



**Program Review of the Bachelor's Degree in
Worship Arts
2019-2020**



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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:

Upon completion of the Worship Arts program, the student will meet the institutional outcomes of the college, as well as additional outcomes particular to this major. Students shall be able to:

1. Articulate a biblically and historically informed theology of Christian Worship.
2. Lead a congregation in various forms of worship.
3. Apply historical and theoretical understanding to the analysis of music for worship.
4. Provide pastoral care to their community.

Worship Arts 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	1. Exhibit immersion in the Father, Son and Holy Spirit 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	1. Articulate a biblically and historically informed theology of Christian Worship.	WA101 Intro to Worship WA312 Theology of Worship WA211 History of Christian Worship WA490 Worship Arts Internship WA499 Senior Project
Bible Centered, Leadership, Service	1. Exhibit immersion in the Father, Son and Holy Spirit 2. Model the life and teachings of Jesus Christ 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	2. Lead a congregation in various forms of worship.	WA101 Intro to Worship WA300 Worship Band WA324 The Arts in Christian Worship WA490 Worship Arts Internship WA499 Senior Project
Service, Leadership	6. Critically evaluate diverse perspectives 7. Form and answer questions to advance knowledge	3. Apply historical and theoretical understanding to the analysis of music for worship.	WA223 Music Theory I WA224 Music Theory II WA233 History of Western Music WA412 Conducting MU106 Choir MU104 Applied Music Lessons WA323 Survey of Congregational Song
Christian Life, Service, Bible Centered, Leadership	1. Exhibit immersion in the Father, Son and Holy Spirit 2. Model the life and teachings of Jesus Christ 3. Discern their ministry calling within and outside their culture 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	4. Provide pastoral care to their community.	WA101 Intro to Worship MU106 Choir WA300 Worship Band WA323 Survey of Congregational Song WA324 The Arts in Christian Worship WA490 Worship Arts Internship WA499 Senior Project

2. Program Description

a. Bachelor of Science: Worship Arts

The Worship Arts degree at Barclay College is designed to equip students with a solid biblical, theological, and historical foundation for servant leadership and worship leading within the local church. The program challenges students to think about worship from a biblical, theological, historical, and contextual perspective as well as to acquire the necessary musical and leadership skills to be effective worship pastors.

1) Description of the requirements for the program.

WORSHIP ARTS Required Courses

I. Division of Bible and Ministry [85 hours]

Division Core

Part I. Bible Concentration: 20 hours

BI205	Bible Study Methods	3 hours
NT102	New Testament Survey	3 hours
OT101	Old Testament Survey	3 hours
TH302	Doctrine of Holiness	2 hours
TH300	Teachings of Friends	3 hours
3 hours chosen from:		3 hours

NT211	Transformational Life/Leadership of Christ
NT241	Synoptic Gospels
NT346	Writings of John
NT362	Acts

3 hours chosen from: 3 hours

OT252	Old Testament Poetry
OT322	Pentateuch
OT333	Historical Books
OT351	Prophets

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

Additional Bible/Theology: 7 hours

BI306	Hermeneutics	3 hours
TH105	Basic Beliefs	2 hours
TH304	Apologetics	2 hours

Professional Ministry Courses 49 hours

CM225	Ecclesiology	3 hours
CM402	Senior Forum	1 hour
MU104-404P	Applied Music: Piano	3 hours
MU104-404V	Applied Music: Voice	2 hours

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MU---	Applied Music: Elective	2 hours
MU106-506	Choir or Ensembles	8 hours
PM412	Counseling for Christian Leaders	3 hours
WA201	Music Theory I	3 hours
WA202	Music Theory II	3 hours
WA211	History of Christian Worship	3 hours
WA212	Strategies for Worship Leaders	3 hours
WA321	Theology of Worship	3 hours
WA323	Survey of Congregational Song	3 hours
WA324	The Arts in Christian Worship	3 hours
WA422	Conducting	2 hours
WA490	Worship Arts Internship	3 hours
WA499	Senior Project	1 hour

Division Core

<i>Communications:</i>		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
<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	
<i>Science and Mathematics:</i>		7 hours
3 hours chosen from:		3 hours
	Math Elective	
3 hours chosen from:		3 hours
	Science Elective + Lab (4 hours)	

III. Additional Requirements [8 hours]

DR102	Drama OR	2 hours
WA219	Sound and Media for the Church	
WA 214	History of Western Music	3 hours
3 hours chosen from literature (LI), Juniors Global, or social science electives		3 hours

IV. Unrestricted Electives [1 hour]

1 hour chosen from courses in any division		1 hour
		128 total hours

Professional Core Courses

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.

WA201 Music Theory I

3 hours

An introductory course in music theory. Topics include music notation, key signatures, scales, intervals, modes, diatonic relationships and functions, and chords; ear training related skills are also included in this course.

WA202 Music Theory II

3 hours

A study of the rudiments and structure of music which stresses the reading and writing of music notation; the fundamentals of rhythmic, melodic, and harmonic principles; harmonization and part writing; and sight singing and ear training. Prerequisite: WA201 Music Theory I.

WA211 History of Christian Worship

3 hours

A study of the history of Christian worship of the past twenty centuries. The class will focus on worship practices that have taken shape throughout the centuries with emphasis placed on describing worship in its historical context. Students will describe and critique practices, and the resulting formation of the people will be front and center in class discussion.

WA212 Strategies for Worship Leaders

3 hours

A study in practical guidelines for the planning of corporate worship services and creating a dynamic, Trinitarian worship experience. The study will include the principles and methods involved in leading and rehearsing vocal teams, rhythm sections, scripture readers, and other up-front people. Evaluation of worship gatherings will be addressed. Resources for planning corporate worship actions other than music will also be explored and critiqued

WA214 History of Western Music

3 hours

An overview of Western music from antiquity to the present with special emphasis on major periods in music history, key composers and their compositions, and leading genres in a journey to help inform and form understanding of music in the present.

WA219 Sound and Media for the Church

2 hours

A class focusing on the set up of sound equipment, basics of live audio, basics of video streaming, exploring multimedia projection, and basics of theatrical lighting for the local church.

WA321 Theology of Worship

3 hours

A study of the biblical and theological foundations of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship and the ways that worship forms the individual worshiper and expresses community as modeled by the Trinity.

WA323 Survey of Congregational Song

3 hours

A survey of music written for congregational use over time. Music will be evaluated using a rubric measuring theological content, lyrical content and structure, and musicality.

WA324 The Arts in Christian Worship

3 hours

A historical overview and present-day exploration of the use of the arts in worship, both privately and corporately. Students will investigate the use of the arts as indicated in scriptural text, the historical church setting and current church settings. Students will explore the application of artistic mediums in corporate settings as tools for communication of God's message in the local church.

WA402 Senior Forum

1 hour

WA409 Worship Arts Internship

2 hours

A student internship and evaluation under an area pastor/music minister designed to give the student practical experience leading worship at a church and meeting with the pastor and/or music minister once a week. The student will be required to prepare, execute, and document all work performed during the internship. The internship may be done during the summer.

WA422 Conducting

3 hours

A study and practice of conducting techniques for choral and instrumental groups including score reading, musical expression, choral diction and voice problems, general survey of band and orchestral instruments, and rehearsal techniques. Prerequisite: MU 213, 214 Music Theory I, II, and permission of instructor.

