



Program Review of the Bachelor of Arts in
Bible and Theology

2021-2022

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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. Develop a foundation in Biblical studies.
2. Design a sound hermeneutical framework for Scripture.
3. Investigate the major theological paradigms within Christianity.
4. Critique historical events and corresponding theological movements within their context.

Bible/Theology Program Curriculum Map

Associated Pillars of Purpose	Institutional Outcomes. Students should be able to.....	Program Outcomes. Students should be able to.....	
Bible Centered, Christian Life, Service, 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	1. Develop a foundation in Biblical studies.	New Testament Survey* Old Testament Survey* Bible Study Methods* Hermeneutics* Gospel or Acts Elective* Old Testament Elective* Greek 1* Greek 2*
Bible Centered, Christian Life, Service, 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.	2. Design a sound hermeneutical framework for Scripture.	New Testament Survey* Old Testament Survey* Bible Study Methods* Hermeneutics* Gospel or Acts Elective* Old Testament Elective* Greek 1* Greek 2* Ministry Electives (14) Ministry Leadership and Administration
Bible Centered, Christian Life, 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 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.	3. Investigate the major theological paradigms within Christianity.	Church History and Thought 1 Church History and Thought 2 Systematic Theology 1 Systematic Theology 2 Bible Electives (11 credits elective) World Ideologies/Religions/ and Global Issues Apologetics* Teachings of Friends* Gospels or Acts Elective* Intercultural Ministry* Intro to Worship* Doctrine of Holiness*
Bible Centered, Christian Life, , 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 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.	4. Critique historical events and corresponding theological movements within their context.	Church History and Thought 1 Church History and Thought 2 Systematic Theology 1 Systematic Theology 2 World Ideologies/Religions/ and Global Issues

2. Program Description

1) A. BACHELOR OF ARTS: BIBLE/THEOLOGY

The Bible is God's inerrant, direct communication to all humanity, and theology has been called "the greatest science." The Bible/Theology Major is designed for students whose desire is to know and develop an understanding of God, the Bible, the Christian worldview, and God's work in the world; and to take that understanding into society in order to evangelize, disciple, and live as an example of God's provision for humanity through Jesus Christ. The Bible/Theology major is appropriate for students with a variety of vocational goals, including teaching the Bible in various ministry or Christian school settings, service with Christian parachurch agencies, or simply a desire to witness effectively while engaged in another business or professional career. The program can also serve as an excellent foundation for those who plan to continue their education at the seminary level.

2) Description of the requirements for the program.

BIBLE/THEOLOGY Required Courses

I. Division of Bible and Ministry [83 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)	
NT356	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

Additional Bible/Theology:		17 hours
BI306	Hermeneutics	3 hours
NT201	Using New Testament Greek I	3 hours
NT202	Using New Testament Greek II	3 hours
TH304	Apologetics	2 hours
TH341	Systematic Theology I	3 hours
TH342	Systematic Theology II	3 hours

Professional Ministry Courses		37 hours
CM307	Ministry Leadership and Administration	3 hours
HI447	Church History and Thought I	3 hours
HI448	Church History and Thought II	3 hours
MI316	World Religions and Ideologies	3 hours
14 hours	Unrestricted Electives	14 hours
11 hours	Biblical Electives	11 hours

II. Division of General Studies [33 hours]

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>		6 hours
PY100	General Psychology	3 hours
3 hours chosen from:		3 hours
	Social Science Electives (3 hours)	
<i>Science and Mathematics:</i>		7 hours
3 hours chosen from:		3 hours
	Math Electives (3 hours)	
4 hours chosen from:		4 hours
	Science Elective + Lab (4 hours)	

III. Additional Requirements [7 hours]

BC199	Orientation for Success at BC	1 hour
6 hours chosen from literature (LI), Juniors Global, or social science electives		6 hours

IV. Unrestricted Electives [5 hours]

5 hours chosen from classes in any division

5 hours

5 hours

128 hours total**Professional Core Course Descriptions****BI205 Bible Study Methods****3 hours**

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

BI306 Hermeneutics (Principles of Biblical Interpretation)**3 hours**

An overview of the history and principles of studying, interpreting, and applying Scripture. Various approaches, methods, and models will be discussed, evaluated, and practiced. Prerequisite: BI205 Bible Study Methods.

CM104 Personal Evangelism Seminar**1 hour**

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

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.

HI447 Church History and Thought I**3 hours**

A history and exploration into the development of theology of the Christian church from Apostolic days to the Late Middle Ages.

HI448 Church History and Thought II**3 hours**

A history and exploration into the development of theology of the Christian Church from the Late Middle Ages to the present. Prerequisite: HI447

NT201 Using New Testament Greek I**3 hours**

An introduction to the use of New Testament Greek as the basis for exegesis and exposition. The course offers an understanding of the overall grammatical structure of Koine Greek enabling students to profitably use language tools such as lexicons, interlinear texts, and web-based Greek language programs. Students will learn the Greek alphabet and several basic paradigms.

NT202 Using New Testament Greek II**3 hours**

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A continuation of NT201 with emphasis on the grammatical function of expressing action and state of being along with exegesis. Prerequisite: NT201 Using New Testament Greek I.

MI316 World Religions and Ideologies

3 hours

A study of the major world religions and influential ideologies which affect Christian missions.

Significant time will be given to Animism, Hinduism, Buddhism, traditional Chinese religions, Judaism and Islam. Reflection will be given to evolving views of poverty, ecology, peace and women. Qualifies as a Social Science Elective

NT102 New Testament Survey

3 hours

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

NT211 Transformational Life and Leadership of Christ

3 hours

A study of transformational living and leadership in the four Gospels with emphasis on the model of Christ. Students will examine the life, teachings, leadership, and teaching styles of Jesus in order to be equipped for transformational leadership in ministry. Prerequisite: OT101 and NT102. Satisfies NT200

NT241 Synoptic Gospels

3 hours

A survey of the New Testament account of Christ's life, based on the synoptic gospels (Matthew, Mark, and Luke). The unique contributions each gospel writer makes to the understanding of Christ is explored. Skill is developed at studying individual passages so that the gospels might provide a lifetime of guidance and inspiration. Satisfies NT200

TH304 Apologetics

2 hours

A systematic study of the relationship between Christianity and culture and the proofs for Christian truth. Major emphasis is given to recognizing and constructing a Biblical response to philosophical systems which are not compatible with evangelical Christianity. Prerequisite: PH205 Introduction to Philosophy.

TH341 Systematic Theology I

3 hours

An in-depth study of the evangelical doctrines of the Christian faith, including the existence and nature of God, creation, revelation and inspiration, humanity, and sin. This course is intended to be taken in conjunction with Systematic Theology II.

TH342 Systematic Theology II

3 hours

An in-depth study of the evangelical doctrines of the Christian faith, including the existence and nature of God, Christ, the Holy Spirit, revelation and inspiration, creation, man, sin, salvation, the church, Christian ethics, and eschatology. Prerequisite: TH341 Systematic Theology I

TH302 Doctrine of Holiness

2 hours

A thorough and Scriptural examination of the doctrine of sanctification in its various aspects of relationship to the plan of salvation.

TH300 Teachings of Friends

3 hours

A study of Biblical teachings as interpreted by Friends, with special consideration given to Friends' distinguishing beliefs. These teachings will be enhanced with a study of the Quaker movement in its historical, social, and religious setting, including contemporary trends. Prerequisite: TH105 Basic Beliefs or consent of professor.

OT101 Old Testament Survey

3 hours

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

OT252 Old Testament Poetry

3 hours

A study of the books of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon. Attention will be given to understanding the literary forms of Hebrew poetry (laments, songs of thanksgiving, wisdom sayings, etc.). The ethical and spiritual themes of each book will be explored, noting the relationships of these teachings to contemporary problems. Selected passages will be chosen for in depth study. Satisfies OT300

OT321 Pentateuch

3 hours

A study of the content, theological significance, and practical applications of the first five books of the Bible. Attention is given to origins, to the founding of the nation of Israel and to God's covenant relationships with humanity. Hermeneutics as well as problems of authorship and literary setting will be considered. Satisfies OT300

OT333 Historical Books

3 hours

A study of the contents and theological significance of the books of Joshua through Esther with attention given to the historical periods from the conquest of Palestine through the return from Exile. Consideration is given to the theological interpretation as well as to historical and geographical aspects and the relevance of their teaching for today. Satisfies OT300

OT351 Old Testament Prophets**3 hours**

A study of the books of Isaiah through Malachi (the “major” and “minor” prophets). Students will be introduced to the social, political, and religious conditions during the times of the prophets. Attention will be given to the purpose and structure of each book. The value of modern messages from ancient writers will be emphasized. Selected passages will be chosen for in depth study. Satisfies OT300

MI2083 Intercultural Ministry**3 hours**

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

SL101 Spiritual Formation I**3 hours**

A course designed to strengthen the devotional life of each student in order to enhance spiritual growth and establish lasting patterns of spiritual formation and discipleship. Through the reading of devotional classics, practice of spiritual disciplines, participation in small group fellowship and completion of spiritual projects, students will be encouraged to develop a deeper and more intimate relationship with God.

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.

NT356 Writings of John**3 hours**

A study of the major theological themes found in the gospel of John and the three letters from John. Special attention will be given to the unique devices John uses to emphasize his themes (I AM sayings, dialogue, contrast, etc.).

NT362 Acts**3 hours**

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

1) Requirements for admission both to the institution and to the particular program or major: There are no requirements specifically for this program.

This information is available at the following link:

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

2) Policies on transfer credit

This information is available at the following link:

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

3) Student Costs

This information is available at the following link:

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

4) 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

5) 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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B. Description of 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 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 advisor works with each student individually to help the student discuss learning interests that coincide with possible future vocational/life goals. Multiple elective offerings are intentionally designed within the program to give the student the potential of a broad range of learning opportunities to explore or to tailor to the more specific interest of the student. In addition, the advisor strives to create a culture for all students within the program to journey with each other inside and outside the classroom by providing opportunities to attend conferences and other less formal social gatherings. Thus, the leadership within the program formally comes from the advisor, but organically allows students to guide other students as well. Students are encouraged to visit with their advisors on a regular basis to discuss educational goals. However, the advising relationship usually leads to many conversations about life and spiritual goals as well. In addition to academic advising, organic mentoring relationships between faculty and students are part of the culture of Barclay College.

