



Program Review

Bachelor of Science: Sports and Recreation Ministry

2020-2021

Program Chair: Larry Lewis



1. Mission Fit

A. 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:

Students should be able to:

1. Apply Biblical principles and practices to sound recreation management
2. Understand the benefits of sports, recreation and health on the whole person and the welfare of communities.
3. Synthesize and apply the technical knowledge and skills required of recreational professionals
4. Explain the basic and nature of recreation leadership

B. Curriculum Map/Banner

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	2. Model the Life and Teachings of Jesus Christ 5. Interpret and apply Scripture	1. Apply Biblical Principles and practices to sound recreation Management	SR204 SR302 SR314 SR402 SR427	Recreational Leadership Philosophy of Coaching Sports Outreach Senior Forum Character Development
Christian Life, Service	6. Critically evaluate diverse populations 9. Teams with others to accomplish goals	3. Understand the benefits of sports, recreation, and health on the whole person and the welfare of communities.	SR103 SR204 SR311 SR322 SR409 SR402	Intro to Sports & Recreation Recreational Leadership Adventure Education Lifetime Wellness Sports & Recreation Internship Senior Forum
Leadership, Service	7. Form and answer questions to advance knowledge	4. Synthesize and apply the technical knowledge and skills required of recreational professionals	SR201 SR302 SR322 SR409 SR402	Recreational Leadership Philosophy of Coaching Lifetime Wellness Sports & Recreation Internship Senior Forum
Leadership	8. Communicate effectively in written and oral forms	5. Explain the basics and nature of recreation leadership	SR103 SR204 SR302 SR409 SR402	Intro to Sports & Recreation Recreational Leadership Philosophy of Coaching Sports & Recreation Internship Senior Forum

2. Program Description

A. Bachelor of Science: Sports and Recreation Ministry

The Sports and Recreation Ministry degree prepares the student to be an effective leader in the fields of sports ministry, recreation, and camping. Students are required to study in a variety of areas: the biological and social sciences, sports and recreation, health content, experiential education, developmental theory, and Christian ministry practices. The curriculum includes both content and process-oriented courses and emphasizes service-learning and field experience. All facets are integrated with Christian principles.

SPORTS AND RECREATION MINISTRY Required Courses

I. Division of Bible and Ministry [77 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 (3 hours)

NT241 Synoptic Gospels (3 hours)

NT362 Acts (3 hours)

NT346 Writings of John (3 hours)

3 hours chosen from: 3 hours

OT252 Old Testament Poetry (3 hours)

OT322 Pentateuch (3 hours)

OT333 Historical Books (3 hours)

OT351 Prophets (3 hours)

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

8 hours

Additional Bible/Theology:

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TH205	Basic Beliefs	2 hours
	6 hours chosen from NT or OT electives	6 hours
Professional Ministry Courses		50 hours
CM225	Ecclesiology	3 hours
CM307	Ministry Leadership and Administration	3 hours
CM411	Conflict Management	3 hours
PY206	Developmental Psychology	3 hours
SR102	Lifetime Indoor Fitness	1 hour
SR103	Lifetime Outdoor Fitness	1 hour
SR107	Introduction to Sports and Recreation Ministry	3 hours
SR204	Recreational Leadership	3 hours
SR216	Elements of Athletic Training	3 hours
SR302	Philosophy of Coaching	3 hours
SR311	Adventure Education	3 hours
SR314	Sports Outreach	3 hours
SR322	Lifetime Wellness	3 hours
SR402	Senior Forum	1 hour
SR409	Internship	3 hours
SR427	Character Development Through Sports and Recreation	3 hours
YM104	Youth Culture and Trends	3 hours
YM302	Camp Programming	3 hours
	2 hours chosen to fulfill PE requirements	2 hours
PE103-403V	Women's Volleyball (1 hour)	
PE105-405S	Men's Soccer (1 hour)	
PE106-406B	Men's/Women's Basketball (1 hour)	
SR101	Cardio (1 hour)	
SR105	Weights (1 hour)	

II. Division of General Studies [33 hours]

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Division Core

<i>Communications:</i>		9 hours
EN100	College Writing	3 hours
EN200	Research and Writing	3 hours
SP200	Fundamentals of Speech	3 hours
<i>Humanities:</i>		11 hours
HU309	Interdisciplinary Studies Elective	3 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
PY100	General Psychology	3 hours
3 hours chosen from:		3 hours
Social Science Electives (3 hours)		
<i>Science and Mathematics:</i>		8 hours
3 hours chosen from:		3 hours
Math Electives (3 hours)		
NS206	Anatomy and Physiology + Lab	5 hours

III. Additional Requirements [4 hours]

3 hours chosen from literature (LI), Juniors Global, or social science electives		3 hours
BC199	Orientation for Success at Barclay College	1 hour

IV. Unrestricted Electives [hours]

3 hours chosen from classes in any division

3 hours

128 total hours

Professional Core Course Descriptions

CM225 Ecclesiology

3 hours

An exploration of ecclesiological models of the Christian church. The philosophy and praxis of varied ministry contexts, both contemporary and historical, will be analyzed and compared against scriptural models.

CM307 Ministry Leadership and Administration

3 hours

An introduction to the biblical principles of servant leadership, especially as they are revealed in the life and ministry of Jesus. Topics include; character development, vision casting, risk taking, team building, the relationship between responsibility and authority, and administrative tools for ministry.

CM411 Conflict Management

3 hours

Approaches to the management of intra-personal, interpersonal, and societal conflict, game theory, frustration and aggression, the etiology of conflict; role playing and case study methods to be supplemented by lecture-discussions and readings.

PY206 Developmental Psychology

3 hours

A survey of the physical, cognitive, moral, spiritual, and psychosocial development of the individual from conception to old age. Included is an expanded examination of the unique developmental and aging process of adults. Prerequisite: PY100 General Psychology.

SR102 Lifetime Indoor Fitness

1 hour

The course provides an overview of indoor recreational activities including but not limited to: basketball, volleyball, indoor soccer, and badminton.

SR103 Lifetime Outdoor Fitness

1 hour

This course provides an overview of outdoor recreational activities including but not limited to: flag football, disc golf, and tennis.

SR107 Introduction to Sports and Recreational Ministry

3 hours

This course presents students with the knowledge of ministry through sports and recreation, including historical and biblical perspectives as well as its current and future impact on the world.

SR204 Recreation Leadership

3 hour

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An exploration of leadership skills, including methods and techniques used in directing recreational activities at a camp, and on the playground, as well as through coaching and supervising.

SR216 Elements of Athletic Training

3 hours

A comprehensive study of essential topics and skills required for the preparation of a certified athletic trainer.

SR302 Philosophy of Coaching

3 hours

A course that examines different aspect of coaching as well as coaching styles. Topics covered include theoretical basis of participation, competition, motivation, group dynamics and leadership.

SR311 Adventure Education

3 hours

This course is designed to provide an introduction to the knowledge, attitudes, and skills needed to implement an adventure education program. Students learn to provide and promote adventure-based, experiential learning and cooperative team-building opportunities for community, utilizing the values and aspiration: Respect, Integrity, Innovation, Openness, Justice and Responsibility.

SR314 Sports Outreach

3 hours

Course content includes organizational theory, principles, and practical tips for initiating, maintaining, and growing a sports outreach ministry. Students will learn the basics of day-to-day operations of a sports outreach ministry and become aware of the cutting-edge resources, equipment, services, and materials in the field.

SR322 Lifetime Wellness

3 hours

A course that examines issues concerning overall personal health in relation to physical, emotional, and spiritual life.

SR402 Senior Forum

1 hour

A meeting for graduating seniors to discuss aspects of job search, interview, personal goal setting, spiritual direction, and overall assessment. The capstone of this class is a major paper that outlines the individual's personal learning as applied to the five *Division Outcomes* for this major. In the written capstone paper the student will capsule their personal learning and mission and research and theory from the field.

SR409 Sports/Recreation Internship

3 hours

A closely supervised experience in leadership within a sports or recreation field, progressing from observation to participation with leaders. Areas of exposure and practice will include but are not limited to: administrative duties, dealing with "clientele", and program design.

SR427 Character Development through Sports and Recreation

3 hours

A course dealing with issues that expose character in children as well as adults during recreational or competitive sports and how to use those issues for positive character development.

YM104 Youth Culture and Trends

3 hours

A study of the various dynamics of youth culture. Special attention will be given to the analysis of media, the internet, and societal trends affecting adolescents.

YM302 Camp Programming

3 hours

An examination of camp organization and administration policies. Special attention will be given to site selection, operation, and fundamentals of camp counseling.

PE103, 203, 303, 403 Varsity Volleyball (Women)

1 hour

The course is aimed at providing experience as a member of a varsity level, intercollegiate sport. Individuals will receive hands-on guidance from the volleyball coaching staff on fundamentals, strategies of volleyball and team concepts; practices, games and film sessions will be utilized in developing this knowledge. In addition, preparing student/athletes for effective Christian life, service, and leadership is integrated into the experience.

