

# *Crowley's Ridge College*



## **2005 Self-Study Report**

# **CROWLEY'S RIDGE COLLEGE**

## **Self-Study Report 2005**

Submitted To

The Higher Learning Commission, a Commission of the North Central Association of  
Colleges and Schools

In Preparation for a Comprehensive Evaluation for Continued Accreditation

April 18-20, 2005

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Paragould, AR  
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**SELF-STUDY REPORT**


**FOR**


**CROWLEY'S RIDGE COLLEGE**

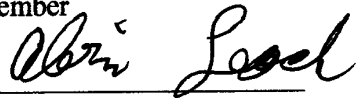
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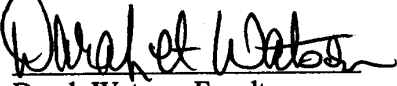
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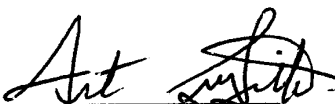
  
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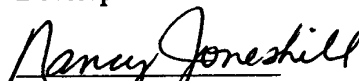
  
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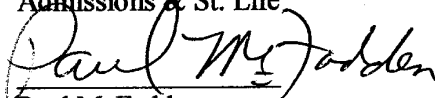
  
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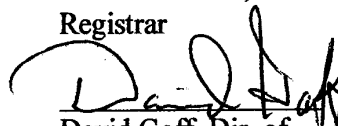
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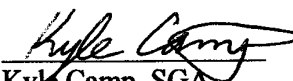
  
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## **CHAPTER I**

### **Introduction**

#### **Executive Summary**

The 2005 self-study process comes at a defining moment in the history of Crowley's Ridge College. The college was founded in 1964 and is currently celebrating its forty-first year of operation. In order to prepare for this process, a Self-Study Steering Committee was organized in the summer of 2003. Originally, the Committee was composed of six members: Phil Wilkerson, Interim Vice-President for Academic Affairs, Division Chair, Social Science and Human Behavior, faculty member, and self-study coordinator; Adam Broom, Director of the Learning Center, and faculty member; Ricky Hale, Bible and Biblical Languages Division Chair, and faculty member; Alvin Leach, Division Chair, Natural Sciences, Mathematics and Health, Director of Institutional Research and Assessment, and faculty member; Kristina Pulliam, Division Chair, Humanities and Fine Arts, and faculty member; and Darah Watson, faculty member. In fall 2004, Kristina Pulliam chose not to return as an employee. Since then the Committee has been composed of the five remaining members. In addition to maintaining faculty status, Darah Watson was appointed Humanities and Fine Arts Division Chair in August, 2004. Committee minutes indicate the first official meeting took place on July 18, 2003. Hence, twenty months of preparation, research, and writing have been invested into making the *2005 Self-Study Report* of Crowley's Ridge College (CRC) a thorough, honest, and introspective analysis of the organization. This *Report* is also a measure for determining the status of CRC over a period of five years since the last self-study was published in 2000, when the organization was granted initial accreditation. During this time the college has been very active in collecting, analyzing, and implementing institutional data obtained from assessment, strategic planning, and other types of institutional research which have been used to significantly improve the organization. Evidence of this is apparent throughout the *Report*. For example, each chapter, with the exception of Chapter I, concludes with a summary, a list of successes, a list of challenges, and recommendations which are designed to result in a comprehensive evaluation of the college.

#### **Trends**

In evaluating examples of evidence, the self-study process has identified clear trends of institutional improvements, especially in assessment, financial and fiscal management, adoption of a vision statement, enrollment management, growth in fundraising and endowment funds, faculty and staff development, and in student engagement and service.

The organization's core mission has remained unchanged during the institution's forty-one year history, but the mission has been regularly reviewed and some revisions have been made, especially in student learning goals, most recently in 2004.

Where possible, the trends have been studied since 2000. For example, growth in endowments, income, and student populations are noted in the *Report*. Also, headcounts, full-time equivalencies, and the number of boarding students are increasing.

### **Higher Learning Commission (HLC) Standards**

The self-study primarily focuses on the Five Criteria for Accreditation, but an overall examination of the campus has been included in this *Report* based on an interpretation of the Five Criteria and the core components contained within each of them. Since the criteria are new, there were moments of confusion experienced by the Self-Study Committee in matters of interpretation and evaluation. However, we believe these have been kept to a minimum, and much campus insight has been gained as a result of the research conducted. Early in the self-study process, the Self-Study Committee expended a great deal of time and effort in evaluating the Four Themes. Although the themes did not become the primary focus in the writing of this *Report*, the Committee tried to be conscious of their importance and relevance. For example, a cross-referencing matrix integrating the themes and the five criteria was created and is posted on the upstairs bulletin board in the Larry M. Bills Administration Building and also appears in the appendix of this *Report*.

### **The Five Criteria for Accreditation**

The organization has addressed each of the Five Criteria for Accreditation as summarized below.

**Criterion One** (Chapter II) includes a clearly stated, revised mission statement and a newly adopted vision statement. Together, they provide a clear picture of where the organization is headed and what it is trying to accomplish. Furthermore, evidence is visible that the college values and practices integrity in all its operations. As the only two-year liberal arts college within the fellowship of the churches of Christ, CRC plays a unique role in providing post-secondary educational opportunities for its students.

**Criterion Two** (Chapter III) supports the conclusion that the college is preparing for the future by allocating sufficient human, physical, and financial resources in order to accomplish its mission and improve the quality of its educational programs, while planning for future contingencies. Financial resources, especially endowments, are growing. Significant physical improvements have been made to three campus buildings. CRC has a history of strategic planning dating back to 1995 and a procedure for plan monitoring is in place. Two important documents have emerged from the self-study cycle, the *1999-2004 Plan Summaries* document, and the *2005-2009 Strategic Plan*.

**Criterion Three** (Chapter IV) focuses on the organization's efforts to promote student learning and effective teaching. The institution has improved significantly in the area of assessment. The college has produced two assessment reports in the past five years which have resulted in actions taken by the administration and faculty designed to improve

student performance. For example, by taking intrusive steps such as mandatory tutoring in English and math, developmental students now have a better chance for academic success. The organization has also met a majority of its assessment goals in three of four assessment components. Also, results from The Collegiate Assessment of Academic Proficiency (CAAP) test verify that CRC students (on average) are learning at levels higher than students enrolled at national two-year colleges. In addition, the faculty values research, scholarship, and critical thinking as evidenced by a review of course syllabi and CAAP test results.

**Criterion Four** (Chapter V) pertains to how the organization promotes the acquisition, discovery, and application of knowledge. At CRC, the Board effectively communicates well with on-campus personnel, encouraging an atmosphere of open communication. Free intellectual inquiry is promoted on campus in accordance with the policy stated in the *Faculty and Staff Handbook (FASH)*, and the organization conducts regular program and curriculum reviews which result in course offerings designed to meet the needs of all students.

**Criterion Five** (Chapter VI) demonstrates the college's commitment to its constituents by actively researching their needs and then responding to those needs by making necessary changes. Various resources including human, physical, and financial have been dedicated to accomplish appropriate purposes associated with support for both internal and external constituents. The college regularly evaluates its services and encourages input from many on-campus and off-campus groups.

### **Self-Study Process and Goals**

The *2005 Self-Study Report* is a result of the self-study process of pursuing continued accreditation with the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The document has been assembled with the intent of reflecting an accurate, honest, and thorough description of Crowley's Ridge College. The organization of the *Report* is targeted at evaluating the college in comparison to the Five Criteria for Accreditation and the core components contained in each of the Criteria. By using assessment results, student outcomes results, and other institutional research data, the college has concluded that by taking an honest and introspective look at itself the organization has been responsive in meeting the current needs of the institution's constituents and has positioned itself to also meet the future needs of the college. The Steering Committee has taken great care to make the *Self-Study Report* a collaborative effort by encouraging and soliciting broad-based participation, especially when collecting data for the *Report*. The Committee also believes the *Report* will serve the college well into the future because of the precedent set by the three previous self-studies, which heightened the organization's awareness to such subjects as shared-governance, improved integration of the mission throughout the organization, strategic planning, integration of budgeting with planning, and numerous campus improvements. Examples of documents extensively used in the self-study process are listed on the next page.

- *HLC Handbook of Accreditation* (2003 edition)
- CRC Self-Study Manual and Plan for Continued Accreditation
- *2003 Assessment Plan and Report*
- *2004 Assessment Plan*
- *1999-2004 Plan Summaries*
- *2005-2009 Ridge Overlook*
- *2004 Faculty and Staff Handbook (FASH)*
- *2004-2006 CRC Catalog*
- *2004-2005 CRC Student Handbook*

## **The Setting**

Crowley's Ridge College is located in Paragould, Arkansas, near the crest of Crowley's Ridge, a unique, 150 mile long land formation consisting of rolling hills in the midst of the eastern Arkansas delta. The ridge was named in honor of Benjamin F. Crowley who settled his family on the ridge near Paragould about 1820. Stretching north to south, the ridge is the only "highland" between the Ozarks and the Mississippi delta.

Paragould is a city of approximately 23,000. It is the seat of Greene County and the home to several light and medium industries. The city is located at the intersection of U.S. Highway 412 and U.S. Highway 49. Paragould is approximately 95 miles northwest of Memphis, Tennessee, and 150 mile northeast of Little Rock, the capital city of Arkansas.

The campus covers 150 scenic acres of rolling hills and dense pine trees. The campus is known for its natural beauty, which provides an appealing environment for a Christian liberal arts college.

## **The History of Crowley's Ridge College**

Crowley's Ridge College was founded in 1964 by Dr. Emmett F. Smith, Jr. who envisioned the establishment of a two-year Christian college in Northeast Arkansas as early as the 1950's. In part, Dr. Smith's interest was piqued by the existence of two Christian institutions of the early Twentieth Century, MONEA Christian College, located in Rector, Arkansas, and Croft College, located near the small, rural community of Stanford in western Greene County, Arkansas. Both institutions had ceased operation by

the 1930's, but Smith and other founding fathers believed there was still a need for a Christian college in the area.

For the first ten years of existence, the College operated under a joint charter and Board with Crowley's Ridge Academy, a K-12 Christian academy established in 1953 also located in Paragould. In 1975, the two institutions were legally separated, and the college has since operated under a separate charter and Board.

From 1964 to 1973 the college operated an accelerated system consisting of two 24 week sessions with two 12 week semesters in each session. Under this system, students could earn 64 hours of semester hour credit in 48 weeks of residence. In 1974 the organization converted to a four-semester system consisting of 12 weeks in each semester, with the academic year lasting 48 weeks. However, the summer term was offered only on a demand basis. This system was abandoned in 1980 in favor of a standard semester arrangement, under which CRC continues to operate at present. Summer, intersession, and evening classes remain available only on as the population demands.

Since the beginning of the institution a total of eight chief administrators, including five Presidents, and one interim President have served CRC:

- Emmett F. Smith, Jr. – President, 1964-1973
- Albert Lemmons – President, 1973-1975
- Emmett F. Smith, Jr.- 1975-1979 (returned to serve as Chancellor)
- Joe K. Alley – President, 1979-1982
- There was no president from 1982-1986. Philip Wilkerson served as Vice-President of Operations from 1982-1985, and Alan Carter was Vice-President for Operations from 1985-1986.
- Larry M. Bills – President, 1987-2001
- Arvil Hill – Interim President, 2001-2002
- Ken Hoppe – President, 2003 to Present ( from December, 2002 to September, 2003 Mr. Hoppe served as Vice-President for Operations, and Chair of the CEO Committee)

## **Alternatives to Accreditation**

Accreditation has been an important topic of discussion for practically the entire history of Crowley's Ridge College. Various transfer relationships have pre-dated the organization's initial accreditation obtained in 2000, the most prominent of which was the three-letter method, also known as the Transfer of Credit Alternative (TCA). This method was utilized by the college from 1965-1991. This process required CRC to supply the names of three students who had successfully transferred to three accredited four-year institutions within three-year intervals, with no loss of credit and no probationary periods. The accredited institutions verified the success of CRC students to the U.S. Department of Education. The most commonly used institutions for the three-letter method were Harding University, Searcy, Arkansas; Freed-Hardman University, Henderson, Tennessee; Oklahoma Christian University, Oklahoma City, Oklahoma; Lubbock Christian University, Lubbock, Texas; and Williams Baptist College, Walnut Ridge, Arkansas. Also, during this same time frame, several other four-year universities validated CRC student credits after a one-semester or one-year probationary period. Included among these institutions were Arkansas State University, Jonesboro; the University of Arkansas, Fayetteville; and the University of Arkansas at Little Rock. In 1991, the U.S. Department of Education abolished the TCA method without any advanced notification to the affected institutions.

