> <p><b>Weaknesses:</b> A few students were lacking in their incorporation of Scripture throughout their lesson.</p> <p><b>Actions Towards Improvement:</b> Improve instruction with regard to the utilization of appropriate Scripture in context with a desired audience.</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>3.2. Develop skills in small group discipleship making</p> <p>3.2.3. Examine philosophies of teaching and instructional methods of the teaching-learning process including learning styles; curriculum evaluation and planning; and educational administration.</p> <p>(CMN 4523 Evangelism and Discipleship)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Discipleship Program Development Project</p> <p>Professional Studies Senior Level (Mastery)</p> <p>Students must imagine they have just been given the role of Christian Education Pastor at their church. The pastor says their main task is to disciple the particular age groups within the church. Students will create an effective discipleship program that must address the following:</p> <ul style="list-style-type: none"> <li>What will be your discipleship strategy?</li> <li>Why did you choose this strategy?</li> <li>How will you implement it?</li> <li>If you choose to use a team of leaders to help disciple, how will you train the leaders?</li> <li>How will be able to gauge your progress with each person?</li> <li>Will there be an accountability system in place?</li> <li>How will you involve the parents of the teens?</li> </ul> <p>Accompanying this project will be (1) a 5 page written report and (2) a 7-10 minute verbal explanation of the discipleship strategy with the professor.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>1 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>3 of 4 students in the class scored within the Mastery level (4.00-4.99%)</li> </ul>
<b>Actions</b>	<p><b>Strengths:</b> Students were generally able to adequately display their knowledge of different instructional methods used in a church setting</p> <p><b>Weaknesses:</b> Students showed a weakness in thinking critically about teaching philosophies and ] learning styles, different from the ones they know well</p> <p><b>Actions Towards Improvement:</b> The course could implement more emphasis on a variety of teaching styles and models of education which are different from those the students are typically exposed to</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>3.2. Develop skills in small group discipleship making</p> <p>3.2.3. Examine philosophies of teaching and instructional methods of the teaching-learning process including learning styles; curriculum evaluation and planning; and educational administration.</p> <p>(CMN 3923 Christian Education Programs)</p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task:</b> Christian Ed Project and Christian Ed Discipleship Interview</p> <p>Professional Studies Junior Level (Proficient)</p> <p>After completing two book reviews/critiques: The Lost Art of Disciple Making; Sticky Church, the student will interview and evaluate a local church's Christian Education/Discipleship ministries. (Field Ministry Assignment). The student will develop a Christian Education/Discipleship ministry program for a local church.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>1 of 8 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>2 of 8 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>2 of 8 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>3 of 8 students in the class scored within the Mastery level (4.00-4.99%)</li> </ul> <p>Level one criterion states: Defines some philosophies of teaching and instructional methods of the teaching-learning styles; curriculum evaluation and planning; and educational administration</p> <p>Level two criterion states: Describes several philosophies of teaching and instructional methods of the teaching-learning styles; curriculum evaluation and planning; and educational administration</p>



	<p>Level three criterion states: Examines philosophies of teaching and instructional methods of the teaching-learning styles; curriculum evaluation and planning; and educational administration</p> <p>Level four criterion states: Differentiates between various philosophies of teaching and instructional methods of the teaching-learning styles; curriculum evaluation and planning; and educational administration comparing and contrasting</p>
<b>Actions</b>	<p><b>Strengths:</b> Examination of instruction methods and learning styles</p> <p><b>Weaknesses:</b> Some students were lacking in their examination of teaching philosophies</p> <p><b>Actions Towards Improvement:</b> More instructional time dedicated to teaching philosophies</p>
<b>Institutional SLO</b>	<b>SLO 4 Students will family, church, and community servants</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>4.1 Practice the sacrificial investment of time in service to Christ's family</p> <p>4.1.1. Comprehend and experience core competencies based on the pastoral model (CMN 4963 Principles and Practices of Church Ministries)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Students will write a three page paper. MLA format. Prompt: The student has been named as Lead Pastor of a 250 member church where the former lead pastor retired. The church is located in a multi-cultural middle class community of a large city. They need a new pastor with a new vision. The student's paper should include (1) a vision statement, (2) a small group strategy, (3) a discipleship strategy, (4) an organizational structure – including church board formation and leadership strategy, and (5) a ministry marketing plan.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>• 1 of 3 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>• 2 of 3 students in the class scored within the Mastery level (4.00-4.99%)</li> </ul> <p>Level three criterion states: Comprehend and experience core competencies based on the pastoral model</p> <p>Level four criterion states: Comprehend and experience core competencies based on the pastoral model and teaches/models them to peers</p>
<b>Actions</b>	<p><b>Strengths:</b> Incorporation of specific ways in which individuals can be helped toward spiritual growth in small groups and ways to train and equip small group leaders was reflected in this task of pastoral core competencies</p> <p><b>Weaknesses:</b> Project organization needed better flow with the vision of the church as a whole for some</p> <p><b>Actions Towards Improvement:</b> Emphasize the understanding of the pastoral model with ties to the mission and vision of the church</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Student Ministries Program 2B.EE.04</b></p> <p>4.2. Invest personal, interpersonal, family, and professional dimensions of ministry</p> <p>4.2.1. Appreciate the opportunity to serve the church while gaining ministry experience. (Church Involvement)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Church Ministry Assignment (min. 50 hours/semester)</p> <p>Tool: Church Involvement Performance Rubric</p> <p>Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>CHURCH MINISTRY INVOLVEMENT</p> <p>Each student is required to report his or her church ministry involvement. CMC recognizes the value of a student's total service involvement as part of the CMC experience.</p> <p>CHURCH MINISTRY INVOLVEMENT GUIDELINES</p> <ul style="list-style-type: none"> <li>• All CMC students are required to attend church services on Sunday morning (including Sunday school), and a mid-week service at an approved Assemblies of God church in the San Antonio area. Any exception to this rule will need to be approved by the Student Ministries Director.</li> <li>• Students are required to attend services at the church in which the student has agreed to attend for the duration of the semester.</li> <li>• Students are required to submit a monthly hour attendance report to the office of the Student Ministries Director. Each form will need the pastor's signature of the church they have committed to, confirming their participation at their church on Sundays and mid-week services by the end of each month via the proper forms available from the Student Ministries Director.</li> <li>• Excessive absenteeism will be considered a major infraction.</li> <li>• Students who do not attend service at the church they have committed to for the duration of the semester without proper authorization, will be subject to disciplinary action.</li> <li>• <b>Students must notify the Pastor of the church they have committed to by their mid-week service if they will not attend church due to out of town trips, etc.</b></li> <li>• CMC reserves the right to change a student's church assignment at the discretion of the CMC Administration.</li> <li>• Students will be assessed in the following areas: SLO 2.4.2. Adopt an approach to church ministries characterized by careful training subject to the guidance and evaluation of a qualified mentor(s) and SLO 4.2.1. Appreciate the opportunity to serve the church while gaining ministry experience.</li> </ul> <p>The co-curricular requirements as they pertain to <b>Church Involvement</b> are as follows:</p> <ul style="list-style-type: none"> <li>• Students will be required to complete 50-100 hours of church involvement per semester. <i>In order to preserve a healthy academic workload, CMC does not recommend that students exceed 100 hours of church involvement per semester.</i></li> </ul>
<b>Results</b>	<p><b>Freshmen (9)</b></p> <p>Emerging-0 Developing-4 Proficient- 2 Advanced-3</p> <p><b>Sophomore (4)</b></p> <p>Emerging-0 Developing-1 Proficient- 2 Advanced- 1</p> <p><b>Junior (6)</b></p> <p>Emerging- 0 Developing- 1 Proficient- 4 Advanced-1</p> <p><b>Senior (6)</b></p> <p>Emerging- 0 Developing-0 Proficient- 2 Advanced-4</p>

<b>Actions</b>	<p><b>Strengths:</b> We have heard students sharing positive experiences about church. This helps with students being more appreciative at the church they are placed. This gives room for students to learn with an open mind. With careful mentorship, students are gaining experience in the church that they have been assigned too.</p> <p><b>Weaknesses:</b> Student's may have been assigned to a church that they didn't really want to be plugged into. The result of this is the students not given it their 100%. They may close themselves out to certain responsibilities from the church.</p> <p><b>Action of Improvement:</b> Pastor's have been asked to carefully walk through the church responsibilities and expectations with the students. Pastor's have also been given resources that may help them in providing some experiences that will help the student grow and gain that ministry experience.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>4.2. Develop skills in small group discipleship making</p> <p>4.2.2. Identify the duties regarding pastoral ministry including denominational responsibilities and relationships (PMN 4513 Church Administration)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Church Administration Project Professional Studies Junior Level (Proficient)</p> <p>Students will develop a Church Policy/Procedures Manual that will cover 10 major areas. Policy Manuals of at least two Assembly of God churches must be used as part of the research for this project. The Church Policy/Procedures Manual Must include:</p> <p>I. Introduction <i>a. Explanation of the purpose of the manual b. Discuss the content of the manual c. Suggest usage of the manual</i></p> <p>II. Sample Constitution <i>a. Instructions for adopting a church constitution and bylaws b. Suggested constitution and bylaws for the local church</i></p> <p>III. Flow Chart <i>a. Explanation and purpose of Flow Chart b. Example of a flow chart which includes a Pastor, Pastoral Staff, Church Board, and or Deacon Board, and various other departmental staff positions.</i></p> <p>IV. Personnel Policies <i>a. General Information b. Employee Benefits c. Salary Packages d. Employment Application</i></p> <p>V. Ministry Work Descriptions for all positions including 1. Qualifications and 2. Responsibilities</p> <p>VI. Office Guidelines Policies <i>a. Work Day Schedule b. Office Courtesy c. Use of Telephone d. Church Computer Usage (by employees, by others) e. Usage of Church Copier f. Outgoing mail g. Breaks h. Staff Meetings i. Absence Reporting j. Dress Code k. Visitors i. Petty Cash</i></p> <p>VII. Equipment Policies <i>a. Purchase of new equipment b. Placement of equipment c. Inventory of equipment d. Person responsible for upkeep maintenance of equipment</i></p> <p>VIII. Building Policy <i>a. General Guidelines b. Department Use c. Outside Use d. Rental Fees</i></p> <p>IX. Church Grounds <i>a. Architectural Drawings for future building b. Floor Plans of present church building</i></p> <p>X. Church Publication <i>a. Church Newsletter b. Visitor Packet c. Sample of Church Logo, Stationary, Business Cards, Offering Envelopes, Church Sign- Advertising</i></p>
<b>Results</b>	<ul style="list-style-type: none"> <li>2 of 6 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>4 of 6 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> <p>Level three criterion states: Students will describe the duties required in pastoral ministry including denominational responsibilities and relationships and present them in their Handbook/Manual.</p> <p>Level four criterion states: Students will analyze the duties required in pastoral ministry including denominational responsibilities and relationships and present them in their Handbook/Manual</p>
<b>Actions</b>	<p><b>Strengths:</b> Clear descriptions given of pastoral duties in both ministry and denominational responsibilities</p> <p><b>Weaknesses:</b> Some students could have elaborated more on the relational duties of a pastor</p> <p><b>Actions Towards Improvement:</b> Explore the relationships of ministers within the denomination</p>