PE105, 205, 305, 405 Varsity Soccer (Men)

1 hour

The course is aimed at providing experience as a member of a varsity level, intercollegiate sport. Individuals will receive hands-on guidance from the soccer coaching staff on fundamentals, strategies of soccer and team concepts; practices, games and film sessions will be utilized in developing this knowledge. In addition, preparing student/athletes for effective Christian life, service, and leadership is integrated into the experience.

PE106, 206, 306, 406 Varsity Basketball (Men, Women)

1 hour

The course is aimed at providing experience as a member of a varsity level, intercollegiate sport. Individuals will receive hands-on guidance from the basketball coaching staff on fundamentals, strategies of basketball and team concepts; practices, games and film sessions will be utilized in developing this knowledge. In addition, preparing student/athletes for effective Christian life, service, and leadership is integrated into the experience.

SR101 Cardio Exercise

1 hour

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This course provides an enjoyable opportunity for toning muscles and improving cardiovascular efficiency.

SR105 Weight Training

1 hour

Development of strength and endurance through weight training, calisthenics, and running. Home exercise programs and maintenance of fitness in later life are also considered.

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

Policies on transfer credit

This information is available at the following link:

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

Student Costs

This information is available at the following link:

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

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

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

This information is available at the following link:

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

Each student on the campus is assigned an advisor. The advisor assists the student in choosing classes and sequences that will lead to the 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. The 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.

D. Describe how the program provides students with opportunity to apply their knowledge and skills. Examples may include:

Many of our courses provide student opportunities for in-class reflections, discussions and presentations. In addition, students are required to complete an internship where they volunteer at least 45 hours at a program-approved site. At the end of the internship the supervisor will provide the student with feedback on their performance. Students are expected to keep a weekly journal during the internship, detailing the activities, duties and interactions. Students take part in the administrative, organizational and developmental aspects of the specific sports/recreation activities conducted. A copy of the evaluation rubric is located at the following link:

G:\Shared\Accreditation\0 Assessments\Program Reviews 2020-2021\Program Review- Sports and Recreation Ministry\Assessments.

E. 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 (10-12 pages of formal writing and 250-500 pages of reading) to 400 level courses (15-20 pages of formal writing and 750-1500 pages of 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 numbering sequence communicates the course level. 100 level courses are freshmen-level courses. Students can only enroll in one level higher than they currently are (freshmen may enroll in 100-200 level, sophomores 200-300). We encourage students to take courses in order (from 100-400).

F. Program Connections

- 1) Course Interdependence: Six courses offered by other degree programs are included in the Core Course requirements for the Sports and Recreation Ministry program. They include CM225 Ecclesiology, CM307 Ministry Leadership and Administration, CM401 Conflict Management, PY224 Developmental Psychology, YM104 Youth Culture and Trends, and YM302 Camp Programming.
- 2) Faculty Interdependence: Some courses not specific to the sports and recreation ministry program are taught by the sports and recreation faculty; ED103 Introduction to Christian Education; and ED308 Physical Education/Health Methods. The required courses for the Sports and Recreation Ministry program include courses taught by both sports and recreation faculty as well as non-sports and recreation faculty: The Bible and Ministry Faculty and Psychology Faculty teach six courses, but the majority of the sports and recreation core courses are taught by the sports and recreation faculty.

3. Program Distinctives

A. How does teaching your program at a Bible College distinguish your program?

Our belief in the inerrancy of scripture provides the foundation for how we understand humans and the world in which we function. It provides a lens through which we view sports and recreation participation, coaching, organization, and behaviors. We believe by learning the biblical values and principles in sports and recreation, we are more fully equipped to represent Christ on and off the court or playing field.

B. How is the focus of your program different from peer institutions?

Our emphasis includes looking at sports and recreation through both the ministry component as well as the secular component. In addition, all students will graduate with a dual major in Biblical Studies.

4. Market demand

A. Outgoing

The following data was accessed on 9/3/20 from Gray Associates' website (Grayassociates.com) to evaluate the marketability of the Sports and Recreation Ministry program. The CIP code this program has been classified under is 39.99 – Theology and Religious Vocations, Other. The overall score given was 28. (See picture below)

[illegible]

5. Benchmarking against comparable programs at other institutions

	For Religious Vocations	For Health/PE/Fitness Vocations
Inquiries over 12 months	0	31
Google searches for 3 months	N/A	113,922
Completed degrees 12 months	385	14,459
Year after year completions		
For 12 months	- 6%	0%
Number of institutions with		
This degree	44	400
Average program size	9	36
Institutions with program		
Online	13	27
Online completions over		
A year	120	625
Total job postings for 12		
Months	197	38,187
% of increase in job postings -	.5%	+ 2.6%
Current employment	1,805	321,289
Annual job openings	181	33,771
Job openings per graduate	0.1	2.3
Wages for graduates under 30	\$30,839	\$36,293
Wages for graduates 30-60	\$57,465	\$68,293
Bachelor's degree completions	28%	74%
Job postings for Bachelor's		
Degree	74%	38%
Workforce for Bachelor's		
Degree	31%	38%

Analysis: In looking at the Gray Associates' data for the present degree of Sports and Recreation Ministry, we have come to the conclusion that offering a new degree in Sports Management or Sports and Recreation Leadership would open the door wider for future employment opportunities for our graduates. This side by side comparison of the two degrees shows a sizeable difference in the two degree options. The first graduates of the Sports and Recreation Ministry degree was in 2013. For the last eight years, no graduate has been employed in a church ministry setting. The majority of graduates are employed in Health/PE/Fitness/Sports/and Coaching positions. The side by side comparison below shows the market viability in changing the name of our present degree.

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← → | graydata.grayassociates.com/Q/AJAZf/c/openidoc.htm?document=grayreports%5Cclient%20versions%5Cgraydata%20program%20eval... | Union Bank - Sign... | »

Apps | YouTube | The Christian Colle... | BibleGateway.com... | Populi - Barclay Col... | Fox News - Breakin... | Google | Capital One | Canvas | SafeGuardZimpleM... | »

Clear | Definitions | Files | Scoring Criteria | Score Breakdown | Program Rank | Program Scorecard | Program x Market Matrix | Competitors | Data Table | Historical Data | Workplace Requirements | Crosswalks

Current Selections
Market: National
6-Digit CIP: 31.0501

Program Search Box

Selections

Market	6-Digit CIP	Health/Phys. Ed./Fitness, Gen'l
1	31.0501	Health/Phys. Ed./Fitness, Gen'l
1.0001	1.0001	Agriculture, General
1.0002	1.0002	Agricultural Business/Mgmt, General
1.0003	1.0003	Agricultural Economics
1.0004	1.0004	Farm/Farm and Ranch Management
1.0005	1.0005	Ag/Farm Supplies
1.0006	1.0006	Retail Wholesale
1.0009	1.0009	Technology
1.0019	1.0019	Agricultural Business/Mgmt, Other

Program Scorecard: 31.0501 - Health/Phys. Ed./Fitness, Gen'l

Overall Score: 55

Category	Criterion	Value	Score	Total
Student Demand	Inquiries	Total (12 months)	31	7
		Online (included in Total)	0	
		Year-over-year Change (Units)	-41	-1
		Year-over-year Change (%)	-56.5%	-1
	Google Search*	Total (3 months)	113,922	10
		Year-over-year Change (Units)	5,745	1
		Year-over-year Change (%)	5.3%	
	Completions	Total (12 months)	14,459	10
		Year-over-year Change (Units)	-10	0
		Year-over-year Change (%)	-0%	0
Competitive Intensity	Institutions	Completions with Graduates**	400	-6
		Year-over-year Change (Units)**	-10	1
	Cost Per Inquiry	Average Cost per Inquiry**	0.20	-2
	Market Saturation	Completions per 1,000 Pop**	\$14	1
	Google Search*	Competition Index**	0.79	0
		Average Completions/Institution	36	7
	Program Site	Median Completions/Institution	11	0
		Year-over-year Change (Units)	-1	0
		Year-over-year Change (%)	-5%	0
	Natl Distance Education	Insts. with Program Online**	27	1
	Online Completions**	625	1	
	% of Completions	4%	0	
Degree Fit	NHEBI Nat'l 2+yr	Cost Index**	0.69	0
		Student Faculty Index	0.89	0
	Completions	National Completions by Level	5	10
Workforce	National Workforce Ed Attainment	5	5	

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

Category	Criterion	Value	Score	Total
Employment	Job Postings**	Total (12 months)	38,187	6
		Year-over-year Change (Units)	1,841	1
		Year-over-year Change (%)	5.1%	0
		Job Postings per Graduate*	2.6	0
		Current Employment	321,289	6
		Year-over-year Change (%)	2.9%	0
		5-Year Historic Growth (CAGR)	3.9%	0
		5-Year Historic Growth (CAGR)	4.1%	0
		10-Year Forecast CAGR	0.1%	0
		Annual Job Openings	33,771	1
BLS*	Job Openings per Graduate*	2.3	0	
		Share of Generalist Employment...	36,121	2
		Share of Generalist Openings	3,426	0
		10th-Percentile Wages	550,512	1
		Wages (Age 30-60)	588,216	0
		% with Any Graduate Degree	31%	0
		% with Masters	22%	0
		% with Doctoral Degrees	8%	0
		% Unemployed (Age < 50)**	4%	0
		% Unemployed (Age 30-60)**	2%	0
Natl ACS* (Bachelors)	% in Direct Prep Jobs	28%	0	
	GE, VABES - Assoc. & Cert	NA	0	
	Placement Rate - Assoc. & Cert	79.1%	0	

CIP Description

A general program that focuses on activities and principles that promote physical fitness, achieve and maintain athletic prowess, and accomplish related research and service goals. Includes instruction in human movement studies, motivation studies, rules and practice of specific sports, exercise and fitness principles and techniques, basic athletic injury prevention and treatment, and organizing and leading fitness and sports programs.