## **Accreditation History**

The college first explored accreditation in 1965, but a visiting team from the North Central Association concluded that the college was not yet ready for accreditation. In 1981, a status report was prepared, and the NCA approved the continuation of the self-study process. The Board, however, decided the required financial audit and the inherent fiscal demands of the accrediting process were too much for the institution to bear at that time.

In 1994, CRC earnestly began the pursuit of accreditation by submitting the Preliminary Information Form to the North Central Association. A staff analysis of the General Information Requirements (GIRS) was prepared by Dr. Stephen D. Crow requesting additional responses to eight of the GIRS. Some of the requests simply required wording clarifications, but it was also apparent that the organization needed to revise many of its methods of operation including such things as shared-governance, planning, budgeting, and assessment of student outcomes.

In 1995 the college submitted a *Self-Study Report* to the North Central Association requesting candidacy status. The visiting team recommended candidacy for the college, and the North Central Association later approved initial candidacy at the Associate Degree level. In 1998, the organization requested initial accreditation, but a visiting team recommended continued candidacy. The team stated that "continued candidacy offers the best springboard of opportunity to secure the College's goal of accreditation."

## 2000 Team Visit: Strengths

A third Self-Study report was prepared during 1999-2000 in which the college sought initial accreditation for the second time. In May 2000 a visiting team recommended initial accreditation for five years citing seven strengths of the college:

- “Crowley’s Ridge College is a mission-driven institution whose purposes are clearly understood and strongly supported by board, administrators, staff, faculty, students and community leaders.”
- “The Board of Directors is committed to the viability of the college and to taking whatever steps are necessary to preserve its fiscal viability.”
- Over the past few years shared governance has moved from a concept to a reality at the college, with all constituents agreeing that the transition to shared governance has helped the college become a better institution. The collaboration among the president, the faculty, administrators and staff necessary to bring about this change is truly praiseworthy. As a result, high morale characterizes faculty, staff and administrators.”
- “All members of the Crowley’s Ridge community were determined to understand and achieve compliance with NCA requirements and criteria and were committed to responding to previous team concerns.”
- “CRC provides a caring, nurturing atmosphere for its students most appropriate to its mission.”
- “Through the activity of the employee newsletter, the **Communicator**, the activity of the Faculty Senate, and the work of the strategic planning teams, CRC has greatly increased communications among all constituencies of the college.”
- “The strategic planning process realistically lays out the activities necessary for future growth and development.”

In August of 2000 CRC received official notice of initial accreditation by the NCA, with no reservations, except that the college would be required to file a monitoring fiscal report with the HLC in January 2003. The organization complied with the requirement and sent the document in January, 2003. The HLC responded with a letter dated January 10, 2003 acknowledging the receipt of the document.

## Response to 2000 Team Visit: Concerns

The 2000 Visiting Team provided Crowley's Ridge College with a total of seven concerns which the organization began to immediately address in the original response to these concerns, which read as follows: "CRC recognizes the appropriateness of topics listed as concerns in the team report. Many of the concerns were noted in the *Self-Study Report (2000)* and represent on-going efforts to improve College programs as reflected in strategic plans. Other concerns point to areas that can enable the College to enhance student learning opportunities. As with previous team concerns, the College views these concerns with great significance. The concerns are being incorporated into strategic planning and shared governance committees and are a focal point in providing direction for the College." The Self-Study Committee believes that much progress has been made by the organization in meeting these concerns and has provided in this section of the *Report* both responses to and descriptions of the organization's current status with regard to the concerns.

**Concern One:** "The institution remains in a vulnerable financial situation, characterized by minimal cash reserves and dependency on student tuition."

**Response:** Audit reports for FYs 2000, 2001, 2002, 2003, and 2004 reflect significant overall improvement in the fiscal viability of the organization. Budget surpluses were recorded in each of the above years with the exception of FY 2002 when the college recorded a loss of \$145,000. Cash reserves exist in the form of a line of credit with a limit of \$240, 000. The cash reserve amount, available as of January 20, 2005, is \$239,000. The FY 2005 operational budget shows a dependency on student income to operate the college for fall 2004 to be 73 percent. As shown below, and on the next page, the college has experienced a number of improvements in its financial well-being since the team visit in 2000.

- Endowment has doubled in the last two years (current total is approximately \$1.1 million).
- A total of \$890,000 was raised during FY2003, the second highest in school history.
- For the last five fiscal years the total donations per year have averaged \$552,000.
- Since the establishment of a planned giving program in April 2003, the college has secured future gifts valued at \$2,250,000 to \$3,150,000. The organization is currently working with six additional donors interested in the planned giving program. The goal of the college is to complete six planned gifts each year.

- As of January 20, 2005, the amount owed on the campus mortgage is only \$15,000. An estimated fair market value of the campus is approximately \$5,000,000.
- At the end of FY04, the college recorded the lowest net liability amount in the past five years.
- At the end of FY2004, the book value of net assets was \$1,936,000. The highest since FY2000.
- The college has finished the first-half of FY 2005 with an operational surplus of \$81,000.
- CRC is the beneficiary of the **W.T. Winters Endowment Fund** Complex Trust. One-hundred percent (100%) of the annual earnings of the Trust are distributed to the college to assist in the funding of institutional scholarships. The Corpus of this Trust is \$105,613. CRC's President manages the Trust.

**Concern Two:** “The lack of a formal performance appraisal process for administrators and staff which could lead to professional development and improved performance goes against the standard practices in higher education.”

**Response:** The President initiated a formal performance appraisal process for administrators and staff in spring 2004. The process is composed of a self-evaluation questionnaire which is distributed in June of each year to all employees. When the questionnaire is completed by the employee, it is evaluated by the appropriate supervisor. All urgent concerns are addressed immediately. In December of each year, the evaluation cycle continues when the President asks for inputs from administrators and/or supervisors regarding employee performance. Suggestions concerning how performance can be improved are solicited in narrative form. A final review is conducted in January of each year by the President and the Executive Committee. All performance appraisal records are kept in the President's office.

**Concern Three:** “The failure to designate an ADA compliance officer and the lack of policies and practices for complying with ADA regulations hinders the college's efforts to serve students with disabilities.”

**Response:** Since 2000, the Dean of Students has been designated as the ADA compliance officer at Crowley's Ridge College. Files of students who have requested disability assistance are maintained in the Dean of Students' office. In addition, faculty are required as a part of their course syllabi to include information as to how students with verifiable disabilities can find assistance. With these revisions and additions in place, no students should be hindered from

receiving the necessary assistance they require. A disability policy statement appears on pages 22-23 of the *2004-2005 Student Handbook* and on page 12 of the *2004-06 College Catalog*. ADA records are kept on file in the Dean of Students office.

**Concern Four:** “Given the importance of student enrollment to the viability of the college, CRC must move with all due speed to implement an enrollment management model which would allow admissions to create a prospect list and work that list through to completion. The college should also move quickly to prioritize and implement the 47 recommendations provided by its consultant in 1998.”

**Response:** As stated in the 2000 response to this concern, CRC still has “an information system, developed and maintained by a computer professional on retainer by the college, allows the admissions department to manage contact with recruits through the recruitment and admissions process. The system allows the college to track the matriculation of potential students.” In addition, since the 2000 visit the enrollment management team has implemented or has under review 40 of the 47 (85 percent) of consultant recommendations. Seven of the recommendations were deemed unsuitable for CRC and were dropped from consideration. In 2004, the college purchased names from the National Research Center for College and University Admissions (NRCUA). This will provide an additional data base of 4,402 names from which the college can locate prospective students. The college has also purchased advertising from the National Christian School Association (NSCA) which gives CRC exposure to 3,000 administrators, counselors, and teachers. Additionally, the college has committed to a seven month advertising contract with the *Christian Chronicle*, the premier publication within the fellowship of the churches of Christ. It is mailed monthly to 203,000 addresses with an estimated market readership of 257,000. Furthermore, the college is actively seeking to hire an additional admissions counselor.

**Concern Five:** “By its own admission CRC is enrolling increasing numbers of academically at-risk students. At this point the college appears to be responding to the situation with mandatory testing and placement in remedial courses; however, the college needs to develop a holistic approach to this problem that would include a developmental learning philosophy, professional development for teachers, tutoring study groups, computerized tutorials, and other intrusive activities designed to give these students a realistic opportunity for success.”

**Response:** About 50 percent of all first time freshmen entering CRC continue to require some type of remediation. The college still uses “mandatory testing and placement in remedial courses” as a major component of its developmental education program. One new course has been recently added to the developmental curriculum (developmental mathematics, Math 043). This course is designed to prepare students for beginning algebra. In addition, Psychology 111, a study skills course, has undergone major revisions beginning with the fall

2004 semester. The course now focuses a great deal of time on learning personal responsibility, making wise choices, self-motivation, time management, and gaining emotional intelligence. The *On Course* philosophy, developed by Dr. Skip Downing, broadens the scope to all aspects of an individual's life fostering growth not only in the student role but also as a member of society. This has become the major component of the study skills course. Beginning in fall 2001 math tutoring was made available but was not required. However, beginning in spring 2004, mandatory tutoring was required for all developmental mathematics students not experiencing success, and a part-time adjunct was hired to meet this need. Beginning with the spring 2005 semester, the same is now required for developmental English students not making sufficient progress, and a part-time adjunct has been re-assigned to do English tutoring. A part-time math instructor has been promoted to full-time status, (replacing the part-time adjunct) and has assumed the math tutoring duties beginning spring 2005. The college is a member of the Arkansas Association of Developmental Education (ArkADE). Most developmental faculty members attend an annual workshop in order to improve their skills in dealing with developmental education students. Also, members of the developmental faculty have traveled to other sites in order to benchmark with other colleges, and in 2004 the chair of the Developmental Committee attended a national conference in Baltimore, Maryland. In addition, computerized tutorials are available for developmental reading, grammar, and math courses.

**Concern Six:** "The Facilities Resource Plan under which the college is currently functioning identifies and lists needed maintenance and upkeep; however, the college now needs long range master planning that envisions modifications to facilities to address current needs and/or future campus facilities to accommodate growth."

**Response:** There have been significant improvements made to campus facilities in the last five years. Recently, drop ceilings and tile floors have been installed in the men's wing of Wilson Hall and in Winters Hall. A metal roof has been installed on the natural science building, and much of the inside of the building has also been remodeled. New classroom furniture has been purchased for all classrooms in the administration building. In addition, additional seating and a concession stand have been built in the Gay Carter Activities Center. No specific time-lines have been established for any major construction projects. The management standard is that funds must be available before any major construction can begin.

**Concern Seven:** "The Computing, Networking and Telecommunications Plan under which the college currently operates identifies hardware and software needs; however, the college needs an information technology plan that outlines a philosophy and goals for integrating mediated instruction in the classroom."

**Response:** CRC recognizes any plan to integrate mediated instruction requires four components:

- Instructional Technology

- Information Resources
- Instructors
- Students

**Instructional Technology:** In the broadest sense, all instruction is mediated between the teacher and the student. This information is transferred by some medium. In this sense a book, a blackboard, and even the voice of an instructor provide a student with mediated instruction. However, the organization recognizes that not all students learn or have the skills and prior knowledge to learn the same way. To answer this need, additional technology is introduced to the learning environment, whether in or outside the classroom. It is the college's desire to have state of the art technology and facilities available to meet different learning needs of each student. Although it is obvious the organization has much more to do in order to meet every student's learning needs via technology, much progress has been made since the NCA Team Visit in 2000. Below is a description of what the college has done to address instructional technology needs in the last five years.

