



Program Review of the Bachelor of Arts in
Intercultural Studies

2021-2022

Kevin Mortimer, Program Chair



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

Intercultural Studies Program Outcomes:

Students should be able to:

1. Articulate a Trinitarian monotheism from other understandings of the divine
2. Discern the difference between the Kingdom of God and the kingdom of this world
3. Demonstrate the ability to apply and teach sacred Scripture old and new
4. Embrace the work of God in the cultural and kingdom other

Intercultural Studies Program Curriculum Map

Associated Pillars of Purpose	Institutional Outcomes. Students should be able to....	Mission Program Outcomes. Students should be able to...	Course(s) Addressing this Program Outcome
Effective Christian Life	1. Exhibit immersion in the Father, Son and Holy Spirit 4. Articulate the distinct path of Friends 5. Interpret and apply Scripture 6. Critically evaluate diverse perspectives 8. Communicate effectively in written and oral forms	1. Articulate a Trinitarian monotheism from other understandings of the divine	TH205 Basic Beliefs MI208 Intercultural Ministry NT241 Synoptic Gospels & John TH304 Apologetics MI316 World Ideologies/Religions PH205 Intro to Philosophy TH333 Theology of Missions MI399 Missionary Practicum MI425 Contextualization of Theology
Effective Christian Service	2. Model the Life and Teachings of Jesus Christ 3. Discern their ministry culture within and outside their culture 4. Articulate the distinct path of Friends 6. Critically evaluate diverse perspectives 7. Form and answer questions to advance knowledge 8. Communicate effectively in written and oral forms	2. Discern the difference between the Kingdom of God and the kingdom of this world	SL202 Spiritual Formation II MI208 Intercultural Ministry MI217 Missionary Princ. & Practice MI223 Cultural Anthropology CM225 Ecclesiology NT241 Synoptic Gospels PY242 Interpersonal Relations PH205 Intro to Philosophy TH333 Theology of Missions MI392 Area Study CM402 Senior Forum
Effective Christian Leadership in a Bible centered environment	2. Model the Life and Teachings of Jesus Christ 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	3. Demonstrate the ability to apply and teach sacred Scripture old and new	OT101 Old Testament Survey NT102 New Testament Survey NT201 Using NT Greek I&II SL202 Spiritual Formation II NT241 Synoptic Gospels B1306 Hermeneutics PM313 Homiletics I OT322 O T Pentateuch MI322 Church Planting OT351 O T Prophets PM412 Counseling for Christian Ldrs. MI425 Contextualization of Theology
Effective 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 your ministry calling within and outside your 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	4. Embrace the work of God in the cultural and kingdom other	SL202 Spiritual Formation II MI208 Intercultural Ministry MI217 Missionary Princ. & Practices MI223 Cultural Anthropology NT241 Synoptic Gospels CM307 Ministry Ldrshp/Admin. MI316 World Religions MI333 Theology of Missions MI399 Missionary Practicum PM412 Counseling for Christian Ldrs. MI425 Contextualization of Theology

2. Program Description

1) A. BACHELOR OF ARTS: Intercultural Studies

Many have said of Christian missions that it expresses the heart of God, and surely there is no greater task than to bring the message of hope in Jesus Christ to the world. The Intercultural Studies program is designed to give students a comprehensive understanding of the Christian Trinity, introduce anthropological realities consistent with all cultures of the world, and prepare students to join God in God's work in the various world contexts. Students who complete this program will demonstrate the

ability to serve the marginalized, homeless, prisoner, addict, ill, and military, and be equipped to establish Christ's Body amongst the seekers of the many religions of the world.

1) Description of the requirements for the Intercultural Studies program.

2) INTERCULTURAL STUDIES Required Courses

3) MISSIONS Required Courses

I. Division of Bible and Ministry [81]			
	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
	NT21 1	Transformational Life & Leadership of Christ (3 hours)	
	NT24 1	Synoptic Gospels (3 hours)	
	NT36 2	Acts (3 hours)	
	NT34 6	Writings of John (3 hours)	
	3 hours chosen from:		3 hours
	OT25 2	Old Testament Poetry (3 hours)	
	OT22 6	Pentateuch (3 hours)	
	OT33 3	Historical Books (3 hours)	
	OT35 1	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:		18 hours
	BI306	Hermeneutics	3 hours
	NT201	Using New Testament Greek I	3 hours
	NT202	Using New Testament Greek II	3 hours
	TH205	Basic Beliefs	2 hours
	TH304	Apologetics	2 hours

	TH333	Theology of Missions	2 hours
	3 hours chosen from NT or OT electives		3 hours
	Professional Ministry Courses		36 hours
	CM225	Ecclesiology	3 hours
	CM307	Ministry Leadership and Administration	3 hours
	CM402	Senior Forum	1 hour
	MI217	Missionary Principles and Practices	3 hours
	MI316	World Religions and Ideologies	3 hours
	MI322	Church Planting and Evangelism	3 hours
	MI392	Area Study	2 hours
	MI399	Intercultural Studies Practicum	3 hours
	MI425	Contextualization of Theology	3 hours
	PM313	Homiletics I	3 hours
	PM412	Counseling for Christian Leaders	3 hours
	PY242	Interpersonal Relations	3 hours
	SL202	Spiritual Formation II	3 hours

Proposed changes to required courses

I. Division of Bible and Ministry [78]

Division Core

Part I. Bible Concentration:

20 hours

BI205	Bible Study Methods	3 hours
NT102	New Testament Survey	3 hours
OT101	Old Testament Survey	3 hours
TH302	Doctrine of Holiness	2 hours
TH300	Teachings of Friends	3 hours
3 hours chosen from:		3 hours
	NT211 Transformational Life & Leadership of Christ	3 hours
	NT241 Synoptic Gospels	3 hours
	NT362 Acts	3 hours
	NT346 Writings of John	3 hours
3 hours chosen from:		3 hours
	OT252 Old Testament Poetry	3 hours
	OT226 Pentateuch	3 hours
	OT333 Historical Books	3 hours
	OT351 Prophets	3 hours

Part II. Foundations for Ministry:

9 hours

CM10 4	Personal Evangelism Seminar	1 hour
ICS20 83	Intercultural Ministry	3 hours
SL101	Spiritual Formation I	3 hours
WA10 1	Introduction to Worship	2 hours

Additional Bible/Theology: 10 hours

BI306	Hermeneutics	3 hours
TH20 5	Basic Beliefs	2 hours
TH304	Apologetics	2 hours
	3 hours chosen from NT or OT electives	3 hours

Professional Ministry Courses 39 hours

ICS22 3	Cultural Anthropology	3 hours
CM22 5	Ecclesiology	3 hours
CM30 7	Ministry Leadership and Administration	3 hours
CM40 2	Senior Forum	1 hour
ICS21 7	Missionary Principles and Practices	3 hours
ICS31 6	World Religions	3 hours
ICS32 2	Church Planting	3 hours
ICS39 2	Area Study	2 hours
ICS39 9	Intercultural Studies Practicum	3 hours
ICS42 5	Contextualization of Theology	3 hours
PM31 3	Homiletics I	3 hours
PM41 2	Counseling for Christian Leaders	3 hours
PY242	Interpersonal Relations	3 hours
SL202	Spiritual Formation Making Disciples	3 hours

II. Division of General Studies 30 hours

Division Core

Communications: **9 hours**

EN100	College Writing	3 hours
EN200	Research and Writing	3 hours
SP200	Fundamentals of Speech	3 hours
<i>Humanities:</i>		8 hours
LI200	Introduction to Literature	3 hours
PH100	Critical Thinking	2 hours
PH205	Introduction to Philosophy	3 hours
<i>Social and Behavioral Sciences:</i>		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		4 hours
BC199	Orientation for Success at BC	1 hour
3 hours chosen from Literature (LI), Juniors Global (JG), or Social Science electives		3 hours
IV. Unrestricted Electives		16 hours
16 hours chosen from classes in any division		
		128 hours total

CM225 Ecclesiology	3 hours
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An exploration of ecclesiological models of the Christian church. The philosophy and praxis of varied ministry contexts, both contemporary and historical, will be analyzed and compared against scriptural models.

CM307 Ministry Leadership and Administration	3 hours
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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.

CM402 Senior Forum	1 hour
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A course for the discussion of first pastorate concerns. Among the topics studied will be the interview process, beginning priorities, and setting the first year's agenda. Attention will be given to ministerial ethics and etiquette. For Missions, Pastoral Ministry, Worship Arts, and Youth Ministry majors.

ICS217 Missionary Principles and Practices

3 hours

A practical course designed to introduce students to problems and strategies in missions. A brief overview of historical mission strategies is presented. Typical problems concerning getting to the field and being effective are studied, especially personal issues such as identification, health, raising children, and conflict resolution. Case studies of mission problems are discussed.