C. Description of how the program provides students with opportunity to apply their knowledge and skills.

Students are given a variety of opportunities to apply their knowledge and skills as they journey through the program. Most courses within the program have a high level of student

discussion and interaction as a primary tool by which information is presented and learned. In addition, most classes offer opportunities for students to present individually and in teams over guided topics of interests, which can be student-led through giving a homily, providing instruction, debate, and other ways. Students can also apply part of their ministry elective requirements through various internship opportunities and/or participate in an international service-related trip through Barclay's Juniors Global program.

Outside of class, students are required through student services to meet a certain number of service hours per semester. This naturally integrates application of the programs learning to be explored, in which Bible and Theology students can find several different structured groups in which to provide leadership (chapel teams, Stugo teams, co-curricular activities and many more).

Many of our courses provide student opportunities for in-class reflections, discussions, presentations and role-plays. In addition, students are required to complete a practicum where they volunteer 60 hours at a program-approved site. At the end of the practicum the supervisor will provide the student with feedback on their performance. The student will use the same form to do a self-evaluation and then confer with the supervisor on differences between their evaluations.

D. Description of how the 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).

Course scaffolding within the Bible & Theology program usually begins with the lower-level courses being more common survey level courses that are common to all students at Barclay who must meet certain Bible and Ministry requirements. However, as students advance to higher course levels, they begin to get into more specific and complex course content, which builds on the foundation from the lower classes, but requires greater interaction and integration with a higher level of scholarship.

E. Program Connections

1) Course interdependence: The Bible & Theology degree has significant overlap with other degree programs with lower-level courses, because of the Biblical Studies degree that every major receives.

2) Faculty interdependence: The Bible and Theology degree resides within the Bible and Ministry Division. The Bible and Ministry Division is made up of several faculty members who are Chairs of different Bible and Ministry programs. These professors overlap in their course loads, in which professors teach various courses required by different Bible and Ministry Programs. Students within the Bible and Theology degree do have ministry electives, which can be courses that reside outside the Bible and Ministry Division. These courses may be taught by professors who reside outside of the division and do not chair programs within the division.

3) Student interdependence: All Bible and Theology majors have a second major in Biblical Studies along with all the other majors on campus. In addition, many different ministry majors share courses, and on occasion double major. Additionally, the large amount of ministry electives within the Bible & Theology program increases the likelihood that some students may choose to minor in another program. Lastly, there are also other activities students participate in that provide exposure to other programs like choir, chapel worship teams, varsity athletics, and the spring musical.

3. Program Distinctives

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

The opportunity to earn a Bible & Theology degree offers many benefits. The entire staff and faculty are operating from a common mission, in trying to create a culture of a “Bible centered environment.” This allows the student who pursues this degree to gain substantial layers to their education. They receive Bible and Theology education through the various programs offered through student services, through possible employment, through their social relationships, through their general studies educational requirements, and, of course, through their core classes. This type of overall integration brings great levels to the learning. In addition, receiving this degree from a Bible college also allows for educational instruction within core classes from multiple faculty who work together

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

Barclay College’s distinctiveness as a Friend’s institution gives it a unique approach to a Bible and Theology degree. The program does have a common core base with other Christian higher educational institutions like biblical foundations, biblical interpretations, biblical languages, Christian theology, Christian leadership, Christian ministry, and Christian missions. Yet, in each of these areas a unique Friend’s theological approach will be offered. Moreover, the overall core curriculum reflects a Friend’s distinctive, in that all students are

required to take a *Teachings of Friends* course. In addition, the large number of ministry electives, which can be taken from many professional arenas, reflects a Friends' approach in which all areas of life are understood to be sacred, and all vocations are places of ministry.

Besides just a Friends distinctiveness, Barclay College's setting is distinct as well as residing in the small rural area of Haviland, KS. This allows students to have a high level of community involvement on and off the campus, which leads to a wide social integration for our student body, administration, faculty, and staff.

4. Market demand – Review gray's chart and include analysis of data

The following data was accessed in August 2021 from Gray Associates' website (Grayassociates.com) to evaluate the marketability of the Bible/Theology program. The CIP code this program has been classified under 39.9999 – Theology and Religious Vocations, Other. The data relates to a national market rather than a specific local market.

Current Selections

Award Level ☒ Bachelors
Market ☒ National
6-Digit CIP ☒ 39.9999

Program Scorecard: 39.9999 - Theology and Religious Vocations, Other

Overall Score 28

GRAYASSOCIATES

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

Program Search Box

Selections	6-Digit CIP
Market	39.9999 Theology and Religious Vocations, Other
6-Digit CIP	1 Agriculture, General
Award Level	1.0101 Agricultural Business/Mgmt, General
CIP Title	1.0102 Agribusiness/Agricultural Bus. Ops.
4-Digit CIP	1.0103 Agricultural Economics
2-Digit CIP	1.0104 Farm/Farm and Ranch Management
Current Programs	1.0105 Ag/Farm Supplies Retail/Wholesale
	1.0106 Agricultural Business Technology
	1.0199 Agricultural Business/Mgmt, Other

* Google search, employment data and IPES Ratio do not filter by award level.

** Color scale in review.

NA: No data available/not currently tracked.

2 Yr: Associates & certificate programs only.

Share of Market Completions by Award Level	Institution	Share of Total
Award Level	13	3.38%
Share of Total Completions	13	3.38%
Bachelors		

Category	Criterion	Value	Score	Total
Student Demand	Inquiries	Total (12 months) Online (Included in Total) Year-over-Year Change (Units) Year-over-Year Change (%)	0 0 0 0	-3
	Google Search*	Total (12 months) Year-over-Year Change (Units) Year-over-Year Change (%)	NA NA NA	0
	Completions	Total (12 months) Year-over-Year Change (Units) Year-over-Year Change (%)	385 -26 -6%	-1
	Institutions	Campuses with Graduates** Year-over-Year Change (Units)** Year-over-Year Change (%)	44 0 0	-5
	Cost Per Inquiry	Average Cost per Inquiry**	0.01	-2
Competitive Intensity	Market Saturation	Completions per 1,000 Pop**	0.01	-2
	Google Search*	Cost per Click** Competition Index**	NA NA	0
	Program Size	Average Completions/Institution Median Completions/Institution Year-over-Year Change (%)	9 5 -1	-3
	Nat'l Distance Education	Units with Program Online** % of Institutions Online Completions** % of Completions	13 30% 120 34%	2
	Workforce	National Workforce Ed Attainment	5	5

Employment

Category	Criterion	Value	Score	Total
Job Postings*	Total (12 months) Year-over-Year Change (Units) Year-over-Year Change (%) Job Postings per Graduate*	197 -1 -0.5% 0.1	5 0 0 -2	6
	Current Employment	1,805	6	6
	Year-over-Year Change (%)	2.3%	0	0
	3-Year Historic Growth (CAGR)	2.8%	0	0
	5-Year Historic Growth (CAGR)	2.7%	0	0
BLS*	10-Year Forecast CAGR	0.0%	0	0
	Annual Job Openings	181	1	1
	Job Openings per Graduate*	0.1	0	0
	Share of Generalist Employme...	2,406	2	2
	Share of Generalist Openings	230	0	0
Nat'l ACS (Bachelors)	100+ Percentile Wages	\$39,428	1	1
	Wages (Age < 30)	\$30,839	0	0
	Wages (Age 30-60)	\$57,465	0	0
	% with Any Graduate Degree	44%	1	1
	% with Masters	34%	0	0
Nat'l ACS (Bachelors)	% with Doct./Prof Degree	10%	0	0
	% Unemployed (Age < 30)**	3%	0	0
	% Unemployed (Age 30-60)**	2%	0	0
	% in Direct Prep Jobs	27%	0	0
	GE Wages - Assoc. & Cert	NA	0	0
Nat'l Gainful Emp.	Placement Rate - Assoc. & Cert	NA	0	0
	Placement Rate - Assoc. & Cert	NA	0	0

CIP Description

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

Award Level Breakdown by Source

Inquiries and Completions	Job Postings (Market) - Edu Requested	BLS Workforce Educ. Attainment (Nat'l)
Award Level	Award Level	Award Level
Post-masters Certificate	High School Certificate	No College
Postbaccalaureate Certificate	Associates	Some College
Masters	Bachelors	Associates
Certificate	Masters	Bachelors
Associates	Doctoral	Masters
Doctoral	Unspecified	Doctoral
Bachelors		

Internal Program Metrics

Share of Market Completions by Award Level	Institution	Share of Total
Award Level	13	3.38%
Share of Total Completions	13	3.38%
Bachelors		

5. Benchmarking against comparable programs at other institutions

Courses	Barclay Bible and Theology	Manhattan Theology	Calvary Bible and Theology	Ozark Bible and Theology Degree
Bible Study Methods	x	x	x	
New Testament Survey	x		x	
Old Testament Survey	x	x	x	x
Doctrine of Holiness	x			
Teachings of Friends	x			
Gospel/Acts Course	x			
Personal Evangelism Seminar	x			
Spiritual Formation 1	x		x	x
Church History and Thought 1	x	x	x (Great Christian Thinkers 1-3)	x
Church History and Thought 2	x			x
Apologetics	x		x	x
Systematic Theology 1	x	x (Christian)		
Systematic Theology 2	x	x (Practical)		
4 Bible Class Electives (14 credits)	x	x (6 credits)		
Ministry Leadership and Administration	x	x		
World Religions and Ideologies	x			
11 Credit Ministry Electives	x			
Greek 1	x	x		x
Greek 2	x	x		x

