



BARCLAY COLLEGE



2018 Assurance Argument

Report to the Higher Learning Commission



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Introduction

History

One hundred years ago, a group of Quaker settlers met in a mass meeting in the settlement town of Haviland, Kansas, to consider the creation of Friends Bible Training School. The first catalog conveyed that there was "...a heavy burden and many consecrated hearts for the Lord to open the way for sound Bible Training School. Through many oppositions and dark places the way gradually opened in answer to earnest prayer." The prayers of those early pioneers were recognized, and today, Barclay College stands on the edge of a new century, a new era. More recently, the past decade has seen significant changes within the institution, including the inauguration of a new president, substantive upgrades in facilities and technology, purposeful programmatic innovation, and successful implementation of a new strategic plan and a resolve to chart a course for accreditation through the Higher Learning Commission.

Since its founding in 1917, Barclay College has sought to produce graduates who are both scholars and practitioners of their profession and their faith. The integration of a relevant Christian faith informs daily living and guides professional diligence. Barclay College is blessed with a distinctive ethos that equips and empowers it to serve the needs of the church, society, and the global community. It is time for Barclay College to assume its place as a truly global ministry training institution that inspires the best in scholarship, learning, and vision from the evangelical, orthodox Friends community.

On October 15, 2012, Barclay College President Royce Frazier sent a letter of intent to Higher Learning Commission President Sylvia Manning, informing her that Barclay College was committed, "...to seek affiliation with the North Central Association of the High Learning Commission." From that point on, the college and the Commission have collaborated to strengthen, critique, enrich, and deepen the excellence of Barclay College as an institution of higher education. The journey has allowed us to celebrate our strengths and embrace our challenges.

Since that initial letter of intent Barclay College has hosted HLC liaisons, Dr. Anthea Sweeney and Dr. Kathleen Nelson (2013), completed an initial self-study (2014), received initial candidacy status from the commission (2014), submitted an assurance argument and hosted a biennial team visit (2016), hosted a visit from HLC liaison Dr. Anthea Sweeney (2017), hosted

consultant visits from Dr. Kathleen Nelson (2017-18), and prepared the current assurance argument in anticipation of a comprehensive visit in April 2018.

Highlights of the last 6 years

Barclay College has long been a recognized leader in the evangelical Friends denomination for producing ministry leaders across the nation and around the world, both in the ministry professions and those in secular professions that lead ministry initiatives as volunteers. The commitment to life, service, and leadership through its educational models closes the gap in bring together effective leaders into a rapidly changing global environment. Since receiving Candidacy status from the Higher Learning Commission in the fall of 2014, Barclay College has embarked on a voyage toward excellence. The announcement was widely celebrated by the Barclay College community and has drawn us into relationships that foster new and innovative models for the college and its mission. Regional and global organizations from the Friends denomination have requested affiliation with the college to better prepare leaders through Barclay College academic programs. Within the state of Kansas, regionally-accredited colleges have also sought academic agreements that allow a more seamless relationship for college students to access our courses and degrees. Our faculty and administrators have also been invited to engage in leadership roles across the country and around the globe. Our distinctive identity and mission are being celebrated and embraced. The voyage is just beginning.

- In 2014 Barclay College's Education K-6 program received accreditation from the Kansas State Department of Education (KSDE) for state teacher certification for graduates of the elementary education teacher education program. A second accreditation review was completed fall 2017 with the department receiving high commendations from the KSDE.
- Barclay College received word that a longtime supporter left a trust to the college. The initial sale of real estate holdings in Colorado from the trust indicates the total to the college may be approximately \$4 million.
- Barclay College reached the fundraising goal of \$7.5 million to build the Ross-Ellis Center for Arts and Ministry and received a grant from the Mabee Foundation for \$750,000 for the project.
- The college received a grant of nearly \$500,000 from the Lilly Foundation for a Youth Theology Initiative that the college titled *Kaleo Academy*. The project allows the staff to engage with high school students regarding the traditions of the faith and specifically about full-time calling to ministry. This provides a platform for intentional recruiting for the college's ministry programs.

- The college established the position of *Director of Institutional Research and Assessment* to help create a culture of assessment at the college, guiding efforts for both internal and external assessments, creating and managing a robust *Institutional Effectiveness Plan* now in effect, and providing leadership in strategic planning processes. This role helps to forge a growing awareness at the college of the importance of communication, collaboration, and systems for continuous improvement that routinely “close the loop” through data-informed conversations.
- The *Strategic Plan* received significant revision based in part on helpful feedback from the 2016 biennial HLC visiting team. With collaborative input from many constituents and help from the Director of Institutional Research and Assessment, the college pressed forward with a revised comprehensive Strategic Plan to chart the course for academic growth, leadership visioning, and the allocation of its resources to fulfill the mission. The new Strategic Plan facilitates a community-wide process for building a network that ignites internal resources yet also requires the institution to identify and secure external support that will spur endless possibilities for the future.
- Barclay College's reputation has grown as the premier ministry training institution in higher education for the evangelical, orthodox Friends denomination. Throughout its history, the college has provided for leadership in the Friends denomination and beyond. Of the six evangelical Friends based institutions in the United States, Barclay College represents only 1% of that student body. However, the percentage of alumni serving as pastors and ministry staff of the Friends churches in those regions has grown to nearly 33% (32.69%). The opportunities to step into even greater engagement with Friends continue to abound, with new invitations to provide ministry training and academic programs to serve Friends leaders in this country and around the world.
- In 2017 the college completed construction of the \$8.5 million Ross-Ellis Center. A donor also established a \$450,000 endowment to be directed to the operational expenses of the facility.

Response to HLC evaluations

The 2014 HLC team unanimously recommended that Barclay College receive candidacy status, and that decision was confirmed by the Commission in November 2014. Barclay College then hosted a biennial visit in 2016. Although this second team acknowledged a number of institutional strengths, including successfully addressing challenges listed by the 2014 visiting team, they also identified two main challenges. The concerns noted in the 2016 evaluation have

been addressed and are noted in the documents submitted at this time. While more can and will be done in the future, the College continues to make progress in each of the areas identified. Since the initial visit in 2014, the college has committed itself to an unwavering quest for excellence and continuous improvement. Although some actions have been alluded to previously, the following section highlights Barclay College's responses to the visiting teams that have positioned us for this final step.

Full-Tuition Scholarship: Some confusion by a previous visiting team seemed to exist in relation to the nature of the full-tuition scholarship offered by Barclay College, donations, and student-generated income. Only students who are campus residents (who live in the dorm) are afforded the full-tuition scholarship. All other students pay tuition, including: students who live off-campus, all distance learning students, and all graduate students. This group of tuition-paying students comprised 45% of the total college 2017 fall enrollment, so it is inaccurate to assert that all Barclay College students receive the full-tuition scholarship. However, the full-tuition scholarship represents a strategic initiative that has contributed to the college's growth in the past decade while resonating with its historical Quaker ties to social justice, making college education affordable to all. The college has an equally deep commitment to fiscal responsibility from its Quaker tradition. While the college relies less on donations to fund operating expenses than in previous years due to the growth of student-generated revenue, it also maintains an active process to secure unrestricted donations and to raise money for the endowment. Indeed, growth of the endowment has become another area receiving focused attention and improvement. Along with conservative budgeting practices, the college views these processes as both logical and prudent rather than contradictory, in order to secure the future of the institution and remain faithful to fulfill its mission.

Financial Stability and Endowment: The endowment will become the focal point of the Advancement office for the next two years. In May, 2018, we will launch the *Can You Imagine: \$20 million by 2020* campaign. The college has received a \$3,000,000 Trust from the estate of Carl and Mary Jane Bieshaar, longtime supporters of the college. The interest on the estate principle is directed into the general budget of the college to support the business department that will bear he and his wife's name. There will be a final disbursement from the trust of approximately \$1,000,000 in 2018, bringing the total for this trust holding to \$4,000,000. During the upcoming campaign, the college will be surveying supporters and encouraging planned giving to reach the goal of \$20 million by 2020 in actual holdings of the college or promised estate disbursements in the future. The college must put this third leg on the financial stool (endowment, tuition, donations) in order to achieve a more balanced funding stream model.

Though the impact of the Bieshaar Trust will be significant, it is only a first step. Barclay College realizes that it needs to aggressively pursue estate planning in order to create more legacy gifts for the college to secure its future. The new Strategic Plan speaks directly to this goal (Objective 6). The college recognizes that the current unity of the Board, administration, faculty, and donors has created a climate where supporters can secure the mission of the institution and its academic departments in order to preserve the ethos of the college for generations to come. The growing visibility and awareness of the college among its national denominational audience offers opportunities to engage new donors and secure funding sources that have not heretofore been available to the institution.

Lilly Foundation: In November 2015 the college received a grant from the Lilly Endowment Inc.'s *High School Youth Theology Institutes* initiative, which seeks to encourage young people to explore theological traditions, ask questions about the moral dimensions of contemporary issues, and examine how their faith calls them to lives of service. We are one of over 80 faith-based institutions across the U.S. who received \$44 million in grants from the Lilly Foundation for this effort.

Because of Barclay College's exceptional academic programs for ministry, the college had a ready stable of youth ministry professionals who were prepared to lead this national project. The total grant received was \$482,461.00 to be used over the four years of the *Kaleo Academy* project development. Of the grant, approximately \$50,000 each year goes directly to the college to underwrite support services that are in the general budget. For Barclay College, applying for and receiving grant funding to resource the institution is a new idea. While institutions across the country receive grant funding annually, Barclay College rarely sought or applied for grants that were available to support initiatives created in the institution, until now. This is an area into which the college will continue to expand.

Ross-Ellis Center for Arts and Ministry: The initial HLC review team expressed concern that a multi-million dollar campaign to build the Ross-Ellis Center for Arts and Ministry might be too aggressive for an institution our size and that it might cripple the institution financially. Despite the challenges, the college recently completed its momentous drive to construct the new \$8.5 million Ross-Ellis Center on its campus and will celebrate its Dedication in May 2018, with no serious effect on other fundraising efforts. It is the largest capital campaign in the history of the college, nearly five times larger than any previous project. In October 2015 the J.E. and L.E. Mabee Foundation in Tulsa, Oklahoma, designated a \$750,000 challenge gift to the college for its construction. According to our fundraising consultants, the Timothy Group, this was one of

the largest first-time grants they had seen in their 35 years of work, including many overtures to the Mabee Foundation. This gift is another example of the efforts to foster an environment of grant funding to strengthen and support the financial fabric that underpins the institution. The Ross-Ellis Center represents an unparalleled example of a major project that some might have thought impossible for Barclay College to achieve. It demonstrates the collective determination of our board and supporters to move the college into a new era of the art and science of learning, while providing a significant benefit to the wider region of southwestern Kansas. The college also understood that the addition of such a significant structure would not come without ongoing costs beyond those of initial construction. In order to mitigate any potential risk to the operating budget of the college, a generous donor established a \$450,000 endowment commitment to be directed solely to the operational expenses of the facility.

Barclay College Board of Trustees - Endowment Services Committee: During the restructuring of the governance of the college, prompted through consultation with a previous HLC visiting team, the Barclay College Association was disbanded. This was the group established at the founding of the college in 1917 that owned the college, and any donor who contributed \$100 per year was considered a member. However, such an ownership model made the college ripe for upheaval, given that any special interest group could donate \$100 each, attend the annual meetings for members, and take over the institution. Therefore the Association took official action to fully invest all powers of ownership in the Board of Trustees. Questions then arose regarding whether donors might feel disenfranchised with the disbanding of the Association. There was speculation that a foundation might be needed to provide a sense of ownership for the donors who might now feel disconnected. However, in the aftermath of the dispersion of the Association, unrestricted donations to the college have steadily increased by nearly 25%, and the historic Ross-Ellis fundraising was completed. No adverse effects from this organizational change have been observed.

A concern regarding the establishment of a foundation was that it could be seen as a conflict of interest within the board and its financial management structure, which might also prevent some supporters of the college from leaving estate gifts to the institution. The president made a number of inquiries of the independent colleges and universities as well as estate planning agencies to find colleges of our size that are successfully operating separate 501c3 foundations. Of the 17 independent colleges in the state of Kansas that make up the Kansas Independent College Association (KICA), only two have separate 501c3 foundations. Those institutions are Kansas Wesleyan University (total enrollment 825) and Mid-America Nazarene University (total enrollment 1,764). The other colleges manage endowments through various committees attached

to the Board of Trustees. In conversation with Everance (formerly Mennonite Mutual Associates), one of our financial management resources, it was discovered that Hesston College (total enrollment 448) used a committee under their Institutional Advancement committee of their Board of Trustees to manage their endowment. This committee receives reports regarding the endowment, makes recommendations to the Board about the endowment, and establishes policies that guide the endowment and its resources.

Based on this research and counsel, the Barclay College Board of Trustees moved to create an *Endowment Services Committee* as a standing committee of the Board of Trustees to manage, oversee, and guide the endowment of Barclay College. This has separated the management of the endowment from other interests within the Board, assures oversight of the funds and their management, and creates a separate group to establish policies and guide the future of the investments to protect them and the future of the college. The Board receives reports from the committee and the representatives from the United Capital investment group during the fall and spring Board meetings.

Assessment: The initial HLC visiting team noted that Barclay College maintained some assessment practices, but that its application and effectiveness was “uneven” (strong in some areas, quite weak or nonexistent in others). The second team recognized that “good progress” had been made in relation to academic assessment, but that more growth was needed in relation to the overall institution. In the past two years, Barclay College has taken great strides forward to create and implement a system for campus-wide assessment. In 2016, the college hired a *Director of Institutional Research and Assessment* to craft an *Institutional Effectiveness Plan* that engages the entire Barclay College community in a new process that is cultivating a culture of assessment and continuous improvement throughout the institution. This significant organizational development assists not only the faculty but every departmental unit in the college. Although early in the cycles of assessment, these processes are already helping to develop both manageable and aspirational pathways toward data-driven decisions and meaningful conversations to “close the loop” on assessment, helping the college to improve and grow in all areas of its mission and calling.

Strategic Plan: An early version of the Strategic Plan was completed in November 2015 which received praise from the HLC visiting team in 2016 for representing well the mission of the college, identifying missional priorities, and for involving broad constituent participation in its development. However, the visiting team also noted several areas for improvement. With helpful guidance from our Director of Institutional Research and Assessment, many significant changes

and updates to the Strategic Plan have been made since then, including: measurable goals, assignments with deadlines, assessment plans, and clarified connections to the budgeting process and Long-Term Financial Plan. In addition, the Strategic Plan now incorporates a new *Campus Master Plan* in response to one of its strategic objectives, answering another question raised by the most recent HLC visiting team. The pattern of systematic visioning, conversation, accountability, assessment, planning, and budgeting in the year prior to the implementation of the plan is only in its second cycle, but the positive effects are already felt in the development of aspirational and achievable initiatives. We are excited about the potential for adding some new programs and develop further our Long-Term initiatives to reach and teach more people in the future, pending the final approval for full HLC accreditation. The ongoing development and progress of the Strategic Plan for Barclay College will be a continual effort, but the steps that have been taken over the past two years have already proven significant to help the college fulfill its mission.

Conclusion

Barclay College is a vibrant, mission-driven community focused on student learning that provides a setting that will continue to enhance its role as the premier training center for its constituency through a comprehensive education that prepares students for a diverse, globally-connected world. Barclay College continues to improve its strong culture of assessment, evaluation of program effectiveness, and student learning outcomes. Barclay College is developing a strong governance structure that will serve the college with integrity.

Barclay College has taken great strides to forge platforms for success as an institution of higher education. Barclay College is a fiscally healthy institution that systematically and strategically plans for the future with intentional measures to expand and diversify its funding strategy and resources. The added complexities of a growing national and global constituency calls for innovations that challenge leaders at all levels to foster an environment of academic efficiency, flexibility, scholarship, and service that interconnect its mission with world demands.

Based on the outcomes from this assurance argument process, Barclay College confidently asserts that it has met or exceeded the all of the criteria for accreditation established by the Higher Learning Commission.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

Barclay College was originally founded as Kansas Central Bible Training School in 1917 by leaders in the Friends Church, with the [mission](#) of being "a school where Christian workers could be trained to give leadership" to the "evangelistic interest" of Friends in the region. The original purpose for the training school was stated in the following four priorities:

1. To address the necessity of, and the demand for, sound orthodox teaching of the Word of God,
2. To teach the English Bible and train Christian workers for the Lord's vineyard,
3. To secure for each student the most perfect Christian experience possible, including thorough regeneration, entire sanctification, and a vital personal acquaintance with God.
4. To secure such skill at handling the Bible that all graduates would be enabled to bring men to Christ.

While the mission statement has been reworded over the years for clarity and focus, it continues today to embrace the essence of the initial four concerns of the training school:

"Barclay College prepares students in a Bible-centered environment for effective Christian life, service, and leadership."

The Barclay College Board of Trustees [adopted](#) formally this mission statement on March 27, 1998, involving many of its faculty, staff, students and other constituents prior to its decision. If at any time this statement were to be modified again, the decision would involve a similar

process of consensus building among the campus and community, followed by a formal adoption by the trustees.

1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The mission statement of Barclay College serves as a reliable compass for the ongoing navigation and implementation of its God-given purpose as expressed through its various activities and priorities, including its academic programs, student support services, and enrollment profile. Two primary institutional goals, reflecting different aspects of the mission statement, inform all of the college's endeavors.

- **The academic programs of Barclay College are consistent with its mission.**

The first half of the Barclay College mission statement, to “prepare students in a Bible-centered environment,” relates to an overtly academic agenda. It indicates that the primary undertaking of the college is education, integrated with a biblical perspective. As such, Barclay College strives for both scholarship and spiritual excellence by providing an environment that encourages higher levels of inquiry and learning. As noted in the academic catalogs, Bible instruction, the integration of biblical principles across the curriculum, general education, and professional preparation are designed to ensure that the college accomplishes its first mission-oriented goal: to assist “each student in developing a Christian worldview and a collegiate level of knowledge appropriate to college graduates generally and to their chosen field specifically.”

To accomplish this academic goal in fulfillment of its mission, Barclay College awards full, four-year Bachelor's degrees and a Master's degree to qualified students while also providing Associate degrees, degree completion, and certificate programs to meet a wide variety of training demands. Courses are offered both on campus and through an online Learning Management System (LMS). These programs are designed to challenge students to explore, understand, and acquire the skills necessary to respond to the call of God upon their lives.

The undergraduate curriculum at Barclay College is organized in three divisions: Bible and Ministry, General Studies, and Arts and Sciences. The chairperson of each division collaborates with the other faculty members in their division to ensure that both their own [divisional outcomes and the mission of the college](#) are met. Each division is responsible for its associated majors, and offers advising for students. In the traditional campus program, in concert with the Bible-centered mission of the college, all Bachelor's degree graduates earn a double major in both Bible and an additional subject area of their choice. As another part of fulfilling its wider mission, the college established in 2008 an undergraduate distance learning program. Since then, students from a variety of states and countries have participated in academically rigorous online classes that comply with best practices while also integrating faith with learning. These distance education courses allow Barclay College to train ministers around the world, further extending its reach in support of the overall mission.

In 2011, Barclay College established a School of Graduate Studies and launched its very first graduate degree program, a Master of Arts with a concentration in Transformational Leadership

(MATL). The previous year, the college sought approval for this program by submitting a [substantive change document](#) to the Association for Biblical Higher Education. Throughout this document, the college mission is cited repeatedly as the central catalyst for the initiative. Today, the Master of Arts degree is offered in [seven concentrations](#): Transformational Leadership, Spiritual Formation, Quaker Studies, Family Ministries, Pastoral Ministries, Missional Multiplication, and Sports Outreach. With a common core of Bible and theology courses, applied research, and an emphasis on ministry preparation, the overall degree remains consistent with the stated mission of the college as it aims to train and equip pastors, missionaries, church volunteers, and other Christian leaders who serve in a variety of vocations. In support of the mission, the repeated [refrain](#) in the graduate program is that “our calling is to help you fulfill your calling.”

- **The student support services of Barclay College are consistent with its mission.**

The second half of the mission statement, “effective Christian life, service, and leadership,” is suggestive of the wide variety of relational and support services provided for students. It stands as a reminder that Barclay College cares for the whole person and views its mission as broader than the simple transmission of information or even preparation for a career. Instead, the college desires to assist students in knowing God, and from that relationship, to help them construct meaning and understanding that will inform their entire life. This emphasis relates to an additional goal of the college: to graduate men and women who are “biblically literate, prayerful, mission-minded, servant-oriented, evangelical Christians who are able to provide leadership to the church at large and in various professional fields.”

To accomplish this mission-oriented goal in support of student life, Barclay College offers a variety of services and programs. One example is [New Student Orientation](#), sponsored by the Student Services Department for incoming undergraduates and their families. During this intensive weekend, students are introduced to each other and to the mission and core values of Barclay College (known on campus as “The Barclay Way”). Students discover that relationships with each other and with God, through Jesus Christ, are the foundational building blocks upon which all activities on campus are considered and planned. After the initial sessions, first-year students are provided with monthly workshops through the [First Year Program](#), enabling them to adjust to the values expectations of the college more easily while also considering the integration of the college’s mission with their personal sense of calling.

Campus ministries play a critical role in the fulfillment of the college’s mission. Each campus student is required to attend chapel services twice each week. In addition, a variety of prayer meetings and 19 [small groups](#) in the Fall 2017 provided opportunities for students, faculty, and staff to grow deeper in their walk with Christ. Under the direction of the College Chaplain, a fall Missional Multiplication Conference and a spring Spiritual Formation Conference are offered each year. Chapel surveys are collected at the end of each semester to gain feedback for the leaders and to help assess spiritual growth within the college community. In keeping with the theme of a spiritual emphasis, all online students (both undergraduate and graduate) participate in a weekly devotional or “chapel” time referred to as [“Our Time With God.”](#) Students often share prayer requests and find spiritual and relational support for the rigors of their program through this avenue. Deep and lasting friendships commonly develop as students pray for one

another. Through the [Christian Service Program](#), administered by Student Services, undergraduate students enter into ministry in various settings, providing service and leadership. All undergraduate students are required to serve a minimum of twelve clock hours per semester, again showing how the college's mission is consistent throughout all facets of the college. In the graduate program, the "Applied Research" emphasis is designed to support the application of knowledge and research to their real-life ministry and context through the development of a relevant [Capstone Project](#), guided by their advisor. To help the college measure the degree to which students are growing in their personal relationship with Christ, as a part of the Institutional Effectiveness Plan, the college recently participated in a survey of undergraduate students in concert with other Christian colleges and universities around the country. In addition to revealing information about the relative importance of personal spiritual growth, the [results](#) demonstrated that Barclay College prepares its students well to view themselves as missionaries regardless of their chosen workplace.

Additional student support services that are offered by Barclay College to ensure student success and overall well-being, include: A First Year Program, Counseling Services, Financial Aid, a Writing Center, Tutoring Center, Registrar, Residence Life Staff, Student Food Services (including the Dining Hall and the Bears Den Snack Bar), The Student Council (STUCO), special events such as Diversity Appreciation Week, Music Ministry, and both Intercollegiate and Intramural Athletics. As an important part of caring for each individual and cultivating "effective Christian life, service, and leadership" in every student, these various support programs serve to underscore the mission of the college.

- **The enrollment profile of Barclay College is consistent with its mission.**

As a Christian institution, the college unapologetically recruits students who want to acquire their education in a climate that is decidedly Bible-centered and committed to preparing students for effective Christian service. As a result, the students who enroll at Barclay College have an interest and openness to spiritual growth and normally a personal Christian commitment. [New undergraduate applicants](#) are asked to write in their own words where they see themselves spiritually and how they believe that Barclay College can help them take the next steps in their walk with Jesus Christ. Anticipating a greater level of spiritual maturity, prospective students in the [graduate program](#) are asked to share a more detailed spiritual description about their "relationship with Jesus Christ, including any specific experiences or events that have especially influenced their spiritual journey" along with a discussion of the ways that their faith currently influences their approach to "Christian life, service, and leadership." In keeping with the mission, students come from a wide variety of [denominational backgrounds](#), but the largest grouping of students is connected to the Friends Church. While the overall percentage of Friends students has typically declined in recent years due especially to the rate of growth of the entire student population, the 2017 enrollment figures for Friends remains strong with nearly 30% of the total (77 students). Contributing to this number, Friends predominate in the graduate school, with over 53% of the total Master's student population involved in the Friends Church.

The students who enroll at Barclay College come from a diversity of geographic [locations](#), including 34 states and 7 countries in the Fall semester, 2017. Although the largest number of students comes from Kansas, fulfilling the original aims of the college to provide opportunities

for men and women in this wider region, the distance education program also fills an important aspect of the mission by allowing students and Christian workers from around the world to receive the benefit of an excellent, Bible-centered education. The expansive vision of the college includes serving more potential students from mission fields and other locations through the online programs in the future. For example, in 2015 the college agreed to assist the Evangelical Friends Mission (EFM, the primary denominational missions organization), by working with them to provide more strategic distance education opportunities for missionaries and national leaders. Since then, a number of steps have been taken to explore additional pathways to develop international ministry training. The Chancellor of the college now serves as an active member of EFM's committee to strategize international ministry training and the college has sent its V.P. for Academic Services on three trips to Africa since 2016 to network with denominational leaders and two Friends colleges, most recently in both [Rwanda and Kenya](#). In addition, the most recent version of the Strategic Plan highlights global concerns in more than one way in order to increase the number of international students. One academic goal led to the creation of the [Barclay International Leadership Training](#) (BILT) task force, which considers the possibilities and challenges of developing an international leadership training emphasis. Strategic [objectives](#) to develop Friends leaders worldwide include the creation and implementation of an *International Friends Church Multiplication Conference* in the Fall 2020, and a scholarship for international Friends leaders in the Master's program (which was awarded for the first time to a student in January 2018). In a further attempt to emphasize the missional aim of the college to engage international students more strategically, the new Endowment Campaign [brochure](#) poses the question, "Can you imagine... many more international Barclay graduates who will change the world?" Two of the stated possibilities for endowment gifts include a Center for African Leadership Development and a Center for International Leadership Development.

