



Program Review of the Associate of Science in
General Studies
2019-2020



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General Studies\Rough Drafts of Program Review\GS RD Program Review 2-27-20

1. Mission Fit:

The Mission of Barclay College:

To prepare students in a Bible-centered environment for effective Christian life, service, and leadership.

Institutional Outcomes:

Students should be able to:

1. Exhibit immersion in the Father, Son, and Holy Spirit
2. Model the Life and Teaching of Jesus Christ
3. Discern their ministry calling within and outside their culture
4. Articulate the distinct path of Friends
5. Interpret and apply Scripture
6. Critically evaluate diverse perspectives
7. Form and answer questions to advance knowledge
8. Communicate effectively in written and oral forms
9. Team with others to accomplish goals

Program Outcomes:

As a result of completing the General Studies portion of their curriculum, students will demonstrate:

1. Critically evaluate diverse perspectives.
2. Form and research questions to advance knowledge.
3. Communicate effectively in written form.
4. Communicate effectively in oral form.
5. Team with others to accomplish goals.

General Studies Program Curriculum Map

Associated Pillars of Purpose	Institutional Outcomes. Students should be able to.....	Program Outcomes. Students should be able to.....	Course(s) Addressing this Program Outcome	
Bible Centered, Leadership	6. Critically evaluate diverse perspectives	1. Critically evaluate diverse perspectives.	PH100 PH205 PY100 LI200	Critical Thinking Introduction to Philosophy General Psychology Introduction to Literature
Leadership	7. Form and answer questions to advance knowledge	2. Form and answer questions to advance knowledge.	EN200	Research and Writing
Christian Life, Service, Leadership	8. Communicate effectively in written and oral forms.	8. Communicate effectively in written and oral forms.	EN100 EN200 SP200	College Writing Research and Writing Fundamentals of Speech
Christian Life, Service, Leadership	9. Team with others to accomplish goals	5. Team with others to accomplish goals.	PY100	General Psychology

2. Program Description

a. Associate's Degree: General Studies

The Division of General Studies helps prepare students for effective Christian life, service, and leadership by facilitating the development of a biblical worldview in all areas of knowledge, by providing the tools that will help them relate to others within a variety of topics and human experiences, and by equipping them with general knowledge commensurate with a college education and as a foundation for lifelong learning.

The Associate of Arts in General Studies is designed:

- 1) To provide a two year course for the student not desiring or able to complete a four-year degree but wishing to have training in Bible and general college studies in order to render competent service as lay persons in a local church, to broaden and deepen their thinking, and to prepare for vocational positions requiring an associate's degree.
- 2) To provide Bible College course work for the student wishing to gain a strong biblical foundation before transferring to another institution to complete a major not offered at Barclay College.

1. Description of the requirements for the program.

General Studies Division Core [34 Hours]

Communications:

12 hours

EN100	College Writing	3 hours
EN200	Research and Writing	3 hours
IT100	Introduction to Computer Applications	3 hours
SP200	Fundamentals of Speech	3 hours

Humanities:

8 hours

LI200	Introduction to Literature	3 hours
PH100	Critical Thinking	2 hours
PH205	Introduction to Philosophy	3 hours

Social and Behavioral Sciences:

7 hours

BC199	Orientation for Success at BCs	1 hour
PY100	General Psychology	3 hours
3 hours chosen from:		3 hours
Social Science Electives (3 hours)		

Science and Mathematics:

7 hours

3 hours chosen from:		
Math Electives (3 hours)		3 hours
4 hours chosen from:		
Science Electives + Lab (4 hours)		4 hours

ASSOCIATE OF ARTS IN GENERAL STUDIES Required Courses

I. Division of Bible and Ministry [21 hours]

Division Core (Adjusted for AA degree)

Part I. Bible Concentration:

12 hours

BI205	Bible Study Methods	3 hours
NT102	New Testament Survey	3 hours
OT101	Old Testament Survey	3 hours
3 hours chosen from:		3 hours
NT21	Transformational Life/Leadership of Christ (3 hours)	
1		
NT24	Synoptic Gospels (3 hours)	
1		
NT34	Writings of John (3 hours)	
6		
NT36	Acts (3 hours)	
2		

Part II. Foundations for Ministry:

9 hours

CM104	Personal Evangelism Seminar	1 hour
MI2083	Intercultural Ministry	3 hours
SL101	Spiritual Formation I	3 hours
WA101	Introduction to Worship	2 hours

II. Division of General Studies [34 hours]

Division Core

Communications:

12 hours

IT100	Introduction to Computer Applications	3 hours
EN100	College Writing	3 hours
EN200	Research and Writing	3 hours
SP200	Fundamentals of Speech	3 hours
<i>Humanities:</i>		8 hours
LI200	Introduction to Literature	3 hours
PH100	Critical Thinking	2 hours
PH205	Introduction to Philosophy	3 hours
<i>Social and Behavioral Sciences:</i>		7 hours
BC199	Orientation for Success at BCs	1 hour
PY100	General Psychology	3 hours
3 hours chosen from:		3 hours
Social Science Electives (3 hours)		
<i>Science and Mathematics:</i>		7 hours
3 hours chosen from:		3 hours
Math Electives (3 hours)		
3 hours chosen from:		4 hours
Science Electives + Lab (4 hours)		

BI205 Bible Study Methods **3 hours**

A course designed to acquaint the student with various methods of Bible study. This is an intensive “hands on” application course required of all students. Students must pass before being permitted to enroll in 300 or 400 level Bible (NT or OT) classes. Prerequisites: OT101 Old Testament Survey and NT102 New Testament Survey.

CM104 Personal Evangelism Seminar **1 hour**

An intensive weekend seminar in which evangelism is observed, studied, and practiced.

EN100 College Writing **3 hours**

An introductory writing course that provides students the opportunity to read, respond to, and analyze a broad range of texts on various issues. Students will develop the capability to write informatively for specific purposes and audiences. Particular attention will be paid to the organization of material and adopting effective strategies for the writing process. Students must achieve at least a grade of C in order to pass this course.

EN200 Research and Writing **3 hours**

A foundational research and writing course. The main focus of the class will be formulating arguments through the writing of research papers. Students will focus on what evidence to choose, what organizational patterns to employ, and what tone and style to use. Students must pass before being permitted to enroll in 300 or 400 level courses. Prerequisite EN100 College Writing.

LI200 Introduction to Literature **3 hours**

The primary goals of the course are 1) to expose students to a variety of literary texts in the genres of fiction, poetry, drama, and creative nonfiction; 2) to provide students with the vocabulary for analyzing literature; 3) to develop students’ skill, confidence, and enjoyment as readers of literature.

MI2083 Intercultural Ministry

3 hours

A study of the theology of mission and how the history of missions and anthropological research can be useful to ministry worldwide, including in the United States. The course includes biblical study, an overview of the history of missions, and the study of missionary concepts.

NT102 New Testament Survey

3 hours

A survey of the key persons, events, and distinctive facts for each of the twenty-seven books of the New Testament; an understanding of the political, cultural, and religious environment of Christianity, and memorization of selected verses and of chapter locations for special topics. Course required of all freshmen and transfer students unless exempt by examination.

NT362 Acts

3 hours

A comprehensive study of the origin, growth, and organization of the Apostolic church, with emphasis upon the place of Christ and the Holy Spirit, strategies for growth, and missionary outreach.

OT101 Old Testament Survey

3 hours

A survey of the entire Old Testament with emphasis on the key persons and events of each of the twelve time periods covered, basic information about each of the books, facts of the intertestamental period helpful in understanding the New Testament, memorization of representative verses, map study for awareness of geographic features, and approximate political boundaries. Course required of all freshmen and transfer students unless exempt by examination.

PH100 Critical Thinking

2 hours

A study of the fundamental concepts of critical thinking with attention to: self-critique of one's assumptions, understanding, the relationship between faith and reason in the pursuit of truth, how to think laterally and deeply, thinking at levels of generality/specificity, the standards for thinking, and developing ethical and strategic thinking within a Biblical worldview. Students will examine effective ways to think more critically, and will apply these tools in course assignments

PH205 Introduction to Philosophy

3 hours

A survey of the history and issues of philosophy, with attention given to the teachings of some of the great philosophers, and to the problems of epistemology, metaphysics, and religious values, etc. The entire study is viewed from the perspective of the Christian religion with a view to establishing a Biblical world-view.

PY100 General Psychology

3 hours

A study of the fundamental principles of behavior with attention to maturation, motivation, emotions, thinking and the learning process. An introductory course designed to provide knowledge and tools whereby the principles of psychology may be applied to meaningful life experiences.

SP200 Fundamentals of Speech

3 hours

A study in the basic principles of speech and in the preparation and delivery of speeches. Interpretation in reading, principles of group work, the psychological aspects of communication, and some attention to articulation and diction are included. Extemporaneous speaking practice forms the core of the course.

SL101 Spiritual Formation I

3 hours

A course designed to strengthen the devotional life of each student in order to enhance spiritual growth and establish lasting patterns of spiritual formation and discipleship. Through the reading of devotional

classics, practice of spiritual disciplines, participation in small group fellowship and completion of spiritual projects, students will be encouraged to develop a deeper and more intimate relationship with God.