WA499 Senior Project

1 hour

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) Policies on transfer 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) Its relationship with any external providers of its instruction (standing memorandums of understanding)

The Worship Arts program does not have a memorandum of understanding with any other college at the time of this review.

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. Examples may include:

Many of the Worship Arts classes provide short opportunities to practice leading worship in front of their peers in many different ways. Many Worship Arts majors lead worship at local churches. Each Worship Arts student leads a worship band for chapel at Barclay College sometime during their tenure as a student. Each Worship Arts major participates in an internship in a church or camp setting.

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

- 1) Vertical and horizontal integration: Course numbers are developed to communicate the level of rigor expected and required for successful completion of the course. The courses progress from a 100 level course (10-15 pages of formal writing and 400-800 pages reading) to 400 level courses (15-25 pages formal writing and 1000-2000 pages reading). Students are allowed to enroll in course levels based on the number of college credits they have.
- 2) Course numbering and sequence: Courses are numbered 100 through 499. The first digit in the course number communicates the course level. 100 level courses are freshman-level courses. Students can only enroll in one level higher than they currently are (freshman may enroll in 100-200 level, sophomores 200-300). We encourage students to take courses in order (from 100-400).

e. Program Connections

1) Course interdependence: Every student on campus takes WA101 Introduction to Worship. Choir is open to all students on campus. All students are able to take private lessons in Guitar, Drums, Bass Guitar, Voice, and Piano.

2) Faculty interdependence: WA students are required to take CM225 Ecclesiology and PM412 Counseling for Christian Leaders. Both of these classes are found in the Pastoral Ministry program and taught by their faculty.

3) Student interdependence: Barclay offers several minors that WA students are involved in. WA students may also be involved in athletics.

3. Program Distinctive

a) How does teaching your program at a Bible College distinguish your program?

The Worship Arts program carries a Christian worldview, while a degree similar to it might be offered at a secular college it is most commonly found in Christian colleges or liberal arts colleges that offer ministry degrees. The Worship Arts program is decidedly Trinitarian in nature and focuses on the theological, historical, and contextual aspects of worship. When similar programs are offered at liberal arts colleges, they focus mainly on the musical aspect of worship, often neglecting a broader theology of worship.

b) How is the focus of your program different from peer institutions?

The focus of the program at Barclay College is on the broader aspects of worship. It moves beyond music to incorporate art, sacraments, and a way of life.

4. Market Demand

Program Scorecard: 39.9999 - Theology and Religious Vocations, Other

GRAYASSOCIATES

Overall Score 29

Percentiles: < 40% 40%+ 70%+ 90%+ 95%+ 98%+

Category	Criterion	Value	Score	Total
Student Demand	Inquiries	Total (12 months)	0	-3
		Online (Included in Total)	0	
		Year-over-Year Change (Units)	0	0
Google Search*		Year-over-Year Change (%)	NA	0
		Total (3 months)	NA	0
		Year-over-Year Change (Units)	NA	0
Completions		Year-over-Year Change (%)	NA	0
		Total (12 months)	385	10
		Year-over-Year Change (Units)	-26	-1
		Year-over-Year Change (%)	-6%	0

Competitive Intensity	Institutions	Campuses with Graduates**	44	-6
		Year-over-Year Change (Units)**	0	0
	Cost Per Inquiry	Average Cost per Inquiry**	0.01	0
	Market Saturation	Completions per 1,000 Pop**	0.01	-2
	Google Search*	Cost per Click**	NA	0
		Competition Index**	NA	0
		Average Completions/Institution	9	3
	Program Size	Median Completions/Institution	5	0
		Year-over-Year Change (Units)	-1	0
		Year-over-Year Change (%)	-9%	0
Nat'l Distance Education		Insts. with Program Online**	13	0
		% of Institutions	30%	2
		Online Completions**	120	0
		% of Completions	31%	0

Degree Fit	NHEBI Nat'l 2-yr	Cost Index**	NA	0
		Student/Faculty Index	NA	0
	Completions	National Completions by Level	5	10
	Workforce	National Workforce Ed Attainment	5	

Category	Criterion	Value	Score	Total
Employment	Job Postings*	Total (12 months)	197	6
		Year-over-Year Change (Units)	13	1
		Year-over-Year Change (%)	6.9%	0
		Job Postings per Graduate*	0.1	-2
		Current Employment	1,805	6
		Year-over-Year Change (%)	2.2%	0
		3-Year Historic Growth (CAGR)	2.8%	0
		5-Year Historic Growth (CAGR)	2.7%	0
		10-Year Forecast CAGR	0.0%	0
		Annual Job Openings	181	1
BLS*		Job Openings per Graduate*	0.1	0
		Share of Generalist Employme...	2,426	2
		Share of Generalist Openings	230	0
		10th-Percentile Wages	\$29,128	1
		Wages (Age < 30)	\$30,839	0
		Wages (Age 30-60)	\$57,465	0
		% with Any Graduate Degree	44%	1
		% with Masters	34%	0
		% with Doct/Prof Degree	10%	0
		% Unemployed (Age < 30)**	3%	0
Nat'l ACS* (Bachelors)		% Unemployed (Age 30-60)**	2%	0
		% in Direct Prep Jobs	27%	0
		GE Wages - Assoc. & Cert	NA	0
Nat'l Gainful Emp.		Placement Rate - Assoc. & Cert	NA	0

CIP Description

Any instructional program in theological studies and religious vocations not listed above.

Award Level Breakdown by Source

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Post-masters Certificate	1%	1%	1%
Postbaccalaureate Certificate	3%	3%	3%
Masters Certificate	44%	44%	44%
Associates	2%	2%	2%
Doctoral	4%	4%	4%
Bachelors	19%	19%	19%
	28%	28%	28%

Job Postings (Market) - Edu Requested

Award Level	Minimum Education Requested
High School/Certificate	36%
Associates	35%
Bachelors	64%
Masters	56%
Doctoral	39%
Unspecified	24%

BLS Workforce Educ. Attainment (Nat'l)

Award Level	Educational Attainment
No College	10%
Some College	14%
Associates	6%
Bachelors	31%
Masters	29%
Doctoral	11%

Analysis: There is not a specific category for Worship Pastors / Worship Leaders in the Gray Associates report. Sixty-Four percent of job postings for Theology and Religions Vocations request a minimum education of a bachelor's degree. The average salary is between \$30,000 and \$57,000 depending on age and experience. While the Gray Associates analysis may show low student inquires and job postings, our admissions team has relayed to me that they have regular inquiries about our Worship Arts program when they go to college fairs. A quick look at the job board from the Institute for Worship Studies website shows 22 postings in the last year for Worship Pastors / Worship Arts Directors. Graduates from Barclay seeking employment as worship leaders at churches have found jobs as worship leaders.

5. Benchmarking against comparable programs at other institutions

The following chart shows the comparison of Barclay College's bachelor's in Worship Arts with worship programs in similar colleges and universities. The following colleges were used for comparison because of the similarity of their program, size of their student body or their theology was similar to ours:

- Manhattan Christian College, 236 undergraduate students, (Manhattan, KS) – B.S. in Christian Ministry with an emphasis in Worship Ministry.
- Central Christian College, 722 undergraduate students, (McPherson, KS) – B.A. in Worship Arts
- Southwestern Assemblies of God University, 1,692 undergraduate students, (Waxahachie, TX) – B.S. in Worship Arts.
- Columbia Bible College, 420 undergraduate students, (Abbotsford, British Columbia) – B.A. in Worship Arts.