Other demographic considerations regarding the enrollment profile of Barclay College include gender and ethnicity. While the college maintains a remarkable diversity and balance between the male and female populations compared to other Christian colleges (with slightly more male students typically than female), the ethnic diversity is not nearly so balanced. Perhaps as a reflection of the constituent base found in the surrounding [region](#), over 69% of students in the Fall 2017 referred to themselves as "white" or "Caucasian," with "Black Non-Hispanic" and "Hispanic" the distant second and third highest categories, respectively. Given its location in rural southwest Kansas, it is noteworthy that student enrollment has shown modest [gains](#) in ethnic diversity in recent years (with "white" or "Caucasian" students down from 78% in 2015), with improvements in the percentage of both Black and Hispanic populations. Despite some encouraging recent trends, increased ethnic diversity represents an ongoing challenge and growth area for the college, especially in relation to second generation Hispanic immigrants to the United States. In recent years, Friends Church leaders have identified the need to start more new Hispanic churches, and Barclay College is providing leadership for those efforts in keeping with its overall mission. The National Friends Church Multiplication Conference, sponsored by the college and held on its campus, maintains a [strategic emphasis](#) on the development of cross-cultural church planting with a focus on the development of Hispanic leadership. In addition, the graduate program offers a new [course](#) in "Cross-cultural Ministry in Local Perspective," with a focus on starting Hispanic ministries in North America.

1.A.3. The institution’s planning and budgeting priorities align with and support the mission.

Barclay College’s most important priorities for planning and budgeting grow out of its institutional mission, serving to aid in its fulfillment. In 2015, a new Strategic Plan was developed, representing the collective hopes, dreams, and goals of the Board of Trustees, administration, faculty, students, alumni, and constituency. The overarching initiatives that were described in that version of the Strategic Plan were articulated in the context of six primary categories: enrollment and retention, academics, student services, physical campus plan and technology, financial stability, and alumni. In every case, the stated “rationale” for the accomplishment of the goals was anchored to the broader mission of the college. For example, in relation to financial stability, the document explained: “In order to fulfill its mission and to aspire to the lofty calling it envisions, Barclay College must acquire the human and material resources that will sustain its dreams.” Although updated and improved since then, in part based on the observations and recommendations of the HLC Biennial Evaluation visiting team in 2016, the mission-oriented emphasis remains central in the current version of the [Strategic Plan](#).

Simply put, the mission influences academic and institutional plans at Barclay College embodied in the Strategic Plan, which in turn impacts the allocation of resources in order to accomplish the mission. To assist in this integrated process, the Institutional Effectiveness Plan and the [budget planning process](#) provide important links to facilitate discussion, assessment, improvement, and ultimately mission-fulfillment. The Budget Committee reviews the proposed budget annually as well as [requests](#) that come directly from the Strategic Plan committee. An annual review of the budget and the long-term financial plan is conducted and regular reports are made to the President’s Cabinet and the Executive Committee of the Board of Trustees to ensure that each of the priorities of the college is resourced adequately in a timely fashion in support of the mission. The Board of Trustees provides final approval for the budget, while attempting to preserve and extend the mission of the college. Among other things, this communication and reporting structure helps to ensure that the priorities of the college are provided with adequate resources in support of the mission.

An example of a strategic priority that was tied to the college’s mission and its budgeting concerns is the new Student Information System (SIS) implemented fully in 2016. A team was formed to represent interests from across the institution, charged with exploring the options available and selecting the SIS that best met the overall interests of the college. The team worked diligently for several months with a final decision affirmed by the Faculty and Administration in February, 2016. The rationale for the existence of the SIS committee and this considerable expenditure was explained in the minutes of one of the SIS team [meetings](#). Characteristically, the purpose was explained in missional terms: “The college continually assesses its ability to fulfill its Mission Statement. One part of this assessment is to review the resources needed in order to be both effective and efficient. As a result of this assessment, it has been determined that an improved SIS is needed.” Although not inexpensive, the addition of this new SIS has enhanced the fulfillment of the mission of the college in the ministry and academic preparation of its students through a variety of means, including greater integration of student data from admissions to the registrar to the business office, and even increased effectiveness of communication from professors to students.

Similarly, another strategic initiative that demonstrates the planning and budgeting priorities that support the mission of the college is the addition of a new Learning Management System (LMS). While the original LMS (first adopted in 2008 at the inauguration of the online programs of the college), provided a relatively stable delivery platform and solid online course structures for a decade, the digital age has progressed rapidly. New students, raised on social media like never before, bring refined tastes and higher expectations for graphic interfaces, video technology, and user-friendly interaction. In order to keep pace with other online academic options, and to better fulfill the mission of providing a quality education and ministry training for online undergraduate and graduate students in other parts of the country and around world, a new LMS was deemed essential. The 2017-2018 version of the Strategic Plan included the Smart Goal to “select and implement a new student Learning Management System” by the end of the Spring, 2018. Input was received from a variety of groups, including the faculty, Executive Academic Team, and the chairs of the online departments, and the Budget Committee [approved](#) the allocation of resources. A contract was signed in the Fall 2017, punctuating the mission-motivated process which will lead to [Canvas](#) becoming the new LMS for Barclay College starting in the Fall semester, 2018.

Additional illustrations of planning and budgeting priorities that are strategically intended to support the mission of the institution include: the construction of the new [Ross-Ellis Center for Arts and Ministry](#), the [hiring](#) of new faculty and staff members, the creation of a new [endowment](#) to support scholarships for Friends’ Graduate students, the development of a [Missional Multiplication concentration](#) in the Master’s program to prepare more ministers to serve cross-culturally, and the establishment of a new Friends Youth Leadership Academy, called *Kaleo* (<https://www.barclaycollege.edu/kaleo/>), to equip young people to consider the possibility of ministry as a vocation.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1. The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goal, plans or institutional priorities.

The mission of Barclay College is articulated publicly through many avenues and channels. Some of the main public documents that define and explain the mission of the college are the various academic catalogs that are published and made available each year in print and/or through the Barclay College website (See also: Campus Catalog, Online Catalog, Graduate Catalog). The various handbooks of the college also articulate the mission clearly (Faculty Handbook, Administrator and Staff Handbook, Student Handbook). The mission statement also appears on the cover of the [annual student directory](#) and is on the front page of our current learning management system (LMS) as a reminder for all of the online students and instructors.

Prospective students, parents, and interested parties discover the college's mission in various publications generated by the marketing department in cooperation with the admissions staff, such as the [flier](#) that promotes the full-tuition scholarship. Promotional materials published by the office of Institutional Advancement also declare the college's mission. Regular reports are distributed to college constituents, highlighting the numerous ways that the college has sought to fulfill its mission during the previous year. Both print and electronic publications define the college's mission and are widely circulated, including the [Annual Report](#), [letterhead](#), graduate school concentration [publicity](#), the [Progress](#), and other promotional [materials](#). In an age that is becoming increasingly dominated by social media, Barclay has taken steps to make the school's mission a feature in a variety of Internet locations, from the college's primary website to Facebook (<https://www.facebook.com/BarclayCollege/>) and Instagram (<https://www.instagram.com/barclaycollege/>).

In addition to publicity and promotional materials, several public documents explain the mission in greater detail. In each of the Academic Catalogs previously mentioned, the Institutional Goals represent an explication of the mission and its objectives for implementation at Barclay College. The introduction to the Strategic Plan mentioned previously, further highlights the

mission, forming the basis and rationale for the development of the various priorities and objectives of the college. The President concludes his opening remarks in that document by saying: “May we never lose sight of our mission to inspire, ‘effective Christian life, service, and leadership,’” which is followed immediately by the full mission statement, prominently displayed as the foundation of the document. Echoing these sentiments, the new Endowment Campaign [brochure](#) reveals plainly the missional aim of the college, even while attempting to encourage significant legacy gifts. As the President explains in the brochure, “the Board of Trustees, administration, faculty, and staff envision Barclay College as an institution poised to fulfill its mission, ‘to prepare students in a Bible-centered environment for effective Christian life, service, and leadership.’” To which he then adds simply and clearly, “It is who we are. It is what we do.”

Each faculty office on campus, as well as most other administrative offices, classrooms, and public spaces also display the college’s mission statement, providing constant reminders for students, faculty, staff, administration, and guests alike. A recent [survey](#) conducted by the college demonstrated that the vast majority of its campus constituents know the mission of Barclay College and can articulate it to others. A total of 90% of the respondents were able to write out the mission statement, with 73% providing word-for-word accuracy. Only 8% of the responders stated they did not know the mission statement. The ubiquitous representation of the mission statement around campus and its repetition in public documents underscores a clear sense of missional identity for the college that it continues to cultivate.

1.B.2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The most prominent documents containing the college’s mission are the academic catalogs. These documents are kept current and articulate how the college’s mission—“to prepare students in a Bible-centered environment for effective Christian life, service, and leadership”—is met through a wide variety of means, including all instruction, community service, and general spiritual emphasis.

Other public documents emphasize how the college fulfills certain aspects of its mission. Newsletters such as the [Progress](#), the Barclay College [Bulletin](#), and the Graduate School [Connection](#) are emailed to constituents and contain articles, snapshots, and profiles that illustrate how the college lives out its mission in its community, both locally and globally. Many other promotional materials, [brochures](#), and [fliers](#) serve to communicate and explain various aspects of the mission of the college.

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

As referenced in the sections above, the academic catalogs describe clearly both the mission of Barclay College and its intended constituents. To accomplish the mission, Barclay College functions as a four-year Christian institution of higher education, offering full Bachelor’s degrees

and a Master's degree with several concentrations to qualified students while also providing Associate's degrees and certificate programs to meet a wide variety of training demands. These programs are designed to challenge students to explore, understand, and acquire the skills necessary to respond to the call of God upon their lives. In addition to resident undergraduate programs, Barclay College provides distance education for each degree level. The catalogs and the Undergraduate Studies (<http://www.barclaycollege.edu/undergraduate/>) and Graduate Studies (<http://www.barclaycollege.edu/graduate/>) pages on the website identify the intended resident and distance-education students that we serve.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. The institution addresses its role in a multicultural society.

Barclay College was founded by a group of Christians known today as Evangelical Friends or Quakers. Historically, this denomination has been well-known for its commitment to inclusivity, its engagement with society for purposes of social justice, and its extensive participation in cross-cultural missions. The Quakers have a rich history of embracing those who have been marginalized by society, serving as leading advocates in this country for amiable relationships with Native Americans, the abolition of slavery, and equality for women.

This multicultural sensibility is present in the Barclay College environment of today. As mentioned previously, while the largest number of students at the college comes from the surrounding counties in Kansas, a diversity of geographic locations and subcultures are represented, with students originating from 34 states and 7 countries in the Fall 2017 semester. The college also prepares students to actively engage in its wider world through a robust international missions program, which includes courses in Cultural Anthropology and Contextualization of Theology (a cross-cultural ministry course). Students who receive a major or minor in missions are sent to learn and serve in a foreign culture as a required part of their practicum experience. In the summer of 2013, the college launched a Juniors Global (JG) [program](#) with the ultimate aim of providing an international, cross-cultural experience for every eligible student. The initial summer, six students participated in two teams going to two countries (Greece and Brazil). Since that exploratory launch, Juniors Global has quickly become a part of the core opportunities for students to get outside of themselves and engage a multicultural society. Including the initial pilot groups, the college has sent out a total of twelve teams of students and faculty members to various countries around the world, including Ireland, Belize, Brazil, Greece, Kenya, Myanmar, Cambodia, and Thailand. In the summer of 2018, three additional teams will be sent out (bringing the total to fifteen groups and over 60 students), each guided by a college professor. One team will again work with Islamic refugees in Athens, Greece, while two new trips will head to the continent of Africa. One African team will assist Friends missionaries to serve people in Rwanda and the other will partner with worship and gospel leaders to minister and interact with people in South Africa. In each case, students receive college credit for a semester-long JG [class](#) that culminates in their educational-service trip of 3-4 weeks. These experiences in the global classroom provide multicultural exposure and training in a deep and profound way.

In addition to Juniors Global and various courses and experiences for students with a missions major or minor, the college offers an annual Missional Multiplication Conference for all undergraduate students each fall, hosting both current and former global missionaries as speakers. This conference contributes to greater sensitivity and responsiveness to the needs in our multicultural world. At the graduate level, all students are required to take a course called [The Missional Church](#), which aims to “prepare students for effective ministries among people of every tribe, language, and culture” by applying bridge-building insights “to life, service, and leadership today.” In addition, a new graduate concentration in Missional Multiplication (MM) began in the Fall 2016, designed to equip students more strategically for cross-cultural engagement both locally and globally. The publicity for the [MM concentration](#) explains the need that Barclay hopes to address: “With an increased awareness of global concerns and a desire to connect with people from every cultural group, the need for contextualization and cross-cultural understanding is relevant to most (if not all) vocations.”

1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The college addresses diversity internally through the hiring process in which it is clearly stated in every [application](#), including those for adjunct faculty members, that Barclay “does not discriminate on the basis of race, color, national or ethnic origin, age, gender, or physical disability in the administration of its employment policies or faculty-related programs.” Additionally, in the Faculty Handbook and the Administrator and Staff Handbook, it further states that Barclay supports non-discriminatory hiring practices while requiring all faculty members to affirm the college’s statement of faith and uphold its ethical standards.

Barclay College also maintains a [Disability Policy](#) in the Faculty Handbook to help those with special needs. Although all newer construction on the Barclay College campus is compliant with the provisions of the Americans with Disabilities Act, two of the older buildings (Phillips and Coppock Halls) are not. While the college looks forward to bringing all facilities into compliance as they are renovated or replaced, in the meantime, accommodations are made as necessary to assist persons with full access to all of Barclay’s facilities and programs.

Accommodations may include personal assistance from staff or other students, contracted special services from third parties, temporary modifications to physical facilities or normal policies, or other means agreed upon by the college and the person needing assistance. Appendix B of the Faculty Handbook regarding syllabus preparation includes the requirement that syllabi are to contain a statement describing the college’s policy concerning the provision of accommodations for students with special needs.

Although the college faces the challenge of existing in the midst of a region that lacks much ethnic diversity, the number of non-Caucasian students continues to grow and is a significantly higher percentage than the surrounding area (30.89% at [Barclay](#) compared to only 11.2% in the [county](#)). As an example of an attempt to increase the awareness of cultural and ethnic diversity on campus and in society, the Academic Services and Student Services of the college, in conjunction with student government (STUCO), co-hosts an event each year to commemorate Martin Luther King, Jr. Day. The experience typically includes a discussion of the diversity in

our society and the importance of showing respect and compassion for every person. In 2018, this emphasis grew into a well-attended [Diversity Appreciation Week](#), featuring two movies (including one original screening), discussions, and a guest speaker.

Another way the institution reflects attention to diversity is by providing [chapel speakers](#) from a variety of churches and denominational groups. Additionally, attention to non-Friends practices, such as communion, is featured in various chapel services. These speakers and activities both affirm and support the denominational diversity on campus.

Externally, diversity is affirmed through the academic catalogs and admissions documents. Frequent references are made to the college's commitment to serve students from diverse backgrounds who share a commitment to its institutional mission, goals and values. Additionally, a number of statements affirm the college's commitment to honor the dignity and worth of individuals. Each of the catalogs includes a statement of faith that expresses this sentiment, congruent with Barclay's stated mission. The catalogs also provide a statement of non-discriminatory admissions practices: "Barclay College does not discriminate on the basis of sex, race, color, national or ethnic origin, age or physical disability in the administration of any of its programs or policies." This non-discrimination policy is affirmed in the introductions to the various applications for admission (<https://www.barclaycollege.edu/apply/campus/>) to the college. However, consistent with its mission, the college admits students based on a variety of factors, including: academic record and abilities, Christian commitment, and agreement with the established purposes of the college.

Photos and videos on the college's website include students and faculty representing a diversity of age, gender, and race, as do many of the various printed and electronic publicity and communication pieces of the college, such as the [Progress](#) and the [annual student directory](#). The college's belief and practice of diversity is further demonstrated by the Annual Report to the Board of Trustees, which lists demographics for the most recent academic year and shows students from diverse backgrounds.

Although the college has employed individuals of different ethnic and racial backgrounds in the past as faculty members for both online and campus positions, this continues to be a challenge and need as positions arise. The pool of qualified candidates is limited in general by our geographical location and faith commitments, and ethnic hires in particular are even more challenging. However, a strong measure of diversity is reflected currently by the presence of women in roles of leadership among both the administration and the faculty. The Vice President for Student Services is a woman, giving direction and strategic oversight to the entire student services staff for both campus and online programs. The Associate Vice President for Online Student Services, a new position created in 2017, is also a woman. Other female administrators in key roles of leadership include the Director of *Kaleo*, the Friends Youth Leadership Academy experience funded by a generous grant by the Lilly Foundation, as well as the head of the Writing Center. Among the faculty, women hold several significant leadership roles, including the Director of Library Services, both of the department chairs for the campus and online Psychology programs, the chair of the Elementary Education department, and the chair of the online Business Department. In addition, when considering the [overall number](#) of administrators, faculty, and staff members of the college (not counting adjunct or student employees), women

comprise 40% of the total. When adjunct and student workers are added, the percentage of women grows to nearly 46% of the employees of the college.

The Board of Trustees also reflects the college's attention to diversity. Board members come from various church denominations and include several women. The recent past Board president was a woman and the current chairperson of the Endowment campaign is a woman. Still, the college recognizes the need to continually be mindful of diversity among the student body, the faculty and staff, the administration, and the Board of Trustees, particularly with regard to the diversity of the constituents it serves.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution and thus entails a public obligation.

The commitment of Barclay College to the public good has been evident from its earliest days. The initial impetus for the establishment of the Kansas Central Bible Training Institute (as it was originally known in 1917) arose from a genuine and widespread concern for the spiritual, social, intellectual, and economic welfare of young men and women from across the region. The opening statement from the *First Annual Catalog* includes the following observation: "In the past few years many of our promising young Christian workers have gone to Indiana, Ohio, and California to a training school, taking them far from home and at a great expense of transportation." Today, Barclay College not only continues to provide educational and growth opportunities for students in Kansas, it also facilitates those experiences for individuals who live in various other regions of the country and parts of the world. Many students attend Barclay College from out-of-state each year and our online programs are available for any student with access to the internet. Our online courses especially benefit those individuals who would like to avail themselves of Barclay College's academic and spiritual experiences, but for whom a move to Kansas is prohibitive.

Consistent with its mission, in addition to providing educational opportunities to students who *come* from a wide spectrum of geographic locations, Barclay College also understands that its role of service includes *going* to various regions and communities to serve and make a positive difference in the world for Christ. Well-prepared Barclay College graduates serve in a diversity of professions and ministerial functions, both in paid and volunteer positions, among groups in a wide variety of rural, suburban, urban, national, and international locations. A recent graduate school alumni [survey](#) revealed that a majority of alumni from the Master's program are either working at a church as a pastor or volunteering in some way in a church setting. A ["World Map"](#) that is featured prominently as the center-fold of the Annual Report for 2016-2017 (introducing the Centennial year of the college), identified that 146 Barclay College alumni have served as full-time missionaries in 47 different countries since 1897.

Although alumni serve in a variety of denominational settings around the country and world, Barclay College supplies pastors and missionaries for the Evangelical Friends Church at a rate that is unmatched by any other institution. In support of this process, [more evangelical Friends](#) now seek enrollment in the Barclay College graduate program than at any of the other denominationally-affiliated graduate schools or seminaries. Beyond preparing graduates who are ready and motivated to serve, the college recognizes that an important aspect of its educational purpose is to send out students to contribute to society through internships, practicums, and a wide variety of short-term missions experiences. When it comes to contributing to the common good of people locally, each campus and online undergraduate student is required to contribute a number of “Christian Service” hours in order to graduate. During this academic year, students will have participated in a wide variety of local volunteer capacities, as well as providing aid and service in various parts of the world, such as Mexico, Greece, Rwanda, and South Africa.

Rooted in the college’s Quaker tradition of social justice and caring for the marginalized in society, a concern for the welfare of the whole person and providing for all people equally in society also characterizes the culture of Barclay College. One of the most tangible evidences of this reality is the college’s commitment to remove financial barriers for individuals and families by providing [full tuition scholarships](#) for all full-time, residential students. In a period of escalating and often debilitating college debt around the country, Barclay has received [national attention](#) for its unique efforts to provide an affordable education for its students, especially since many of them are preparing for service-oriented professions that pay very modest salaries.

Barclay College serves the public through a variety of additional extra-curricular educational, service, and inspirational events. The college has sponsored a number of non-credit educational opportunities for the community through a variety of seminars and workshops.

The [Church Multiplication Conference](#) began in 2013 and is now offered biennially to guests from around the country and world. The most recent conference in 2016 attracted over 150 participants representing nine denominational and geographic regions across America and two additional countries. The college will host this major conference again in the summer of 2018, anticipating even wider participation from around the country, including another special emphasis to develop Hispanic and cross-cultural church plants. In the Fall 2016, the college hosted its first academic [Colloquium](#), offered once each in the Fall and the Spring semesters. Sponsored by the Academic Services of Barclay College as a Strategic Plan initiative, the BC Colloquium is designed to promote research and scholarship among the faculty along with the sharing of academic insights to enhance the learning environment for the entire Barclay College community. Similar in its aim to provide for additional learning opportunities for students, faculty, and the community alike, the Barclay College [Symposium](#) began in 2017 to offer biennial lectures and responses. The intent of this scholarly resource has been to give historic Quaker thought a vibrant place in the marketplace of ideas today. Both of these academic events are free and advertised locally to the public.

In addition to teaching and learning experiences, the college also offers special music, drama, and sporting events for the wider community. Biennially, a significant [Christmas Pageant](#) is hosted on campus, drawing hundreds of people from many nearby counties and states. In the future, this event will take place in the [Ross-Ellis Center for Arts and Ministry](#). In fact, an important part of the vision for this recently completed facility is that it would become a

destination of choice for the development of music and cultural experiences throughout south-central Kansas. With that goal in mind, an inaugural musical [drama](#), *Joseph and the Amazing Technicolor Dreamcoat*, will be offered to the community April 20-22, 2018. Intercollegiate athletic contests held in the Hockett gymnasium and lighted outdoor soccer field provide community spectators additional opportunities for entertainment and connection with the college. As a matter of good stewardship and community service, the college also offers many of its facilities and other resources to be used by the public for their own, private gatherings and meetings. The library, chapel services, gymnasium and athletic field, and the dining hall all serve valuable functions in the life of the local community.

In order to provide learning and growth opportunities for students and to contribute to the general health and vitality of the community, Barclay College helped to develop a coffee shop in downtown Haviland, called [Origins: A Divine Coffeehouse](#). The manager, a former missionary in Cambodia, serves as a “missionary-in-residence” on campus while offering employment and internship opportunities. This small business provides a positive uplift to the town and has become an important location as a gathering place for students off campus as well as for many, many community members.

Faculty members are encouraged to serve the public by speaking at workshops and conferences. In just the past few years, Barclay College faculty members have given presentations at a variety of locations, such as an educational conference in Colorado, a pastor’s retreat in North Carolina, a marriage seminar in Oregon, and a leadership training event in California. Faculty members have also spoken at denominational gatherings and churches in various other regions in the past few years, including: Alaska, North Carolina, California, Oregon, Colorado, Kansas, Indiana, Ohio, Greece, Mexico, Thailand, Cambodia, Rwanda, and Kenya. Once each month, Barclay College professors also host and/or teach at the [Church Leadership Institute for Ministry](#), an online non-credit educational experience for dozens of pastors and church leaders across several states. At the end of the year 2018, seventeen Barclay College professors/adjunct professors will have taught in the [Barclay College Church Leadership Institute for Ministry](#), twelve of whom have also taught in the Master of Arts program.

In recognition of its commitment to serving the public good, Barclay College has received some Community Awards in recent years, including a “Distinguished Service Award” from the Salvation Army, in recognition of aid provided to victims of the devastating tornado that hit Greensburg, Kansas (a town of nearly 1,000 located 10 miles west of Haviland) in 2007, and a “Business of the Year Award” from the Kiowa County Chamber of Commerce, in recognition of the economic and social contributions made to the local community.

1.D.2. The institution’s educational responsibilities take primacy over other purposes such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

As a non-profit Christian organization, the spiritual and educational responsibilities of Barclay College take primacy over other potential purposes. Financial gains are not redistributed to any Board members, association members, or any other donors, and no college funds are contributed to any other organizations or external interests. Throughout its history, the college has always

sought to be more mission-driven than market-driven. The financial resources of the college are therefore invested in the accomplishment of its various educational and spiritual priorities and the fulfillment of its mission and calling in the lives of students. Barclay College is committed to students and their success academically, relationally, and spiritually. As explained previously, the college maintains a student-centered focus with an emphasis on removing financial barriers to educational opportunities. One of the ways that this educational priority is evidenced is in the development and implementation of the full-tuition scholarship for all resident students. Although tuition is charged for distance education and graduate students, the costs remain competitive for these programs and significant [scholarship opportunities](#) are made available. Rather than function as an exclusively tuition-driven organization, the college strategically raises funds from a committed base of donors and through a wide variety of fund-raising activities. As outlined in the Strategic Plan, the college aims to achieve “financial stability” through a variety of means, including an upcoming campaign to increase the endowment, but the primary purpose of these efforts remains to fulfill the college’s mission, maintain academic quality, provide for a qualified and committed faculty, and complete its educational objectives and responsibilities.

As further evidence of the resolve of Barclay College to foster student success, when a campus course has become too large due to enrollment growth, the college has often opted to split it into two classes and credit a professor for teaching double the units, rather than dilute the academic experience for students by overloading an instructor. A parallel to this priority is experienced in the distance education courses. The number of online students in a given class is limited based on the course and content, even though this arrangement also means increased instructional expenses. Similarly, the graduate program splits classes when they grow too large to provide for increased interaction between students, personal mentoring, and the best possible academic and spiritual growth experience, even though the instructional costs increase as a result. An additional demonstration of the financial commitment to student educational achievement was the creation of a new position in 2016, the Director of Institutional Research and Assessment (DIRA). This decision came as the result of a desire to continue to improve in the college’s educational responsibilities by fostering a growing culture of assessment that results in positive academic achievement and increased student learning. Since then, the DIRA has worked with every department and provided helpful leadership in the development of the Institutional Effectiveness Plan (Assessment Plan) and the Strategic Plan for the college.