- All five permanent classrooms in the Larry M. Bills Administration Building are LAN/Internet ready. Two of the classrooms are fully operational computer lab/classrooms. One is located on the upper level of the building in room A201, and the other in room A103 on the ground floor. (The lab located in A103 was completed spring 2005 and houses 19 computers).
- In the natural sciences building, all four classrooms are internet equipped. Two video projectors have been installed for classroom use, and new interactive math software became available in spring 2005 for student use both in and out of class.
- Students have access to the LAN/Internet in the administration building and in their own rooms in both residence halls.

**Information Resources:** The second component of the organization's mediated instruction philosophy and goals is information resources. Information resources are seen to include such things as the collection of print and no-print media in the Learning Center/Library, the personal collection of instructors, the college campus itself and the Internet. The college is connected to the Internet through Arkansas' Educational network ARKnet. Currently, the college is connected through a fractured T1. However, this is becoming too slow for many users.

**Instructors** : Instructor participation in the use of mediated instruction on the CRC campus is quite varied. Not all instructors teach or have the skills to teach using a variety of methods and technologies. The college has wisely taken a patient approach to this subject by allowing each faculty member to explore on his or her own initiative the advantages and disadvantages of using mediated instruction. Furthermore, the college realizes that in many cases older methods of instruction can still impart vast amounts of information to the student. But where a teacher desires to add a new element or technology to his or her course, the organization as best as possible will try to accommodate. The internet and other technology resources have made a significant impact on the teaching of math, science, business, and writing courses. Trials have been done using Power Point and online quizzes in some Bible classes. Still, too few teachers are developing their own media presentations primarily due to a lack of time, training, and available technology in the classroom.

**Students** : The fourth component in the college's philosophy of mediated instruction is the students. Each year, as new students arrive on campus, it is apparent that some are becoming more skilled in the use of technology. However, it has also become apparent that some do not have the skills (or quite possibly due to a lack of self-discipline and maturity) to learn as well as they should with the resources which are made available to them. A newly formatted learning skills course, Psychology 111, Introduction to College, required for all developmental students, is the best tool which the college now has to deal with the lack of motivation which many college freshmen experience.

## **CHAPTER II**

### **Criterion One - Mission and Integrity**

"Crowley's Ridge College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students."

#### **Mission Statement and Student Learning Goals**

The mission statement is the heart of an institution of higher learning and must be revisited frequently to determine if the mission is serving the institution well. Conversely, the ongoing operations of the college must support the mission statement. This interaction is especially relevant to Crowley's Ridge College (CRC) because the college not only affirms the traditional purposes of a postsecondary institution but also embraces Christian values. As the only two-year liberal arts college affiliated with the churches of Christ, CRC has an important mission to fulfill and a distinctive role to play in higher education at the two-year level.

The mission of Crowley's Ridge College follows:

#### *Preamble*

The founders of Crowley's Ridge College believed:

That God is,  
That He is our maker,  
That He has revealed His will to us,  
That He offers an earthly life of fulfillment and eternal life after death.

Out of these beliefs grows a commitment to the pursuit of knowledge within a community of people who recognize God as the ultimate source of that knowledge. This commitment is expressed through the mission and goals of the College.

### *Mission*

Crowley's Ridge College is a private, two-year, church-affiliated but autonomous, co-educational liberal arts college, providing for its students a balanced course of studies appropriate to the first two years of college.

While the college is affiliated with the churches of Christ, students of all religious backgrounds are welcome at Crowley's Ridge College. The student population comprises both non-traditional and traditional residential and commuter students.

The college is committed to a continual emphasis on the integration of scholarship, critical reasoning, and the spiritual dimension of life. Preserving a commitment to a tradition of small classes and a philosophy of open enrollment helps the college to maintain a focus on the whole student as an individual.

### *Student Learning Goals*

To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals;

To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students to transfer for advanced studies; and to develop a basic desire for the pursuit of knowledge;

To develop problem-solving skills, both as an individual and in cooperation with others;

To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community.

### **Mission Revisions**

The mission statement of Crowley's Ridge College has undergone revisions as documented in the 1995 and the 2000 self-studies. On each occasion, the self-study steering committee has initiated these changes subject to the approval of the faculty, administration, and the CRC Board. Although the mission has undergone revision again in 2004, the basic structure of the mission remains intact and comprises the preamble, the mission, and four student learning goals. The major change has been the removal of student learning goal number four, which stated "to make progress toward the selection of and the preparation of a vocation." The administration did not want to mislead anyone by even remotely suggesting that CRC offers a terminal vocational component at the two-year level. Therefore, the goal was removed.

The second change to the mission statement was to revise the wording of paragraph two from: "The college is affiliated with the Churches of Christ. Students of all religious backgrounds are welcome at Crowley's Ridge College. The student population comprises both non-traditional and traditional residential and commuter students." To now read as follows: "While the College is affiliated with the Churches of Christ, students of all religious backgrounds are welcome at Crowley's Ridge College. The student population comprises both non-traditional and traditional residential and commuter students." Paragraph three of the mission statement was also changed from: "The college emphasizes an integration of scholarship, critical thinking, and the spiritual dimension of life. A tradition of small class sizes and a philosophy of open enrollment help the college to maintain a focus on the student as an individual." To now read: "The college is committed to a continual emphasis on the integration of scholarship, critical reasoning, and the spiritual dimension of life. Preserving a commitment to a tradition of small classes and a philosophy of open enrollment helps the college to maintain a focus on the whole student as an individual." The organization believes it can best serve its students if classes are kept small providing more opportunity for student-teacher interaction and individual attention. For example, in fall 2004, an additional section of beginning algebra was added when enrollment in the only class scheduled exceeded 25 students.

These changes were initiated and approved by the Steering Committee in February 2004. The faculty and the college's Executive Committee, comprised of the President, the Vice-President for Development, and the Vice-President for Academic Affairs, granted approval of the new mission statement soon thereafter. The Board subsequently approved the changes in the summer of 2004. The Steering Committee also initiated and approved a vision statement for CRC. In July 2004, the Board approved the vision statement, a copy of which appears below.

### **Vision Statement for Crowley's Ridge College**

With the beginning of the 2004-2005 academic year, Crowley's Ridge College began its forty-first year of operation. From its founding days, CRC has sought to provide accessible and affordable private higher education in a Christian environment. The Board, administration, faculty, and staff remain committed to that proposition.

The college is committed to positioning itself for the future in the following ways:

1. The college will maintain an academic curriculum suitable for the changing needs of its students.
2. The college will have a strong financial base and will make effective provisions for maintaining it.

3. The college will continue to examine creative ways of increasing its enrollment while providing facilities adequate to fully support the college's co-curricular and extra-curricular programs.
4. The college will continue to investigate workable alternatives designed to expose CRC students to cultural diversity, better preparing them for future life in an ever-changing world.

### **Mission Driven Documents**

Through its documents, the college clearly describes the internal and external constituencies it seeks to serve. *The College Catalog*, *Student Handbook*, Mission Statement, Vision Statement, the *Faculty and Staff Handbook (FASH '04 revision)*, and *The 2005 Self-Study* describe CRC as a two-year, co-educational, liberal arts institution serving traditional and non-traditional students. Both residential and commuter students are enrolled. However, due to increased local competition with Black River Technical College and the Paragould campus of Arkansas State University, the college has shifted its recruiting focus toward boarding students. As a result, there has been a steady increase in the resident population beginning in the fall of 2002 when the number increased to 76. In fall 2003, the number climbed to 85, and in fall 2004, the number of boarding students rose to 91.

Mission documents are easily accessible to all CRC constituents. *The College Catalog*, admissions publications, *Student Handbook*, *the FASH*, *Assessment Plans*, *Assessment Reports*, and the college Web Page contain the mission statement. Wall hangings of the mission statement are found at various campus locations, and an annual chapel program is dedicated to reviewing the mission statement of the college. The college institutional survey is the primary method of evaluating mission importance and performance. Originally, the mission goals were divided into seven categories for survey purposes. However, selection and preparation for a vocation was dropped as a learning goal, thus the 2003 survey contains six categories for measurement. They are as follows:

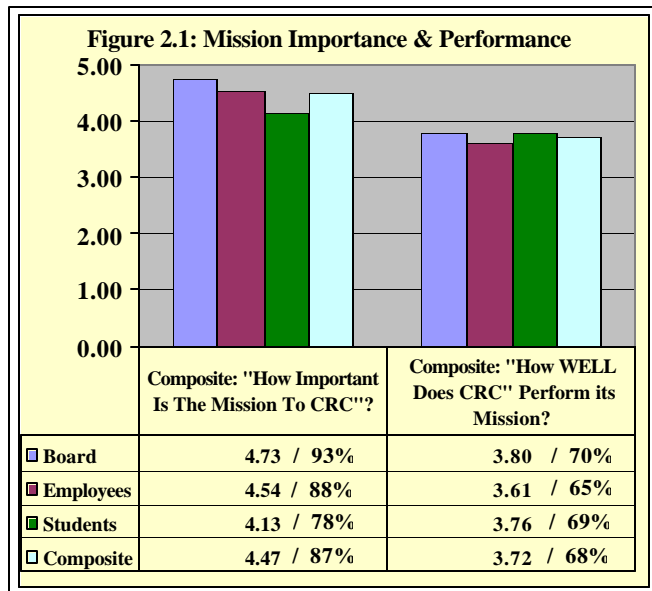
- Christian Philosophy (goal one)
- Developing Knowledge (goal two)
- Preparation for Advanced Studies (goal two)
- Desire for the Pursuit of Knowledge (goal two)
- Problem Solving Skills (goal three)
- Future Service (goal four)

### Mission Importance and Performance

The results of the 2003 institutional survey demonstrate the levels of support for the mission and learning goals among students, employees, and Board. The results of the survey reflect an overall average of 4.13 for students, 4.54 for employees, and 4.73 for the Board, out of a maximum of 5.0. The composite average for all groups was 4.47. When ratings are converted to percentages, the result is 78 for students, 88 for employees, and 93 for the Board, for a composite average of 87. Respective percentages taken from *The 2000 Self-Study Report* are 88, 91, and 94, with a composite average of 91. Statistically, no significant change has occurred among employees and the Board, but there is an 8.86 percent decline among students.

The same groups rated performance of the mission and learning goals. The 2003 survey numbers, again out of a maximum of 5.0, are 3.76 for students, 3.61 for employees, and 3.80 for the Board. When converting ratings to percentages, the result is 69 for students, 65 for employees, and 70 for the Board, an average of 68. Percentages taken from *The 2000 Self-Study Report*, are somewhat higher at 72, 66, and 85 respectively, with an average of 74. The 2003 survey results show an average decrease of nine percent in the composite average for all three groups. Although this is not perceived to be a major problem, the findings have been forwarded to the Institutional and Research/Assessment Committee, and to the faculty for additional evaluation. Figure 2:1 below provides a composite of the survey results.

Students are made aware of the basic mission of CRC through chapel programs and dormitory meetings at the beginning of the academic year. The *Student Handbook* is distributed to all students. It contains a strong statement regarding the college's desire that all students accept the basic mission and philosophy of the college and that they agree to abide by all college policies. Even the application for admission form contains a statement much like the one found in the *Student Handbook*, clearly stating the type of student CRC seeks to serve and what is expected of students accepted for admission. During the spring semester of 2004 a writing contest was sponsored by the Steering Committee to create a brief version of the mission statement which would be used to better inform others of the mission of the college and to promote college endeavors. The winning entry was written by a CRC student. It reads: "The mission of Crowley's Ridge College is to promote academic and spiritual growth in every student." This statement now appears in a number of college publications including the *2004-06 College Catalog*, and in admissions brochures. It is also featured on the college's web page.



## **Church Affiliation**

The college is affiliated with the churches of Christ which are autonomous congregations having no central organization. As stated in the Board of Trustees by-laws adopted June 5, 1995, the College's religious affiliation is based upon every member of the Board of Trustees being a member in good standing of a congregation of the church of Christ. CRC is the only two-year liberal arts college affiliated with the churches of Christ in the United States, allowing it to fill an important niche in its religious fellowship.