<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<p><b>Church Ministry Academic Program 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b></p> <p>4.2. Develop skills in small group discipleship making</p> <p>4.2.3.1. Examine the basic principles of the effective pastoral church administration and management of the various ministries in the local church (PMN 4513 Church Administration)</p>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Church Administration Project Professional Studies Junior Level (Proficient)</p> <p>Students will develop a Church Policy/Procedures Manual that will cover 10 major areas. Policy Manuals of at least two Assembly of God churches must be used as part of the research for this project. The Church Policy/Procedures Manual Must include:</p> <p>I. Introduction <i>a. Explanation of the purpose of the manual b. Discuss the content of the manual c. Suggest usage of the manual</i></p> <p>II. Sample Constitution <i>a. Instructions for adopting a church constitution and bylaws b. Suggested constitution and bylaws for the local church</i></p> <p>III. Flow Chart <i>a. Explanation and purpose of Flow Chart b. Example of a flow chart which includes a Pastor, Pastoral Staff, Church Board, and or Deacon Board, and various other departmental staff positions.</i></p> <p>IV. Personnel Policies <i>a. General Information b. Employee Benefits c. Salary Packages d. Employment Application</i></p> <p>V. Ministry Work Descriptions for all positions including 1. Qualifications and 2. Responsibilities</p> <p>VI. Office Guidelines Policies <i>a. Work Day Schedule b. Office Courtesy c. Use of Telephone d. Church Computer Usage (by employees, by others) e. Usage of Church Copier f. Outgoing mail g. Breaks h. Staff Meetings i. Absence Reporting j. Dress Code k. Visitors i. Petty Cash</i></p> <p>VII. Equipment Policies <i>a. Purchase of new equipment b. Placement of equipment c. Inventory of equipment d. Person responsible for upkeep maintenance of equipment</i></p> <p>VIII. Building Policy <i>a. General Guidelines b. Department Use c. Outside Use d. Rental Fees</i></p> <p>IX. Church Grounds <i>a. Architectural Drawings for future building b. Floor Plans of present church building</i></p> <p>X. Church Publication <i>a. Church Newsletter b. Visitor Packet c. Sample of Church Logo, Stationary, Business Cards, Offering Envelopes, Church Sign- Advertising</i></p>
<b>Results</b>	<ul style="list-style-type: none"> <li>2 of 6 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>4 of 6 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul> <p>Level three criterion states: Students will examine the basic principles of the effective pastoral church administration and management of the various ministries in the local church</p> <p>Level four criterion states: Students will model the basic principles of the effective pastoral church administration and management of the various ministries in the local church</p>
<b>Actions</b>	<p><b>Strengths:</b> Some students went beyond an examination of the basic principles of the pastoral model and demonstrated their learning by modeling said principles</p>

	<p><b>Weaknesses:</b> Examination of the basic principles for effective management in the church should include further explanation on the potential negative effects when management principles are not followed</p> <p><b>Actions Towards Improvement:</b> Provide case study samples to better communicate real-life scenarios</p>
<b>Institutional SLO</b>	<b>SLO 5 Students will become multi-cultural and mission-focused ministers</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program 2B.EE.04</b> 5.1. Build personal skills in working with people of diverse cultures 5.1.1. Develop spiritual gifts and skills that are culturally sensitive for various church and community settings <i>(Student Ministries)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task:</b> Student Ministry Assignment (min. 30 hours/semester)            Tool: Student Ministries Performance Rubric            Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)</p> <p>CMC's primary objective is the equipping of individuals to enter worldwide Christian service. Supervised training is given to students in conjunction with their field of study. Therefore, student ministries compliment academics with essential practical training opportunities in Christian service. Students at CMC are encouraged to put their learning into practice through personal ministry. CMC is fortunate to have many churches cooperate by providing students a place for internship and practical experiences.</p> <p>The co-curricular requirements as they pertain to <b>Student Ministries</b> involvement are as follows:</p> <ul style="list-style-type: none"> <li>Students will participate in at least one of the following ministries: Street Ministry, Children's Ministry, Community Ministry, or Sound/Media Ministry (<i>Ministry descriptions can be found below.</i>)</li> <li>A minimum of 15 hours per semester of student ministry involvement is required.</li> </ul> <p><b>Community Outreach Ministry</b> is a ministry that consists of serving the inner city of San Antonio, Helotes, and local churches through volunteer work such as street and park cleanups, food bank volunteers, neighborhood cleanup or grocery delivery, construction or painting in local churches. <b>Street Ministry</b> This ministry involves witnessing to people, one on one, of all ages, cultures, ethnicities, and social status' in different areas of San Antonio using different methods to reach people for Christ and then connecting them with local churches. Individuals interested should be willing to speak to people about the gospel. <b>Children's Ministry</b> is a ministry that consists of individuals who have a passion for children of different backgrounds and consists of ministering through skits, songs, games, and preaching in church services, children's homes, and outreaches. <b>Sound and Media Ministry</b> is a ministry that runs the sound system for chapel and school events in order to provide necessary support for services and events. This ministry also involves running the media booth in the chapel and developing video clips through video footage, pictures, recordings, and interviews in order to minister to the non-churched, congregations, chapel services, promotion, college days, and video yearbooks.</p>
<b>Results</b>	<p><b>Freshmen (9)</b>            Emerging- 0            Developing-7            Proficient-2            Advanced-0</p> <p><b>Sophomore (9)</b>            Emerging-0            Developing-3            Proficient- 6            Advanced- 0</p> <p><b>Junior (6)</b>            Emerging- 0            Developing-1            Proficient- 4            Advanced-1</p> <p><b>Senior (2)</b>            Emerging-0            Developing-0            Proficient- 1            Advanced-1</p>
<b>Actions</b>	<p><b>Strengths:</b> Students are beginning to understand the importance of being aware of certain cultures. We have seen students observe certain needs that has helped them when it comes to ministering. This has helped students prepare for an upcoming event.</p> <p><b>Weaknesses:</b> Some students may not find importance in being culturally aware that leads to students seeing an event as another church service. Students are not intentional in preparing and rely on their own gifting.</p> <p><b>Action of Improvement:</b> When the ministry leaders meet with their groups, the leader gives some context on where they are going so they are able to properly prepare for the event.</p>
<b>Institutional SLO</b>	<b>SLO 6 Students will integrate a broad knowledge in general education for a Christian worldview</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 2B.EE.04</b> 6.4 Demonstrate basic math skills and algebraic thinking 6.4.2. Find the domain of a function given its algebraic or graphical form <i>(MTH 2123 College Algebra)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task: Final Exam</b>            General Education Sophomore Level (Proficient)</p>
<b>Results</b>	3 of 7 students in the class scored within the Mastery Level (4.00-4.99%) 2 of 7 students in the class scored within the Proficient Level (3.00-3.99%) 2 of 7 students in the class scored within the Developing Level (2.00-2.99%)
<b>Actions</b>	<p><b>Strengths:</b> Finding input values  <b>Weaknesses:</b> Including the proper notation  <b>Actions Towards Improvement:</b> In depth review of notations</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 2B.EE.04</b> 6.4 Demonstrate basic math skills and algebraic thinking 6.4.3. Solve and graph linear and second-degree equations <i>(MTH 2123 College Algebra)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<p><b>Critical Task: Final Exam</b>            General Education Sophomore Level (Proficient)</p>
<b>Results</b>	2 of 7 students in the class scored within the Mastery Level (4.00-4.99%) 4 of 7 students in the class scored within the Proficient Level (3.00-3.99%) 1 of 7 students in the class scored within the Developing Level (2.00-2.99%)

Actions	Strengths - Completing the square Weaknesses - Vertex formula Actions Towards Improvement - Implementing "double-check" method using complete the square	
Program SLOs Successful students will: (Where outcome is taught)	Church Ministry Academic Program 2B.EE.04 6.4 Demonstrate basic math skills and algebraic thinking 6.4.4. Use linear transformations to graph functions or determine the function from a graph (MTH 2123 College Algebra)	
Assessment Tools/ Critical Task	Critical Task: Final Exam General Education Sophomore Level (Proficient)	
Results	1 of 7 students in the class scored within the Mastery Level (4.00-4.99%) 1 of 7 students in the class scored within the Proficient Level (3.00-3.99%) 5 of 7 students in the class scored within the Developing Level (2.00-2.99%)	
Actions	Strengths - Concept of linear transformations Weaknesses - Looking at a graph and determining the function Actions Towards Improvement - Return to the basics of elements of a linear graph	
Program SLOs Successful students will: (Where outcome is taught)	Church Ministry Academic Program 2B.EE.04 6.4 Demonstrate basic math skills and algebraic thinking 6.4.6. Solve and graph polynomial and rational functions (MTH 2123 College Algebra)	
Assessment Tools/ Critical Task	Critical Task: Final Exam General Education Sophomore Level (Proficient)	
Results	2 of 7 students in the class scored within the Mastery Level (4.00-4.99%) 4 of 7 students in the class scored within the Proficient Level (3.00-3.99%) 1 of 7 students in the class scored within the Developing Level (2.00-2.99%)	
Actions	Strengths - Stating degree, zeroes, and minimum possible degree of a graph Weaknesses - Simplifying polynomial functions Actions Towards Improvement - Repetition of functions with alternating signs	
Program SLOs Successful students will: (Where outcome is taught)	Church Ministry Academic Program 2B.EE.04 6.5. Demonstrate knowledge of American History and National & State Government 6.5.1.3. Discuss the process by which the factions joined together to build the greatest industrial, technological, and military power the world has ever known (HIS 1113 American History)	
Assessment Tools/ Critical Task	Critical Task: Series of 5 exams and Project/Presentation Tool: Project/Presentation Rubrics/Exams General Education Level (Proficient)  Students will get into groups of two or three. Each group will present information over a chapter that they will select. Presentations will answer the following questions about your chapter: <ul style="list-style-type: none"><li>The main idea of major sections. Summarizes what took place, who was involved and why it was important.</li><li>Discuss THE highlight of the chapter (one or more items). This would be information that pertains to any or subjects such as the following: the pursuit of freedom, self-governance, entrepreneurialism, and evangelism. These four ideas are just a few examples.</li><li>Highlight a universal lesson that can be drawn out of this information.</li></ul> Presentations will last a minimum of thirty minutes and a maximum of forty minutes. Use of multimedia such as Prezi, Apple Showcase, PowerPoint, visual aides (posters, handouts, skits) will ensure the highest score possible. Every group member must be involved in the group presentation. The presentation time should be split evenly between the group members. An outline of the information must be presented to the professor at the time of the presentation. This material may be emailed to the professor before the presentation.	
Results	Students successfully presented information from the assigned time periods addressing the process by which the varying factions joined together	
Actions	Strengths: Within each presentation, students discussed how the various factions of the time period they were presenting were able to join their assets and strengths to develop the various advancements of the Weaknesses: Deeper analysis needed in some cases with regard to the processes needed for the factions to be able to come together Actions Towards Improvement: Consider an alternate tool beyond the presentation to more specifically address the SLO	
CMC Institutional Evaluation Report 08.EE.06		
Assessment of Faculty/Staff Services (Annually)		
Quality of Faculty	Demonstrate quality faculty in the areas of: 1- knowledge, 2- ability to teach and 3- spiritual living	
Faculty Quality	Quality of Faculty: Faculty Knowledge, Faculty Ability to Teach, Faculty Spiritual Living	
Assessment Tools	QF Student Evaluation of Instruction- Faculty Knowledge, Teaching and Sanctification scores Administrator Evaluation of Faculty Rubric- Faculty Knowledge, Teaching and Sanctification scores	
Results	INSTRUCTIONAL KNOWLEDGE	Ave CMC Faculty
	Ave Q1- Reflects interest in subject	4.76
	Ave Q2- Competent in subject	4.58
	Ave Q3- Provides prspctv beyond book	4.46
	Ave Q4- Capably answers stdnts quest	4.39
	AVE OF ALL INST KNOWLEDGE Q1-4	4.26
	INSTRUCTIONAL TECHNIQUE	Ave CMC Faculty
	Ave Q5- Ojctvs clearly stated in syllabi	4.58
	Ave Q6- material is thoroughly covered	4.46