Some additional decisions that illustrate the college’s commitment to the primacy of its educational responsibilities include the use of funds for faculty salaries and many of the initiatives that have developed out of the Strategic Plan, such as the development of the BC Colloquium and the commitment to regularly upgrade all aspects of [technology](#) to enhance the academic experience of students. In relation to this latter concern, several technology needs for the 2017-2018 academic year have already been addressed by the institution, including: replacing the phone system, updating the Student Information System, and creating the appropriate technological infrastructure for effective academic use of the new Ross-Ellis Center.

Although Barclay College is committed to supporting the leadership development efforts of the Friends Church in this country and around the world, as mentioned in several places in this document, it does not finance directly any denominational entity or “parent organization.” Since

many Barclay graduates end up serving in local churches or as missionaries in church and parachurch organizations, there are undoubtedly many individuals connected with the college who voluntarily contribute tithes and offerings to support various individuals in ministry. However, Barclay College as an institution receives financial support from Friends and other church groups rather than *vice versa*. Even when sending administrators, faculty, and students on various trips to visit Friends missions in other regions or countries, or when working with regional groupings of Friends to help them train their leaders, the goal is to recruit students, establish strategic alliances, and enhance the academic offerings of the college as a fulfillment of its overall mission.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Barclay College maintains and serves several circles of external constituencies, including people in the local communities of Haviland and Kiowa County, many denominations and church groups, the many Friends Churches in Evangelical Friends Church Mid-America (EFC-MAYM), and the wider body of evangelical Friends Churches throughout the country and world. In keeping with its commitment to “effective Christian life, service, and leadership,” the college engages with these identified groupings and communities of interest and responds to their needs in accordance with its mission. As mentioned previously, many of the services that are provided at the college campus are also open to the public. This includes the library, chapel, sporting events, plays, conferences, seminars, concerts, and a biennial Christmas pageant. As an example, a key part of the vision behind the first performance of a major musical in the Ross-Ellis Center in April 2018 is to offer a benefit to the wider community that has prayed, contributed sacrificially, and supported enthusiastically the construction of this new building. Due to the limited dining options in a small town like Haviland, local residents and the general public are welcomed to eat in the college cafeteria and Bear’s Den. It is not uncommon for people to drive in from miles around just to eat a meal on campus. The college has also hosted various special services and programs on its campus for the public good, such as an [Annual Red Cross Blood Drive](#), a Disaster Preparedness workshop, and the [Diversity Appreciation Week](#) events, attracting participants from throughout Kiowa County.

As noted earlier, every student is required to participate in a variety of Christian service opportunities. These unpaid ministry assignments may involve traveling with the college choir to offer free concerts for various churches and community organizations, working with at-risk teenagers at a group home, providing tutoring for local school children, or leading a weekly Bible study for the residents of a nearby mental health rehabilitation center. Students are required to complete a report of their activities at the end of each semester and submit them to the V.P. for Student Services.

Beyond these Christian service requirements, many members of the college community are engaged in meaningful ministry on a regular basis in local churches through preaching, teaching, worship, evangelism, discipleship, and spiritual renewal. Several faculty members have established new ministries in recent years in order to make the collective ministry and educational resources of the college more accessible to its constituents. Examples have included the Center for Spiritual Renewal, the Institute for the Blessing, and the previously-mentioned

Church Leadership Institute for Ministry. The National Friends Church Multiplication Conference, started by the faculty of Barclay College and held every two years, also gave birth to a quarterly gathering of catalytic church leaders from around the country (via video conference) and a website (FriendsMultiply.com) to stir up and foster a church planting movement among evangelically-minded Friends in this country. The Chancellor of the college has recently been asked to serve as the chair of the North American region of the Evangelical Friends Church, providing encouragement to six regional groupings of Friends in this country. Both administrators and faculty members offer [consultative support](#) and [opportunities for collegial interaction](#) with denominational leaders around the country in matters ranging from leadership development and organizational concerns to church health, growth, and multiplication.

In addition to local service opportunities and ministries in this country, as mentioned earlier, students and faculty are encouraged to participate in short-term, cross-cultural trips whenever possible to assist with missions efforts around the world. During just the past few years, members of the Barclay community traveled to (and served in) a variety of countries, including: Israel, Cambodia, Nepal, Peru, China, Belgium, Ireland, Thailand, Bangladesh, Ukraine, Rwanda, Kenya, Greece, and various places in Mexico. While helping to meet the needs of people in various contexts, these service-learning experiences also provide students and faculty with firsthand exposure to the realities of life in other parts of the world. Participants typically return with a much greater understanding of other cultures, a deeper compassion for others in need, and a clearer sense of God's calling upon their own lives as disciples of Jesus Christ. As mentioned previously, the college continues to explore realistic opportunities to assist Evangelical Friends Mission (EFM, the primary missions organization for Friends), by providing strategic ministry training around the world for missionaries and national leaders, especially through the expanded use of online educational offerings. To assist in these developments, the Chancellor now serves as a member of EFM's Global Ministry Training committee. In February 2018, the Vice President for Academic Services returned from his third [trip](#) to Rwanda and a new experience in Kenya, building bridges of potential opportunities for Barclay College to meet a need for African leadership development by networking with denominational leaders and two Friends colleges. As a result of these kinds of efforts, one Rwandan student has recently enrolled in the graduate program. It is hoped that these efforts may prove fruitful and provide a missional model for meaningful engagement to meet leadership development needs in other locations, as well.

During its first century of existence, Barclay College has gradually developed from a small two-year college into what it is today, a growing and vibrant Christian institution of higher education. The college's passion to fulfill its original mandate has not changed. A reference to Jesus' Great Commission, calling his followers "go and make disciples of all nations" (Matthew 28:19), is found on a former Barclay College seal which is still prominently displayed in the gymnasium. As a team of independent historians recently observed: "Colleges grapple with what, if anything, their religious roots have to do with their mission in a changing world ... Barclay is the only institution [among fifteen Quaker-born American colleges and universities] that continues as a school where 'the focus ... is the Bible'" (*Founded by Friends: The Quaker Heritage of Fifteen American Colleges and Universities*, p. 267). The Barclay College Board of Trustees corroborates these findings, based upon the following purpose statement from the most recent Barclay College [Constitution](#):

The purpose of this corporation is to establish and maintain a Bible College to educate young men and women for Christian ministries on the collegiate level through a program of Biblical and theological studies, general education in the arts and sciences and professional studies in Christian Education, the pastoral ministry, world missions and church vocational areas deemed desirable. Graduate degrees are offered as an extension of the collegiate level courses. Basic in the philosophy of education of Barclay College is the conviction that Christian higher education should be oriented to the divine Scriptures, the Bible, finding in it its frame of reference and basis for the integration of all knowledge.

Sources

- 2.C-2 BC Constitution
- 2.C-2 BC Constitution (page number 2)
- 2017-18 Technology Plan
- 2018 Grad Alumni Survey
- Academic Services report to the Executive Committee, January 2018
- Academic Services report to the Full Board, Fall 2017
- Academic Services report to the Full Board, Fall 2017 (page number 3)
- Ad - Ross-Ellis Center for Fine Arts Trifold
- Annual Blood Drive
- annual-report-2017 - rfs
- annual-report-2017 - rfs (page number 16)
- Best Tuition-Free Colleges
- Christmas Pageant
- Church Leadership Institute for Ministry
- Diversity Appreciation Week publicity - 2018
- Fall Colloquium 2016
- Fall17 Symposium
- Financial Assistance - Graduate Studies
- Friends Students in Graduate School Training for Ministry - Spring 2017
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- Multiplication Conference - Save the Date
- Report to the Executive Committee, Spring 2015
- Report to the Executive Committee, Spring 2015 (page number 3)
- Spring 2018 Musical
- The Great Conversation

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Criterion 1: Summary of Strengths and Challenges

In light of the narrative above, the college has identified the following strengths and challenges regarding Criterion 1.

Strengths:

1. The mission statement of Barclay College, "to prepare students in a Bible-centered environment for effective Christian life, service, and leadership," is well-known and understood by its leaders and constituents. Reminders of the mission statement are ubiquitous. Many can articulate it verbatim. It provides a teleological purpose and direction for all of the college's programs and decisions, woven into the fabric of its curriculum, strategic planning, budgeting, and even casual conversations on campus.
2. Barclay College connects effectively with its primary external constituent base, the Friends Church. This priority and commitment is reflected in its board membership, employees, and student enrollment profile. In addition, the college provides a valuable service to the Friends denomination by hosting various events and conferences, providing special speakers and instructional resources to support churches and missionaries around the world, and by sending out well-equipped graduates who serve as Friends pastors, missionaries, church planters, and church leaders. In fact, alumni comprise nearly one third of all evangelical Friends pastors and staff members in the primary regions of the country served by evangelical Friends, and invitations continue to grow to establish strategic alliances for Friends leadership development training with groups in those same regions and around the world.
3. The college not only provides for its own internal constituents, it also offers vital resources for the general public and external groups in the surrounding region. Barclay is an integral part of the economy of the town of Haviland and Kiowa County. The campus itself serves as a gathering place for civic groups, individuals, and families who participate in a variety of programs and opportunities, from the food services and athletics, to instructional classes, seminars, and conferences. The college anticipates that the recent addition of the Ross-Ellis Center for Arts and Ministry will allow it to fill this role even more effectively as a benefit to the wider community.

Challenges:

1. Consistent with its mission and theology, Barclay College desires to be an inclusive institution that meets the needs of a diversity of demographic groups in this country and around the world. However, despite modest increases in the last several years in ethnic enrollment, the student population remains predominantly a reflection of its surrounding region and primary constituent base. While enrollment is remarkably balanced in terms of male/female students, increased ethnic and racial diversity constitutes a continuing need and challenge for the future growth for the college, especially in light of the changing demographics of graduating high school seniors in the country. The Friends Church in America has identified the need to start more new Hispanic churches, and while Barclay College now provides strategic (but limited) training for Spanish-speaking church leaders through the *National Friends Church Multiplication Conference*, this language and cultural group represents an aspirational growth opportunity for the college consistent with its mission.
2. Women are an integral part of the campus community at many levels (student, faculty, staff, administration, and board members). However, even though Friends theology supports women in leadership (including pastoral roles), and there have been some modest gains in this area (including a woman VP on the president's cabinet, women serving as department chairs, program directors, and a newly created position of Associate VP for Online Student Services), this remains an ongoing challenge and consideration for future hires as the college grows and positions become available.
3. Barclay College desires to fulfill its mission by reaching international students and offering ministry training and instruction for men and women on foreign mission fields (for both resident nationals and missionaries). While some initial exploratory connections have been made in some countries, and response has been favorable if not enthusiastic, much more needs to be accomplished in order to fulfill this vision. Both language barriers and financial hurdles remain formidable in many of the regions that are the most interested in formal relationships. Additional funding for an International Friends Leadership endowment would certainly help. While online education holds promise as a tool for ministry training overseas, the technological infrastructure needed in many regions still lags behind the world's progress. Reaching and preparing international students and foreign missionaries for "effective Christian life, service and leadership" has become a growing area of interest for the college even as the challenges persist to its accomplishment.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Financial Integrity

The Barclay College Business Office is [audited](#) by Adams, Baron, and Ball Accounting Service, located at McPherson, Kansas. The auditors also examine and ensure that the college meets acceptable business standards.

The Budget Committee also regularly [reviews](#) the budget and adjusts it accordingly, weighing revised enrollment figures and the college's needs. Faculty and staff are given an opportunity to provide the Business Office with input regarding the budget, and each spring the budget is presented to the Board of Trustees for approval. This process ensures transparency and the ethical use of funds.

The Business Office has also created a process to insure financial integrity with regard to the handling of money received from donors. The Institutional Advancement Assistant records donations to the college. The gifts are transferred to the Business Office and are again recorded by the Accounts Receivables secretary. The money is then taken to the bank for deposit by the Payroll Financial Aid Assistant. The V.P. for Business Services reconciles the bank records twice monthly. In its [Bylaws](#), the Board of Trustees states regarding the Business Service Committee (BSC): "The primary duty of the BSC is to monitor and assure the financial integrity of the College."

The Business Office also keeps an updated [list](#) of which Business Office and Financial Aid personnel has access to various financial information on the college's server to ensure that financial information remains confidential.

The [Board Manual](#) contains a number of policies designed to ensure the institution's financial integrity.

Additional best practices can be seen in other areas of the college's financial operations:

- *Commercial Services*

The college owns and operates the Bear's Den, a food service on campus. It also manages the campus book store. Both of the operations are included in the regular audit of the college. All income from the Bear's Den is recorded [manually](#) and then run through a merchant services aggregator known as The Square system, a process that provides protection from a misappropriation of funds.

- ***Student Aid***

All money sent to the college for students is strictly processed according to government requirements. Financial aid to students, through government loan programs, is included in the college's audit. Employees in the Financial Aid office abide by a code of conduct, and the [job description](#) for student employees in the Financial Aid office makes explicit the importance of confidentiality and integrity.

- ***Donors***

In addition to the process described above, upon receiving donations, staff in the college's Institutional Advancement office are required to send a thank you letter to each donor along with a receipt for the amount of the gift. By January 31, each donor is provided an accounting of gifts given during the previous calendar year. Any funds from donors that are designated for specific use are used in that capacity. A statement regarding donations being used specifically for the items of designation is included in the Administration and Staff Handbook (see [Standard 8](#) under "Philosophy of Institutional Advancement.")

Academic Integrity

The Vice President for Academic Services oversees all academics for the college. The V.P. for Academic Services ensures that the policies therein are ethical and conform to best practice and that the catalogs are made available to all faculty, staff, students, and the public, where appropriate. This individual reports to the President of the college and serves on the President's Cabinet.

Policies and procedures are in place to ensure integrity with regard to the academic advising of students, as well. Each student is assigned a faculty advisor. The purpose of the advisor is to provide counsel for the student's educational planning, career choices, personal, and spiritual issues, as described in the Faculty Handbook. Guidelines for carrying out advising duties with integrity are included in the Faculty Handbook.

Policies encouraging integrity in the classroom are also listed in the various handbooks. The Faculty Handbook contains [grading policies](#) and statements on classroom attendance and decorum. The academic catalogs also outline the college's [grading policies](#) to promote consistency and integrity in assessing student work. Each syllabus contains a statement on expectations of student academic integrity, and the Student Handbook also contains a [section](#) on academic integrity.

Personnel Integrity

The [faculty](#) and [staff](#) are provided benefits such as health insurance, a retirement plan, and the

employer's part of social security taxes, dental insurance, life insurance, personal leave, and sick leave. Barclay provides a clear [organizational structure](#) for administrators, faculty, and staff and secures a yearly contractual agreement of employment from administrators and faculty.

Because ethical breaches often happen when personnel are over-taxed, it is important to recognize that faculty load is limited to 15 credit hours of classroom teaching per semester, and most faculty have a 12-credit-hour load per semester. Additionally, faculty who are working on terminal degrees can [request](#) a reduced teaching load.

The Administrator and Staff Handbook, Faculty Handbook, and language on employee [contracts](#) provide guidelines for employees' responsibilities and the college's provisions for them including a [grievance policy](#), and the Faculty Handbook contains a [statement](#) on Academic Freedom. The Faculty Handbook also details expectations in regard to [ethical behavior](#). The Board of Trustees has provided a way for personnel to express their grievances directly to the Board. The [Bylaws](#) state, "The Governance Committee will monitor and document Grievance Issues regarding the College President."

Staff in the Office of Admissions are also guided by a [Code of Ethics](#).

Also, the Board of Trustees asks members to complete a [Conflict of Interest](#) form to guard the integrity of the college's Board.

Sources

- 16-17 Audit
- 18 BC Board Revised Manual.pdf
- 18 BC Board Revised Manual.pdf (page number 22)
- 2.A.11-Yearly Contract 2017-18
- 2.A.17-Financial Permissions
- 2.A.7-Accounts Receivable Bears Den Sales
- 2017-18 Faculty Handbook.pdf
- 2017-18 Faculty Handbook.pdf (page number 16)
- 2017-18 Faculty Handbook.pdf (page number 27)
- 2017-18 Faculty Handbook.pdf (page number 28)
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- Administration and Staff Handbook (2017 revision).pdf (page number 20)
- Admissions Code of Ethics
- Barclay College 2017-2018 Campus Catalog.pdf
- Barclay College 2017-2018 Campus Catalog.pdf (page number 30)
- BC By-laws 2017.pdf
- BC By-laws 2017.pdf (page number 7)
- BC By-laws 2017.pdf (page number 8)

- Budget Committee Minutes 3.21.18
- Faculty Academic Study, Course Reduction Application
- Organizational Chart 2017-18
- Student Financial Aid Assistant
- Student Handbook
- Student Handbook (page number 11)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Barclay's primary source of printed information is found in its various handbooks, catalogs, and brochures. The public has access to the institutional information on the college website.

One of the primary locations students and the general public will find information about Barclay College is on the college's website. Although the information on the website is not meant to be comprehensive, it does provide a good introduction to the college and its programs. The current Academic Catalog and the Student Handbook are accessible to students in a variety of locations, both online and in printed form. Members of the public may request these documents at any time. The Barclay College community and constituents receive quarterly newsletters and periodic emails to keep them informed.

Academic degree programs and admissions requirements are accessible from the tabs found on the following pages of the college's website:

- [Campus Program](#) and Campus Catalog
- [Online Program](#)
- Faculty, administration, and staff information can be found on the college [website](#).

Admissions requirements are also published in the hard copy versions of the various academic catalogs and in the [Admissions Policies and Procedures Handbook](#).

Student-athletes are also presented an [Athletics Handbook](#) that lays out eligibility requirements for athletic participation.

A breakdown of costs, financial aid information, a price calculator, scholarship information, policies, and more can be found on the website (<http://www.barclaycollege.edu/undergraduate/finance/>).

Additionally, information on costs to students can be found on financial aid award [letters](#) that are mailed to students.

Information on the college's control can be found in every publication made available to the public (under the heading of "Management," "Ownership," and/or "Governance").

Information on accreditation relationships is well-publicized and kept current on the website (<http://www.barclaycollege.edu/about/accreditation/>) and is noted in the various academic

catalogs and handbooks. The V.P. of Academic Services regularly [reports](#) accreditation work and updates to the President's Cabinet and the Board.

Sources

- 2.B-18 Barclay College Athletic Handbook
- 2.B-5 2018-2019 Campus Award Letter
- 2.B-7 Admissions Policies and Procedures Handbook 2017
- Academic Services report to the Full Board, Fall 2017 - updated

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

[Article I](#) of the Board of Trustees Bylaws articulates the powers held by the Board, making it clear that they are sufficiently autonomous to make decisions in the best interest of the institution.

There are several protective provisions within the Barclay College Bylaws and [Constitution](#) which help ensure that the Board of Trustees is operating with integrity and in the best interest of the college as demonstrated in the guidelines for the governing board structure shown in the Bylaws. [Article III](#) in the Bylaws regarding Trustee Organization states:

The Board of Trustees will consist of not less than eighteen (18), or more than twenty-six (26) elected members. No more than five (5) members of the Trustees will be professional clergy (those who are in active pastoral leadership positions). At least thirteen (13) of the elected Trustees will be members of the Friends Church. At least five (5) members of the Board will be public members, i.e. non-alumni representatives from the public domain. Representation of leadership from Yearly Meetings, Evangelical Friends Missions and the Alumni Committee will be provided through Board membership.

These details reveal that the Board of Trustees has solid representation of the core of who Barclay College is (members of the Friends Church), but also has a good representation of the college's constituencies, which helps to ensure that the college maintains a diverse and balanced Board atmosphere and structure for the greater good of the college.

Other Board policies in the Bylaws and Board Manual, such as the [Conflict of Interest Policy](#), the [Nepotism Policy](#), and [Board Term Limits Policy](#), keep the Board of Trustees accountable to each other, to the public, and to the college.

2.C.1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

The Board of Trustees has demonstrated that the preservation and enhancement of the college is a top priority. One example of this is their commitment to gain and maintain regional accreditation. Although the college became nationally accredited with the Association of Biblical Higher Education in 1975, the Board has [supported and encouraged](#) the pursuit of regional accreditation.

At the February 2012 Board Retreat, the Board released the President to move forward with plans and fundraising for the Ross-Ellis Fine Arts Center. It is the largest capital campaign in the history of the college, some five times larger than any previous project.

The Board regularly discusses physical plant and facilities at their meetings. Minutes from the Spring 2016 Board [retreat](#) and the [Executive Council Board meetings](#) show the Board discussed and approved the continuing pursuit for funding of the Ellis-Ross Fine Arts Center. The college’s [Campus Plan Task Force](#) which has been tasked with anticipating the college’s future infrastructure needs is made up of several of the college’s constituents, but is chaired by the Board president, ensuring the Board involvement preserving and enhancing the institution. The Board has also participated in prioritizing campus improvements.

Board members are also members of the college’s Strategic Planning Committee (as shown by those present at this [meeting](#)), reflecting the Board’s priority to preserve and enhance the institution.

Recent Board [deliberations](#) have included the development and approval of a Presidential Succession Plan, something encouraged by the ABHE accreditation visiting team during their Spring 2016 visit. This plan is important to ensuring the institution’s preservation should something happen that makes the president unable to fulfill his or her duties.

Another example showing that the Board is actively engaged and working to enhance and preserve the institution can be seen by through the [hiring](#) of the current president who is committed to leading the college with vision and academic excellence and through their careful [review](#) of potential future Board members.

One aspect of an effort to preserve and enhance the institution can be seen in the Board’s discussions of their decision-making process. Revisions to the Board’s Constitution and Bylaws have been made to encourage more deliberate decision making. As Board [minutes](#) show, the Board hoped this “reflective process allows the board to slow down decision-making and creates certain times to decide things.”

At the Winter 2018 Board meetings, the Board hosted Barclay's former HLC liaison Dr. Kathleen Nelson to offer a presentation on effective Board processes and oversight. The seriousness with which the Board takes their role in preserving and enhancing the institution is reflected in their dedication to continually examining and defining their role within the institution.

2.C.2. The governing board reviews and considers the reasonable and relevant interest of the institution's internal and external constituencies during its decision-making deliberations.

External constituencies, such as the college's alumni, are a top concern for the Board of Trustees. Representatives of the Board of Trustees meet with graduating seniors to inform them of the benefits of being active members of the alumni association. Board of Trustees representatives also make themselves available to speak in [chapel](#) on a regular basis, and at that time they again invite students to participate in actively supporting the college.

Additionally, the Board approved the president's hiring of a chancellor to help establish and develop relationships with external constituencies. The chancellor's [reports](#) are included in cabinet meetings and Board reports. Board members support the work of the chancellor and continue to affirm this position's critical role for the college.

The Board's support for the Ross-Ellis Fine Arts Center is also related to their interest in the institutions internal and external constituencies, as the Fine Arts Center will no doubt be of benefit to those within the college and the surround community.

The Board Bylaws [state](#) that the Board must include members from a number of the college's external constituencies, as well. This ensures that their interests are considered in the Board's decision-making deliberations. The current [makeup](#) of the Board ensures that multiple perspectives, from both Barclay's internal and external constituencies are considered.

The Board's involvement in the Campus Master Plan Task Force also shows its interest in internal and external constituents. One of the tasks of this group was to [survey](#) internal and external constituents to determine how the college's master plan could accommodate those needs.

Recently the college has explored partnerships with external constituents such as various Friends Yearly Meetings (both domestic and international) and international institutions of Christian Education. The Board has discussed and approved this exploration, as seen in the V.P. of Academic Services' Spring 2017 Board [report](#).

The Board also reviews and considers the interests of internal constituents, such as students, faculty, staff, and administration. The Academic Services Committee of the Board hears biannual [reports](#) from the college's Executive Academic Team, which consists of the V.P. for Academic Services, the Associate V.P. for Undergraduate Academics, the Director of Distance Education, and the Registrar. These reports include information from all sectors of the college's academics, helping them make informed decisions with regards to academics. Additional [reports](#)

are given to the Board by the V.P. for Student Services, representing the campus life of the student body. Resident Directors and Resident Assistants have also been invited to Board meetings to provide valuable input to the Board as they consider the interests of the college's internal constituents.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

As noted above, the Board of Trustees utilizes a [Conflict of Interest form](#). Completion of this form ensures that any potential conflicts of interest are disclosed and handled by the Board. At each Board meeting, there is a [call](#) for potential conflicts of interest. Accordingly, Article V, [Section 5](#) of the Bylaws gives power to the Governance Committee to “Develop criteria, monitor and document Conflict of Interest issues.” The Bylaws also [state](#) that a Trustee may be “removed from the Board with cause and by due process.” The Bylaws require Board members maintain independence from undue influence of others in general.

The [Board Manual](#) also contains policies regarding nepotism, grievances, investments, and the use of gifts. These policies safeguard the Board against undue influence.

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Leadership and governance is spelled out in the college's Constitution and Bylaws, which sets the responsibilities of duties of the Board of Trustees and the administrative leadership. [Article I.a.](#) of the Bylaws states that the power to appoint or remove administrators, staff, and faculty is delegated to the president of the college. Article I.b. of the Bylaws states one of the roles of the Board of Trustees is “to approve and adopt all major changes or innovations in the educational program *as recommended by faculty*” (emphasis added).

Article V, [Section 3.a.](#) of the Bylaws states that one of the duties of the Academic Services Committee within the Board of Trustees is to “review changes and innovations in the educational program as recommended by the President, V.P. for Academic Services, and faculty,” thus showing the Board is following the leading of those individuals when considering academic matters.

Article V, [Section 3.c.](#) of the Bylaws regarding powers and duties of the Academic Services Committee states the Academic Services Committee will “review and approve faculty recommendations of candidates for graduation.”

The execution of these policies can be seen in the Board's recent decision to *not* act on matters of repurposing campus space. Upon the opening of the new Ross-Ellis Center, space that had previously been used as offices, classrooms, or performance labs was now available to use for other purposes. When asked to address this issue, the Board [declined](#) and referred the matter back to the college administration, deciding that it fell under the heading of “day-to-day” management.