## **Enrollment, Transfer, and Academic Standards**

A policy of open enrollment and an increased number of developmental courses bolster the college's determination to give the at-risk student a reasonable chance of success. The revised language in paragraph three of the new mission statement testifies to a new emphasis on serving the needs of the whole student at CRC.

Transfer education is tracked through self-reported student surveys. The data are compiled and evaluated in the *Assessment Report*. The survey also produces data for evaluation by the assessment team concerning the general education criteria adopted by the college in 1995. The latest *Assessment Report* is the 2003 version and is available in the Higher Learning Commission (HLC) resource room. Much more about assessment at CRC can be found in Chapter IV (criterion three) pages 1-9 of *The 2005 Self-Study Report*.

Crowley's Ridge College values the pursuit of high academic standards. The college mission statement states that a "balanced course of study" is pursued and that the college supports an "integration of scholarship and critical reasoning." Also, student learning goals two and three state that students will be able to "develop skills in how to acquire and make use of knowledge" and that students will be prepared to "transfer for advanced studies." The *2003 Assessment Report* states that 81 percent of CRC students were admitted without conditions when transferring to four year colleges. For those admitted with conditions, D grades seem to be the major cause. Additionally, the Assessment Report suggests student GPAs do not change very much when transferring to four-year colleges. There seems to be only a slight drop if any. Also, 70 percent of CRC graduates report having completed a baccalaureate degree or continuing to pursue one within a five year period after leaving CRC.

## **Governance and Effective Leadership**

Members of the Executive Committee, composed of the President, V.P. for Development and the V.P. for Academic Affairs, are acutely aware of the college's mission when engaged in decision making processes. Documented in the Executive Committee meeting minutes during 2003-2004, are examples demonstrating the support provided by the Committee in developing the new international studies course,

suggesting a plan to improve student and staff leadership in chapel, sponsoring the honors banquet held off-campus at the Paragould Country Club, dealing with an employee's living arrangements which were not in harmony with the organization's Christian lifestyle code, and the adoption of the new mission and vision statement. Executive Committee meeting minutes are on file in the HLC resource room.

Planning and budgeting are important priorities at CRC. However, due to administrative changes experienced during 2001 and part of 2002, there have been some interruptions in these processes. Budget reports were slow to reach both plan and budget managers, and there was some confusion regarding what could be purchased. Since the establishment of the Chief Executive Officer (CEO) Committee in December 2002 and the appointment of a President in September 2003, the budgeting process has become much more efficient, and a uniform system of purchasing and contracting with suppliers has been installed. The strategic planning document at CRC is *The Ridge Overlook*. The goals stated within the document verify the importance placed on planning with each plan having a set of goals that correlate with the mission statement. As an example, the academic planning goals are listed below:

- Maintain a strategic academic plan and review/update it annually.
- Provide quality instruction to promote student achievement.
- Maintain and strengthen the centrality of the liberal arts within the curriculum.
- Recognize and develop the aptitudes and abilities of students, faculty, and staff.
- Maintain an average FTE based student faculty ratio not to exceed 15:1.
- Develop and maintain a focus on at-risk students with marginal preparation and underdeveloped motivation/work ethics.
- Maintain and enhance adequate college-level course offerings appropriate to the focused base and the mission of the college.
- Maintain and enhance academic advising and counseling appropriate to supporting the institutional mission.
- Work toward establishing advisory councils or groups in existing or proposed specialized degrees or concentrations.
- Assess student outcomes and use the assessment results to improve academic programs.
- Effectively prepare students to successfully transfer to other academic institutions to pursue a higher level of education.

*The Overlook* is composed of 12 plans. Each plan is endorsed by the plan manager, and the President (who serves as the planning director for all plans, with the exception of academics), and the chair of the Board. A list of the plans can be found in Chapter III (criterion two) page two. Copies of the *Overlook* are on file in the HLC Resource Room.

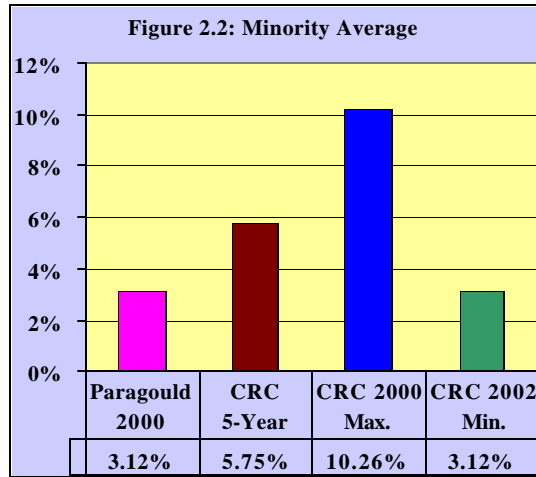
Sufficient funding must be dedicated to instructional purposes. The annual average for instructional and academic support for the six fiscal years 1994-1999 reported in *The 2000 Self-Study Report* was \$274,000, an increase of 26 percent during the period. The annual average for the fiscal years 2000-2003 was \$334,000, representing a composite increase of 18 percent during the four-year period. Although the rate of increase declined from 26 percent to 18 percent during the two periods compared, the combined results demonstrate the college has consistently increased funding over the previous ten-year period, demonstrating a pattern of financial growth in support of instructional and academic programs.

The college's administrative job descriptions are designed to correlate with the mission statement and evidence of such is found on pages nine and ten of the *FASH*. For example, the President is to ensure "that institutional objectives are accomplished" and that "stimulating, effective teaching" takes place. The V.P. for Academic Affairs is "responsible for the planning and administration of the academic budget and educational programs of the college, leading the faculty in the establishment and maintenance of quality programs of instruction which are consistent with the philosophy, purposes, and objectives of the institution."

Evidence for the Dean of Students and V.P. for Development positions are not so readily visible but are there by implication. The Dean of Students annually updates and edits the *Student Handbook*. *The Handbook* has the mission statement printed on the back cover along with statements directly supportive of the mission on pages one, two, and three. The President and the Vice-President for Development travel extensively on behalf of the college speaking at churches, civic clubs, and the like. A member of the Steering Committee interviewed both of them and asked if they were aware of the mission and goals of the college and if, in their work, they reflected such awareness and consistent practice of either or both. Both responded that they frequently refer to the mission and goals of the institution when making public presentations.

**Cultural Diversity**

What does diversity mean at Crowley's Ridge College? The Steering Committee has placed a priority on trying to answer this question in a comprehensive way. It is fair to say that the community in which the college is located is not racially and culturally diverse and the same is true of the area from which the college typically recruits. However, the college is more diverse than the immediate community in which the college is located. For example, data collected from on-campus census reports sets the five-year average for minority enrollment at 5.75 percent (2000 was the highest year at 10.06 percent and 2002 was the lowest at 3.43 percent). For the year 2000 only, data collected from the *U.S. Census Report*, shows the percentage of minorities living in the Paragould zip code area at 3.12 percent. In citing these statistics, the college is not trying to make any claim of success in achieving cultural diversity within a racial context but is only reporting the current status that exists on campus and in the surrounding area. Figure 2.2 to the right gives the minority enrollment history of the organization for the past five years.



While the college does not have a formal program in place to “create an awareness of the significance of diversity in modern life,” there are some ongoing activities that address the issue. In recent years, the college has presented a special chapel program dedicated to the memory of Dr. Martin Luther King, Jr. on the national holiday which bears his name. Videos have been shown and members of the Bible and Social Science faculty have made social and historical comments concerning the legacy of Dr. King’s role in the American civil rights movement. Also, a component of the Human Communications course (CMM 133) focuses on developing an understanding of cultural diversity. In this course, each student is required to select a foreign country and then make a presentation that details what people need to know in order to properly adjust to that culture.

In 2000, a group of CRC students attended the World Mission Workshop held in Dauphin, Manitoba, Canada. The students stayed with families who were not members of the church of Christ and who did not speak English as their first language. CRC students also attended the 2003 Workshop held in Nashville, Tennessee, where one of the featured topics was how to become involved in an inner-city, minority-based ministry. These trips proved to be enlightening, both socially and culturally.

Furthermore, all Bible majors are required to participate in the biennial church history Restoration Trip at least once while enrolled at CRC. The trip includes travel to parts of West Virginia, Kentucky and Pennsylvania. Its primary focus is to expose the students to the history of the Restoration movement as it impacted the churches of Christ.

An additional benefit of the trip is to learn of two other religious movements, the Christian Church and the Disciples of Christ, which separated from the churches of Christ during the Restoration period.

A new course, entitled International Cultural Studies, was added to the curriculum during summer 2004. It gives CRC students an opportunity to travel, work, and study in Costa Rica to “experience, understand, and appreciate various cultures of the world through the universal dimension of service to others.” Eight students enrolled for the course the first time it was offered.

Additionally, the Preamble and the Mission Statement address diversity by welcoming all religious backgrounds, enrolling traditional and non-traditional students, and practicing open admissions. The 2004-2006 *College Catalog*, (page 12), and admissions publications contain a non-discrimination policy which states that CRC "admits students of any race, color, religion, and national or other origin." The policy continues: CRC "is in compliance with Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and does not discriminate on the basis of sex or handicap in its educational program, activities, or employment except where necessitated by specific religious tenets held by the institution."

### **Board Policies**

Board policies provide for appropriate delegation of authority to the President and other administrators; faculty and staff perform their day-to-day duties without interference from the Board. Job descriptions in the *FASH* and the 2004 organizational chart show the delegation of authority within the institution. A statement encouraging all employees to know and be aware of the college's mission is found on page three of the *FASH*.

### **Administrative Structure**

*The FASH* (pages 9 and 10) outlines the qualifications for each administrative position, and *The College Catalog* (page 78) lists the names and educational experience of each administrator. All administrators are members of the church of Christ and are committed to the maintenance and execution of the CRC mission. Currently, the administration is comprised of the President, the Vice-President for Development, the Vice-President for Academic Affairs, and the Chief Student Officer (Dean of Students). The President and the Vice-Presidents make up the Executive Committee. The Committee meets frequently (the goal is weekly) to discuss matters of campus concerns such as budgets, finances, academics, planning, student needs, student activities, and personnel issues. Minutes of these meetings are on file in the Higher Learning Commission (HLC) resource room.

It should be noted that the Board established a temporary Chief Executive Officer Committee chaired by Ken Hoppe from December 2002 to September 2003. When Mr. Hoppe was named President, the CEO committee was abolished, and the Executive Committee was restored to its previous status as described in the *FASH*. In order to

provide continuity for the reader, a list of major administrative changes from 1999-2003 appears in Chapter III (criterion two), page 15.

Members of the CRC Administration come from a mix of professional backgrounds. The President is an alumnus of CRC, graduating in 1968. He completed a Bachelor's in general business from Arkansas State University in 1971. Although he has no graduate degree and does not come from an academic background, his resume contains an impressive array of successes in banking and other business ventures. Having served on the CRC Board from 1985 to 2003, he has successfully demonstrated his skills in managing campus operations and has learned a great deal in a short time about fund raising and estate planning.

The Vice-President for Development is also a CRC graduate, class of 1966. He has B.A. in Bible from Harding University (1973) and an M.A. in church history from Harding Graduate School of Religion, which he completed in 1979. He has served as an adjunct instructor in Bible at CRC for approximately twenty years. He is an accomplished speaker, having served various congregations of the churches of Christ in Arkansas and Missouri.

The Vice-President for Academic Affairs brings twenty-two years of experience to that position and has been at CRC since 1968. He has an Associate's degree in general studies from York College (1965), a Bachelor's degree in social science from Harding University (1967), and a Master's degree in history from the University of Arkansas at Fayetteville (1969). He is serving in an interim capacity through academic year 2004-2005 due to the departure of the previous Vice-President for Academic Affairs who left to pursue a doctorate in education. A formal regional and national search began in the fall of 2004 to fill this position by July 1, 2005.

