

# CM199 Program Review Findings 2019–2022

## Year One: Student and Program Data Review

The Dean of Work & Service is responsible for gathering and presenting relevant assessment data to help the faculty committee learn (1) whether students are reaching the learning objectives of the program, (2) where improvements are needed, and (3) whether previously implemented changes have been effective. Using the following questions as a guide, program reviewers should consider the following aspects:

### 1. Student Participation Measures

- a. Did student grades within this program meet expectations?

*The mean student grade for the fall of 2018 was 94.2% (A-), while the median student grade for the semester was 98.3% (A). During this semester, 95% of enrolled students received a letter grade of B- or higher.*

*Likewise, the mean student grade for the spring of 2019 was 94.9% (A-), while its semester median was 97.9% (A). Additionally, 97% of enrolled students completed the course with a letter grade of B- or higher.*

*Program objectives were previously set with the aim of having a mean and medium student grade of at least a B- letter grade with additionally at least 80% of enrolled students achieving this same standard. During both semesters, students' final grade scores reveal that expectations were exceeded.*

- b. Were attendance and participation levels satisfactory?

*The mean student attendance grade for the fall of 2018 was 95.8% (A) while perfect attendance constituted for 94.3% of the study body. Likewise, the mean student attendance grade for the spring of 2019 was 94.8% (A) with perfect attendance occurring for 96.1% of enrolled students.*

*Program objectives were previously set with the aim of having a mean student attendance grade of 90% (A-) and having a perfect attendance rate of 80%. During both semesters, student attendance exceeded program objectives.*

### 2. Student Success Measures

- a. How did department supervisors rate students on each of the key transferable skills/dispositions?

*Department supervisors evaluated students in the following areas:*

- *Completing Tasks Well*

- *Following Directions*
- *Having a Good Attitude*
- *Cooperating and Working Well with Others*
- *Taking Initiative*

*In each category, students were given a rating ranging from 1 to 5 (1 representing very poor, 5 representing excellent), with each score contributing toward the student's final course grade. Likewise, students were also evaluated qualitatively through an open feedback/comment section within the grading sheet provided from their department supervisor.*

*Three times throughout the semester students were evaluated—with each time providing students' hourly management and a grade reflecting any missed time. Students had points deducted toward their final class grade in the following way:*

- *Completion of only 108 to 111 semester hours: 10% grade deduction*
- *Completion of only 104 to 107 semester hours: 20% grade deduction*
- *Completion of only 100 to 103 semester hours: 30% grade deduction*
- *Completion of only 96 to 99 semester hours: 40% grade deduction*
- *Completion of only 95 or less semester hours: 50% grade deduction*

*The mean letter grade per given evaluation sheet was an A (98.0%) during the fall of 2018 semester and also an A (98.5%) during the spring of 2019. Both semesters were deemed satisfactory based on the established B letter grade (80% minimum) from prior goal setting.*

b. Were graduate employment placement rates satisfactory?

*According to the 2018 CCBC Graduate Survey, approximately 80% of our sampled college graduates reported being presently employed. Of the remaining, roughly 17% listed as currently unemployed and less than 3% listed as presently retired. Nevertheless, about 64% of those who categorized themselves as unemployed reported not actively seeking employment at the current time.*

*Thus, since these surveyed results exceeded CCBC's benchmarked 75% graduate employment rate, employment placement is considered satisfactory at the moment. However, the 2018 CCBC Graduate Survey also indicated that only 65% of graduates believe their education at CCBC has helped prepare them for current career or educational opportunities after program completion. Likewise, only about 9% of graduates believe CCBC's Graduate Placement Program or/and the Alumni Network website was beneficial in aiding them in their career search, while less than 2% of sampled graduates utilized CCBC's annual ministry and education fair, Meta Tauta. Thus, there is room for improvement.*

*All things considered, it is important to note that less than 3% of the survey's sampled graduates were 2018 program completers. Therefore, a vast majority of the graduates surveyed had been away from CCBC for quite some time and make measuring recent program effectiveness somewhat difficult.*

### **3. Student Satisfaction**

- a. How did students describe their experience (in the end-of-semester satisfaction survey)?