Award Level Breakdown by Source

Inquiries and Completions			Job Postings (Market) - Edu Requested			BLS Workforce Educ. Attainment (Nat'l)		
Award Level	Inquiries (Market)	Completions (National)	Award Level	Minimum Education Requested	Award Level	Educational Attainment		
Certificate	0%	4%	High School/Certificate	41%	No College	11%		
Associates	0%	14%	Associates	20%	Some College	17%		
Bachelors	0%	74%	Bachelors	35%	Associates	7%		
Postbaccalaureate Certificate	0%	0%	Masters	24%	Bachelors	38%		
Masters	100%	8%	Doctoral	19%	Masters	24%		
Doctoral	0%	0%	Unspecified	36%	Doctoral	4%		

Internal Program Metrics

Share of Market Completions by Award Level	Share of Total
Award Level	0
Institution	0.00%
Share of Total Completions	0.00%

* Google search, employment data and IPED Ratio do not filter by award level.
** Color scale in reverse.
NA: No data available/not currently tracked.
2 Yr: Associates & certificate programs only.

Type here to search

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6. Program Quality

A. Teaching Assessment

1) Syllabi

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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 2020 - 2021\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	Spr 20 Ave	% return	Fall 20 Ave	% return
CM225					1.59	94%							1.65	82%
CM307	1.89	95%			1.76	93%			1.78	77%			1.63	75%
CM411									1.34	89%				
PY206														
SR102			1.8	75%			1.35	100%						
SR103					1.5	50%			1.6	83%			1.3	57%
SR107	1.8	100%			1.64	71%			1.9	100%			1.4	20%
SR204			2.24	86%			1.42	67%						
SR216			2.2	80%										
SR302														
SR311	2	50%							1.64	83%				
SR314														
SR322							2.07	75%						
SR402														
SR409									2.35	100%				
SR427					2.06	80%							1.73	100%
YM104			1.9	100%			1.97	76%						
YM302			1.74	100%			2	76%						
SR101														
SR105	2.95	100%			2.11	60%			2.8	100%			2.8	100%

3) Peer observations

Barclay College has begun the process toward peer review of the effectiveness of an instructor's teaching methods. The Executive Academic Committee is developing a policy and procedure for peer observations.

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.

Program Outcomes:

Students should be able to:

1. Apply Biblical principles and practices to sound sports and recreation management
2. Understand the benefits of sports, recreation and health for the whole person and the welfare of communities
3. Synthesize and apply the technical knowledge and skills required of sports and recreational professionals
4. Explain the basic and nature of sports and recreation leadership

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

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
1. Apply Biblical principles and practices to sound sports and recreation management	Demonstrating Biblical principles and practices to sound sports and recreation management.	Attempted to integrate Biblical principles and practices to sound sports and recreation management.	Beginning to apply Biblical principles and practices to sound sports and recreation management, but still sees them as two separate realms.	Does not fully understand how to apply Biblical principles and practices needed for a sound sports and recreation ministry program.
2. Understand the benefits of sports, recreation, and health on the whole person and the welfare of communities.	Exhibits a thorough understanding of the benefits of sports, recreation, and health on the whole person and the welfare of communities.	Shows a good understanding of the benefits of sports, recreation, and health on the whole person and the welfare of communities.	Explains the benefits of sports, recreation, and health for individuals and starting to understand how it ties into community health.	Aware of the benefits of sports, recreation, and health for individuals, but unable to grasp this concept for communities.
3. Synthesize and apply the technical knowledge and skills required of sports and recreational professionals.	Consistently can show and apply the technical knowledge and skills required of sports and recreational professionals.	Can explain the technical knowledge and skills required of sports and recreational professionals.	Demonstrates a basic awareness of the technical knowledge and skills needed by sports and recreational professionals.	Learning the technical knowledge and skills needed of sports and recreational professionals, but unable to demonstrate it.
4. Explain the benefits and nature of sports and recreation leadership.	Demonstrates the benefits and nature of sports and recreation leadership.	Frequently explains the benefits and nature of sports and recreation leadership.	Beginning to explain the benefits of sports and recreation leadership.	Not able to explain the benefits and nature of sports and recreation leadership.

a) Outcome #1

Outcome assessed: Program Outcome #1 – Apply Biblical principles and practices to sound sports and recreation management.

This is a **formative assessment** of the program outcomes.

Course: SR107 Introduction to Sports and Recreation Ministry

Course Description: This course presents students with a knowledge of ministry through sports and recreation, include historical and biblical perspectives, as well as its current and future impact on the world.

Assignment Utilized: Students will write a 500-word paper on “Biblically Defend Sports Ministry”

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Applies Biblical principles and practices to sound sports and recreation management.	Demonstrating Biblical principles and practices to sound sports and recreation management.	Attempted to integrate Biblical principles and practices to sound sports and recreation management, but still sees them as two separate realms.	Beginning to apply Biblical principles and practices needed for a sound sports and recreation management.	Does not fully understand how to apply Biblical principles and practices for a sound sports and recreation management.

Results:

Semester: Fall 2019 & Fall 2020

Student 1	1	2019
Student 2	4	2019
Student 3	2	2019
Student 4	3	2019
Student 5	2	2019
Student 6	2	2020
Student 7	4	2020
Student 8	3	2020
Student 9	3	2020
Student 10	2	2020
Average	2.6	

Analysis of student's performance: Very few students are demonstrating an understanding of Biblical principles and practices as it relates to sports and recreation management. I believe that there has been a decline in Biblical knowledge and an understanding of the Bible in all incoming Barclay College students in the Sports and Recreation Ministry degree program. I can only speak for my program, but I believe we are seeing this same lack of Biblical knowledge and understanding in the majority of incoming Barclay students. All of the students know that the Bible **does not** mention specific current sports in the Bible, but **does** draw comparisons in the sports of running and fighting. The students understand that the Bible talks about character traits, such as self-control and discipline, which are often talked about. They also understand that sports is a platform God has given us to communicate the gospel to people.

Proposals for improving the program based on the above analysis:

Provide students with some suggested articles to look at and what words or phrases to google to see additional resources. Explain to students the importance of reading through information more than one time to gain a better understanding of what the author is trying to convey. In addition, students should take time to form their own views on the subject. Each student will view things differently and that leads to more productive class discussions.

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SMART goal(s)

Goal:

In the paper “Biblically Defend Sports Ministry”, students will not only use scripture in their paper, but will be asked to look at a Biblical commentary and include two to three sentences from the commentary in explanation of the scripture(s) they used.

Date:

12/1/20

Responsible:

Larry Lewis

Outcome assessed: Program Outcome #1- Apply Biblical principles and practices to sound sports and recreation management.

This a **summative** assessment of the program outcome.

Course: SR302 Philosophy of Coaching

Course description: This course examines different aspects of coaching as well as coaching styles.

Topics covered include theoretical basis of participation, competition, motivation, group dynamics, and leadership.

Assignment Utilized: Students will write a 750-word paper on “The Role a Christian Coach Plays in the Lives of Their Players”.

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Apply Biblical principles and practices to sound sports and recreation management	Demonstrating Biblical principles and practices to sound sports and recreation management.	Attempted to integrate Biblical principles and practices to sound sports and recreation management.	Beginning to apply Biblical principles and practices to sound sports and recreation management, but still sees them as two separate realms	Does not fully understand how to apply Biblical principles and practices needed for a sound sports and recreation ministry program.