The Chief Student Officer, Dean of Students, has 28 years of experience in education, 22 of which were at the secondary level as an instructor and administrator. He has been at CRC since 1998. He holds a BSE in social science and a MSE in educational administration from Arkansas State University.

The Vice-President for Operations position remains vacant as listed in the 2004 edition of *The FASH*. In an attempt to address efficiency and institutional needs, the Board has placed the duties of the Vice-President for Operations under the direction of the President, subject to an annual review by the Board.

### **Academic Evaluation**

All proposed curricular changes begin at the division level. The Academic Affairs Committee, comprised of all Division Chairs, Registrar, Learning Center Director, and the V.P. for Academic Affairs, considers each proposal resulting in a do or do not pass resolution that is sent to the Faculty. Faculty approval is required before any alterations can proceed. A comprehensive biennial evaluation (even numbered years) of all courses taught at CRC is conducted by the faculty during the spring workshop. The primary purpose of this evaluation is to determine which courses belong in the general

education core. Copies of the 2004 evaluation can be found attached to the May 2004 faculty meeting minutes in the HLC resource room.

Following a comprehensive faculty review, all courses listed as on demand but not taught within the last three academic years have been deleted from college publications. Monthly general faculty meetings and meetings of the faculty senate assure broad participation in setting curriculum and academic processes. Faculty participation in various committees also assures shared governance in academic areas. Workshops are held both before and after the academic calendar year to evaluate structures and processes of the institution. Changes in both structures and processes can be documented from the minutes of these workshops and other meetings, including such actions as committee assignments, adding course level assessment as a component of assessment planning, meeting needs of students with disabilities, requiring exit ASSET test scores to be calculated as a part of the final grade in all developmental education courses, revising the campus-wide class attendance policy, and revising requirements for service learning credit.

Course evaluations are conducted each semester for all classes taught. The results are tabulated by the Director of Institutional Research/Assessment, who forwards copies to the V.P. for Academic Affairs and to each instructor. This procedure becomes the basis for a yearly review of instructor performance and professional development.

### **Campus Communication**

All administrative offices are located in the Larry M. Bills Administration Building, which facilitates effective communication. *The Communicator*, published weekly by the community relations department, is the most comprehensive and effective source of campus communication. Frequent memos from the President's office have also proven beneficial. In addition, the Executive Committee attempts to meet weekly to discuss institutional processes and activities.

### **Institutional Integrity**

The public documents of the college outline the expectations of the administration, faculty, staff, and students in carrying out activities that are in keeping with the overall mission of the college. These documents include *The College Catalog*, *The FASH*, and *The Student Handbook*. *The College Catalog*, available to the general public, including all prospective students, defines the academic policies and procedures of the college as well as other pertinent information. The *FASH* outlines policies and procedures of the faculty, administration, and staff. *The Student Handbook* is also available to the general public, as well as prospective students. This publication describes the institution's expectations of students in nonacademic matters. All of these documents undergo periodic revision. The college mission statement is included in these documents and is prominently displayed at various campus locations. As previously stated, the mission is also discussed annually during a chapel period.

All college activities, on or off campus, are subject to college regulations and procedures as stated in the *College Catalog* and *Handbook*. All student organizations and groups, such as athletic, music, and drama groups, conduct their activities under college regulations. Intercollegiate athletic activities are performed under the rules and regulations of national associations. Auxiliary organizations like Women for Crowley's Ridge College have their own charter in keeping with the mission of the college. The various activities of the college provide for the spiritual, educational, and social growth of the individuals involved. The college operates under state charter and legal documents from the Arkansas Department of Higher Education to confirm its status as a private, non-profit institution and also confirms that the college has legal authorization to grant Associate Degrees. These documents are on file in the President's office.

The college conducts its fiscal activities with integrity. An annual, external, fiscal audit assures accountability in this area.

The college complies with all federal regulations such as Department of Education mandates, the Higher Education Reauthorization Act, the Federal Student Financial Assistance Program (Title IV), and the Americans with Disabilities Act.

There have been no formal grievances filed against the college. The college generally responds to complaints by letter, phone call, or visit by the President, V.P. for Development, or other college representative(s). Some minor complaints (mostly related to the religious doctrinal stance of certain speakers) are not answered, as the college does not see itself as an arbitrator in such disputes. A formal academic grievance procedure is stated in the current edition of *The Student Handbook*, page 20. Since August 2003, there have been four academic grievances filed. All cases were dealt with in a timely manner, and records of the Academic Affairs Committee show one grade was changed based on an instructor's recommendation. A formal student life grievance procedure and a discipline appeals procedure are also outlined in the *Handbook*, pages 25-26. Neither the Dean of Students nor the Director of Student Life, are aware of any formal student grievances filed against the college during their tenures of service. Faculty/staff grievance procedures are outlined in the *2004 FASH*, Appendix C, page, 67. There have been no formal faculty/staff grievances filed against the college.

Alumni, donors, area ministers, and other external constituents are regularly informed about the activities and progress of the college, via *The Pioneer Press*, the primary college news source, published semi-annually. The mission, goals, values, plans, procedures, and other activities of the college are publicly presented through numerous secondary college publications, including the *Pioneer Progress*, *Reflections*, advertisements and brochures. Also, college admission counselors are required to present the college in an honest manner to prospective students.

### **Summary:**

Crowley's Ridge College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff, and students. The mission statement of CRC has undergone numerous revisions to

better express its distinctive purposes and learning-focused goals. A vision statement has been adopted to ensure that the institution remains positioned for the future. These and other public documents clearly describe the constituencies that the institution seeks to serve. Crowley's Ridge College continues to be the only two-year liberal arts college in the United States affiliated within its religious fellowship. While adapting to changing demographics of its student body, the Board, administration, faculty, and staff of CRC remain committed to the basic purposes of its founders and serve its various constituencies with integrity and accountability.

**Successes:**

- College publications are reliable and accurately reflect the mission of the organization.
- Internal and external constituents are aware of the mission statement and are supportive of it.
- The newly created vision statement complements the mission by identifying future goals which the college is committed to meeting.
- The college has a uniform purchasing and contracting agreement in place.
- The organization appointed a new President in 2003.
- A succinct summary statement of the mission has been written and adopted to enhance promotional endeavors of the college.
- The mission statement is well integrated with other college documents and publications. It has undergone regular reviews, most recently in 2004. In addition, the vocational student learning goal was dropped in an effort to avoid confusion and to protect the college's integrity by taking every precaution not to misrepresent itself.

**Challenges:**

- The vision statement will need regular monitoring to ensure the college meets all stated goals in a timely manner.
- Periodic review of the much improved planning and budgeting procedure must be a priority.
- The college must successfully complete the formal search for a new Vice-President for Academic Affairs, which began in fall 2004.

**Recommendation:**

Crowley's Ridge College frequently reviews its mission statement to ensure that all its programs and activities are in agreement with the mission and student learning goals. Efforts must continue to make certain all college constituents are aware of the mission, remain supportive of it, and value both its importance and performance. The college must continue to maintain integrity in all of its operations.

## **CHAPTER III**

### **Criterion Two – Preparing for the Future**

“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

#### **Introduction**

Current resources at CRC are adequate to accomplish both short and long-term organizational goals. The organization employs well-trained and highly-skilled individuals who are aware of the importance of planning and have demonstrated a capacity to plan. The organization is steadily increasing its financial resources, including fundraising, planned giving, endowments, and student income. The assets-to-liabilities ratios during the past two fiscal years are quite favorable on the asset side primarily due to a \$500,000 gift from the Wendell Eubanks family in memory of Mr. Eubanks’ wife Jennie Sue, to the organization’s endowment fund during FY2003. In response to this generous gift, the college cafeteria/auditorium was named in honor of Mrs. Eubanks. Additionally, physical upgrades to some campus facilities, such as Wilson and Winters Dormitories, the natural science building, and the Gay Carter Activities Center (gymnasium), have been made.

A balanced-budget policy further ensures that organizational resources are organized in such a way as to maximize and prioritize spending in order to maintain support for the college’s programs. With an average of 25-30 percent of the operating budget coming from gift income (down from 30-40 percent since 2002), more funds have been made available for making improvements to the campus, while less is used for operation expenses. Budgetary practices are consistent with standards established by the National Association of College and University Business Officers (NACUBO), and audits from 2000-2004 demonstrate that the college has been able to meet financial challenges while still providing adequate support for its programs and maintaining integrity in all its operations.

#### **Strategic Planning**

Crowley’s Ridge College has formally engaged in strategic planning since 1995. By Board resolution, strategic planning involves broad participation and is integrated with the mission and vision of the organization to ensure that CRC has an on-going structure for continuing to meet current needs while focusing on areas needing additional attention. Planning at the college involves multiple participants and sources of information. For example, assessment plans and reports provide important information for continuing improvements in educational programs and curricula to improve learning

opportunities for students. Also, planning, budgeting, and shared governance ensure an integration of inputs that make it possible for the organization to function with integrity.

The college's planning document is the *2005-2009 Ridge Overlook* -. Listed below are the 12 planning components and the nine plan managers.

<b>Plans</b>	<b>Plan Managers</b>
Academic Plans	V.P. for Academic Affairs
Budgetary and Human Resources Plans	President
Computing, Networking and Tele-Communications Plans	Director of Computing
Disaster Recovery Plans	President
Enrollment Management Plans	Director of Admissions/Student Life
Facilities Plans	President
Institutional Development and Fundraising Plans	V.P. for Development
Laboratory Sciences Plans	Division Chair, Natural Sciences, Mathematics and Health
Learning Center Plans	Learning Center Director (Librarian)
Marketing and Communications Plans	Director of Community Relations
Student Services and Institutional Support Plans	Dean of Students
Intercollegiate Athletics	Athletic Director (new component beginning with the 2005-2009 planning cycle)

## **Vision Goals**

Important components of planning are also found in the organization's vision statement as indicated below.

- The college will maintain an academic curriculum suitable for the changing needs of its students.
- The college will have a strong financial base and will make effective provisions for maintaining it.
- The college will continue to examine creative ways of increasing its enrollment, while providing facilities adequate to fully support the college's co-curricular and extra-curricular programs.
- The college will continue to investigate workable alternatives designed to expose CRC students to cultural diversity, better preparing them for future life in an ever changing world.

The goals mentioned above were created by the Self-Study Steering Committee during spring 2004 and have been subsequently approved by the faculty and the Board. Both groups recognize these goals to be of significant importance and are dedicated to seeing that they are realistically assessed and met, given the college's resources, while preserving the unique heritage and historical boundaries of the organization.

## **President's Challenges to the Board**

At the July 2004 Board meeting, the President identified four general planning challenges. These challenges have become the focal point of the *2005-2009 Ridge Overlook* and are listed below.

- Maintaining student numbers in a very competitive environment (competition from both private and public colleges and universities).
- Maintaining quality faculty and staff (starting salaries are low, and finding sources to alleviate this problem is very important).
- Maintaining and improving an aging campus (future planning involves additional dormitory and library space, re-surfacing roads and tennis courts, adding a student commons area, expansion of the cafeteria, and meeting future demands from The Arkansas Department of Environmental Quality by installing an alternative waste water treatment facility.)
- Maintaining adequate funding levels (a changing cultural shift in attitude and ability concerning future charitable giving, too much dependency on student tuition, and future growth dependent on major donations).