Sources

- 17 Oct BC Board minutes
- 17 Oct BC Board minutes (page number 4)
- 17 Oct BC Board minutes - Academic Sub-Committee Highlight
- 18 BC Board profiles Final (3)
- 18 BC Board Revised Manual.pdf
- 18 BC Board Revised Manual.pdf (page number 22)
- 18 BC Board Revised Manual.pdf (page number 24)
- 18 BC Winter Board minutes
- 2.C.1 Executive Board Minutes
- 2.C.1-1 Email to Board members September 19 2013
- 2.C.1-2 Barclay Board Retreat 16 Minutes
- 2.C.1-3 Campus Master Plan Task Force Recommendations_2017
- 2.C.1-3 Campus Master Plan Task Force Recommendations_2017 (page number 20)
- 2.C.1-3 Campus Master Plan Task Force Recommendations_2017 (page number 25)
- 2.C.1-4 Strategic Planning Committee Minutes 11-21-17
- 2.C.1-6 Board Min President Hiring
- 2.C.2-3 Student Services Report Oct 2017
- 2.C.2-4 Academic Services report for the Full Board, Spring 2017
- 2.C-2 BC Constitution
- 2.C-4 BC Exec Committee minutes Oct 2017
- 5A2b BC Board minutes 5-1-15 - Board Member selection
- Academic Services report to the Full Board, Fall 2017 - updated
- BC By-laws 2017.pdf
- BC By-laws 2017.pdf (page number 2)
- BC By-laws 2017.pdf (page number 3)
- BC By-laws 2017.pdf (page number 5)
- BC By-laws 2017.pdf (page number 7)
- BC By-laws 2017.pdf (page number 8)
- Board Members as Chapel Speakers

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Barclay College maintains a common bond of faith and a Christian perspective that presents no impediments to the pursuit of truth. Faculty members are entitled to freedom in the classroom in presenting and discussing academic subjects. Faculty members are responsible to assist students in evaluating ideas and information in the context of biblical principles. Students are encouraged to explore various views and in the process develop refined Christian critical thinking skills. The level to which faculty members allow this to happen can be measured in part in faculty [evaluations](#), where students can relate the level and breadth of classroom discussion an instructor encouraged. Faculty members must recognize, respect, and accept the philosophy and purposes of Barclay College in all involvements and conduct themselves accordingly in the classroom as well as their personal lifestyles. Teaching strategies and procedures must reflect a commitment to Christ and to quality education, respecting the college's Christian beliefs, Statement of Faith, and the college mission; however, within these boundaries there is great latitude for exploration and the examination of truth. The college's statement on academic freedom for faculty can be found on in the [Faculty Handbook](#).

Sources

- 2017-18 Faculty Handbook.pdf
- 2017-18 Faculty Handbook.pdf (page number 27)
- Course Evaluations

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The college's Christ-centered worldview puts a priority on acquiring, discovering, and applying knowledge responsibly. The educational [philosophy](#) of the college recognizes the need for students to be others-focused rather than self-focused, which aids students in a right understanding of how to apply their education responsibly.

The Faculty Handbook [states](#) that faculty "shall model committed and competent Christian scholarship by keeping abreast of contemporary developments in the academic world at large and in their particular teaching fields." By staying current in their discipline, it is more likely that faculty will continue to acquire knowledge responsibly.

Additionally, students are taught by qualified faculty teaching in their respective disciplines, ensuring the responsible acquisition and discovery of knowledge. When students are asked to apply knowledge inside the classroom, faculty provide respectful, relevant feedback, again ensuring the responsible application of knowledge. All venues outside of class where students might formally apply knowledge, such as internships and practicums, are overseen by qualified faculty who discuss these experiences with students and appropriate supervisors. For internships and practicums specifically, students are guided by a [handbook](#) that helps guide them in the responsible application of knowledge. Courses that prepare students for public ministry, such as [Homiletics](#), include a curriculum that provides students opportunities to first exhibit their knowledge in the safe [environment](#) of the college prior to graduation, with feedback given by faculty to check application of knowledge when necessary.

The Student Handbook and every course syllabus also contain [policies](#) on academic integrity that articulate the seriousness of academic dishonesty and provide examples of academic dishonesty. This assists students in understanding the gravity of acquiring, discovering, and applying knowledge responsibly. Policies for [documenting academic dishonesty](#) are in place and enforced.

2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Involving students in research is essential to accomplishing several of the student learning outcomes that the college desires to achieve in the lives of our students. To support students in accomplishing those outcomes, faculty members regularly provide a bibliography with course syllabi, make assignments that require research study, give opportunity for oral and written reports of research, include test items over required assigned readings, and give recognition for research that is done well. Exemplary practice will include involving students in original research and scholarship, particularly in upper division courses. Oversight is then given as students perform each of the various assignments above. For some programs, [courses](#) in research are required and are overseen by qualified faculty.

In addition to the faculty's role in offering oversight and support for student research and scholarly practice, oversight is also given by the Director of Library Services and the office of the V.P. for Academic Services, and through bi-weekly chapel services where students, faculty, and staff are encouraged to honor God and be people of truth and integrity.

For faculty, the Faculty Handbook lays out [expectations](#) for ethical conduct in research and scholarly practice, including the expectation that all faculty "secure permission and give credit for all borrowed material (including student productions) used for lectures or public presentations." Oversight of faculty integrity in regards to research and scholarly practice is the purview of the V.P. for Academic Services.

2.E.2. Students are offered guidance in the ethical use of information resources.

All new students are required an [orientation](#) course, and part of the curriculum of this course includes information and instruction on how to utilize the library and all of its resources. The Faculty Handbook and Student Handbook, professors, and the Writing Center encourage students to develop into skilled writers who use resources with integrity. Additionally, courses such as [Research and Writing](#) cover proper research and citation practices.

The [Writing Center](#) is dedicated to improving the writing skills of students and to provide guidance in the right use of information resources. The Writing Center helps students develop writing habits aimed at eliminating plagiarism, like instruction on the proper use and citation of sources.

Because the college recognizes that plagiarism is less likely to happen when instructors craft written assignments with intention and adopt practices aimed at guiding students through the writing process, attention has been paid in faculty meetings to learning and applying these practices across the curriculum.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

Students can learn about the college's stance on academic honesty and integrity in the [Student Handbook](#) and the various academic [catalogs](#). These guidelines are reinforced in the individual classes and statements on academic honesty are contained on every syllabus. The Associate V.P. for Academics and the Director of Distance Education are the primary administrators responsible

for overseeing the [enforcement](#) of these policies. Major violations are then reported to the V.P. for Academic Services.

Sources

- 2.E.2.8 Writing Center Performa
- 2017-18 Faculty Handbook.pdf
- 2017-18 Faculty Handbook.pdf (page number 15)
- 2017-18 Faculty Handbook.pdf (page number 28)
- Barclay College 2017-2018 Campus Catalog.pdf
- Barclay College 2017-2018 Campus Catalog.pdf (page number 10)
- Barclay College 2017-2018 Campus Catalog.pdf (page number 27)
- Documentation of Student Plagiarism
- Documentation of Student Plagiarism (page number 3)
- EN200 S18 Course Syllabus
- Homiletics Syllabi
- Internship-Practicum Handbook
- Orientation Syllabus Fall 2017
- Research Methods syllabi
- Spring 2018 Chapel Schedule
- Student Handbook
- Student Handbook (page number 11)

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Criterion 2: Summary of Strengths and Challenges

In light of the narrative above, the college has identified the following strengths and challenges regarding Criterion 2.

Strengths:

1. Barclay College's mission is Christ-centered. This focus ensures that integrity and ethics are at the center of all of the college's decisions and actions.
2. Barclay demonstrates an ethical and effective governance structure which gives the Board the proper level of autonomy to act in the institution's best interest.
3. Codes of conduct and policies on ethics and integrity are clearly articulated in all of the publications guiding the college's day-to-day activities and adhered to by the college's employees.

Challenges:

1. Barclay College is not a research institution, and thus policies regarding the ethical pursuit of research for faculty and students have not been a focus. However, because the college continues to strive for academic integrity and excellence, it is likely that formal policies and statements on the ethical use and pursuit of research may need to be considered in the future.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Each course at Barclay College is designed to help students achieve outcomes that fit within the college's larger framework. Outcomes are [identified](#) to ensure that students have skills appropriate for graduates in their chosen discipline. These outcomes are frequently [assessed](#) by faculty to ensure their currency and relevance. College outcomes supported by each course are detailed in every [syllabus](#).

The college catalogs clearly state the expected outcomes for the graduates of each major as they correspond with the mission of the college. Each program sets appropriate outcomes that must be exhibited by students prior to receiving degrees or certificates. Students must exhibit a certain level of mastery in relation to these objectives in order to be awarded a degree or certificate. For example, in order to be awarded a degree, on-campus students must have at least a 2.0 cumulative GPA upon completion of their coursework. For students seeking a Bachelor's degree, to be eligible for graduation

- Bible/Ministry Division majors must have at least a 2.5 GPA in their Bible classes, with no more than one D in such classes, and must have at least a 2.5 GPA in their major classes with no D's.

- Prospective graduates from the Arts and Sciences Division must have a 2.3 GPA in Bible classes, with no more than one D in such classes, and must have at least a 2.5 GPA in their major classes, with no D's.
- Distance education students are required to have a 2.3 cumulative GPA to be awarded a degree.

In the academic catalogs, Barclay College's goals for student learning outcomes are clearly stated for each educational program and they are stated in measurable terms to make effective assessment possible, and each degree program has course/credit hour requirements that are consistent with similar programs in higher education.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Barclay College publishes separate catalogs for its [graduate](#) and [undergraduate programs](#), and each catalog outlines the objectives for their respective programs. The college also states clear objectives for its certificate programs, also published in the various [catalogs](#). Learning goals for all programs are established by faculty following best pedagogical practices to ensure that they are differentiated and sufficiently rigorous for each program.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

The consistency of program quality and learning goals across all of Barclay College's various modes of delivery is ensured by oversight from the Executive Academic Team, which includes the V.P. for Academic Services, the Associate V.P. for Academics-Campus, the Director of Distance Learning, and the Registrar. The Executive Academic Team routinely discusses ways to safeguard the consistencies between Barclay College's online and on-campus offerings. Consistency is also promoted by the presence of The Executive Academic Team members in faculty meetings. Additionally, full-time faculty serve as department chairs for the distance learning programs and the vast majority of online courses are taught by campus faculty, ensuring consistency between the different learning modalities. [Meeting minutes](#) also reflect faculty's discussion of quality and appropriate correspondence across learning modalities. [Syllabi](#) from courses taught across all modalities testify to these modalities' consistencies.

Sources

- 3A1 - Establishment and Review of Course Outcomes
- 3A13 Speech Syllabus - Fall 2017
- 3A2 Meeting Minutes Showing Consistency between Delivery Modes
- 3A32 Online and Campus Course Syllabi
- Barclay College 2017-2018 Campus Catalog.pdf
- Barclay College 2017-2018 Campus Catalog.pdf (page number 72)
- Barclay College Inst. Effectiveness Plan for 2017-2018

- BC Grad School Catalog 7.1 (2017-2018).pdf
- BC Online Catalog 2017-2018

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Barclay College integrates effective general education courses into each major in the undergraduate program, requiring each student to take a core block of 34 general education hours in four main subject areas: Communications, Humanities, Social and Behavioral Sciences, and Science and Mathematics. (This core was recently [modified](#) from 31 hours to 34, but this change will not be reflected in the academic catalog until the next academic year's version is published.) The college selects classes that will enable each student to learn the information and skills necessary for effective “life, service and leadership” in the field that they have chosen. The general education courses speak directly to Barclay College’s mission as seen in the following section, 3.B.2.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

As noted in 3.B.1, every student at Barclay College, regardless of major study, is required to take a core set of general education courses. These courses are based in the Division of General Studies. The purpose, content, and intended learning outcomes of these core courses are clearly articulated in the [academic catalog](#). The courses in the Division of General Studies have been established in keeping with standards and principles commonly acknowledged as appropriate to higher education to impart broad knowledge and intellectual concepts.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Barclay College engages and challenges every student in its various degree programs to gather, understand, analyze, and communicate information clearly. Students are also challenged to apply the knowledge they gain to real-life circumstances and to evaluate information. Especially in upper division courses which demand more rigor and hold higher expectations, students are led to formulate new ideas and develop fresh perspectives that are demonstrated through a variety of [writing assignments](#) and [special projects](#). These concepts intentionally follow processes developed in [Bloom's Revised Taxonomy](#), which provides a framework for all of the college's professors in the construction of their syllabi and course learning outcomes.

Each undergraduate program is housed within one of the college's three divisions: Bible and Ministry, General Studies, and Arts and Sciences. Each division has a set of objectives or stated learning outcomes, and each major within the division has additional outcomes. Students completing a major will satisfy both the outcomes for the division and the specific major. Each of the student outcomes within the divisions has been reviewed by the division chairs and faculty and written with the college's overall objectives and mission in mind. These objectives require each student to collect, analyze, and communicate information; to master modes of inquiry or creative work; and to develop skills adaptable to changing environments.

Outcomes for each program are established and reviewed by division chairs and faculty within the division. Outcomes are established in a number of ways, such as: by reviewing stated outcomes from similar academic programs at accredited colleges and universities; by reviewing best practices as established by recognized academic institutions or organizations within each field; and by consulting recognized authorities within the fields which students are preparing to enter.

Recently, recognizing the need for our students to continue to hone their critical thinking skills (which leads to a greater ability to master modes of inquiry and adapt to changing environments), the college added a required Critical Thinking course to the General Education curriculum (see minute 53 of the linked faculty meeting [minutes](#)).

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Barclay College's educational philosophy is based on the belief that all that it possesses preceded from God and gives meaning and coherence to all other inquiry. Barclay College students,

therefore, are uniquely positioned to recognize and value the human and cultural diversity of the world in which they live and work, as they understand that this human and cultural diversity is part of God's design.

Recognizing the importance of human and cultural diversity is central to Barclay College's educational offerings. One of the stated [outcomes](#) for the Bible and Ministry Division reflects this, as students are expected to "demonstrate the basic knowledge and ability required to minister to others in their own cultural group and across cultural boundaries, utilizing appropriate technology and relevant forms of both written and verbal communication." As a college that grew out of the Quaker tradition, every student is required to take the [Teachings of Friends](#) class in which they are exposed to the examples of Friends who championed cultural diversity and fair treatment for all people, regardless of their ethnicity, gender, or cultural heritage. Stories of Quaker leadership in the Underground Railroad, abolition movements, suffrage campaigns, and humanitarian efforts remind students of the diversity of humanity and the need for compassion and understanding that continues to exist in the world today.

To further students' awareness of the human and cultural diversity of the world in which they live and work, Barclay requires each student to take the [Intercultural Ministry](#) class or the [World Christian Perspectives](#) course, both of which examine the relationship between ministry and the wide variety of cultural contexts. Several other courses connecting students' lives and work with culture are also offered, such as Cultural Anthropology and Contextualization of Theology. In fact, the entire Missions curriculum is devoted in part to an understanding of the cultural differences that exist in the world and the bridges that need to be built in order for effective ministry to occur.

As an example of an attempt to increase the awareness of cultural and ethnic diversity on campus and in society, the Academic Services and Student Services of the college, in conjunction with student government (STUCO), co-host an event each spring commemorating Martin Luther King, Jr. Day. These [events](#) feature films, speakers, and discussion sessions intended to recognize and honor the cultural diversity in the world in which students work and live.

Barclay College has long supported missions trips and practicums around the world which expose students to various people groups as a part of its educational endeavors. Beginning with the 2013-14 academic year, Barclay established Juniors Global (<http://bcjuniorsglobal.wordpress.com/>), a program that provides opportunities for Barclay students to participate in cross-cultural experiences through short-term (approximately 3-4 weeks) study abroad trips. The stated [outcomes](#) for the program clearly recognize the human and cultural diversity of the world in which they live and work.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

As an outgrowth of the mission to "prepare students in a Bible-centered environment," the faculty members of Barclay College focus primarily on their roles as excellent teachers, academic advisors, and personal mentors to students. However, faculty members are also encouraged to participate in creative work and scholarship as time allows and opportunities arise.

Faculty members regularly lead workshops in a variety of local and out-of-state settings, contribute to conference proceedings, publish texts in their respective fields, prepare and preach sermons in a wide variety of church and denominational settings, and lead extensive field experiences that contribute to the discovery of knowledge. In addition, with the support of an [employee development grant](#), several faculty are pursuing terminal degrees and producing original scholarly works in their field of expertise.

Beginning in 2016-17 academic year, the college has also hosted fall and spring [colloquia](#), encouraging faculty to not only continue scholarly endeavors, but to share their scholarship with the college constituency. A similar [venture](#) is undertaken by the College's Robert Barclay Institute each semester, again offering a venue for the sharing of recent scholarship by faculty and students.

For undergraduates, research in courses such as [Introduction to Research Methods](#) encourages students to contribute to scholarship appropriate to Barclay's programs and its mission. Included in the philosophy of assignments given to students throughout their academic career is an expectation that each student will have contributed in some way to scholarship, creative work, and/or the discovery of knowledge. This expectation is spelled out in the Faculty Handbook in the discussion of the definition of grades. For graduate students, each one is expected to contribute to research and scholarship through the development of a [capstone project](#) to be completed as the culmination of their academic experience.

Sources

- 2017 205 Intro to Philosophy syllabus
- 2017-18 Faculty Handbook.pdf
- 2017-18 Faculty Handbook.pdf (page number 18)
- 2017-18 Faculty Handbook.pdf (page number 57)
- 208 ICM S18 Syllabus
- 3.B.3 Church Growth and Development Syllabus - Fall 2016
- 3.B.3 Church Growth and Development Syllabus - Fall 2016 (page number 3)
- Barclay College 2017-2018 Campus Catalog.pdf
- Barclay College 2017-2018 Campus Catalog.pdf (page number 42)
- Barclay College 2017-2018 Campus Catalog.pdf (page number 74)
- Capstone Project
- Diversity Appreciation Week flyer
- FacMin092217
- FacMin092217 - with Gen Ed curriculum change doc
- Fall17 Symposium
- JG 2018 Syllabi
- OMI322 Syllabus - S17
- PY 412 Introduction to Research Methods in Psychology Spring 2018 KW
- Robert Barclay Institute Symposium Flyer
- Teaching of Friends - COURSE SYLLABUS FALL 2017

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Barclay College has both full-time and part-time teaching faculty. Full-time faculty provide expertise, instructional services, and leadership for the college's academic programs by teaching students in assigned courses, and reviewing all course offerings in their department (both campus and distance learning). Faculty members are responsible for the development and oversight of [curriculum](#), establish expectations for student performance, and provide assessment for student learning, both through the evaluation of traditional coursework and also through the course and program assessment described elsewhere. In addition, both full- and part-time faculty members serve in a variety of other non-classroom and student-centered roles in keeping with the mission of the college. These responsibilities are annually reviewed and evaluated by the faculty and often discussed in faculty meetings. These various classroom and non-classroom responsibilities are described throughout the Faculty Handbook.

Administrative positions have been created to oversee the faculty's professional development, goals, and needs for the face-to-face faculty and the distance learning faculty. Directors have been established for the graduate program, and division and departmental chairs have been established for the undergraduate programs to oversee syllabi, texts, and the curriculum of each

one of the majors. However, each faculty member prepares the syllabi for the classes they teach. The syllabi are reviewed each semester by the appropriate divisional and departmental chairs, Associate Vice Presidents, and the Vice President of Academics to ensure that faculty members are properly carrying out their roles and maintaining proper expectations of student performance.

Currently every major academic department, both on-campus and online, both undergraduate and graduate, has an active chair overseeing the programs.

In terms of carrying out faculty roles, each faculty member is expected to prepare for classroom teaching, conduct actual classroom presentations, attend and participate in faculty meetings, and advise students within their program of study. Each faculty member prepares and develops media for presenting mastery of concepts. [Assessments](#) based on the outcomes and competencies of the syllabi and the respective program are prepared by the faculty to measure mastery of each student's knowledge of the subject. In support of the faculty's work on assessment, the Director of Institutional Research and Assessment works with each department chair to provide additional leadership for systematic research and assessment of the institution, programs, and courses.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Instructors at Barclay College are appropriately credentialed and possess academic degrees relevant to the field in which they are teaching and at least one degree level above the level at which they teach. Consistent with this policy, the Faculty Handbook [states](#):

The faculty shall consist of maturing Christians who have the appropriate academic credentials for their teaching field and professional skill in teaching. For the great majority of teaching positions at Barclay College, the Master's degree is the minimum academic credential required or a Master's degree in any field with a minimum of 16 graduate semester credits (24 graduate quarter credits) in the credential field. All other qualifications being equal, the candidate with doctoral credentials will be preferred.

In many cases, the college has gone beyond the minimum expectation and required advanced degrees to enrich the student's educational experience.

As stated above, for some instructional positions, primarily in areas of skill development or study in which an instructor's expertise and recognized experience provide a noticeable benefit to students, such as private music lessons or vocational training, faculty members may be hired based on equivalent experience and/or skill proficiency. These and other exceptions, including temporary arrangements due to unforeseen emergencies or pending credentials, are detailed in the [Barclay College Credential Exceptions Policy](#).

All graduate faculty members have an earned doctorate or are doctoral candidates working on their dissertations.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Barclay College instructors are evaluated on a regular basis according to the current faculty evaluation policy mentioned in the [Faculty Handbook](#) and according to the processes appropriate to their respective program and teaching responsibilities. One of the main [forms](#) of evaluation for faculty members is through the use of student course evaluations. At the conclusion of each course, course evaluation forms are made available to students. Spiritual qualities, ability and performance as a teacher, sensitivity and availability in meeting students' needs, support of institutional goals and purposes, and ability and performance as a scholar are all elements of the evaluation. Student course evaluations are [analyzed](#) and discussed with each faculty member and are intended to benefit students, the faculty member, and the college by promoting improved instruction, scholarship, and mentoring. This feedback also provides a forum for identification of and discussion about any challenges or difficulties that impede quality service to students and that might lead the V.P. for Academic Services to consider non-renewal of contract.

Currently, campus faculty members are to meet annually with the Associate V.P. for Undergraduate Academics for evaluations. The faculty position description, the provisions in the Faculty Handbook, the student evaluations, and the faculty member's own goals and self-evaluation form the basis of this portion of the overall faculty evaluation process. Graduate faculty are evaluated based on a combination of first-hand observations, self-evaluations, and student feedback. Online instructors also undergo routine evaluation using both student evaluations and evaluations from the Director of Distance Education.

Finally, faculty are encouraged to engage in peer evaluation. While classroom observation from peer-to-peer does not regularly happen, there is a way to formally [document](#) these observations when they occur, and classroom observations are a part of the [new faculty orientation](#). Also, discussions of classroom techniques, assignments, and expectations with peers happen frequently in faculty meetings and on an informal basis. The goal of this form of peer feedback is to encourage the sharing of best practices, provide a more nuanced critique of performance, and also help to build collegiality.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

As stated in the faculty handbook, full-time faculty are expected to invest in their professional development by attending professional meetings that relate to their discipline of teaching, subscribing to professional journals, and conducting research relative to their discipline. Each program budget contains funds that may be used for these purposes. Full-time faculty are expected to set goals for professional development each year; these goals and progress towards them are included in the annual evaluation process with the faculty member. Furthermore, faculty regularly document their professional development either formally—on provided [forms](#)—or informally through personal [documentation](#) that is routinely emailed to the appropriate Associate V.P. or Director.

In order to encourage academic and professional development among the faculty in their pursuit of terminal degrees, Barclay College offers financial assistance through an Employee Development Grant, as mentioned above. Additionally, the college invites faculty members to apply for a [reduction in teaching load](#) so that they can focus on their studies for a doctoral

degree. Preference is given to those who are in the research and writing phase of their program. Progress in professional development is taken into consideration during the evaluation process.

Also, to promote more organic means for professional development related pedagogy, faculty has presented a number of pedagogical presentations (see highlighted [minutes](#)) at faculty meetings, presenting research on current questions in the classroom, and the faculty has adopted a common pedagogy-related book (see highlighted [minutes/agenda items](#) to read and discuss the last two years).

3.C.5. Instructors are accessible for student inquiry.

Full-time campus faculty at Barclay College are [required](#) to establish and maintain open office hours that number no fewer than ½ the number of teaching hours per week. Office hours are listed on syllabi and posted conspicuously on each faculty member's office door or in some other obvious location so that they are readily available to students. Faculty are asked to be on campus no fewer than 2.5 times the number of teaching hours each week. It is common practice for faculty, in those rare times when they are not available during office hours, to post a notice to students and to find alternative times of availability. In addition to formal office hours, campus faculty members frequently eat lunch in the Dining Hall for the purpose of interacting with students. They are incentivized by the college to participate in these times of informal interaction through the ongoing generous offer of a weekly free meal.

While some online instructors are experience success with office hours using video conference technology, the most reliable form of responding to student inquiry is through other forms of electronic communication (email, texting, and phone calls). The posting of personal email addresses and phone numbers in syllabi and on the course home page helps to ensure accessibility. Online instructors are [asked](#) to respond to student inquiries with a 24-hour period of the initial contact or message. Student evaluations and of instructor availability and student [surveys](#) indicate a high degree of satisfaction and students routinely mention their relationships with professors as one of the most meaningful aspects of their Barclay College experience.

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Each staff member in the various support services is appropriately qualified, trained, and supported in their professional development. See below for examples in several of the various areas of student support:

Tutoring

Students who are struggling academically are provided with assistance through the [Tutoring Center](#), which pairs them with an [Academic Success Counselor](#) (ASC) who aids students in various ways, such as setting academic goals, finding academic resources, coordinating course

work with professors, and establishing time management strategies. The Tutoring Center is given oversight by the Director of Library Services who hosts training sessions for ASCs at the beginning of each semester.

In addition to the Tutoring Center, a Writing Center has been established in the Worden Memorial Library and is available for face-to-face or distance learning students via the library's webpage. The Writing Center is an English Department entity, and the [Director of the Writing Center](#) is hired by the chair of the English Department, in conjunction with the V.P. for Academic Services and Associate V.P. for Undergraduate Academics. The director is expected to provide the English Department chair a variety of material intended to assist in the evaluation of the Writing Center's effectiveness. Funds are available to the director for professional development, and it is expected that the director would [use](#) those funds for training. The chair of the English Department and the Director of the Writing Center are also responsible for hiring student staff members for the writing center. Students who have displayed an aptitude for written communication, [among other qualities](#), are selected to serve as peer tutors in the Writing Center, and the director schedules routine training for student staff members.