BC199 Orientation for Success at Barclay College

1 hour

An introduction to the fundamentals of Orientation for Success at BCs as a student at Barclay College and for life in general. Includes developing a more specific understanding of life as a Christian student; an overview of resources available to students of the college; development as a learner; and world view. Graded Pass/Fail. Required of all students new to Barclay College

IT100 Introduction to Computer Applications

3 hours

An introduction to microcomputers and an overview of application programs with particular attention given to word processing, spread sheets, and databases in a Windows® environment.

WA101 Introduction to Worship

2 hours

An introduction to the principles and practices of Christian worship, including major biblical passages on worship, major points in worship history, sacred time, sacred space, daily prayer, sacraments, occasional services, and effective planning and leading of corporate worship.

2. Requirements for admission both to the institution and to the particular program or major

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 14-16

3. Policy on Transferring Credit

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 17, 39

4. Student Costs

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 19-24

5. Policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 24-25

6. This program's relationship with any external providers of its instruction (standing memorandums of understanding)

This information is available at the following link: G:\Shared\Accreditation\Memorandums of Understanding\FHSU_Pathways_MOU_2015.docx

b. Describe how the students in the program are advised and/or mentored

Each student on the campus is assigned an advisor. The advisor will assist the student in choosing classes and sequence that will lead to successful completion of the student's chosen degree requirements, but it is ultimately the responsibility of the student to ensure that all requirements are met. Early choice of vocational outcomes will aid in the meeting of requirements within the minimum time interval. Success in meeting degree requirements is enhanced by following course outlines provided in this catalog and by examining degree audits provided by Populi. Students are encouraged to visit with their advisors on a regular basis. In addition to academic advising, organic mentoring relationships between faculty and students are part of the culture of Barclay College.

c. Describe how the program provides students with opportunity to apply their knowledge and skills.

Students display their knowledge through in-class activities. Being an associate's degree, there is no capstone course for this degree, nor is there a requirement for service time, such as an internship. Since this degree is intended to provide basic skills to the students as well as a broad range of human knowledge, ranging from literature to science and math, students principally apply the knowledge they learn in the assignments provided in the relevant classes.

d. Describe how your program progresses from foundation courses through capstone courses to provide a rigorous course of study.

There are no capstone courses for this degree but there is still a progression from foundational courses to more specialized courses. A very basic example would be prerequisites, such as EN100 College Writing being a prerequisite for SP200 Fundamentals of Speech. The majority of the classes required, however, do not have prerequisites, and that is largely because they cover a broad range of basic human knowledge.

e. Program Connections

Since the General Studies AA degree is composed of the General Studies courses required by every four-year degree offered at Barclay, as well as the foundational Bible courses required by the four-year degrees, the courses in this degree are necessarily shared by the other degrees. Additionally, since the required courses for this degree are shared by the other degrees offered at Barclay, students are also shared among the programs as well. Since the required courses cover a broad range of topics, the faculty in this program necessarily consist of faculty from other departments. Any instructor who teaches a General Studies course is part of the General Studies faculty. For example, PY100 General Psychology is taught by an instructor in the Psychology Department, and PH205 Introduction to Philosophy is taught by an instructor in the Bible Department.

3. Program Distinctive

The courses in our program are taught by Christians. As such, the courses are taught from a Biblical perspective. Understand this does not mean that other worldviews are excluded, far from it. However, a Biblical perspective is emphasized compared to others. For example, the course description from the syllabus of PH205 Introduction to Philosophy states that the course will cover “the teachings of some of the great philosophers, and to the problems of epistemology, metaphysics, and religious values” and that these will be “viewed from the perspective of the Christian religion with a view to establishing a Biblical world-view.” This focus on a Christian perspective is also reflected in the requirements for the Associates of Arts in General Studies, which not only requires the student to complete several courses across a broad range of subjects, but also requires students to take a minimum of 21 credit hours from the Bible and Ministry Division.

4. Market demand

Score Breakdown		Program Rank	Program Scorecard	Program x Market Matrix	Competitors	Data Table	Historical Data	Workplace Requirements	Crosswalks
Program Scorecard: 24.0102 - General Studies									
Overall Score 35									
Percentiles: < 40%+ 40%+ 70%+ 90%+ 95%+ 98%+									
GRAYASSOCIATES									
Category		Criterion	Value	Score	Total				
Student Demand	Inquiries	Total (12 months)	76	10					
		Online (Included in Total)	68						
		Year-over-Year Change (Units)	38	1					
		Year-over-Year Change (%)	100.0%	1					
	Google Search*	Total (3 months)	NA	0	24				
Completions	Year-over-Year Change (Units)	NA	0						
		NA	0						
		416	10						
		73	1						
	Year-over-Year Change (%)	21%	1						
Competitive Intensity	Institutions	Campuses with Graduates**	14	-6					
		Year-over-Year Change (Units)**	2	-1					
	Cost Per Inquiry	Average Cost per Inquiry**	\$51	0					
		Completions per 1,000 Pop**	0.60	-2					
	Market Saturation	Cost per Click**	NA	0					
		Competition Index**	NA	0	-7				
	Google Search*	Average Completions/Institution	30	0					
		Median Completions/Institution	10	0					
	Program Size	Year-over-Year Change (Units)	-2	0					
		Year-over-Year Change (%)	-17%	0					
Nat'l Distance Education	Insts. with Program Online**	287	2						
	% of Institutions	41%							
	Online Completions**	23,467							
	% of Completions	20%	0						
Degree Fit	NHESI Nat'l 2-yr	Cost Index**	1.72	0					
		Student/Faculty Index	0.65	0					
	Completions	National Completions by Level	0	5					
	Workforce	National Workforce Ed Attainment	5						
Award Level Breakdown by Source									
Inquiries and Completions									
Award Level	Inquiries (Market)	Completions (Market)	Completions (National)						
Certificate	11%	0%	6%						
Associates	24%	67%	82%						
Bachelors	43%	33%	12%						
Postbaccalaureate Certificate	0%	0%	0%						
Masters	0%	0%	0%						
Post-masters Certificate	0%	0%	0%						
Doctoral	0%	0%	0%						
Unknown	22%	0%	0%						
Job Postings (Market) - Edu Requested									
Award Level	Minimum Education Requested								
High School/Certificate	21%								
Associates	22%								
Bachelors	58%								
Masters	27%								
Doctoral	23%								
Unspecified	38%								
BLS Workforce Educ. Attainment (Nat'l)									
Award Level	Educational Attainment								
No College	0%								
Some College	3%								
Associates	2%								
Bachelors	43%								
Masters	47%								
Doctoral	5%								
CIP Description									
An undifferentiated program that includes instruction in the general arts, general science, or unstructured studies.									

Analysis: The job opportunities for graduates with a degree in general studies are not very good. There are few job opportunities, as seen by the low job postings per graduate and job openings per graduate, both of which are 0.2. Additionally, wages for graduates with this degree are below the 40th percentile. On the side of things, this is a fairly common degree, as there is a high amount of total completions (224, which is above the 98th percentile), and a high number of completions per institution (25, which is above the 90th percentile).

One way to look at this data is to see the low job opportunities and the high amount of completions in the market as a highly competitive market with low profitability for students. However, considering that at Barclay, the General Studies degree is a two-year degree, it is a much easier degree to offer, and easier to complete, than most other degrees offered by Barclay, which are four-year degrees. Thus, even though there is a large number of students completing a General Studies degree, it is an easy degree to offer and an easy degree for students to complete. Additionally, while graduates with such a degree may have few job opportunities, compared to other degrees, having a two-year degree in general studies can make it easier for graduates to enter a four-year degree at another college. For students who may want to attend Barclay College, to have their education at a Friends University or another Christian college, and then move onto a degree not offered by Barclay, the Associates of Arts in General Studies allows for that transition, and thus it remains a beneficial degree to our students.