	<table> <tr><td>Ave Q7- Subject prsntd in orgnzd mann</td><td>4.45</td></tr> <tr><td>Ave Q8- Evidence of prep for class</td><td>4.48</td></tr> <tr><td>Ave Q9- Focus on relevant issues</td><td>4.45</td></tr> <tr><td>Ave Q10-Communicates clearly/effctvly</td><td>4.3</td></tr> <tr><td>Ave Q11- Presents material w/challenge</td><td>4.3</td></tr> <tr><td>Ave Q12- Assign/exams measure lectures</td><td>4.39</td></tr> <tr><td>Ave Q13- Uses textbook to fulfill ojjctvs</td><td>4.3</td></tr> <tr><td><b>AVE OF ALL INST TECHNIQUE Q5-13</b></td><td><b>4.4</b></td></tr> </table> <table> <tr><td><b>INSTRUCTIONAL MANAGEMENT</b></td><td><b>Ave CMC Faculty</b></td></tr> <tr><td>Ave Q14- Maintains an orderly class</td><td>4.64</td></tr> <tr><td>Ave Q15- Creates mutual respect</td><td>4.62</td></tr> <tr><td>Ave Q16- Maintains students attention</td><td>4.35</td></tr> <tr><td>Ave Q17- Is efficient using class time</td><td>4.6</td></tr> <tr><td>Ave Q18- Grades returned reasonably</td><td>4</td></tr> <tr><td>Ave Q19- Explains grading criteria used</td><td>4.19</td></tr> <tr><td>Ave Q20- Assignments are reasonable</td><td>4.32</td></tr> <tr><td><b>AVE ALL INST MANAGEMENT Q14-20</b></td><td><b>4.39</b></td></tr> </table> <table> <tr><td><b>INSTRUCTIONAL RELATIONSHIPS</b></td><td><b>Ave CMC Faculty</b></td></tr> <tr><td>Ave Q21-Concern for students' progress</td><td>4.23</td></tr> <tr><td>Ave Q22-Exhibits Christian character</td><td>4.56</td></tr> <tr><td>Ave Q23-Prayer for globl/personl needs</td><td>4.31</td></tr> <tr><td>Ave Q24-Available to consult w/ stdnts</td><td>4.31</td></tr> <tr><td><b>AVE ALL INSTR RELATIONSHIP Q21-24</b></td><td><b>4.4</b></td></tr> <tr><td>Ave Q25-Quality of instruction</td><td>4.24</td></tr> <tr><td>Ave Q26-Rigor of class lectures</td><td>4.25</td></tr> <tr><td>Ave Q27-Rigor of reading assignments</td><td>4.18</td></tr> <tr><td>Ave Q28-Rigor of writing assignments</td><td>4.21</td></tr> <tr><td>Ave Q29-Rigor of class discussions</td><td>4.23</td></tr> <tr><td><b>AVE LEVEL OF INSTRUCTION Q26-29</b></td><td><b>4.26</b></td></tr> </table>	Ave Q7- Subject prsntd in orgnzd mann	4.45	Ave Q8- Evidence of prep for class	4.48	Ave Q9- Focus on relevant issues	4.45	Ave Q10-Communicates clearly/effctvly	4.3	Ave Q11- Presents material w/challenge	4.3	Ave Q12- Assign/exams measure lectures	4.39	Ave Q13- Uses textbook to fulfill ojjctvs	4.3	<b>AVE OF ALL INST TECHNIQUE Q5-13</b>	<b>4.4</b>	<b>INSTRUCTIONAL MANAGEMENT</b>	<b>Ave CMC Faculty</b>	Ave Q14- Maintains an orderly class	4.64	Ave Q15- Creates mutual respect	4.62	Ave Q16- Maintains students attention	4.35	Ave Q17- Is efficient using class time	4.6	Ave Q18- Grades returned reasonably	4	Ave Q19- Explains grading criteria used	4.19	Ave Q20- Assignments are reasonable	4.32	<b>AVE ALL INST MANAGEMENT Q14-20</b>	<b>4.39</b>	<b>INSTRUCTIONAL RELATIONSHIPS</b>	<b>Ave CMC Faculty</b>	Ave Q21-Concern for students' progress	4.23	Ave Q22-Exhibits Christian character	4.56	Ave Q23-Prayer for globl/personl needs	4.31	Ave Q24-Available to consult w/ stdnts	4.31	<b>AVE ALL INSTR RELATIONSHIP Q21-24</b>	<b>4.4</b>	Ave Q25-Quality of instruction	4.24	Ave Q26-Rigor of class lectures	4.25	Ave Q27-Rigor of reading assignments	4.18	Ave Q28-Rigor of writing assignments	4.21	Ave Q29-Rigor of class discussions	4.23	<b>AVE LEVEL OF INSTRUCTION Q26-29</b>	<b>4.26</b>
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Ave Q25-Quality of instruction	4.24																																																										
Ave Q26-Rigor of class lectures	4.25																																																										
Ave Q27-Rigor of reading assignments	4.18																																																										
Ave Q28-Rigor of writing assignments	4.21																																																										
Ave Q29-Rigor of class discussions	4.23																																																										
<b>AVE LEVEL OF INSTRUCTION Q26-29</b>	<b>4.26</b>																																																										
<b>Actions Toward Improved Quality</b>	<p><b>Strengths:</b> The overall area of greatest strength for the faculty was Instructional Technique. Special emphasis was placed on this at the August 2019 Faculty Orientation where one of the CMC faculty members shared information on various instructional techniques that incorporate technology and techniques that appeal to various learning styles. The item of greatest strength was faculty reflecting interest in the subject they're teaching.</p> <p><b>Weaknesses:</b> The item showing least strength was in the area of Instructional Management particularly the item: Grades returned reasonable amount of time which scored 4 of 5 possible.</p> <p><b>Actions Toward Improvement:</b> Faculty will be encouraged to give immediate feedback whenever possible and post grades regularly, so students can more easily track their progress and receive early academic intervention if it is needed</p>																																																										
<b>Quality of Staff</b>	Demonstrate quality services and Godly concern in various Student Services of CMC																																																										
<b>Staff Quality</b>	<p><b>Quality of Staff Services/Concern for Students</b></p> <p><b>Services Include:</b> Student Services, Food Services, Security, Enrollment Support- Enrollment, Admissions, Recruitment, Academic Support- Registrar, Library, Business Support- Student Accounts, Donor Relations, Development Services- Maintenance, Grounds, Facilities, IT Services, and Work-Study Program</p>																																																										
<b>Assessment Tools</b>	<p>QS Student Satisfaction Survey</p> <p>QS Library Survey</p> <p><b>Work-Study Survey</b> (5-1 rating, with 5 being the highest)</p> <ol style="list-style-type: none"> <li>1. I receive my work-study credit in my account in a timely manner.</li> <li>2. I have access to supplies/equipment needed to perform my work-study.</li> <li>3. I feel comfortable discussing and communicating my work-study schedule with the work-study personnel.</li> <li>4. I feel the employees show concern and offer support for my financial needs in regards to work-study.</li> <li>5. I feel the work-study program helped me develop personal responsibility by developing work ethic skills.</li> <li>6. I feel the work-study program help me develop social responsibility by collaborating with my co-workers.</li> <li>7. I have direct and immediate access to the personnel for work-study time sheets.</li> <li>8. I take the initiative to arrive to my workstation on time and maintain a clean work-study area.</li> <li>9. I take initiative to use critical thinking to resolve issues that arise in my work-study area.</li> <li>10. The work-study personnel demonstrates Christian character and godly conduct in all matters.</li> </ol>																																																										



<p><b>Results</b></p>	<p><b><u>QS Student Satisfaction Survey</u></b>  <b>QS Student Satisfaction Survey:</b> Students were asked to rate various items across the institution on both importance and satisfaction. The top 10 largest gaps between the two indicate the areas needing most improvement, and the top 10 smallest gaps indicate areas of highest strength. The results of the Spring 2019 survey indicated the following:  <u>Largest “Gaps” indicating areas most needing improvement</u>  1. Gap 1.33 Item 39- Students are free to express their views (Gap was 0.37 in sp. of 2018)  2. Gap 1.22 Item 40- Students can freely talk to administrators about issues (Gap was 0.18 in sp. of 2018)  3. Gap 1.17 Item 29- My Academic advisor helped me set academic goals (Gap was 0.18 in 2018 and 0.48 in sp. of 2017)  4. Gap 1.14 Item 42- Courses I want to take are available (Gap was 0.58 in sp. of 2018)  5. Gap 1.13 Item 26- Guidance on how to move into a career is helpful (Gap was .52 in sp. of 2018 and 0.68 in sp. of 2017)  6. Gap 0.99 Item 16- I am given timely info about financial aid awards (Gap was 0.62 in sp. of 2018 and 0.72 in sp. of 2017)  7. Gap 0.88 Item 32- Faculty is fair and impartial (Gap was 0.21 in sp. of 2018)  8. Gap 0.88 Item 17- I am provided with guidance on financial aid (Gap was 0.59 in sp. of 2018 and 0.74 in sp. of 2017)  9. Gap 0.80 Item 24- Internet access is sufficiently dependable (Gap was 1.21 in sp. of 2018 and 0.58 in sp. of 2017)  10. Gap 0.79 Item 3- Student discipline is reasonably enforced. (Gap was 0.17 in sp. of 2018)    <u>Smallest “Gaps” indicating areas of greatest strength</u>  1. Gap -0.37 Item 22- Computer lab workers are concerned &amp; supportive (Gap was 0.138 in sp. 2018 and 0.04 in sp. 2017)  2. Gap 0.004 Item 11- Faculty implement media in their teaching (Gap was 0.538 in sp. of 2018)  3. Gap 0.014 Item 21- Students are promptly helped in the office. (Gap was 0.156 in sp. of 2018)  4. Gap 0.021 Item 10- Registration was smooth with few difficulties (Gap was 0.152 in sp. of 2018)  5. Gap 0.051 Item 20- Library staff is concerned &amp; supportive (Gap was 0.264 in sp. 2018)  6. Gap 0.147 Item 15- I have been able to meet with faculty outside of class (Gap was 0.517 in sp. of 2018)  7. Gap 0.171 Item 6- Admissions staff is courteous (Gap was 0.069 in sp. of 2018 and 0.16 in sp. of 2017)  8. Gap 0.209 Item 4- Admissions staff is concerned &amp; supportive. (Gap was 0.172 in sp. of 2018)  9. Gap 0.246 Item 30- Registration is convenient (Gap was 0.033 in sp. of 2018)  10. Gap 0.279 Item 7- Registration staff is concerned &amp; supportive. (Gap was 0.069 in sp. of 2018 and 0.14 in sp. of 2017)    <b><u>QS Library Survey</u></b>  <b>QS Library Survey:</b> Students were asked to rate various items with regard to the library on a scale of 1-5 with 5 being the highest rating and 1 being the lowest rating. Below are the top 8 rated items, and the bottom 7 rated items.  <u>Lowest Scored Library Survey Questions indicating areas most needing improvement</u>  1. 3.00- Each week, I spend some time reading for personal enjoyment or personal growth in the library or elsewhere.  2. 3.56- Edna Villarreal Library has the audio-visual materials I need to meet the requirements of my courses.  3. 3.67- Edna Villarreal Library has the periodicals I need to meet the requirements of my courses.    <u>Highest Scored Library Survey Questions indicating areas of greatest strength</u>  1. 4.22- The library’s web page is helpful and easily accessible.  2. 4.22- I am satisfied with the library’s service as a testing center for Lifetime Learning and/or makeup tests.  3. 4.22- The number of professional staff members at Edna Villarreal Library is adequate for my needs.  class.    <b><u>Work-Study Survey</u></b>  <b>Overall average rating for each of the survey questions are as follows:</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 4, #8- 5, #9- 4, #10- 5  <b>Freshmen</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 3, #8- 4, #9- 4, #10- 5  <b>Sophomores</b>  #1- 5, #2- 5, #3- 4, #4- 5, #5- 4, #6- 4, #7- 4, #8- 4, #9- 4, #10- 5  <b>Juniors</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 5, #8- 5, #9- 5, #10- 5  <b>Seniors</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 5, #8- 5, #9- 5, #10- 5    <u>By Department:</u>  <b>Custodial Workers:</b>  #1- 5, #2- 4, #3- 5, #4- 5, #5- 5, #6- 4, #7- 5, #8- 5, #9- 4, #10- 5  <b>Kitchen Workers:</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 4, #8- 5, #9- 5, #10- 5  <b>Maintenance Workers:</b>  #1- 4, #2- 4, #3- 5, #4- 5, #5- 3, #6- 4, #7- 4, #8- 4, #9- 4, #10- 4  <b>Library Workers:</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 3, #8- 5, #9- 4, #10- 5  <b>Office/Clerical Workers:</b>  #1- 5, #2- 5, #3- 5, #4- 5, #5- 5, #6- 5, #7- 3, #8- 5, #9- 5, #10- 5</p>
<p><b>Actions Toward Improved Quality</b></p>	<p><b><u>QS Student Satisfaction Survey</u></b>  <b>Strengths:</b> Students feeling support in the library computer lab and from library staff, Faculty incorporating technology into their instruction  <b>Weaknesses:</b> A lack of students feeling able to express themselves freely and approach administrator to talk  <b>Actions Toward Improvement:</b> At the August 2019 Student Orientation, students were encouraged to speak with their dorm leadership and or administrators with and questions or concerns they might have. The Students Services Office has begun “Coffee with the Administrator” to encourage an open line of communication and sense of relationship    <b><u>QS Library Survey</u></b>  <b>Strengths:</b> Technological resources, staffing and web help is adequate for our student body.  <b>Weaknesses:</b> Students believe the audio-visual and periodical collection to be lacking so that they can meet the resource requirements for their classes. Also, students do not practice reading for leisure  <b>Actions Toward Improvement:</b> CMC is increasing library training given to new students, making clearer the location and use of periodical and audio-visual resources. The library will ask faculty members which audio-visual materials they would like to be added to the collection to be used as resources, and at the next budgetary meetings the committee will determine how much funds can be</p>