Financial Aid Advising

The Financial Aid Office provides counsel and assistance to all students who need financial help. The Director of Financial Aid has served in this role since 2008. In addition to gaining wisdom in this role through years of experience, the director attended workshops provided by the Kansas Association of Student Financial Aid Administrators (KASFAA), online training in financial aid, and receives ongoing coaching and training at least four times a year from a Financial Aid consultant from *Inceptia*, a division of the National Student Loan Program. This organization was established in 2012 to address the current changes in government funding and the administration of federal student aid programs. The stated goal of *Inceptia* is to achieve 100 percent repayment among student borrowers by working alongside higher education institutions like Barclay College.

In addition to this timely training, the director stays current with trends and federal regulations regarding financial aid through a monthly internet service and by attending additional conferences.

Academic Advising

Most full-time faculty members serve a formal role as academic advisors. The Registrar oversees the plans for academic advising by faculty members for each student and sends pertinent [notes](#) to advisors each semester in preparation for academic advising. An [Advising Handbook](#) is given to all instructors and training has been included in several in-service programs for the faculty in the last several years. An attempt is made to renew this training every other year for updates, reviews, and new faculty appointments.

Christian Ministries and Chapel Services

As a Christian institution of higher learning, dedicated to a mission that is both academically and spiritually significant in its preparation aims and goals, the office of chaplain takes on special importance. With a B.A. in Theology, a M.A. in Religion, a Ph.D., and several years of experience as a local church pastor, the chaplain at Barclay College is well-qualified in both academic training and experiential learning to serve as a spiritual leader on campus. In addition to the chaplain, the director of the Worship Arts program holds a doctorate in Worship Studies and devotes a substantial amount of time to the development of quality chapel services by forming and training student-led worship teams.

Sources

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- 3C61 Potter Professional Development
- 3C63 Tutoring Center Syllabus
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- Faculty Development Forms
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

The Barclay College Student Services Office is responsible for making a pleasant transition to college life for students, and it facilitates a wide variety of support services to meet various student needs. This department is led by the V.P. for Student Services who [trains Resident Directors](#) and [Resident Assistants](#) in leadership, mentoring, and reflective supervision of the challenges students face. In relation to campus undergraduates, this department's service begins prior to the student actually arriving in Haviland. During the summer months, students receive a letter of introduction from the V.P. for Student Services. A [New Student's Packet](#) is given to each new student as they arrive on campus. There are several helpful information items included in this packet: a student handbook, an academic calendar, a student life agreement form, an orientation booklet, a drug-free schools booklet, a campus employee booklet, a vehicle registration form, and a campus crime report.

The Student Services Department assists each of the students on campus, both new and returning, as they settle into campus life each year. Student leaders help other residents as they move into the dorms and apartments. Dorm room keys and mailbox keys are issued to students and meetings are arranged with their Resident Directors and Resident Assistants. Online students receive welcome emails and calls from the online team, a CRA from the Registrar's office, a personal advisor, and are placed in a free, two-week orientation to help them understand the services available to them as Barclay students and introduce them to the policies and procedures of the online program.

To help incoming freshmen acclimate to college life, Barclay College has each new freshman participate in its [First-Year Program](#) as part of their [Orientation](#). This program requires that all first-time, full-time freshmen on campus attend sessions covering a variety of topics intended to help them understand and navigate this new experience of college. This program is still in its infancy stage, but the college is confident this program will continue to grow and have an impact on the student body.

Barclay has recently initiated an “Adopt-a-Student” [program](#) to help students continue to feel supported beyond their first-year. “Parent” families from around the community can volunteer to “adopt” a student, and this interaction helps students feel a greater sense of connection to the college and the community.

Data shows that a primary cause of attrition in the online program is a lack of connection with others. In response to this, [discussions](#) are underway to develop a mentoring program for online students. This should help online students to feel the same kind of significant personal connection that campus students often mention as integral to their student experience.

Students who are accepted with [conditions](#) (meaning they did not meet one or more of Barclay’s minimum requirements for acceptance but were nevertheless seen as promising applicants) and students who are on Academic Probation are enrolled in [Life Skills](#) and the Tutoring Center, among other requirements. These requirements are meant to offer valuable services for potentially “at-risk” students.

The Student Financial Services Office assists all students with every aspect of their financial aid process. Financial advisors work with students to create a financial aid package that works for each student based on their personal financial situation. The financial aid team offers a variety of items to help each student build this personalized package, including: scholarships, grants, loans, and student employment.

As mentioned previously, the campus Chaplain’s Office provides an important service for students on campus. With an understanding that the mission of the college moves beyond the classroom to ministering to the spiritual needs of each student, Barclay College provides two required chapel services each week at which either the Chaplain or other guest speakers share a Christian message and students typically lead in worship. Under the direction of the College Chaplain, a fall Missional Leadership Conference and a spring Spiritual Formation Conference are offered each year. Spiritual awareness, preparedness, and calling are a featured part of the aforementioned Life Skills course, as well. Barclay College also provides spiritual support for its online students (both undergraduate and graduate) who participate in a weekly devotional or “chapel” time referred to as [“Our Time with God.”](#) Students often share prayer requests and find spiritual support for the rigors of their program through this venue.

Psychological counseling services are available to all campus students and can be arranged through the office of the V.P. for Student Services. In addition, the Chaplain of the college often provides emotional and spiritual support for students.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Barclay College offers several academic support services to meet the needs of its student population. As mentioned previously, students who struggle academically are provided with assistance through the Tutoring Center and are also assigned an Academic Success Counselor (ASC). The Director of Library Services provides oversight for the Tutoring Center and ASCs, aiding students in various ways, such as helping them to: set academic goals, find academic resources, coordinate course work with professors, identify qualified peer tutors when necessary, and establish time management strategies.

In addition to the Tutoring Center, a Writing Center, discussed in section 3.C.5 above, has been established in the Worden Memorial Library and is available for face-to-face or distance learning students. The director is accountable to the English Department chair, and provides direct help in writing composition while also employing a paid staff of qualified student leaders who have displayed an aptitude for written communication. The director schedules routine training for the staff members to ensure the best possible writing assistance for students who use this service.

To provide foundational assistance to those students who have special academic challenges, Barclay has established remedial courses, such as [EN099 English Fundamentals](#), and has added tutoring labs to math [courses](#) to aid students who may need additional help in those subject areas.

Barclay has several processes in place to direct entering students to courses and programs for which the students are adequately prepared. All prospective students' academic credentials are considered when students apply to enter the college. Regular admission to the college is granted to students who meet all of the admissions standards, have completed high school or achieved a GED, have a cumulative high school grade point average of 2.3 or better, and who have scores of at least 430 on the Writing section of the SAT or 18 on the English section of the ACT tests. Certain programs of the college may have additional admissions requirements, and admission to the college does not guarantee admission to a particular course of study.

As noted above, students who do not meet the requirements for regular admission may be permitted to attend the college under conditional admissions standards. These include a limit on the number of credit hours taken per semester, required tutoring sessions, remedial courses, or additional requirements designed to help the student make the transition to college life and succeed in college studies. Students who fall into this category are made aware of their status prior to enrollment by the Registrar.

As students matriculate at Barclay College, procedures are in place to ensure that they are adequately prepared prior to entry into particular courses and programs. For instance, as indicated in the "[Academic Policies and Information](#)" section of the Academic Catalog, course numbering helps indicate the course level, or approximate year for which the class is appropriate. Numbers in the 100's are courses intended primarily for freshmen, 200's for sophomores, 300's for juniors, and 400's for seniors. Students are allowed to take classes one level above their classification. Additionally, several courses have prerequisites that must be

satisfied prior to enrollment, and these prerequisites are clearly stated in the Advisor Handbook and at the enrollment portal for students to see when selecting courses. Conversations about Bloom's Revised Taxonomy and expectations of [rigor](#) have helped faculty design courses in ways that are appropriate to entering students' level of knowledge, and many programs require students to [apply](#) prior to acceptance to ensure the students' fitness for the program.

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

As noted in the Faculty Handbook, most full-time faculty members on the Barclay College campus are assigned to students for whom they will act as an academic advisor. The role of an advisor is a crucial one at Barclay College, since it is a primary avenue through which students receive help and counsel with their educational planning, career choices, and in many cases, personal and spiritual issues.

Faculty are expected to invest diligently in their role as academic advisor. This requires an investment of their time through regular meetings with each student in the major. Faculty are encouraged to learn as much as possible about the background of the student by consulting records of test results and of school progress, and by considering factors such as home life, employment, outside responsibilities, hobbies, interests, ambitions, objectives, and their use of time.

An [Advising Handbook](#) is given to all instructors and training has been included in-service programs for the faculty in the last several years. An attempt is made to renew this training every other year for updates, reviews, and new faculty appointments. Appendix A of the Faculty Handbook also contains advising information. The Registrar provides credit analysis data for each student. Each advisor has access to student schedules and the credit analysis portion of the database (showing what requirements have been completed and those that remain) to better serve the student's unique academic development and career path.

For student-athletes, academic advising is often prompted through the required [academic tracker](#) that all athletes must have filled out by their instructors. These trackers require student-athletes visit each of their instructors for a grade update, and often concerns (and praises) are shared between the instructor and student-athlete during these meetings. These trackers have been so successful in encouraging communication and academic awareness for student-athletes that many academic advisors are using similar forms for students about whom there are academic concerns.

Though faculty are officially academic advisors to all students in their major, it is not presumed that every individual relationship will be able to meet all the social, emotional, physical, spiritual, educational, and vocational advising needs of every student. Academic advisors may refer students to other faculty members for guidance in specific areas, to the V.P. for Academic Services for additional academic help, to the chaplain for spiritual support, or to the professional counseling services organized through the V.P. for Student Services.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Barclay College offers a valuable array of learning resources and support for instructors and students, for both campus and distant learners. Worden Memorial Library offers approximately 63,000 volumes and 170 periodical subscriptions and multimedia items. Library patrons may look online for the books they need from their offices or residences utilizing the college's online library catalog available through the library's page (www.barclaycollege.edu/resources/library/) on the Barclay College website. Residents can then come to the library to check out their needed items while distance education students can have them delivered by mail. Patrons also have access to the Kansas Library Catalog through the college's website, which has the holdings of all of the libraries in Kansas that participate in Interlibrary Loan. Students and instructors have access to online databases such as EBSCOhost and Gale. A multitude of other online resources available to faculty and students include: encyclopedias, e-books, articles, writing tutorials, religious documents, educational links, and additional support services.

Worden Memorial Library also offers bibliographic instruction and research assistance to all patrons in individual or group sessions. The Director of Library Services works full-time both during the school year and during the summer.

Because Barclay College email is hosted through a partnership with Google, each student automatically gains a Google account and access to the Google suite of products upon registration. Many professors employ these products to engage their students outside of the classroom.

Barclay College houses a computer lab in the library with twenty computers. Wireless internet access and several network nodes throughout the building allow students who own a laptop access to the Barclay College network. Wireless connections are also available throughout the entire campus. The library computers, with connection to the printers, give students access to the most recent word processing, database, spreadsheet, and desktop publishing tools. Students also have access to their personal folder and the college's student information system on the Barclay College server.

The Barclay College campus has a server and a fiber optic system that provides connectivity to the network in the library, Jackson Hall, Phillips Hall, and the Robert-Ellis Center for Arts and Ministry, and each building has hard-wired internet connections. To assist in instruction, the campus has added smart boards with internet connectivity in several of its classrooms. The new Fine Arts Center classrooms also have projectors and wireless keyboards and mice to improve instructor presentations. Additionally, in order to meet the demands of the rapidly changing field of technology, the college has a [Technology Plan](#). This plan is updated on an annual basis with input from all areas of the college to enhance the overall academic experience for both students and instructors.

In 2016, Barclay moved to a new student information system which integrated many of the resources currently used by students and faculty, such as the library, aspects of academic advising, and course-specific features (e.g., real-time gradebooks) for faculty.

Since it began offering online courses, Barclay College has utilized [dCourseWeb](#) for the distance education learning management system (LMS). Developed by a regionally accredited online program at Nazarene Bible College, dCourseWeb offers an interactive discussion board as well as course pages that allow for the use of a variety of instructional tools. Students are able to participate in asynchronous learning and interaction with fellow classmates through this medium to fit the demands of their own schedules.

While this LMS has adequately served the college's needs since the inception of the online program, the rapid development of online education has outstripped the advancement of dCourseWeb, and the college recently made the decision to move to a new, more industry-known LMS, Canvas, in the summer of 2018, with the hopes that this change will better serve the college's distance education students. The Director of Distance Education has already begun and will continue to guide the college through this transition, and online courses are currently being built in Canvas in anticipation of the switch this summer.

The Spiritual Formation concentration in the graduate school utilizes Cisco's WebEx (www.Webex.com) program each week, an internet tool that facilitates video conferencing and synchronous interaction among students and professors around the country. Students are able to log onto their weekly class using their computers or smart phones.

For Education K-6 majors, a curriculum lab has been developed in Worden Memorial Library. This lab is complete with teaching materials, curriculum, and juvenile books. Computer access—including a Promethean board—and computer software for education majors has also been made available for student use. The children's library is also the center of a weekly reading and math camp on-campus for Education students to tutor or provide enrichment to local elementary students in grades kindergarten through fourth. This provides the Barclay College Education K-6 students with hands-on application of the strategies and techniques that they are learning in their major courses.

For science courses, the college has a science lab in Jackson Hall. The Chair of the Science Department is encouraged to include lab supplies in each annual budget to ensure that the equipment is as up-to-date as possible.

Worship Arts students have practice rooms and a piano lab for their use in the Fine Arts Center. Music notation software is available to all Worship Arts majors. With the completion of the Robert-Ellis Center for Arts and Ministry, music performances can now be held in the new auditorium, which seats 600, or in the Recital Hall within the Fine Arts Center. There is also a practice room in the Fine Arts Center for the college's choir.

To ensure that resources are provided to support effective teaching and learning, part of the budgeting process includes an opportunity for faculty to [request](#) funds for their respective departments for the upcoming academic year. Additionally, as part of the college's Strategic

Plan, academic objectives requiring budgeting considerations are [discussed](#) in Strategic [Plan](#) and Budget Committee meetings and incorporated into the budget.

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

All new students on campus at Barclay College are required to take an [orientation course](#) that introduces them to the library and the various research and information resources that are available. Each student is also required to take [Research and Writing](#), a course where a portion of the semester is spent guiding students in the effective use of research and information resources. Similarly, distance education students in both the undergraduate and graduate programs are required to take an online orientation [course](#) that explains the many electronic tools and resources at their disposal as well as introduces them to the array of materials available through the Worden Memorial Library and its information systems.

For Psychology and Family Studies [undergraduate](#) majors and all [graduate](#) students, courses in research methods are required. These courses provide students an overview of and guidance on the effective and ethical use of research.

Sources

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- 3.D.1_Our_Time_With_God
- 3.D.2 - Application for Admission to a Major
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- S1830 OBC101 Syllabus
- Syllabus MA108
- Syllabus Prep and Rigor Expecations

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Consistent with its mission, Barclay College provides a wide variety of co-curricular experiences for students outside of the traditional classroom that contribute to an enriched educational environment. As stated previously, the college is committed to preparing students in a Bible-centered environment "for effective Christian life, service and leadership." To adequately fulfill this mission of preparation for effectiveness and fruitfulness for each student, the college recognizes that both experiential participation and service learning opportunities must be offered regularly, encouraged fervently, and in some cases required.

The college offers a number of co-curricular programs. For example, while all choir students are required to participate in the college's regular drama offerings, all students are encouraged to audition. The college's drama offerings include a biennial Christmas pageant, and a production of *Joseph and the Amazing Technicolor Dreamcoat* will mark the grand opening of the Ross-Ellis Center for Arts and Ministry in the spring of 2018. The production features both students and community members.

Both to benefit students and to make a positive difference in the world for Christ, the college also organizes and promotes opportunities for students to "learn through serving" in a variety of cross-cultural and international settings. While short-term missions trips and international practicums offer many of the same experiences as educational tourism, they also typically provide situations for students to "get their hands dirty," to apply their knowledge to meet real-life needs and humanitarian concerns. Giving students overseas experiences has been a focal point of the college in the past, and it has strengthened this ministry even more through the addition of the Juniors Global program. As mentioned above, [Juniors Global](#) provides opportunities for Barclay College students to experience short-term (typically 2-4 weeks) study-abroad trips during the summer. Juniors Global is a prime example of a co-curricular activity, in that students participate in an on-campus course during the spring semester to prepare for their cross-cultural service experience the following summer. With the conclusion of the 2017-18 trips, Juniors Global will have taken students to ten countries on four continents.

In addition to international experiences, Barclay College students learn about “life, service, and leadership” by serving on campus. Many students learn to lead *by leading*. A number of opportunities are available for students to serve and develop their leadership potential, such as participating on the Student Council (which plans events and coordinates many student life activities on campus), assisting the Chaplain as part of the Chapel Planning Team, serving as tutors in the Tutoring and Writing Centers, providing leadership in the Residence Halls as Resident Assistants, leading small groups, helping with management and service opportunities in the Dining Hall and Bears Den, and a variety of other service functions on campus.

Other important co-curricular activities offered by the college to enhance the educational environment on campus include both athletics and music. Intramural sports are available throughout the year and intercollegiate athletics provide opportunities for character development and the acquisition and application of important life skills such as teamwork, dealing with pressure, handling leadership challenges, and the application of Christian principles in the face of opposition. Music ministry is an important part of Barclay College life, both for the participants who lead worship as well as for those who are inspired by their ministry. Student teams regularly lead music in the weekly chapel services, and the choir performs occasionally in local churches and on a tour to various states and regions every other year. Worship teams from the college also frequently travel to area churches to minister. Participation in the choir is open to all students regardless of major, but is by audition only. These music ministry opportunities not only allow students to develop their musical giftedness, they reinforce skills in leadership, communication, and humility of service. For many students who will become pastors and missionaries, this becomes their first opportunity to minister publicly to others.

Finally, Barclay College requires students to participate in the [Christian Service program](#). Administered by Student Services, this program is intended to provide “practical experience in Christian ministry that correlates academic knowledge with in-service training.” Students develop ministry and compassion skills through service in local youth groups, Sunday schools, nursing homes, neighborhoods, jails, and a variety of other settings. Every undergraduate student is required to serve a minimum of twelve clock hours per semester in order to graduate.

3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Each of the above mentioned co-curricular activities that are sponsored, promoted, and in some cases required of students, contributes to the accomplishment and fulfillment of the well-rounded educational objectives and ultimate mission of Barclay College. The wide participation of students in each of these experiences stands as a testimony to the fulfillment of the means to the intended outcomes. To ensure participation in the required experiences of practicums, internships, and Christian Service, accountability and encouragement is provided by faculty members, supervisors and advisors. All students complete a [Christian Service report](#) at the end of each semester in which they describe the ministry that they fulfilled. This form is signed by their advisor and then submitted to the Registrar, providing an opportunity to assess the merit of the experience as well as ensuring the timely completion of the tasks prior to graduation.

In addition to the service learning opportunities, cross-cultural and international experiences, and participatory learning which help to prepare students for “life, service, and leadership,” one of the primary claims that Barclay College makes about a contribution to the educational experience of its students involves the development and support of their spiritual life. Spiritual formation and growth is fostered among students by participation in required Bible and Theology classes, the integration of faith and learning in every class, Bible-based small groups, informally with faculty and friends, and overtly through the required participation in the twice-weekly [chapel services](#). Chapel attendance is monitored and enforced to ensure that students avail themselves of this important part of their educational experience. That the first two educational outcomes for the entire college focus on matters relative to the spiritual character and biblical knowledge of its students is purposeful. As it relates to biblical literacy, the college monitors its progress and achievement through the administration of a Bible Knowledge exam. Students are required to take this exam at the outset of their college experience and again prior to graduation in order to test not only the student, but also to assess the institution in the completion of its goals.

Perhaps the greatest measure of the accomplishment of the wider missional claims and objectives of the college may be found in the lives of its graduates. While there is no doubt room for improvement, and every new class of students represents new opportunities for engagement and spiritual challenge, the fruit of transformed and equipped lives who serve the Lord in a variety of capacities after graduation is a reflection of what the Lord has done. Since its inception in 1917, more than 133 graduates have been sent out by the college to serve as cross-cultural missionaries around the world, serving in more than 35 countries. During the past thirty years alone, more than 135 graduates have served as pastors or youth workers in various Christian denominations and para-church organizations with over 60 serving as pastors in Friends Churches today. Many others have ministered faithfully on behalf of Christ as teachers, counselors, nurses, musicians, and business leaders. Although not conclusive evidence, this body of graduates strongly suggests the effective demonstration of the academic and spiritual claims of the college.

Sources

- Christian Service Agreement Form
- JG 2018 Syllabi
- Student Handbook
- Student Handbook (page number 32)
- Student Handbook (page number 34)

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Criterion 3: Summary of Strengths and Challenges

In light of the narrative above, the college has identified the following strengths and challenges regarding Criterion 3.

Strengths:

1. A great strength of the college is its ability to help students gain intellectual knowledge while also applying that information to changing environments and cross-cultural settings. Despite its physical location in a relatively isolated area of southwest Kansas, the college prepares students to serve as missionaries and ministers in a diversity of settings regardless of their chosen vocation or future employment. This preparation occurs not only through the classroom but also through a wide variety of internships, practicums, and international experiences that become life-changing for many.
2. In addition to traditional curricular activities, Barclay College provides educational opportunities to meet the needs of the whole person: personal, spiritual, and relational, as well as intellectual. To that end, the college fulfills its claim to offer enriched and meaningful co-curricular activities, especially in the areas of spiritual formation through formal chapel services, small groups, conferences, and special programs (e.g., the First Year Program) in addition to the ongoing integration of faith and learning in the classroom.
3. As a relatively small institution, one might possibly anticipate that the faculty and staff would be too busy with a myriad of tasks to engage meaningfully with students. However, the opposite is the case. Faculty and staff are uniquely accessible to students in the dining hall at meals, at other venues on campus, in their homes, and online. One of the genuine strengths of the instructional experience at the college is the quality of personnel at every level of employment who interact regularly with students out of a genuine sense of care, concern, and commitment to each one, and surveys show that students continue to find this to be one of the most impactful aspects of their experience. The majority of employees understand that their own personal calling to serve includes the development of personal relationships, mentoring, advising, and encouraging students.
4. The college's faculty is well-qualified to teach in their respective subject areas. Since Barclay became a candidate for accreditation with HLC in 2014, two full-time faculty members finished their doctoral work (one of whom has a book contract), and two more have entered doctoral programs. This continued emphasis on professional development,

particularly via the pursuit of terminal degrees, will benefit student learning in a number of ways.

Challenges:

1. The nature of most small, tuition-dependent liberal arts colleges is a steady desire to raise the bar but to do so with limited resources. Barclay College is no different. While the college continues to extract the most out of its resources, it is clear that the institution would benefit from additional faculty members, particularly faculty with perspectives that might diversify—within Barclay’s unique mission and focus—the viewpoints of the current faculty and staff.
2. While policies are in place to encourage routine faculty evaluations, and some academic evaluations happen regularly, others do not happen frequently enough. The college is exploring ways to make formal evaluations between faculty and supervisors happen more routinely to ensure that productive discussions about faculty growth can be held.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. The institution maintains a practice of regular program reviews.

Barclay College takes responsibility for the quality of its educational programs by practicing regular program reviews. The Barclay College [Institutional Effectiveness Plan](#) establishes guidelines for assuring all areas of the college are reviewed on a regular basis. The hiring of a Director for Institutional Research and Assessment in the summer of 2016 has helped make the Institutional Effectiveness Plan more functional and has set clear goals for program review.

Program review also happens at the [division](#) and [department](#) level, and in the case of the online program, by the [Online Committee](#), a group comprised of the online department chairs and the Director of Distance Education. Changes identified in [divisional](#) and departmental program reviews are then weighed in faculty [meetings](#).

In the case of the Elementary Education K-6 program, program [review](#) is prompted by Kansas Department of Education accreditation standards.

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Credit transcribed by the college is evaluated by the Registrar's office, and a system is in place for evaluating experiential learning. The policy for Life Experience Credit (LEC) is found in the [Academic Catalog](#), and reads:

To apply for credit, students submit a Life Experience Credit Essay and a portfolio demonstrating learning that is substantially equivalent to that gained from taking a similar college-level course. Portfolios will be considered for academic credit according to the following criteria:

1. Experiences for which credit is requested are compatible with the college's purpose and program.
2. The subject area is one in which the college has existing curriculum. For example, Barclay would not award LEC for work in engineering, but might grant credit for work toward a general science class.
3. The learning experience was a personal experience from which the adult can demonstrate the learning of generalized truth and the application of the knowledge gained.
4. The breadth and depth of learning is substantially equivalent to or exceeds the scope of a traditional college-level course in the same subject.
5. The credit requested does not already appear on the student's college transcripts.

Those wishing to receive Life Experience Credit are asked to submit to the V.P. for Academic Services a Proposal for Life Experience Credit. Once the proposal is approved, the student may proceed with writing the Life Experience Credit Essay and may submit a portfolio that includes documentation of the experience. The essay is generally considered to be a 14- to 16-page paper describing the student's learning from the experience.

The appropriate non-refundable fees and the Life Experience Credit Application Form, which lists the course/subject of college credit the adult is applying for, must accompany the completed portfolio.

An evaluation of the portfolio will be carried out by the V.P. for Academic Services and a faculty person in the subject area. This process will evaluate the learning achieved as well as the presentation. A maximum of 30 hours of credit can be earned through Life Experience Credit. Generally, no more than three hours of credit can be earned by one essay. If the application for Life Experience Credit is approved, the appropriate credit will be posted to the student's transcript.

4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

A transfer policy based on standards from the Association for Biblical Higher Education is detailed in the [Registrar's Manual](#) and the [Faculty Handbook](#) and reads:

Those desiring to transfer to Barclay must complete an application for admission and should furnish a transcript of all college work previously taken for credit. Normally, transfer students are accepted only with evidence of an honorable withdrawal.