## **Recognizing Emerging Changes**

The Board, administration, and faculty are aware and supportive of meeting future changes. This is evidenced by adding a new computer lab consisting of 20 new computers. The cost of the new lab is approximately \$20,000 and is located in room A103 of the administration building. The organization is also planning for future building projects when funds become available. For example, the academic component of the 2005-09 planning cycle calls for an expansion of the cafeteria sufficient in size to accommodate about 200 people while serving as a meeting place for chapel and venue for the performing arts. The plan calls for groundbreaking in 2005 and construction to begin in 2006. Faculty members are demonstrating increased use of technology in the classroom, especially in the Natural Science division where on-line demonstrations are presented in physical science classes, and power-point lectures, accompanied by an overhead graphing calculator, are being used in teaching math. Computerized math tutorials are also being used. Additionally, some use of power-point and other technology is apparent in both the Humanities and Fine Arts and Business and Technology divisions. Also, three of the five academic divisions, Natural Science, Mathematics, and Health, Bible and Biblical Languages, and Social Science and Human Behavior have adopted assessment plans focusing on student learning at the course level. Thus far, the most common method used for obtaining data on student learning at the course level has been the pre/post test approach. Although, in-course assessment is new at CRC, some assessment results are available and are on file in the DIRA's office. The 2004 teacher evaluation forms indicate that some faculty members are practicing alternative teaching methods in order to reinforce student learning. In spring 2004, two CRC English instructors attended the national Conference on College Composition and Communication in San Antonio, Texas. They subsequently shared their experiences with the rest of the faculty during the spring 2004 faculty workshop. The organization's involvement and response to multicultural diversity is covered in Chapter II (criterion one) pages nine and ten of the *2005 Self-Study Report*.

## **Preserving the Heritage of the Past**

Crowley's Ridge College is the only two-year college in the United States affiliated with the churches of Christ. Although the mission is thoroughly discussed in Criterion One (chapter two) of this *Report*, it is important to re-state the organization's commitment to preserving its place in Christian higher education in Criterion Two by reaffirming the necessity of the leadership of the college to be faithful to the intent of the organization's founders by continuing to recognize "God as the ultimate source of knowledge" and to preserve a "tradition of small class sizes and a philosophy of open enrollment" which "helps the college to maintain a focus on the whole student as an individual." The organization exists, in part, for the purpose of opening the doors of higher education at the two-year level to students who might not otherwise have access to post-secondary education.

**Decision-Making Authority**

The President is charged with the responsibility of directing the organization’s strategic planning in all areas except academics, where the Vice-President for Academic Affairs has that responsibility. In addition, there are seven other plan managers who evaluate and assess plan performances within their respective plans. The plan managers are designated in *2005-2009, Ridge Overlook* and on page two of this chapter.

**Fiscal Resource Management**

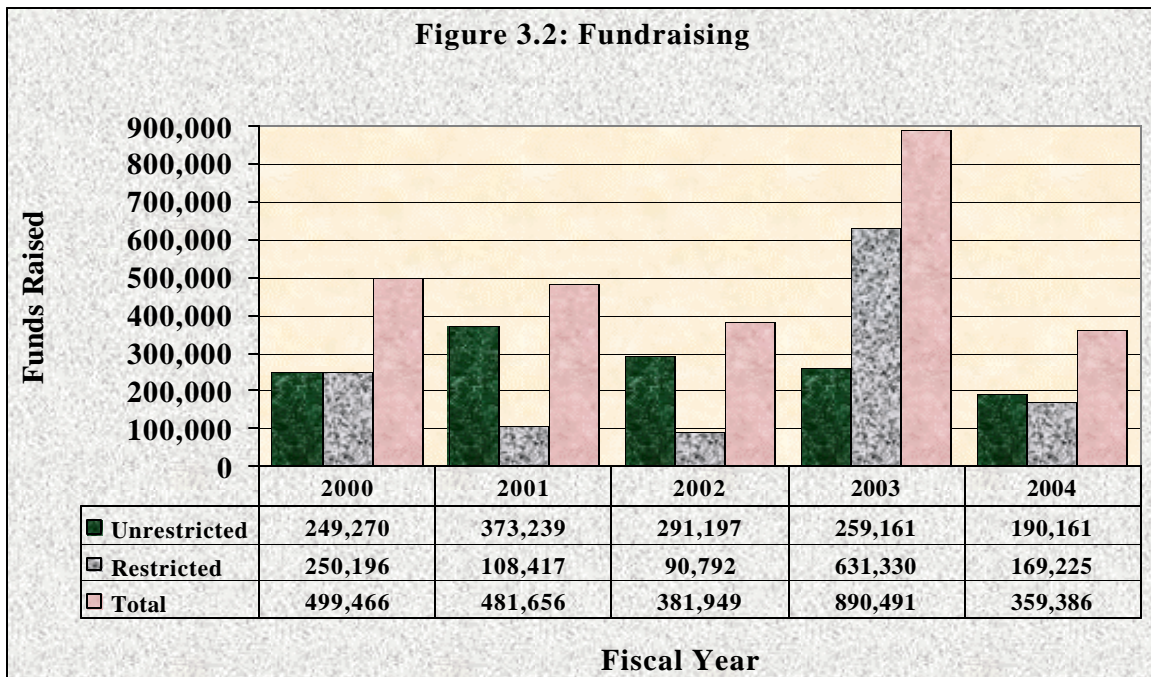
The organization is realistically planning for the future. As previously stated, strategic planning became a reality in 1995. Each year planning is reviewed by the President, who serves as the campus planning coordinator, and by the planning team consisting of the plan managers. A list of plan components and plan managers is found on page two of this chapter. Adjustments to the plan are made as needed, usually based on budgetary considerations. Documentation of this is found in planning meeting records such as meeting minutes and plan updates which are on file in the HLC resource room. The college is committed to planning for the long-term, but also is maintaining flexibility in planning in order to make necessary short-term adjustments. Evidence of this has been especially visible since appointing of the current President and Vice-President for Development who have efficiently and realistically managed available fiscal resources. Examples include the formal organization of annual fund raising campaigns in 2003 and 2004, both of which exceeded fund raising goals by an average of 14 percent. The creation of a written purchase order system and the evaluation of all regular institutional expenditures, the institution of a planned giving program which currently is valued at two to three million dollars, the establishment of an aggressive collection system of student accounts which has resulted in a 98 percent collection rate, and a must-make-sense purchasing approach which establishes the validity of each purchase made by the organization. This has all been accomplished while protecting the integrity and quality of the organization’s educational and other programs.

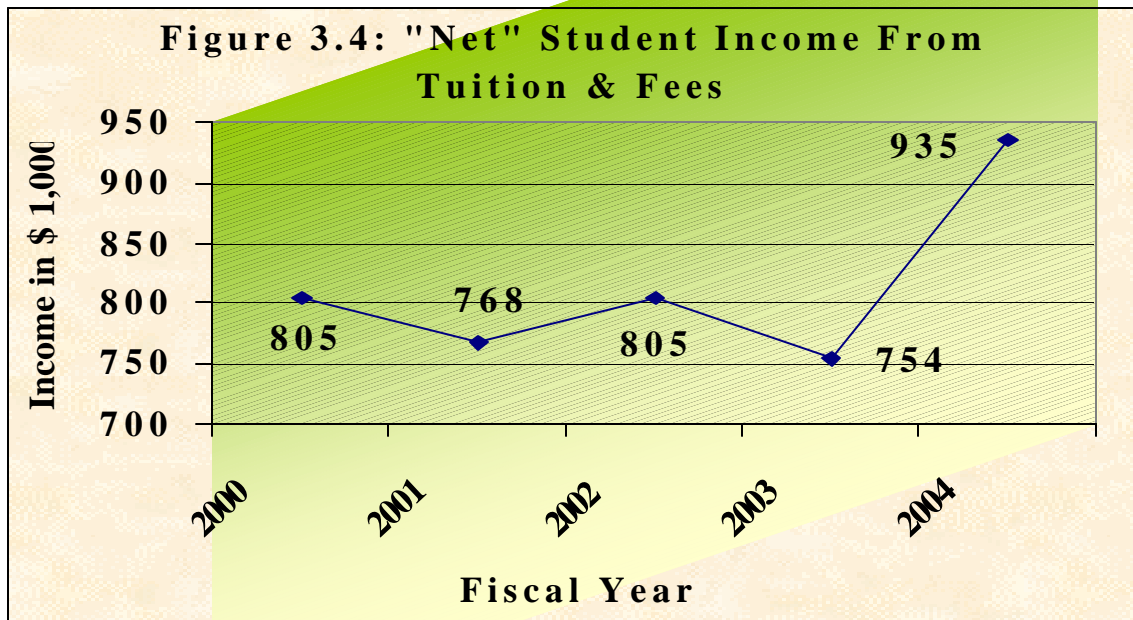
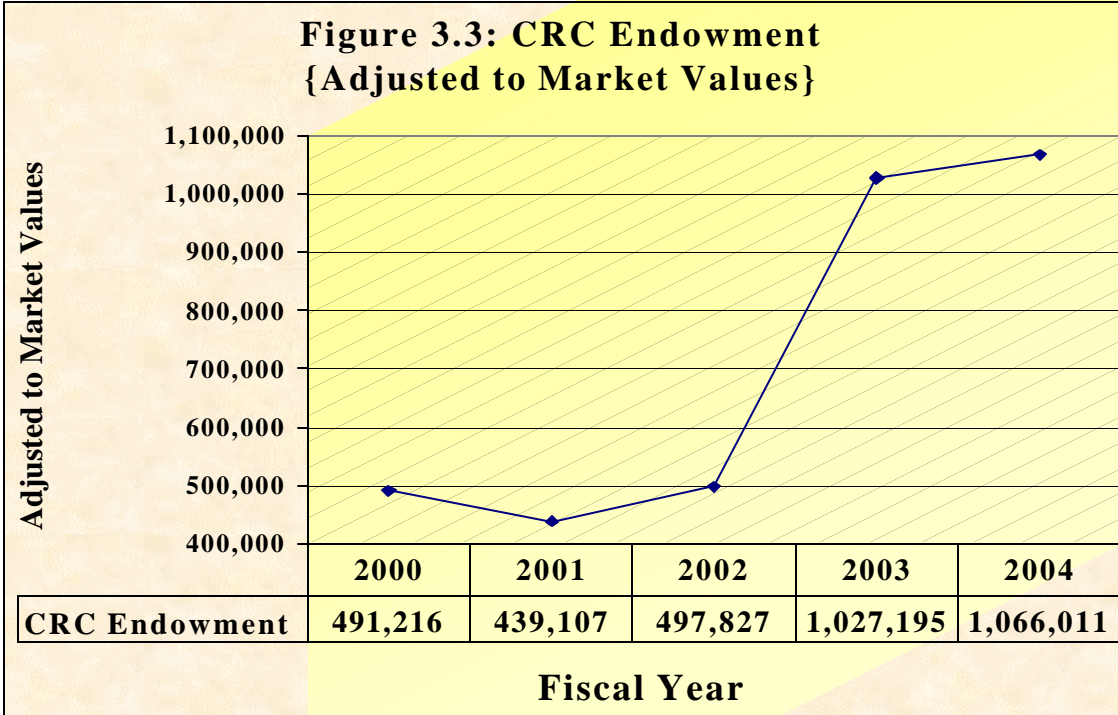
After experiencing a net loss in FY02 of \$145,000, the organization rebounded with net surpluses of \$347,000 for FY’03 and \$100,000 for FY’04. With the exception of FY’02, these numbers serve as indicators that the college has successfully adjusted to the current economic climate that has forced many colleges and universities to cut back on programs and employees. At CRC, educational programs remain intact and continue to be true to the organization’s mission. Figure 3:1 to the right provides financial data for fiscal years 2000-2004.