Results:

Semester: Spring 2019

Score on Rubric

Student 1	3	2019
Student 2	4	2019
Student 3	3	2019
Student 4	2	2019
Average	3	

Analysis of the student's performance: After reading these essays 3-4 times, I believe all of the students understand the impact a Christian coach can have on a team. They all shared stories of the coaches who had the greatest impact on them and these coaches were Christians who shared their faith in words and actions. They understand that the coach sets the tone for a team and as a Christian, the atmosphere is one of respect, hard work, love and self-control. They all mentioned that the team will take on the character and attitude of the coach, so they understand the importance of living for Christ.

Proposals for improving the program based on the above analysis: The main thing I noticed in all of the papers is a lack of scripture to either validate their observations/comments or to make sure their thoughts are aligned with God's Word. I need to incorporate the value of scripture in my daily lessons and spend more time explaining the scriptures and how it relates to coaching during teaching. It would also be good for me to say that scripture must be included in the guidelines for their papers.

SMART Goal(s)

Goal:

In the paper, "The Role a Christian Coach Plays in the Lives of Their Players", students will use no fewer than four scripture references to validate their observations or comments.

Date:

5/4/2020

Responsible:

Larry Lewis

b) Outcome #2

Outcome assessed: Program Outcome #2 – understand the benefits of sports, recreation, and health on the whole person and the welfare of communities.

This is a **formative assessment** of the program outcomes.

Course: SR204 Recreational Leadership

Course Description: Exploration of leadership skills, including methods and techniques used in directing sports and recreational activities at a camp, park setting, school or playground, as well as through coaching and supervision.

Assignment Utilized: Students will write a 750-word paper on "The Role Recreation Can Play in Ministry"

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Understand the benefits of sports, recreation and health on the whole person and communities.	Consistently demonstrates the benefits of sports, recreation and health on the whole person and communities.	Frequently demonstrates the benefits that sports, recreation and health have on the whole person and communities.	Demonstrating some basic evidence that sports, recreation and health have on the whole person and communities.	Starting to grasp the benefits that sports, recreation and health have on the whole person

Results:

Semester: Spring of 2019 & 2020

Student 1	3	2019
Student 2	3	2019
Student 3	2	2019
Student 4	3	2019
Student 5	3	2019
Student 6	2	2019
Student 7	4	2020
Student 8	3	2020
Student 9	4	2020
Student 10	4	2020
Student 11	1	2020
Average	2.9	

Analysis of the student's performance: The majority of the students frequently demonstrated the benefits of sports, recreation and health on the whole person and communities. The students consistently spoke of personal stories where being involved in sports or recreation added to their faith journey. The students also agreed that all churches should utilize some form of sports and recreation ministry, because it is a great way to bring people to Christ and it is relevant in today's society.

Proposals for improving the program based on the above analysis: I will have the students narrow their focus when writing their paper. By that I mean, have one student focus on children from 1-6 grade; another student focus on junior high age; another on high school age; another on college age; young adults; middle age adults; and senior adults. All of those age categories differ on the kinds of recreation that could be used to draw people into the church and ultimately into a relationship with Christ.

SMART Goal (s)

Goal:

Prior to writing the paper "The Role Recreation Can Play in Ministry", talk about the different age groups and how different types of recreation will appeal to different age groups. Then, have each student pick one of those age groups to focus on.

Date:

12/1/20

Responsible:

Larry Lewis

Outcome assessed: Program Outcome #2 – Understand the benefits of sports, recreation and health on the whole person and the welfare of communities.

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This is a **summative assessment** of the program outcomes.

Course: SR322 Lifetime Wellness

Course Description: This course will examine issues concerning overall personal health in relation to physical, emotional, and spiritual life.

Assignment Analyzed: Students will write a 750-word paper on “The Importance of Fitness in the Life of a Christian”.

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Understand the benefits of sports, recreation and health on the whole person and communities.	Consistently demonstrates the benefits of sports, recreation and health on the whole person and communities.	Frequently demonstrates the benefits that sports, recreation and health have on the whole person and communities.	Demonstrating some basic evidence that sports, recreation and health have on the whole person and communities.	Starting to grasp the benefits that sports, recreation and health have on the whole person

Results:

Semester: Spring 2019 & 2021

Student 1	2	2019
Student 2	4	2019
Student 3	4	2019
Student 4	3	2019
Student 5	4	2021
Student 6	4	2021
Student 7	2	2021
Student 8	2	2021
Student 9	3	2021
Student 10	3	2021
Average	3.1	

Analysis of the student’s performance: The student scores from 2019 were very comparable to the student scores of 2021, ranging between 2, 3, and 4. The students who had a score of 4 were able to better articulate the benefits of sports and recreation along with supporting their research with scripture references. The students who had a score of 3 understood the benefits of sports and recreation on the whole person, but weren’t able to express it with full clarity. The students who had a score of 2 had the basic evidence, but lacked the depth of understanding in their writing analysis and use of scripture. I feel many students wait until the last minute to prepare assignments, and as a result, turn in a less thoughtful paper with shallow understanding.

Proposals for improving the program based on the above analysis: The students were given a sheet with instructions for this assignment, which included six articles that may help them with the assignment. With the number of grammatical errors in 60% of the papers, I encouraged them to use the “Writing Center” at Barclay College to help provide assistance with a better finished product. I hesitate to provide the students with an example paper from a previous student, but considering this option. I am also considering only allowing the students to use two articles from my list and requiring them to look up two additional resources on their own.

SMART GOAL(s)

Goals:	Date:	Responsible:
In the paper, “The Importance of Fitness in the Life of a Christian”, students can use two articles from the professors’s list and two other articles of their choosing.	1/27/21	Larry Lewis
Students will be required to have another person read their paper before submitting it for a grade. That could include the college “Writing Center” or a student that understands the components of good writing.	1/27/21	Larry Lewis

c) Outcome #3

Outcome assessed: Program Outcome #3 – Synthesize and apply the technical knowledge and skills required of sports and recreational professionals.

This is a **formative assessment** of the program outcomes.

Course: SR204 Recreational Leadership

Course Description: Exploration of leadership skills, including methods and techniques used in directing sports and recreational activities at a camp, park setting, school or playground, as well as through coaching and supervision.

Assignment Utilized: Students will research, set-up and lead recreation activities for youth ranging in age from 6 – 16 years old. After leading these activities, students will write a 500 paper evaluating their performance.

Outcome Rubric:

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Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Synthesize and apply the technical knowledge and skills required of sports and recreational professionals.	Consistently can show and apply the technical knowledge and skills required of sports and recreational professionals.	Can explain the technical knowledge and skills required of sports and recreational professionals	Demonstrates a basic awareness of the technical knowledge and skills needed by sports and recreational Professionals.	Learning the technical knowledge and skills needed by sports and recreational professional, but unable to demonstrate it.

Results:

Semester: Fall 2017, 2018, 2019

Student 1	4	S 2017
Student 2	3	S 2018
Student 3	2	S 2018
Student 4	2	S 2018
Student 5	2	S 2018
Student 6	3	S 2018
Student 7	3	S 2018
Student 8	3	S 2018
Student 9	3	S 2109
Student 10	2	S 2019
Student 11	2	S 2019
Student 12	3	S 2019
Student 13	2	S 2019
Student 14	2	S 2019
Average	<u>2.57</u>	

Analysis of the student's performance: After watching the student's performance in leading recreation activities at Haviland Friends Church, I saw that the majority of them were not comfortable leading a large group of children (20-30) and using an outdoor voice that commands attention. They were also lacking in explaining activities at a level that children could understand.

Proposals for improving the program based on the above analysis: The plan would be to do a warm up activity with just our class, so students become comfortable in leading recreation activities. I would first demonstrate how to lead an activity, then each student would do a trial run with our class and I could point out things that could help them be successful and more comfortable.

SMART Goal(s)

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Goals:

The teacher will demonstrate how to lead a youth recreational game.

Each student will lead their game with our class, before doing it live at Haviland Friends Church.

Date:

12/1/20

Responsible:

Larry Lewis

12/1/20

Larry Lewis

Outcome assessed: Program Outcome #3 – Synthesize and apply the technical knowledge and skills required of sports and recreational professionals.

This is a **summative assessment** of the program outcomes.

Course: SR302 Philosophy of Coaching

Course Description: This course examines different aspects of coaching, as well as coaching styles. Topics include theoretical basis of participation, competition, motivation, group dynamics, and leadership.

The assignment used for this assessment: Students will teach the fundamentals of the sport of their choice. The instructor will approve of the fundamentals skills and use a rubric in grading each student.

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Synthesize and apply the technical knowledge and skills required of sports and recreational professionals.	Consistently can show and apply the technical knowledge and skills required of sports and recreational professionals.	Can explain the technical knowledge and skills required of sports and recreational professionals	Demonstrates a basic awareness of the technical knowledge and skills needed by sports and recreational Professionals.	Learning the technical knowledge and skills needed by sports and recreational professional, but unable to demonstrate it.