5. Benchmarking against comparable programs at other institutions

Barclay College	Pratt Community College	Central Christian College	Hesston College	Manhattan Christian College
Associate of Arts in General Studies	Associate Degree of General Studies	Associate of Arts	Associate of Arts	Associates of Arts

Course

Communications

Introduction to Computer Applications	1				
College Writing	1				
Research and Writing	1				
Fundamentals of Speech	1				
English Composition I		1	1		
English Composition II		1	1		
Interpersonal Communications		2			
Speech Communications		2			
Public Speaking		2	2	1	1
Oral Interpretation			2*		
Principles of Speech			2*		

College Writing I			1		
College Writing II				2	
Advanced Critical Research and Argument				2	
Written Composition I					1
Written Composition II					1

Humanities

Introduction to Literature	1	2*			
Critical Thinking	1				
Introduction to Philosophy	1	2*	2*		
Pottery I		2*			
Digital Photography		2*			
Current History		2*			
American History to 1865		2*			
Foundations of Western Culture		2			
Theatre Production		2*			
Theatre Appreciation		2*			
Introduction to the Old Testament		2*			
World Literature		2*		2*	
Perceiving the Arts: An Introduction to the Humanities			2*		
Art Appreciation			2*		
Principles of Sociology			2*		
Studies in Literature				2*	
Music Appreciation				2*	
U.S. History I				2*	
History of World Civilization				2*	

Social and Behavioral Sciences

General Psychology	1	2		2	2*
Western Civilization I	2		2		
Western Civilization II	2				
American History I	2	2	2		
American History II	2				
Multicultural Study		2*			
Perspectives in Human Sexuality		2*			
Introduction to Sociology		2*		2	2
American Government		2			
Developmental Psychology		2*			
Principles of Macroeconomics		2*		2	2
Principles of Microeconomics		2*			2

History of World Civilization I			2*		
United States History I			2*		
Survey of Western Civilization			2*		
American Government and Politics				2	
Cultural Anthropology				2	
Intro to Cultural Anthropology					2
The Family					2
Social Trends in U.S. Families					2
Human Sexuality					2
Major Family Theories					2
Family Life Education					2
Human Growth & Development					2*
History of Western Civilization I					2*
History of Western Civilization II					2*

Mathematics

Beginning and Intermediate Algebra	2				
College Algebra	2	2*	2*	2	2
College Mathematics		2*			
Intermediate Algebra			2*		
College Trig & Analytical Geometry			2*		
Pre-calculus Mathematics				2	
Introduction to Mathematics				2	
Calculus I				2	
Elementary Statistics				2	

Science

Biology	2				
Physical Science	2	2*			
Microbiology	2	2*			
Anatomy and Physiology	2	2*			
General Biology		2*	2*		
Environmental Science		2*	2*	2*	
Introduction to Geology		2*			
Introduction to Astronomy		2*			
General Chemistry			2*		
Introduction to Biology				2*	
Principles of Physical Science				2*	
Introduction to Earth Science					2
Physical Geography					2

Personal Wellness and Exercise Science					2
Multicultural Experience					
World Regional Geography		2*			
Multicultural Study		2*			
Cultural Anthropology		2*			
Lifetime Fitness & Health					
Concepts of Physical Health		2*			
Personal & Community Health		2*			
Lifestyle Management		2*			
Fitness and Wellness			2*		
Wellness for Life			2*		
Personal and Community Health			2*		
Lifetime Fitness and Wellness				1	
Computer Skills					
Microcomputer Office Apps		2*			
Other					
Orientation for Success at BC	1				
First Year Seminar			1	1	

1 = Required Course

2 = Elective that Fulfills a Requirement

* = There Exist other Similar Courses that Fulfill the Same Requirement

Analysis: The courses in the preceding table were grouped by categories because all of the programs included have multiple courses that fulfill a general requirement, as opposed to a specific selection of courses or selection of elective courses. The categories used in the table are principally derived from those used for the Associate of Arts in General Studies at Barclay College, though some of the categories have been modified and some added to account for the variation among the different colleges. Additionally, since some programs, especially the Associate Degree of General Studies at Pratt Community College and the Associate of Art Degree at Central Christian College, are very open ended and the requirements can be fulfilled by a number of different courses. Thus, when there are numerous courses can fulfill a specific requirement, a selection of representative courses are given with an asterisk noting that other courses could fulfill the given requirement.

The colleges chosen for comparison were chosen because they are also local (in Kansas), and principally because they are colleges that also have a Christian background. Pratt Community College was chosen because it is very close to Barclay and because it represents a similar degree offered by an institution that is not Christian.

Note that the required courses for the Associates of Arts in General Studies at Barclay College is changing. The course Introduction to Computer Applications is being phased out. It was decided

that the majority of students are not required to be taught about using computers, as they already have that background. Additionally, it is not a common course taught by other colleges offering similar degrees, so it was decided that it will be removed from our requirements. Starting in the fall of 2020, it will no longer be a required course. That will create a gap of three credit hours to fulfill the degree, and it is currently being discussed what will replace those hours. The favored option is to create cross-disciplinary courses that combine two disciplines in a single subject matter (i.e. literature about criminal justice, ethics of technology, and so forth).

6. Program Quality

a) Teaching Assessment

1) Syllabi

A copy of the program core course syllabi are located at the following location:
G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Campus General Studies\Syllabi

2) Student evaluations

Toward the end of each semester, the end of course evaluations are provided to the students through Populi. They must complete their evaluation of the course to be able to see their final grade for that course immediately. Additionally, the instructor will not be able to see their course evaluation until at least 60% of the students have completed the course evaluation. A copy of the questions in the end of course evaluation survey is located at the following location: G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 –

End of Course Student Evaluations: Class Average Score and Rate of Return
(1= excellent, 2=Good, 3=Adequate, 4=Poor, 5 = very poor)

Course	fall 17 Ave	% return	Spr 18 Ave	% return	fall 18 Ave	% return	Spr 19 Ave	% return	fall 19 Ave	% return
EN100	1.73	100%	1.52	100%	1.48	79%	2.01	86%	1.55	90%
EN200	1.85	100%	1.72	83%	1.57	94%	1.84	92%	1.7	100%
IT100	1.62	95%	1.84	70%	1.55	89%	1.93	79%	1.37	80%
PH205	2.16	96%			2.17	89%	1.6	50%	2.33	88%
PY100	1.64	100%	2.24	96%	1.88	82%	2.07	75%	1.48	83%
SP200	1.77	90%			1.74	100%	1.98	100%	1.4	75%
LI200	1.6	100%	1.74	100%	1.8	94%	1.78	100%	1.64	89%
PH100					1.62	100%	1.89	87%	1.68	100%

3) Peer observations

At a Faculty Meeting (all full-time faculty in all programs) on 10/25/19 it was decided to begin the process of faculty peer observations. As a result of that decision, Tim Hawkins, V.P. of Academic Affairs, will prepare a form and a procedure for faculty peer observations. The first faculty peer-observations will be scheduled during the Fall 2020 semester.

4) Professional Development

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, conducting research, etc. Each program budget contains funds that may be used for these purposes. Faculty are expected to set goals for professional development each year; these goals are included in the annual evaluation process with the faculty member and the VP of Academics.

b) Learning assessment

1) Assessing student learning data for attainment of outcomes.

The AAGS program learning outcomes are that the students will be able to:

1. Critically evaluate diverse perspectives.
2. Form and research questions to advance knowledge.
3. Communicate effectively in written form.
4. Communicate effectively in oral form.
5. Team with others to accomplish goals.

The following is the rubric we use to assess progress towards the AAGS program outcomes:

Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
Critically evaluate diverse perspectives.	Can evaluate a variety of concepts, including difficult and complex ideas, using critical thinking and consistent criteria.	Can evaluate a variety of concepts using critical thinking and consistent criteria.	Can evaluate simple concepts using critical thinking but has inconsistent criteria.	Considers simple concepts but has inconsistent thinking and criteria.

Form and research questions to advance knowledge.	Research a question relevant to current knowledge and proposes an answer to that question using available and appropriate information.	Research a question relevant to current knowledge and proposes an answer to the question using available information.	Research a question related to current knowledge and proposes an answer to the question but fails to use all relevant information.	Research a question and proposes an answer with no or little supporting information.
Communicate effectively in written form.	Writes a compelling essay that addresses a single topic that is relevant to the intended audience and is free of spelling and grammar errors.	Writes a well-constructed essay that addresses a single topic that is relevant to the intended audience and contains few spelling and grammar errors.	Writes an essay that addresses a topic intended for a specific audience and contains spelling and grammar errors.	Writes an essay that attempts to address a topic intended for a specific audience and contains several spelling and grammar errors.
Communicate effectively in oral form.	Gives a compelling speech that addresses a single topic, and is relevant to the intended audience and engages the audience.	Gives a well-constructed speech that addresses a single topic, and is relevant to the intended audience and behaves comfortably in front of an audience.	Gives a speech that addresses a topic intended for a specific audience and is working on eye contact with the audience.	Gives a speech that attempts to address a topic intended for a specific audience and behaves uncomfortable in front of an audience.
Team with others to accomplish goals.	Works effectively with team members by using regular communication, setting clear goals, and assigning appropriate duties to team members.	Works with team members by using regular communication, setting goals, and assigning duties to team members.	Works with team members using occasional communication and setting goals but has poorly defined duties for team members.	Works ineffectively with team members, using only occasional communication, poorly defined goals, and poorly assigned duties.

a) Outcome 1: Critically evaluate diverse perspectives.

i. Formative Assessment

The formative assessment for outcome #1 comes from PH205: Introduction to Philosophy. In this course, one of the assignments is to write a paper comparing a secular ideology to the Christian worldview. The instructions for this assignment are as follows:

The Secular vs Christian Worldview paper will follow the development of the Cave/Kingdom paper with the topic to be chosen from one of the following *Hidden Worldviews* Wilkens-Sanford chapter options:

1. Individualism
2. Consumerism
3. Nationalism
4. Moral Relativism
5. Scientific Naturalism
6. The New Age
7. Postmodern Tribalism
8. Salvation by Therapy.