	<p>allocated for this "wishlist". To promote reading beyond what is required for classes, CMC is wanting to shelve new books and items in the collection differently, to where they are visible to all traffic coming into the library and students can see the books that faculty members are recommending them to read or items that are just new to our collection. Also, KanopySIS offers a built-in feature where all new items can be seen when a book search is conducted. All incoming freshmen are trained on how to use the catalog to search for books and a QR is placed at the entrance linking them to catalog webpage, in hopes that students will learn how to comfortably use the library on their own.</p> <p><b>Work-Study Survey</b>  <b>Strengths:</b> Overall student rated each of the categories with high marks ranging between 4 and 5. Juniors and Seniors had the highest ratings overall. #'s 2, 4, and 10 all received a "5" rating from the students demonstrating areas of most strength. The Kitchen Workers gave the highest satisfaction ratings overall.  <b>Weaknesses:</b> Freshmen and Sophomores rated slightly lower with regard to informing supervisors in a timely manner for their absences and procuring a replacement.  <b>Actions Toward Improvement:</b> Improve orientation for under classmen with regard to workers' responsibility of notifying supervisors of foreseen absences with plenty of time and of procuring a replacement when an absence is going to occur.</p>
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<b>CMC Institutional Evaluation Report 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>	
<b>Assessment Phase 4 FALL 2019 &amp; SPRING 2020 2B.EE.02, 2B.EE.03. <a href="#">Click here to return to Outcomes &amp; SLO Assessment Results Menu</a></b>	
<b>SLOs Assessed in Phase 4 -1.1.1, 1.1.2, 1.3.1, 1.3.3, 1.4.1, 2.1.1, 2.1.2, 2.2.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.2.2, 3, 4.2.3, 5.1.1, 5.3.1, 5.4.1, 6.1.1, 6.1.1.2, 6.1.3, 6.1.4</b>	
<b>Institutional SLO</b>	<b>SLO 1 Students will become educated Bible-based believers</b>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b><u>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</u></b>  1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God  1.1.1. Describe the history, doctrine, mission's movement and organizational governance of the Assemblies of God.  <i>(THE 1143 AG History, Doctrine &amp; Practices)</i></p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task: Reflection Paper/Presentation</b>  Biblical/Theological Freshmen Level (Emerging)</p> <p>Write a five-page reflection paper and give a presentation on AG History/Practices. Students are to identify their personal understanding/journey and any changes in their understanding of the history and polity of the Assemblies of God over time as a result of the lectures and reading of the course. Additionally, students are to summarize their current understanding and how it will affect their life and ministry. Each student will present his/her findings to the class utilizing a PowerPoint presentation as a mode for presenting the information.</p>
<b>Results</b>	<p>At the Freshmen level, it is typical for students to score within the Emerging or Developing levels.</p> <ul style="list-style-type: none"> <li>7 of 15 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>8 of 15 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul> <p>Level two criterion states: Understands many aspects of the history, doctrine, mission's movement and organizational governance of the Assemblies of God.  Level three criterion states: Describing the history, doctrine, mission's movement and organizational governance of the Assemblies of God.</p>
<b>Actions</b>	<p><b>Strengths:</b> Students are able to understand/explain core doctrinal beliefs  <b>Weaknesses:</b> More emphasis need on the polity and governance of the AG  <b>Actions Toward Improvement:</b> Explore new approaches in delivering instruction regarding polity.</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b><u>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</u></b>  1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God  1.1.2. Examine the exegetical, theological, and historical relationships between the Old Testament and New Testament  <i>(BIB 3293 Pentateuch)</i></p>
<b>Assessment Tools/ Critical Task</b>	<p><b>Critical Task: Essay</b>  Biblical/Theological Junior Level (Proficient)</p> <p>Students will write an essay demonstrating their knowledge of SLO 1.1.2.</p>
<b>Results</b>	<p>At the Junior level, it is typical for students to score within the Proficient level.</p> <ul style="list-style-type: none"> <li>1 of 7 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 7 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>1 of 7 students in the class scored within the Mastery Level (4.00+)</li> </ul>
<b>Actions</b>	<p><b>Strengths:</b> Students demonstrated a solid comprehension/understanding of the concepts being presented in their essays.  <b>Weaknesses:</b> Some students lacked specific examples in their explanations.  <b>Actions Toward Improvement:</b> As students examine the relationships between the OT and NT, the incorporation more specific examples will strengthen their explanations further.</p>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<p><b><u>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</u></b>  1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God  1.1.2. Examine the exegetical, theological, and historical relationships between the Old Testament and New Testament  <i>(BIB 1113 Old Testament Survey)</i></p>
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Essay</b>
<b>Results</b>	<p>At the Freshmen level, it is typical for students to score within the Emerging level.</p> <ul style="list-style-type: none"> <li>14 of 17 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>3 of 17 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>

<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 1.2. Discover God's ongoing revelation of his plan for Humanity 1.2.1. Examine the methods used by God to reveal his divine plan for humanity (BIB 1113 Old Testament Survey)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Essay</b>
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging level. <ul style="list-style-type: none"> <li>13 of 17 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>4 of 17 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 1.3 Practice effective reading techniques 1.3.1. Analyze the themes and genre of a text (ENG 1113 Composition & Rhetoric)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Research Paper</b>
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 16 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>5 of 16 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>7 of 16 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 1.3 Practice effective reading techniques 1.3.3. Apply skills that guide a search for an author's purpose (ENG 2173 Composition & Rhetoric II)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Position Paper</b>
<b>Results</b>	<ul style="list-style-type: none"> <li>3 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>1 of 4 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 1.4. Consider significant periods in the history of Christianity 1.4.1. Analyze the significant periods, events, movements, and personalities of church history from the time of Christ to the modern era. (For this course modern era withing the AG movement.) (THE 1143 AG History, Doctrine & Practices)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Reflection Paper/Presentation</b> Biblical/Theological Freshmen Level (Emerging)  Write a five-page reflection paper and give a presentation on AG History/Practices. Students are to identify their personal understanding/journey and any changes in their understanding of the history and polity of the Assemblies of God over time as a result of the lectures and reading of the course. Additionally, students are to summarize their current understanding and how it will affect their life and ministry. Each student will present his/her findings to the class utilizing a PowerPoint presentation as a mode for presenting the information.  At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>3 of 15 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>6 of 15 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>6 of 15 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul> Level one criterion states: Identifies some of the history, doctrine, mission's movement and organizational governance of the Assemblies of God. Level two criterion states: Understands many aspects of the history, doctrine, mission's movement and organizational governance of the Assemblies of God. Level three criterion states: Describing the history, doctrine, mission's movement and organizational governance of the Assemblies of God.
<b>Actions</b>	<b>Strengths:</b> Students were able to gain an appreciation for the work of the AG's fellowship founding members and those who have carried the mission on throughout the years. <b>Weaknesses:</b> Incorporate more historical technology into the instruction <b>Actions Toward Improvement:</b> Connect with the Library Manager for more historical electronic resources
<b>Institutional SLO</b>	
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 2.1. Demonstrate evidence of wise living 2.1.1. Utilize the Word of God and embrace its unique worldview as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving (COL 1112 College Life & Development)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Project/Various Assignments throughout the course</b>
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>19 of 20 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>1 of 20 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students have found peer learning to be effective <b>Weaknesses:</b> Some students lack background knowledge to fully explore possible solutions, rely on teammates <b>Actions Toward Improvement:</b> Find ways to further develop critical thinking skills in problem solving as a team

<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 2.1. Demonstrate evidence of wise living 2.1.2. Practice spiritual disciplines for character formation through the reading of Scripture, personal and intercessory prayer, guidance of the Holy Spirit (COL 1112 College Life & Development)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Prayer Journal</b>
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>16 of 20 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>4 of 20 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students participate in scheduled corporate prayer times <b>Weaknesses:</b> There are students who are not accustomed to having accountability in the area of spiritual disciplines <b>Actions Toward Improvement:</b> Implement strategies for communication/self-reflection
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 2.2. Practice Skills of collaboration with teammates 2.2.1. Examine motivation, leadership style, team building, power, decision-making, organizational culture, and conflict resolution within ministry (COL 1112 College Life & Development)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Missions Trip Team Involvement/Journaling</b>
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>17 of 20 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>3 of 20 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students understand the benefits of team building. <b>Weaknesses:</b> clearer understanding of chain of command and its purpose <b>Actions Toward Improvement:</b> further discussions on the topic of submission from the Tale of Three Kings
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program 2B.EE.04</b> 2.4. Develop a sincere and dependable work ethic 2.4.1. Demonstrate a genuine commitment to excellence and preparation in ministry (Student Ministries)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Student Ministry Assignment</b> Tool: Student Ministries Performance Rubric Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)  CMC's primary objective is the equipping of individuals to enter worldwide Christian service. Supervised training is given to students in conjunction with their field of study. Therefore, student ministries compliment academics with essential practical training opportunities in Christian service. Students at CMC are encouraged to put their learning into practice through personal ministry. CMC is fortunate to have many churches cooperate by providing students a place for internship and practical experiences.  The co-curricular requirements as they pertain to <b>Student Ministries</b> involvement are as follows: <ul style="list-style-type: none"> <li>Students will participate in at least one of the following ministries: Street Ministry, Children's Ministry, Community Ministry, or Sound/Media Ministry (<i>Ministry descriptions can be found below.</i>)</li> <li>A minimum of 15 hours per semester of student ministry involvement is required.</li> </ul> <p><b>Community Outreach Ministry</b> is a ministry that consists of serving the inner city of San Antonio, Helotes, and local churches through volunteer work such as street and park cleanups, food bank volunteers, neighborhood cleanup or grocery delivery, construction or painting in local churches. <b>Street Ministry</b> This ministry involves witnessing to people, one on one, of all ages, cultures, ethnicities, and social status' in different areas of San Antonio using different methods to reach people for Christ and then connecting them with local churches. Individuals interested should be willing to speak to people about the gospel. <b>Children's Ministry</b> is a ministry that consists of individuals who have a passion for children of different backgrounds and consists of ministering through skits, songs, games, and preaching in church services, children's homes, and outreaches. <b>Sound and Media Ministry</b> is a ministry that runs the sound system for chapel and school events in order to provide necessary support for services and events. This ministry also involves running the media booth in the chapel and developing video clips through video footage, pictures, recordings, and interviews in order to minister to the non-churched, congregations, chapel services, promotion, college days, and video yearbooks.</p>
<b>Results</b>	Data was not collected
<b>Actions</b>	<b>Strengths:</b> Students were able to be a part of several local outreaches helping expose students to various ministries within the SA area <b>Weaknesses:</b> Several students were not able to attend some events due to short notices <b>Actions Toward Improvement:</b> More thorough planning needs to take place before the semester begins to avoid scheduling conflicts
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 2.4. Develop a sincere and dependable work ethic 2.4.1. Demonstrate a genuine commitment to excellence and preparation in ministry (COL 1112 College Life & Development)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Missions Trip Team Involvement/Journaling</b>
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>14 of 20 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>6 of 20 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students eager to get involved in ministry <b>Weaknesses:</b> Students need to be willing to submit to the process (character development) <b>Actions Toward Improvement:</b> Stress the importance of teachability for successful ministry
<b>Institutional SLO</b>	<b>SLO 3 Students will become Spirit-filled disciples and disciple-makers</b>