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Comparison of Worship Arts Programs at Similar Colleges and Universities	Barclay College	Manhattan Christian College	Central Christian College (McPherson)	Southwestern Assemblies of God University	Columbia Bible College
	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2	Req = 1 Elect = 2
Ecclesiology	1		1		
Senior Forum	1		1		1
Applied Music (private lessons on inst. Of choice)	1	1	1	1	
Applied Music: piano	1	1	1	1	1
Applied Music: voice	1	1	1	1	
Choir	1	2	1	2	2
Counseling for Christian Leaders	1				2
Music Theory I	1		1	1	1
Music Theory II	1			1	1
History of Christian Worship	1	1			
Worship Band	1		1	1	1
Theology of Worship	1	1	1	1	1
Survey of Congregational Song	1		1		
The Arts In Christian Worship	1				1
Conducting	1		1	1	
Worship Arts Internship	1			1	1
Senior Project	1		1	1	
History of Western Music	1			1	
Drama	2				2
Sound and Media for the Church	2			2	1
Intro to Worship	1				1
Music Technology		1	1	2	
Ear Training			1		
Worship, Performance, and the Christian Musician			1		
Choral Arranging				2	
Instrumental arranging				2	
Principles and Practices of Music Ministry				1	
Brass, Woodwinds, strings, percussion techniques				2	
Leadership in Ministry				1	
Form and Analysis				1	
Music Theory III				1	
Music Theory IV				1	
Film, Faith, and Culture					2
Rock, Faith, and Pop Culture					2
Total number of classes	21	7	15	22	15

Analysis: The comparison of courses reveals many similarities in course offerings. Classes that survey songs for congregational use, the use of art in worship, and music history were only found at one of the other four programs surveyed. This makes Barclay's program unique in that it is more holistic in its approach to worship than the average worship arts program. A course that may be added in the future would be something in the recording area.

6. Program Quality

a) Teaching Assessment

1) Syllabi:

A copy of the program core course syllabi is located at the following location:
G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Worship Arts\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 Reviews2019 –2020\Student Evaluation

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
CM225				0%	1.67	94%				
CM402			2.03	88%			2.34	86%		
MU103-403P	1.4	100%	1.72	83%			1.22	100%		
MU105-505	1.51	96%	1.53	90%	1.74	86%	1.48	91%	1.66	91%
MU104-404V	1.52	100%	1.48	100%			1.3	100%		
PM412			1.6	100%				0%		
WA101	1.72	100%			1.65	91%			1.61	100%
WA201		0%			2.86	80%				
WA202							2.45	75%		
WA211									1.89	100%
WA212			1.24	100%						
WA321				0%	1.38	83%				
WA323					1.48	83%				
WA324							1.8	100%		
WA412										
WA490	1.5	100%						0%	1.85	67%
WA499				0%					1.4	100%
WA233									2.16	100%
WA219		0%							1.97	86%
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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

The following is the description in the Faculty Handbook concerning 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.”

We offer two opportunities per semester on campus for faculty development. They are evening sessions in which scholarly work is presented. The Worship Arts department chair attended the American Academy of Religion conference in Denver in the fall of 2018 and is slowly working through recent scholarly books on worship. The adjunct voice teacher attends the Kansas Music Educators Conference in Wichita at the end of February every year. Professional development could certainly be strengthened in the department. Probably the best thing that could be done is to fill out the professional development form that the academic dean distributes each year. This has not been filled out consistently among the worship arts faculty in recent years. After each academic year the worship arts faculty will meet and discuss their professional development activities and discuss ways to add to or improve those activities. They will also discuss the benefits they gained from their activities.

SMART Goal to improve professional development in the WA program	Date	Responsibility
Fill out the professional development form at the end of each academic year and discuss the results.	May 2020	Jared Ross

b) Learning assessment

1) Assessing student learning data for attainment of outcomes.

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

1. Articulate a biblically and historically informed theology of Christian Worship.
2. Lead a congregation in various forms of worship.
3. Apply historical and theoretical understanding to the analysis of music for worship.

4. Provide pastoral care to their community.

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

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Articulate a biblically and historically informed theology of Christian worship	Theology of worship that is clearly immersed in the Trinity, God's saving acts, humanity's response, scriptural support and historical support.	Theology of worship that contains trinitarian language, humanity's response, some scriptural and historical support.	Theology of worship may or may not involve the Trinity, the human response, biblical and historical support.	Theology of worship is centered in the latest cultural phenomenon and / or one's tradition.
Lead a congregation in various forms of worship	Creatively and hospitably leads a congregation in various forms of worship.	Some creativity and hospitality in leading a congregation in various forms of worship.	Little creativity and hospitality in leading. May only lead 1 or 2 forms of worship.	No creativity or hospitality in leading. Leading only 1 form of worship.
Apply historical and theoretical understanding to the analysis of music for worship	Places many composers, works, and genres within their proper time periods. Analyzes music with precision and clarity, can arrange music for multiple styles of worship.	Places some composers, works, and genres within their proper time period. Analyzes music, can make simple arrangements for a few styles of worship.	May place composers, works, and genres in the right time period. Analyzes music with difficulty. Can only make simple arrangements for one style of worship.	Composers, works, and genres are incorrectly placed in their time periods. Cannot analyze or arrange music.
Provide pastoral care to their ministry community	Consistently cares for the community by being a pastoral worship leader, providing copious opportunities for spiritual formation and discipleship. Leads by serving others.	Frequently cares for the community by being a pastoral worship leader, providing opportunities for spiritual formation and discipleship.	Occasionally cares for others, may provide opportunities for spiritual formation and discipleship.	Rarely cares for the community, looks out for themselves. Is not a servant.

a) Outcome #1: Articulate a biblically and historically informed theology of worship.

i. Formative Assessment

The formative assessment of this outcome is made through an assignment in WA101 Introduction to Worship.

Instructor: Jared Ross.

Course description: 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.

The assignment used for the assessment is done on the first day of class and the last day of class. The assessment of the outcome will be from both answers combined. Students were asked to write their answers to the following questions. The class was only asked the first question in 2018. "What is Christian worship?" "How does your answer affect the way you live?"

The rubric used to evaluate these papers is given below:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Articulate a biblically and historically informed theology of Christian worship	Theology of worship that is clearly immersed in the Trinity, God's saving acts, humanity's response, scriptural support and historical support.	Theology of worship that contains trinitarian language, humanity's response, some scriptural and historical support.	Theology of worship may or may not involve the Trinity, the human response, biblical and historical support.	Theology of worship is centered in the latest cultural phenomenon and / or one's tradition.

The results for this assessment are as follows:

WA101 Intro to Worship – Fall 2018	
Student	Rubric score for What is Christian Worship?
1	2
2	2
3	2
Average	2

WA101 Intro to Worship			Fall 2019
Student	Rubric score for What is Christian Worship?	Rubric score for How does your answer affect the way you live?	Average of both questions
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2
Average total			2

Analysis: The above assessment shows that all students are in the developing range of the rubric. This is mostly due to the fact that the assignment does not specifically ask for the student to share biblical or historical support of their answer to the questions. If this assignment is going to continue to be used as an assessment of the outcome, perhaps there should be something included in the instructions that asks them to include biblical and historical support of their answers. However, since this is an introductory course that all students take, usually at the beginning of their college tenure, then it is expected that they would still be in the “developing” range.

ii. Summative assessment

The summative assessment of this outcome is made through an assignment in WA312 Theology of Worship.