ICS316 World Religions

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

ICS322 Church Planting

3 hours

A study of biblical and cultural principles involved in effective church planting and evangelism. Students will understand the motivation for biblical foundations for church planting, the leadership needed to plant new churches, as well as a variety of historical and contemporary church planting strategies and models.

ICS399 Intercultural Studies Practicum

3 hours

An experience in a cross-cultural ministry under supervision of a qualified missionary. The experience must be cross-cultural but need not be cross-geographical. The practicum will be for a minimum of eight weeks and will be scheduled sometime after the sophomore year, but before beginning the senior year.

ICS402 Area Study

2 hours

A seminar to stimulate advanced social science research and planning for missions. Students will continue research from previous courses in the historical, cultural, social, political and religious situation in areas or people groups of their choice. Class sessions will aid the students in that research and present social science and missiological information on the differences between urban and rural missions.

Prerequisites: MI223 Cultural Anthropology

ICS425 Contextualization of Theology

3 hours

Introduces the process by which a Christian presents the authoritative Biblical text in ways that make it understandable, relevant, and applicable to people of a different context. Contextualization, understanding the contextualized nature of North American theology, evaluating prominent contextualized theologies, and suggesting principles and steps for doing contextualization are studied. Prerequisites: MI 223 Cultural Anthropology and BI 306 Hermeneutics.

PM313 Homiletics I**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: SP200 Fundamentals of Speech or permission of instructor.

PM412 Counseling for Christian Leaders**3 hours**

A study of counseling for leaders in various ministry settings, this course focuses on the development of those attributes which are essential for any Christian serving in a helping profession. Attention is also given to the development of specific skills and insights needed to promote growth, healing, and change in both common and crisis situations.

PY242 Interpersonal Relations**3 hours**

A study of competencies needed for healthy interpersonal relationships. The course focuses on skills in the areas of verbal communication, active listening, problem solving, anger management, and conflict management. Prerequisite: PY100 General Psychology.

SL202 Spiritual Formation: Making Disciples**3 hours**

A course which explores the question, 'How does the church make disciples?' Special attention is given to the essential character and conduct of effective disciple-makers. Students are required to participate in a strenuous series of personal assignments and field experiences, providing tangible opportunities to apply principles covered in the classroom. Prerequisite: SL101 Spiritual Formation I.

ICS2083 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.

BC199 Orientation for Success at Barclay College**1 hour**

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

ICS223 Cultural Anthropology**3 hours**

An introductory course presenting both the standard concepts of cultural anthropology, such as the nature of culture, enculturation, cross-cultural communication, economic patterns, kinship and social groupings, political organization, religion, arts, and cultural change, and the specific concepts that have proven useful to missionaries. Qualifies as a Social Science Elective

2) 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

3) Policies on transfer credit

This information is available at the following link:

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

4) Student Costs

This information is available at the following link:

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

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

This information is available at the following link:

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

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

The advisor will assist the student in choosing classes and practicums that will ensure the successful completion of the student's degree, but it is ultimately the responsibility of the student to meet all requirements. The early choice of vocational direction will aid in meeting the practicum requirements within the minimum time. Success in meeting minimum matriculation can be ensured by routine degree audits on Populi. In addition to advising, organic mentoring relationships between advisor and student are central in realizing the Intercultural Studies degree.

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

Classes from day one begin the application of the program outcomes. The focus of Intercultural Studies is identification with God through first-person realization of God, and God's work in the world. Reading reports conclude with queries to match the student understanding of a Trinitarian monotheism coupled with the awareness of God's Kingdom at hand. Application of Biblical knowledge leads to organic opportunities to minister to those to whom the student feels called. Field trips and practice aid in acquainting students with people of different cultures and religions. God and Kingdom awareness leads to participation in bringing God's Kingdom to reality amongst the marginalized, homeless, prisoner,

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addict, ill, and military, and equip the student to establish Christ's Body amongst the seekers of the many world religions. Internships are established through recruiting students from the very contexts from which they will be employed. In this way the Intercultural Studies program becomes reciprocal with prospective students, Barclay students, and employers.

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

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

E. Program Connections

- 1) **Course interdependence:** IS208 Intercultural Ministry is required of all. IS223 Cultural Anthropology, IS316 World Religions and Ideologies, IS322 Church Planting, PH205 Introduction to Philosophy, SL202 Spiritual Formation: Making Disciples, NT211 Transformational Life and Leadership of Christ, NT241 Synoptic Gospels, OT226 Pentateuch, OT351 Prophets, and JG399 Juniors Global are used by others.
- 2) **Faculty interdependence:** Some courses not specific to the Intercultural Studies program are taught by Intercultural Studies faculty; PH205 Introduction to Philosophy. The required courses for the Intercultural Studies program include courses taught by both Intercultural Studies faculty as well as non-Intercultural Studies faculty. SL202 Spiritual Formation: Making Disciples is a team taught with the Youth Ministry program. The Intercultural Studies program requires courses from the Bible and Ministry Division, the General Studies Division, and the Arts and Sciences Division. With few exceptions, the courses required outside of the Intercultural Studies core are taught by faculty outside of the program.
- 3) **Student interdependence:** All Intercultural Studies majors have a second major in Biblical Studies. Some non-Intercultural Studies students choose to minor in the Intercultural Studies program, those students share membership in both programs. Additionally, Intercultural Studies students may choose to minor in another program. There are also co-curricular activities students participate in that provide exposure to other programs like choir, chapel worship teams, varsity athletics, and the spring musical.

3. Program Distinctives

- 1) **A. How does teaching your program at a Bible College distinguish your program?**
Our Friends identity provides the foundation for how we understand God to be at work in the world, the value God places on all humanity, the role of the Church, and the role scripture plays in understanding God, the human condition, and God's creation design. Sacred scripture provides a lens through which we understand restored communion with God, restored communion with

Christ's Body the Church, and our responsibility in the kingdom of this world. We believe by learning how God originally intended human beings to think and behave through the Father, the Son, and the Holy Spirit we are redeemed for what God originally planned in the garden of Eden.

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

Our Friends identity allows students to be transformed by Christian grace indwelling into what God is by nature. In restored communion with God, the Kingdom of God becomes manifest in the world around us, and we join with God at work in the cultural and kingdom other. This coincides equally with the application of sacred scripture through acts of compassion and teaching moments of evangelism in which the good news of the Kingdom is proclaimed. The Intercultural Studies degree coincides uniformly with each of the degrees Barclay College offers to include the Biblical Studies degree. It fulfills the Friends distinctives of the ministry calling of all believers in the Teaching of Friends curriculum and the call into wholeness through the Doctrine of Holiness class.

4. Market demand

The following data was accessed in August 2021 from Gray Associates' website (Grayassociates.com) to evaluate the marketability of the Intercultural Studies program. The CIP code this program has been classified under is 39.999 Theology and Religious Vocations, Other. The data relates to a national market rather than a specific local market. Data was also collected for CIP 30.2301 Intercultural-Multicultural Diversity Studies for the purpose of marketability.

Analysis:

To state that an Intercultural Studies degree would have to be a unique vocational call from God is an understatement. Data shows that the number of positions for graduating students is minimal. Those going into service fields requiring this degree must be prepared to live at the poverty level of life with most needing to supplement their income with additional employment. The heart of God and the vocation of Christianity lead those called to this work to come from the very fields to which they will be employed. It will be the prisoner, the homeless, the marginalized, and "the other" of the world who realizes God's call out of the world to return to the very world they came from in bringing the saving reality of Jesus Christ and God's Kingdom. It will be chaplaincy, administrative positions in service organizations, and service positions themselves that will provide the greatest employment. Additional employment will come organically in the graduate through the vocational call of God. It is the abundance of life with God and his Kingdom that fuel those called to the work of Intercultural Studies.