Intercultural Ministry	x		x	
Introduction to Worship	x	x		
Hermeneutics	x	x	x	
Christian Service Credits	y (fulfilled outside of academic requirements)			
OT Prophets	y (Bible class elective)	x		x
Life and Teachings of Jesus	y (NT elective)	x		x (Life of Christ 1-4)
Intro to Preaching/Teaching	y (Ministry Elective)	x	x	
Small Group Leadership	z	x		
Pastoral Counseling	y (Ministry Elective)	x		
Advanced Greek	z			
Advanced Greek	z			
Genesis	y (Bible class elective, Pentateuch)			
John	y (NT elective)			
Romans	y (NT elective)			y
Systematic Theology 3			x	
Developing a Biblical Worldview	x (perhaps similar to Philosophy/Critical thinking)		x	
Ethics	x (perhaps similar to Philosophy/Critical thinking)			
Christ and Creativity	z		x	
Contemporary Theology	z		x	
OT Wisdom Literature	y (Bible Class elective)			
OT Survey 2	y (offered more at advanced elective)		x	x

	levels)			
Isaiah	y (Bible elective prophets)			y
Jeremiah	y (Bible elective prophets)			y
Daniel and Ezekiel	y (Bible elective prophets)			y
Minor Prophets	y (Bible elective prophets)			y
Acts	y (NT elective)			y
Matthew	y (Bible elective Synoptic Gospels)			y
Mark	y (Bible elective Synoptic Gospels)			y
Luke	y (Bible elective Synoptic Gospels)			y
John	y (NT elective)			y
Hebrews	y (Bible elective General Epistles)			y
Timothy and Titus	y (Bible elective Pauline Epistles)			y
Christ and the Bible	z			y
Spiritual Formation Retreat	z			y
Doctrine of Heaven and Hell	x (Under umbrella of ST 1-2)			y
Doctrine of Missiology	x (Under umbrella of ST 1-2)			y
Doctrine of Christ	x (Under umbrella of ST 1-2)			y
Doctrine of the Holy Spirit	x (Under umbrella of ST 1-2)			y
Doctrine of God	x (Under umbrella of ST 1-2)			y
Doctrine of Humanity	x (Under umbrella of ST 1-2)			y
Evangelism and Church Growth	y (Ministry Elective)	x		
Senior Research Capstone	z	x		

x = required

y= elective within the program requirements

z= no comparable class

Blank = unable to identify from corresponding catalogs

Analysis: In comparing Barclay's program with the other programs, far more similarities were found than differences. However, there are a few points of contrast. Barclay's theology program compares favorably in its Bible offerings. Every biblical book is explored in survey offerings, plus every biblical book can be explored at a more advanced level if desired by the student. Two of the schools required 4 Greek courses. Previously Barclay had a similar offering. However, with the changing nature of higher education and advanced degrees, more intense language study seems to be something more and more found as something specifically pursued at the graduate level. All the institutions offered a variety of flexibility within their respective programs in order that a student with theological interest can craft their major accordingly. However, Barclay's offers the most flexibility to the student, which fits our overall theological approach as a Friends institution in regard to ministry being the place where anyone serves, not just the clergy.

Another observation is that Barclay is the only one of the four institutions that requires a denominationally specific course. What's even more interesting is that all Barclay students have two, not just one. All Barclay students are required to take specific courses, *Teachings of Friends*, and *Doctrine of Holiness*. This seems maybe a bit out of balance.

One school had two courses that were focused more on theology in the modern day. Barclay does not have a unique offering or requirement like that. It would be an interesting thing to explore, even if not at the course requirement level, then where are such topics explored within specific courses and should that be expanded.

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 2021 - 2022\Program Review - Bible and Theology\Syllabi

2) Student evaluations

Toward the end of each semester, the end of course evaluations are provided to the students through Populi. They must complete their evaluation of the course to be able to see their final grade for that course immediately. Additionally, the instructor will not be able to see their course evaluation until at least 60% of the students have completed the course evaluation. A copy of the questions in the end of course evaluation survey is located at the following location: G:\Shared\Accreditation\0 Assessment\Program Reviews 2021 – 2021\Student Evaluation

G:\Shared\Accreditation\0 Assessment\Program Reviews 2021 - 2022\Program Review - Bible and Theology\Rough Drafts of Program Review

Analysis: In reviewing the data from the student evaluations within the program, no real significant data trends were observed. The data reviewed covered student evaluations from a period of 10 semesters with data reported from every class multiple times. The majority of course scoring overall is between a 2 (good) and 1(excellent) score. There are a few that score a bit lower in between the 3(adequate) and 2(good) range. Thus, there are no major anomalies scoring below a 2. score, where the students saw the course as clearly inadequate. The range of scores between all the courses was marginal and the range of data between the same course spanning multiple semesters is consistent with marginal change as well.

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 review

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.

Specifically, within the Bible & Ministry division, many faculty members meet weekly for "faculty formation." This is a time where the different faculty will participate in book discussions, theological conversations and overall conversations about pedagogy and helpful approaches to classroom learning. These types of conversations are often a part of the division's formal meetings for business as well. The college also started the "Robert Barclay Institute," which serves for interested professors to publicly present their current area of research in a symposium for others academically interested to attend and ask questions. Professors will often also team with others in teaching courses, attend worship together, lead ministry programs outside the college settings together and attend conferences together. This spirit of collegiality among the division greatly enhances an environment of networking, continual growth, and improvement versus stagnation in the field.

3) B. Learning assessment

Program Outcomes:

Students should be able to:

1. Develop a foundation in Biblical studies.
2. Design a sound hermeneutical framework for Scripture.
3. Investigate the major theological paradigms within Christianity.
4. Critique historical events and corresponding theological movements within their context.

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

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
1. Develop a foundation in Biblical studies.	The understanding of scripture is evident with wide breadth and depth, especially as it relates to core biblical themes.	The understanding of scripture shows evidence of a wide range of major biblical teachings and themes.	The understanding of Scripture shows comprehension of some major biblical teachings and themes.	There is a very basic understanding as to a knowledge of what Scripture is and its teachings.
2. Design a sound hermeneutical framework for Scripture.	A hermeneutic approach is in place that recognizes a wide array of biblical genres and additional contexts, which gives credence to their nuanced complexity, especially in regard to application.	There is evidence of appropriate contextual awareness in scripture and a clear established framework on how to interpret in light of that context.	There is evidence of a process where scripture can be interpreted taking into account some level of context.	There is evidence of basic approach to interpreting scripture.
3. Investigate the major theological paradigms within Christianity.	There is abundant evidence of many different theological paradigms within Christianity and their nuance.	There is evidence of several of the major theological paradigms within Christianity.	There is evidence of some of the core theological doctrines within Christianity.	There is evidence of some basic understanding of Christian dogma.
4. Critique historical events and corresponding theological movements within their context.	Numerous references to important historical events and their connection to corresponding theological movements are noted, and a substantial scrutiny of how the two are connected within the contextual framework is clearly noted.	References to important historical events and their corresponding theological movements are plentiful. Moreover, the references demonstrate and explain an accurate understanding of a link between the two. In addition, the significance of the larger contextual framework's role in establishing the connection between the events and the movements can be seen.	There are multiple references pointing to an examination of important historical events and their corresponding theological movements. Some basic awareness of the contextual framework influence is evident.	There are some references of examination of importance historical events and their corresponding theological movements.
G:\Share\Accreditation\0 Assessment\Yearly Program Outcome Assessments 2019-2020\BA Bible and Theology\BA Bible and Theology Program Outcomes Rubric				

4) Formative Assessments of Program Outcomes

1) Outcome #1 Develop a foundation in Biblical studies.

Course: OT 101/NT 102, Old Testament Survey/New Testament Survey

Instructor: Joshua Bunce and Kevin Mortimer

Course description: OT 101: A survey of the entire Old Testament with emphasis on the key persons and events of each of the twelve time periods covered, basic information about each of the books, facts of the intertestamental period helpful in understanding the New Testament, memorization of representative verses, map study for awareness of geographic features, and approximate political boundaries. Course required of all freshmen and transfer students unless exempt by examination.

NT 102: A survey of the key persons, events, and distinctive facts for each of the twenty-seven books of the New Testament; an understanding of the political, cultural, and religious environment of Christianity, and memorization of selected verses and of chapter locations for special topics. Course required of all freshmen and transfer students unless exempt by examination.

Assignment: OT 101 - Midterm Exam/Final Exam, NT 102 Midterm Exam/Final Exam

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
1. Develop a foundation in Biblical studies.	The understanding of scripture is evident with wide breadth and depth, especially as it relates to core biblical themes.	The understanding of scripture shows evidence of a wide range of major biblical teachings and themes.	The understanding of Scripture shows comprehension of some major biblical teachings and themes.	There is a very basic understanding as to a knowledge what Scripture is and it's teachings.

Range: Beginning 1 (74% and below); Developing 2(75-85%); Meets 3(86-94%); Exceeds 4 (95% and above)

Results:

Year	Student	OT Midterm	OT Final	NT Midterm	Midterm Final
Fall/Spring 20/21	1	103.3 (4)	106.3 (4)	103.3 (4)	93.5 (3)
Fall/Spring 20/21	2	100 (4)	106.3 (4)	100.7 (4)	102 (4)
Fall/Spring 20/21	3	96.7 (4)	101.9 (4)		
Fall/Spring 19/20	4	90 (3)	100.5 (4)	91.3 (3)	90.5 (3)
Fall/Spring 18/19	5	88.7 (3)	70 (1)	64.7 (1)	100.5 (4)
Fall/Spring 18/19	6	91.3 (3)	90 (3)	73.3(1)	99.5 (4)
Fall/Spring 18/19	7	98 (4)	103.5 (4)	104 (4)	105.5 (4)
Fall/Spring 17/18	8	87.3 (3)	68 (1)	88.7 (3)	75.5 (2)
Fall/Spring 17/18	9	95.3 (4)	92 (3)	76.7 (2)	80 (2)
Fall/Spring 17/18	10	90.7 (3)	88 (3)		
Average		3.5	3.1	2.75	3.25

Analysis: Old Testament Survey and New Testament Survey are introductory broad based Bible Courses that all freshman/incoming students are required to take according to Barclay's overall mission. Students coming in and wanting to study a Bible and Theology degree seem to have a decent familiarity and interest in the subject matter or they most likely would not have interest in this type of program. These midterm and final exam scores measure how well the students are engaged and absorbing the basic foundational biblical knowledge. Another way of saying this is these courses are trying to provide "basic biblical literacy." The scores, with a few anomalies, reflect a high base biblical literacy by the end of the two courses. Some of this may have been present prior to entering the courses but were certainly expounded upon without exception.