<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 3.2 Develop Skills in small group discipleship making 3.2.3. Examine philosophies of teaching and instructional methods of the teaching-learning process including learning styles; curriculum evaluation and planning; and educational administration <i>(CMN 4523 Evangelism &amp; Discipleship)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<b>Critical Task:</b> Essay
<b>Results</b>	At the Senior level, it is typical for students to score within the Proficient or Mastery Levels. <ul style="list-style-type: none"> <li>1 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>3 of 4 students in the class scored within the Proficient Level (4.00%+)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students were generally able to adequately display their knowledge of different instructional methods used in a church setting. <b>Weaknesses:</b> Students showed a weakness in thinking critically about teaching philosophies and learning styles, different from the ones they know. <b>Actions Toward Improvement:</b> The course should implement more emphasis on a variety of teaching styles and models of education, different from those students are typically exposed to.
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Internships 2B.EE.04</b> 3.4. Grow in a personal understanding of and use of spiritual gifts 3.4.1. Exercise Christian devotion and service in the church and in the marketplace <i>(Student Ministries)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<b>Critical Task:</b> Internships Tool: Internship Performance Rubric and Evaluations Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)  Internships are an integral part of the Church Ministries Program at Christ Mission College, and they take place during the summer months both here on our college campus, and with participating churches and ministries throughout the U.S. and abroad. Internships are meant to provide students with an intense, focused ministry experience with a participating school, church, or marketplace ministry that directly utilizes the training that students are receiving during their undergraduate enrollment. Students enrolled in the Associate of Arts in Church Ministries program should participate in at least one quality internship experience during their time as a student, and students enrolled in the Bachelor of Science in Church Ministries program should participate in a minimum of two quality internship experiences (at least one of which should occur during the summer of their freshmen or sophomore year). <ul style="list-style-type: none"> <li>Students must complete 120 hours of practical experience to satisfy the minimum time requirement for their internship. These hours may be divided as best fits the schedules of the evaluator and the student. This flexibility is allowed to enable students needing summer employment to work. Examples of how the hours can be divided include: 8 hours/week for 3 weeks, a week long missions trip, 120 hours over the course of the summer break, etc...</li> <li>It is important that a student's internship experience be an intense, focused, and quality experience. Therefore, students should not merely "attend" an event or service, but actively participate in the execution of such. Teaching, preaching, administrating, organizing, visiting, and praying are just some of the ways in which students can fulfill their internship expectations.</li> <li>Evaluators serve as mentors and should provide students with well-rounded first-hand experience in ministry and impart wisdom and guidance that will help the student to grow as a minister</li> </ul> Students must follow the rules, protocols, and chain of command of the ministry where they are interning.
<b>Results</b>	Of 10 Submissions: 0 students scored at the Emerging Level 0 students scored at the Developing Level 7 students scored at the Proficient Level 3 students scored at the Mastery Level
<b>Actions</b>	<b>Strengths:</b> Students were committed to a church/ministry which helped develop their awareness to bi-vocational ministry <b>Weaknesses:</b> Communication with internship pastors needs strengthening to improve students' internship experience <b>Actions Toward Improvement:</b> Strengthen communication with pastors prior to a student's internship commitment
<b>Institutional SLO</b>	<b>SLO 4 Students will become family, church, and community servants</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 4.2 Invest personal, interpersonal, family and professional dimensions of ministry 4.2.3. Understand the functionality of governance, law, and finances in the church setting <i>(PMN 4593 Church Legal &amp; Financial Management)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<b>Critical Task:</b> Final Project
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 4 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<b>Strengths:</b> Students showed interest with course content and interacted well with the instructor <b>Weaknesses:</b> Student demonstration of learning was lacking in the projects presented <b>Actions Toward Improvement:</b> Delivering the instruction via a virtual platform for some of the sessions made it difficult for students to interact with the material as they could have in a in-person setting. In the future review delivery method for optimal outcome
<b>Institutional SLO</b>	<b>SLO 5 Students will become multi-cultural and mission-focused ministers</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Student Ministries Program 2B.EE.04</b> 5.1. Build personal skills in working with people of diverse cultures 5.1.1. Exercise spiritual gifts and skills that are culturally sensitive for specific church and community settings <i>(Student Ministries)</i>
<b>Assessment Tools/</b> <b>Critical Task</b>	<b>Critical Task:</b> Student Ministry Assignment Tool: Student Ministries Performance Rubric Missions- Co-Curricular Freshmen-Senior Levels (Emerging-Mastery)  CMC's primary objective is the equipping of individuals to enter worldwide Christian service. Supervised training is given to students



	<p>in conjunction with their field of study. Therefore, student ministries compliment academics with essential practical training opportunities in Christian service. Students at CMC are encouraged to put their learning into practice through personal ministry. CMC is fortunate to have many churches cooperate by providing students a place for internship and practical experiences.</p> <p>The co-curricular requirements as they pertain to <b>Student Ministries</b> involvement are as follows:</p> <ul style="list-style-type: none"> <li>Students will participate in at least one of the following ministries: Street Ministry, Children's Ministry, Community Ministry, or Sound/Media Ministry (<i>Ministry descriptions can be found below.</i>)</li> <li>A minimum of 15 hours per semester of student ministry involvement is required.</li> </ul> <p><b>Community Outreach Ministry</b> is a ministry that consists of serving the inner city of San Antonio, Helotes, and local churches through volunteer work such as street and park cleanups, food bank volunteers, neighborhood cleanup or grocery delivery, construction or painting in local churches. <b>Street Ministry</b> This ministry involves witnessing to people, one on one, of all ages, cultures, ethnicities, and social status' in different areas of San Antonio using different methods to reach people for Christ and then connecting them with local churches. Individuals interested should be willing to speak to people about the gospel. <b>Children's Ministry</b> is a ministry that consists of individuals who have a passion for children of different backgrounds and consists of ministering through skits, songs, games, and preaching in church services, children's homes, and outreaches. <b>Sound and Media Ministry</b> is a ministry that runs the sound system for chapel and school events in order to provide necessary support for services and events. This ministry also involves running the media booth in the chapel and developing video clips through video footage, pictures, recordings, and interviews in order to minister to the non-churched, congregations, chapel services, promotion, college days, and video yearbooks.</p>
<b>Results</b>	Data was not collected
<b>Actions</b>	<p><b>Strengths:</b> Students were able to grow in their giftings and skills with the help of CMC staff and Local SA churches providing opportunities for them to grow in ministry</p> <p><b>Weaknesses:</b> Students were given limited opportunities to expand their gifts and skills.</p> <p><b>Actions Toward Improvement:</b> Look for partners and opportunities in the Local SA area for students to expand their giftings/skills</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 5.3. Acquire knowledge and skills in fundraising and attaining resources 5.3.1. Acquire knowledge and skills in fundraising and attaining resources and put those into practice in order to raise funds for missions ministry (COL 1112 College Life & Development)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Personal and Team Missions Trip Fundraising
<b>Results</b>	At the Freshmen level, it is typical for students to score within the Emerging or Developing levels. <ul style="list-style-type: none"> <li>14 of 20 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>6 of 20 students in the class scored within the Developing Level (2.00-2.99%)</li> </ul>
<b>Actions</b>	<p><b>Strengths:</b> The majority of students met their missions fundraising goals on time</p> <p><b>Weaknesses:</b> Students who struggle with time management in their fundraising</p> <p><b>Actions Toward Improvement:</b> Assist students in setting weekly goals to help them frontload a lot of their fundraising efforts.</p>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.1.1. Write clear and effective prose, using conventions appropriate to audience, purpose and genre (ENG 1113 Composition & Rhetoric I)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Research Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 16 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>5 of 16 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>7 of 16 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.1.2. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas (ENG 1113 Composition & Rhetoric I)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Research Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 16 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>7 of 16 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 16 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.1.2. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas (ENG 2173 Composition & Rhetoric II)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Position Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>2 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>2 of 4 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including those from academic data bases, to prepare speeches or written texts (ENG 1113 Composition & Rhetoric I)
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Research Paper

<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 16 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>7 of 16 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 16 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including those from academic data bases, to prepare speeches or written texts <i>(ENG 2173 Composition &amp; Rhetoric II)</i>
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Position Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>2 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>2 of 4 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.4. Identify, analyze, and evaluate statements, assumptions and conclusions representing diverse points of view and construct informed, sustained, and ethical arguments in response <i>(ENG 1113 Composition &amp; Rhetoric I)</i>
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Research Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>4 of 16 students in the class scored within the Emerging Level (1.00-1.99%)</li> <li>7 of 16 students in the class scored within the Developing Level (2.00-2.99%)</li> <li>5 of 16 students in the class scored within the Proficient Level (3.00-3.99%)</li> </ul>
<b>Program SLOs Successful students will:</b> (Where outcome is taught)	<b>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</b> 6.1. Students will demonstrate knowledge of written and oral communication 6.1.4. Identify, analyze, and evaluate statements, assumptions and conclusions representing diverse points of view and construct informed, sustained, and ethical arguments in response <i>(ENG 2173 Composition &amp; Rhetoric II)</i>
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task:</b> Position Paper
<b>Results</b>	<ul style="list-style-type: none"> <li>3 of 4 students in the class scored within the Proficient Level (3.00-3.99%)</li> <li>1 of 4 students in the class scored within the Mastery Level (4.00-4.99%)</li> </ul>
<p><b>As a result of the COVID-19 pandemic, the Spring 2020 semester was paused and then interrupted when the institution was forced to finish the semester virtually. Professors who have always delivered in-person instruction were found themselves having to quickly learn a new virtual platform (in this instance Microsoft Teams and Zoom) to finish out the semester. The change was very difficult for most students who had never experienced online learning. Therefore, the scheduled assessments were not given as planned/designed or in some cases at all. The institution felt that it's best course of action was to pursue data that was immediately relevant to the situation and would help guide the decision making that needed to take place.</b></p> <p><b>Overall Strengths:</b></p> <p>Faculty were flexible and open to trying new methods of instruction using online platforms.</p> <p>Students were already part of a discipleship group. These groups continued meeting virtually throughout the summer providing the students with fellowship and encouragement during a difficult time.</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 2.4.2: most students had an opportunity to meet one-on-one with their Pastors virtually</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 4.2.1: Students showed appreciation to their pastors/leaders by participating online activities</p> <p>As it pertains to the student SLO 2.1.2 Spiritual Growth: Students had more time to meet with their dorm leadership in prayer and mentorship</p> <p><b>Overall Weaknesses:</b></p> <p>Some students lacked the discipline necessary for online learning and some did not complete their courses successfully.</p> <p>Students not accustomed to online learning found it difficult to adjust to the new format and missed the in-person interactions they were accustomed to.</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 2.4.2: students were unable to participate in church activities due to the restrictions in place as a result of COVID</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 4.2.1: Students were unable to gain significant hands-on experience due to the COVID restrictions in place for churches</p> <p>As it pertains to the student SLO 2.1.2 Spiritual Growth: Due to restrictions, students were limited when it came to corporate prayer</p> <p><b>Actions Toward Improvement:</b></p> <p>Establish one online platform to be used across the institution with all students and instructors (Microsoft Teams). This should be in place along with necessary training in the event that COVID restrictions are extended into the fall semester</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 2.4.2: Meet with pastors on ways to get our students reconnected with church activities</p> <p>As it pertains to the student Church Involvement co-curricular requirement SLO 4.2.1: Have students find ways to serve their church through online platforms/activities</p> <p>As it pertains to the student SLO 2.1.2 Spiritual Growth: Have dorm leadership create more opportunities to get the students safe corporate prayer opportunities</p>	
<b>CMC Institutional Evaluation Report 01.EE.03, 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.05, 2A.EE.06</b>	