<b>Figure 3.1: Finances for Fiscal Years 2000 – 2004</b>	
<b>Fiscal Year</b>	<b>Amount</b>
<i>(Rounded to the nearest \$1,000)</i>	
<b>2000</b>	<b>63</b>
<b>2001</b>	<b>5</b>
<b>2002</b>	<b>- 145</b>
<b>2003</b>	<b>347</b>
<b>2004</b>	<b>100</b>

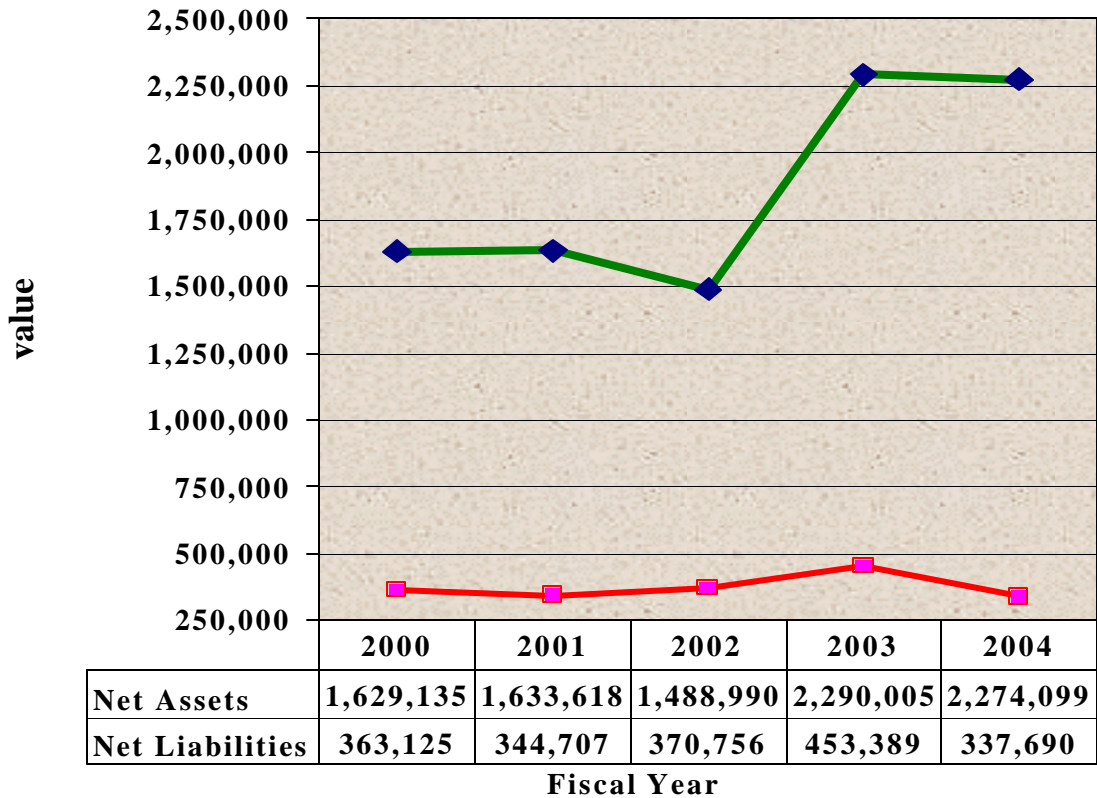
### Organizational Budgeting

An essential component of strategic planning is the production of the General Institutional Budget (GIB). A Board resolution passed in 1997 requires the GIB to be a component of strategic planning. The budget begins at the budget manager level and is established and approved by appropriate college personnel and ultimately by the Board. Initial budget inputs are requested by the President during the spring of each year. A tentative budget is formulated in June and reviewed by the Board in July. Final Board approval is granted in September after final enrollment numbers for the fall semester are known. The organization clearly has procedures in place to produce a realistic budget and then to make necessary adjustments in order to accomplish its purposes and to maintain academic quality. Budgeting is well integrated throughout the organization, connecting well with all aspects of planning. For example, assessment evaluations have provided the impetus to fund the teaching of 12 developmental education courses during the current academic year. A total of five faculty members are sharing in the teaching of these courses (and tutorials) at an annual cost to the organization of approximately \$24,000. Also, an additional \$2,100 has been spent to purchase tutorial software and equipment in order to give the developmental student the best possible chance to succeed. The total amount (\$26,100), when calculated as a percentage of Education and General (E and G) spending is 3.83 percent. Annual audits and financial statements for the past five years indicate that the financial base of the organization is solid. Figures 3:2 on this page and Figures 3.3, 3:4, 3:5a, 3:5b, and 3:6 and on the next two pages provide information regarding fundraising, endowment growth, student income, asset to liability amounts and ratios, and total liabilities for each of the past five years. It is important to mention that FY 04 liabilities are at a five-year low.

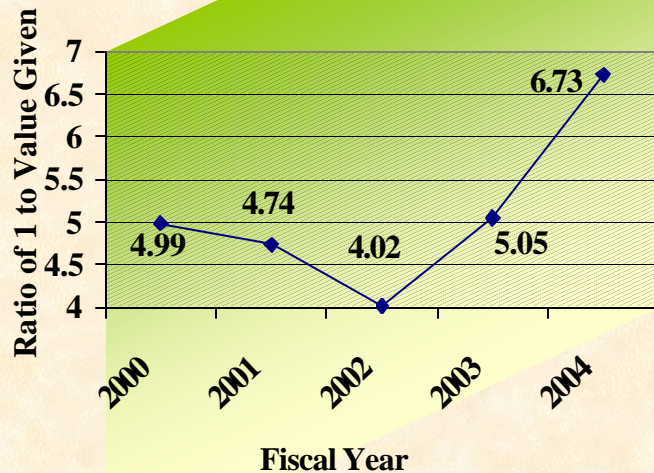




**Figure 3. 5a: Assets vs. Liabilities**



**Figure 3.5b: Assets To Liabilities Ratio**



**Figure 3.6: Total Liabilities  
Fiscal Years 2000 – 2004**

Fiscal Year	Amount (Rounded to the nearest \$1,000)
2000	352
2001	345
2002	371
2003	453
2004	338

**Human Resources**

The organization has sufficient human resources to efficiently conduct and meet current and future operations and obligations. The Board has an informal goal of increasing its size from 14 to 20. Two new Board members have been added within the last year, but unfortunately one passed away during the same time. The current number is 15. A listing of current Board members is found on page 79 of the *2004-2006 College Catalog*. Procedures for adding Board members are clearly stated in the CRC Board By-Laws which are on file in the President’s Office

As documented in the *2004-06 Catalog* (page 78), the administration consists of four positions: the President, the Vice-President for Development the Vice-President for Academic Affairs, and the Dean of Students. The first three comprise the Executive Committee of the college. Job descriptions for each are found on pages nine and ten of the *Faculty and Staff Handbook (FASH)*.

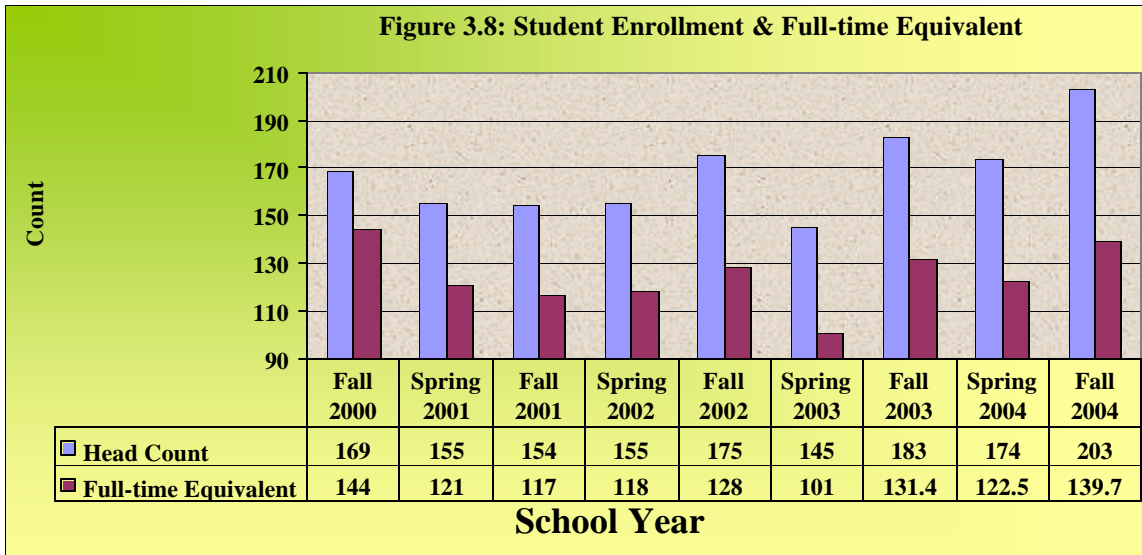
The organization currently has 44 employees (fall '04 semester). Twenty-six are classified as administrative/staff, and 18 are classified as faculty, including seven full-time, two part-time, and 9 adjuncts or staff. Figure 3:7 below gives the name, status, highest degree earned, teaching field, and college teaching experience for each faculty member at CRC.

As previously mentioned in Chapter II (criterion one), a search committee was formed during the fall 2004 semester to seek qualified applicants for the Vice-President for Academic Affairs position. The objective is to fill this position by July 1, 2005.

<b>Figure 3.7: Name</b>	<b>Status</b>	<b>Highest Educational Degree</b>	<b>Teaching Field</b>	<b>College Teaching Experience</b>
<b>Broom, Adam</b>	Full-time	M.S., M.Div., M.L.S.	Bible & Learning Center Dir.	15
<b>Byers, Roy</b>	Full-time	M.S., M.S.S.	Business & P.E.	4
<b>Cox, Curtis</b>	Adjunct	M.A.	Physical Sciences	43
<b>Cox, Loretta</b>	Adjunct	M.S.E.	English	8
<b>Crain, Lucinda</b>	Part-time	B.S.E.	Mathematics	2
<b>Eskew, Victor</b>	Adjunct	M.S.	Behavioral Sciences	3
<b>Gunthrap, Randall</b>	Adjunct	M.D.	Biological Sciences	3
<b>Hale, Rick</b>	Full-time	M.M., M.TH.	Bible, Music	22
<b>Knight, Sharon</b>	Staff	B.S.	Communications	2
<b>Leach, Alvin</b>	Full-time	M.S.	Mathematics	8
<b>Martin, Tom</b>	Full-time	M.A., M.Ed.	English	7
<b>McFadden, Paul</b>	Staff	M.A.	Bible	15
<b>Pulliam, Kristi</b>	Adjunct	M.A.	Communications	11
<b>Roberts, Marla</b>	Adjunct	B.S.E.	Developmental English	2
<b>Schandavel, Paul</b>	Adjunct	M.S.S.W.	Behavioral Sciences	10
<b>Scott, James</b>	Full-time	M.S.E.	P.E., Health, Math	3
<b>Watson, Darah</b>	Part-time	M.S.E.	English	4
<b>Wilkerson, Phil</b>	Full-time	M.A.	Social Sciences	36

## Enrollment Management

The organization’s ability to sustain enrollment numbers by attracting students who can benefit from the CRC experience is instrumental to long-range planning. The Enrollment Team works with the overall Strategic Planning Team to design and implement enrollment plans. An admissions consultant was hired in 1998 to make enrollment recommendations. A total of 47 recommendations were proposed by the consultant. To date, 29 (61 percent) of the recommendations have been implemented, 11 (24 percent) are under review, and 7 (15 percent) were deemed unsuitable for CRC and were dropped from consideration. In 2004, the college purchased 4,402 names from the National Research Center for College and University Admissions (NRCUA). Also, the college is now advertising in two national publications, the *Christian Chronicle* and the *National Christian School Association Directory*. Figure 3:8 below gives the headcounts and FTE’s for 2000-2004. The fall '04 number (203) is the highest in CRC history.



## Physical Resources

The physical resource plan is a vital component of planning. However, no official time frame has been established for implementing any new facility construction. The management standard is that funds must be available before any major construction can begin. Currently, the primary focus of facilities planning is the improvement of existing facilities. During the past two years, significant improvements have been made in each college dormitory, the science building, and the activities center. The *2004 Plan Summaries Document* details these improvements. Figure 3:9 on the next page describes the organization’s physical plant in composite form, and figure 3:10, also on the next page, provides a breakdown of classroom capacities and usages.

<b>Figure 3.9: Campus Buildings</b>		
<b>Building</b>	<b>Date Constructed</b>	<b>Condition/Status</b>
Administration	1970	Very Good
Natural Science	1968	Good, Recently Renovated
Cafeteria	1965	Good, Well Maintained, Addition Possible
Wilson Residence Hall	1964/67	Fair, Recently Renovated (capacity 76)
Winters Residence Hall	1965	Fair, Recently Renovated (capacity 32)
Gay Carter Activities Center	1979	Good, Addition Possible
Maintenance	1965	Good

<b>Figure 3.10: Classroom Capacities &amp; Usage</b>		
<b>Classroom</b>	<b>Seating</b>	<b>Class Hours Per Week</b>
A101	40	21
A102	24	23
A103(CL)*	20	10
A104	36	20
A105 (Music)	18	9
A201 (CLC)**	12	3
Library	21	12
N101	20	20
N102	24	18
N201	15-20***	10
N202	18-24****	4
Gymnasium	750	Variable
Cafeteria	200	Variable
* Computer Lab ** Computer Learning Center *** Lower number is chemistry workstation **** Lower number is for lab use		

A disaster recovery plan is in place and is a component of the strategic plan. Details concerning facilities, services, and personnel are all part of the plan. The college has detailed a course of action in case of a disaster and has positioned itself to continue to operate in case one occurs.