Foundation to your choice of topic will be reading chapter 1, 10, & 11 which deal with a Christian Worldview from Wilkens & Sanford's perspective.

Step 1: Thoroughly Analyze the Wilkens/Sanford chapter in descriptive form;

Step 2: Evaluate the topic related to another academic source's contemporary perspective;

Step 3: Conclude with your Christian argument given Wilkens/Sanford's description of the topic and the other academic source's contemporary perspective.

The rubric used to evaluate these papers is given below:

Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
Critically evaluate diverse perspectives.	Can evaluate a variety of concepts, including difficult and complex ideas, using critical thinking and consistent criteria.	Can evaluate a variety of concepts using critical thinking and consistent criteria.	Can evaluate simple concepts using critical thinking but has inconsistent criteria.	Considers simple concepts but has inconsistent thinking and criteria.

The results for this assessment are as follows:

Student Number	Score Fall 2019
Student 1	3
Student 2	1
Student 3	1
Student 4	3
Student 5	3
Student 6	3
Student 7	2
Student 8	3

Student 9	3
Student 10	3
Student 11	2
Student 12	1
Student 13	2
Student 14	1
Average	2.21

Analysis:

The average score suggests that we are only developing on this program outcome. That is less than desired, but it is also worth noting that half of the students assessed are meeting the outcome. Nevertheless, there is room for improvement on this outcome.

Proposals for Improvement:

Of the five outcomes, this was the most difficult to find a way to assess. Even though comparing diverse perspectives is one of our goals, and has been an outcome in one manner or another for several years, there has been very few assignments in our courses that require our students to compare ideas. The first way to improve this score would be to require more such assignments across multiple courses, and ensure that the instructors of these courses know that evaluating perspectives should be a goal of the course.

Another way to improve the outcome may be to change the rubric. A second rubric was proposed that could also evaluate this outcome, and it is as follows:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
1. Critically evaluate diverse perspectives	Actively seeks to understand perspectives other than their own and evaluates the truth value of each perspective. Synthesizes various perspectives to view issue holistically.	Actively seeks to understand perspectives other than their own and evaluates the truth value of each perspective.	Becomes aware of perspectives other than their own, but remains egocentrically biased	Considers their initial perspective to be only correct perspective

This rubric has the advantage of being much more specific about what we want our students to achieve. Rather than simply evaluating diverse perspectives, students would be specifically required to evaluate the truth value of a viewpoint not held by the student. This rubric could help inform the requirements for the assignment and make it better align with the outcome. This possible change, and the possible changes suggested in the preceding paragraph, will be discussed in upcoming General Studies Division meetings.

SMART Goal 1: Have two other courses required by the Associates of Arts in General Studies include assignments that require students to evaluate diverse perspectives. These assignments will then be implemented in the 2020-2021 year.

SMART Goal 2: Decide whether to use the current rubric or to change the rubric for future assessments by the end of this semester.

	SMART Goal	Date	Responsibility
1	Create new assignments for courses	5/1/2020	Program Faculty
2	Change or retain rubric for assessing outcome	5/1/2020	Program Faculty

b) Outcome 2: Form and research questions to advance knowledge.

i. Formative Assessment

The formative assessment for outcome #2 comes from EN200: Research and Writing. The assignment is the Annotated Bibliography. The instructions for the assignment are as follows:

1. Students must establish an issue question (a question about which there might be different approaches or answers) that can be answered by research.
2. Students are required to identify 6 sources (1 book, 3 academic journal articles, and 2 more sources of their choosing) that help them answer their issue question.
3. Students then annotate those sources:
 - a. Cite it using MLA formatting.
 - b. Summarize it.
 - c. Evaluate its usefulness in answering the issue question.

The rubric used to evaluate these papers is given below:

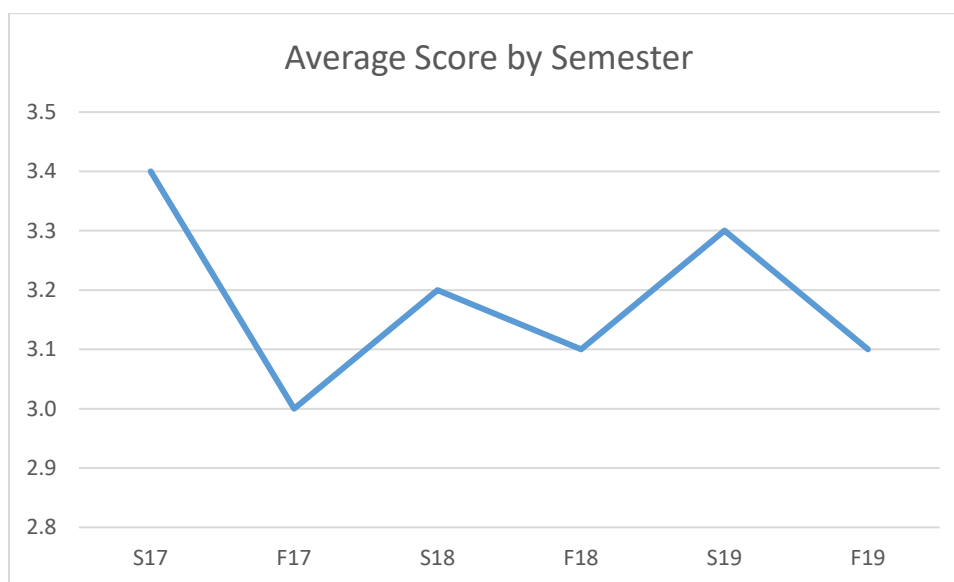
Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
Form and research questions to advance knowledge.	Research a question relevant to current knowledge and proposes an answer to that question using available and appropriate information.	Research a question relevant to current knowledge and proposes an answer to the question using available information.	Research a question related to current knowledge and proposes an answer to the question but fails to use all relevant information.	Research a question and proposes an answer with no or little supporting information.

The results for this assessment are as follows:

Student	S17	F17	S18	F18	S19	F19
	4 pt scale*	4 pt scale*	4 pt scale*	4 pt scale*	4 pt scale*	4 pt scale*
1	2.96	3	2.52	2.84	3.36	3.24

2	3.52	3.48	3.64		3.64	3.04
3		2.52	3.08	3.16	2.96	3.8
4	3.36	3.7	3.08	3.36	3.88	3.52
5	3.52	2.52		3.32	2.92	3.04
6	2.96	3	3.76	3.6	3.62	2.56
7	3.8	3	3.2	3.2	3.8	2.08
8	2.84	2.84	2.84	2.04	2.6	3.52
9	3.92	2.88	3.2		2.84	3.04
10	3.28	2.64	3.44	3.2	3.24	
11	3.56	3.48		3.16	3.24	
12	3.52	2.88	3.64	3.08	3.44	
13	2.92	3	2.36	3.28		
14		2.64	3.36	3.16		
15	3.52	3.7	3.16	3.2		
16			2.84	2.88		
17	3.28					
18	3.32		2.8			
19			3.16			
20			3.68			
21			3.2			
22			3.68			
23			3.76			
24			3.68			
Average	3.4	3.0	3.2	3.1	3.3	3.1
3.2	S17	F17	S18	F18	S19	F19

*Scores of students who did not turn in this assignment are omitted from the averages.



Analysis:

While there is an overall trend of this score decreasing from the spring of 2017 to Fall of 2019, the average score has remained at or above 3, which is meeting the outcome. Moreover, the trend from the fall of 2017 to the fall of 2019 is increasing. As long as the average score does not drop off for the spring of 2020, the scores are acceptable.

Proposals for Improvement:

Currently, there are no proposals for improvement of this outcome.

c) Outcome 3: Communicate effectively in written form.

i. Formative Assessment

The formative assessment for outcome #3 comes from EN200: Research and Writing. The assignment is the Persuasive Research Essay. The instructions for the assignment are as follows:

1. Students write a persuasive argument aimed at a specific audience.
2. Their argument must contain claims that are supported with research. (Students are required to have at least 4 sources.)
3. These claims must be based on values, assumptions, or beliefs that their audience holds.