Results:

Semester: Spring 2021

Student 1	3	2021
Student 2	2	2021
Student 3	4	2021
Student 4	4	2021
Student 5	3	2021
Student 6	2	2021
Student 7	3	2021
Average	3	

Analysis of the student's performance: Looking at the scores from the rubric, the scores indicate a wide range of knowledge and ability to teach and convey that knowledge to students or athletes. The scores also indicate which students are learners of a particular sport and which ones are more casual observers. From knowing the students fairly well, the students who participate and excel in a sport seem to have a better ability to teach and break down fundamental skills into their simplest form. I believe it also is an indication of how they were taught by previous coaches and the degree to which fundamentals were emphasized. I provided students with instructions for this assignment and also the rubric I used in grading them. I also did a personal demonstration of what this assignment might look like. I believe part of the scoring from the rubric is due to the amount of time and thought that went into their preparation. Often, students will wait until the last minute to do assignments and this assignment required some thought and planning ahead of time.

Proposals for improving the program based on the above analysis: I truly believe I gave the students all that they would need (instructions, rubric and an visual example) of how this assignment should be done. I emphasized many times that they need to break down the fundamental skill into its simplest form so that a beginning 5th grade student could understand it. Perhaps I could have them teach the fundamental skill twice, with the first time being a test run and critique from me, and the second time for a grade. This class meets at 8:00am, so to some degree their level of readiness may have been better if the class took place in the afternoon.

SMART GOAL (s)

Goals:	Date:	Responsible:
In the assignment for students to teach a fundamental skill of their choice, I will have them do their presentation two times. The first time I will critique them with helpful suggestions on ways to improve and the second time they will receive a grade.	1/21/20	Larry Lewis
Provide the students with a few video clips of presentations teaching fundamental skills so they see the detail of what I would like.	1/21/20	Larry Lewis

d) Outcome #4

Outcome assessed: Program Outcome #4 – Explain the benefits and nature of sports and recreation leadership

This is a **formative assessment** of the program outcomes.

Course: SR204 Recreational Leadership

Course Description: Exploration of leadership skills, including methods and techniques used in directing sports and recreational activities at a camp, park setting, school or playground, as well as through coaching and supervision.

Assignment Utilized: Students will write a 750-word paper on “What is Ethical Leadership?”

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Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Explain the benefits and nature of sports and recreation and leadership.	Demonstrates the benefits and nature of sports and recreation and leadership.	Frequently explains the benefits and nature of sports and recreation and leadership.	Beginning to explain the benefits and nature of sports and recreation and leadership.	Not able to explain the benefits and nature of sports and recreation and leadership.

Results:

Semester: Fall 2020

Student 1	2
Student 2	3
Student 3	3
Student 4	3
Student 5	2
Average	2.6

Analysis of the student's performance: This was the first time I used this assignment as an assessment for the Sports and Recreation learning outcomes. As a result, I did not have any students score a 4 on this assignment. The average score was 2.6, so as a whole, they are starting to understand the components of ethical leadership. They gave some shallow examples of ethical leadership and needed to go deeper in their explanations. I developed a rubric for grading this assignment and every student scored low on the grammar portion of the rubric, but the content as a whole was showing growth and understanding. I believe all the students need to have a better understanding of research and looking at multiple sources to assist with their paper.

Proposals for improving the program based on the above analysis: I believe I provided enough resources to assist them with this assignment, along with a few questions to answer in their paper. The majority of the students only used one or two sources, so I will be asking them to use a minimum of three sources for their paper. I believe this will also provide them with different perspectives from which to write their paper. Their paper should be a combination of quotes from these sources along with their personal view of the subject.

SMART Goal(s)

Goal:

1. In the paper, "What is Ethical Leadership", students will be required to use a minimum of three sources in writing their paper.

Date:

Responsible:

Larry Lewis

Outcome assessed: Program Outcome #4 – Explain the benefits and nature of sports and recreation leadership.

This is a **summative assessment** of the program outcomes.

Course: SR427 Character Development Through Sports and Recreation

Course Description: Character development is learned through parents, coaches, teachers and the people are kids spend the most time with. Sport and recreation is an expression of our culture, which is seen from the importance placed on it. We will explore the things we can learn from good and bad examples in sports and recreation, along with principles from God's Word on what living for Christ in sports and recreation looks like.

Assignment Utilized: Students will write a 1,000-word paper on their "Coaching Philosophy".

Outcome Rubric:

Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
Explain the benefits and nature of sports and recreation leadership.	Demonstrates the benefits and nature of sports and recreation leadership.	Frequently explains the benefits and nature of sports and recreation leadership.	Beginning to explain the benefits and nature of sports and recreation leadership.	Not able to explain the benefits and nature of sports and recreation leadership.

Results:

Semester: Fall 2020

Student 1	3	F 2016
Student 2	3	F 2016
Student 3	4	F 2016
Student 4	4	F 2016
Student 5	2	F 2016
Student 6	3	F 2106
Student 7	3	F 2016
Student 8	3	F 2018
Student 9	4	F 2018
Student 10	3	F 2018
Student 11	3	F 2018
Student 12	1	F 2018
Student 13	3	F 2020
Student 14	3	F 2020
Student 15	4	F 2020
Student 16	3	F 2020
Average	2.9	

Analysis of student's performance: From comparing the students rubric scores, I learned that the majority of them had a good understanding of the benefits and nature of recreation and sports leadership.

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All but one of the sixteen students assessed have played sports at the junior high, high school and college level, which gave them a good barometer on what type of coach they would like to be and the values, behavior and skills they think are important to model. Many of them mentioned similar points to be an effective coach: teamwork, respect for authority, work ethic, teaching life lessons, showing Christ's love, having fun, be a role model, have a calm demeanor and be a good listener.

Proposals for improving the program based on the above analysis: Presently, I am happy with the instruction and guidance I give the students before writing this paper. This is a self-reflective paper, so emphasizing that students take time to think through the outline I provided before writing their thoughts. When the papers are turned in, it would be beneficial to spend time as a class talking through their insights and reasons for what they wrote down.

SMART Goals(s)

Goal

Date:

Responsible:

After writing the paper, "My Coaching Philosophy", spend an entire class period discussing their thoughts and reasons for what they included in their paper.