Improvements: Looking at the data, the assignments seem to be helpful and reflective in measuring the data and the outcome is being met appropriately. However, while calculating this data and in consultation with the other professor who teaches these courses, I realized that he had moved away from always giving midterm and final exams. Thus, some data will be missing from Bible Theology majors who took the Old Testament and New Testament Survey without those tests.

	SMART Goals	Date	Responsible
1	Have all OT/NT Survey classes use Midterm and Final Exams	Fall 22/Spring 2	Joshua Bunce and Kevin Mortimer

2) Outcome #2 Design a sound hermeneutical framework for Scripture.

Course: BI205 Bible Study Methods

Instructor: Glenn Leppert

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

Assignment: **Final Project – Group Bible Study:** In lieu of a final exam, the students, having been split up into groups, will collaborate in designing a four-session group Bible study curriculum. The curriculum will be formatted according to instructions and a template.

Rubric:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
2. Design a sound hermeneutical framework for Scripture.	A hermeneutic approach is in place that recognizes a wide array of biblical genres and additional contexts, which gives credence to their nuanced complexity, especially in regard to application.	There is evidence of appropriate contextual awareness in scripture and a clear established framework on how to interpret in light of that context.	There is evidence of a process where scripture can be interpreted taking into account some level of context.	There is evidence of basic approach to interpreting scripture.

Results:

Year	Bible Study Methods Final Project
Fall 2020	2.75
Fall 2020	2.5
Fall 2020	2.75
Fall 2020	2.25
Average	2.56

Analysis: The Bible Study curriculum assignment is a helpful formative assignment. No scores reached the level 3 “meets” score, which is understandable relating to the foundational nature of the assignment. The students are learning a basic structure of biblical study on which to build upon in subsequent higher level biblical courses. Thus, while students are not excelling in their hermeneutical framework and understanding complex nuance, it should not be expected at this point in their academic career.

Improvements: The assignment is serving its purpose in building the appropriate foundation for future classes that will develop a more nuanced and complex hermeneutical approach. No improvements are suggested at this time, other than continuing the process to access a greater amount of data in the future.

SMART Goal(s): No smart goals are suggested at this time.

3) Outcome #3 Investigate the major theological paradigms within Christianity.

Course: TH341 Systematic Theology 1

Instructor: David Kingrey

Course description: An in-depth study of the evangelical doctrines of the Christian faith, including the existence and nature of God, creation, revelation and inspiration, humanity, and sin. This course is intended to be taken in conjunction with Systematic Theology II.

Assignment: Report 1 and Report 2 - Students pick a topic from a prearranged list of the theological discussion from the Systematic Theology course. Then, they must write a 4–5-page essay interacting with a minimum of 4 scholarly sources in their papers.

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
3. Investigate the major theological paradigms within Christianity.	There is abundant evidence of many different theological paradigms within Christianity and their nuance.	There is evidence of several of the major theological paradigms within Christianity.	There is evidence of some of the core theological doctrines within Christianity.	There is evidence of some basic understanding of Christian dogma.

Results:

Year	Report 1	Report 2	Average
Fall 2020	3	2.75	2.875
Fall 2020	3	2.75	2.875
Fall 2020	2	2.5	2.25

Analysis: The first obvious analysis is that the sample size is extremely small. The professor of record for this course over the previous few times it has been taught just recently started posting the data through our populi data collection system. In addition, this professor was forced to retire with significant health issues, thus additional collection is frugal. Assessing the few assignments that there are to assess, it does look like students were learning the theological topics they were researching at a high level.

Improvements: The first improvement is for more substantial data collection. As more students within the program take these courses, it is imperative that this data be posted on our populi data collection system. A second improvement that needs to be made is that the assignment used for assessing the outcome could be more focused on the outcome. The limited instruction and overall freedom of the assignment needs more pinpointed so that better analysis can be made. A third improvement could be made on where in the program this formative assessment is taken. It seems that the program might benefit from more scaffolding related to these core theology courses. Thus, instead of two Systematic 300 level courses, a course introducing students to basic theological doctrines earlier in the academic journey would be advantageous. Providing an introduction to theology would provide a foundation for a later advanced theology course to build upon.

	SMART Goals	Date	Responsible
1	Change Curriculum requirements of ST 1&2 to different courses	Spring 2022	Joshua Bunce, pending faculty approval
2	Change assignment for assessment to Basic Beliefs Creed	End of Fall 22	Joshua Bunce

4) Outcome #4 Critique historical events and corresponding theological movements within their context.

Course: CH447 Church History and Thought 1

Instructor: Joshua Bunce.

Course description: A history and exploration into the development of theology of the Christian Church from Apostolic days to the Late Middle Ages.

Assignment: The class will participate in a debate over a critical period in the church. Students will inform themselves of the debate topic prior to class and should come prepared to debate each side of the debate. In preparation for the debate, each student will submit an annotated bibliography of at least four sources he/she used in preparation for the debate. The bibliography should include a variety of sources that address a biblical understanding of the debate topic as well as a theological understanding of the different issues surrounding the topics corresponding to historical context.

Rubric:

Outcome	Exceeds	Meets	Developing	Beginning
Critique historical events and corresponding theological movements within their context.	Numerous references to important historical events and their connection to corresponding theological movements are noted, and a substantial scrutiny of how the two are connected within the contextual framework is clearly noted.	References to important historical events and their corresponding theological movements are plentiful. Moreover, the references demonstrate and explain an accurate understanding of a link between the two. In addition, the significance of the larger contextual framework's role in establishing the connection between the events and the movements can be seen.	There are multiple references pointing to an examination of important historical events and their corresponding theological movements. Some basic awareness of the contextual framework influence is evident.	There are some references of examination of importance historical events and their corresponding theological movements.

Results:

Fall 2018	Score on Rubric	
Student 1	3.76	
Student 2	3.48	
Student 3	3.60	
Student 4	3.76	
Student 5	3.68	
Student 6	3.80	
Student 7	3.80	
Student 8	3.88	
Student 9	3.84	
Student 10	3.92	
Average	3.75	

Analysis: A previous issue with the assignment was that students were using scripture to support their debate arguments well but were not engaging with the philosophical and theological arguments of the historical figures who were in the debate as strongly as they could. A suggestion was to add to the assignment an annotated bibliography that would add the step for students to do better research in understanding the historical arguments. This initial assessment demonstrates that students far exceeded expectations for a summative assessment. Students strongly connected the theological movement with the historical context the events were transpiring and were able to engage with arguments made not just with scripture, but with the ideas of the ancient theologians in the debate. Adding the requirement of the annotated bibliography certainly enhanced the dimension previously lacking in the assignment.

	SMART Goals	Date	Responsible
1	Add Annotated Bib	Completed 2022	Joshua Bunce

Summative assessment. Include in this section:**5) Outcome #1 Develop a foundation in Biblical studies.**

Course: NT356 Writings of John

Instructor: Joshua Bunce

Course description: A study of the major theological themes found in the gospel of John and the three letters from John. Special attention will be given to the unique devices John uses to emphasize his themes (I AM sayings, dialogue, contrast, etc.).

Assignment: A midterm and final exam is given to all students taking this course. Both tests are meant to evaluate the student's layered understanding of the course's content up until that point in the semester.

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
1. Develop a foundation in Biblical studies.	The understanding of scripture is evident with wide breadth and depth, especially as it relates to core biblical themes.	The understanding of scripture shows evidence of a wide range of major biblical teachings and themes.	The understanding of Scripture shows comprehension of some major biblical teachings and themes.	There is a very basic understanding as to a knowledge what Scripture is and it's teachings.

Range

Beginning (60-69) Developing (70-79) Meets (80-89) Exceeds (90-100)

Results:

Year	Student	Writings of John Midterm	Writings of John Final	Average
Spring 20	1	81.5 (3)	94.7 (4)	88.1 (3)
Spring 20	2	96.2 (4)	101.3 (4)	98.75 (4)
Spring 20	3	82.3 (3)	102 (4)	92.15 (4)
Spring 20	4	87.7 (3)	98.7 (4)	93.2 (4)
Spring 20	5	69.2 (1)	86.7 (3)	77.95 (2)
Spring 18	6	87.6 (3)	86 (3)	86.8 (3)
Spring 18	7	81.9 (3)	86 (3)	83.95 (3)
Spring 18	8	74.3 (2)	73.3 (2)	73.8 (2)
Spring 18	9	96.2 (4)	101.3 (4)	98.75 (4)
Spring 18	10	96.2 (4)	92 (4)	94.1 (4)
Spring 18	11	96.2 (4)	101.3 (4)	98.75 (4)
Average		3.09	3.5	3.29

Analysis: It is worth noting that Six of 11 students reached the “Exceeds” mark, while three of the students were strongly in the “Meets” mark, and two students were still developing. One of those two students who were at the “Meet” mark had a substantially higher final exam score than midterm score (a pattern of 8/11 students), which implies an increased understanding over the course of the semester. The overall numbers suggest that most students are excelling in achieving the biblical foundation the program hopes to provide. Comparing this data to the Formative assessment, the numbers are comparable. The average of the four scores for the formative assessment would be a 3.15, and here a 3.29. Initially that does not reflect a substantial amount of growth. However, the testing averages, and the outcome rubric, does not reflect the difference in rigor/depth between the lower-level classes

and this upper-level course. With that considered, the slight progression in the numbers combined with the increased depth the course covers, seems very appropriate and promising. I am unable to make any conclusions as to the two students who are lagging at this point in the program related to their “developing” score. With this course being a 300-level course, students are allowed to take this course as Sophomores, Juniors and Seniors depending on when the course is offered while they are in the program. This may be responsible for the two lower scores, however without data that reflects the year of the academic year of the students’ taking the course, I am unable to confirm that hypothesis.