*For the fall of 2018, students rated their overall CM199 course experience to an average of 4.29 on a 5-point scale (1 representing very poor, 5 representing excellent). Likewise, the spring of 2019 brought a mean student experience rating of 4.10 on the same 5-point scale.*

*Both semesters were above the 4.00 rating sought out to achieve during the prior year and were successful in completing this goal. However, improvement can be made on how cafeteria supervisors instruct kitchen M1s, as was a common student complaint in the spring of 2019 student satisfaction survey.*

### **4. CM199 Program Design**

- a. Is the course's curriculum adequately developed?

*Currently, course curriculum is considered adequately developed. The CM199 course is composed of twelve weekly "professional development" seminar lectures and contains an assigned text themed around a biblical worldview of work (i.e. for the fall of 2018 the course reading was "The Gospel at Work" and for the spring of 2019 the course reading was "Work Matters: Connecting Sunday Worship to Monday Work"). An assessment of the course text is made at the end of the semester and there are three evaluation periods per semester to review the performance of each M1. Evaluations are made from M1 supervisors and provide rating metrics based on course objectives. Supervisors are instructed to give encouraging feedback and free response comments when needed. At the moment, the CM199 course is considered an academically sufficient work-like program class.*

- b. How can the program's design be enhanced to meet objectives more effectively?

*The CM199 program's design could improve on its evaluation metrics. Currently, students are evaluated based on completing tasks well, following directions, having a good attitude, cooperating and working well with others, and taking initiative. Adapting evaluation metrics that are in better alignment with developing Christ-like servanthood character and spiritual growth is recommended.*

*Additionally, transforming the structure of the program toward more ministry-related services would improve in accomplishing some of the program's primary goals.*

### **5. Program Input**

- a. Is the program properly advised, receiving input from future employers in ministry and marketplace fields?

*The CM199 program is currently advised primarily by the Academic Dean and the Dean of Students / Director of Operations. Any additional counsel comes from other school personnel such as the campus' director and/or department supervisors.*

*However, outside of the connection that the college's Graduate Placement Program, Alumni Network website, and career fair offer from future employers, the CM199 program does not receive enough information about the needs of current ministry employers and interested criteria from field market businesses.*

## **6. Program Personnel**

- a. Does the program have sufficient personnel to adequately train, evaluate, and support students?

*The CM199 program is currently overseen by a qualified individual acting as the Dean of Work & Service. Staff members within the Registrar's Office and M1 department supervisors also aid in the training, evaluation, and support of students within the CM199 program.*

*That said, as indicated in the Student Satisfaction Survey, M1 department supervisors could be better trained in their efforts to evaluate and support students (i.e. a common complaint among kitchen M1s was a lack of instruction given from their M1 supervisor).*

- b. Are the program's personnel adequately qualified?

*The CM199 program is currently overseen by a qualified individual acting as the Dean of Work & Service.*

- c. What measures have been taken to further develop personnel for this program?

*Through the last year, the Dean of Work & Service has received administrative and biblical training to enhance his abilities to serve as the overseer of the CM199 program.*

*Likewise, ministry partnerships (i.e. local churches, community organizations, etc.) have been established to grant future opportunities for students to develop ministry skills in the potential creation of a Ministry Formation Program. Although these personnel will eventually join the program, only communication with these organizations has taken place.*

*Lastly, there has been quite a considerable amount of produced documentation created over the previous year in regards to set standardized policies and procedures for the expectations of department supervisors, students, and other stakeholders. Examples of produced documentation include but are not limited to contracts, department job descriptions, a program handbook, a policy handbook, etc.*

*Nevertheless, more work is needed in developing the quality of the program's overseers, especially relating to the equipping of kitchen M1 supervisors.*

## 7. CM199 Program Resources

- a. Are the program's facilities and equipment adequately developed and maintained?

*The CM199 program operates on a campus in Murrieta, CA and encompasses multiple on-site service locations. Calvary Chapel of Costa Mesa owns, develops, and maintains this campus' facilities and equipment adequately enough for it to function properly.*

- b. What budget resources are being allocated to this program?

*The CM199 program is instructed by a paid primary staff member, assisted by the college's Registrar's office, given on-campus classroom space, serviced technically via an office, computer, administrative tools, etc., and supported with limited financial funding.*

### Year Two: Assessment of Student Learning

*Assessment of Student Learning.* After appropriate data is collected, the Dean of Work & Service is responsible for composing relevant summary statistics for the faculty council to review. The following questions should be considered during this stage:

\*This data was collected by faculty member, Stuart Boyer, and the Dean of Academics composed the summary since the College no longer has a Dean of Work & Service employed.