In the acceptance of transfer credits the college is guided by the prescribed policy of the Association for Biblical Higher Education (ABHE) and other best practices in higher education. Credits are accepted for relevant subjects from schools accredited by recognized regional, national, and professional agencies on the basis of the equivalency for work of a C grade or higher. Credits from non-accredited schools are accepted only on the basis of sound validation which includes examining instructor credentials. Final validation of transcripts of transfer students from non-accredited schools will be withheld until satisfactory completion of one full semester of credits at Barclay College.

Since the student must complete at least 60% of the major hours from Barclay College (30% for an AA) some transferred hours may only be used as general electives. The Vice President for Registration and Records makes the determination for transferring credits often in consultation with the Vice President for Academic Services. Faculty members should be careful to refrain from making commitments to students regarding whether or not courses will transfer.

These policies account for procedures to assure the quality of the transfer.

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Faculty control and review of courses and prerequisites is in place. Faculty set prerequisites when course descriptions are approved and have at times adjusted these during curriculum [reviews](#). [Discussion](#) and determination of prerequisites for courses is rooted in faculty's understanding of curriculum scaffolding and the need to satisfy outside accreditation/licensure expectations also rooted in the same philosophy of scaffolding.

Enrollment software used by the college checks for prerequisites, and if prerequisites are not yet met, enrollment in a course is not allowed.

Maintaining expectations for student learning and rigor of courses begins with faculty's understanding of commonly accepted expectations of courses and programs in postsecondary education. The Faculty Handbook provides credit hour definitions based on the Carnegie Unit and USDE definition, and faculty have considered credit hour requirements in their [discussion](#) of coursework. Rigor of courses is also maintained by the regular review of all syllabi each semester by the Division heads and members of the Executive Academic Team. Course rigor is

also considered on a departmental and divisional level during departmental and divisional meetings.

The college has an Associate Vice President for Academic Services and a Director for Distance Education who report to the V.P. for Academic Services, and these three administrators, along with the Registrar, make up the Executive Academic Team. The formation of this committee positions the college to ensure program equivalency across—and better respond to the needs required of—the college’s various learning modalities. This committee also [considers](#) program and course rigor and recommends academic policies to the faculty.

Regarding access to learning resources, extensive library hours allow students broad access to learning resources on campus, and the availability of the library catalog and databases online allow students unlimited access to learning resources. For distance education students, each student has access to courses at any time, and each class has built-in hyperlinks to material specific to respective subject matter.

Library learning resources are [overseen](#) by the Director of Library Services, and in previous years, student course evaluations have included questions about library resources. A regular library [survey](#) of students often reveals helpful information that leads to strategic decisions to improve the learning environment.

Assessing faculty qualifications for teaching in any program is directly handled by the V.P. for Academic Services, in consultation with faculty and commonly accepted best practices and guidelines for faculty qualifications in higher education. The [Faculty Handbook](#) addresses faculty qualifications:

The faculty shall consist of maturing Christians who have the appropriate academic credentials for their teaching field and professional skill in teaching. For the great majority of teaching positions at Barclay College, the Master’s degree is the minimum academic credential required. All other qualifications being equal, the candidate with doctoral credentials will be preferred.

The Faculty Handbook also contains the college’s formal [Credential Exception Policy](#) which lays out the rare circumstances that must be in place before the college would consider any exception to the policy above. (See Section V of the Faculty Handbook for more information on the College’s policy regarding faculty qualifications.)

Because of challenges presented by Barclay’s unique geographical situation, the question of faculty credentialing is often at the forefront when considering faculty and course vacancies. Much [attention](#) is given by the institution to maintaining appropriate standards when considering prospective faculty candidates.

No separate classes are arranged for dual credit; all students are enrolled in the regular higher education curriculum.

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Barclay’s Elementary K-6 program is accredited by the Association of Christian School International ([ACSI](#)) and by the Kansas Department of Higher Education ([KSDE](#)).

4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

The alumni office seeks to maintain contact with graduates so that employment rates and the number of graduates going on to advanced studies may be tracked. Graduates are contacted via email or [phone](#) and asked to update the college on their employment status. The most recent employment [data](#) from the college’s graduates (from 2011-2016) showed that 83% were employed, the majority of which were employed in their major field of study. Additionally, data show that 20% of recent graduates have gone on to advanced degree programs, and survey responders noted overwhelmingly that Barclay helped prepare them for success in a “Bible-centered environment.”

So far in its history, the college has had 133 documented missionaries serving in missions work in various mission fields in 35 countries. Currently, over 60 Barclay alumni are serving as pastors among Evangelical Friends which represents 30% of the total pastors in the Evangelical Friends churches. In the college’s region, 60% of the Evangelical Friends pastors are Barclay alumni.

As part of its accreditation through the Kansas Department of Education (KSDE), the college’s Education K-6 program is required to build in [assessment](#) procedures in relation to its graduates. This process begins with exit interviews for those graduating from the program. KSDE also, then, requires the program to assess graduates’ success—using [surveys](#) and of the graduates and their employers and other tools—and report the findings. The Education K-6 program is still in its infancy, so the college can mostly point to plans for the assessment of graduates, but should begin gathering relevant data following the Spring 2018, and the required documentation should help ensure that this happens with regularity.

Sources

- 2017-18 Faculty Handbook.pdf
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- 2017-18 Faculty Handbook.pdf (page number 73)
- 4.A.5 Elem progrss rpt 04-2016 ERC apprvl
- 4.A.5_-_ACSI_Approval
- 4.A.6 Plan for meeting Standard 4 5
- 4.A.6 Teacher Ed Surveys and Post-Grad Docs
- Barclay College 2017-2018 Campus Catalog.pdf

- Barclay College 2017-2018 Campus Catalog.pdf (page number 39)
- Barclay College Inst. Effectiveness Plan for 2017-2018
- Barclay College Inst. Effectiveness Plan for 2017-2018 (page number 136)
- Barclay College Inst. Effectiveness Plan for 2017-2018 (page number 242)
- Bible Ministry Division Meeting Minutes showing program review
- EAT_Minutes_9_24_14
- EAT_Minutes_5_13_2014
- Ed Department Review
- Examples of Faculty Discussion and approval from Faculty Minutes
- FacMin 021017
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- General Studies Division Meeting Minutes 080817
- Library Survey Spring 2018
- Library_Guidelines_for_ABHE
- November 16 2017 Online Committee Meeting
- Psychology Dept Program Review and Assessment
- Registrar's Manual
- Registrar's Manual (page number 11)
- Rigor and Expectations

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Clearly stated goals for student learning are found in the college's academic catalogs, reiterated in the Faculty Handbook, and found on each course syllabus. These goals and expected outcomes match the college mission statement and the divisional objectives for each division. Each syllabus is required to show the intersection of the course objectives and the overall objectives of the college. How well students meet the learning goals is determined by evaluating the outcomes exhibited by student completion of course assignments and the course examinations. A general grade scale for faculty and student reference is included in the Student Handbook, Academic Catalog, and the Faculty Handbook.

Several of the college's programs require capstone courses prior to graduation. These courses are designed to showcase the achievement of student learning goals and offer faculty a chance to ensure that the program's stated goals have been achieved.

As mentioned above, the Education K-6 program's relationship with state accreditation requires clearly stated [goals](#) for student learning for the program and outlines assessment expectations for the program and its courses. [Conversations](#) about assessment data happens regularly, both in small circles, as seen in the Institutional Effectiveness Plan, and wide, as seen in faculty meeting [minutes](#).

The college's [Institutional Effectiveness Plan](#) outlines processes for the assessment of student learning. The plan, spearheaded by the college's recently-appointed Director of Institutional Research and Assessment, is still in its early stages of implementation, but the college is confident that this document and the administrative position dedicated to its oversight will make Barclay even more effective in assessing student learning.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Student learning is assessed several ways. Students take a Bible Knowledge Exam upon entrance to the college. Students are asked to take the exam again when they graduate so that the college can compare [results](#) and ascertain increases in biblical knowledge.

At the course level, every class has assignments and examinations. Each syllabus includes course assignments that are tied directly to assessing student achievement of course learning outcomes. Assessment is achieved in a variety of ways, including through class participation, exams, written assignments, and oral and written presentations.

Additionally, at the conclusion of each semester, students fill out course [evaluations](#) that ask students to evaluate many aspects their particular classes. These perspectives from students are useful to faculty in assessing how students perceive the learning outcomes and students perceive their own achievement of course outcomes.

In addition to course evaluations, faculty also routinely fill out [Course Assessment Reports](#) to help assess achievement of course-level learning outcomes.

At the institutional level, grade checks are conducted at the [5th week](#), [midterm](#), and end of the semester. This assessment process allows the institution to identify, early in the semester, those students who may be struggling to achieve learning outcomes, and therefore provide assistance as needed.

For the online program, the system performs a weekly check of students' grades beginning in Week 3. The system reviews grades, and for students whose grades have dropped below 70%, an automated intervention email goes to the [advisor](#), instructor, and [online director](#). An [email](#) is also sent if an online student has not posted to the course discussion the minimum number of days during a week. These interventions, while not offering direct assessment of student achievement, alert the college to students who may be at risk for not achieving learning outcomes.

Additionally, students in the college's online program are asked to write a [weekly reflection](#) each week for the duration of the course. This assessment tool asks students to apply the knowledge they've gained to their own lives.

The Barclay College Institutional Effectiveness Plan also shows the various assessment tools the college employs for its curricular and co-curricular programs.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Much of the analysis of student learning happens through faculty discussion that relates to improving student learning. These conversations happen during various departmental, divisional, and faculty meetings. As mentioned above (4.B.1), each semester incoming students are asked to

complete the Bible Knowledge Exam, and prior to graduation, each student is asked to take the exam again. These results offer a comparison of students' Bible knowledge before and after their time at Barclay. Faculty review exam results and revise the curriculum accordingly (see minute 107 of the linked [minutes](#)).

The Writing Center came out of the faculty's discussion of ways to improve student writing skills (a deficiency recognized, among other places, in student portfolios created in earlier iterations of student learning assessment) and the former Committee for Assessment and Planning's recognition that students entering Barclay were following the national trend of declining writing skills. The [Life Skills](#) course was added in the Fall of 2011 by the college to improve the transition to college for at-risk students coming into the college under conditional admittance. The Tutoring Center was created to give any students needing assistance easy access to that help. Recent discussions of these students' need for further assistance, which has come from assessing the academic progress of these students, have resulted in the employment of Academic Success Counselors beginning in the fall of 2016. These counselors provide one-on-one attention for those students accepted into the college under Conditional Admittance or who find themselves on academic probation.

As noted above, assessment-driven improvements have come at the course level by faculty's employment of Course Assessment Reports. These reports ask for intentional assessment—the establishment of performance standards, the data to be collected, and a plan for improvements based on an analysis of this data—and have formalized what was once an informal process but one that has always been done.

The Education K-6 program's accreditation with KSDE has ensured this program's continual [assessment-driven improvement](#) of student learning, as well.

Further evidence that the institution uses the information gained from assessment to improve student learning can be seen in the Enrollment and Retention Committee's [work](#) on the Strategic Plan for the college. This committee used enrollment and retention data to identify new institutional strategies for improvement in this area. Of the many improvements coming from this committee's work (and the Strategic Plan in general), one that is particularly relevant to student learning is the creation of the [First-Year Program](#) (mentioned in Criterion 3), which was motivated, in part, by the committee's work. (This was also motivated by recommendations from the previous HLC visiting team, but the assessment data reviewed by the committee confirmed this need.)

As mentioned previously, the college created a new administrative position, the Director for Institutional Research and Assessment, and great strides have been made to create a culture of assessment at the college. The work done in assessment-driven improvements can be seen in the Institutional Effectiveness Plan (see, particularly, those appendices of the plan related to academic units for changes made to better student learning). While the college is implementing assessment-driven decisions as part of a much more regular process, it is still in its infancy stage and there is much data still to be gathered. However, the mechanisms now exist for this to happen even more regularly.

4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The institution uses solid external equivalencies in determining its processes and methodologies to assess student learning. For example, as mentioned above, faculty have been asked to complete Course Assessment Reports, and the design of these reports is based on similar reports required by other institutions, reflecting good practices.

Furthermore, as discussed above, the Education K-6 program's relationship with KSDE and ACSI ensures that the program's processes and methodologies use good practice when assessing student learning. Expectations established by KSDE also ensure that the program includes an Assessment Coordinator to oversee program assessment. Indeed, the chair of the program's graduate work has included [research](#) on assessment processes appropriate to the institution.

The assessment process is significantly driven by the faculty. The primary agents in course and program design are the faculty, and discussion of assessment of student learning happens in departmental, divisional, and full faculty meetings. Faculty involvement in the 5th week grade check, midterm grades, and final grades reflect standard practice for faculty in assessing student learning at the class level. Additionally, all program chairs, working with the Director of Institutional Research and Assessment, use appropriate, commonly-practiced approaches to assessing student learning. Evidence of this can be seen in the appendices of the Institutional Effectiveness Plan which document assessment discussions happening among faculty.

Sources

- 2018 Spring Life Skills Syllabus
- 4.B.1 Candidate Standards and Outcomes
- 4.B.1 Evidence of Data Analysis and Constant Improvement Planning Teacher Ed 3.1.17 copy
- 4.B.4 Teacher Education Assessment Process
- Barclay College Inst. Effectiveness Plan for 2017-2018
- Barclay College Inst. Effectiveness Plan for 2017-2018 (page number 100)
- Barclay College Mail - Analysis of the 5 week report and implications for attrition_Redacted
- Barclay College Mail - BC Admin - Grade Alert Intervention
- Budget Requests
- Course Evaluation - Campus, Online, Graduate
- Director of Institutional Research and Assessment Job Description - Barclay College
- Enrollment_and_Retention_Committee_Work
- F17 5th week grade check with analysis
- FacMin011218
- Grade Alert Intervention - Advisor
- mid-term grades

- Online_Program_Weekly_Reflection
- Online_Program_Weekly_Reflection (page number 3)
- Sample of Course Assessment Reports
- **SELECTED FACULTY MEETING MINUTES SHOWING PLANNING**
- Strategic Plan 2018-2019
- Strategic Plan 2018-2019 (page number 21)
- Student Discussion Access Intervention
- Teacher Ed Assessment

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Semester [reports](#) created by the Registrar provide comparative data for the college to see retention and completion rates and provide historical data on which the college's retention, persistence, and completion goals are based.

The Strategic Plan outlines student retention goals for the college using the data provided by the Registrar. [Objective 8](#) of the plan specifically addresses goals for retention and completion. The Institutional Effectiveness Plan, specifically [Appendix 9](#), also shows the college's attention to retention goals.

The process followed by the Enrollment and Retention Committee, along with all committees responsible for the Strategic Plan, keeps the college mission and purpose in mind and sets plans commensurate with the educational offerings and clientele of the college.

Regarding retention and completion and in accordance with federal law, the college has established policies on "satisfactory progress." The Student Handbook and Academic Catalog articulate these policies.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The college collects information on retention, persistence, and completion as part of its [ABHE](#) accreditation requirements and as part of its IPEDs reporting requirements for [retention](#), persistence, and [completion](#).

As noted above, the Barclay College Strategic Plan calls for analysis of the information regarding student retention, persistence and completion. Also noted above, the Registrar report provides semester-by-semester data to the Board of Trustees, administrators, and faculty. This information is considered by each group.

4.C.3. & 4.C.4. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data; the institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The college’s Strategic Plan committees use retention, persistence, and completion data to gauge the effectiveness of the current Strategic Plan. As seen in Appendix 9 of the Institutional Effectiveness Plan, retention, persistence, and completion goals are based on a comparison with fellow Association of Biblical Higher Education (ABHE) institutions. As noted previously, the Life Skills course was created in response to analysis of retention and completion information, and the Writing Center was created in response to the institution’s identification of the correlation between student writing skills and student success and completion of programs. The implementation of Academic Success Counselors also came from [discussions](#) of retention, persistence, and completion data.

Again, as retention, persistence, and completion data—for example, data from exit interviews—have shown a clear connection between student-and-faculty connections, the institution has taken steps to increase opportunities for connection and mentoring between faculty and students. In 2012, the college agreed to provide faculty complimentary lunches in the dining hall to provide additional opportunities for faculty to connect with students.

As mentioned in Criterion 3 and 4, the Education K-6 program also [uses information](#) on student retention, persistence, and completion—as required by KSDE and ACSI—to make improvements to the program.

In 2006 the Board made the decision to provide full-tuition scholarships to all campus students the following academic year. This decision was directly related to an analysis of retention data.

The college attempts to follow good practice in the process of gathering retention, persistence, and completion data and in its analysis, using IPEDs data to analyze how it defines and develops figures for retention, persistence, and completion.

Sources

- 4.C.2 CAEP 8 Impact & Outcome Measures
- ABHE Fall 2017 Annual Report
- Barclay College Inst. Effectiveness Plan for 2017-2018
- Barclay College Inst. Effectiveness Plan for 2017-2018 (page number 89)
- Board S2018 20th day
- Enrollment_and_Retention_Committee_Work
- IPEDS_Fall_Enrollment_Data Fall 2017 (3)
- IPEDS_Graduation_Rates_Data 2017 2018 Winter 17 18 (3)
- Strategic Plan 2018-2019
- Strategic Plan 2018-2019 (page number 21)

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Criterion 4: Summary of Strengths and Challenges

In light of the narrative above, the college has identified the following strengths and challenges regarding Criterion 4.

Strengths:

1. The institution has established a culture of assessment and continuous improvement. The hiring of the Director for Institutional Research and Assessment and the subsequent creation of a new Institutional Effectiveness Plan have formalized assessment yet helped make it a comfortably-established aspect of the institution's day-to-day operations, both curricular and co-curricular.
2. The Education K-6 program's continued relationship with KSDE and ACSI ensures that this program in particular, which is responsible for training future teachers, meets standards of excellence and follows best practices regarding program assessment and improvement.
3. The institution continues to prioritize retention, persistence, and completion goals. There are clear retention goals in place, and the college's Strategic Plan contains a number of objectives designed to achieve those goals. Indeed, the college is hopeful that regional accreditation will further improve its retention rates.

Challenges:

1. Even with the institution's growing familiarity with the idea of assessment and making data-driven decisions, the Institutional Effectiveness Plan is still in its infancy. Many assessment units at the college are still awaiting meaningful data for analysis after implementing new assessment tools, and those units who have data are now entering the "improvement" phase of the assessment cycle, tying these improvements to the budgeting process when necessary. While a good model and policies are in place, the college must continue to take the next steps to ensure the cycle continues.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

Barclay College has demonstrated the ability to generate enough revenue to cover the expenses that are required to sufficiently support its operations. In 11 of the last 12 fiscal years, the college has [increased its net assets](#). During this time, those net assets grew by over 880%.

While the net assets have grown, the college has relied [less on donations](#) to fund operating expenses than in the previous decade due largely to an increase in student-generated funds. The growth of these sources has allowed the college to focus its fund-raising activities more strategically on special capital projects (such as the new Ross-Ellis Center) and on increasing the endowment. From 2005-06 to 2016-17, there has been a steady increase in the percentage of actual operating expenses that have been covered by net student revenue. The percentage has increased from 43.7% to 61.7% during that time. When other non-gift revenue is added to the net student revenue, 55.5% of the total expenses were covered in 2005-06 compared with 75.7% in

2016-2017. The increase in funding the operations of the college through student revenue has been driven by a corresponding increase in overall enrollment, due especially to the expansion of the distance learning program (both online undergraduate and graduate programs) and the attraction of the full-tuition scholarship for all full-time resident students (see below).

In the Fall of 2007, Barclay College implemented a new pricing strategy that proved pivotal in the history of the institution. Previously, the price for an education at the college was on the high side for the target market. The higher tuition led to lower enrollment and caused inefficient use of resources, such as dorms at 40% of capacity. This pricing strategy involves charging full price for room and board, a relatively high general fee, and then offering the full-tuition scholarship (for on-campus students only). This strategy encourages students to live on campus and has led to an increase in the total enrollment. More efficient use of the resources and the economies of scale created by the increased enrollment allow the college to charge students significantly *less* without negatively impacting the bottom line. It has also had a positive effect on the lives of the students and their families by allowing them to graduate from college with less debt. The discount rate (institutional aid divided by total student charges) was 42.1% for 2016-2017. The full-tuition scholarship, including its overall impact on the college, is evaluated regularly by the Board of Trustees and the President's Cabinet. The college has been pleased with the overall impact of the full-tuition scholarship, but has remained willing to change this pricing strategy if it would be in the best interests of the college. In fact, in a recent decision made with input from the Admissions Department and Administration, the Board of Trustees [determined](#) that it would be wise to place a cap on the number of full-tuition scholarships offered to campus undergraduate students in order to encourage retention and incentivize early applications and housing deposits in the midst of potential decreasing student pools around the country.

Although the college relies less on donations due to student-generated income than in previous years, there is still a sizable amount of unrestricted funds needed to be raised annually to support the budget of the college and the aforementioned full-tuition scholarship. While budgeting conservatively and appreciative of the growth of the student-generated sources of revenue, the college also recognizes the importance of an active approach to increase funding sources for the enduring health and stability of the college. With these thoughts in mind, the college has identified the growing need to increase significantly the endowment to provide additional long-term funding, helping to ensure the fulfillment of the college's mission by complimenting both student-generated income and other annual donations. The Strategic Plan developed in 2015 called for a "vigorous pursuit to grow the endowment with a goal to increase it to four times the size of the annual budget." Even while completing efforts to raise funds for the Ross-Ellis Center, the concept of developing a healthy endowment gained traction among the leadership of the college, reflected in the current Strategic Plan that identifies the need for a dedicated fundraising campaign for that purpose. Active steps have been taken to fulfill these ambitions.

In 2016, the college had an endowment total of \$1,430,451 (including quasi-endowed funds and farm land that was [appraised](#) at \$755,000). The farm land has provided average revenue of \$57,000 per year the last seven years and the other endowed funds provide \$37,000 per year for operations. In 2017, as an outgrowth of the Strategic Plan, an Endowment Campaign Committee made up of administration and staff was created to develop an overall strategy for raising funds for the endowment in support of the mission. The campaign, entitled [Can You Imagine](#), is

intended to stir enthusiasm for both the mission of the college and the vision for the benefits of an endowment. It has set an aspirational goal to raise “\$20 million by 2020.” Although the public phase of the campaign will not begin until May 2018, the silent phase of the activities has already produced fruit. By early 2018, the endowment funds of the college have grown to a total of \$4.9 million. These holdings include the aforementioned sources as well as contributions from a [major estate gift](#) that totals \$3 million (with more disbursements anticipated for 2018 that may bring the total to as much as \$4 million) and a donation of nearly \$250,000 to support the mission of training Friends ministers, along with smaller donations and growth from interest. The college also has documents on file from some additional estates and trusts that list it as a benefactor. These endowment funds will help both current operations and future initiatives, demonstrating that the college is positioning itself for a stronger financial future.

A relatively new area of development for the college is in relation to the pursuit of grant and foundation gifts. In 2015, the college applied for and received a [major grant](#) from Lilly Endowment Inc. to establish [Kaleo Academy](#), a Friends Youth Leadership training experience. The gift of over \$480,000 has enabled the college to begin to identify and cultivate a cadre of theologically-minded Friends youth from around the country who it is hoped will become future leaders in both church and society. Overt student recruitment for Barclay College is encouraged by this grant. New staff positions were created and strategic input came from regional and national Friends leaders, further cementing the role of Barclay College as the primary ministry development institution among its constituents. The first week-long residency of youth took place in the summer of 2017. A total of twenty youth, plus seventeen college students and youth mentors participated, and two students have already been accepted as Barclay College students to begin in the fall 2018. Also in 2017, Kaleo received two smaller [grants](#) to further develop the program. The Forum for Theological Exploration (FTE) gave to Barclay College a “Capacity Building Grant” of \$5,000 to provide staff development for Kaleo Academy leadership, and the Pickett Endowment gave \$2,500 to assist in the efforts to train Friends youth.

Capital fundraising efforts in recent years have focused on the development needs for the new, 26,800 square-foot Ross-Ellis Center for Arts and Ministry. The estimated [cost](#) of the entire project is nearly \$9 million, of which over \$8.15 million has been raised in cash and pledges. The major initial donations to the project culminated in a significant challenge [grant](#) of \$750,000 from the J.E. and L.E. Mabee Foundation that was contingent upon the successful fundraising efforts for the construction of the building (approximately \$7.5 million, not inclusive of furnishings, etc.). To cover the shortfall of both outstanding pledges (\$2 million to be received over a five year period) and some additional funding needed, the college has utilized a \$3 million, 15-year loan. Recognizing that the addition of such a large structure to the campus may increase significantly the operating expenses of the college, a designated [endowment pledge](#) currently valued at \$450,000 has been secured, with regular donations committed until the time of the final transfer of the entire corpus of the funds, to help cover maintenance, cleaning, utilities, and other ancillary costs of the building on an ongoing basis.

Barclay College has strengthened significantly the area of Institutional Advancement in the last few years. In 2013, the college hired a new V.P. for Institutional Advancement. The previous leader of this area became the Director of Alumni relations, and the college added a Marketing Department. The position of Chancellor was also created and filled during this time. The

Chancellor serves as an ambassador for Barclay College and works with the President and V.P. for Institutional Advancement in communicating the vision of the college to its constituents. In the Fall of 2015, the Board [approved](#) the realignment of some of the responsibilities of the President to allow for an increased focus related to donor development and fundraising. At that time, the Board and the President also identified the advantage of allowing the V.P. for Academic Services to provide additional help in networking with outside constituents and advancement. The college also hired an outside consulting firm, the Timothy Group, to assist in the fund-raising efforts for the capital campaign for the Ross-Ellis Center. The Board of Trustees created an [Endowment Services Committee](#) as a standing committee of the Board to provide oversight and guidance for the overall endowment of the college. As mentioned above, to provide more focused guidance and strategic planning to build the endowment, the college established an [Endowment Campaign Committee](#) in 2017 and hired a part-time consultant to develop and launch a major fund-raising emphasis. Each of the aforementioned individuals, representing a combination of paid and volunteer staff, work together to expand the current level of giving among the constituents of Barclay College to support the overall mission of the institution.