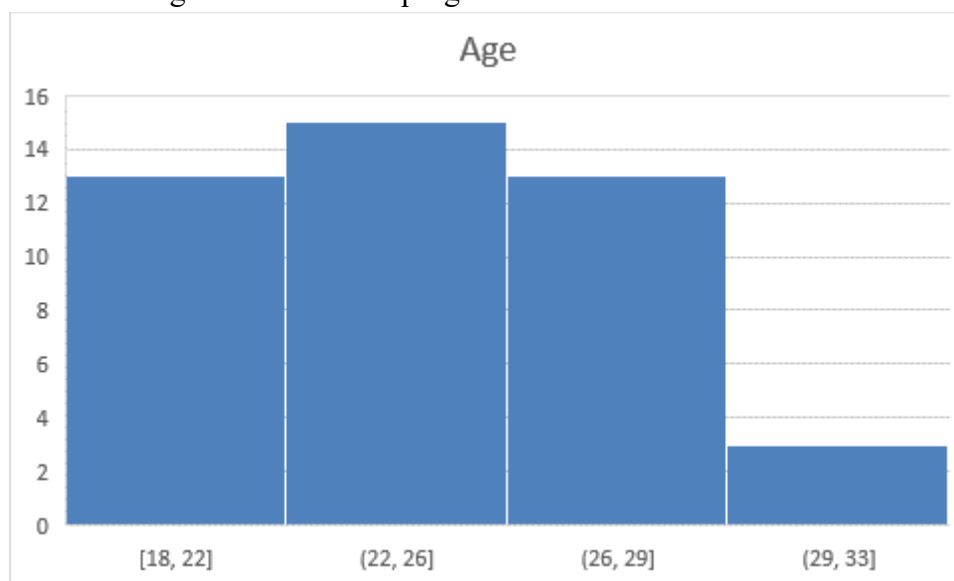
2/25/2020

Larry Lewis

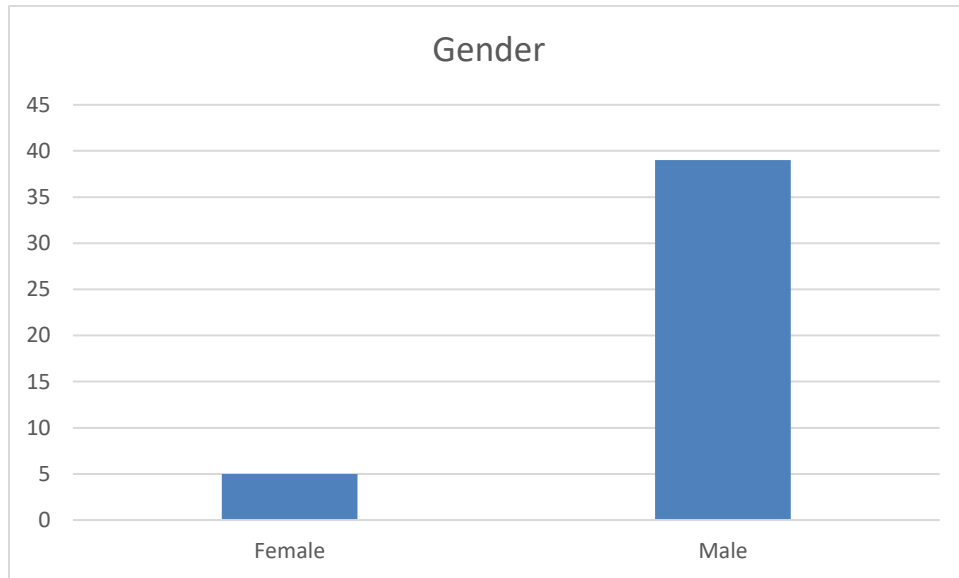
D. Program demographics

Student demographics

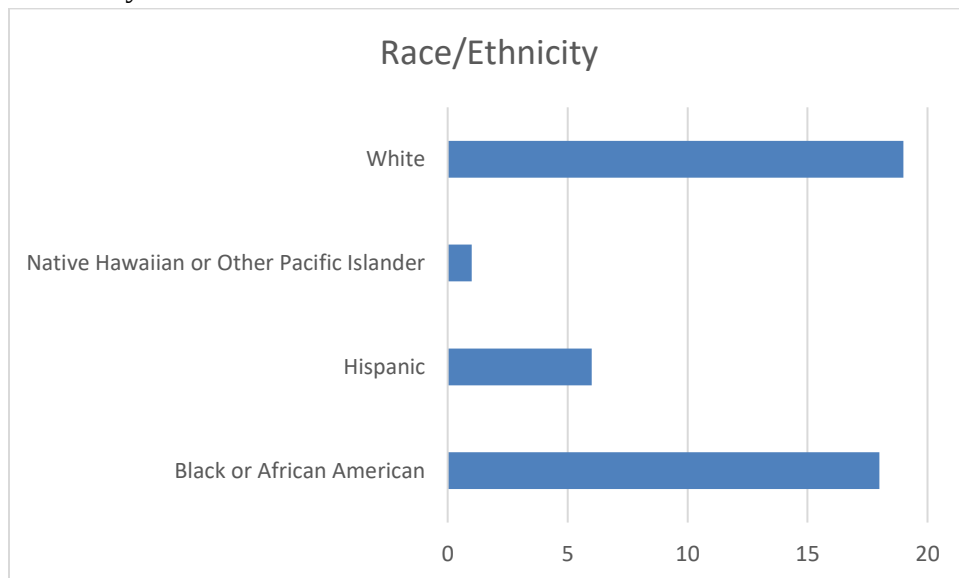
a) Age when starting their bachelor's program:



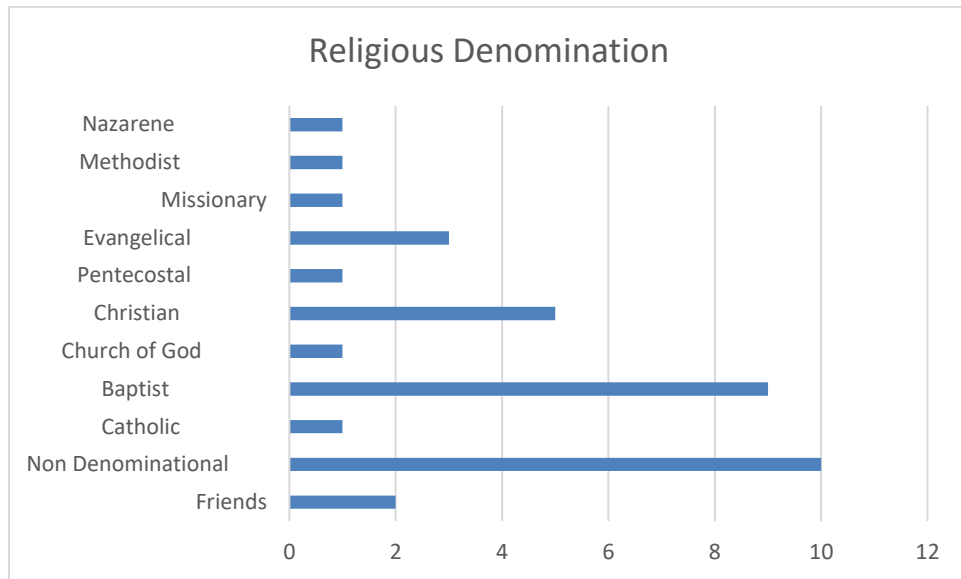
b) Gender:



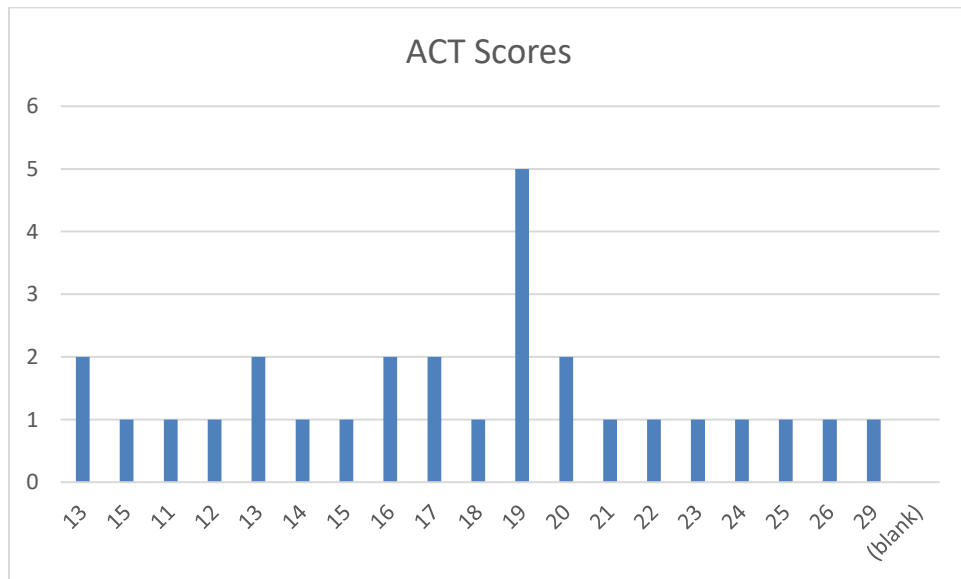
c) Race/Ethnicity:



d) Religious Denomination:



e) ACT or SAT scores:



Analysis of data from Program demographics:

Kiowa County, KS

95% Caucasian
1.4% African American
0.8% Indian
1.5% Asian
6.1% Hispanic

Barclay On-Campus Students

53% Caucasian
19% African American
0.9% Indian
2.75% Asian
15% Hispanic

SR Students

43% Caucasian
41% African American
.02% Indian
.02% Asian
14% Hispanic

From the above data, Barclay College on campus students and those enrolled in the Sports and Recreation Ministry degree are far more diverse than Kiowa County. The two groups where diversity is most noticeable are in African American and Hispanic students.

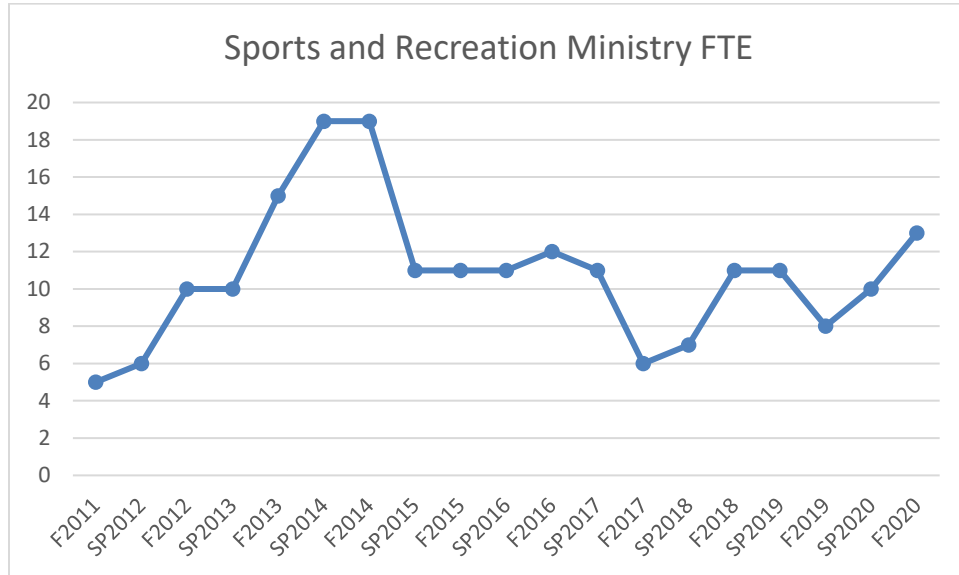
The total number of SR students since 2013:	39 male	5 female
The Barclay SR faculty:	100% Caucasian	4 male/ 1 female
The Barclay Cabinet:	100% Caucasian	7 male