Improvements: The data provided reflects that students are growing substantially over the track of the program in their biblical foundation and meeting/exceeding the program’s overall goals in this regard. No suggested improvements are suggested at this time.

SMART Goal(s): No suggested SMART goals are suggested at this time.

6) Outcome #2 Design a sound hermeneutical framework for Scripture.

Course: BI306 Hermeneutics

Instructor: Derek Brown

Course description: An overview of the history and principles of studying, interpreting, and applying Scripture. Various approaches, methods, and models will be discussed, evaluated, and practiced. Prerequisite: BI205 Bible Study Methods.

Assignment: Final Project/Exegetical Paper: The student will create a 10-page exegetical paper over an assigned passage of Scripture. The exegetical paper will demonstrate the student’s familiarity with proper hermeneutical and exegetical processes, including, but not limited to: Literary context, historical-cultural context, word studies, exegesis, application, etc.

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
2. Design a sound hermeneutical framework for Scripture.	A hermeneutic approach is in place that recognizes a wide array of biblical genres and additional contexts, which gives credence to their nuanced complexity, especially in regard to application.	There is evidence of appropriate contextual awareness in scripture and a clear established framework on how to interpret in light of that context.	There is evidence of a process where scripture can be interpreted taking into account some level of context.	There is evidence of basic approach to interpreting scripture.

Results:

Year	Student	Exegetical Paper
Spring 2021	1	3.75
Spring 2021	2	4.0
Spring 2021	3	3.75
Spring 2021	4	3.75
Spring 2020	5	3.3
Average		3.71

Analysis: The assignment is perfect for analyzing the outcome of a developing hermeneutical framework for scripture. Like the biblical foundation outcome, the formative assessment measures appropriately the foundation on which this summative assessment builds. The rigor and depth being asked for is much higher than in the formative Bible Study Methods assignment. This assignment requires students to have a much more layered approach when interpreting the text and allows students to demonstrate multiple processes to give a fuller richer understanding of a text, thus demonstrating a more thorough “hermeneutical framework for scripture.” The scores on this assignment reflect that students within the program have all “met” and are on their way if they have not already “exceeded” expectations in this regard.

Improvements: Initial analysis reflects that the expectation and hopes of building the “sound hermeneutical framework” is being met and in many cases is exceeding prospects. The one improvement would be to have more data to analyze. Thus, continuing the process for data collection to provide ongoing data is essential to continue to evaluate the program's effectiveness related to this outcome.

SMART Goal(s): No SMART Goals suggested at this time.

7) Outcome #3 Investigate the major theological paradigms within Christianity.

Course: TH342 Systematic Theology 2

Instructor: Joshua Bunce

Course description: An in-depth study of the evangelical doctrines of the Christian faith, including the existence and nature of God, Christ, the Holy Spirit, revelation and inspiration, creation, man, sin, salvation, the church, Christian ethics, and eschatology. Prerequisite: TH341 Systematic Theology I

Assignment: “Each student in Systematic Theology II will write a *credo* (a Faith Statement) in which you will share your beliefs. The *credo* is not to be less than 6 pages in length.”

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
3. Investigate the major theological paradigms within Christianity.	There is abundant evidence of many different theological paradigms within Christianity and their nuance.	There is evidence of several of the major theological paradigms within Christianity.	There is evidence of some of the core theological doctrines within Christianity.	There is evidence of some basic understanding of Christian dogma.

Results:

Year	Student	Creed
Spring 21	1	3.5
Spring 19	2	3.75
Spring 19	3	4
Spring 19	4	3.25
Spring 19	5	3
Spring 19	6	3.5
Spring 19	7	3.25
Average		3.46

Analysis: The assignment has a good structure for being able to analyze “the major theological paradigms within Christianity.” Although the syllabus description is bare in description and lacks precision. The results demonstrate that students are mostly between the “meets” and “exceeds” the outcome, with the overall average being right in the middle of the two. At this point, there are no students who are still in the developing stage. The data suggests that students at this point in the program are showing significant evidence of a broad theological understanding. The summative numbers also show a significant improvement from the formative assessment of the outcome. However, it is possible that part of that improvement may be linked to flaws within the formative assessment, which largely hones in on one theological topic.

Improvements: The students seem to be meeting and exceeding the program outcome. However, there is room for improvement with the outcome overall. First, while the assignment is effective in measuring appropriately the level in which the outcome has been achieved. More precision in the assignment’s direction could be helpful.

Also as mentioned earlier in the formative assessment for this outcome, a better course and assignment for this outcome would make assessing the data more accurate as to its achieved

success within the program. It should also be noted that changing the first Systematic 1 course into a lower-level introductory theology course in which theological concepts would be explored earlier within the program would have a ripple effect on the Systematic 2 theology course. Instead of having the two courses providing cumulative learning, the courses would offer scaffolded learning as the second course would build on the foundation of the earlier course and other lower-level courses previously taken.

	SMART Goals	Date	Responsible
1	Give more direction in writing of assessed assignment in TH342 Systematic Theology 2	Spring 2023	Joshua Bunce
2	Change Curriculum requirements of ST 1&2 to different courses	Spring 2022	Joshua Bunce, pending faculty approval

8) Outcome #4 Critique historical events and corresponding theological movements within their context.

Course: CH448 Church History and Thought 2.

Instructor: Joshua Bunce.

Course description: A history and exploration into the development of theology of the Christian Church from the Late Middle Ages to the present era.

Assignment: “The class will participate in a debate over a critical period in the church. Students will inform themselves of the debate topic prior to class and should come prepared to debate each side of the debate. In preparation for the debate, each student will submit an annotated bibliography of at least four sources he/she used in preparation for the debate. The bibliography should include a variety of sources that address a biblical understanding of the debate topic as well as a theological understanding of the different issues surrounding the topics corresponding to historical context.

Rubric:				
Outcome	Exceeds	Meets	Developing	Beginning
Critique historical events and corresponding theological movements within their context.	Numerous references to important historical events and their connection to corresponding theological movements are noted, and a substantial scrutiny of how the two are connected within the contextual framework is clearly noted.	References to important historical events and their corresponding theological movements are plentiful. Moreover, the references demonstrate and explain an accurate understanding of a link between the two. In addition, the significance of the larger contextual framework's role in establishing the connection between the events and the movements can be seen.	There are multiple references pointing to an examination of important historical events and their corresponding theological movements. Some basic awareness of the contextual framework influence is evident.	There are some references of examination of importance historical events and their corresponding theological movements.

Results:

Spring 2019	Score on Rubric	
Student 1	3.88	
Student 2	3.48	
Student 3	3.56	
Student 4	3.32	
Student 5	3.68	
Student 6	3.56	
Student 7	3.56	
Student 8	3.60	
Average	3.58	

Analysis: The scores of the summative assessment are marginally lower than the formative assessment. However, the data gathered is from a slightly smaller range of students and the scores are close enough that the difference is nominal.

A previous issue with the assignment was that students were using scripture to support their debate arguments well but were not engaging with the philosophical and theological arguments of the historical figures who were in the debate as strongly as they could. A suggestion was to add to the assignment an annotated bibliography that would add the step for students to do better research in understanding the historical arguments. Both assessments demonstrate that students performed strongly in this regard with the addition to the assignment of the annotated bibliography. Moreover, the scores overall demonstrate

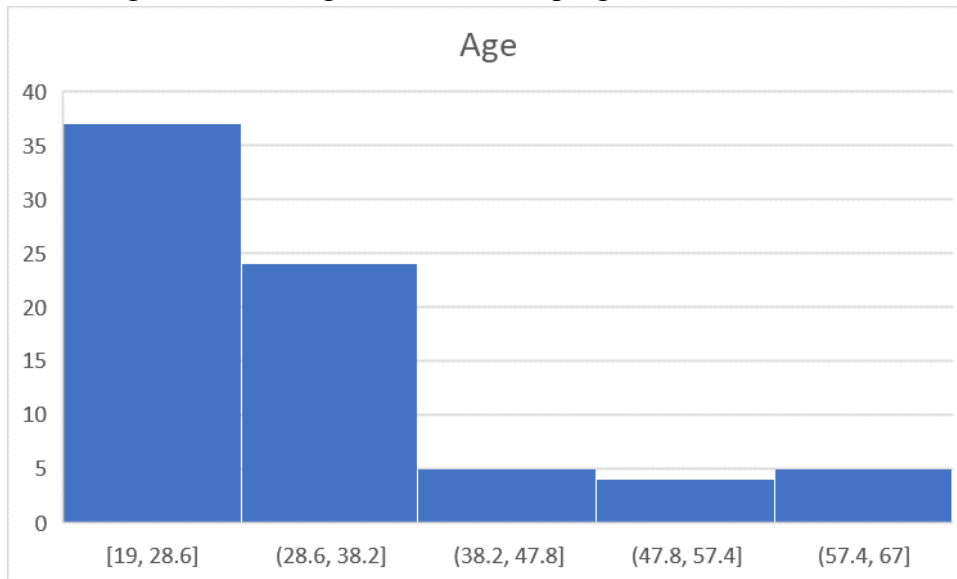
significant success in achieving the program’s outcome in which every student scored above the “meet” and was moving towards the “exceeds” category.