Instructor: Jared Ross.

Course description: A study of the biblical and theological foundations of Christian worship. Emphasis is placed on the development of a thoroughly biblical theology of worship and the ways that worship forms the individual worshiper and expresses community as modeled by the Trinity.

The assignment used for this assessment is called Theology of Worship paper. It is due at the end of the semester. The following instructions were given for the assignment. Begin with the Triune God – Father, Son and Holy Spirit. Introduction and then a paragraph on each person of the Trinity. Who is God? What has he done? What is his character? What does God expect?

Secondly, who are we? What has happened to us? Why worship? Discuss our need for a savior.

Third, narrow your paper here and talk about one or two of the following – corporate prayer, royal priesthood of believers, music, order of the service (form and freedom), covenant, time (calendar), sacraments. In your discussion present a biblical and theological view of the element(s) you chose. What are the implications for the gathered body on Sunday mornings? How do we respond to God?

The rubric used to evaluate these papers is given below:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
Articulate a biblically and historically informed theology of Christian worship	Theology of worship that is clearly immersed in the Trinity, God's saving acts, humanity's response, scriptural support and historical support.	Theology of worship that contains trinitarian language, humanity's response, some scriptural and historical support.	Theology of worship may or may not involve the Trinity, the human response, biblical and historical support.	Theology of worship is centered in the latest cultural phenomenon and / or one's tradition.

The results for this assessment are as follows:

WA312 Theology of Worship				Fall 2018
Student	Rubric score for: Who is God/Trinity?	Rubric score for: Humanity's response	Rubric score for: Scriptural/historical support	Average
1	4	3	2	3
2	3	2	4	3
3	3	3	4	3.3
4	4	4	4	4
Average				3.3

Analysis: Overall, the students did a great job emphasizing the Trinity in their paper. They are a little weak on humanity's response to God's revelation. The majority of them were strong in using scriptural support of their theology of worship. No change recommended.

b) Outcome #2: Lead a congregation in various forms of worship.

i. Formative Assessment

The formative assessment of this outcome is made through an assignment in WA101 Introduction to Worship.

Instructor: Jared Ross.

Course description: 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.

The assignment used for this assessment is done during the 4th week and 15th week of class. The instructions are: Each student will be randomly placed into a group of 3-4 people. The group will meet and decide on a worship segment that they will lead the class as a mock congregation. The group will decide the context that their segment will take place in as part of their understanding of various church traditions.

The rubric used to evaluate these papers is given below:

Program outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Lead a congregation in various forms of worship	Creatively and hospitably leads a congregation in various forms of worship.	Some creativity and hospitality in leading a congregation in various forms of worship.	Little creativity and hospitality in leading. May only lead 1 or 2 forms of worship.	No creativity or hospitality in leading. Leading only 1 form of worship.

The results for this assessment are as follows:

WA101 Intro to Worship Fall 2018			
Student	Week 4	Week 15	Average
1	2	1	1.5
2	1	1	1
3	1	1	1
Average			1.2

WA101 Intro to Worship Fall 2019			
Student	Week 4	Week 15	Average
1	1	1	1
2	1	2	1.5
3	1	1	1
4	1	2	1.5
5	1	2	1.5
Average			1.3

Analysis: The scores are low for this assessment possibly because the requirement for the assignment is to present a segment of worship in class which results in the groups offering one form of worship. For example, a group may present a prayer, or a scripture reading, or a song. The average score for each student may not be accurate because it is possible that a student would present one form of worship in week 4 and another form in week 15, thereby meeting the “developing” criteria on the rubric. As indicated in the scoring, some students presented more than one form of worship during their segment. Rating hospitality is difficult. Perhaps there should be a separate rubric to score hospitality in leading.

Proposal for Improvement of Program Quality: Create a separate rubric to rate hospitality.

SMART Goals to Improve Student Learning in the WA program		Date	Responsibility
1	Create a separate rubric to evaluate hospitality in leading.	2-16-20	Jared Ross
2	Include creativity and hospitality language in the assignment instructions and in the syllabus	2-16-20	Jared Ross

ii. Summative assessment

The summative assessment of this outcome is made through an assignment in WA490 Worship Arts Internship.

Instructor: Jared Ross.

Course description: A student internship and evaluation under an area pastor/music minister designed to give the student practical experience leading worship at a church and meeting with the pastor and/or music minister at least once a week. The student will be required to prepare, execute, and document all work performed during the internship. The internship can be done during the summer.

This assessment will be based on two parts, 1) the reflection paper the student turns in and 2) the internship supervisor's evaluation.

The rubric used to evaluate these papers is given below:

Program outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Lead a congregation in various forms of worship	Creatively and hospitably leads a congregation in various forms of worship.	Some creativity and hospitality in leading a congregation in various forms of worship.	Little creativity and hospitality in leading. May only lead 1 or 2 forms of worship.	No creativity or hospitality in leading. Leading only 1 form of worship.

The results for this assessment are as follows:

WA490 Worship Arts Internship - Fall 2019			
Student	Reflection paper	Supervisor Evaluation	Average
1	1	3	2
2	4	2	3
3	3	3	3
4	4	3	3.5
Average			2.9

Analysis: Student one's reflection paper scored low because they were not given opportunities to lead the congregation during their internship. They mainly did administrative and organizational duties throughout the internship. The supervisor evaluation spoke of the student's creativity and hospitality in serving the leaders and congregation of the church. The supervisor evaluation is low on student 2 because they kept referring to how the student would not lead the singing. However, the student "lead" creatively and hospitably throughout their internship by playing guitar and bass guitar, listening to many different people throughout the times of camps at their internship, leading in times of prayer, and playing games with the campers. There is more to being a pastoral worship leader than leading singing.

Proposals for Improvement of Program Quality: In the future it will be important to communicate with cooperating supervisors that students need to have multiple opportunities to lead in various capacities.

SMART Goals to Improve Student Learning in the WA program	Date	Responsibility
Include clear communication with internship supervisors that states the required opportunities for the student to have a successful, varied experience during the internship.	2-16-20	Jared Ross

c) Outcome #3: Apply historical and theoretical understanding to the analysis of music for worship.

i. Formative Assessment

The formative assessment of this outcome is made through an assignment in WA233 History of Western Music.

Instructor: Mark Miller.

Course description: An overview of Western music from antiquity to the present with special emphasis on major periods in music history, key composers and their compositions, and leading genres in a journey to help inform and form understanding of music in the present.

Each week you will listen to the music examples identified in your textbook and record your impressions. Diary logs are due on September 12, October 22, November 14 and December 5. Music is an aurally perceived phenomenon; the way we process music is very different from other kinds of information. It is not enough to read about the music, you must interact with it by intelligently listening to the music and responding to what you hear. You should listen to a minimum of 1 hour of music per week. The anthologies, which contain the scores for all of the playlists, are available to you in the reference section of the library. You may use the listening quizzes as a learning tool to assist you in interpreting the various musical excerpts.