Human Resources

Barclay College has sufficient human resources to support its operations both on campus and through its distance education program. All positions are filled with qualified staff. A few new roles have been created in recent years, including new faculty members and directors in the graduate program, a Teacher Education Licensure Officer and Assessment Coordinator to support the education department, a Director of Institutional Research and Assessment, an Institutional Reports officer, and an Associate V.P. of Online and Graduate Student Services. Prior to the start of the Fall 2017 semester, the college [hired](#) several new faculty members with strong credentials who fit the mission well to fill needs in Math/Science, Sports/Recreation, and Library Services. Additional data regarding faculty, administration, and staff, can be viewed elsewhere in this document.

The college reviews its human resource needs on a regular basis through the President's Cabinet, Executive Academic Team, and the Business Department. The entire Barclay community has also given voice to felt needs and opportunities of the college, including staffing needs, through various gatherings as a part of the development of the overall Strategic Plan. In recent years, several needs were identified and current positions were modified or new positions created as a result of this kind of input from Barclay employees and constituents, including the creation of a dedicated full-time position for the Director for Distance Education and the position of Associate V.P. of Online Graduate Student Services. As detailed later in this document, ongoing professional development among the faculty, staff, and administration is encouraged, with full-time employees submitting annual reports.

Physical Infrastructure

Barclay College has the physical infrastructure to adequately support current operations and is positioning itself to support its future goals. [Objective 5](#) in the Strategic Plan relates to Campus Facilities and Technology, with the rationale that "in order to fulfill its mission, Barclay College

must provide an infrastructure that promotes academic excellence, a sense of community, and a commitment to service.” The college currently owns fourteen buildings located on twenty acres of property. The campus is well maintained, which plays a crucial role in supporting the mission of the college. Several of these facilities and plans are described below:

- **Academic Facilities**

Campus academic instruction occurs primarily in the Ross-Ellis Center (2018), Jackson Hall (1994), and Worden Memorial Library (1978). The number, size, and condition of classrooms are adequate for the college’s current needs. In the past, classroom space has also been utilized at the local school district, a local church, and another building on campus. However, the addition of the Ross-Ellis Center now obviates this need for additional instructional space. This new building provides greater flexibility for scheduling of classes to fit both time and space demands, featuring four large classrooms, two smaller classrooms, and four practice rooms as well as a large auditorium. While the college previously had adequate space for its classroom needs, it is now well-positioned to handle increases in enrollment.

Faculty offices are located in three main buildings. Campus undergraduate faculty members are located primarily in the Worden Memorial Library and resident faculty who participate in the distance learning programs are located primarily in Phillips Hall. The Ross-Ellis Center also provides some additional office space. Currently, there are adequate facilities available for faculty offices.

- **Administrative Facilities**

The primary administration offices are located in Phillips Hall. This close arrangement of personnel allows for excellent inter-office communication and is convenient for student accessibility.

- **Residential Housing**

As a predominantly residential campus, Barclay College provides housing for the majority of undergraduate students. Lewis Hall (2010) houses up to 62 students, Coppock Hall (1963) houses up to 42 students, Lemmons Hall (2000) houses up to 64 students, and the Binford House can keep up to 10 students. The newest addition to the college-owned housing, College Hill Apartments (purchased in 2013), is currently used for married and non-traditional students, and can accommodate up to 68 students. If needed, the college has access to other housing options in the community. The College Hill Apartment complex was renovated after its purchase in 2013. Coppock Hall also experienced some renovations several years ago. However, as one of the older residence facilities on campus, the Strategic Plan identifies a goal to provide additional renovation of this dormitory before the Fall semester, 2018. With these facilities in mind, the college has adequate and well-maintained housing available for both current and projected residential students.

- **Student Services**

Barclay College has adequate space and well-maintained facilities to provide effective student services for the current enrollment on campus. Broadhurst Student Center (1968) is the location for food preparation and service, dining areas, Bear Necessities (clothing and basic supply store), the Bear's Den (food and entertainment area), mail boxes for students, and a lounge area. The dining room was expanded in 2000 and can seat up to 250 students and the kitchen was updated significantly in 2016. The Bear's Den has gone through a series of renovations in the last few years and added an outdoor patio area for eating and socializing in 2013. Hockett Auditorium (the gymnasium) is used primarily for indoor sports, but also serves as a multi-purpose center for some college events. This building recently received expanded bathroom facilities and the entry way was upgraded. In anticipation of potential schedule conflicts with expanding athletic use and other events, the college recently entered into an agreement with the local school district to utilize their gymnasium as needs arise. The athletic field is used primarily for soccer and intramural sports, featuring one of the only lighted fields in the conference for evening games and practices. A fitness center features a coded lock for secure entry, free weights, chin-up stations, a punching bag, and light nautilus equipment. The addition of the new Ross-Ellis Center enhances the student services of the college by providing needed space for a variety of curricular and co-curricular activities, including: chapel services, music performances, recitals, drama productions, student conferences, and other large gatherings. The first musical/drama production offered in this new facility, [*Joseph and the Amazing Technicolor Dreamcoat*](#), will be held April 20-22, 2018. The official dedication ceremony for the Ross-Ellis Center will take place on May 5, 2018, in conjunction with graduation and alumni weekend.

- **Grounds/Maintenance**

The grounds of Barclay College have undergone major changes in the last decade and have been designed to create a greater sense of community. Walkways, patios and sitting areas have been added to create a more collegial environment. Two paved, lighted, and curbed parking lots near the residence halls and administration building containing 90 parking spaces were added to keep up with the growth in enrollment. The construction of the Ross-Ellis Center allowed for the creation of 80 additional parking spaces and a decorative sidewalk enhancement to honor donors.

The maintenance building (2002) houses the maintenance offices, tools, equipment, and many of the college's vehicles. The college owns and maintains a bus, three large vans, three cars, two pickups, and three utility vehicles that meet its current transportation needs. The old maintenance building (1947) serves as a storage area. Both the grounds and maintenance facilities and resources are designed and equipped to adequately serve the college's current needs as well as its projected growth.

Campus Master Plan

When it comes to future planning for the physical infrastructure of Barclay College, one of the Strategic Plan objectives related to Campus Facilities was to "create a Campus Master Plan and initiate it." In 2016, the college formed a [Campus Master Plan Task Force](#) involving a broad cross-section of participation from among the board, administration, faculty, and staff. After several meetings, conducting surveys, and seeking outside consultation, the Task Force presented a [Campus Master Plan Report](#) to the Board of Trustees in May, 2017. The intent is for the

Campus Master Plan to serve as the principle guide for future facility improvements and new development on the campus for the next decade, in harmony with the mission of the college and Strategic Plan. After considering a “broad spectrum of issues collected from a wide array of stakeholders,” the Task Force commented on several “audacious dreams” and offered initial recommendations related to improvements, repurposing of spaces, building renovations, and new facilities projects. Several of these recommendations influenced directly the formation of the Operational Objectives for the next iteration of the Strategic Plan related to the Campus Master Plan, including: the aforementioned needs to renovate Coppock Hall and to enter into an agreement with the local school district for use of the gymnasium, as well as the goal to repurpose campus spaces effectively (especially Phillips Hall and Worden Memorial Library) with the opening of the Ross-Ellis Center.

Technological Infrastructure

Barclay College has maintained the technological infrastructure sufficient to support its operations, and has made ongoing decisions to improve in this area as envisioned in the three-year [Technology Plan](#) and in the [Strategic Plan](#). The campus Local Area Network provides centralized file, library, web, and class management resources via the internet twenty-four hours a day. The entire campus is able to connect to this network. All of the campus buildings (including the new Ross-Ellis Center) are connected to the campus network either wirelessly, via fiber optics, or both. A continuous backup system has been implemented for worst-case scenarios.

As described more fully in Criterion Three, the technological infrastructure facilitates and enhances the instructional environment of the college. All classrooms have internet connectivity and full multimedia presentation and projection capabilities. Professors utilize smart boards in three classrooms, one of which is especially used for the training of education majors. The online degree programs provide educational services to students in multiple countries and cultures. The Learning Management System (LMS) used for all online course instruction is *dCourseWeb*, developed by a regionally accredited online program at Nazarene Bible College. This system offers an interactive discussion board as well as course pages that allow professors to use a variety of instructional tools. The online programs offer twenty-four hour support to meet the needs of every student in any time zone. Academic resources that are available through the network for all instructors, students, and advisors include document submission, class/roster attendance monitoring, email, and connectivity to the Worden Memorial Library and the vast array of electronic documents and resources. Synchronous video conferencing through delivery systems such as *WebEx* and *Google Hangouts* enable both campus and online faculty to connect with students and to involve guest speakers from around the world. *WebEx* is a regular feature in the Spiritual Formation classes for the graduate program, while *Google Hangouts* are used by some professors for Online Office Hours.

In an attempt to continuously improve in the online academic offerings and to enhance the learning experience of online students, Barclay College has investigated new LMS alternatives as an outgrowth of the Strategic Plan. As mentioned elsewhere, input was received from a variety of groups, including the faculty, the Executive Academic Team, and the chairs of the online departments. In the Fall 2017, a contract was signed with *Canvas* to become the new LMS

for Barclay College. Preparation and training for administration, professors, and students is occurring in the Spring 2018, with full transitions and implementation scheduled for the Fall semester, 2018. All of the strengths of the previous LMS mentioned above are retained in the new system, with additional flexibility, ease of use, and better integration with our Student Information System. It is hoped that *Canvas* will enable Barclay College to stay in step with current online educational trends and develop further its online culture of social and cognitive engagement.

Employees have access to a virtual private network connection to the campus, allowing access to work files and software from remote locations. However, the growing demands that have been placed upon these systems in recent years prompted the reassessment of the Student Information System (SIS). Through intensive research and input from a wide variety of constituents, including approvals from the faculty and staff and recommendations in both the three-year Technology Plan and the Strategic Plan, a new SIS called [Populi](#) was installed in the Summer, 2016. Today, Populi provides better integration of software and student information for a wide variety of constituent groups and departments, including Admissions, Business, Financial Aid, Academic Services, Student Services, Advancement Offices, and the Library. In addition, information relevant to each individual student's academic progress, from checking grades to receiving text messages from professors, is enabled more easily by this new system.

As mentioned above, in order to meet the demands of the rapidly changing field of technology, the college creates and implements a three-year Technology Plan. This plan is updated on an annual basis with input from various areas of the college, as well as input from outside sources. The Strategic Plan and budgeting process recognizes the importance of supporting ongoing improvements in areas of technology. In fact, all of the primary initiatives listed for 2017-2018 in the Technology Plan have already been accomplished, including items such as: replacing the phone system, upgrading the network in Phillips Hall, replacing multiple sonicwalls, and the "main goal" of providing all of the technology needs for the new Ross-Ellis Center (except for the "Mac lab" which was deleted due to unforeseen space issues following occupancy). Barclay College has the technological infrastructure to support its current operations and has plans and procedures in place to ensure it meets the continuing advances in technology.

5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

All operations at Barclay College are aligned with its educational purposes in order to fulfill its stated mission. As described more fully in Criterion One, all of the resources of the college support this mission and its academic and spiritual aims, either directly or indirectly. The [Budget Planning Process](#) involves input from a variety of individuals and groups that ensure appropriate resource allocation. The Strategic Plan serves as the primary guiding document, with the administration, various departments, the faculty, a Budget Committee, and ultimately the Board of Trustees sharing in the responsibility of guiding funds to operations that best support the priority of the stated mission and the educational purposes of the college.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

The overall mission of Barclay College is to “prepare students in a Bible-centered environment for effective Christian life, service, and leadership.” As elaborated in Criterion One, the college identifies two primary goals that are incorporated into the mission statement which involve both academic and student services concerns. One goal is to assist “each student in developing a Christian worldview and a collegiate level of knowledge appropriate to college graduates generally and to their chosen field specifically.” The second is to graduate men and women who are “biblically literate, prayerful, mission-minded, servant-oriented, evangelical Christians who are able to provide leadership to the church at large and in various professional fields.” Both of these goals are realistic when considering the organization, resources, opportunities, and ongoing potential of the college. However, they also represent aspirational and motivational goals, in that every new student population embodies a fresh challenge for the college to demonstrate the fulfillment of its mission and goals on an individual basis. As a pervasively Christian institution of higher education, Barclay College not only focuses on the fulfillment of its goals to prepare students for life by teaching reliance on God, it demonstrates that dependence by careful planning, appropriate organization, strategic resource development, and by trusting God to supply all that is needed to carry out His work. Not only throughout its history, but present conditions continue to demonstrate that the words of a famous missionary, Hudson Taylor, are true for Barclay College: “God’s work, done in God’s way, will never lack God’s supply.”

The Strategic Plan represents another set of more finely tuned goals and objectives that stem from the overall mission of the college. The Board, administration, faculty, staff, students, and the public are all represented as participants in its development through a variety of consensus building gatherings and committees (see 5.B.1 below). While many of the SMART goals have proven realistic immediately based on preexisting human and financial resources, others represent the ongoing and future aspirations of the college to grow and improve. In this sense, the Strategic Plan is a “living document.” It is updated and refined annually. The goals that are deemed unrealistic, irrelevant, or premature are routinely eliminated, amended, or postponed until sufficient resources become available. An example of a goal that is realistic but suspended in the immediate future is the first Strategic Objective for Academics to “develop new academic programs that help Barclay College continue to accomplish its overall mission.” Although several Task Forces have met to begin exploring a variety of potential new initiatives, and several appear promising, no new Academic programs will be launched until a number of preconditions are secured, including: reasonable organizational structures, cost-benefit analyses, funding streams, board approvals, full HLC accreditation, and any necessary substantive change approvals.

The recently completed and occupied Ross-Ellis Center for Arts and Ministry stands as evidence of a realistic but very large missional goal that simply required a longer process to reach its fulfillment. As an extension of the mission, an earlier iteration of the Strategic Plan drove this goal to: “increase the prominence of the arts, including worship arts, performing, visual, and media arts programs,” and to “construct a new fine arts center to foster the spirit of creativity and ingenuity among Barclay College students, artists, alumni and participants throughout the

area.” As described above, after months of planning, research, committee discussions, and fundraising, a challenge grant was issued by the the J.E. and L.E. Mabee Foundation on October 13, 2015, which would be given pending the completion of the outstanding balance at that time of \$3.15 million by October 13, 2016. With renewed vigor and eager responsiveness by many constituents, development efforts continued forward on schedule to raise the needed funds in due time. The [ground-breaking](#) and construction of the building began in 2016 with the conclusion of construction at the end of the Fall, 2017. The first “Grand Opening” [chapel](#) of the year after Christmas Break (in January 2018), was held in the Ross-Ellis Center.

5.A.4. The institution’s staff in all areas are appropriately qualified and trained.

Barclay College ensures that all of its staff members are qualified and trained for their particular area of responsibility. The minimum qualifications necessary to work at Barclay College are detailed in the [Administration and Staff Handbook](#). This document explains that all employees must meet certain spiritual requirements, including their personal identification as a Christian and an agreement with the Statement of Faith. Each person must also be able to affirm the mission, goals, philosophy, and intended outcomes of the college.

Similarly, the educational and experiential qualifications for employment at Barclay College are also explained in the Administrator and Staff Handbook. For most administrative positions, a Master’s degree is the minimum academic credential required. All things being equal, the candidate with doctoral credentials is preferred, as evidenced by the growth in recent years of the number of administrators with that level of degree. For most staff positions, a Bachelor’s degree is the minimum academic requirement, although some jobs are available to those without college credentials, and others may require a Master’s degree.

For information regarding faculty qualifications, see 3.C.2. Details regarding faculty development and ongoing training may be found at 3.B.5 and 3.C.4.

The academic preparation of the staff and non-faculty employees is supplemented by [ongoing professional development](#) during their years of service at the college. In addition to on-the-job skill training, spiritual encouragement through chapels, and information through seminars and conferences that are available on campus, staff members receive additional training and encouragement through a variety of external sources. Some of these external opportunities to increase skill development and to stay informed about best practices include various off-campus seminars and conferences, print and digital information, and coaching from outside consultants for specialized instruction. In concert with its mission as a Christian institution of higher learning, all full-time employees are also offered certain financial incentives to further their education at Barclay College, in the form of an [Employee Grant](#) and also through pay increases for faculty based on their terminal degree. Over the last few years, some non-faculty employees have taken advantage of this opportunity and earned graduate degrees through Barclay College. This encouragement for advanced study is in addition to the [development grant](#) offered to members of the faculty and administration. Recognizing that terminal degrees are not yet offered at Barclay College and that some degrees are better studied elsewhere, the college invites its faculty and administration to seek terminal degrees and supports those efforts by awarding financial support and limited course reduction.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Barclay College has a systematic and effective [budget planning process](#), refined in recent years through continuous improvement efforts and feedback gained from HLC accreditation reviews. Both the [Annual Budget](#) and the [Long-Term Financial Plan](#) are influenced primarily by the priorities found in the Strategic Plan (explained elsewhere in this document), with input from various departments, faculty members, administrators, and the Budget Committee. This final group, comprised of each member of the cabinet and other department directors, helps to shape and approve the budget that is reviewed by the Business Services Committee of the Board of Trustees for their input prior to final approval by the full Board of Trustees. This thorough and highly relational approach helps to provide a 360 degree view of the college and its needs. The process brings into play the faculty and their perspective on student needs, administration and their perspective on total campus needs, and the Board of Trustees and their perspective on various community and donor needs. This engaging methodology helps to provide a balanced view to the college's budget planning process.

The expenses for Barclay College are closely monitored, and the budget review process also includes the flexibility for revising the budget (see evidence above related to “budget planning process”). The budget may be revised as needed due to changing levels of resources, alterations in expenses, or possible shifts in student enrollment. A decision for the re-allocation of resources has its final approval with the Board of Trustees but not before a thorough analysis is conducted by the V.P. for Business and the President's Cabinet. Based upon the analysis, the President's Cabinet makes their recommendations to the Budget Committee for their consent and then to the trustees for any revisions to the budget and for a final approval. These [alterations](#) could be implemented as needed, and may involve a budget increase as well as a decrease, but would typically occur after the fall or spring enrollment numbers are finalized. The purpose of any revision would be to ensure that the budget has adequately addressed the needs of the institution based upon the change in resources.

Ongoing budget review is conducted with the college's administration, faculty, and its trustees regarding the effective use of its available resources. A monthly financial report is developed containing an “actual versus budget” [operating statement](#), an [income statement](#), and a summary of the cash flow and [financial position](#) of the college. The Executive Committee of the Board of Trustees along with the President's Cabinet take time to review this financial report as a matter of importance in their meetings. Fiscal stability and solvency is one of the priorities for the trustees and the administration, and through the process of regular review, changing capacities are more clearly defined and adjustments are able to be made to keep the college on target.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1. The governing Board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Board of Trustee members for Barclay College are remarkably knowledgeable about the institution that they serve. This awareness comes from a variety of sources. Most of the current Board members have first-hand knowledge through either attending Barclay as students (in either the Bachelor's or Master's programs), family members who attended, or both. Many of the Board members live within relatively close proximity to the campus, with four in the small community of HaviLand (including the Board chair), two more in nearby Pratt, and an additional five in Wichita. Altogether, seventeen of the twenty current Board members reside in the state of Kansas. The advantage of living somewhat nearby allows for frequent visits to campus for social events, athletic contests, musical performances, and eating in the school cafeteria or Bear's Den, to say nothing of attendance at Board meetings. It is not uncommon to see on campus one or more Board members enjoying a meal and fellowship with other constituents of the college. The community atmosphere on campus facilitates many informal occasions for Board members to interact with faculty, staff, students and administrators. For example, on a regular basis, the chair of the Board and the president have met for prayer, encouragement, and sharing of what is happening in their lives and in the college. In addition to informal sources of information, there are a number of more formal and overt ways that Board members stay informed about the college and the various successes, issues, challenges, and joys that it shares. One of the most frequent sources of information is through a "Prayer Team" [email](#) that is sent to Board members and to all interested constituents every Monday. Not only is this a way that many to stay up-to-date about athletic or other events, Board of trustee meetings (which are always mentioned), or where a member of the Barclay community is ministering that week, it invites the people to actually pray for the college on a regular basis and to do so in an informed way. In addition to these regular emails, the president regularly sends communication emails to the Board when matters of important concern demand their attention and response. The more traditional, formal

ways that demonstrate the knowledge base of trustee members is through their participation in the [full Board meetings](#), [executive committee meetings](#) of the Board, and in the various official Board [standing committees](#) that meet on a regular basis. Board members are required to attend a minimum of two out of three full Board meetings each year and the Executive Committee meets at least six times each year. The standing committees formerly met only twice each year, but will now meet at least a few additional times annually. An examination of the agendas, reports, and minutes of each of these groups demonstrates the breadth of exposure that Board members receive to a variety of topics and concerns as well as their direct engagement with those issues. Through the various official Board meetings of the college, the Board members are able to provide oversight of the institution's financial and academic policies and practices. Prior to every Executive Committee meeting and full Board meeting, administrators submit written reports that are emailed to Board members so that they can come better prepared and knowledgeable for discussion. At every meeting, the V.P. of Business Services along with the President, share updates regarding financial issues and budget reports that are current and timely. The V.P. of Academic Services provides regular reports to each of these meetings of the Executive Committee and the full Board, as well, concerning academic practices, programs, and enrollments. The Board receives these reports, often asking questions and interacting over various topics, demonstrating their engagement with the issues at hand. In addition to hearing reports and interacting with various issues, the Board of Trustees understands their role in setting policy as opposed to engaging with the day-to-day operations of the institution. The [Bylaws](#) explain the powers and importance of the Board in making high-level policy decisions, including matters such as approving "major changes or innovations in the educational program, as recommended by faculty," and approving "the college educational programs and academic standards." While [standing committees](#) of the Board may hear reports and form recommendations, the Bylaws emphasize clearly that any proposed action involving changes of policy must first receive approval from the whole Board prior to implementation. Although the Board makes other weighty decisions that impact the college, such as hiring the President and approving budgets, this important function of setting policies for the college is one that it embraces.

When it comes to knowledge, on some occasions the Board has learned more about the institution by way of understanding more about its own role and the duties of the Board in general through [various consultants](#). Dr. Kathleen Nelson, former HLC liaison for Barclay College, has served in this role during the past year in strategic and helpful ways, providing direct counsel to the Board chair and also conducting training sessions at two full Board meetings. Beyond general knowledge of the college, as Dr. Nelson's visits and input demonstrate, it is vital and important for the Board to have a certain kind of knowledge and awareness. The new Board member orientation and application forms, found in the Board Manual, provide a valuable resource for gaining knowledge about Board expectations and fiduciary responsibilities. One of the ways that Board members demonstrate their knowledge of the college is by knowing what to ask and what is important to observe. The [current Board members](#) bring to Barclay a wide range of experiences, education, and expertise, including: ministry, higher education administration, fund-raising, business, and law. As such, there is a depth of understanding not only of financial concerns and fiduciary responsibilities, but also regarding the missional priorities and deep spiritual grounding of an institution like Barclay College.

Although the Board members demonstrate a great deal of knowledge about the college, both informally and in relation to its various practices and policies, they also understand their role in relation to meeting their legal and fiduciary responsibilities. Ethical considerations are both formally structured and regularly practiced by the Board. For example, a conflict of interest policy is clearly explained in the [Board Manual](#), and any conflict of interest [declarations](#) are regularly called for toward the beginning of Board meetings. The Board Manual also prescribes a detailed policy in relation to investments. The College cautiously invests in a wide variety of acceptable investments and attempts to avoid as much as possible those that are socially irresponsible or that might be contrary to its mission or ethical beliefs. As a Christian, non-profit institution of higher education, the Board members are often reminded that people give faithfully and sacrificially to support the college. The responsibility to be faithful stewards in return of the resources that have been entrusted to the care of the institution is understood well.

The Barclay College Board of Trustees is sufficiently knowledgeable about the college, and provides appropriate oversight to its policies, procedures, academics, and finances in the fulfillment of its mission. However, as their regular times of spiritual devotion and prayer to open their meetings demonstrate, they also understand that as Trustees that are holding in trust this institution for more than the many constituents that they serve. As the Board Manual explains: “The Board trusts God to continue to bless this rural College. Consequently, the Board is committed to passionately direct, support, and sustain Barclay College.”

5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing Board, administration, faculty, staff, and students—in the institution’s governance.

Barclay College utilizes a variety of means to engage its internal constituencies in its governance. These practices flow not only from the college’s accepted polity, but also from its theology. The Friends Church, from which the Barclay College Statement of Faith is borrowed and shaped, has long-maintained an emphasis on the value and worth of each individual and the concept of the “priesthood of all believers.” This perspective suggests that God can and does speak through any person whose heart is yielded to Him, regardless of their outward station in life. Built upon this theological foundation, the college has constructed models of participation and listening in its governance that give voice to students, faculty, and staff to engage with the administration and the Board about a variety of initiatives and topics. The official policies and procedures for these processes are detailed in the various handbooks for students, faculty, administration and staff, and the Board. A few examples of forums for interaction include: the student council, faculty meetings, division meetings, the graduate school committee, the Executive Academic Team (which includes each major academic branch of the college), the President’s Cabinet (representing all personnel), and a variety of Board [committees](#) that also involve administrative staff. These kinds of groups often make recommendations that are conveyed to the appropriate committee or to the Board that prove helpful in the governance of the college.

Perhaps one of the best examples in recent years of the participatory process is in relation to the development of the Strategic Plan, out of which come many initiatives to help in the accomplishment of the overall mission of the college. The [process](#) to arrive at the Strategic Plan

has involved the use of numerous venues for input and discussion, from [open forums](#) for discussion and dreaming to [formal committees](#). The Strategic Plan is reviewed often throughout the year by the Strategic Plan committee and various constituent groups and refined annually in order to help shape the budgeting decisions in the Spring for the following academic year. As such, it serves as a living document to guide the college in the fulfillment of its mission. A related illustration of the engagement of a wide variety of college leaders and stakeholders has been the annual [Strategic Visioning Communities](#). In these gatherings, a mixture of staff, faculty, administration, Board of Trustees, community members, and Friends denominational leaders have typically met for several days to give their input regarding various important priorities and topics of discussion. Several recommendations from these kinds of meetings have proven influential in shaping decisions of the college and contributed to the discussions regarding the Strategic Plan (see “Human Resources” in 5.A.1).