Assessment Phase 5 FALL 2020 & SPRING 2021 2B.EE.02, 2B.EE.03. <a href="#">Click here to return to Outcomes &amp; SLO Assessment Results Menu</a>	
SLOs Assessed in Phase 5-1.1.1, 1.1.2, 1.3.1, 1.3.3, 1.4.1, 2.1.1, 2.1.2, 2.2.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.2.2, 3.4.2.3, 5.1.1, 5.3.1, 5.4.1, 6.1.1, 6.1.2-6.5.5	
<b>Institutional SLO</b>	<b>SLO 1 Students will become educated Bible-based believers</b>
<b>Program SLOs</b> <b>Successful students will:</b> (Where outcome is taught)	<b><u>Church Ministry Academic Program 01.EE.04, 2A.EE.01, 2A.EE.03, 2A.EE.06</u></b> 1.1. Pursue a Bible-based theology that adheres to the inerrant Word of God 1.1.1. Describe the history, doctrine, mission's movement and organizational governance of the Assemblies of God. <i>(THE 1143 AG History, Doctrine &amp; Practices)</i>
<b>Assessment Tools/ Critical Task</b>	<b>Critical Task: Reflection Paper/Presentation</b>
<b>Results</b>	
<b>Actions</b>	<b>Strengths:</b> <b>Weaknesses:</b> <b>Actions Toward Improvement:</b>

Section Below Reflects the Assessment Plan based on the old SLOs which covered Spring 2015-Fall 2016. The new SLOs were adopted in the Fall of 2016, and CMC began gradual implementation of such in the Spring of 2017. The Student Ministries and Church Involvement components of the Co-curricular part of the Church Ministries Program were still assessed using the old tools and SLOs during the Spring 2017-Spring 18 semesters, while the Missions component of the Co-Curricular was transitioned to the new SLOs in the Spring of 2017 and the tool was modified in the Fall of 2017. Below is the initial assessment plan before the new SLOs were developed. [Click here to return to Outcomes & SLO Assessment Results Menu](#)

CMC Institutional Evaluation Report [1 of 4] 01.EE.03; 01.EE.04; 2A.EE.01; 2A.EE.03; 2A.EE.05; 2A.EE.06				
Assessment Phase #1 to Standard: <a href="#">2b.EE.2</a> ; <a href="#">2b.EE.3</a>				
Institutional SLOs	Program SLOs- Successful students will: [Where outcome is taught:]	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Actions Reports available upon request (filed)
1- Demonstrate Christ’s example of sacrificial service to see His Kingdom expanded for the benefit of others.	<p><b>Church Ministry Academic Program</b> 1- <a href="#">Critique how personal sacrificial service can be invested using pastoral ministry knowledge and skills to see God’s Kingdom expand.</a> [PMN2363 Homiletics, PMN 2373 Pastoral Counseling, PMN4643 Biblical Preaching Lab, PMN4513 Church Administration]</p> <p><b>Student Ministries Program (co-curricular)</b> 1- <a href="#">Participate by being Christ’s example of sacrificial service in practical local ministry assignments.</a></p> <p><b>Missions Program (co-curricular)</b> 1- <a href="#">Apply Christ’s example of sacrificial service in short missions ministry assignments.</a></p>	<p><b>Tool: CM1p- <i>Serm Eval Rubric</i></b> [in PMN2363] <b>Tool: CM1p <i>Case Study Rubric</i></b> [in PMN2373] <b>Tool: CM1P- <i>Serm Eval Rubric</i></b> [in PMN 4613]</p> <p><b>Tool: CM1P <i>Case Study Rubric</i></b> [in PMN 3593]</p> <p><b>Tool: SM1p&amp;P Student Ministry Church Involvement Pastoral Rubric</b></p> <p><b>Tool: SM1p&amp;P Student Min. Church Involvement Student Monthly Form</b></p> <p><b>Tool: SM1p&amp;P Student Min. Church Involvement Student Self-Eval Form</b></p> <p><b>Tool: MP1P Missions Evaluation Rubric</b></p> <p><b>Tool: MP1P Missions Reflection Paper Rubric</b></p>	<p><b>Results: CM1p/SP15- <i>Serm Eval Rubric</i></b> <b>Results: CM1p/SP15- <i>Case Study Rubric</i></b> <b>Results: CM1P/SP15- <i>Serm Eval Rubric</i></b> [Class did not meet in SP15, results will be inserted as soon as class meets] <b>Results: CM1P/SP15- <i>Case Study Rubric</i></b></p> <p><b>Results: SM1pre SP15- Student Ministry Assessment</b></p> <p><b>Results: SM1 post SP15 Student Ministry Assessment</b></p> <p><b>Results: SM1p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b></p> <p><b>Results: MP1P- Missions Assessments</b></p> <p><b>Results: MP1P Missions Reflection Paper Results</b></p>	<p><b>Actions to Improve LABI in relation to Institutional SLO1</b></p> <p><b>Action #1-</b> Reduce Student Ministry hours requirement</p> <p><b>Action #2-</b> Minimize campus events/activities</p> <p><b>Action #3-</b> Strengthen pastor-school communication</p> <p><b>Action #4-</b> Students struggling academically not assigned to church plants.</p>
2- Demonstrate preparation for service in the church and community to do practical face-to-face ministry.	<p><b>Church Ministry Academic Program</b> 2- <a href="#">Apply current church ministry practices to various practical face-to-face ministry opportunities.</a> [CMN2213 Foundations of Church Ministries, CMN4943 Church Ministries Practicum I, CMN4953 Church Ministries Practicum II, CMN 4923 Principles and Practices of Pastoral Ministries]</p>	<p><b>Tool: CM2p <i>Church Ministries Practicum Eval</i></b> in CMN2213</p> <p><b>Tool: CM2P <i>Church Ministries Practices Eval</i></b> in CMN4943 and in Capstones Project Four C’s CMN49533</p> <p><b>Tool: CM2P Capstone Project Rubric</b></p>	<p><b>Results: CM2p/SP15- Church Ministries Practicum Eval</b></p> <p><b>Results: CM2P/SP15- Church Ministries Practicum Eval</b></p> <p><b>Results: CM2P/SP15- Capstone Project Rubric</b></p>	<p><b>Actions to Improve LABI in relation to Institutional SLO2</b></p> <p><b>Action #1- Modeling and support for underclassmen</b></p> <p><b>Action #2- Immediate feedback</b></p> <p><b>Action #3- SLOs and expected level of mastery on syllabi</b></p>

	<p><b>Student Ministries Program (co-curricular)</b>  2- Exemplify preparation for service in the church and community to do practical face-to-face ministry.</p> <p><b>Missions Program (co-curricular)</b>  2- Apply aspects of service in the church with successful practical face-to-face ministry.</p>	<p><b>Tool: SM2p&amp;P Student Ministry Church Involvement Pastoral Rubric</b></p> <p><b>Tool: SM2p&amp;P Student Min. Church Involvement Student Monthly Form</b></p> <p><b>Tool: SM2p&amp;P Student Min. Church Involvement Student Self-Eval Form</b></p> <p><b>Tool: MP2P Missions Evaluation Rubric</b></p> <p><b>Tool: MP2P Missions Reflection Paper Rubric</b></p>	<p><b>Results: SM2Post/SP15- Church Involvement Form</b></p> <p><b>Results: SM2 post SP15 Student Ministry Assessment</b></p> <p><b>Results: SM2p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b></p> <p><b>Results: MP2P- Missions Assessments</b></p> <p><b>Results: MP2P Missions Reflection Paper Results</b></p>	
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## LABI Institutional Evaluation Report [2 of 4]

### Assessment Phase #2 [FL2015 and SP2016]

Institutional SLOs	Program SLOs- Successful students will: [Where outcome is taught:]	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Actions toward I Reports available upon request (filed) mproved Quality
3- Demonstrate knowledge of the teachings and patterns of the Scriptures including A/G doctrine.	<p><b>Church Ministry Academic Program</b>  3- <u>Integrate and/or appraise knowledge of the teachings and patterns of the Scriptures including A/G doctrine.</u></p> <p>[BIB1113 Old Testament, BIB1123 New Testament, BIB1133 Bible Study Methods, BIB1153 Biblical Perspective of Missions BIB1293 Pentateuch, BIB2163 Biblical Leadership, BIB2213 Acts &amp; Corinthians, BIB2383 Biblical Ethics, BIB3413 Life of Christ in the Gospels &amp; BIB3423 Romans &amp; Galatians; THE1143 AG History, Doctrine &amp; Practices, THE2223 Theology I, THE2353 Theology II &amp; THE3443 Theology III]</p>	<p><b>Tool: CM3p- Church Ministries Core Exam</b> in THE1143 [not attached for security]  P2- <b>Missions Case Studies Rubric</b> in BIB1153  <b>Tool: CM3P- Church Ministries Core Exam</b> in THE3443 [not attached for security]  PT2- <b>Missions Case Studies Rubric</b> in BIB3423</p>	<p><b>Results: CM3p/FL15- Church Ministries Core Exam</b></p>	<p><b>Action #1</b> Place a special emphasis on instruction in the area of AG doctrine and governance as this is the area of greatest weakness</p> <p><b>Action #1</b> Model how students must consider all cultural aspects of a scenario and consider their implications and the effect they have on an outcome</p>
4- Demonstrate knowledge and skills to participate in small group disciple-making ministry.	<p><b>Church Ministry Academic Program</b>  4- <u>Identify knowledge of principles of participating in small group disciple-making ministry.</u></p> <p>[CMN3433 Teaching the Scriptures, CMN 4913 Christian Education Programs,</p>	<p><b>Church Ministry Program</b>  <b>Tool: CM4p- Small Group Discipleship Rubric</b> [in CMN3433]  <b>Tool: CM4p- Small Group Discipleship Rubric</b> in CMN4523 Capstone Project Four</p>		<p><b>Action #1</b> Students will participate in an on-campus discipleship program once weekly for modeling and to strengthen their own knowledge of principles in small group disciple-making  <b>On campus discipleship groups initiated in the fall of 2017</b></p> <p><b>Action #2</b> Instruct students how to understand how discipleship goes beyond a book study and should truly require authenticity and accountability in a safe environment</p>