1. Are the learning objectives for this program mission-aligned, relevant, and clearly stated?

*The learning objectives for CM199 focus on developing and measuring the overall degree Program Learning Objective #2: Apply biblical insight and Christ-like values to various aspects of Christian practice, work, human relationships, and ministry as a foundation for life (ILOs 2 and 3). They are mission-aligned to equip students to know God and to train students to serve in the local Church, relevant to the Institution's mission, vision and goals, and clearly stated in four learning objectives.*

*The learning objectives include:*

1. *Demonstrate spiritual growth in the Christian discipline of serving others.*
2. *Gain a more comprehensive Christian worldview, especially in regard to work.*
3. *Develop practical skills related to service, ministry, and vocation.*
4. *Deepen in his or her personal relationship with Jesus Christ.*

2. Were the assessment measures for collecting data sufficient in representing accurate metrics for evaluating student-learning outcomes?

*The assessment measures used Field Supervisor Evaluations and the CM199 Book Reading and Test to collect data for evaluating the student learning outcomes.*

*The Field Supervisor Evaluations are completed three times throughout the semester and measure the following servanthood characteristics:*

- *Completing Tasks Well*
- *Following Directions*
- *Having a Good Attitude*
- *Cooperating & Working with Others*
- *Taking Initiative*

*Many Field Supervisors scored their student workers high in all five areas. This may be due to the nature of an evaluation being subjective to the field supervisor. Recommending additional training for field supervisors on evaluations and increased objectivity to the grading method.*

*The Book Reading and Test measure the students' understanding of a biblical theology of work; however it is challenging to measure how much the students read and understood from one test. Additionally, not all students completed the reading or the test to gather a complete picture of the assignments effectiveness on student learning outcomes. There should be consideration of an alternate course assignment to measure a student's understanding of the Christian worldview in regard to work.*

3. Are students demonstrating acquisition of the learning outcome(s) as you expect? If not, why do think you are seeing this result? What can you do to increase student competency, and demonstrate that level of competency?

*The quantitative findings of the Field Supervisor Evaluations from Fall 2019–Spring 2022 yielded a combined mean of 98.28 (A). The desired result was a 90% average and the learning outcome far exceeded expectations. CCBC students do well in demonstrating the five servanthood characteristics in their workplace and students are satisfied with their M199 department training.*

*The quantitative findings of the Book Reading and Test from Fall 2019–Spring 2022 yielded a combined mean of 69.28% (D+) which is well below the 90% benchmark. Many students will fail to complete the reading or test. Due to the nature of the CM199 program focusing heavily on the practicum side, the academic nature of the course can be overlooked. Consideration should be given to use a more efficient measure of student success as in self-evaluation assignment and/or short paper defining the theology of work and the application of the knowledge in their M199.*

*Additionally, Professional Development Seminars need to be reevaluated for quality. It has been challenging finding volunteers the past two years to lead the seminars. The College needs to consider a budget to pay to bring in working Christian professionals to help train CCBC students.*

*Below is a summary of the findings:*

### **Quantitative Findings (ratings/counts/percentages)**

#### **Field Supervisor Evaluations**

##### **CM199, Fall 2019— on campus; 243 Students**

Evaluation 1: Mean 97.7% (A), Median, 100.0% (A)

Evaluation 2: Mean 98.1% (A), Median 100.0% (A)

Evaluation 3: Mean 97.9% (A), Median 100.0% (A)

Combined mean value: 97.9%

##### **CM199, Spring 2020—on campus 201 Students**

Evaluation 1: No Data

Evaluation 2: No Data

Evaluation 3: No Data

##### **CM199, Fall 2020—on campus 149 Students**

Evaluation 1: Mean 99.3% (A), Median 100.0% (A)

Evaluation 2: Mean 99.0% (A), Median 100.0% (A)

Evaluation 3: Mean 98.7% (A) Median 100.0% (A)

Combined mean value: 99. %

##### **CM199, Spring 2021—on campus 144 Students**

Evaluation 1: Mean 99.2% (A), Median 100.0% (A)

Evaluation 2: Mean 99.2% (A), Median 100.0% (A)

Evaluation 3: Mean 99.1% (A), Median 100.0% (A)