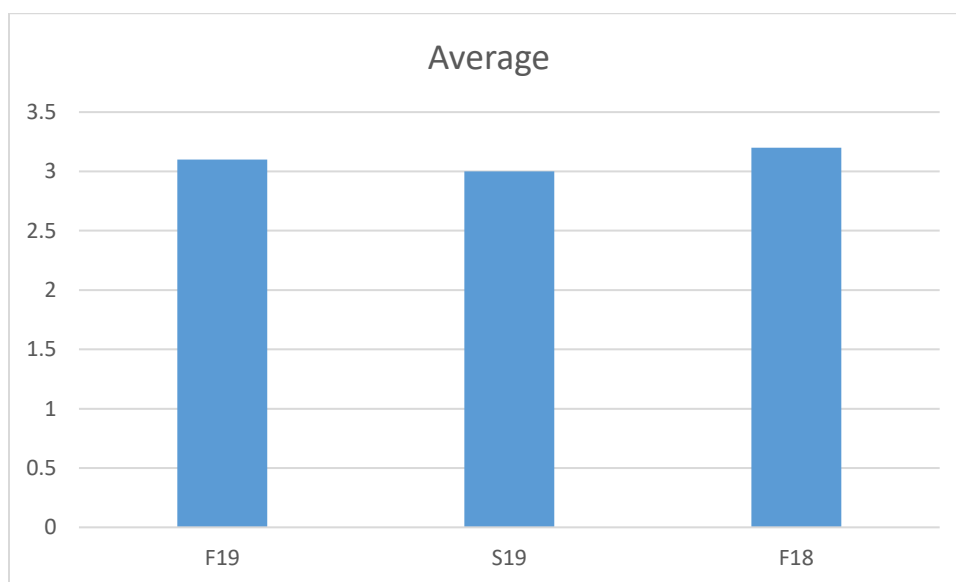
The rubric used to evaluate these papers is given below:

Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
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Communicate effectively in written form.	Writes a compelling essay that addresses a single topic that is relevant to the intended audience and is free of spelling and grammar errors.	Writes a well-constructed essay that addresses a single topic that is relevant to the intended audience and contains few spelling and grammar errors.	Writes an essay that addresses a topic intended for a specific audience and contains spelling and grammar errors.	Writes an essay that attempts to address a topic intended for a specific audience and contains several spelling and grammar errors.
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The results for this assessment are as follows:

	Fall 18	Spring 19	Fall 19
Student			
1	3.3	2.8	2.6
2	3.5	3.4	3.9
3	2.6	2.8	2.8
4	3	3.1	3.1
5	3.4	2.6	3.2
6	3	3.6	3.3
7	3.3	3.4	2.7
8	2.6	3.1	3.3
9	3.1	3.0	2.4
10	3.2	3.0	3
11	2.9	3.1	
12	3.4		
13	3.4		
14	3.7		
Average	3.2	3	3.1



Analysis:

Over the three semesters sampled, the average score is hovering around 3.1, which means that expectations are being met.

Proposals for Improvement:

There are no proposals for improvement of this outcome as of now.

d) Outcome 4: Communicate effectively in oral form.

i. Formative Assessment

The formative assessment for outcome #4 comes from the class SP200: Fundamentals of Speech, Informative Speech assignment.

Instructions: This speech is designed to give students experience in providing accurate, concise, clear and interesting information to an audience. Students are not trying to persuade your audience, so topics about which reasonable people could argue will not be appropriate for the informative speech.

General Requirements: The complete outline of the speech must be approved before speeches are posted. Students should expect to make some corrections to the outline before speaking.

Content:

- 4-6 minutes in length
- This speech should be written to "teach" the audience something they didn't already know (75 percent of the content should be new to the audience)
- Should NOT be persuasive, must not argue one side over another, CANNOT advocate a change of attitude, action, policy, etc. Many topic choices will not involve any significant conflict.
- Must use at least 4 sources in the speech.
- Must cite sources of the information (this includes a brief mention of who and where info was

found (e.g. Time, Nov. 1993 the head of Pediatrics at Vanderbilt University reported that.....)

- Must be worded for clarity and understanding
- For most topics it is strongly recommended that you use periodicals rather than books as your sources.

Organization:

- Must have a clear introduction, body and conclusion

INTRO should include: Gain the attention of the audience, state the central idea/thesis of the speech, make the specific goal apparent, provide transition to the body, clearly preview the main points.

CONCLUSION should include: restatement of main points, tie the speech together, give the listeners something to remember

- The speaker must have clear and understandable main points (2-4 main points)
- The speaker must "signpost" the main points (enumerate/identify points as they get to them)
- The speaker must use transitions between points effectively
- The material within each point must be logically organized

Visual Aid

- The speaker must utilize a visual aid, either electronic or material, that contributes to the effective communication

Delivery:

- The speaker should love and sound interested in the topic
- The speaker should maintain eye contact with the audience
- Note cards may be used (3 or 4) but the speech should not be read
- The speaker should use vocal variety
- The speaker should appear confident and poised

The rubric used to evaluate these papers is given below:

Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
Communicate effectively in oral form.	Gives a compelling speech that addresses a single topic and is relevant to the intended audience and engages the audience.	Gives a well-constructed speech that addresses a single topic and is relevant to the intended audience and behaves comfortably in front of an audience.	Gives a speech that addresses a topic intended for a specific audience and is working on eye contact with the audience.	Gives a speech that attempts to address a topic intended for a specific audience and behaves uncomfortable in front of an audience.

The results for this assessment are as follows:

Student	Grade
1	3.96
2	3.96
3	3.96
4	3.52
5	3.6
6	3.84
7	3.08
8	3.28
9	3.84
10	3.6
Average	3.66

Analysis:

With an average score of 3.66, we are meeting expectations for this outcome. Obviously, this is based on only a single semester, so the data is very limited, but there is no indication that there is a problem that needs to be addressed as of now.

Proposals for Improvement:

Currently, there are no proposals to improve this outcome.

e) Outcome 5: Team with others to accomplish goals.

i. Formative Assessment

The formative assessment for outcome #5 comes from PY100: General Psychology using the assignment Integration Group Presentation on perception, motivation, or social influence (175 points for content, 25 points for completing teamwork assessment).

Students will be assigned to teams of 3 or 4 students to express your own critical thinking about the impact that becoming a Christian and growing in Christ has on one of the following topics:

1. our absolute and difference perception on spiritual matters and how perceptual set and context could affect our spiritual growth (see pp 201-207),
2. our hierarchy of motivation and achievement drive (see pp 367-376), and
3. the cultural influences and pressure to conform that we experience (see pp 447-451).

The presentation must include a PowerPoint presentation. Each slide will contain the name of the student responsible for researching and presenting the information on that slide. Citations and a reference slide are required. I want you to cite the textbook and academic journals. Scripture references are encouraged. Be

sure to explain the secular theory in detail before you consider their relationship to spiritual formation. Each student will receive 2 grades:

- a. A grade for the level of scholarship and critical thinking in the content you presented. Each student must create and present at least 2 slides plus a reference slide.
- b. Students will evaluate their teamwork experience according to the class rubric.

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The rubric used to evaluate these papers is given below:

Program Outcome	4. Exceeds	3. Meets	2. Developing	1. Beginning
Team with others to accomplish goals.	Works effectively with team members by using regular communication, setting clear goals, and assigning appropriate duties to team members.	Works with team members by using regular communication, setting goals, and assigning duties to team members.	Works with team members using occasional communication and setting goals but has poorly defined duties for team members.	Works ineffectively with team members, using only occasional communication, poorly defined goals, and poorly assigned duties.

The results for this assessment are as follows:

This assignment will be given starting Fall 2020.

Analysis:

Since there is no data, there is nothing yet to analyze.

Proposals for Improvement:

The creation of this assignment and using it to assess this outcome is the current improvement. Prior to this assignment, there was nothing in the General Studies courses that tested students and their ability to team with others. It may be beneficial to have other courses require group projects, to challenge students on this outcome in other subjects as well.

c) Graduate placement

As of February 2020, Barclay College has graduated 64 students through the General Studies program. To effectively determine the needs of the students, we conduct a follow-up survey of graduates of Barclay College. Data collected from this survey is crucial in providing the necessary information to formulate useful classes and activities in the upcoming years. The purpose of this survey is to determine to what extent an education at Barclay has benefited the graduate. The survey will determine the percentage of graduates who respond that are currently employed directly or indirectly in their area of study. Also, the survey will assess

the experiences of the graduates here at Barclay which will provide beneficial information. As of February 2020, Barclay College has received 3 surveys from the General Studies Program. Below is the data from the surveys.

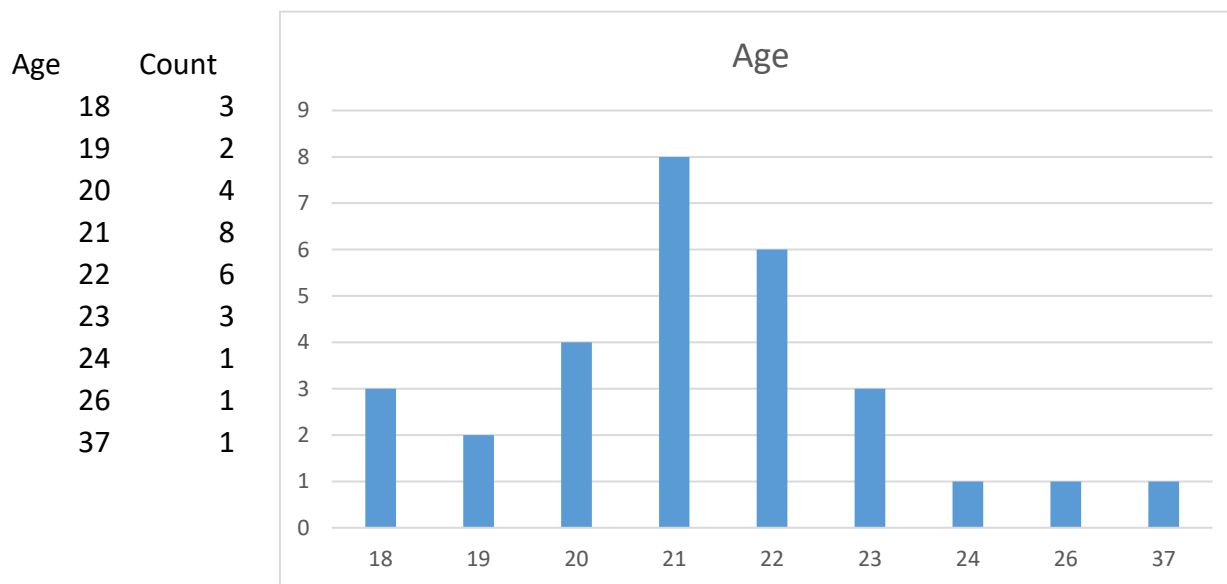
Year	Working for Pay	Work Related to Education Scale = 1 (Not) to 5(Highly)	Extent Barclay prepared you for Success Scale = 1 (Not Much) to 5(Very Much)	Extent Barclay prepared you for in a Bible Centered Environment Scale = 1 (Not Much) to 5(Very Much)	Number Attending Grad School
2018	No	1	5	5	No
2018	No	N/A	N/A	4	No
2019	Yes	2	3	4	No