4	Add Annotated Bib	Completed 2022	Joshua Bunce
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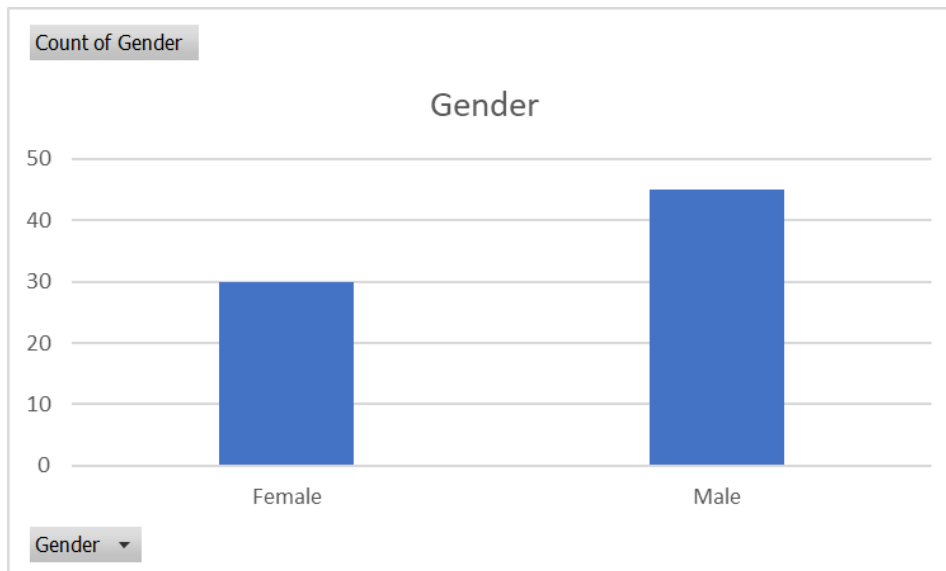
D. Program demographics

1) Student demographics

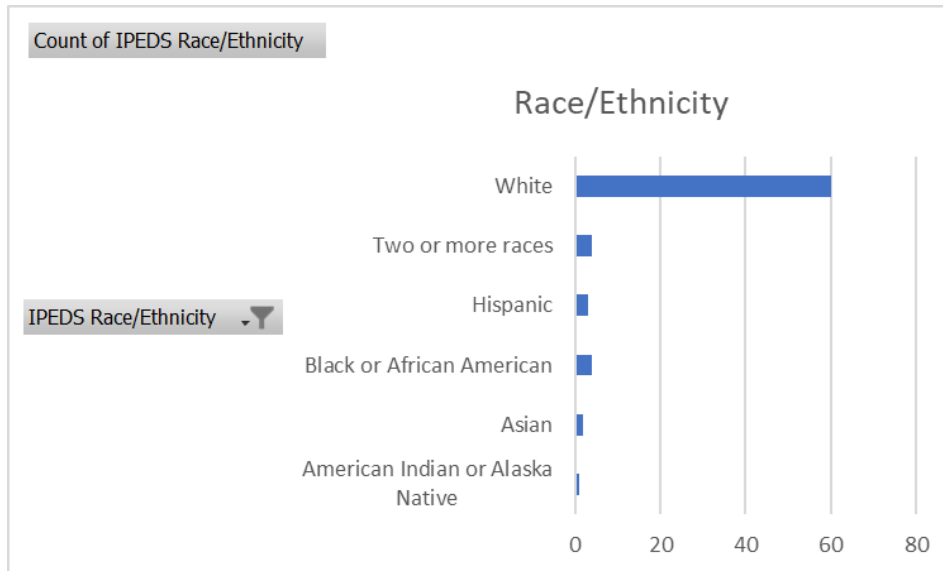
a. Age when starting their bachelor’s program:



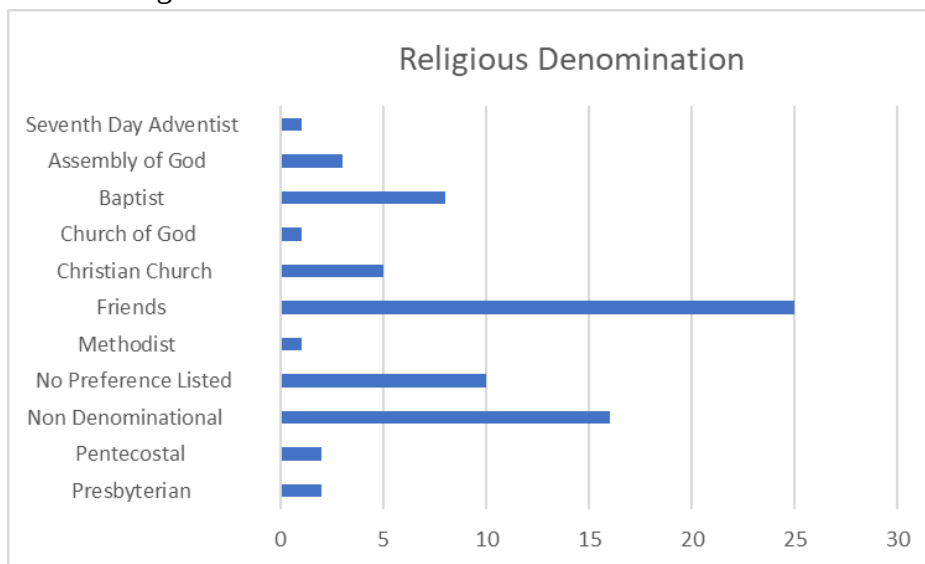
b. Gender:



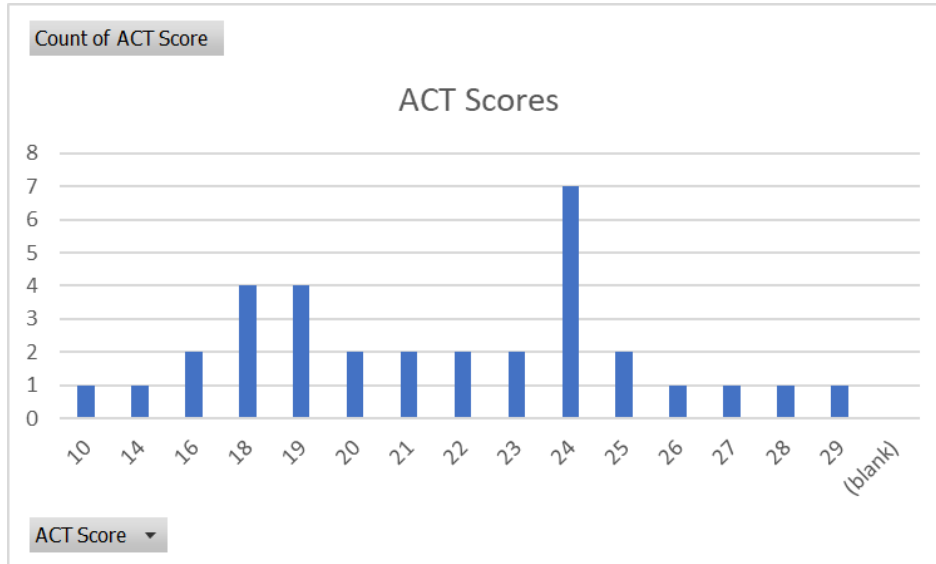
c. Ethnicity:



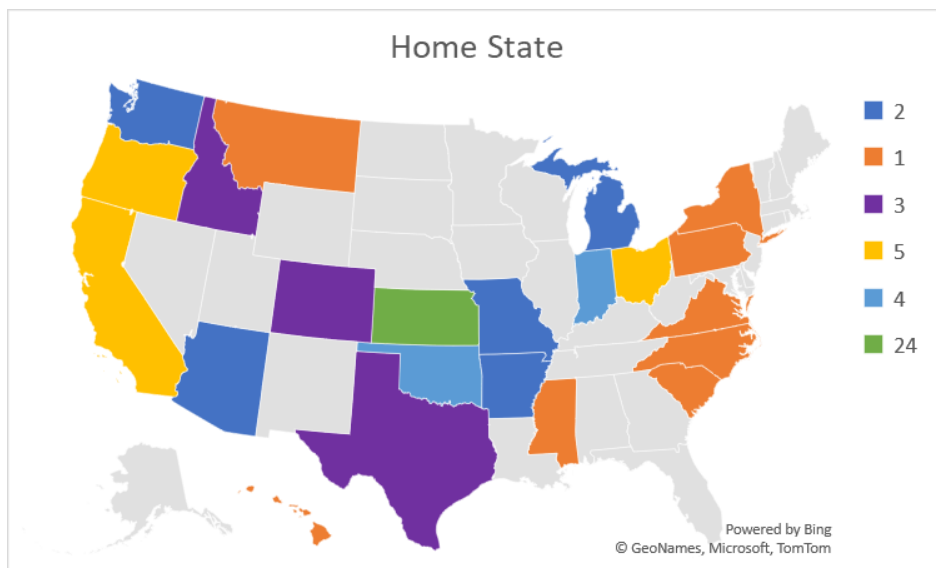
d. Religious Denomination:



e. ACT Scores



f. Home State:



5) Faculty demographics

Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Derek Brown	Ph.D.	Johnson University	9	Male	White
Adrian Halverstadt	Ph.D.	Trinity College	10	Male	White

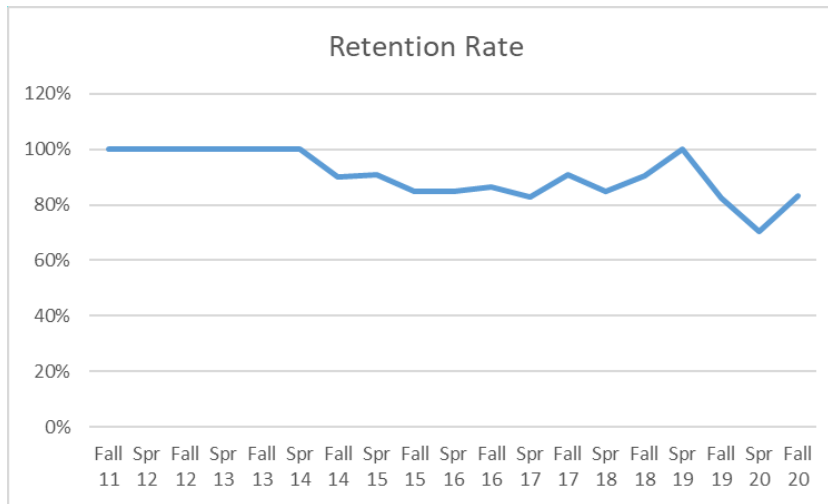
Glenn Leppert	Ph.D.	Kansas State University	35	Male	White
Brockie Follete	M.A.	Barclay College	4	Female	White
Jesse Penna	M.A.	Friends University	9	Male	White
Josh Bunce	M. Div.	George Fox Evangelical Seminary	13	Male	White
Kevin Mortimer	M.A.	Friends University	9	Male	White
Aaron Stokes	M.A. (Quaker Studies)	Barclay College	6	Male	White
Jared Ross	Ph.D.	Robert Webber Institute	20	Male	White