Diary entry must be typed and include

- Date for each listening session
- Title of composition and composer
- Evidence of interaction with textbook and music by comments and observations

The rubric used to evaluate these papers is given below:

Program Outcome #3	Exceeds 4	Meets 3	Developing 2	Beginning 1
Apply historical and theoretical understanding to the analysis of music for worship	Places many composers, works, and genres within their proper time periods. Analyzes music with precision and clarity, can arrange music for multiple styles of worship.	Places some composers, works, and genres within their proper time period. Analyzes music, can make simple arrangements for a few styles of worship.	May place composers, works, and genres in the right time period. Analyzes music with difficulty. Can only make simple arrangements for one style of worship.	Composers, works, and genres are incorrectly placed in their time periods. Cannot analyze or arrange music.

The results for this assessment are as follows:

WA233 History of Western Music Fall 2019	
Student	Rubric score
1	3
2	3
Average	3

Analysis: The listening diaries do a great job of placing composers in a time period, they don't convey genre. They also don't require any arranging, but there is good, brief analysis of the selections that the students listened to. This is a good formative assessment for part of this outcome, but perhaps we should find something that speaks to all components of the outcome for future assessment.

Proposals for Improvement of Program Quality: In the future the assignment could be amended to include the time period and genre of the music they are listening to for their listening diaries.

SMART Goals to Improve Student Learning in the WA program	Date	Responsibility
Have students add the time period of the composer and genre in their listening diary.	2-16-20	Jared Ross

ii. Summative assessment

The summative assessment of this outcome is made through an assignment in WA323 Survey of Congregational Song.

Instructor: Jared Ross.

Course description: A survey of music written for congregational use over time. Music will be evaluated using a rubric measuring theological content, lyrical content and structure, and musicality.

Instructions for the assignment: **Song analysis.** Analyze five (5) songs, each from a different genre or stream using the rubric in Constance Cherry's *Selecting Worship Songs*. Your finished assignment will state the title of the song, composer, genre, your rating from each category and then a brief summary of your findings.

The rubric used to evaluate these papers is given below:

Program Outcome #3	Exceeds 4	Meets 3	Developing 2	Beginning 1
Apply historical and theoretical understanding to the analysis of music for worship	Places many composers, works, and genres within their proper time periods. Analyzes music with precision and clarity, can arrange music for multiple styles of worship.	Places some composers, works, and genres within their proper time period. Analyzes music, can make simple arrangements for a few styles of worship.	May place composers, works, and genres in the right time period. Analyzes music with difficulty. Can only make simple arrangements for one style of worship.	Composers, works, and genres are incorrectly placed in their time periods. Cannot analyze or arrange music.

The results for this assessment are as follows:

WA323 Survey of Congregational Song Fall 2018	
Student	Rubric score
1	3
2	3
3	3
4	3
Average	3

Analysis: The strength in this assignment lies in its musical analysis. It also shows the student's ability to place composers, songs and genres together. It is weak on arrangement because it does not ask the student to arrange a song.

Proposal for Improvement of Program Quality: In the future we will create an assignment in Music Theory II that requires the student to analyze and arrange multiple styles of music specifically for worship in a congregation.

SMART Goals to Improve Student Learning in the WA program	Date	Responsibility
Create an assignment in Music Theory II in which students will analyze and arrange at least 3 styles of music specifically for worship in a congregation.	2-16-20	Jared Ross

d) Outcome #4: Provide pastoral care to their ministry community.

i. Formative Assessment

The formative assessment of this outcome is made through an assignment in WA323 Survey of Congregational Song.

Instructor: Jared Ross.

Course description: A survey of music written for congregational use over time. Music will be evaluated using a rubric measuring theological content, lyrical content and structure, and musicality.

Instructions for the assignment: **Song Search.** You are to choose a scripture passage and find one song from at least five (5) different genres or streams presented in the course relevant to that scripture and appropriate for congregational singing. As part of the assignment, include a brief devotion/meditation pertinent to your song choice and biblical theme (approximately one page, double-spaced). This meditation should be suitable for pastoral use in the local church. Your meditation must demonstrate biblical, theological, and pastoral savvy. Finally, cite the source you used to find each song.

The rubric used to evaluate these papers is given below:

Program Outcome #4	Exceeds 4	Meets 3	Developing 2	Beginning 1
Provide pastoral care to their ministry community	Consistently cares for the community by being a pastoral worship leader, providing copious opportunities for spiritual formation and discipleship. Leads by serving others.	Frequently cares for the community by being a pastoral worship leader, providing opportunities for spiritual formation and discipleship.	Occasionally cares for others, may provide opportunities for spiritual formation and discipleship.	Rarely cares for the community, looks out for themselves. Is not a servant.

The results for this assessment are as follows:

WA323 Survey of Congregational Song Fall 2018	
Student	Rubric score
1	3
2	3
3	3
4	3
5	2
Average	2.8

Analysis: This assignment does not assess the entire outcome but does show a couple of spiritual formation opportunities by providing songs of different genres along with a devotional. As a formative assessment, it is a good beginning opportunity for students to put together a devotional for others. No change recommended.

ii. Summative assessment

The summative assessment of this outcome is made through the supervisor evaluation in WA490 Worship Arts Internship.

Instructor: Jared Ross.

Course description: A student internship and evaluation under an area pastor/music minister designed to give the student practical experience leading worship at a church and meeting with the pastor and/or music minister at least once a week. The student will be required to prepare, execute, and document all work performed during the internship. The internship can be done during the summer.

The on-site supervisor fills out an evaluative form for the student after they've completed their internship. The evaluation can be found on G:\Shared\Accreditation\0 Assessment\Program Reviews 2019 - 2020\Program Review - Worship Arts\Internship Handbook and evaluation

The rubric used to evaluate these papers is given below:

Program Outcome #4	Exceeds 4	Meets 3	Developing 2	Beginning 1
Provide pastoral care to their ministry community	Consistently cares for the community by being a pastoral worship leader, providing copious opportunities for spiritual formation and discipleship. Leads by serving others.	Frequently cares for the community by being a pastoral worship leader, providing opportunities for spiritual formation and discipleship.	Occasionally cares for others, may provide opportunities for spiritual formation and discipleship.	Rarely cares for the community, looks out for themselves. Is not a servant.

The results for this assessment are as follows:

WA490 Worship Arts Internship Fall 2019	
Student	Rubric score
1	4
2	4
3	4
4	4
Average	4

Analysis: Each student's evaluation revealed that they were providing many different opportunities for spiritual formation and discipleship throughout their 70 hours of internship. They consistently helped out in leadership tasks but also in ways of service to the community where they were serving. No change recommended.

c) Graduate placement

As of January 2020, Barclay College has graduated 2 students through the Worship Arts program. The program's first graduates finished in 2018. To effectively determine the needs of the students, we conduct a follow-up survey of all 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.