	<p>CMN 4953 Church Administration, CMN4523 Evangelism &amp; Discipleship, CMN 4613 Church Planting &amp; Revit.]</p> <p><b>Student Ministries Program (co-curricula)</b> 3- <u>Demonstrate knowledge and skills to participate in small group disciple-making ministry.</u></p> <p><b>Missions Program (co-curricular)</b> 3- <u>Apply knowledge and skills to participate in small group disciple-making ministry.</u></p>	<p>C's (CMN 4913 &amp; CMN 4613)</p> <p><b>Tool: SM4p&amp;P Student Ministry Church Involvement Pastoral Rubric</b></p> <p><b>Tool: SM4p&amp;P Student Min. Church Involvement Student Monthly Form</b></p> <p><b>Tool: SM4p&amp;P Student Min. Church Involvement Student Self-Eval Form</b></p> <p><b>Missions Program (co-curricular)</b> P1- <i>Missions Evaluation Rubric</i> [Freshmen] PT1- <i>Missions Evaluation Rubric</i> [Seniors]</p>	<p><b>Results: SM2Post/SP15-Church Involvement Form</b></p> <p><b>Results: SM2 post SP15 Student Ministry Assessment</b></p> <p><b>Results: SM2p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b></p>	
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LABI Institutional Evaluation Report [3 of 4]				
Assessment Phase #3 [FL2016 and SP2017]				
Institutional SLOs	Program SLOs- Successful students will: [Where outcome is taught:]	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Actions toward Improved Quality Reports available upon request (filed)
5- Demonstrate a self-understanding of in personal spiritual gifts to build up the Church.	<p><b>Spiritual Life: Dev. Program</b> 1- Demonstrate a self-understanding of personal spiritual gifts to build up the Church.</p> <p><b>Student Ministries Program (co-curricular)</b> 4- Demonstrate a self-understanding of personal spiritual gifts to build up the Church.</p>	<p><b>Spiritual Life: Dev. Program</b> P1- Fresh <i>Dorm Life Survey</i> P2- Fresh <i>Spiritual Gift Test</i> PT1- Sen <i>Dorm Life Survey</i> PT2- Sen <i>Spiritual Gift Test</i></p> <p><b>Tool: SM5p&amp;P Student Ministry Church Involvement Pastoral Rubric</b></p> <p><b>Tool: SM5p&amp;P Student Min. Church Involvement Student Monthly Form</b></p> <p><b>Tool: SM5p&amp;P Student Min. Church Involvement Student Self-Eval Form</b></p>	<p><b>Results:</b> SM5pre/SP15-Church Involvement Form</p> <p><b>Results:</b> SM5Post/SP15-Church Involvement Form</p> <p><b>Results: SM5 post SP15 Student Ministry Assessment</b></p> <p><b>Results: SM5p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b></p>	<b>Action #1- Assessment of the Spiritual Life postponed until the Spring of 2018 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.</b>
6- Demonstrate participation in the family of God through providing	<b>Church Ministry Academic Prog</b> 5- <u>Demonstrate participation in the family of God through</u>	<p>P1- Ave. entering Fresh <i>ACT</i> P2- Ave. entering Fresh <i>SAT</i></p>		<b>Action #1- Assessment postponed pending implementation and transition of the new SLOs first in the Spring of 2017 in the areas of Academics and</b>

for the needs of the church and community	<p><u>understanding, developing life abilities and skills for use in the church, and community.</u></p> <p>[COL1112 College Life Pers Dev, ENG1113 Comp &amp; Rhet I, HIS1113 Amrcn Hist , MTH1123 College Math, PSY1113 Intro to Psych, SPN1114 Beg Span, ESL1114 Engl as a 2nd Lang, BIO1114 Bio Sci &amp; Lab, COM1143 Fund of Speech , REL1133 Auth Christ, ENG2173 Comp &amp; Rhet, PED2234 Phys Activ &amp; Well, ENG2273 Intro to Lit, GOV2213 Natnl Gov, &amp; HIS2393 Hist of Christ ]</p> <p><b>Spiritual Life: Chapel Program</b>  2- <u>Write an account of how participation in the family of God provides for the needs of the church and community.</u></p> <p><b>Work Study Services Program</b>  1- <u>Qualify participation in the family of God through providing for the needs of the church and community.</u></p> <p><b>Student Ministries Program (co-curricular)</b>  5- <u>Substantiate participation in the family of God through providing for the needs of the church and community.</u></p>	<p>P3- Ave. entering <i>Accuplacer</i>  P4- <i>Entering Student Survey</i> in ENG 2273  PT5- <i>Graduating Student Survey</i> in Spring  PT6- <i>Capstone Four C's Project Rubric</i> in HIS2393</p> <p><b>Tool: SL2P/SP15 Chapel Attendance</b>  P1- Ave. Fresh Church Ministries Monthly Form  P2- Ave. Fresh Chapel Survey  PT1- Ave. Sen Church Ministries Monthly Form  PT2- Ave. Sen Chapel Survey  P1- Ave. Fresh <i>Assessment of Work- study</i>  PT1- Ave. Senior <i>Assessment of Work-study</i></p> <p><b>Tool: SM6p&amp;P Student Ministry Church Involvement Pastoral Rubric</b></p> <p><b>Tool: SM6p&amp;P Student Min. Church Involvement Student Monthly Form</b></p> <p><b>Tool: SM6p&amp;P Student Min. Church Involvement Student Self-Eval Form</b></p>	<p><b>Results:</b>  SM6pre/SP15- Church Involvement Form</p> <p><b>Results:</b>  SM6Post/SP15- Church Involvement Form</p> <p><b>Results:SM6 post SP15 Student Ministry Assessment</b></p> <p><b>Results: SM6p/P Student Ministry (CHRUCH INVOLVEMEN T) Assessment</b></p>	<p><b>Co-Curricular.</b></p> <p><b>Action #2-</b> Assessment of the Spiritual Life postponed until the Spring of 2019 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.</p> <p><b>Action #3-</b> Assessment of the LABI Work-Study services postponed until the Spring of 2019 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.</p> <p><b>Action #1-</b>Students will be encouraged to actively participate and minister in a variety of areas in an attempt to assist them in discovering new areas of gifting in the process</p>
7- Demonstrate ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer.	<p><b>Missions Program</b>  4- <u>Demonstrate ability to discern and follow the Spirit's guidance by supporting all ministries in dedicated prayer.</u></p>	<p>P1- Fresh <i>Missions Prayer Attendance Log</i>  P2- Fresh <i>Missions Assessment</i>  P3- Fresh <i>Chapel Journal Rubric</i>  PT1- Sen <i>Missions Prayer Attendance Log</i>  PT2- Sen <i>Missions Assessment</i>  PT3- Sen <i>Chapel Journals Rubric</i></p>		<p><b>Action #1-</b> Ensure that every student has an opportunity to be assessed in the area of small-group discipleship- even if this discipleship takes place among the team members themselves as it pertains to the mission</p> <p><b>Action #2-</b> For more effective discipleship, gather information from the point of contact from each missions destination to allow for listener/learner guided instruction</p>

## LABI Institutional Evaluation Report [4 of 4] [\[Return to Standard: 8.EE.6\]](#)

### Assessment of Faculty/Staff Services [Yearly]

	Faculty/Staff Quality	Assessment Tools "p"=Pre-test, "P"=Post test	Results Results available upon request (filed)	Actions toward Improved Quality
QF- Demonstrate quality faculty in the areas of: 1: knowledge, 2: ability to teach and 3: spiritual living.	<p><b>Quality of Faculty:</b>  <b>Faculty Knowledge</b>  <b>Faculty Ability to Teach</b>  <b>Faculty Spiritual Living</b></p>	<p><b>Tool: QF/SP15 Student Evaluation of Instruction</b>  Faculty Knowledge, Teaching and Sanctification scores  Faculty Knowledge, Teaching and Sanctification scores  <b>Administrator Evaluation</b></p>	<p><b>Results: QF/SP15 Student Evaluation of Instruction</b>  [results are not attached for security]</p>	<p>Faculty members were evaluated and their strengths and weakness were reviewed.</p>

		<b>of Faculty Rubric</b> Faculty Knowledge, Teaching and Sanctification scores		
QS- Demonstrate quality services and Godly concern in various Student Services of LABI.	<b>By Service Unit: Quality of Staff Services/ Concern for Students</b>  <b>SERVICES INCLUDE:</b> Student Services Food Services Security Enrollment Support Enrollment Admissions Recruitment Academic Support Registrar Library Business Support Student Accounts Donors Relations Development Services Maintenance Grounds Facilities IT Services	<b>Tool: QS LABI Student Satisfaction Survey</b>  <b>Tool: QS Library Survey</b>	<b>Results: QS/SP15 Student Satisfaction Survey</b>  <b>Results: QS/SP15 Library Survey</b>	<b>Actions to improve Quality Service in relation to QS/SP15</b>  <b>Action #1-</b> Expand internet bandwidth  <b>Action #2-</b> Career opportunities  <b>Actions to improve Library Services in relation to QS/SP15</b>  <b>Action #1-</b> Reference solicitation more efficient  <b>Action #2-</b> Placement testing available in library

## 1- BS in Church Ministry Program Evaluation Report [\[Return to Standard: 1.EE.5, 2a.EE.1, 2b.EE.2, 2b.EE.4, 2a.EE.06 11a.EE.2, 11a.EE.5\]](#)

### Assessment Phase #1 [FL2014 and SP2015]

Program SLOs	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Analysis/Actions/Tool Edits Reports available upon request (filed)
<b>INST SLO #1</b> 1- Critique how personal sacrificial service can be invested using pastoral ministry knowledge and skills to see God’s Kingdom expand.	<b>Tool CM1p- Serm Eval Rubric</b> [in PMN2363] <b>Tool: CM1p Case Study Rubric</b> [in PMN2373] <b>Tool: CM1P- Serm Eval Rubric</b> [in PMN 4613] <b>Tool: CM1P Case Study Rubric</b> [in PMN 3593]	<b>Results for CM1p/SP15-Serm Eval Rubric</b>  <b>Results: CM1p/SP15-Case Study Rubric</b>  <b>Results: CM1P/FL15-Serm Eval Rubric</b> [not given yet, scheduled SP2016]  <b>Results: CM1P/SP15-Case Study Rubric</b>	<b>Actions to Improve Church Ministry in relation to Program SLO#1/SP15</b>  <b>Action #1-</b> Fundamental elements strengthened  <b>Action #2-</b> More focus on sermon prep  <b>Action #3-</b> Better balance between Homiletics and Biblical Preaching.  <b>Tool Revision-</b> The Sermon Evaluation Tool has been condensed and reorganized for more efficient use by evaluators.  <b>Revised Serm Eval Rubric</b>  <b>Revised CMN2363 Homiletics Syllabus</b>  <b>Revised CMN2363 Course Work</b>
<b>INST SLO #2</b> 2- Apply current church ministry practices to various practical face-to-face ministry opportunities.	<b>Tool: CM2p Church Ministries Practicum Eval</b> in CMN2213 <b>Tool: CM2P Church Ministries Practices Eval</b> in CMN4943  <b>Tool: Capstones Project Four C’s Rubric</b> in CMN49533	<b>Results: CM2p/SP15-Church Ministries Practicum Eval (not yet given, scheduled for SP16)</b> <b>Results: CM2P/SP15-Church Ministries Practicum Eval</b>  <b>Results for Capstone Project</b>	<b>Actions to Improve Church Ministry in relation to Program SLO#2/SP15</b>  <b>Action #1-</b> Capstone Project replaced with Capstone Course  <b>Action #2-</b> Significant assignments that demonstrate SLO mastery