Analysis: The faculty demographics do show multiple faculty members who have significant experience within the program. Students can hear multiple voices and perspectives as they encounter so many different professors within the program. However, the glaring weakness is the lack of gender and racial diversity among the faculty that the students encounter as professors within the program. This is not necessarily new information and is a challenge that the entire Bible and Ministry Division has discussed for a while. Our geographical location and subject matter do not seem to lend itself easily for diversity in these ways. Thus, more creative solutions may be needed to provide this exposure for students within the program. While not negating the honest hope to see more diversity within the faculty in the future, maybe more current exposure can happen through guest lectures, textbooks, video assignments and conference opportunities. This may not completely fulfill what having more diverse professors could offer in relationships and developed perspectives. However, it may help students to engage and expose themselves to the growing diversity in theological perspectives and studies.

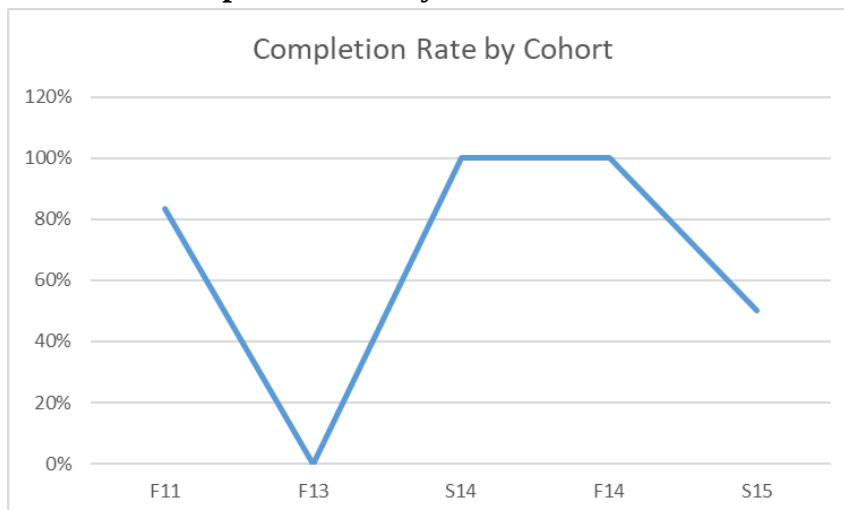
	SMART Goals	Date	Responsible
1	Creatively add more diverse voices to student learning	Fall 22/Spring 2	Bible and Ministry Division

7. Retention and Completion

A. Retention:



B. Completion rate by cohort:



Analysis:

The data gathered looking at students' enrollment/demographics over the last 11 years of the program offers a number of interesting insights.

Initial Observations: There have been 54 students in the program since the Fall of 2011, ranging from the lowest semester enrollment of 8 in the Spring 2021, and the highest number of 23 in the Spring of 2017. The gender break up is slightly weighted towards male students, 31 (57%), to female students, 23 (43%). Although the current makeup, as of writing this, is 60% female.

Regarding male students who have been or are currently in the program, about 70%, a very high number, were/are non-traditional or transfers from another institution. This unusual trend does not equate to female students who have been or are currently in the program.

The biggest influx into the program came between the Spring and Fall semester in 2016, jumping over 40% from 13 students in the Spring to 22 students in the Fall (just one of the peak numbers, which came later the next Spring). The biggest decline in the program happened, expectedly, after the Spring 2020 (four years later, in which 8 students graduated the program).

The program's retention rate has ranged between 82%-100% over the last 11 years, with one blip of 71% between the Spring of 2020 and the Spring of 2021, in which five students left the program. All five students were male, 4 of the 5 were nontraditional. The one remaining student transferred to an Associate program. Three of the four nontraditional male students withdrew from college, and one transferred to a different major. It might be also worth noting that 3/5 of those male nontraditional students also got married during that season.

Making sense of the data:

The program has not fully recovered to the larger enrollment numbers it held at the beginning of Spring 2020. There may be several external contributing factors that the program decline: Covid related issues, overall decrease in college enrollment (the overall on campus enrollment dropped 23% from 142 -109 between Fall of 17 – Spring of 2021) and significant health issues from the program's chair. However, it has had a small influx of new students in the 2021-2022 calendar year, so it is strongly possible that a more steadying time is on the horizon.

Although there are a variety of ministry programs at Barclay College, the Bible and Theology program does offer some distinctive appeal. The program offers a flexibility in elective credits and student autonomy when picking their courses that other degree programs cannot quite do. With Barclay College requiring all students to dual major with a biblical studies degree, the possibility of a robust elective option is not viable. Yet, uniquely with the Bible and Theology degree, some of the requirements from biblical studies dual major can coincide. This flexibility appeals to the student who has a strong desire to serve vocationally in a ministry context, but is uncertain of, or open to, what that context might be. Thus, students can take many classes that might uniquely prepare them for a various field or the flexibility might aid the student in being able to take classes that might give them clarity for future vocational direction.

Furthermore, the flexibility and broader occupational direction and autonomy coincides with the unusually high enrollment of nontraditional/transfer male students. However, on the other side, this group of students who value flexibility might also lack a desire to get locked into a clear vocational direction, even near the end of the program. They may be resistant to something that might make them feel locked in and be more attracted to the open-ended future that lies before them. This could help explain some of the blips in data like the five students leaving the program all in one year, all of which fit this profile.

The academic content of this program also might support this notion as well, in that theological studies invite creativity and freethinking. Theology values the understanding of complex systems and rational thinking, while also embracing the limitations of said rational thinking. It also promotes and invites new, sometimes even maverick, thinking in order to continue to grow the study and one's personal depth. Thus, again supporting the notion that curious and freethinking individuals often find their home within the program.

	SMART Goals	Date	Responsible
9	Add occupational questions to the advising process	Fall 2022	Joshua Bunce
10	Add Senior Forum to required classes	22/23 Academic Year	Joshua Bunce pending faculty approval

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

1) Faculty/staff requirements

Course Number	Course	Credit Hours	Faculty
BI205	Bible Study Methods	3	Glenn Leppert Ph.D. Kansas State University M.A.R. George Fox Evangelical Seminary M.A. Fort Hays State University B.A. Northwest Nazarene University

BI306	Hermeneutics	3	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College
CM104	Personal Evangelism Semin	1	Brockie Follette B.S. Youth Ministry, Barclay College M.A. Barclay College Kevin Mortimer M.A. Friends University B.A. Barclay College
CM307	Ministry Leadership and Administration	3	Jesse Penna MACM Friends University B.A. Friends University
HI447	HI447 Church History and Thought I	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
HI448	HI447 Church History and Thought II	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
NT201	Using New Testament Greek I	3	Glenn Leppert Ph.D. Kansas State University M.A.R. George Fox Evangelical Seminary M.A. Fort Hays State University B.A. Northwest Nazarene University
NT202	Using New Testament Greek II	3	Glenn Leppert Ph.D. Kansas State University M.A.R. George Fox Evangelical Seminary M.A. Fort Hays State University B.A. Northwest Nazarene University

MI316	World Religions and Ideologies	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
NT102	New Testament Survey	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
NT211	Transformational Life and Leadership of Christ	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
NT241	Synoptic Gospels	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
TH304	Apologetics	2	Kevin Mortimer M.A. Friends University B.A. Barclay College
TH341	Systematic Theology I	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
TH342	Systematic Theology II	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
TH302	Doctrine of Holiness	2	Adrian Halverstadt Ph.D. (Philosophy/Concentration in Conflict Management) Trinity College/University of Liverpool M.A. (Ministry) Huntington University G.C. (Criminal Justice) American Public University B.S. Fort Wayne Bible College

TH300	Teachings of Friends	3	Aaron Stokes M.A. (Quaker Studies) Barclay College B.A. Barclay College
OT101	Old Testament Survey	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
OT252	Old Testament Poetry	3	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College
OT321	Pentateuch	3	Glenn Leppert Ph.D. Kansas State University M.A.R. George Fox Evangelical Seminary M.A. Fort Hays State University B.A. Northwest Nazarene University
OT333	Historical Books	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
OT351	Old Testament Prophets	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
MI2083	Intercultural Ministry	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
SL101	Spiritual Formation I	3	Jesse Penna MACM Friends University B.A. Friends University

WA101	Introduction to Worship	2	Jared Ross D.W.S. Worship Studies Robert Webber Institute M.M.E. Wichita State University B.S. Friends University
NT356	Writings of John	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
NT362	Acts	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College

Average Credit Hours 5 years/per semester:

Faculty	S17	F17	S18	F18	S19	F19	S20	F20	S21	F21	Ave.
Derek Brown	16	9	10	11	10	7	10	7	3	0	8.30
Adrian Halverstadt	4	0	2	0	2	0	3	0	2	0	1.30
Glenn Leppert	3	3	3	3	1	3	4	3	3	7	3.30
Brockie Follette	0	0	0	0	0	0	1	0	1	0	0.20
Jesse Penna	0	0	0	3	6	3	1	6	0	3	2.20
Josh Bunce	9	10	8	12	11	6	4	14	12	9	9.50
Kevin Mortimer	7	4	4	4	7	6	6	6	8	7	5.90
Aaron Stokes	0	0	0	0	0	0	0	0	0	3	0.30
Jared Ross	0	2	0	2	0	2	0	2	2	3	1.30

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

G:\Shared\Accreditation\0 Assessment\Program Reviews 2021 - 2022\Program Review - Bible and Theology\Rough Drafts of Program Review

JH4 - HP Computer, Projector Screen, Projector, Sound System, Document Viewer, Switch for

(Laptop, PC, document viewer), Camera

Library:

Education Room – HP PC, Promethean Board, Projector, Camera

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

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

Ross Ellis:

South Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop

Connection, Blue Ray Player, Camera

North Atrium – Lenovo PC, Projector, Projector Screen, Sound System, Switch, Wireless Laptop

Connection, Blue Ray Player, Camera

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

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

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

Classrooms not including Computer Lab.