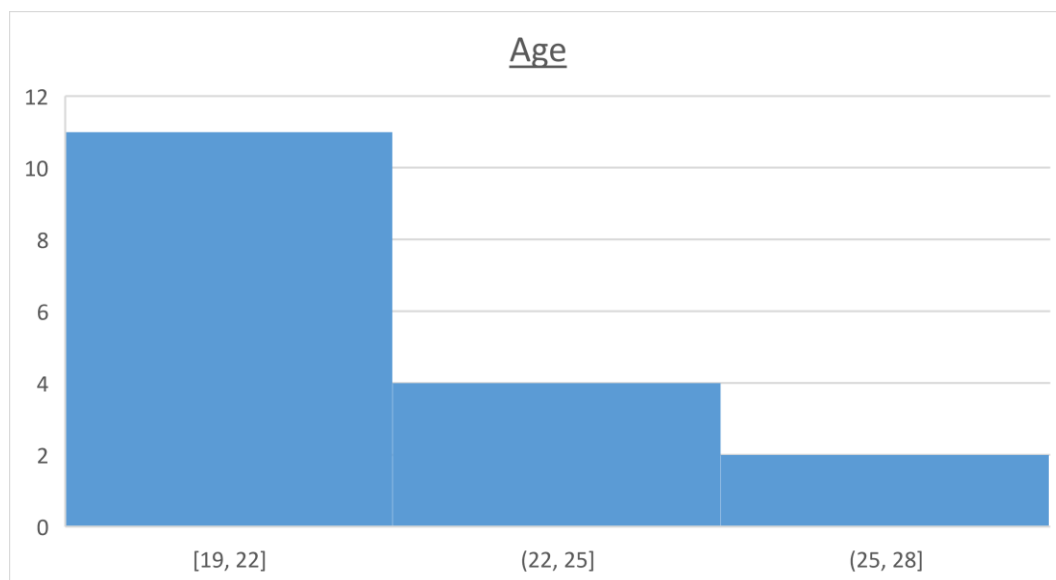
Year	Size of Graduating Class	Responded	Resp. Rate	Working for Pay	Work Related to Education Scale = 1 (Not) to 5(Highly)	Extent Barclay prepared you for Success Scale = 1 (Not Much) to 5(Very Much) Nov 2016	Extent Barclay prepared you for in a Bible Centered Environment Scale = 1 (Not Much) to 5(Very Much)	Number Attending Grad School Nov 2016
2018	2	2	100.0%	100%	2.50	3.50	4.50	0

d) Program demographics

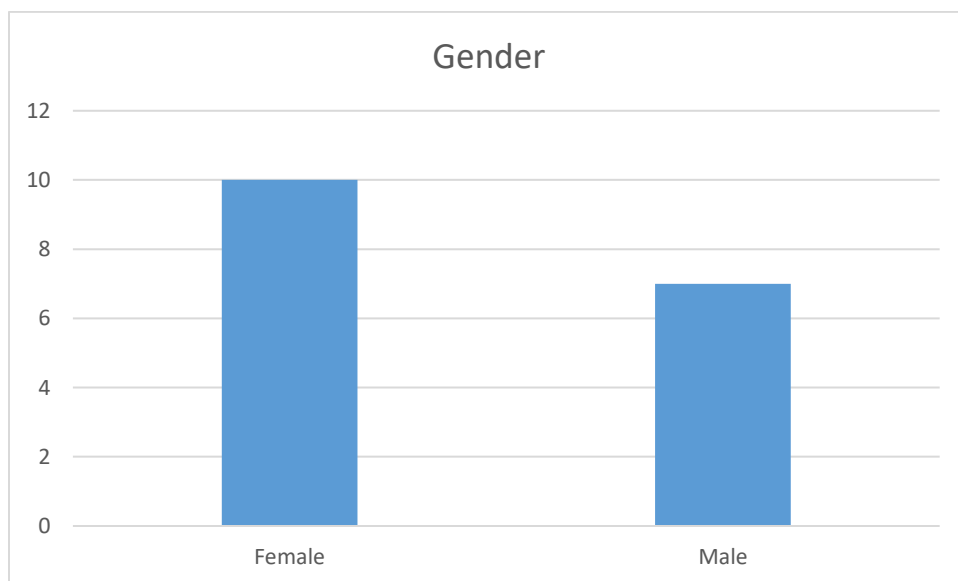
1) Student demographics

The sample of students included in this demographic study included all 17 students who have entered the Worship Arts program since 2015.

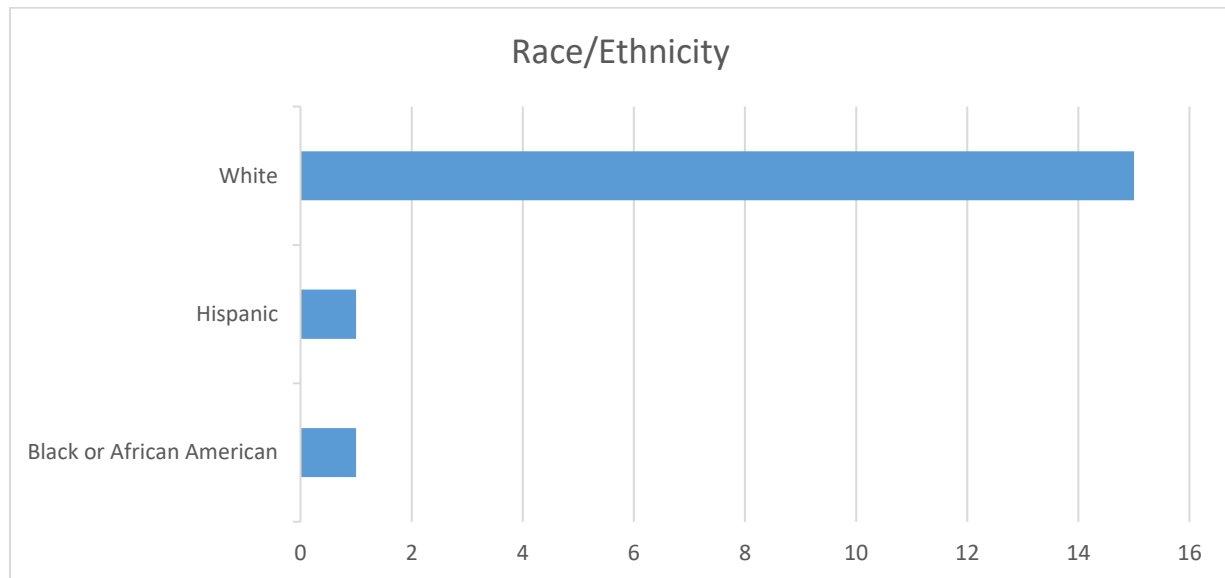
a. Age when starting their bachelor's program:



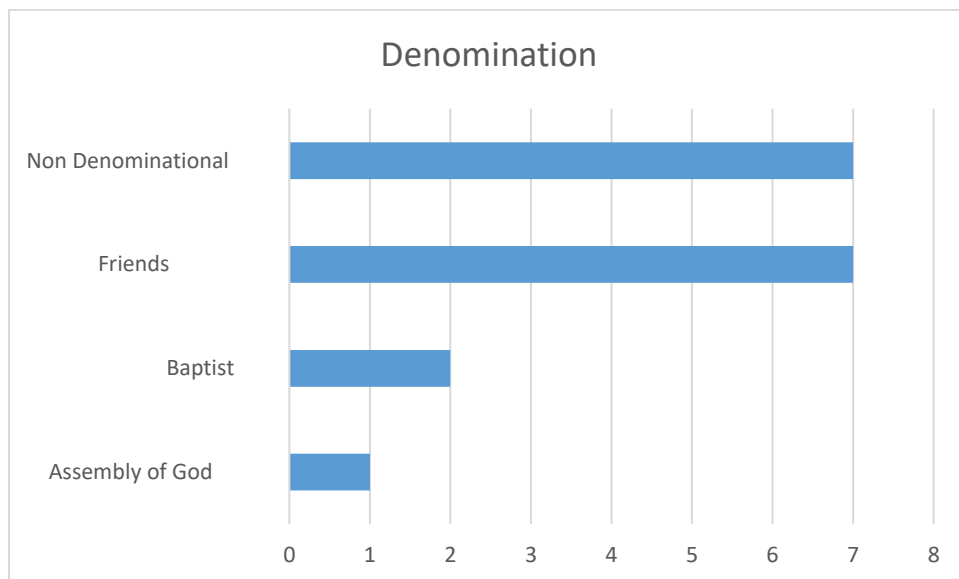
b. Gender:



c. Race/Ethnicity:



d. Religious Denomination:



2) Faculty demographics

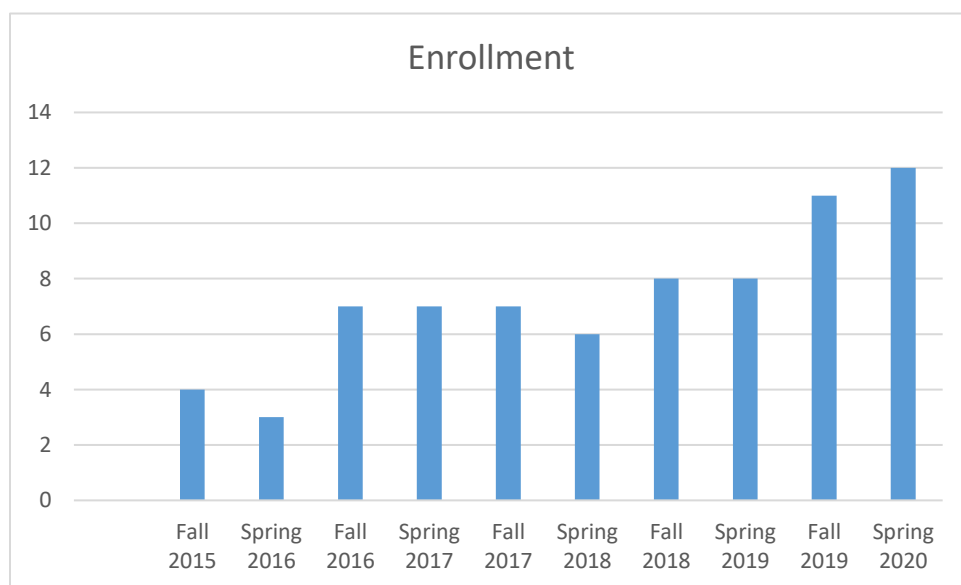
Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Jared Ross	Ph.D. in Worship Studies	The Robert E. Weber Institute	20	Male	White
Kim Stewart	B.A. in Elementary Education	Barclay College	7	Female	White
Mark Miller	M.M. in Conducting	Azusa Pacific University	4	Male	White
Sheryl White	Ph. D. Ministry Leadership		19	Female	White

7. Enrollment, retention, persistence, and completion

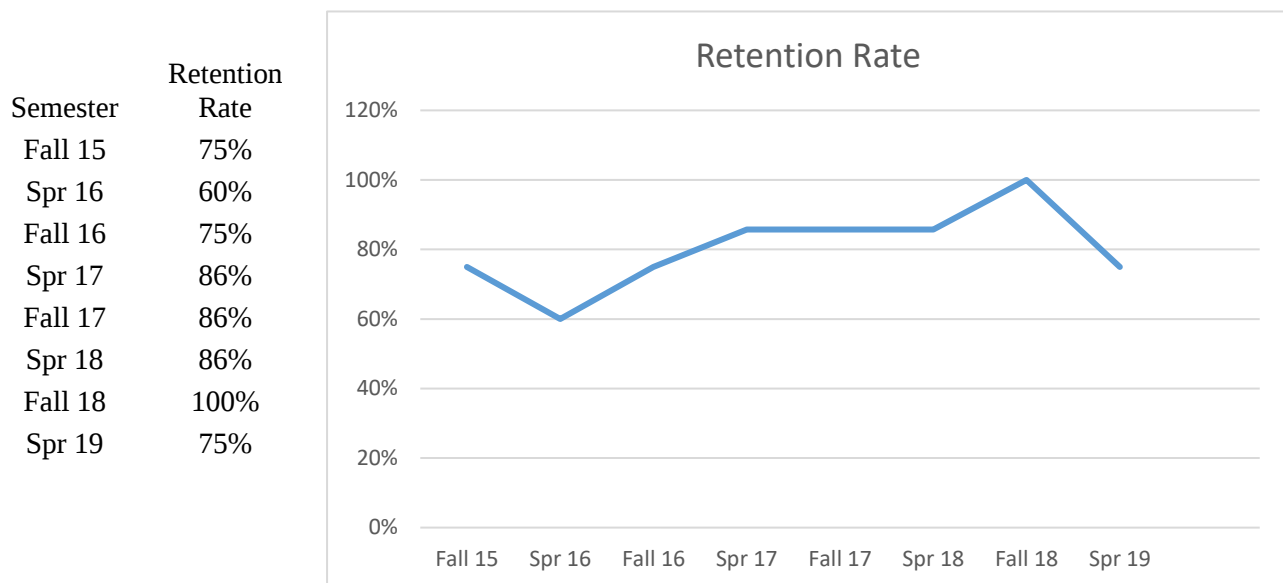
a) In this section, the following data is presented in a chart format:

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

<u>Term</u>	<u>Enrollment</u>
Fall 2015	4
Spring 2016	3
Fall 2016	7
Spring 2017	7
Fall 2017	7
Spring 2018	6
Fall 2018	8
Spring 2019	8
Fall 2019	11
Spring 2020	12



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

Insufficient data available at the time of this review.

4) Completion rate by cohort

The Worship Arts program started in Fall 2015. In Fall 2021, the first cohort will be evaluated on completion rate.

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

Over the last 5 years the Worship Arts program has steadily increased in enrollment. This year the program will graduate 5 students. It will be necessary to recruit more students to make up for those graduating. Persistence and completion will be evaluated during the next program review. The myriad opportunities that students have to be involved in leading worship during their time at Barclay aids in retention. In the last few years one student changed their major from Worship Arts to Bible/Theology because they didn't want to do music theory. Others have left because they have not kept themselves in good academic standing. Barclay College has a strong tutoring center that helps students with time management and encouragement to attend class and complete assignments.

SMART Goals to Improve Retention	Date	Responsibility
The Worship Arts advisor will meet monthly with Worship Arts majors to check in on class progress, well-being, and future goals.	2-21-20	Jared Ross

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
CM225	Ecclesiology	3 hours	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College
CM402	Senior Forum	1 hour	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College Jesse Penne B.A. Friends University MACM (Ministry) Friends University

MU104-404P	Applied Music: Piano	3 hours	Sheryl White Ph. D.Min.-Leadership Houston Graduate School of Theology M.A. Div-Pastoral Ministry M.A.Theology/Ethics B.A.Music
MU104-404V	Applied Music: Voice	2 hours	Kim Stewart B.A. Barclay College Elementary Education
MU106-506	Choir	8 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
PM412	Counseling for Christian Leaders	3 hours	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
WA201	Music Theory I	3 hours	Mark Miller M.M. Conducting Azusa Pacific University B.A. Music Education MidAmerica Nazarene University
WA202	Music Theory II	3 hours	Mark Miller M.M. Conducting Azusa Pacific University B.A. Music Education MidAmerica Nazarene University
WA211	History of Christian Worship	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
WA321	Theology of Worship	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
WA323	Survey of Congregational Song	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
WA324	The Arts in Christian Worship	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute

			M.M.E. Wichita State University B.S. Friends University
WA422	Conducting	2 hours	Mark Miller M.M. Conducting Azusa Pacific University B.A. Music Education MidAmerica Nazarene University
WA490	Worship Arts Internship	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
WA499	Senior Project	1 hour	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
WA212	Strategies for Worship Leaders	3 hours	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University

Average Credit Hours 5 years/per semester

Faculty	F15	S16	F16	S17	F17	S18	F18	S19	F19	Ave.
Derek Brown	0	0	4	0	0	3	6	0	0	1.44
Josh Bunce	0	0	0	0	0	3	0	0	0	0.33
Mark Miller	0	0	0	3	1	3	3	3	3	1.78
Casey Roberts	0	0	0	0	2	0	0	0	2	0.44
Jared Ross	12	17	18	13	15	10	17	12	13	14.11
Kim Stewart	0	0	0	0	0	0	0	1	1	0.22
Sheryl White	0	0	0	0	0	0	0	0	2	0.22

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

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 regard 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

i. Tuition

This information is available at the following link:

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

ii. Grants

The Worship Arts program has not yet received any grants.

iii. Donor-specific gifts

The Worship Arts program has not yet received any donor-specific gifts.

10. Goals for Improvement

Weaknesses –

1. We are a growing college which means that the students are involved in many different activities. Therefore, sometimes students are provided opportunities to lead worship in many different places, but they are over committed to activities on campus

- and can't take advantage of those opportunities. This is not a program weakness, but a reality of our situation.
2. The lack of diversity is a weakness in the program. There are many cultural issues that could be more deeply explored if we had a greater diversity of students in the program.
 3. Because we are growing, we also have a limited number of faculty that can present a variety of expressions and viewpoints.

Strengths –

1. There are myriad opportunities for our students to lead various forms of worship, not only on campus but also off campus.
2. Because we are a growing campus, the faculty are able to give great attention to the students.
3. The curriculum is strong in its breadth and depth of the many aspects of worship.
4. The Ross-Ellis Center for Arts and Ministry provides many opportunities for summer programs, community events, and fine arts offerings.

This program review is based on a curriculum that was updated in the fall of 2015. Before that it was still a program to train students to be worship leaders. Over the years, those students that graduated have found jobs leading worship in churches. Graduate surveys show that students feel like Barclay prepared them for success. Students are making progress toward the outcomes of the Worship Arts program. The following is a list of SMART goals for overall improvement in the program.

SMART Goal to improve professional development in the WA program		Date	Responsibility
Fill out the professional development form at the end of each academic year and discuss the results.		May 2020	Jared Ross
SMART Goals to Improve Student Learning in the WA program		Date	Responsibility
1	Create a separate rubric to evaluate hospitality in leading.	2-16-20	Jared Ross
2	Include creativity and hospitality language in the assignment instructions and in the syllabus	2-16-20	Jared Ross
3	Include clear communication with internship supervisors that states the required opportunities for the student to have a successful, varied experience during the internship.	2-16-20	Jared Ross
4	Have students add the time period of the composer and genre in their listening diary.	2-16-20	Jared Ross
5	Create an assignment in Music Theory II in which students will analyze and arrange at least 3 styles of music specifically for worship in a congregation.	2-16-20	Jared Ross
SMART Goals to Improve Retention		Date	Responsibility
The Worship Arts advisor will meet monthly with Worship Arts majors to check in on class progress, well-being, and future goals.		2-21-20	Jared Ross

11. Future Pressures or Concerns

There are a multitude of occupations that Worship Arts graduates can pursue beyond the traditional “Worship Leader” at a church. This will be a challenge to continue to help students realize that they can expand their thinking to include being a worship arts director at a church, a camp worship leader, a youth group worship leader, a parachurch organization worship arts director, etc. The cultural view of a worship leader sometimes carries with it a slant towards a “performance star” mentality and as such many students feel that the Worship Arts program is the road to being “on stage.” The continuing pressure will be to help shift that cultural paradigm to more of a “worship pastor” role. This does not make the program necessarily popular, but it does make a strong Christian program that moves beyond the performance aspect of worship leading and into spiritual formation and discipleship.

Another concern is job availability. The majority of churches in the United States cannot afford to hire a full-time worship leader, so there is quite a bit of competition among graduates to find a job at a large enough church that can pay a full-time person. I believe Barclay graduates will have an edge here because churches are starting to realize that they want to hire more than a “rock star,” they are looking for someone that has strong theological training. The Worship Arts program, along with the biblical studies portion of the degree, provides strong theological training along with solid musicianship and leadership skills.

12. Review of report by the Institutional Assessment Committee

The following feedback was received from the IAC.

1. Add page numbers to the review. (Completed 4-13-20)
2. Change wording to Bachelor of Science. (Completed 4-13-20)
3. There was discussion about how to incorporate the co-curricular aspects of the Worship Arts program into other programs as well.
4. In relation to job outlook, the numbers from Gray Associates are not accurate because the CIP number we are using is a broad category of “Theology and Religious Vocations, Other.” The program chair can request a different CIP number to more accurately reflect the degree. Aaron shared other CIP numbers that may be more fitting for the Worship Arts program. The registrar reminded everyone of the importance to notify the registrar’s office if the department chair wanted to change the CIP for the program. One good option seems like CIP 39.0502 “Worship Ministry.”
5. There was discussion of adding the strength of the Ross-Ellis building to host summer programs, community events, and other fine arts events to the strengths of the program. (Completed 4-13-20)

Worship Arts Program Review 2019-2020

Barclay College Program Review Rubric Scoresheet

Program Name: Worship Arts

Evaluator: Jared Ross

Date: 4-20-2020

Rubric Outcome	Worship Arts Scores	Comments
Program outcomes directly align to college mission.	3	A scheduled process for review has begun
Faculty have a central role in planning and evaluating educational programs.	2	Data from first program review will be used to improve the program
Program exit outcomes are clearly articulated for the development of skills and knowledge.	3	
Graduation proficiency levels and expectations are clearly communicated to students.	3	
Summative assessments are aligned to program outcomes.	2	After this first program review, summative assessments will be more fully aligned with outcomes.
Formative (mid-program) assessments are embedded in required courses.	3	
Course design aligns with and contributes to mastery of program learning outcomes.	3	
Program courses incorporate general education strands.	2	More work needed on monitoring student performance across program coursework.
Program syllabi are well-designed and published.	3	Academic honesty policy needs to be added to some syllabi.
Faculty's instructional methods are reviewed to ensure effective and varied delivery of content and skills.	1	Peer observation and faculty review has been discussed many times but never put into action.
Faculty collaborate with library personnel.	2	Information literacy is very briefly addressed in program coursework.
Student information is systematically collected to inform program design and quality.	2	This was just begun for this program review.
Program goals for student retention, persistence, and completion are ambitious but attainable.	1	Goals for retention and completion have never been written down. They exist but need to be put in concrete form.

Program data for student retention, persistence, and completion are collected, analyzed, and used to make improvements to the program.	2	This process has begun with this program review. Data from the review will be published and used to make improvements to the program.
Processes for collecting and analyzing program data for student retention, persistence, and completion reflect good practice.	2	This process has begun with this program review but needs to be more robust.
Average:	2.26	

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.