Overview	Definitions	Filters	Scoring Criteria	Program Rank	Program Scorecard	Program x Market Matrix	Competitors	Data Table	Historical Data	Workplace Requirements	Crosswalks
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Current Selections

Award Level

Market

6-Digit CIP

Bachelors

National

39 9999

Program Search Box

6-Digit CIP

39 9999

Theology and Religious Vocations, Other

1

Agriculture, General

Share of Market Completions by Award Level

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

Internal Program Metrics

Post-master's Certificate	1%	1%
Postsecondary Certificate	3%	3%
Masters	44%	44%
Certificate	2%	2%
Associates	4%	4%
Doctoral	19%	19%
Bachelors	28%	28%

Program Scorecard: 39.9999 - Theology and Religious Vocations, Other

Overall Score 28

GRAVASSOCIATES

Category

Criterion

Value

Score

Total

Student Demand

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

Competitive Intensity

Institutions	Campuses with Graduates**	44	-6
	Year-over-Year Change (Units)**	0	0
	Year-over-Year Change (%)	0	0
Cost Per Inquiry	Average Cost per Inquiry**	0.01	-2
Market Saturation	Completions per 1,000 Pop**	NA	0
Google Search*	Cost per Click**	NA	0
	Competition Index**	NA	0
Program Size	Average Completions/Institution	9	3
	Median Completions/Institution	5	0
	Year-over-Year Change (Units)	-1	0
	Year-over-Year Change (%)	-9%	0
Nat'l Distance Education	Instits. with Program Online**	13	2
	% of Institutions	30%	2
	Online Completions**	120	0
	% of Completions	31%	0
Degree Fit	NHEBI Nat'l 2-Yr	NA	0
	Student-Faculty Index	NA	0
Completions	National Completions by Level	5	10
Workforce	National Workforce Ed Attainment	5	

Employment

Job Postings*	Total (12 months)	197	6
	Year-over-Year Change (Units)	-1	0
	Year-over-Year Change (%)	-0.5%	0
	Job Postings per Graduate*	0.1	-2
	Current Employment	1,805	6
	Year-over-Year Change (%)	2.2%	0
	3-Year Historic Growth (CAGR)	2.8%	0
	5-Year Historic Growth (CAGR)	2.7%	0
	10-Year Forecast CAGR	0.0%	0
BLS*	Annual Job Openings	181	1
	Job Openings per Graduate*	0.1	0
	Share of Generalist Employees...	2,426	2
	Share of Generalist Openings	230	0
	10th-Percentile Wages	\$29,128	1
	Wages (Age < 30)	\$30,839	0
	Wages (Age 30-60)	\$37,465	0
	% with Any Graduate Degree	44%	1
	% with Masters	34%	0
	% with Doct/Prof Degree	10%	0
	% Unemployed (Age < 30)**	3%	0
	% Unemployed (Age 30-60)**	2%	0
	% in Direct Prep Jobs	27%	0
	GE Wages - Assoc. & Cert	NA	0
	Placement Rate - Assoc. & Cert	NA	0

CIP Description

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

Award Level Breakdown by Source

Award Level	Inquiries (Market)	Completions (National)
Post-master's Certificate	1%	1%
Postsecondary Certificate	3%	3%
Masters	44%	44%
Certificate	2%	2%
Associates	4%	4%
Doctoral	19%	19%
Bachelors	28%	28%

Job Postings (Market) - Edu Requested

Award Level	Minimum Education Requested	Award Level	Educational Attainment
High School Certificate	48%	No College	10%
Associates	48%	Some College	14%
Bachelors	74%	Associates	6%
Masters	67%	Bachelors	31%
Doctoral	51%	Masters	29%
Unspecified	17%	Doctoral	11%

BLS Workforce Educ. Attainment (Nat'l)

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

CIP: 30.2301 Intercultural/Multicultural/Diversity Studies	Market: National	Modality: General	Award Level: Bachelors	Select Program
CIP: 30.2301 Intercultural/Multicultural/Diversity Studies				
Student Demand Score -2 Percentile: 61				
Category	Pos	Criterion	Value	Score
Size	8	Inquiry Volume (12 Months)	0	-2
	8	Int'l Page Views (12 Months)	NA	NB
	NA	Google Search Volume (3 Months)*	NA	NB
	94	On-ground Completions at In-Market Institutions	151	NB
Growth	8	Online Completions by In-Market Students	0	NB
	94	Sum of On-ground and Online Completions	151	0
	94	Inquiry Volume YoY Change (Units)	0	1
	NA	Google Search YoY Change (Units)*	NA	NB
Growth	11	Completion Volume YoY Change (Units)	-18	0
	NA	Inquiry Volume YoY Change (%)	NA	NB
	NA	Google Search YoY Change (%)*	NA	NB
	18	Completion Volume YoY Change (%)	-15%	0
Competitive Intensity Score -1 Percentile: 50				
Category	Pos	Criterion	Value	Score
Volume of Completion	77	Completions with Onsite**	22	0
	8	National Online Institutions (Units)**	8	-4
	8	Institutions with Online In-Market Students**	8	NB
	8	Institutions YoY Change (Units)**	-3	1
Volume of Completion	28	Average Completions by Local Institutions	7	3
	21	Median Completions by Local Institutions	3	0
	28	YoY Median Program Change (Units)	-2	0
	14	YoY Median Program Change (%)	-40%	0
Market Saturation	8	Int'l Online % of Institutions	8	NB
	8	Int'l Online % of Completions	8	NB
	NA	Average Cost per Inquiry**	NA	NB
	NA	Google Search * Cost per Click**	NA	NB
Degree Fit: Score: 10 Percentile: 100				
Category	Pos	Criterion	Value	Score
NotED Nat'l 2 Year	NA	Cost Index**	NA	NB
	NA	Student Freshly Index	NA	NB
National Completions by Level Score: 5				
Award Level	Completions (National)	Completions (Market)	Inquiries (Market)	
Certificate	30%	30%	NA	
Associate	1%	1%	NA	
Bachelor	40%	40%	NA	
Postsecondary Certificate	9%	9%	NA	
Master	12%	12%	NA	
Postgraduate Certificate	0%	0%	NA	
Doctoral	3%	3%	NA	
Unknown	0%	0%	NA	
National Workforce Ed. Attainment Score: 5				
Award Level	BLS Educational Attainment			
No College	14%			
Some College	17%			
Associate	8%			
Bachelor	30%			
Master	22%			
Doctoral	12%			
CIP Description: A program that focuses on the dynamic social relations between and among majority and minority groups and different minority groups, and ways to promote mutual tolerance, inter-group cooperation, and the assessment and management of diverse groups and diversity values in family, educational, recreational, and work settings. Includes instruction in ethnic and cultural studies, group psychology, sociology, anthropology, conflict resolution, human services and resources, and applications to various functional environments.				
Category	Pos	Criterion	Value	Score
Size (Direct Prep)	17	Job Postings Total (12 Months)*	32	-2
	28	BLS Current Employment**	914	-2
	23	BLS Annual Job Openings*	81	0
	94	BLS Share of Generalist Employment*	1,007	0
Size (Generalist)	94	BLS Share of Generalist Openings*	85	-2
	28	BLS 1-Year Historical Growth*	1%	0
	18	BLS 3-Year Historical Growth (CAOP)*	3%	0
	54	BLS 10-Year Future Growth (CAOP)*	0.7%	-1
Education (Direct Prep)	17	Job Postings per Graduate*	6.1	0
	28	BLS Job Openings per Graduate*	0.1	NB
	17	BLS 10th-Percentile Wage*	\$23,758	1
	18	BLS Mean Wage*	\$43,320	NB
National American Community Survey	48	Natl ACS (Wages Age <30)	\$40,858	NB
	58	Natl ACS (Wages Age 30-49)	\$32,887	NB
	77	Natl ACS % with Any Graduate Degree	82%	1
	87	Natl ACS % with Masters	30%	NB
Degree Outcomes	79	Natl ACS % with Doctoral Degree	18%	NB
	82	Natl ACS % Unemp. (Age <30)**	4%	-1
	85	Natl ACS % Unemp. (Age 30-49)**	3%	0
	8	Natl ACS % in Direct Prep Jobs	8	NB
Total Percentile 0 20+ 40+ 70+ 90+ 95+ 98+ 100				
Total Score -48 -10 -3 9 24 32 43 73				
* Google search, employment data and jobs for Grad Study do not filter by award level. ** Color scale in percent. NA - No data available/not currently tracked NB - Not Sorted in National (value = 0) 2-Y - 2-Year ACS - American & certificate programs only PCS - Percentile				

5. Benchmarking against comparable programs at other institutions

Barclay College Intercultural Studies Course	University of Northwestern St Paul, MN	Taylor University Upland, IN	John Brown University Arkansas
Bible Study Methods		Req: Induct. BS	
New Testament Survey			
Old Testament Survey			
Doctrine of Holiness			
Teachings of Friends			
Gospel/Acts Elective		Required: Acts	*Elective (9 hrs)
Old Testament Elective		*Elective (9 hrs)	*Elective (9 hrs)
Personal Evangelism Seminar	Req: Evangelism	Req: Evangelism	
Intercultural Ministry	Required	Required	Required
Spiritual Form: Sp. Disciplines		Required: Personal Foundation	
Intro to Worship			
Basic Beliefs			
Hermeneutics			
Apologetics			
NT or OT Elective (3 hours)			Required
Ecclesiology			
Ministry Leadership & Administration	Required	Req: Ldrsp Dev.	
Senior Forum			Required

Missionary Principles and Practices		Required	
World Religions	Required	Req: East & West	
Church Planting	Req: Evangelism	Req: Global Theo.	
Area Study Research Capstone	Required	Req: *Elec. 9hrs	Required
Intercultural Studies Practicum	Req: Hm or Abroad		Req: Hm or Abroad
Contextualization of Theology	Required	Req: *Elec. 9hrs	
Homiletics I			
Counseling for Christian Leaders			
Interpersonal Relations	Req: IC Relations		
Spiritual Form: Making Disciples	Req: Discipleship	Req: Discipleship	
Cultural Anthropology	Required	Required	Required
College Writing			
Research and Writing			Required
Fundamentals of Speech			
Introduction to Literature			
Critical Thinking			
Introduction to Philosophy			*Elective (9 hrs)
General Psychology		Req: *Elec. 9hrs	
Social Science Elective (3 hrs)		Required	