Combined mean value: 99.1 %

##### **CM199, Fall 2021—on campus 148 Students**

Evaluation 1: Mean 99.4% (A), Median 100.0% (A)

Evaluation 2: Mean 97.9% (A), Median 100.0% (A)

Evaluation 3: Mean 98.3% (A), Median 100.0% (A)

Combined mean value: 98.5 %

CM199, Spring 2022—on campus 133 Students

Evaluation 1: Mean 92.2% (A), Median 100.0% (A)

Evaluation 2: Mean 99.0% (A), Median 100.0% (A)

Evaluation 3: Mean 99.6% (A), Median 100.0% (A)

Combined mean value: 96.9 %

**Total Combined mean value: 98.28 % (A), Median 100.0% (A)**

**Book reading & test:**

CM199, Fall 2019— on campus; 243 Students

Mean 85.1% (B) Median 96.0% (A)

CM199, Spring 2020—on campus 201 Students

Mean 99.0% (A) Median 100.0% (A)

CM199, Fall 2020—on campus 149 Students

This semester the book reading changed from one test to three quizzes

Quiz 1: Mean 60.0% (D-) Median 70.0% (C-)

Quiz 2: Mean 57.2% (F) Median 77.5% (C+)

Quiz 3: Mean 62.8% (D) Median 85.0% (B)

Overall semester Mean 60.0% (D-) Median 77.5% (C+)

CM199, Spring 2021—on campus 144 Students

Quiz 1: Mean 70.3% (C-) Median 90.0% (A-)

Quiz 2: Mean 62.8% (D) Median 82.5% (B)

Quiz 3: Mean 58.6% (F) Median 86.7% (B+)

Overall semester Mean 47.9 (F) Median 86.7% (B+)

CM199, Fall 2021—on campus 148 Students

Quiz 1: Mean 73.1% (C) Median 86.5% (B+)

Quiz 2: Mean 59.8% (D-) Median 86.5% (B+)

Quiz 3: Mean 70.0% (C-) Median 93.3% (A-)

Overall semester Mean 50.7% (F) Median 86.5% (B+)

CM199, Spring 2022—on campus 133 Students



This semester the book reading changed back to one test.

Mean 66.2% (D) Median 88.0% (B+)

**Total Combined mean value: 69.28% (D+) Median 87.35 (B+)**

**Evaluation and test combined mean value: 83.78 (B) Median 93.67 (A-)**

4. What are some improvements that can be practically implemented?

- *Increased training for field supervisors on objective grading of evaluations, establishing a standard for grading by further defining skills related to the servanthood characteristics*
- *Not all departments equally train staff according to a training schedule and handbook; Project of creating CM199 departmental handbooks for students to review and to train more efficiently*
- *Consider alternate assignment to Book Reading and Test; the median score is low which may indicate lack of understand and/or lack of interest in completing the course requirement*
- *Approval for increased funding to offer honorariums for PD Seminar guest teachers*

### **Year Three: Planning for the Future**

At this stage, the Board of the College should consider whether macro changes are needed and if long-term objectives are being met by considering the following questions:

- How well is this program aligned with the College's mission, vision, and goals?

*Overall, the CM199 Servanthood and Professional Development program aligns well with the College's mission, vision, and goals.*

*According to the quantitative data, students are demonstrating growth at a mean of 98.28% (A), well above the 90% benchmark in the following servanthood characteristics:*

- *Completing Tasks Well*
- *Following Directions*
- *Having a Good Attitude*
- *Cooperating & Working with Others*
- *Taking Initiative*

*The program offers students the opportunity to serve one another on campus, as well as gain work skills that can be applied once they graduate.*

- Based on faculty and employer input, what changes to this program will be supported through planning and budgeting?

*Faculty recommendation for additional funding to bring in better quality of PD Seminar speakers. It is challenging to have professional, Christian workers take off a Friday to share at the Twin Peaks location. Additional support needed to offer a higher quality of PD Seminars.*

- What regulatory and legal requirements must be navigated?

*Faculty recommendation: Since we moved from Murrieta to Twin Peaks, we have lost a few CM199 departments, such as Maintenance, Housekeeping, etc. Research is needed to see if we can legally allow students to serve in these departments now that they are operated by Aramark. Does the fact that Aramark is not a Christian organization allow students to serve in their departments? Are there legal problems with permitting students to serve in an M199 with them?*