5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The administration, faculty, staff, and students are involved in the institutional life of Barclay College and contribute to decisions regarding a variety of academic topics, including requirements, policies, and processes. As mentioned previously, the college fosters collaboration and communication in its governance and organizational structure. Some of the evidence for this criterion relates to the responses provided in criterion 5.B.2 above, which also discuss the effective partnership and cooperative efforts of the various internal constituencies of the college.

Some of the main ways that the college fosters collaborative efforts regarding academic programs and processes is through its committee structure. Several committees on campus strategically involve members from each of the respective internal constituent groups. One of the best illustrations of widespread participation in establishing academic strategies and priorities has been in the development of the Strategic Plan. As highlighted elsewhere, the Academic Services portion of the plan involved participation from the Board, faculty, and administration. Among other things, this open process of discussion and dialogue led to the initial conception of potential new academic programs and the formation of various investigative [Academic Program Task Forces](#) comprised of representatives from a variety of constituent groups of the college. Several of these Task Forces have met actively over the past two years to consider [potential new programs](#) that might be added to Barclay College in the future, following the reception of full HLC accreditation, any substantive change approvals that may be needed, and a viable financial plan for sustainability and growth. Another recent example of collaboration between faculty and administration regarding academic policies and processes is the update to the college’s [General Education requirements](#) for campus undergraduate students, a decision that was influenced at least in part by feedback from students. Although students do not participate directly in academic decisions related to policies or procedures, their opinions are sought routinely, both informally and formally, in relation to need identification for the college and program planning. An example is a [survey](#) initiated recently by the Campus Master Plan committee, which engaged a broad cross-section of Barclay College stakeholders, including students, in order to assess the overall needs of the college. Although the overt objective was to discover information to assist with

potential future facility planning, the opinions shared bear relevance to academic priorities and have influenced various faculty and academic discussions.

In many ways, the organizational structure, size, leadership, constituents and history of Barclay College all work together synergistically to create a uniquely solid and stable yet decidedly nimble institution that remains open to varieties of input and change in order to accomplish its mission as effectively as possible. The college has hired administrators, staff, and faculty who work together well, not only to run a growing variety of academic programs, but also to evaluate, dream, and make recommendations for the future. Formal groups such as the Strategic Plan committees and the Strategic Visioning Community formalize the process of fostering ingenuity, idea sharing, and cooperative effort. However, these processes also occur naturally as a part of the college's traditional Friends ethos in a variety of settings. A posture of open dialogue is characteristic of the institution in both official committee settings and also less-formal hallway discussions that facilitate a collegial and collaborative environment. Additional examples of the innovative initiatives that have come through cooperative strategizing, planning and effort include: the inauguration of the School of Graduate Studies in 2011 (which incorporated a wide cross-section of involvement and support), special educational and inspirational events such as the [National Friends Church Multiplication Conference](#) held three times since 2013 and coming again in 2018 (stemming initially from a discussion in a Bible/Theology faculty meeting), the [Diversity Appreciation Week](#) events (co-sponsored by Academic Services, Student Services, and the Student Council), and the Juniors Global emphasis detailed elsewhere (which emerged in 2014 from the vision of faculty members from several discipline areas in concert with the administration).

While the faculty members carry the primary responsibility for governance of the academics of the college, as expressed clearly in the Faculty Handbook, they do so in cooperation and communication with the other relevant constituent groups. The [Executive Academic Team](#) (EAT) helps to provide general oversight of the academic processes of the college and also facilitates information sharing and collaboration as needed from one aspect of the college community to another which mitigates any tendency toward "siloes" decisions. In many ways, EAT serves as a kind of "clearing house," providing opportunity for feedback and consideration of the potential impact on the wider academic offerings of the institution before a final decision is reached. While more deliberate in its approach at times, this process of listening and consensus-building resonates well with the college's Quaker theology and helps to keep the organization moving forward together. The Campus Faculty Meeting is chaired by the Associate V.P. for Academic Services, whose office is in the faculty wing but who also serves on the EAT. The Director of Distance Education, who also serves as an active member of EAT, meets regularly with the Department Chairs of the online undergraduate program and is in communication with the online faculty. The Registrar, who facilitates academic issues for all constituent academic groups, meets with EAT to provide student updates and overall awareness of enrollment and scheduling issues. The V.P. for Academic Services leads the Graduate School Committee, serves as the chair of EAT, and shares a regular [report](#) with the President's Cabinet (which keeps the other administrators informed of faculty and EAT concerns, while receiving feedback on other potential academic issues). This arrangement encourages open dialogue up and down the organizational chart, providing opportunities for helpful information sharing prior to most significant academic decisions.

As demonstrated previously, a wide variety of academic decisions are made officially by the faculty with input from other relevant groups, including the approval of new programs and curriculum, the reorganization of existing academic programs, changes in course descriptions and outcomes, and other collaborative efforts. While all major academic policy decisions must ultimately be made by the Board of Trustees as a recommendation from the Academic Services Committee, even these decisions would normally come first as a recommendation from other internal constituent groups.

Sources

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- Strategic Plan for Academic Services - New Program Development
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

As described more fully throughout criterion one, Barclay College is focused on the fulfillment of its mission and priorities. The sub-criterion 1.A.3 addresses even more specifically the importance at the college of resourcing adequately the various programs, initiatives, and personnel in order to effectively fulfill the mission. As stated previously, the [Budget Planning Process](#) involves a series of conversations and input from a variety of groups, including the Strategic Plan Committee, to consider how to best support financially the missional objectives of the college. The Budget Committee reviews the proposed budget annually as well as requests that come directly from the Strategic Plan committee. The newest version of the Institutional Effectiveness Plan also prescribes that the various assessments of all of the units of the college are included in this process, feeding into the Strategic Plan and recommendations, a step which is in process in 2018 for the following budget year (see 5.C.2 below). The Board of Trustees provides final approval for the budget, while attempting to preserve and extend the mission of the college. In addition to an annual review of the budget and the [long-term financial plan](#), monthly reports are made to the President's Cabinet and to the Executive Committee of the Board of Trustees. Among other things, this communication and reporting structure helps to ensure that the priorities of the college are provided with adequate resources in support of the mission.

In the past several years, a variety of significant mission-oriented financial decisions have been made by the college in support of initiatives that linked to the Strategic Plan. As mentioned several times previously, the college completed a major capital campaign to build the Ross-Ellis Center for Arts and Ministry. This nearly \$9 million project (when considering all associated costs) grew directly from the ethos and mission of the college, expressed in many documents and [publications](#). As an extension of the mission of Barclay College, the observed need for this building was linked directly to the Strategic Plan that led to budget priorities. The 2015 version

of the plan stated specifically the goal to: “Increase the prominence of the arts, including worship arts, performing, visual, and media arts programs. Construct a new fine arts center to foster the spirit of creativity and ingenuity among Barclay College students, artists, alumni and participants throughout the area.” Support for this project has been enthusiastic, evidenced by the generous and sacrificial giving from many donors, in part because of a sense that it fits with the mission and calling of the institution. Another example of appropriately allocating resources that grew out of the Strategic Plan in support the mission of the institution relates to an important technological improvement. While the current Learning Management System (LMS) used for online education for the college has proven adequate for a decade, the digital age has progressed rapidly. In order to keep pace with other online academic options, and to better fulfill the mission of providing a quality education and ministry training for online undergraduate and graduate students in other parts of the country and around world, a new LMS was deemed essential. As mentioned elsewhere, the 2017-2018 version of the Strategic Plan stated the goal to “select and implement a new student Learning Management System” by the end of the Spring, 2018. Following research and input from a wide variety of constituent groups, the Budget committee [approved](#) the allocation of resources to adopt Canvas as the new LMS for Barclay College, specifically in support of the Strategic Plan. Similarly, a recent Budget Committee meeting in 2018 approved a [report](#) from the Strategic Plan Committee detailing various potential funding needs for the future, including the missional aim to encourage faculty and academic staff development and growth by underwriting the Barclay College Colloquium that is offered twice each year. Many other examples of mission-oriented budget approvals to fund special projects and initiatives from the Strategic Plan could be given, but the general distribution of finances in support of the ongoing ministry of the college through salaries, facilities, and other operating expenses remain no less important to the Board of Trustees and those involved in the budgeting process, to ensure the fulfillment of the mission and priorities of the institution.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Out of a desire for continuous improvement, and with input from institutional consultants and HLC visiting teams, Barclay College has added new processes and plans for assessing the institution and linking those efforts to all aspects of the college, including the Strategic Plan and budget. A Director of Institutional Research and Assessment (DIRA) was hired in 2016 to help the college improve in its overall assessment efforts. Since that time, the assessment plan, now known as the [Institutional Effectiveness Plan](#) (IEP), has been greatly modified and expanded to include both internal and external assessments, the assessment of the strategic planning process, and other assessments of the college, including both academic and auxiliary assessment units. In addition, the process of assessment has been revised to [“close the loop”](#) through conversations about the data to build consensus on goals for constant improvement and the allocation of resources.

The introduction to the IEP outlines the scope of the assessment efforts, which are elaborated in that document, along with many examples of current assessment processes found in the ample appendix. A helpful [chart](#) provides an overview of the Internal and External Assessment Process detailed in the IEP. The plan is developed by the DIRA in collaboration with each of the assessment units of the college, both academic (related student learning outcomes) and auxiliary

(institutional performance outcomes). It is designed to help maintain regular cycles of outcome review across the institution and serve as a guide for developing data-driven strategies for improvements. Altogether, the college has identified 33 internal departments or units to assess regularly, with the head of each one given the responsibility to gather and report data resulting from an assessment strategy which they help to design. The DIRA monitors and assists this process. In addition to the internal measures of each assessment unit, the DIRA is responsible to gather external measures to assess the effectiveness of the college in achieving its mission. Following data collection, each assessment unit interprets the implications of the data and proposes strategies for improvement to their relevant governing body. Through consensus, any decisions are made for action steps to improve. Some changes are made at the course level, while institution-wide changes are implemented through the strategic plan and the next year's budgeting process. The effects of these changes will then also be assessed in the next cycle in relation to the mission of the college. The aim of the IEP is to conduct assessments on a two-year cycle in which data are collected for the fall and spring semesters and then six months are used to analyze the data, to hold conversations about the implications, to make plans for constant improvement, and to request the needed resources at the beginning of the budgeting process (which occurs from January to May each year).

Although still somewhat early in the overall assessment process using the new IEP, enough progress has been made to suggest that a culture of assessment and continuous improvement is growing at Barclay College, leading to greater institutional effectiveness and mission fulfillment. Through these varied but strategic steps, conversations, and plans mentioned briefly above (and detailed in the IEP document), the assessment processes of Barclay College related to student learning, operations, planning, and budgeting are linked together well.

Barclay College uses a variety of methods to connect its processes for the assessment of student learning, evaluation of operations, planning, and budgeting. As mentioned previously, one of the primary current means for linking these various processes is through the collaborative efforts of the Board, faculty, administration, staff, and students in the development of the Strategic Plan. In the most recent version of this document, the assessment of student learning is highlighted as one of the prime areas of emphasis, along with the need to provide the resources to expand the tutoring center, to continue the acquisition of cutting-edge technology, and to offer financial incentives for faculty development and research. In addition, the President's Cabinet serves a vital role in bringing together on a twice-monthly basis the administrators who give oversight to all areas of the college. The Executive Academic Team provides a similar function of connection for each of the three main academic branches of the college: campus undergraduate, distance undergraduate, and graduate education. These various groups provide opportunities to evaluate the operations of the institution, including planning and budgeting, relative to the enhancement of student learning and the fulfillment of the overall mission.

Below are several examples of these combined processes in action that arose through the various official planning and assessment structures of the college.

As mentioned previously, the development of the Writing Center and the Tutoring Center grew out of the combined assessment, evaluation, and planning processes of a variety of groups, most notably in the process of developing the Strategic Plan. When it became apparent through an

analysis of the data that many students had entered the college ill-prepared to meet the rigors of college-level studies, and that others continued to struggle with the necessary writing skills to succeed academically, the college responded. Resources were allocated to meet this need and the process of providing those resources was initiated. Currently, the college continues to track this means to enhance student learning through the Student Learning Portfolios and the usage of the Writing Center in order to determine if greater response is needed.

The same level of linkage is also illustrated by the development of the Juniors Global emphasis. While the college has always maintained an emphasis on cross-cultural preparation for future missionaries, an assessment of intended outcomes for all students by the faculty and the administration in light of the mission of the college, led to a variety of conversations, decisions, and plans to adjust and reemphasize this important aspect of the college's educational offerings. In 2013, the college allocated the funds to employ a Juniors Global Director and develop a budget to initiate the program. While still in its early stages of development with some fine-tuning of procedures, the initial indications confirm that student participants are gaining a better grasp of and appreciation for the college's mission through this cross-cultural, study abroad program in the global classroom. Not unlike Juniors Global, a stronger emphasis on the online program for Barclay College resulted from a combination of processes and conversations. While the college's online courses had run successfully with part-time oversight and administration for several years, an assessment of the hindrances for growth and the results of many discussions among the faculty, staff, and administration in various levels and committees revealed the need for a full-time director, after which the funds were allocated. In this case, the Strategic Visioning Community helped to solidify the decisions based on the information that had been gathered. As a result, the college began to employ a full-time director for distance education in 2013.

An additional demonstration of the connection between the assessment of student learning, planning, and budgeting, came recently in the form of the creation of a new position in February 2016, the Director of Institutional Research and Assessment. The Executive Academic Team, in consultation with the President's Cabinet, determined that the college needed to take the next step to continue to improve in its overall assessment processes and systems to enhance student learning and to make informed, data-driven decisions. Resources were allocated and an individual was hired who will help the college to update and improve in its overall Assessment Plan, contributing to a culture of assessment, positive change, and ultimately to mission-fulfillment of the college.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The various planning processes of Barclay College are multifaceted, collaborative, formal, and informal, encompassing the institution as a whole through the perspectives of the various internal and external constituent groups. As mentioned several times previously, this happens through the Strategic Visioning Communities, the various meetings related to the Strategic Plan, the Budget Planning process, the various meetings related to institutional assessments (described in 5.C.2), and a variety of other gatherings throughout the year. In addition to the many sources of input from internal constituencies, such as the official committees of the college (which are highlighted elsewhere) and student input through surveys, evaluations, and the Student Council,

the college regularly solicits external input. These “outside” perspectives are gained through various means and sources, including: the offices of Advancement and Alumni relations who make contacts with all constituents, college staff who serve on the local church board of elders, the regular and strategic participation of faculty and administration in a wide number of denominational gatherings around the country and world (both online and in person), and the regular communication between the administration and local community leaders. Of particular note, the Academic Program Task Forces that formed out of the Strategic Plan, intentionally engage outside constituents who can provide expertise, influence, and potential means. As a Friends-affiliated institution, Barclay College also receives input from various Quaker denominational leaders, both nationally and internationally. In addition, the Board of Trustees includes several members who serve in public positions, enabling them to give input from a number of external constituent perspectives.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Barclay College initiates its plans based on a solid and reasonable understanding of its current capacity and anticipates the possible impact of fluctuations in revenue sources (including enrollment shifts and economic trends) through regular reporting in the President’s Cabinet, Faculty meetings, and in the Executive Committee of the Board of Trustees. Each month reports are submitted to the aforementioned groups by the business office, financial aid, advancement, and admissions. The office of the Registrar also shares timely reports regarding student enrollment, graduation information, and dismissals. Department budgets are adjusted based upon the reporting of current data. In this regard, the college remained especially mindful of the potential for shifts in giving trends with the 2016 advent of the “public phase” of the capital campaign for the Ross-Ellis Center, and was prepared to make adjustments at that time if needed. Thankfully, no significant shifts needed to be made due to changing patterns of donations relative to the fund-raising efforts. However, as the college anticipates launching another campaign in 2018, the leadership remains vigilant and will make alterations, if needed.

The college’s ability to read and adjust to fluctuations has been demonstrated at various points in its history. Most recently, in response to a significantly lower enrollment than expected in the Fall 2017, the administration made recommendations for adjustment to the Budget Committee as per the [Budget Revision provision](#) in the Budget Planning Process. This group offered additional suggestions for revision to the budget, which was subsequently forwarded to the Board of Trustees, who ultimately [approved](#) the amended (but balanced) budget based upon the current data.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Barclay College demonstrates the awareness that a variety of emerging factors will affect its plans and should inform its decisions as it seeks to accomplish its mission. The college monitors the regional, national, and international environments and trends in order to be proactive in responding to change and new opportunities.

Administrators, faculty, and staff participate in a variety of professional development opportunities and partnerships. A helpful relationship is maintained with the Association for Biblical Higher Education (ABHE) through electronic media, training seminars, and national conferences, providing information on developments impacting Bible colleges in North America. In fact, a recent [report](#) from ABHE highlighted various threats and opportunities for higher education, some of which relate to every institution while others more specifically relate to schools with a religious base (such as the potential for Christian schools to one day lose Title IV government funding). Although no specific plans are being made at the institutional level to respond to the latter concern, the college is monitoring the conversations.

In addition to public news sources and electronic information services such as *Inside Higher Ed*, *eCampus News*, the *National Association of Independent Colleges and Universities Legislative Newsletter* and the *NAICU Washington Update*, the college also utilizes several professional educational subscriptions, such as *The Chronicle of Higher*. These kinds of resources provide the college with relevant data and current information to better understand [current trends](#) in culture (such as a projected increase in the diversification and decrease in the overall numbers of graduating high school seniors), and the best practices of other institutions, to determine if changes are needed in any strategies or plans.

An example of the college's activity to assess and respond to emerging factors includes the recognition of growing trends regarding the use of [social media as an additional marketing tool](#) as well as Search Engine Optimization to connect more frequently with potential students, current students, and alumni. Related to this awareness of the expansion of technology is the addition of various electronic instructional tools on campus (such as "smart boards"), the use of the online Learning Management System and the recent decision to upgrade it significantly to *Canvas* for both the undergraduate and the graduate programs, and the use of a variety of new or improved online instructional aids (such as the use of video conferencing technology for synchronous classes and "online" office hours), enabling the college to creatively fulfill its mission both locally and in remote places in the world.

When it comes to globalization, Barclay College has long been aware of the influx of international students in America, the sophisticated awareness of world issues by American students, and the growing desire for ministry training and academic degrees in foreign countries. The college has highlighted this need in the Strategic Plan and taken several steps to address these issues. For example, Barclay has taken the lead among other Friends institutions of Higher Education in the country to explore the possibility of a relationship with the primary denominational missions organization, *Evangelical Friends Mission* (EFM), to provide educational opportunities for missionaries and international leaders (through both online and face-to-face instruction). To that end, several meetings have been held with denominational leaders from around the country, program ideas have been generated, and exploratory international trips have been taken by the V.P. for Academic Services over the past two years. Initial efforts have focused primarily on Rwanda and Kenya, with the first recipient of an International Friends Scholarship for the Master's program serving as the head of a Rwandan school, but some promising discussions are also happening with Friends leaders representing several other countries. While it is too soon to predict the ultimate direction or depth of this relationship with EFM and the spread of Barclay's influence internationally, the training of

leaders in the global classroom is consistent with the mission of the college. Missions training through formal courses such as cultural anthropology and contextualization classes as well as the annual (and mandatory) Missional Multiplication Conference help to broaden the perspective of students to world concerns. The development and growth of an emphasis to send students for meaningful experiences in other countries through the Juniors Global program (described elsewhere) also represents institutional planning related to this trend.

Another emerging factor that Barclay College recognizes in its planning is the ethnic shifts taking place in the wider region and in other parts of the country. One of the fastest growing population groups in many communities where Friends Churches are located are either first or second generation Latino/Hispanic immigrants. Many Friends regional leaders have expressed to the college their hope of starting Spanish-speaking churches in their areas. Although strategic academic plans have not yet been fully formulated or implemented to meet this trend, the topic continues to generate discussion. The immediate response is to help local churches to address this need. To that end, the *National Friends Church Multiplication Conference* in August, 2018 at Barclay College, will feature Hispanic speakers and training for leaders to start first and second-generation Hispanic churches throughout the United States. The opportunity to meet the increasing educational needs of both immigrant and U.S.-born Latinos, especially in areas of influence by the Friends Church, represent a possible enrollment growth area for Barclay College in the future.

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- Marketing Plan - 2017-18 - social media highlights with student job descriptions
- October 2017 Full BC Board minutes - budget adjustment
- Ross-Ellis Center for Arts and Ministry Publicity
- The High School Graduate Plateau

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. The institution develops and documents evidence of performance in its operations.

Barclay College develops and documents evidence of performance in its operations through its various committees, such as: the standing committees of the Board of Trustees, faculty meetings, Executive Academic Team meetings, Task Force meetings, Strategic Plan meetings, and the President's Cabinet. The evidence is documented in the various meeting minutes of each of the above. Additional information is summarized in various mandated reports for the Association of Biblical Higher Education and several performance indicators are posted on the college website (<http://www.barclaycollege.edu/about/>). The addition of a Director of Institutional Research and Assessment in 2016 has contributed significantly to improvements, not only in the assessment and analysis of information, but also to the process of relevant data collection regarding operational performance throughout the college. A summary of this data is available for review in the [Institutional Effectiveness Plan](#) (IEP).

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Barclay College has demonstrated that it learns from its operational experiences and attempts to apply what it learns to improve its effectiveness, capabilities, and sustainability. As mentioned previously, the new IEP provides direction that is embraced by the college to not only collect assessment data, but to “close the loop” through evaluation, analysis, and constructive conversation that leads to informed decisions for continuous improvement. While still in the early stages of application, much has already been accomplished, and these kinds of efforts detailed in the IEP contribute to a growing culture of assessment at Barclay College. To that end, whether formally connected to the IEP or not, the various official committees and meetings of the college frequently incorporate an assessment and analysis of their operational experiences and past performance to inform new decisions that help to improve the effectiveness of the college in general as well as in the specific programs. This assessment spirit to achieve greater effectiveness is evidenced in various groups, from the Board of Trustees to small meetings of faculty and administration. Among other things, these practices aim not only to ensure the sustainability of the college, but to foster a thriving institution that accomplishes its mission in ever-more rich and rewarding ways to the glory of God.

Sources

- Barclay College Inst. Effectiveness Plan for 2017-2018

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Criterion 5: Summary of Strengths and Challenges

In light of the narrative above, the college has identified the following strengths and challenges regarding Criterion 5.

Strengths:

1. Despite both perceived and real challenges, Barclay College recently completed the largest capital campaign in its history, funding the construction of the \$8.5 million Ross-Ellis Center for Arts and Ministry on its campus, with no serious negative effect on other fund-raising efforts. This accomplishment demonstrates the collective commitment and generosity of the board, faculty, staff, students, and many of its wider constituents who prayed and gave sacrificially toward its fulfillment. In addition to marking a significant achievement in fund-raising, the building itself serves to ameliorate previous challenges for space on campus by offering additional classrooms, offices, practice rooms, a reception area, and a large auditorium that are being used for chapels, musical performances, and more. As a benefit to the college and to the wider community, this building stands as a reminder that impossible-looking challenges can also serve as opportunities to trust God and work together to accomplish missional purposes. The official dedication for this building is scheduled for May 5, 2018.
2. The Strategic Plan for Barclay College has long embodied the shared vision, hopes, and dreams of the college leadership and constituents in the fulfillment of its mission. However, in part due to thoughtful counsel from previous HLC visiting teams, several significant revisions and improvements have been made in recent years, both in terms of the final product and in the process of its development. With helpful guidance from our Director of Institutional Research and Assessment, a number of updates to the Strategic Plan help to ensure its ongoing accomplishment, including the addition of SMART goals, assignments with deadlines, accountability, assessment plans, and clarified connections to the allocation of resources. In addition, the Strategic Plan now incorporates a new Campus Master Plan that provides fresh vision into the future for the college facilities and those who use them. The new strategic planning process, with its pattern of systematic visioning, conversation, accountability, assessment, decisions, and budgeting, holds promise to improve the quality of the college's educational offerings, prepare more effectively for future challenges and opportunities, and better fulfill its mission.
3. The college continues to excel in fostering a collaborative and open environment for academic discussions, the assessment and analysis of data, strategic planning, and the

implementation of creative and innovative solutions to meet a variety of needs. As an outgrowth of a theological foundation that values and respects each person, the governance and organization of the college combines with genuinely caring community of people to provide for meaningful input from a wide variety of constituent groups and individuals through both formal committees and informal processes.

Challenges:

1. Although significant progress has been made in relation to the Strategic Plan in general and in its ongoing process of development, several specific aspects of its fulfillment remain aspirational goals for the college. Among the most notable are several new academic programs that have been in various stages of research and development for a number of months. While the opportunities seem inviting to reach new prospective student populations and better fulfill the mission of the college by launching new programs such as a doctorate in applied theology, a nursing degree, or a missions through business major, each of these initiatives represent significant ambitions that will require the combined efforts of many. The college is committed to not launch any new academic programs until a variety of criteria are met, including a deep cost-benefit analysis (including assurance of reasonable funding streams) and the reception of full HLC accreditation (along with subsequent substantive change approvals). Endowments to support each of the initiatives under consideration would certainly help. While not impossible to achieve, and the college has demonstrated its ability to launch new programs many times in the past, each of these academic ventures will nonetheless prove challenging in a variety of ways.
2. In order to provide long-term financial stability for the institution and to help ensure the fulfillment of its mission for years to come, the college has identified the need to increase significantly its endowment to compliment both student-generated income and other annual donations. Up until two years ago, the endowment of the college was less than \$1.5 million, while today it stands at nearly \$5 million, due primarily to an estate gift of \$3 million (that will likely become \$4 million this year), and another gift from a church of nearly \$250,000. Despite these significant increases, the college realizes that it must greatly increase its endowment holdings in order to provide a more balanced funding stream. An official endowment campaign will be announced publicly later this spring with the intended aim to raise \$20 million (inclusive of the endowment contributions already held by the college) by the year 2020. Launched so soon after the completion of the major capital campaign for the Ross-Ellis Center, this fund-raising effort may present significant challenges even while it offers exciting possibilities to help the college fulfill its mission in perpetuity.

Sources

There are no sources.