2) Faculty demographics

Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Dr. Derek Brown	Ph.D.	Johnson University	9	Male	White
Josh Bunce	M.Div	George Fox Evangelical Seminary	11	Male	White
Jesse Penna	MACM	Friends University	9	Male	White
Charity Savage	M.S.	Nova Southeastern University	2	Female	White
Larry Lewis	M.S.	Wichita State University	7	Male	White

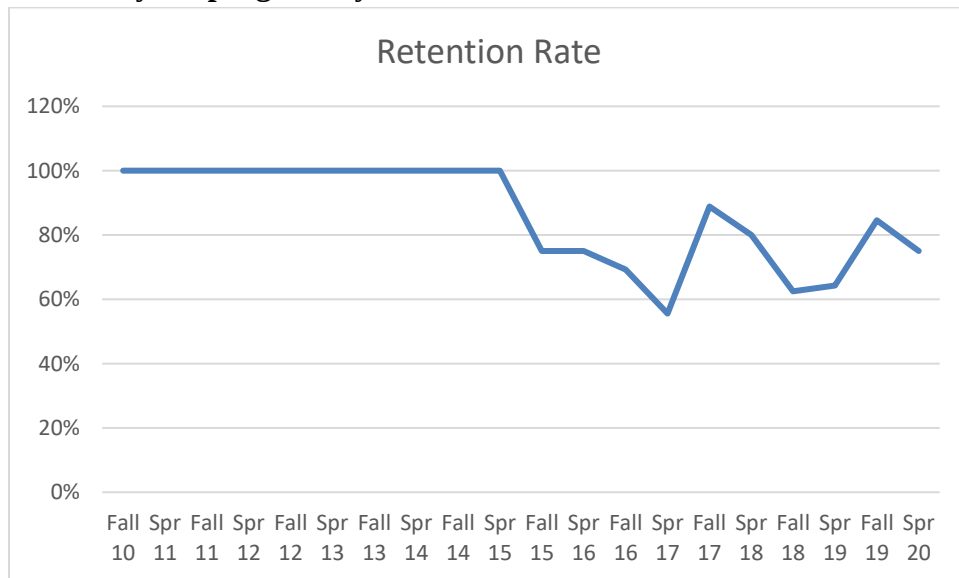
7. Enrollment, retention, persistence, and completion

A. FTE (full-time equivalency) for the Sports and Recreation Ministry program since 2011



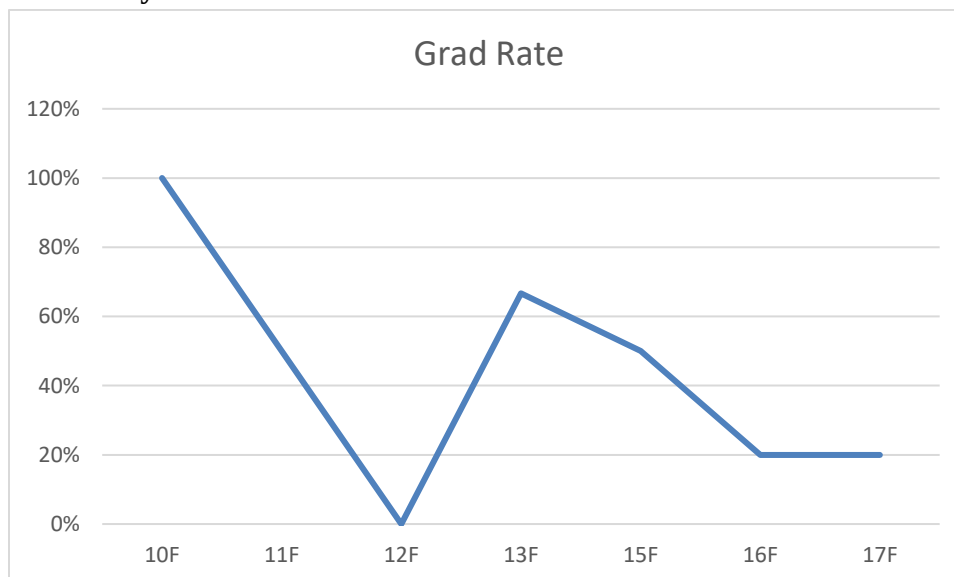
G:\Shared\Accreditation\0 Assessment\Program Reviews 2020 - 2021\ Degree programs by semester enrollment

B. Retention data in your program by semester since 2010



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C. Completion rate by cohort



D. **Analysis:** The charts show that there are far more male students (39) participating in this program than females (5). I believe the explanation for this, is that more males are looking to go into sporting/recreation employment than females nationwide. We have very good diversity in this program compared to the Barclay College faculty, administration, and the people of Kiowa County, KS. The Sports and Recreation Ministry program is made up of 43% White/ 41% African American/ 6% Hispanic and .02% American Indian. The faculty in the Sports and Recreation Ministry degree and the full-time faculty and administration of Barclay College are 100% White. The data on the people of Kiowa County, Kansas show the makeup is 95% White/ 6% Hispanic/ 1.5% Asian/ 1.4% African American and .8% American Indian. This data is very common in small towns in western Kansas. The main reason for the diversity on campus in mainly athletic program related.

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

Sports and Recreation Costs Analysis

- 4 Basketballs
- 6 Volleyballs
- 6 Soccer balls

The first 3 items are available through the Barclay College athletic program

6	Tennis Rackets	\$120
4	Tubes of Tennis Balls	\$20
6	Pickle ball rackets	\$30
4	Pickle balls	\$20
4	Golf pitching wedges or 9 irons	\$80
1	Dozen golf balls	\$4
2	Softball bats	\$80
4	Softball gloves	\$100
6	Softballs	\$25
1	Croquet set	\$85
6	Frisbee golf discs	\$48
2	8" Playground balls	\$16
6	Badminton Rackets	\$50
1	Badminton Net	\$25
6	Badminton Birdies	\$10
4	Resistance Bands	\$40
2	5lb. Dumb Bells	\$20
2	10lb. Dumb Bells	\$20
2	Wiffle ball bats	\$16
2	Wiffle balls	\$10
1	Bocce Set	\$50
1	Spikeball Set	\$50
2	Goodminton Sets	\$40
2	Ping Pong paddles	\$10
2	Pool Sticks	\$40
2	Corn hole Boards w/bags	\$60
Total		\$1069

******Presently the equipment is borrowed from Haviland Elementary School, Barclay College athletics, and my own personal recreation equipment. With that being said, I plan to continue doing that, but this cost analysis represents what it would look like to have all the sports and recreation equipment on campus and owned by Barclay College.

Faculty/staff requirements

Course Number	Course	Credit Hours	Faculty
CM225	Ecclesiology	3 hours	Dr. Derek Brown Ph.D. Johnson University M.A.R Liberty Baptist Theological Seminary B.A. Barclay College
CM307	Ministry Leadership & Administration	3 hours	Dr. Derek Brown Ph.D. Johnson University M.A.R Liberty Baptist Theological Seminary B.A. Barclay College
CM411	Conflict Management	3 hours	Josh Bunce M.Div, George Fox Evangelical Seminary B.A., Barclay College
PY206	Developmental Psychology	3 hours	Charity Savage M.S. Nova Southeastern University BA University of Northern Florida
SR102	Lifetime Indoor Fitness	1 hour	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR103	Lifetime Outdoor Fitness	1 hour	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR107	Introduction to Sports and Recreational Ministry	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR204	Recreation Leadership	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR216	Elements of Athletic Training	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR302	Philosophy of Coaching	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR311	Adventure Education	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University

			B.S Fort Wayne Bible College
SR314	Sports Outreach	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR322	Lifetime Wellness	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR402	Senior Forum	1 hour	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR409	Sports/Recreation Internship	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
SR427	Character Development through Sports and Recreation	3 hours	Larry Lewis M.S. Wichita State University, B.S. Friends University B.S Fort Wayne Bible College
YM104	Youth Culture and Trends	3 hours	Jesse Penna Ministry B.A. Friends University; MACM (Ministry) Friends University.
YM302	Camp Programming	3 hours	Jesse Penna Ministry B.A. Friends University; MACM (Ministry) Friends University.