9 - Classrooms

9 – *Computers (Lenovo or 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*

3) Facilities

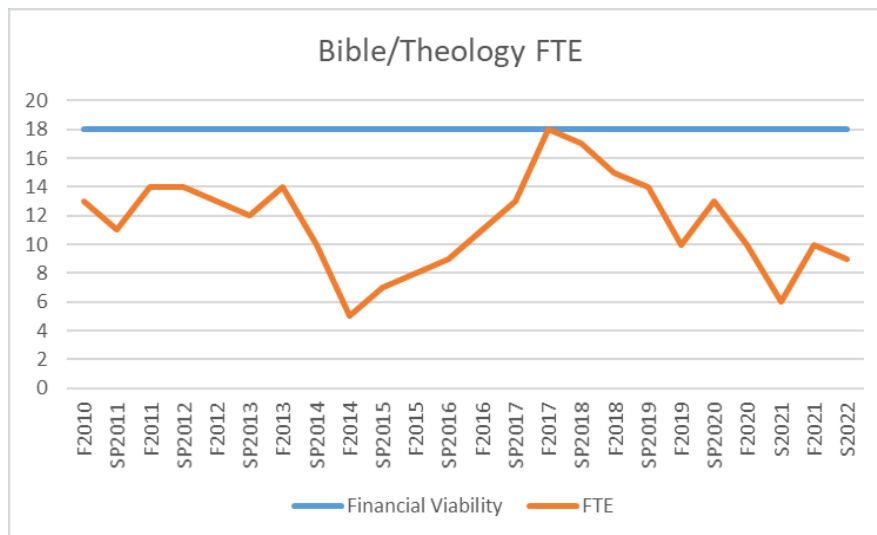
Each classroom on campus is equipped with work desks and comfortable chairs to accommodate students. Ample lighting is provided in a space designed to limit outside noise during the learning process. There are several outlets located around each classroom for students to plug in laptops. Classrooms are set to an agreeable temperature for each season. The classrooms are spacious in 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
Media Center	1	12
Quaker Room	1	15

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

There are not any grants for the Bible and Theology program.

3) Donor-specific gifts

There are not any specific donor gifts for the Bible and Theology program.

10. Strengths and Weaknesses of the Program

Throughout the program review process, clear research and data demonstrated that multiple strengths of the program are present and shown in detail in the analysis above. This section will highlight some of the more significant strengths noting specifically the program's core faculty, the overall design and curriculum of the program and the final product of students that complete the measured Bible and Theology outcomes.

First, the Bible and Ministry Division, which makes up the Bible and Theology program's core faculty anchors the program with a robust group of highly qualified individuals who are passionate about the college's mission and student learning. This group operates as a collegial team who is passionate about evaluating curriculum and its effectiveness, work intentionally to "sharpen one another " for overall faculty and subsequent program development. In addition, this group offers students a broad array of highly experienced and educated voices/perspectives within the classroom as professors and, above and beyond, outside the classroom as mentors. Starting with the advising process, but exceedingly well beyond, students within the program are surrounded by a team of faculty that offers wise counsel in key areas of academics, career opportunities and life.

Barclay College's Bible and Theology curriculum and program design matched up well when comparing it to other similar institutional programs of kind. First, students within the program have a wide array of Bible course offerings, in which to build their biblical foundation. This exceeded the offerings from other comparable institutions. Students, by requirement, receive an appropriate foundation through introductory survey courses, but then can get a more intensive offering on every area of scripture according to their own program map in consultation with the advisor. This same relationship between core requirements and program flexibility is present in other areas related to theological offerings and practical ministry application as well. This all combines to establish a curriculum that is directly in line with the college's mission and theological orientation. Thus, the curriculum equips students for effective life, service and leadership and opens a doorway of ministry application that can be applied to any arena, not just paid clergy settings.

Lastly, the Bible and Theology Program outcomes holistic focus on a biblical foundation, hermeneutical framework, theological paradigms, and critical historical context appropriately and concisely aligns with the college's mission and offers a succinct place to measure current success and areas for continued growth. Moreover, the metanarrative analysis is that, while modifications need to be made, students who take the required courses and graduate the program are achieving these outcomes at a high level, which sets up graduates in a variety of capacities to be leaders in their field, and further education as desired.

11. Areas of Improvement

Upon completion of the Bible and Theology Program review, many areas for improvement became apparent as is demonstrated in the data and analysis above. In this area, a summary of some of the more significant areas of adjustment is discussed. Concerning the Bible and Theology degree program outcomes, the most significant improvements need made to program Outcome 3 “Investigate the Major Theological Paradigms within Christianity.” The overall scores from the data collected did not reflect significant weakness. However, the issues at hand are more in line with how much data is available and what that actual data is. Outcome 3 is not the only area in the program where ongoing better data collection could benefit the assessment process, but it is the most glaring. In addition, the assignments, and courses where this program outcome is measured could be more efficient. Thus, there is a goal for a slight revamping of the course curriculum. Instead of two upper-level cumulative theology courses, a lower-level course that invites the students to a foundation of theological paradigms early in their academic career would be beneficial. Subsequently, students will take a higher-level theology course later in the program. This course adjustment would benefit the assessment process and be more strategic for learning through a scaffolded approach to the content.

Next, a key observation within the student demographic and retention section revealed that the program has an unusually high number of nontraditional/transfer male students. These students often like the freedom of the academic content within theology, the flexibility of course preference and the open-ended nature of vocational aspirations the program offers. However, with that desire for freedom often comes a lack of structure and precision as the program progresses that is helpful for a clear path of application vocationally and student retention. Therefore, the goal is in the advising process to interview/mentor students at the end of their sophomore and junior academic year with key questions related to vocational goals and aspirations. In addition, another goal is to add a one-credit “senior forum” class to the required program curriculum that helps students transition vocationally after their undergraduate studies.

A third key area of improvement that arose within the assessment process is the glaring lack of diversity among the program’s faculty concerning gender and race. Barclay College’s geographic location offers significant challenges in appealing to more diverse faculty to seek employment in Southwest Kansas. Thus, solutions that are more creative are needed to provide academic theological exposure that is more diverse for students within the program. While not negating the honest hope to see more diversity within the faculty in the future, some alternative creative and intentional exposure can happen through guest lectures, textbooks, video assignments and conference opportunities.

	SMART Goals	Date	Responsible
1	Have all OT/NT Survey classes use Midterm and Final Exams	Fall 22/Spring 2	Joshua Bunce and Kevin Mortimer
2	Change Curriculum requirements of ST 1&2 to different courses	Spring 2022	Joshua Bunce, pending faculty approval
3	Change assignment for assessment to Basic Beliefs Creed	End of Fall 22	Joshua Bunce

4	Add Annotated Bib	Completed 2022	Joshua Bunce
5	Give more direction in writing of assessed assignment in TH342 Systematic Theology 2	Spring 2023	Joshua Bunce
6	Change Curriculum requirements of ST 1&2 to different courses	Spring 2022	Joshua Bunce, pending faculty approval
4	Add Annotated Bib	Completed 2022	Joshua Bunce
8	Creatively add more diverse voices to student learning	Fall 22/Spring 2	Bible and Ministry Division
9	Add occupational questions to the advising process	Fall 2022	Joshua Bunce
10	Add Senior Forum to required classes	22/23 Academic Year	Joshua Bunce pending faculty approval

12. Future Pressures or Concerns

At the writing and conclusion of this program review process, I am hopeful for the future of the Bible and Theology program at Barclay College. I think there is clear evidence that the program strongly aligns with the college's mission and overall purpose in the world. I believe the program has all the needed components for success built in place concerning the program's structure, curriculum, faculty, and college support. The program has been helping to fulfill the college's mission for many years and hopefully will for many years to come.

With this being said, there are signs of potential challenges in the future. The overall enrollment at Barclay College is down over the past several years and with those lower enrollment numbers, virtually all the degree programs run/chaired by the "Bible and Ministry" division are down as well. Thus, the Bible and Ministry programs have had questions concerning sustainability. Coinciding, Barclay College continues to start new degree programs with new faculty. These programs are hopefully a growing shift into how the college can expand its reach and impact the world in a broader and deeper scope. Moreover, perhaps these new directions are a measure of larger culture and the career desires of those seeking Christian higher education. In addition, with new programs often comes new energy and new resources. Yet, there is a concern that the new energy and resources does not become a significant shift of energy and resources away from many current programs. Especially considering these programs have produced several leaders currently within the institution and many more outside of it making up Barclay College's constituency and establishing its growing legacy as they make their imprint on the world.

Furthermore, there is hope that the Bible & Theology program can return to its highest point of enrollment, which was just five years ago. It may happen without too much significant change as culture shakes off the dust of 2020 and 2021, along with some potentially more localized blips as

G:\Shared\Accreditation\0 Assessment\Program Reviews 2021 - 2022\Program Review - Bible and Theology\Rough Drafts of Program Review

well. However, it is equally possible that additional/new measures of promotion, renewed energy/focus and recruitment may be needed in the long term. Either way, the program has proven in the past and is proving in the present its impactful role within Barclay College and society.

13. Review of report by the Institutional Assessment Committee

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

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

14. 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.

15. 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.