d) Program demographics

1. Student demographics

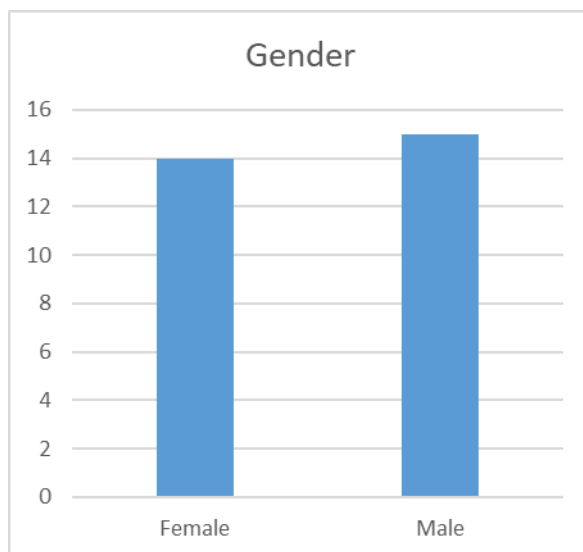
The sample of students included in this demographic study included all 29 students who have entered the program since 2015.

a. Age when starting their bachelor's program:



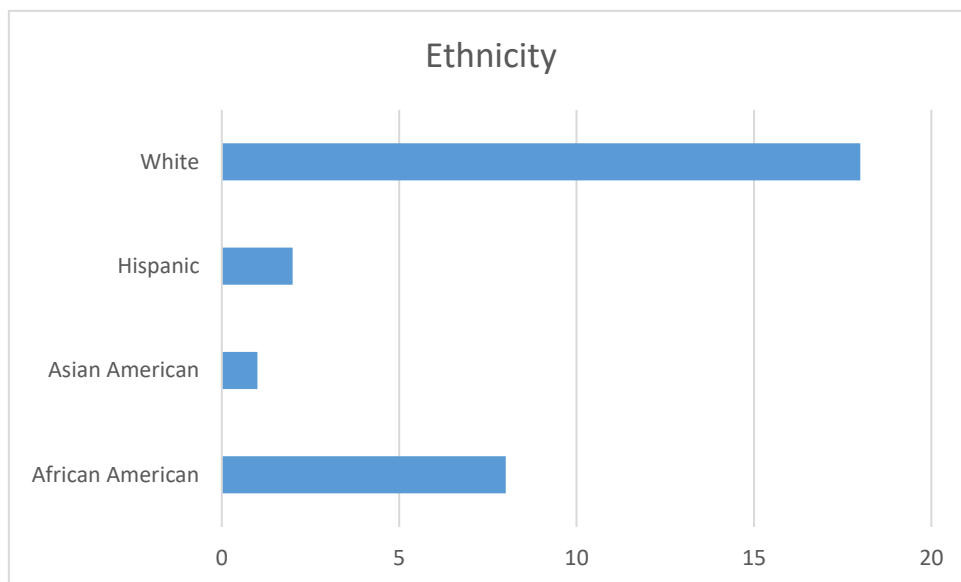
b. Gender:

Gender	Count
Female	14
Male	15



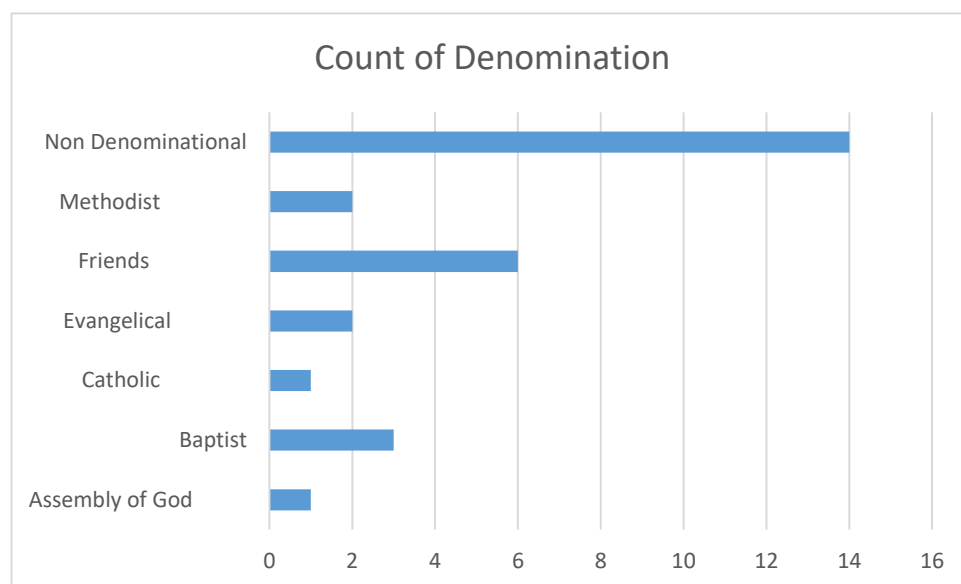
c. Ethnicity:

Ethnicity	Count
African	
American	8
Asian American	1
Hispanic	2
White	18



d. Religious Denomination:

Denomination	Count
Assembly of God	1
Baptist	3
Catholic	1
Evangelical	2
Friends	6
Methodist	2
Non-denominational	14

**2) Faculty demographics**

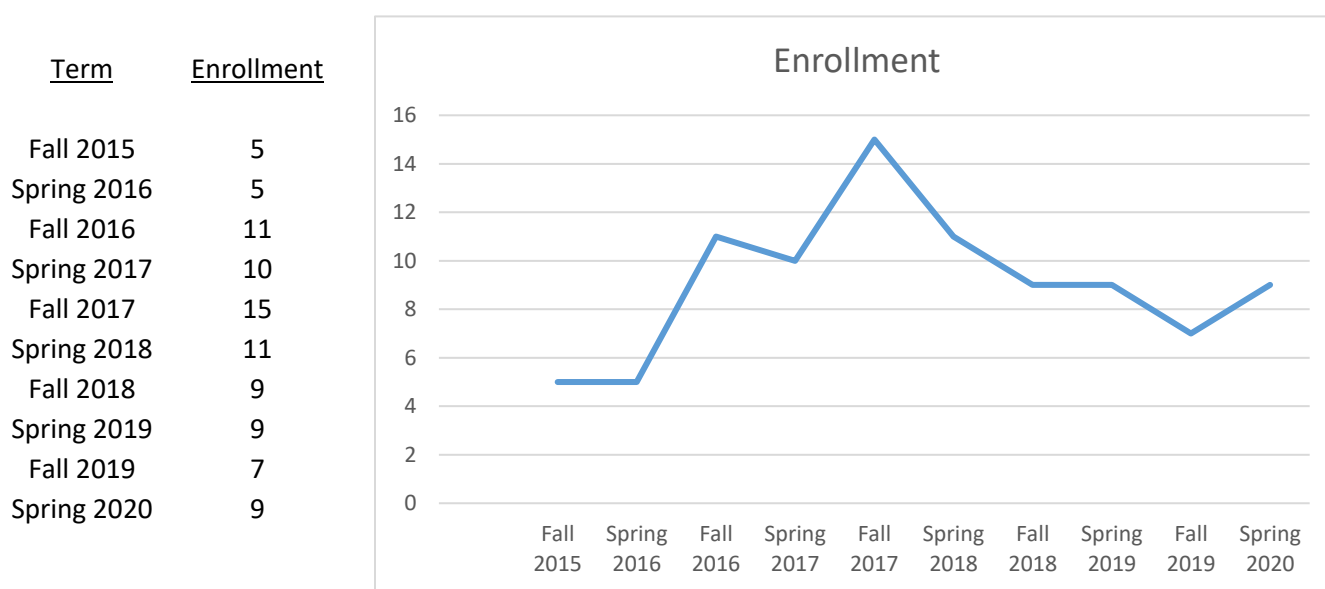
Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Brockie Follete	M.A.	Barclay College	4	Female	White
Derek Brown	Ph.D.	Johnson University	9	Male	White
Jared Ross	Ph.D.	Robert Webber Institute	20	Male	White
Jesse Penna	M.A.	Friends University	9	Male	White
Josh Bunce	M.A.	George Fox Evangelical Seminary	11	Male	White
Kayleen Stevens	M.A.	Emporia State University	11	Female	White
Keith White	Ph.D.	University of Kansas	8	Male	White
Kevin Mortimer	M.A.	Friends University	9	Male	White
Ryan Hasse	M.A.	Barclay College	10	Male	White