Average Credit Hours 5 years/per semester

Faculty	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20	F20	Ave.
Joshua Bunce	3	1	3	0	0	0	0	0	0	4	0	0	0.58
Jesse Penna	0	0	0	0	7	0	6	0	6	0	6	0	2.08
Derek Brown	0	0	0	3	0	0	3	10	0	4	1	6	2.25
Lauren Sill	0	0	0	0	6	8	5	0	0	3	0	0	1.83
Charity Savage	0	0	0	0	0	0	0	0	0	0	3	0	0.25
Lois Kendall	1	0	1	3	3	0	1	0	0	0	0	0	0.75
Royce Bryan	2	2	1	2	3	0	0	0	0	0	0	0	0.833333
Larry Lewis	0	0	0	3	1	4	7	8	11	11	9	11	5.416667
Ryan Kendall	10	6	13	9	0	0	0	0	0	0	0	0	3.166667
Tiffany Van Dame	3	0	3	0	0	0	0	0	0	0	0	0	0.5
Tim Hawkins	0	0	0	4	1	0	0	0	0	0	0	0	0.416667

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

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2) Tech/equipment

Jackson Hall:

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

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

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

Ross Ellis:

Vocal Lab - HP PC, Teacher cart w/ screen, Sound system, Camera, Piano, music staff white board

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

Hockett Auditorium: Basketball equipment, Volleyball equipment, Soccer ball equipment, Sound System

Weight room: Workout equipment

3) 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 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

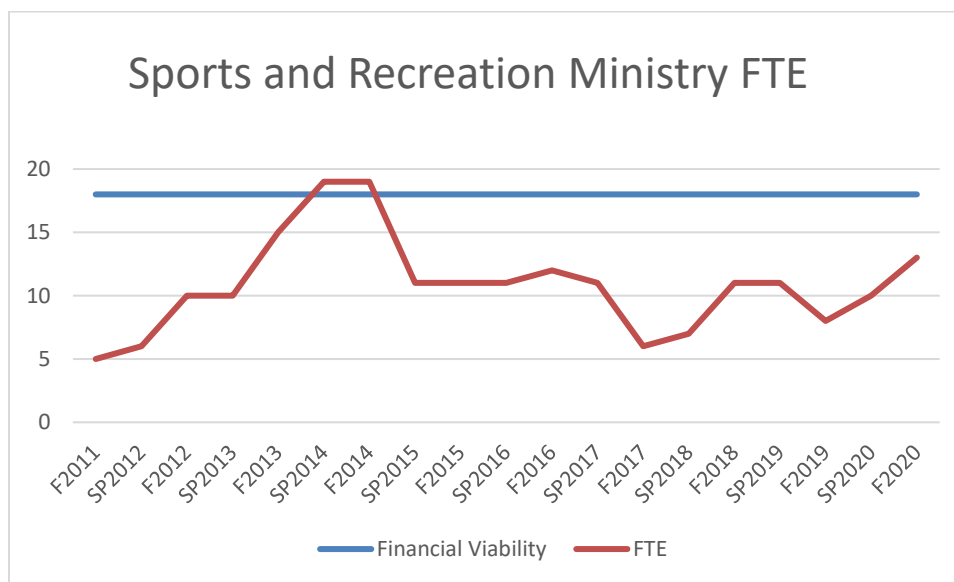
Ross-Ellis Worship Arts Center	Floor	Capacity
RE 133 (Piano Lab)	1	15

Hockett Auditorium	Floor	Capacity
	1	350

Weight room	Floor	Capacity
	1	15

*COVID restrictions have temporarily reduced seating capacity by approximately 40%.

C. Revenue



Financial Viability of campus programs is based on full time equivalency of 18 students or more each semester.

1) Tuition

This information is available at the following link:

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

2) Grants

The Sports and Rec program has not yet received program-specific grants

3) Donor-specific gifts

The Sports and Rec program has not yet received donor-specific gifts.

10. Strengths and Weaknesses of the Program

Strengths of the Program

- The diversity of students in the program.
- The personal attention given to each student in the program with scheduling, meetings and academic encouragement.
- The students are equipped to present Christ in any sports/recreation setting.
- The small class size allows more interaction over the topics covered, along with personal academic assistance.

Weaknesses of the Program

- The places a student can do their internship is limited. The majority of the students do their internship on campus by leading the intramural program. With the internship being only one class

during the senior year, it's not possible to coordinate the internship in a bigger city, because of travel and time.

- b) It would be helpful to have more faculty in this program to offer different perspectives and viewpoints.
- c) None of the graduates from this program in the last 8 years have gone into full time church sports/recreation ministry.
- d) This degree is seen by some as an easy degree that will enable them to play sports and keep up with the academic demands of college.
- e) I believe it would be beneficial to offer more courses related to coaching, since the majority of our graduates end up coaching at some level.

11. Goals for Improvement

Outcome 1 – Formative Assessment

Goal:	Date:	Responsible:
	12/1/20	Larry Lewis

In the paper “Biblically Defend Sports Ministry”, students will not only use scripture in their paper, but will be asked to look at a Biblical commentary and include two to three sentences from the commentary in explanation of the scripture(s) they used.

Outcome 1 – Summative Assessment

Goal:	Date:	Responsible:
	5/4/2020	Larry Lewis

In the paper, “The Role a Christian Coach Plays in the Lives of Their Players”, students will use no fewer than four scripture references to validate their observations or comments.

Outcome 2 – Formative Assessment

Goal:	Date:	Responsible:
	12/1/20	Larry Lewis

Prior to writing the paper “The Role Recreation Can Play in Ministry”, talk about the different age groups and how different types of recreation will appeal to different age groups. Then, have each student pick one of those age groups to focus on.

Outcome 2 – Summative Assessment

Goal:	Date:	Responsible:
	1/27/21	Larry Lewis

1. In the paper, “The Importance of Fitness in the Life of a Christian”, students can use two articles from the professor’s list and two other articles of their choosing.

1/27/21	Larry Lewis
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2. Students will be required to have another person read their paper before submitting it for a grade. That could include the college “Writing Center” or a student that understands the components of good writing.

Outcome 3 – Formative Assessment

Goal:	Date:	Responsible:
	12/1/20	Larry Lewis

1. The teacher will demonstrate how to lead a youth recreational game.
2. Each student will lead their game with our class, before doing it live at Haviland Friends Church.

Outcome 3 – Summative Assessment

Goal:	Date:	Responsible:
	1/21/20	Larry Lewis

1. In the assignment for students to teach a fundamental skill of their choice, I will have them do their presentation two times. The first time I will critique them with helpful suggestions on ways to improve and the second time they will receive a grade.

1/21/20	Larry Lewis
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2. Provide the students with a few video clips of presentations teaching fundamental skills so they see the detail of what I would like.

Outcome 4 – Formative Assessment

Goal:	Date:	Responsible:
	2/6/2021	Larry Lewis

In the paper, “What is Ethical Leadership”, students will be required to use a minimum of three sources in writing their paper.

Outcome 4 – Summative Assessment

Goal:	Date:	Responsible:
	2/23/2021	Larry Lewis

After writing the paper, “My Coaching Philosophy”, spend an entire class period discussing their thoughts and reasons for what they included in their paper.

12. Future Pressures or Concerns

- a) Finding employment opportunities for graduates if they want to work in a church ministry. Only large churches are hiring a full time Sports and Recreation Director and there are only a couple Friends Churches in the US that have this type of program. Almost all churches have some type of recreation program, but those who lead them are either volunteer or part time.
- b) Look seriously about changing the name of the degree to Sports Management or Sports and Recreation Leadership to open the door to more employment opportunities. There have been HS students look into Barclay College and ask if we have a Sports Management degree. Changing the name of the program would allow students to work in either a Christian organization or public

organization. If the degree stays the same, some organizations may not hire a Barclay graduate because it is a ministry degree. I will be presenting a plan to change the degree in the near future.

- c) Retention of students in the Sports and Recreation degree program can be a challenge. The majority of students in this major are a member of an athletic team. During their first year on campus, they get a taste of reality in terms of playing time. If they become dissatisfied with their playing time or team relationships, it's not unusual for them to transfer or leave hoping to find a better opportunity somewhere else. One of my main goals as their advisor is to encourage them to look at the big picture, which is to obtain a degree and to use their time at Barclay to grow in their relationship with Christ.

13. Review of report by the Institutional Assessment Committee

Report was given by Larry Lewis, chair to the sports and recreational ministry students to the IAC on Friday, March 5, 2021. The oral report included the discussion of outcomes; smart goal to get someone to take over the program; reviewed outcome assessments; discussed demographics; discussed improvements; strengths and weaknesses reviewed; future improvements- provide as an online only option. There were no proposals from the committee. Report was approved by the IAC.

14. Review of report by the College Faculty

Report was given by Larry Lewis, chair to the sports and recreational ministry students to the college faculty on Friday, April 9, 2021. A PowerPoint presentation was used to highlight strengths, weaknesses and proposals of the program. Report was approved by college faculty.

15. Review of report by the Board of Trustees