Math Elective (3 hrs)			
Science Elective & Lab (4 hrs)			
Orientation for Success at BC			
Literature, Juniors Global, or Social Science Elective (3 hrs)	Short-term. Missions		
Unrestricted Electives 20 hrs.			
	NORTHWESTERN	TAYLOR U.	JOHN BROWN
NEW CLASS	Social Justice	Intercult. Ch. Min.	Revel.*Elec. 9hrs
	Relief/Develop.	Gospels *Elec. 9hrs	Parables*Elec. 9hrs
	Urban Com. Dev.	Pauline *Elec. 9hrs	Pauline *Elec. 9hrs
	IC Communication	Com.& UrbanAffairs	Hebrews*Elec. 9hrs
	IC Linguistics	Gk. & Heb. 4 units	Islam*Elec.or Hindu/Buddhism
	Islam		Hindu/Buddhism. *Elec.or Islam
	Business-Mission		
	Contemp. Rel. Mvmts		
	ESL teaching		
CONCENTRATION			
	Spanish	Public Health	International St.
	Global Ed.	Political Science	Intercultural Min.
	Soc. Just. & Race	Teaching ESL	Community Dev.
	Non Profit Ldrshp	Glbl. Entrep. & Bus.	
		Orphan/Children	

Analysis of University of Northwestern, MN, Taylor University, IN, and John Brown University, AK revealed first that Barclay's combined Biblical Studies degree with the Intercultural Studies degree covered many of their electives. Secondly, the heart of the Gospel, Kingdom of God, and Church planting were decidedly emphasized in Barclay's program. Greater development in other programs included more extensive study of other world religions to a limited extent, and far greater emphasis on language (ESL), social justice, public health, community development, and non-profit business training. Taylor University required 4 units of some combination of Greek and Hebrew for all ministry degrees. Barclay's program is practical in application with a missionary and chaplain emphasis, and unique in addressing the growing atheist population worldwide. Allowing 16 unrestricted hours and 6 restricted hours for a minor gives Barclay students opportunity for specialization through other programs. Practical application opens the door to future online master's work for those in the field.

Overall, Barclay's 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 by the student. Barclay provides Greek as an elective for those called to unreached people groups. All the institutions offered a variety of flexibility within their respective programs in order that a student can craft their major accordingly. However, Barclay offers a total of 22 hours of electives which fits our overall approach as a Friends institution in regards to ministry being the place where everyone serves, not just the clergy. Another distinctive feature is that Barclay requires all students to take Teachings of Friends which emphasizes praxis, and Doctrine of Holiness which emphasizes wholeness. Barclay's Intercultural Studies program is built on growing in praxis and wholeness from day one.

6. Program Quality

a. A.Teaching Assessment

1) Syllabi

A copy of the program core course syllabi are located at the following location:

G:\Shared\Accreditation\0 Assessment\Program Reviews 2021 - 2022\Program Review - Missions\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

Analysis: Students generally find the courses helpful toward the advancement of their calling. With the broadening of the degree into an Intercultural Studies degree, field application during classes becomes critical. As students move from one dimensional

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thinking in the classroom to two-dimensional thinking relating to the Kingdom of God, awareness breaks into how Christianity is applicable to every major. Student evaluation takeaways include building more interaction in the classroom and designing more field experiences outside of the classroom for realizing the content. Juniors Global is an important opportunity for students of all degree programs which is a direct application of the Intercultural Studies degree and an option for those pursuing an Intercultural Studies minor.

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. SL202 Spiritual Formation: Making Disciples is being co-taught with Jesse Penna, chair of the Youth Ministry Program.

4) Professional Development

Full-time faculty are expected to invest in their professional development by attending professional meetings that relate to their discipline of teaching, subscribing to professional journals, conducting research, etc. Each program budget contains funds that may be used for these purposes. Faculty are expected to set goals for professional development each year; these goals are included in the annual evaluation process with the faculty member and the VP of Academics. Faculty meets on Friday noon for formation together.

b. B. Learning assessment

Intercultural Studies Program Outcomes:

Students should be able to:

1. Articulate a Trinitarian monotheism from other understandings of the divine
2. Discern the difference between the Kingdom of God and the kingdom of this world
3. Demonstrate the ability to apply and teach sacred Scripture old and new
4. Embrace the work of God in the cultural and kingdom other

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

c.

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1
1. Articulate a Trinitarian monotheism from other understandings of the divine	Student articulates a Trinitarian Monotheism and articulates other understandings of the divine in an intellectual manner with a	Student articulates a Trinitarian monotheism and articulates other understandings of the divine in an intellectual manner	Student articulates a Trinitarian monotheism but fails to distinguish other understandings of the divine	Student acknowledges a difference between Trinitarian monotheism and other understandings of the divine

	practitioner of another religion			
2. Discern the difference between the Kingdom of God and the kingdom of this world	Student lives out the kingdom of God within the kingdom of this world while communicating in deed and word the distinguishing factors of God's kingdom with those encountered	Student differentiates between the kingdom of God and the kingdom of this world through assessment of current trends, and awareness of the kingdom Jesus revealed in the Gospels.	Student articulates the nature of the kingdom of this world but with little to no articulation of the kingdom of God as revealed in the Gospels	Student acknowledges that there is a difference between the kingdom revealed through Jesus and the kingdom of this world but with no distinguishing.
3. Demonstrate the ability to apply and teach sacred Scripture old and new	Student applies kataphatic research with apophatic understanding in both deed and word leading to teaching moments with those encountered	Student combines kataphatic research with apophatic understanding in both communicating the historic text and context of Scripture with application under the guidance of the Spirit.	Student develops a kataphatic form of researching the Scripture through using trustworthy sources and is open to apophatic interpretation.	Student identifies a kataphatic approach to reading the Scripture but no apophatic understanding.
4. Embrace the work of God in the cultural and kingdom other	Student identifies a people group within a given location, gives comprehensive detail to the culture and religious ideology, contrasts the religious ideology with the Christian faith and provides strategic steps on how a cross cultural ministry team would embrace the work of God in	Student identifies a people group within a given location, gives comprehensive detail to the culture and religious ideology, contrasts the religious ideology with the Christian faith and provides strategic steps on how a cross-cultural minister would embrace the work of God in the cultural and kingdom other.	Student identifies a people group, location, and religious ideology and gives comprehensive detail to the religious ideology and limited strategy to introducing the Christian faith.	Student identifies a people group, location, and religious ideology but provides little detail to the people group, location or religious ideology and gives superficial contrast to the Christian faith.

	the cultural and kingdom other.			
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1) Formative Assessments of Program Outcomes

Outcome #1: Articulate a Trinitarian monotheism from other understandings of the divine.

Course: IS2083 INTERCULTURAL MINISTRY

Instructor: Kevin Mortimer

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

Assignment: People Group, Location & World Religion Research Paper: a 1,500-word research paper on your chosen World Religion, the location of its practice, and an articulation of how the Trinity applied through the Father, Jesus Christ the Incarnation of God in human flesh, and the Spirit of Pentecost provide answers to the people of this religion. (50 points)

Rubric:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
1. Articulate a Trinitarian monotheism from other understandings of the divine	Student articulates a Trinitarian Monotheism and articulates other understandings of the divine in an intellectual manner with a practitioner of another religion	Student articulates a Trinitarian monotheism and articulates other understandings of the divine in an intellectual manner	Student articulates a Trinitarian monotheism but fails to distinguish other understandings of the divine	Student acknowledges a difference between Trinitarian monotheism and other understandings of the divine

Results:

Brown, Chazten 49

Carter, Mark 0

Coleman, Ariel 45

Fitch, Hunter 50

Frazier, Cassie 50

Frazier, James 50

Fuselier, KaShaelyn 48

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Gentry, Clayton 49

Holeman, Will 50

Jackson, Ja'mia 50

Johnson, Liz 50

Knight, Davion 50

Macias, Oscar 50

Mannering, Kayleigh 50

Perez, Dill 50

Powell, Hannah 0

Rodriguez, Katherine 50

Savery, Christine 5

Street, Mollie 40

Williams, Emmary 50

Analysis: Students who completed the assignment showed necessary introduction to the world religions being researched.

Improvements: Prepare students to articulate greater contrast with Christianity. Assign small groups at the beginning of the semester through queries and papers can be discussed.