### Assessment Phase #2 [FL2015 and SP2016]

<b>INST SLO #3</b> 3- Integrate and/or appraise knowledge of the teachings and patterns of the Scriptures including A/G doctrine.	<b>Tool: CM3p Church Ministries Core Exam</b> in THE1143 [Tool not attached for security] <b>P2- Missions Case Studies Rubric</b> in BIB1153 <b>Tool: CM3P Church Ministries Core Exam</b> in	<b>Results: CM3p/FL15- Church Ministries Core Exam</b>	<b>Action #1</b> Place a special emphasis on instruction in the area of AG doctrine and governance as this is the area of greatest weakness
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	THE3443 [Tool not attached for security] PT2- <i>Missions Case Studies Rubric</i> in BIB3423		
<b>INST SLO #4</b> 4- <u>Identify knowledge of principles of participating in small group disciple-making ministry.</u>	<b>Tool: CM4p- Small Group Discipleship Rubric</b> in CMN3433 <b>Tool: CM4P- Small Group Discipleship Rubric</b> in CMN4523 Capstone Project Four C's (CMN 4913 & CMN 4613)		<b>Action #1</b> Students will participate in an on-campus discipleship program once weekly for modeling and to strengthen their own knowledge of principles in small group disciple-making <b>On campus discipleship groups initiated in the fall of 2017</b>  <b>Action #2</b> Instruct students how to understand how discipleship goes beyond a book study and should truly require authenticity and accountability in a safe environment
<b>Assessment Phase #3 [FL2016 and SP2017]</b>			
<b>INST SLO #6</b> 5- <u>Demonstrate participation in the family of God through understanding, developing life abilities and skills for use in the church, and community.</u>	P1- Ave. entering Freshmen <b>ACT</b> scores P2- Ave. entering Freshmen <b>SAT</b> scores P3- Ave. entering Student <b>Accuplacer</b> scores P4- <i>Entering Student Survey</i> in ENG 2273 PT5- <i>Graduating Student Survey</i> in Spring PT6- <i>Capstone Four C's Project Rubric</i> in HIS2393		<b>Action #1-</b> Assessment postponed pending implementation and transition of the new SLOs first in the Spring of 2017 in the areas of Academics and Co-Curricular.

## 2- LABI STUDENT MINISTRIES PROGRAM EVALUATION REPORT [\[Return to Standard: 2b.EE.4\]](#)

### Assessment Phase #1 [FL2014 and SP2015]

Program SLOs	Assessment Tools "p"=Pre-test, "P"=Post Test	Results Results available upon request (filed)	Actions toward Improved Quality Reports available upon request (filed)
<b>INST SLO #1</b> 1- Participate by being Christ's example of sacrificial service in practical local ministry assignments.	<b>Tool: SM1p&amp;P Student Ministry Church Involvement Pastoral Rubric</b>  <b>Tool: SM1p&amp;P Student Min. Church Involvement Student Monthly Form</b>  <b>Tool: SM1p&amp;P Student Min. Church Involvement Student Self-Eval Form</b>	<b>Results: SM1pre SP15-Student Ministry Assessment</b>  <b>Results: SM1 post SP15 Student Ministry Assessment</b>  <b>Results: SM1p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b>	<b>Actions to Improve Student Ministry in relation to Program SLO#1/SP15</b>  <b>Actions Toward Improvement SM1Post/SP15- Church Involvement Form</b>  <b>Action #1-</b> More one-on-one and small group ministry opportunities  <b>Action #2-</b> Monthly ministry events  <b>Student Ministry Calendar Fall 2015</b>  <b>Prayer Warriors Calendar Fall 2015</b>
<b>INST SLO #2</b> 2- Exemplify preparation for service in the church and community to do practical face-to-face ministry.	<b>Tool: CM2p Church Ministries Practicum Eval</b> in CMN2213  <b>Tool: CM2P Church Ministries Practices Eval</b> in CMN4943 and in Capstones Project Four C's CMN49533	<b>Results: SM2 post SP15 Student Ministry Assessment</b>  <b>Results: SM2p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b>	<b>Actions to Student Ministry in relation to Program SLO#2/SP15</b>  <b>Actions Toward Improvement Church Involvement SLO#2/SP15</b>  <b>Action #1-</b> Clear line of communications with pastors  <b>Action #2-</b> Clearer description of ministry  <b>Pastoral Meeting Agenda</b>  <b>Tool Revision: Students will indicate ministry type</b>

### Assessment Phase #2 [FL2015 and SP2016]

<b>INST SLO #4</b> 3- Demonstrate knowledge and skills to participate in small group disciple-making ministry.	<b>Tool: SM4p&amp;P Student Ministry Church Involvement Pastoral Rubric</b>  <b>Tool: SM4p&amp;P Student Min. Church Involvement Student Monthly Form</b>  <b>Tool: SM4p&amp;P Student Min. Church Involvement Student Self-Eval Form</b>	<b>Results: SM4 pre/SP15-Church Involvement Form</b>  <b>Results: SM4 Post/SP15-Church Involvement Form</b>  <b>Results: SM4 post SP15 Student Ministry Assessment</b>  <b>Results: SM4p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b>	<b>Action #1-</b> Pastors will assist Student Ministries director in providing students with a wider array of experiences in discipling various age groups  <b>Action #2-</b> Student Church Involvement hour requirement to be revisited taking student load into consideration  <b>In Spring of 2016, the Church Involvement hour requirement was revised to alleviate student load. Freshmen were no longer assigned to church plants which can require more on behalf of the students</b>
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### Assessment Phase #3 [FL2016 and SP2017]

<b>INST SLO #5</b> 4- Demonstrate a self-understanding of personal spiritual gifts to build up the Church.	<b>Tool: SM5p&amp;P Student Ministry Church Involvement Pastoral Rubric</b>  <b>Tool: SM5p&amp;P Student Min. Church Involvement Student Monthly Form</b>  <b>Tool: SM5p&amp;P Student Min. Church Involvement Student Self-Eval Form</b>	<b>Results: SM5 pre/SP15-Church Involvement Form</b>  <b>Results: SM5 Post/SP15-Church Involvement Form</b>  <b>Results: SM5 post SP15 Student Ministry Assessment</b>  <b>Results: SM5p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b>	<b>Action #1-</b> Students will be encouraged to actively participate and minister in a variety of areas in an attempt to assist them in discovering new areas of gifting in the process
<b>INST SLO #6</b> 5- Substantiate participation in the family of God through providing for the needs of the church and community.	<b>Tool: SM6p&amp;P Student Ministry Church Involvement Pastoral Rubric</b>  <b>Tool: SM6p&amp;P Student Min. Church Involvement Student Monthly Form</b>  <b>Tool: SM6p&amp;P Student Min. Church Involvement Student Self-Eval Form</b>	<b>Results: SM6 pre/SP15-Church Involvement Form</b>  <b>Results: SM6 Post/SP15-Church Involvement Form</b>  <b>Results: SM6 post SP15 Student Ministry Assessment</b>  <b>Results: SM6p/P Student Ministry (CHRUCH INVOLVEMENT) Assessment</b>	<b>Action #1-</b> Off-campus students who have opted to fulfill their Church Involvement requirement in their home churches (as approved by the school), must complete at least 1-2 semesters of their program in a different church, providing them with a broader experience

### 3- LABI MISSIONS PROGRAM EVALUATION REPORT [\[Return to Standard: 2b.EE.4\]](#)

#### Assessment Phase #1 [FL2014 and SP2015]

Program SLOs	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Actions toward Improved Quality Reports available upon request (filed)
<b>INST SLO #1</b> 1- Apply Christ’s example of sacrificial service in short missions ministry assignments.	<b>Tool: MP2P Missions Reflection Paper Rubric</b>	<b>Results: MP1P/SP15- <i>Mission Reflection Paper</i></b>	<b>Actions to Improve Missions Program in relation to Program SLO#1/SP15</b>  <b>Action #1- Local missions trips need higher participation rate from non-employed students</b>  <b>Action #2- Focus on intrinsic motivations</b>  <b>Tool Revision: 1-5 rating as opposed to 1-3 rating on rubric</b>
<b>INST SLO #2</b> 2- Apply aspects of service in the church with successful practical face-to-face ministry.	<b>Tool: MP2P Missions Evaluation Rubric</b>	<b>Results: MP2P- Missions Assessments</b>	<b>Actions to Improve Missions Program in relation to Program SLO#2/SP15</b>  <b>Action #1- Partner upperclassmen with underclassmen</b>  <b>Action #2- Provide more modeling and immediate feedback</b>

#### Assessment Phase #2 [FL2015 and SP2016]

<b>INST SLO #4</b> 3- Apply knowledge and skills to participate in small group disciple-making ministry.	P1- <i>Missions Evaluation Rubric</i> [Freshmen] PT1- <i>Missions Evaluation Rubric</i> [Seniors]		<b>Action #1- Ensure that every student has an opportunity to be assessed in the area of small-group discipleship- even if this discipleship takes place among the team members themselves as it pertains to the mission</b>  <b>Action #2- For more effective discipleship, gather information from the point of contact from each missions destination to allow for listener/learner guided instruction</b>
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#### Assessment Phase #3 [FL2016 and SP2017]

<b>INST SLO #5</b> 4- Demonstrate ability to discern and follow the Spirit’s guidance by supporting all ministries in dedicated prayer.	P1- Freshmen <i>Missions Prayer Attendance Log</i> P2- Freshmen <i>Missions Assessment</i> scores P3- Freshmen <i>Chapel Journal Rubric</i> PT1- Senior <i>Missions Prayer Attendance Log</i> PT2- Senior <i>Missions Assessment</i> scores PT3- Senior <i>Chapel Journals Rubric</i>		<b>Action #1- Assessment of the Spiritual Life postponed until the Spring of 2019 to allow the institution to begin transition of the new SLOs first in the Spring of 2017 in the areas of Academics and Co-Curricular.</b>
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#### 4- LABI SPIRITUAL LIFE PROGRAM EVALUATION REPORT [Return to Standard: [2b.EE.4](#)]

##### Assessment Phase #1 [FL2014 and SP2015]

Program SLOs	Assessment Tools “p”=Pre-test, “P”=Post test	Results	Actions toward Improved Quality

##### Assessment Phase #2 [FL2015 and SP2016]

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##### Assessment Phase #3 [FL2016 and SP2017]

<b>INST SLO #5</b> 1- Demonstrate a self-understanding of personal spiritual gifts to build up the Church.	P1- Freshmen <i>Dorm Life Survey</i> P2- Freshmen <i>Spiritual Gift Test</i> PT1- Senior <i>Dorm Life Survey</i> PT2- Senior <i>Spiritual Gift Test</i>		Action #1- Assessment of the Spiritual Life postponed until the Spring of 2018 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.
<b>INST SLO #6</b> 2- Write an account of how participation in the family of God provides for the needs of the church and community.	P1- Ave. Freshmen Church Ministries Monthly Form P2- Ave. Freshmen Chapel Survey scores PT1- Ave. Senior Church Ministries Monthly Form PT2- Ave. Senior Chapel Survey scores		Action #1- Assessment of the Spiritual Life postponed until the Spring of 2019 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.

#### 5- LABI WORK STUDY SERVICES PROGRAM EVALUATION REPORT [Return to Standard: [2b.EE.4](#)]

##### Assessment Phase #1 [FL2014 and SP2015]

Program SLOs	Assessment Tools “p”=Pre-test, “P”=Post test	Results Results available upon request (filed)	Actions toward Improved Quality

##### Assessment Phase #2 [FL2015 and SP2016]

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##### Assessment Phase #3 [FL2016 and SP2017]

<b>INST SLO #6</b> 1- Qualify participation in the family of God through providing for the needs of the church and community.	P1- Ave. Freshmen <i>Assessment of Work- study</i> PT1- Ave. Senior <i>Assessment of Work-study</i>		Action #1- Assessment of the LABI Work-Study services postponed until the Spring of 2019 to allow the institution to begin transition of the new SLOs in the Spring of 2017 in the areas of Academics and Co-Curricular.
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