Tim Hawkins	M.F.A	University of Alaska Anchorage	12	Male	White
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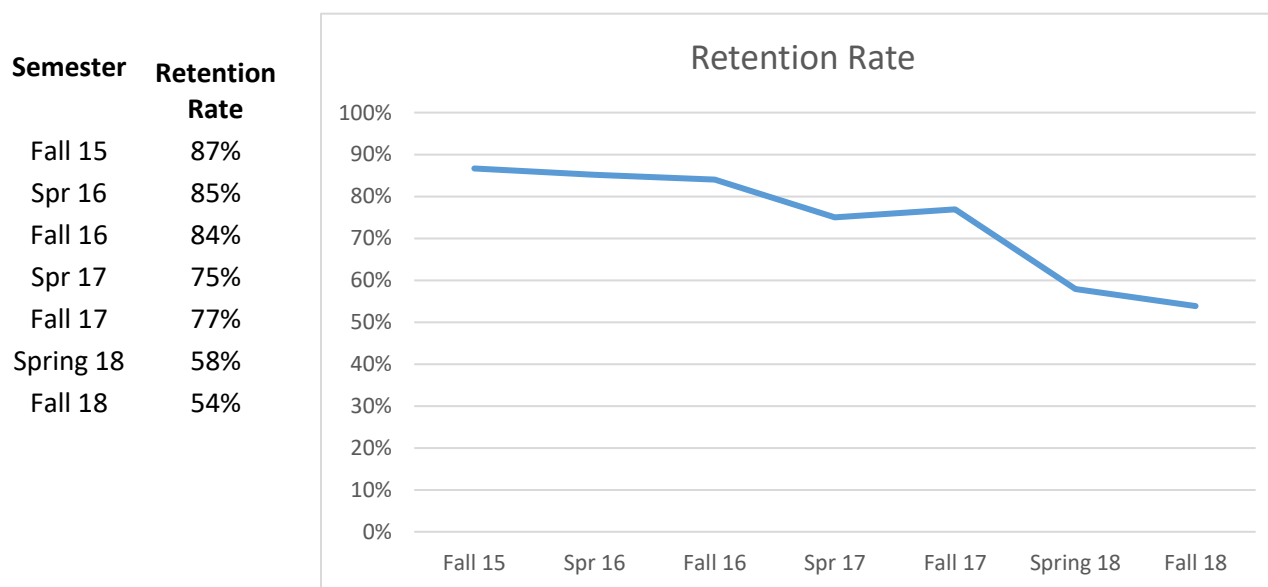
7. Enrollment, retention, persistence, and completion

a) In this section the following data is presented in a chart format:

1) FTE (full time equivalency) in your program by semester for the last 5 years



2) Retention data in your program by semester for the last 5 years

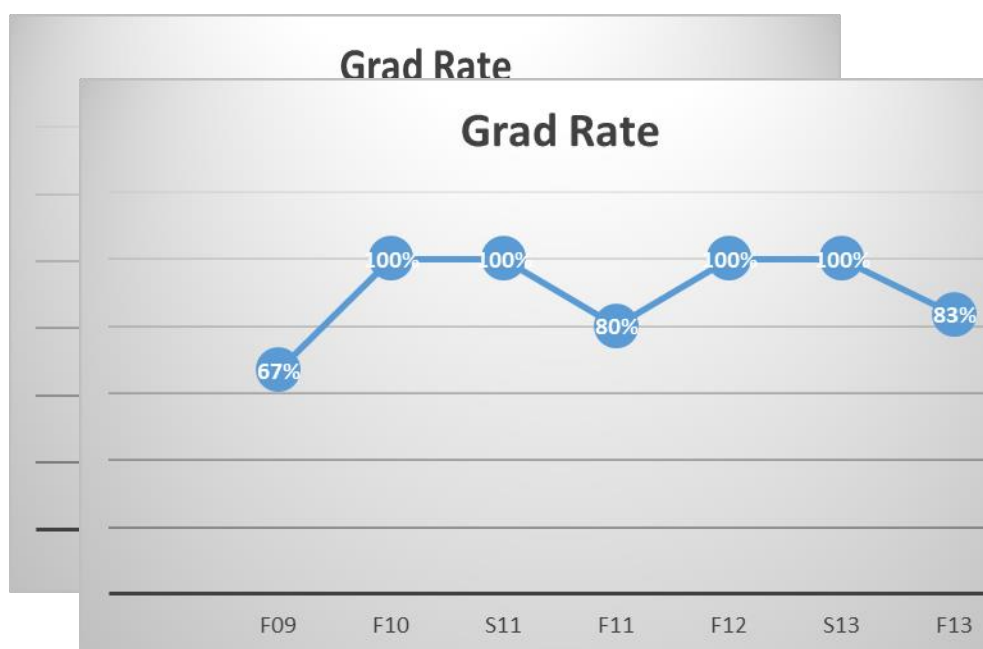


3) Persistence data in your program by semester for the last 5 years (Persistence = # of students retained + # students who transferred to another program or college)

Insufficient data available at the time of this review.

4) Completion rate by cohort

Cohort	Total Cohort	Grads	Grad Rate
F09	3	2	67%
F10	6	6	100%
S11	1	1	100%
F11	5	4	80%
F12	3	3	100%
S13	1	1	100%
F13	6	5	83%



b) Provide a narrative analysis of the data and a list of SMART goals for improving retention, persistence, and completion

The enrollment of students in the Associates of Arts in General Studies is decent. It is below our peak of 15 in Fall of 2017, but over the past four semesters, it has hovered around 8. It would be nice, however, to bump this up in the coming semesters.

Unfortunately, both retention and completion rates are declining or are indicating a decline. The retention rate itself has steadily fallen steadily since Fall 2015. If anything, the decline has increased over the last three semesters on the chart. This decline in retention indicates that the graduation rate, which has remained steady from Fall of 2009 to Fall of 2013, is about to decline as well. Indeed, there is a decline in completion from Spring of 2013 to Fall of 2013, indicating that it has already begun. Preventing future declines in retention and graduation is going to be the primary focus of our improvements.

A problem with addressing the problem of retention is that we may not be aware of why students are entering this program and their expectation for the program. Thus, we do not know how to make the program appeal to them or how to make it fit their needs. The first course of action may be to learn the student's interest in the degree and their expectations through a survey. Once information is gathered from a survey, then the General Studies division can make informed changes that will address the students' concerns.

SMART Goal 1: Create a survey to gather information about the students' interest in the Associates of Arts in General Studies program and their expectations of the program. This survey can be given to students pursuing the degree in September of Fall 2020 and in February of Spring 2020.

SMART Goal 2: The General Studies Division will meet regularly once a month to create ways to improve retention in the Associates of Arts in General Studies. Since these meetings will be informed in part by the survey, they will begin in September of Fall 2020 and continue at least to the end of the school year.

	SMART Goal	Date	Responsibility
1	Create survey to determine student expectations	7/31/2020	Steven King
2	Regularly meet as a division to improve program	5/7/2021	Program Faculty

8. Changes Since Last Review

This is the first review for this program.

9. Program Resources

a) Collaboration with Library Personnel

The Librarian, Jeannie Ross, has been most helpful to our students by providing guidance in researching information, proctoring exams when needed, maintaining books on reserve, requesting suggestions for new books for the library, and managing the tutoring center.

b) Program costs

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 18-24

i. Faculty/staff requirements

Course Number	Course	Credit Hours	Faculty
WA101	Introduction to Worship	2 hours	Jared Ross D.W.S. Worship Studies

			Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
BI205	Bible Study Methods	3 hours	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College
CM104	Personal Evangelism Seminar	1 hour	Brockie Follette B.S. Youth Ministry, Barclay College M.A. Barclay College Kevin Mortimer M.A. Friends University B.A. Barclay College
MI2083	Intercultural Ministry	3 hours	Kevin Mortimer M.A. Friends University B.A. Barclay College
NT102	New Testament Survey	3 hours	Joshua Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
NT362	Acts (Elective)	3 hours	Joshua Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
OT101	Old Testament Survey	3 hours	Joshua Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
SL101	Spiritual Formation I	3 hours	Jesse Penna MACM Friends University B.A. Friends University
BC199	Orientation for Success at BC	1 hour	Ryan Hasse M.A. Barclay College B.S. Barclay College
EN100	College Writing	3 hours	Tim Hawkins M.F.A. University of Alaska Anchorage M.A. Kansas State University B.S. Central Christian College of McPherson
EN200	Research and Writing	3 hours	Tim Hawkins M.F.A. University of Alaska Anchorage M.A. Kansas State University B.S. Central Christian College of McPherson
IT100	Intro to Computer Applications	3 hours	Kayleen Stevens M.B.E. Emporia State University B.S. Emporia State University
LI200	Introduction to Literature	3 hours	Tim Hawkins M.F.A. University of Alaska Anchorage M.A. Kansas State University B.S. Central Christian College of McPherson
PH100	Critical Thinking	2 hours	Keith White

			Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
PH205	Introduction to Philosophy	3 hours	Kevin Mortimer M.A. Friends University B.A. Barclay College
PY100	General Psychology	3 hours	Keith White Ph.D. University of Kansas M.R.E. Nazarene Theological Seminary B.A. Barclay College
SP200	Fundamentals of Speech	3 hours	Jesse Penna MACM Friends University B.A. Friends University

Average Credit Hours 5 years/per semester

Faculty	F15	S16	F16	S17	F17	S18	F18	S19	F19	Ave.
Brockie Follette	0	0	0	0	0	0	0	0	0	0.00
Dr. Derek Brown	6	1	7	10	12	1	6	1	3	5.22
Dr. Jared Ross	2	0	2	0	2	0	2	0	2	1.11
Jesse Penna	0	0	0	0	0	0	3	6	3	1.33
Josh Bunce	6	4	10	6	6	4	5	6	3	5.56
Kayleen Stevens	3	3	10	6	9	6	6	6	7	6.22
Keith White	0	3	3	3	3	3	5	5	6	3.44
Kevin Mortimer	4	7	6	9	6	7	3	10	9	6.78
Ryan Haase	0	0	0	0	0	0	1	1	1	0.33
Tim Hawkins	6	6	9	9	12	10	9	10	9	8.89

Independent studies are considered 1 hour for the faculty teaching the course.

ii. Tech/equipment

Jackson Hall:

JH1 - HP Computer, Smartboard, Projector, Sound System, Document Viewer, Switch for (Laptop, PC, document viewer)

JH2 - HP Computer, Smartboard, Projector, Sound System, Document Viewer, Web Cam, Switch for (Laptop, PC, document viewer)

JH3 – Lenovo Computer, TV on Cart, DVD/VHS Player, Wireless Keyboard and Mouse.

JH4 - HP Computer, Projector Screen, Projector, Sound System, Document Viewer, Switch for (Laptop, PC, document viewer)

Would like to implement a system comparable to Ross Ellis Atriums, but not Money.

Library:

Education Room – HP PC, Promethean Board, Projector.

Plans for Education room down stair pending on approval from Money Man.

Computer Lab – 18 Various Thin Clients and HP PC's. Teacher cart with screen and HP Computer.

Ross Ellis:

South Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop Connection, Blue Ray Player

North Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop Connection, Blue Ray Player

Singing Room – HP PC, Teacher cart with screen, Sound system

Vocal Lab - HP PC, Teacher cart with screen, Sound system

Piano Lab - HP PC, Teacher cart with screen, Sound system

Classrooms not including Computer Lab:

9 - Classrooms Also, there are some rooms that can be used as classrooms not included.

9 – Computer Lenovo and HP not including slim clients or lab computers or library lobby computers.

2 – Smart Boards

1 – Promethean Board

Several DVD – Blue Ray Devices

6 – Projectors

iii. Facilities

The Director of Institutional Effectiveness will provide a general description of our classroom facilities to you. In this section, you should add your evaluation of the adequacy of our classroom facilities for your program, as well as any proposals for your program's present and/or future needs.

Each classroom on campus is equipped with work desks and comfortable chairs to accommodate students. Ample lighting is provided in a space designed to limit outside noise during the learning process. There are several outlets located around each classroom for students to plug in laptops. Classrooms are set to an agreeable temperature for each season. The classrooms are spacious in regards to the class size and many have windows that allow natural sunlight in during the day. All in all, the learning spaces provided on Barclay College campus are equipped with pleasant furnishings that encourage learning.

Jackson Hall	Floor	Capacity
JH1	2	35
JH2	2	30
JH3	B1	20
JH4	B0	27

Ross-Ellis Worship Arts Center	Floor	Capacity
RE 103 (South Atrium)	1	40
RE 105 (Recital Hall)	1	60
RE 110 (Kitchenette)	1	5
RE 113 (Auditorium)	1	560
RE 130 (Vocal Lab)	1	8

RE 133 (Piano Lab)	1	15
RE 138 (Rehearsal Hall)	1	50
RE 146 (North Atrium)	1	40

Worden Memorial Library	Floor	Capacity
Computer Lab	1	20
Education Classroom	B1	20
Media room	1	12
Quaker Room	1	15

c) Revenue

ii. Tuition

This information is available at the following link:

<https://www.barclaycollege.edu/pdf/CatalogCampus.pdf> Page 19

ii. Grants

The General Studies program has not yet received any grants.

iii. Donor-specific gifts

The General Studies program has not yet received any donor-specific gifts.

10. Goals for Improvement

Our greatest strength is Barclay's Christian background and perspective. While a Christian background may not be desirable to all prospective students, there are those who would find it attractive. Thus, in the field of General Studies, which is fulfilled by many colleges and universities, our program sticks out because of its 21 required courses in Bible and Ministry.

Our two greatest weaknesses are failing to meet expectations for our outcome to "critically evaluate diverse perspectives" and our declining retention. Even though there has always been an outcome for this program that includes evaluating or considering various viewpoints, it has not been successfully implemented in the required courses. Thus, the first way to improve this weakness is to have several courses in the Associates of Arts of General Studies implement the teaching of and assignments designed to test the evaluation of diverse perspectives. This change is addressed in SMART Goal 1 below. Additionally, it may help the instructors to know how to implement these changes if they knew how their students would be assessed on this outcome. This is addressed in SMART Goal 2 below, where an improved rubric could help direct attention to specific topics or outcomes.

As for the retention problem, that needs to first be addressed by understanding why students might be leaving the program. That can be helped if we know what students want to get out of the Associates of Arts in General Studies program. That is addressed in SMART Goal 3, which details the implementation of a survey to learn student expectations. That is then followed by SMART Goal 4, which will require regular meetings to address the results of the surveys and decide upon plans to address needed changes.

SMART Goal 1: Have two other courses required by the Associates of Arts in General Studies include assignments that require students to evaluate diverse perspectives. These assignments will then be implemented in the 2020-2021 year.

SMART Goal 2: Decide whether to use the current rubric or to change the rubric for future assessments by the end of this semester.

SMART Goal 3: Create a survey to gather information about the students' interest in the Associates of Arts in General Studies program and their expectations of the program. This survey can be given to students pursuing the degree in September of Fall 2020 and in February of Spring 2020.

SMART Goal 4: The General Studies Division will meet regularly once a month to create ways to improve retention in the Associates of Arts in General Studies. Since these meetings will be informed in part by the survey, they will begin in September of Fall 2020 and continue at least to the end of the school year.

	SMART Goal	Date	Responsibility
1	Create new assignments for courses	5/1/2020	Program Faculty
2	Change or retain rubric for assessing outcome	5/1/2020	Program Faculty
3	Create survey to determine student expectations	7/31/2020	Steven King
4	Regularly meet as a division to improve program	5/7/2021	Program Faculty

11. Future Pressures or Concerns

There appears to be little problem with General Studies programs, in general. There is a market for them, a number of colleges are offering them, many students are inquiring about them, and so on. Additionally, the Associates of Arts in General Studies offered at Barclay is an easy program to offer, since it requires the same core courses required by other programs. Thus, the program itself does not appear to have any external pressures to remove it.

The main concern is with retention. While the little dip at the end of the graduation rate could indicate a coming drop-off, the most visible problem is the declining retention rate. For some reason, students are starting this program and a number of them are dropping out. Since it does not appear that there are significant external factors affecting that decline, it may be an internal issue. That is why a focus for improvement, as explained in section 10, is to find out what the students expect from an Associates of Arts in General Studies degree and determine how we can best meet those expectations.

12. Review of report by the Institutional Assessment Committee

Your program's faculty should review your program review prior to submitting it to the Institutional Assessment Committee by March 15th of the academic year in which your program is being reviewed. The process to submit your draft will be to save it to the shared drive and to email the committee to alert them that your program review is available. A rubric for evaluating the quality of your program review will be

provided to you. Deficits may need to be addressed prior to presenting your program review to the college faculty.

In this section, you should provide the feedback you received from the I.A.C. (including the rubric scores) and describe any revisions that were made in response to the feedback you received.

13. Review of report by the College Faculty

Once approved by the Institutional Assessment Committee, your program review will be reviewed by the College Faculty prior to submitting it to the Board of Trustees. The V.P. of Academic Services will schedule this review by the College Faculty during the month of April.

In this section, you should provide the feedback you received from the faculty and describe any revisions that were made in response to the feedback you received.

14. Review of report by the Board of Trustees

Once approved by the College Faculty, your program review should be presented to the Board of Trustees during their meetings in May. The V.P. of Academic Services will present this review to the Academic Committee of the Board of Trustees.