	SMART Goals	Date	Responsible
1	Alter the world religions presentations according to population of the religion: Islam, Nihilism, Hinduism, Buddhism, Bahai, and Judaism.	2023	Kevin Mortimer
2	Include one practitioner to present their theology and World Religion	2023	Kevin Mortimer
3	Schedule a presentation by Evangelical Friends Mission in the schedule.	2023	Kevin Mortimer
4	Standardize a time that the TA will grade pre-determined writing assignments	2023	Kevin Mortimer

Outcome #2: Discern the difference between the Kingdom of God and the kingdom of this world

Course: NT211 Transformational Life and Leadership Of Christ or NT241 Synoptic Gospels

Instructor: Kevin Mortimer

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Course description: NT211 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.

NT241 A survey of the New Testament account of Christ's life, based on the synoptic gospels [and John]. The unique contribution 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.

Assignment: *The Gospel of Jesus Christ according to:* Write one paper (1,000-1,200 words) on Jesus' transformational life, and teaching on the Kingdom of God. This paper should be your own personal account of moving from second person information to first person reality; from Bible likeness to biblically informed Christ likeness; from salvation by formula to salvation by discipleship relating to movement from the kingdom of this world into the Kingdom of God. Gospel references should be included in the text i.e. (Mt 5:16). Paper presentations will be completed in 10 minutes.

Rubric:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
2. Discern the difference between the Kingdom of God and the kingdom of this world	Student lives out the kingdom of God within the context of the kingdom of this world while communicating in deed and word the distinguishing factors with both with those whom they encounter	Student differentiates concerning the kingdom of God and the kingdom of this world through assessment of current trends and with an understanding of the kingdom Jesus revealed in the Gospels.	Student articulates the nature of the kingdom of this world but with little to no articulation of the kingdom of God as revealed in the Gospels	Student acknowledges that there is a difference between the kingdom revealed through Jesus in the kingdom of this world but with no distinguishing.

Results:

Entz, Jackson 100

Farmer, Mason 100

Fitch, Hunter 100

Holguin, Luis 100

Jimenez, Carlos 100

King, Lydia 100

Lee, Hannah 100

Macias, Oscar 100

O'Brien, Jakob 100

Perez, Rocky 60

Analysis: The students were slow to incorporate the concept of the assignment throughout the semester but came through in the finished product. 900 words is a reachable amount for a 200 level class.

Improvements: Increase the word count to 1,200 words and build in small group weekly dialogue related to their reading reports and queries.

	SMART Goals	Date	Responsible
5	Schedule the final paper presentations between weeks 14-16.	F22, F23	Kevin Mortimer
6	Include the catena Bible app as a required source for students to resource the early church Fathers.	F22, F23	Kevin Mortimer
7	Include reference to the Church Councils and a lectio divina reading of the text as foundational to the weekly reading reports.	F22, F23	Kevin Mortimer

Outcome #3: Demonstrate the ability to apply and teach sacred Scripture old and new

Course: OT226 Pentateuch or OT351 Prophets

Instructor: Kevin Mortimer

Course description: OT226 PENTATEUCH

A study of the content, theological significance, and practical application 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 relationship with humanity. Hermeneutics as well as problems of authorship and literary setting will be considered.

OT351 PROPHETS

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. Select passages will be chosen for in-depth study.

Assignment:

OT226 Pentateuch and OT351 Prophets Research Paper:

Each student will write a 6-7 page paper that will culminate the research of one chosen topic surrounding the theme of: *God's Covenant with the Chosen Descendants of Abraham through the Pentateuch/Prophets*. A Research Thesis and Bibliography will be turned in week 12 to include: topic & aim, a paragraph on academic importance, and a minimum of three academic sources to be used in integrating findings into Christian life today. Grading will focus on the student's ability to combine kataphatic research concerning historical context and exegesis of the text within its context with apophatic understanding which comes from the Holy Spirit resulting in Christian application today.

Rubric:

Program Outcome	Exceeds 4	Meets 3	Developing 2	Beginning 1
3. Demonstrate the ability to apply and teach sacred Scripture old and new	Student applies kataphatic research with apophatic understanding in both deed and word leading to teaching moments with those he comes in contact with	Student combines kataphatic research with apophatic understanding in both communicating the historic text and context of Scripture with today's application under the guidance of the Spirit.	Student develops a kataphatic form of researching the Scripture through using trustworthy sources and is open to apophatic interpretation.	Student identifies a kataphatic approach to reading the Scripture but no apophatic understanding.

Results:

O'Brien, Jakob 50

Weber, Trey 50

Analysis: The two students did a thorough analysis of their chosen topics.

Improvements: With kataphatic research combined with apophatic understanding being a new emphasis, training on understanding will be built into the course work.

	SMART Goals	Date	Responsible
8	Institute a trip to the Hebrew Congregation in Wichita to experience a Jewish worship service and interview the Rabbi.	F22	Kevin Mortimer
9	Work with Dan Kraemer and Wycliffe and Associates Bible Translators to establish Intercultural Studies opportunities in the field abroad.	F22	Kevin Mortimer

Outcome #4: Embrace the work of God in the cultural and kingdom other

Course: ICS223 Cultural Anthropology

Instructor: Kevin Mortimer

Course description: An introductory course presenting both the standard concepts of cultural anthropology, such as the nature of culture, enculturation, cross-cultural communication, economic patterns, kinship and social groupings, political organization, religion, arts, and cultural change, and the specific concepts that have proven useful.

Assignment: Cross Cultural Anthropology Research Paper (7-8 pages). This paper represents your understanding of living and communicating the Gospel of Jesus Christ in a cross-cultural setting according to the new covenant. Identifying a people group, geographical context, and religious outlook is

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the first step in distinguishing between Christian faith and human culture. The paper will be evaluated on the extensiveness of the people researched, the realities of the culture, and strategy in embracing the work of God in the cultural and kingdom other. A thesis statement including a bibliography is to be turned in week 12 with a powerpoint presentation to be scheduled at the close of the semester.

Rubric:

Outcome	Exceeds	Meets	Developing	Beginning
4. Embrace the work of God in the cultural and kingdom other	Student identifies a people within a geographical location, gives comprehensive detail to the world religion and makes contrast with the Christian religion having dialogued with a person of that religion.	Student identifies a people group within a given location, gives comprehensive detail to the world religion and make significant contrasts with the Christian faith.	Student identifies a people group and the world religion and gives comprehensive detail to the world religion but give superficial contrast to the Christian faith.	Student identifies a people group and a world religion but provides little detail to either the people group or the religion and no contrast to the Christian faith.

Results:

Brechbuhler, Shelby 100

Farmer, Mason 100

Griffith, Grace 0

Jimenez, Carlos 90

Kendall, Neal 100

Massey, Melissa 95

O'Brien, Jakob 100

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Weber, Trey 100

Analysis: The research application paper on the student's chosen culture provided application of the primary text book. Students presented the information they had researched in a closing presentation.

Improvements: Use youtube specific documentaries to further visuals of different cultures.

	SMART Goals	Date	Responsible
10	Visit cross cultural settings where ministry can take place.	F22	Kevin Mortimer
11	Establish relationships with cross cultural ministry practitioners where research interviews, internships and practicums can be realized	F22-F24	Kevin Mortimer

2) Summative assessment. Include in this section:

Outcome #1: Articulate a Trinitarian monotheism from all other understandings of the divine

Course: IS316 World Religions and Ideologies

Instructor: Kevin Mortimer

Course description: A study of the major world religions and influential ideologies which affect Christian missions. Significant time will be spent on the major world religions, including Animism and North American New Ageism. Important North American and world ideologies, such as Marxism, Secular Humanism, Postmodernism, and Evolution will be confronted through missionary case studies

Assignment: Select a World Religion to research. Write a 7–8-page paper that 1) outlines the origination, content & geography of that religion, 2) provides a theistic comparison with a Trinitarian monotheistic understanding of the divine, and 3) concludes with six talking points to be used in dialogue with a practitioner of that religion (3 academic sources required). Develop and present your research in a powerpoint presentation as your final project. A thesis statement of your chosen religion, geographical location to include a minimum of 3 preliminary sources is to be uploaded on Populi (file) week 12. 100 points per paper; Presentation to be scheduled during weeks 15-16

Rubric:

Program Outcome	4	3	2	1
1. Articulate a Trinitarian monotheism from other understandings of the divine	Student articulates a Trinitarian Monotheism and articulates other understandings of the divine in an intellectual manner with a practitioner of another religion	Student articulates a Trinitarian monotheism and articulates other understandings of the divine in an intellectual manner	Student articulates a Trinitarian monotheism but fails to distinguish other understandings of the divine	Student acknowledges a difference between Trinitarian monotheism and other understandings of the divine

Results:

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Funk, Caleb 92

Massey, Melissa 91

O'Brien, Jakob 94

Smallbeck, Kaleigh 97

Temaat, Elliot 94

Tuttle, Andrew 86

Weber, Trey 96

Weinacht, Ashley 99

Analysis: Students did a respectable analysis of their chosen religion.

Improvements: Strengthen the contrast between the chosen world religion and the Christian understanding of the Trinity.

Outcome #2: Discern the difference between the Kingdom of God and the kingdom of this world

Course: IS425 Contextualization of Theology

Instructor: Kevin Mortimer

Course description: Introduces the process by which a Christian presents the authoritative Biblical text in ways that make it understandable, relevant and applicable to people of a different context. Contextualization, understanding the contextualized nature of North American theology, evaluating prominent contextualized theologies, and suggesting principles and steps for doing contextualization are studied

Assignment: Cross Cultural-Contextualization of Theology Journal: Establish a relationship with a ministry, or group of people open to the exploration of Christianity. Apply the class readings and lectures through interaction with the group. Record weekly the theological emphases, and the scripture notes used with specific attention to the cultural reality of the group members, and the Christian understanding emerging in the group as a whole. The 15-week Journal is to be turned in on week 16.

Rubric:

	Exceeds	Meets	Developing	Beginning
Program Outcome	4	3	2	1

2. Discern the difference between the Kingdom of God and the kingdom of this world	Student lives out the kingdom of God within the context of the kingdom of this world while communicating in deed and word the distinguishing factors with both with those whom they encounter	Student differentiates concerning the kingdom of God and the kingdom of this world through assessment of current trends and with an understanding of the kingdom Jesus revealed in the Gospels.	Student articulates the nature of the kingdom of this world but with little to no articulation of the kingdom of God as revealed in the Gospels	Student acknowledges that there is a difference between the kingdom revealed through Jesus in the kingdom of this world but with no distinguishing.
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Results:

Jackson, George 90

Lucas, Faith 90

Muhr, Josiah 93

Nilsen, Erik 93

Norton, Garry 33

Richardson, Shawn 96

Weber, Trey 93

Werstler, Jared 93

Analysis: Thomas Groome, Christian Religious Education was an excellent pick for a text book and will no doubt be a classic. This was a strong group of motivated students who were both fun and serious all at the same time. The content found its way into applications.

Improvements: The next step for this class is to find opportunities for application in the context of the student community and the Haviland community at large.

Outcome #3: Demonstrate the ability to apply and teach sacred Scripture old and new

Course: ICS322 Church Planting

Instructor: Kevin Mortimer

Course description: A study of Biblical and cultural principles involved in effective church planting and evangelism. Students will understand the motivation and Biblical foundation for church planting, the leadership needed to plant new churches, as well as a variety of historical and contemporary church planting strategies and models.

Assignment: Research/Application Paper. This 8-page project will be both research-based and application-oriented. It will incorporate the readings from class and research/interviews conducted by the student outside of class, while also relating that information to an applicable new church context – typically in the form of an evaluation of an existing church plant. All projects must be approved by the professor by week four.

Rubric:

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	Exceeds 4	Meets 3	Developing 2	Beginning 1
Program Outcome				
3. Demonstrate the ability to apply and teach sacred Scripture old and new	Student applies kataphatic research with apophatic understanding in both deed and word leading to teaching moments with those he comes in contact with	Student combines kataphatic research with apophatic understanding in both communicating the historic text and context of Scripture with today's application under the guidance of the Spirit.	Student develops a kataphatic form of researching the Scripture through using trustworthy sources and is open to apophatic interpretation.	Student identifies a kataphatic approach to reading the Scripture but no apophatic understanding.

Results: NA Church Planting was taught in conjunction with the Church Multiplication Seminar in the previous years.

Analysis: New vision is necessary toward establishing the church.

Improvements: Kevin Mortimer will be renovating this class in the future with new initiatives.

Outcome #4: Embrace the work of God in the cultural and kingdom other

Course: ICS399 Intercultural Studies Practicum

Instructor: Kevin Mortimer

Course description: An experience in a cross-cultural setting under the supervision of a qualified field supervisor. The experience must be cross-cultural but need not be cross-geographical. The practicum will be for a minimum of eight (7-9) weeks and will be scheduled sometime after the sophomore year and before the senior year.

Assignment: Complete a Cross Cultural Practicum Journal of your daily experience. The journal should begin with your three personal goals, the book you read, and a tentative schedule which includes your responsibilities. The daily log should cover the context of your ministry setting, insights you gleaned from your field supervisor and colleagues, and encounters with the people to whom you ministered. Accounts should reflect embracing the work of God in the recipients, along with insights gained through interaction with scripture. A systematized reading of scripture is to be a part of each day. The conclusion of the journal, to be completed at the end of the practicum should include: an assessment of your three goals, the development of your understanding of how God was at work amongst the collective people, how you were led to embrace the work of God in the cultural and kingdom other, and an outline of your cross-cultural strategy for the future as a result of the practicum.

Rubric:

Outcome	Exceeds	Meets	Developing	Beginning
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4. Embrace the work of God in the cultural and kingdom other	Student identifies a people within a geographical location, gives comprehensive detail to the world religion and makes contrast with the Christian religion having dialogued with a person of that religion.	Student identifies a people group within a given location, gives comprehensive detail to the world religion and make significant contrasts with the Christian faith.	Student identifies a people group and the world religion and gives comprehensive detail to the world religion but give superficial contrast to the Christian faith.	Student identifies a people group and a world religion but provides little detail to either the people group or the religion and no contrast to the Christian faith.
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Results:

Richardson, Shawn 100

Stovall, Shauntel 92

Werstler, Jared 91

Analysis: Missions majors are having to become creative in their practicum experiences. The cost to do a mission practicum limits the options available.

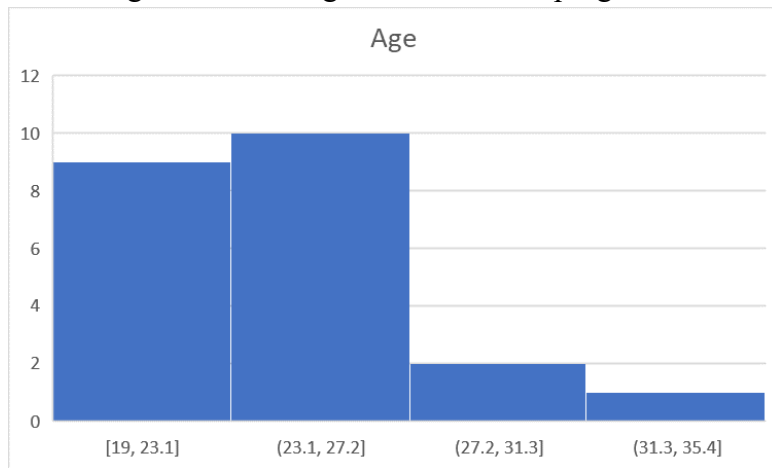
Improvements: Making contacts with the various missions and service organizations will aid in available practicum opportunities.

	SMART Goals	Date	Responsible
12	d. Reorder classes to move sequentially through a curriculum cycle of four years.	F22	Kevin Mortimer

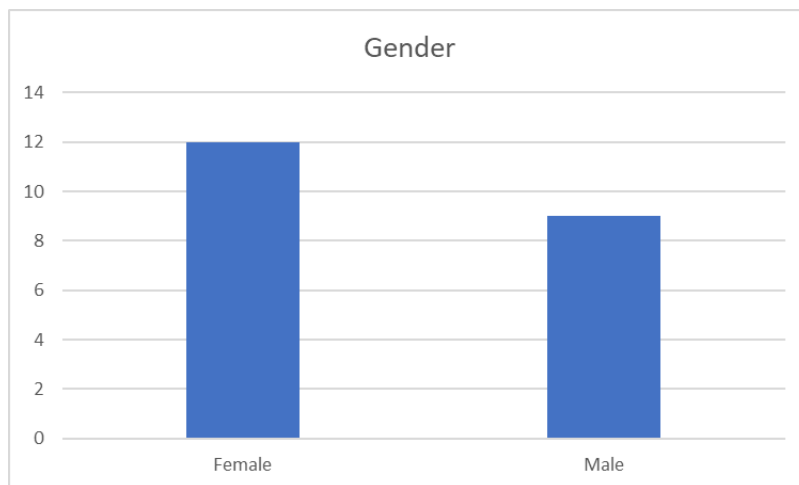
1. 7. Program demographics

Student demographics

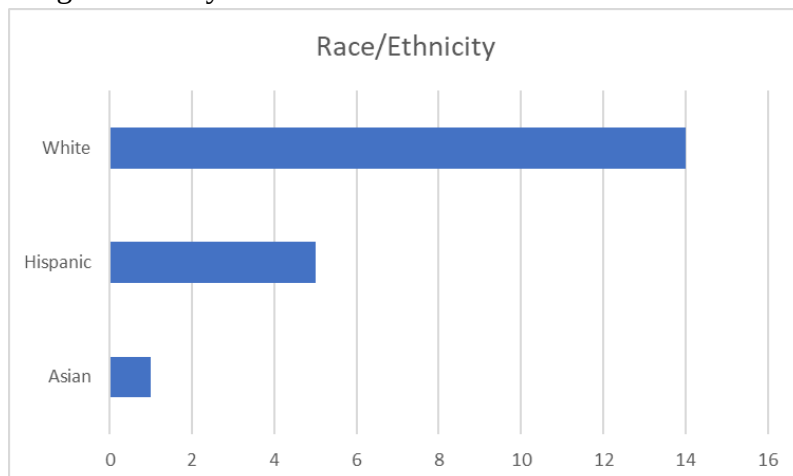
e. Age when starting their bachelor's program:



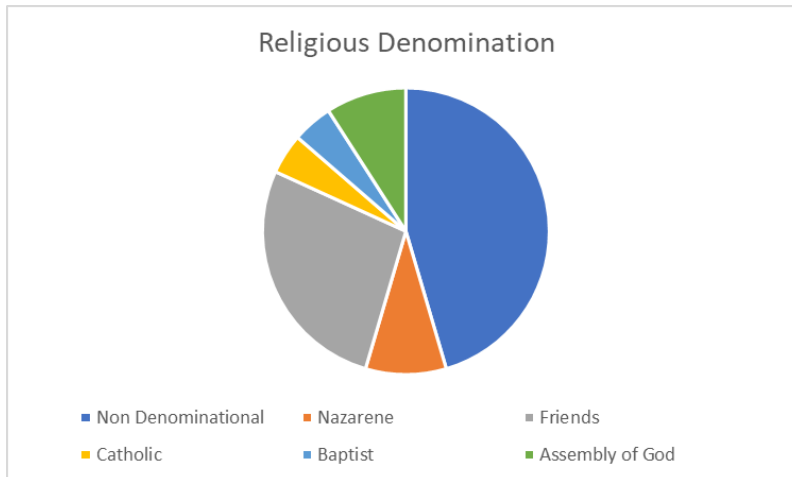
f. Gender:



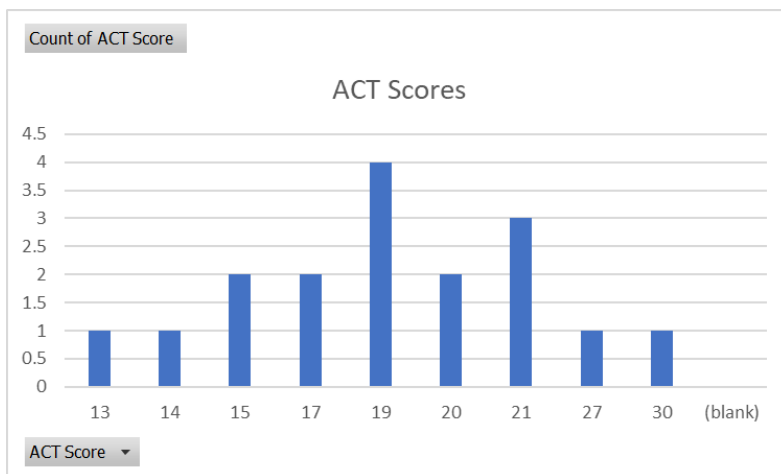
g. Ethnicity:



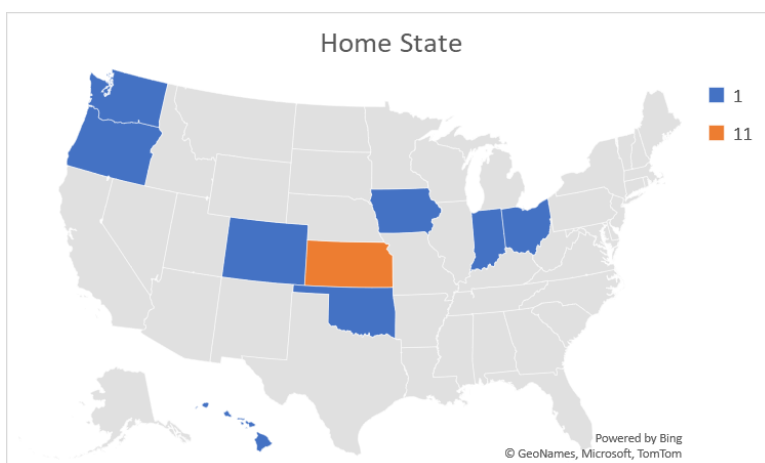
h. Religious Denomination:



i. ACT Scores:



j. Home State:



k. Faculty demographics

Faculty	Highest Degree	Institution Grantor	Years at Barclay	Gender	Race/Ethnicity
Derek Brown	Ph.D	Johnson University	2011	Male	White
Adrian Halverstadt	Ph.D	Trinity College	2009	Male	White
Jesse Penna	M.A.	Friends University	2011	Male	White
Josh Bunce	M.A.	George Fox Evangelical Seminary	2009	Male	White
Kevin Mortimer	M.A.	Friends University	2011	Male	White
Ryan Hasse	M.A.	Barclay College	2010	Male	White
Charity Savage	M.S.	Nova Southeastern University	2019	Female	White

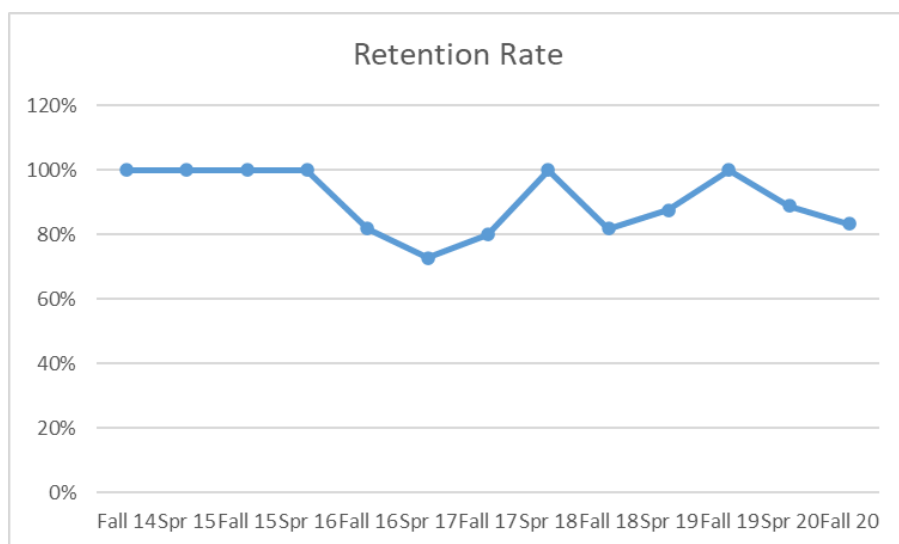
Analysis:

An asset of the faculty in the Intercultural Studies program is having the director of Evangelical Friends Church North America teaching some of the core classes in the Biblical Studies Program. Adrian Halverstadt has taught the Church Planting course which coincides with the EFC Church Multiplication Conference. Jesse Penna serves in the youth superintendent position in the EFC-MAYM, Joshua Bunce has been a speaker and counselor at many EFC events, and Brockie Follette directs the Kaleo Academy focused on High School students and young adults across the different expressions of the Friends Church. Development of institution outcome 4 that each student articulates the distinct path of Friends has been the PhD emphasis of ICS program director Kevin Mortimer.

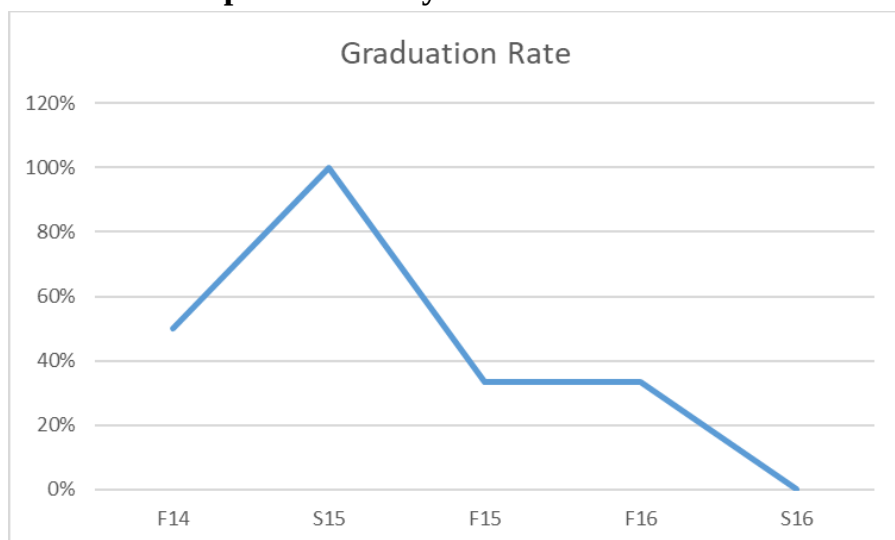
	SMART Goals	Date	Responsible
13	Kevin Mortimer complete his PhD on Thesis in Robert Barclay: A way forward in Christian Quakerism through the University of Birmingham.	F22	Kevin Mortimer
14	Kevin Mortimer provide consultation amongst Evangelical Friends Church Christians, Friends United Meeting Christians, and Christians amongst the Unprogrammed Friends who identify as Christians in advancing the Christian path of Quakerism and recruiting students.	F23	Kevin Mortimer

8. Retention and Completion

A. Retention:



B. Completion rate by cohort:



Analysis:

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New enrollees into the Intercultural Studies program have been few since the advent of the Nursing program at Barclay College which had provided several Missions-Nursing enrollees. With the Intercultural Studies program being new, a new marketing strategy will need to be designed to reach the type of student the program intends to matriculate.

	SMART Goals	Date	Responsible
15	Outline a marketing plan with Kathy Wiebe.	F22	Kevin Mortimer
16	Consider a full time recruiter for the Intercultural Studies program.	F23	Kevin Mortimer

9. Changes Since Last Review

This is the first review for this program.

10. 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
CM225	Ecclesiology	3	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College

CM307	Ministry Leadership and Administration	3	Jesse Penna MACM Friends University B.A. Friends University
CM402	Senior Forum	1	Jesse Penna MACM Friends University B.A. Friends University
ICS217	Missionary Principles and Practices	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
ICS316	World Religions and Ideologies	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
ICS322	Church Planting	3	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
ICS399	Missionary Practicum	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
ICS402	Area Study	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
ICS425	Contextualization of Theology	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
PM313	Homiletics I	3	Derek Brown Ph.D. Johnson University M.A.R. Liberty Baptist Theological Seminary B.A. Barclay College

PM412	Counseling for Christian Leaders	3	Josh Bunce M.Div. George Fox Evangelical Seminary B.S. Barclay College
PY242	Interpersonal Relations	3	Charity Harvey Bachelor's in Psychology University of North Florida Master's in Guidance Counseling Nova Southeastern University
SL202	Spiritual Formation II	3	Jesse Penna MACM Friends University B.A. Friends University
ICS208 3	Intercultural Ministry	3	Kevin Mortimer M.A. Friends University B.A. Barclay College
BC199	Orientation for Success at BC	1	Ryan Hasse M.A. Barclay College B.S. Barclay College
ICS223	Cultural Anthropology	3	Kevin Mortimer M.A. Friends University B.A. Barclay College

Average Credit Hours 5 years/per semester:

Faculty	S1 7	F1 7	S1 8	F1 8	S1 9	F1 9	S2 0	F2 0	S2 1	F2 1	Ave .
Derek Brown	0	3	4	10	0	8	3	9	0	0	3.70
Adrian Halverstadt	0	0	0	3	0	0	0	3	0	0	0.60
Jesse Penna	0	0	1	0	1	0	0	0	2	3	0.70
Josh Bunce	0	0	3	0	0	0	4	0	3	1	1.10
Kevin Mortimer	7	9	15	10	8	8	12	5	10	5	8.90
Charity Harvey	0	0	0	0	0	0	1	3	3	1	0.80
Ryan Hasse	0	0	0	1	1	1	1	1	1	1	0.70

1) 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

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*

2) Facilities

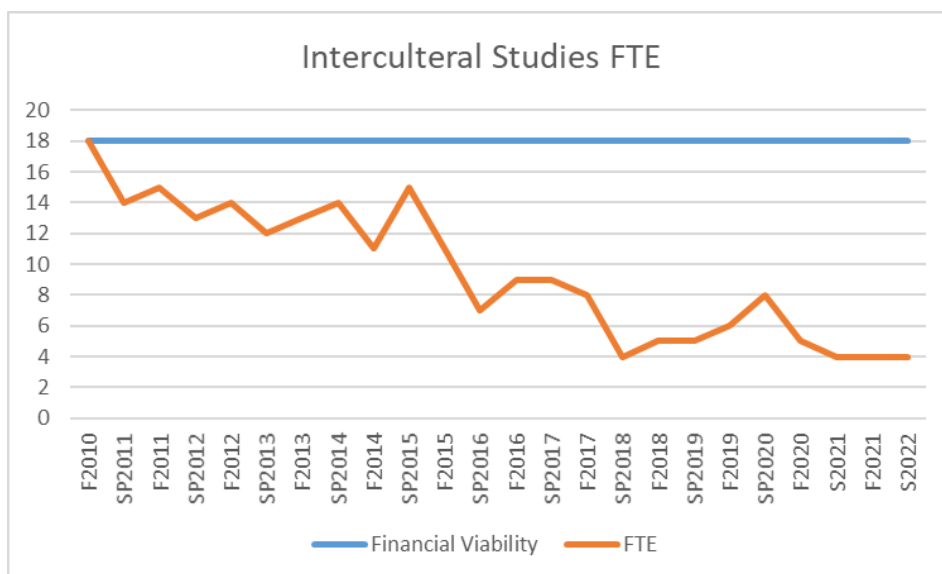
Each classroom on campus is equipped with work desks and comfortable chairs to accommodate students. Ample lighting is provided in a space designed to limit outside noise during the learning process. There are several outlets located around each classroom for students to plug in laptops. Classrooms are 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

3) Grants

There are no grants for the Intercultural Studies program.

4) Donor-specific gifts

Glenn Safford gave 13,000 for bi-vocational ministry training.

2. 11. Strengths and Weaknesses of the Program

To state that an Intercultural Studies degree would have to be a unique vocational call from God is an understatement. Data shows that the number of positions for graduating students is minimal. Those going into service fields requiring this degree must be prepared to live at the poverty level with most needing to supplement their income with additional employment. It is the abundant life of God and his Kingdom that fuel those called to the work of Intercultural Studies.

Strengths: Intercultural studies represent the heart of God. Evangelical Friends Missions is pioneering new mission fields. The way is open to work with the many service organizations across midwest America in particular. Influence has been established amongst the wider body of Friends.

Weaknesses: The Intercultural Studies program is new and untested. To date, there is not an emphasis for the degree other than those who would apply through the admissions process.

3. 12. Provide a “bottom line” summary of what you learned about the program through the review process.

The Intercultural Studies program is poised to reach a whole new student population through its connections with EFM, the many service organizations which exist, and its influence across the wider body of Friends. The practical application of ministry to the grassroots global community along with its core curriculum make this program’s future bright. The leg work is just beginning in the infancy of this program.

4. 13. Goals for Improvement

	SMART Goals	Date	Responsible
1	Alter the world religions presentations according to population of the religion: Islam, Nihilism, Hinduism, Buddhism, Bahai, and Judaism.	2023	Kevin Mortimer
2	Include one practitioner to present their theology and World Religion	2023	Kevin Mortimer
3	Schedule a presentation of Evangelical Friends Mission every semester.	2023	Kevin Mortimer
4	Standardize a time that the Teaching Assistant will grade pre-determined writing assignments	2023	Kevin Mortimer

5	Schedule final paper presentations between weeks 14-16.	F22, F23	Kevin Mortimer
6	Include the catena Bible app as a required source for students to resource the early church Fathers.	F22, F23	Kevin Mortimer
7	Include reference to the Church Councils and a <i>lectio divina</i> reading of the text as foundational to the weekly reading reports.	F22, F23	Kevin Mortimer
8	Institute a trip to the Hebrew Congregation in Wichita to experience a Jewish worship service and interview the Rabbi.	F22	Kevin Mortimer
9	Work with Dan Kramer and Wycliffe and Associates Bible Translators to establish Intercultural Studies opportunities in the field abroad.		Kevin Mortimer
10	Visit cross cultural settings where ministry can take place.	F23	Kevin Mortimer
11	Establish relationships with cross cultural ministry practitioners where research interviews, internships and practicums can be realized	F22- F24	Kevin Mortimer
12	1. Reorder classes to move sequentially through a curriculum cycle of four years.		Kevin Mortimer
13	Kevin Mortimer complete his PhD on Theosis in Robert Barclay: A way forward in true Christian Divinity through the University of Birmingham.	F22	Kevin Mortimer
14	Kevin Mortimer provide consultation amongst Evangelical Friends Church Christians, Friends United Meeting Christians, and Christians amongst unprogrammed Friends in advancing intercultural studies and intercultural ministry.	F23	Kevin Mortimer
15	Outline a marketing plan with Kathy Wiebe and admissions strategy with the Admissions office.	F22	Kevin Mortimer
16	Hire a full time recruiter and practicum administrator for the Intercultural Studies program.	F23	Kevin Mortimer

5. 14. Future Pressures or Concerns

With cross-cultural studies to include receiving students coming out of the marginalized, homeless, prisoner, addict, ill, and military, and equipping the student to establish Christ's Body amongst the seekers of the many world religions, support mechanisms will need to be put in place to provide success while a student at Barclay College. Costs will need to be considered in the budgeting process for marketing and recruiting of students fitting the Intercultural Studies program.

6. 15. 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

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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.

7. 16. 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.

8. 17. 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.