### **Learning Center**

The Learning Center is located on the upper floor of the Larry M. Bills Administration building. A majority of this facility houses the general materials, references, and periodicals appropriate to the support of the academic programs of the organization. The facility also houses a dual-use classroom and computer lab suitable for 12 students, three offices, temporary classroom with a seating capacity for 21, stacks,

periodical reading area, and a Bible reference reading room which often doubles as a conference room for committee meetings. The Library collection currently stands at just under fifteen and a half thousand. It was culled in 2001 resulting in approximately 1400 volumes being removed from the shelves and disposed of or placed in storage in the administration building. The removal of the books took place as a result of recommendations made by the 2000 NCA visiting team. Figures 3:11a and 3:11b below provide a detailed look at the current library holdings and the materials added to the library during the period 2000-2004.

<b>Figure 3.11a: Materials By Classification</b>	
<b>Type</b>	<b>Number</b>
Default *	1712
Fiction	451
Reference**	938
Biography	511
Non-Print	30
0 - 99	351
100 - 199	454
200 - 299	3496
300 - 399	1683
400 - 499	150
500 - 599	1067
600 - 699	847
700 - 799	719
800 - 899	1469
900 - 999	1459
Story Collection	54
<b>Totals</b>	<b>15391</b>

\* Default: Materials entered by system and not automatically placed in type (i.e. Dewey System), generally require manual adjustment. Also this includes 1156 of the Caldwell Collection which uses the Library of Congress Classification System. Of these 966 are classified under B section (Philosophy, Psychology and Religion). The majority of the remaining Caldwell Collection in the Dewey System, would be classified in the 200's.

\*\* Reference: Reference books placed separately from the general Dewey System.

<b>Figure 3.11b: Materials Added</b>	
<b>Year</b>	<b>Number</b>
2000-2001	351
2001-2002	549
2002-2003	937
2003-2004	951
<b>Total</b>	<b>2788</b>

As part of the library's plan to develop the collection, a deliberate choice has been made to emphasize non-print media. For example, the library has among its collection the Twayne American, English, and World Authors series on CD-ROM as well as some other resources such as the Inter Cultural Studies, the National Geographic and Bible resources. The library has subscriptions to online databases such as OCLC's First Search, EBSCOHost, Gale Discovery, and Grolier Encyclopedias, and atlases all through the Arkansas State Library System. It also has a subscription to PROQuest and Britannica. Furthermore, the college subscribes to 25 journals/periodicals through EBSCO and receives several other complimentary magazines and newspapers.

Many online books, periodicals, and newspapers are found on the Internet. The Learning Center's page on the college's website has links to a wealth of online information resources such as IPL Online Texts Collection, which contains over 10,000 titles. Internet links also give access to government documents, reference materials,

periodicals, and newspapers online. Non-traditional resources are cost effective, require less storage space, and are appealing to students.

Figure 3:12 below provides the dollar amounts and the percentages of Education and General (E&G) Budgets for FY's 2000-2004. Six percent of E&G is the organization's annual goal of expenditures for the Learning Center. However, one will notice that the five year average from FY's 2000 through 2004 is 4.65 percent, resulting in a composite funding level average of 78 percent. Since the Learning Center is so vital to the academic operation of the college, this matter has been sent to the faculty for further evaluation. In addition, the average for total instructional and academic support at CRC for FY's 2001-2003 is at 38.8 percent of the General Institutional Budget (GIB) which is well below the recommended national target of 60 percent. The academic component of the institutional strategic plan addresses this issue and calls for a gradual increase in spending which will enable the organization to reach a 50 percent funding level of the GIB by 2009. Sixty percent is probably not a reasonable goal for CRC at the present time.

<b>Fiscal Year</b>	<b>Total Library Expenditures</b>	<b>Total Institutional Expenditures (Minus Salaries &amp; Benefits)</b>	<b>Percentage Spent of E &amp; G</b>
2000	30	671	4.48
2001	30	626	4.78
2002	31	671	4.57
2003	34	670	5.11
2004	29	681	4.29
<b>5 Year Totals</b>	<b>154</b>	<b>3,319</b>	<b>4.65</b>

### **Plan Monitoring**

*The 1999-2005 Ridge Overlook* has been thoroughly evaluated within the last few months. Figure 3:13 on the next page identifies the 11 original plans contained in the planning document giving the number and percentages of goals within each plan that have been met, modified, or dropped from the plan. The composite results show that the organization met a total of 36.4 percent of the planning items (188 of 516), which is a less than desired number. However, when the modified items (which includes on-going and in-progress items), the number is a respectable 77.1 percent (398 of 516). For more detailed information, see the *2004 Plan Summaries Document* on file in the HLC resource room.

**Figure 3.13: 1999 - 2004 Strategic Plan Summaries**

Plans	Total Items	Completed	% Completed	Modified	% Modified	Dropped	% Dropped
Academic Programs	21	7	33	11	53	3	14
Budgetary & Human Resources	42	14	33	24	57	4	10
Computing, Networking & Telecommunications	33	9	23	23	70	3	
Disaster Recovery	40	19	48	21	52	0	0
Enrollment Management	53	30	57	14	26	9	17
Facilities Resources	109	42	39	36	33	31	28
Institutional Development/Fund Raising	10	6	60	4	40	0	0
Laboratory Sciences Resources	100	24	24	11	11	65	65
Learning Center Resources	11	1	9	10	91	0	0
Marketing & Communications	6	0	0	6	100	0	0
Student Services & Institutional Support {Includes 12 Sub-Plans}	91	36	40	50	55	3	3
<b>Composite</b>	<b>516</b>	<b>188</b>	<b>36.4%</b>	<b>210</b>	<b>40.7%</b>	<b>118</b>	<b>22.9%</b>

**Evaluation of Institutional Effectiveness**

CRC has in place institutional processes designed to track institutional effectiveness. In 2003, the President appointed Alvin Leach, Assistant Professor of Mathematics and Division Chair of Natural Science, Mathematics, and Health as the Director of Institutional Research and Assessment (DIRA). In addition, Mr. Leach has earned adult education credits above the master’s level, and teaches all of the statistics courses at CRC. He is well-qualified for the DIRA job. Even though this is a part-time position, all phases of institutional research from basic data collection to the production of written reports have been greatly improved. All outcomes generated by the reports are shared with committees, strategic plan managers, professional staff, administrators, and the Board. These reports provide adequate opportunity for feedback while effectively guiding the organization in evaluating its values, setting and meeting institutional goals, and assessing and evaluating institutional planning. The organization creates documents, such as assessment plans, assessment reports, strategic planning, and strategic plan summaries, indicating the college has been responsive in meeting both short-term and long-term contingencies which are important to the well-being of the college and its constituents now and in the future. In addition, both degree programs have been recently reviewed (2002-2003) for appropriateness and transferability and survey results have proven there are no major problems. For documentation, see Chapter II (criterion one), page 6 of the *2005 Self-Study Report*, and page 19 of the *2003 Assessment Report*.

The organization has experienced some interruptions in the flow and the sharing of campus-wide information from 2000 to 2003 due to a number of administrative changes occurring during that time. The Board, Administration, and the Steering Committee have made no effort to conceal these changes nor the impact brought about by them. However distracting these changes may have been, the Steering Committee believes that the organization has emerged stronger as a result and that the college now has a stable and strong administration in place. A summary of administrative changes from 2000-2003 is found on the next page of this *Report*.

### **Administrative Changes 2000-2003**

- August 2000** – Tim Wooldridge Resigns as Vice-President for Development  
**September 2000** – Brad McAfee Appointed Vice-President for Development  
**December 2000** – President Bills Announces Retirement Effective June 30, 2001
- January 2001** – Myleea Hill Appointed Vice-President for Academic Affairs  
**January 2001** – Arvil Hill Appointed Chief Executive Officer and President Pro-Tem  
**February 2001** – Brad McAfee Resigns as Vice-President for Development
- November 2002** – Art Smith Appointed Vice-President for Development  
**December 2002** – Arvil Hill Resigns as Chief Executive Officer and President Pro-Tem  
**December 2002** – CRC Board Creates Chief Executive Officer Committee Consisting of Ken Hoppe, Acting Vice-President for Operations and Chair; Art Smith, Vice-President for Development; and Myleea Hill, Vice-President for Academic Affairs
- June 2003** – Myleea Hill Resigns as Vice-President for Academic Affairs  
**July 2003** – Phil Wilkerson Appointed Interim Vice-President for Academic Affairs  
**September 2003** - Ken Hoppe Appointed President of CRC

### **Administrative and Staff Evaluation**

A formal, annual performance appraisal process for administrators and staff was implemented in spring 2004. This was done in response to Concern Two from the *2000 Team Report*. The performance appraisal process is described in more detail in Chapter I (introduction), page 9, of this *Report*. Performance appraisal files are maintained in the President's office.

### **Coordinated Planning**

“It's in the plan” is a frequent statement used on the campus of CRC. Often, plan managers and budget managers are the same persons, ensuring linkage between budgeting and planning. The best source of evidence is the *2004 Plan Summaries* document which details the status, accomplishments, modifications, and the items dropped from planning during the previous four years. At CRC strategic planning embodies a look to the future that correlates to both the mission and the vision of the organization.

### **Summary:**

CRC has a history of continuous planning since 1995. Although changes in administrative personnel have at times slowed the process, previous planning cycles have been evaluated and updated, and a five-year planning cycle is in place. Planning is well integrated with the organization's budgeting processes. The mission statement has been recently revised, and a vision statement has been adopted without compromising the heritage of the college. Regular plan monitoring is in place, and the organization has a well defined chain of command for appropriate decision making. Fiscal resources are limited but are well managed, and improvements have been made to the physical plant. Human resources are realistically adequate for the college's short-term and long-term needs.

### **Successes:**

- Financial resources (especially endowments and planned giving) are growing.
- Strategic planning has been a reality since 1995, and decision making within planning is well defined.
- Formal annual performance appraisals for administration and staff are in place.
- The organization realistically develops an annual budget and adjusts it when necessary.
- Human resources at all levels are adequate for short and long-term needs.
- The enrollment management team has successfully implemented, or has under review, 85 percent of the enrollment consultant's recommendations. The team has also purchased over 4,000 names to add to its prospect list, and is advertising in two national publications.
- The enrollment for fall 2004 reached an all-time high of 203 students.
- A disaster recovery plan is in place.
- Significant physical improvements have been made to some campus facilities such as Winters Hall, Wilson Hall, the Gay Carter Activities Center, and the natural sciences building.
- 77 percent of the organization's planning items were either met or modified (includes in-progress and on-going items) during the 1999-2004 planning cycle.

**Challenges:**

- The four general planning objectives must be met and/or revised as necessary.
- The organization must maintain a stable and effective administration.
- The percentage of planning goals achieved over time must show a longitudinal increase.
- The Board should accelerate efforts to reach its minimum goal of 20 members.
- The Learning Center should be funded at 100 percent of budget.
- The GIB percentage for instructional and academic support should increase to 50 percent by FY 2009..

**Recommendation:**

The organization's planning documents must continue to be annually reviewed and evaluated, noting the status and the appropriate actions to be taken for each planning component. The college's planning cycle must continue to be well-integrated with the GIB, enabling the organization to be in a position to make the necessary adjustments to both planning and budgeting within a short period of time.

## CHAPTER IV

### Criterion Three – Student Learning and Effective Teaching

“Crowley’s Ridge College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”

#### Assessment

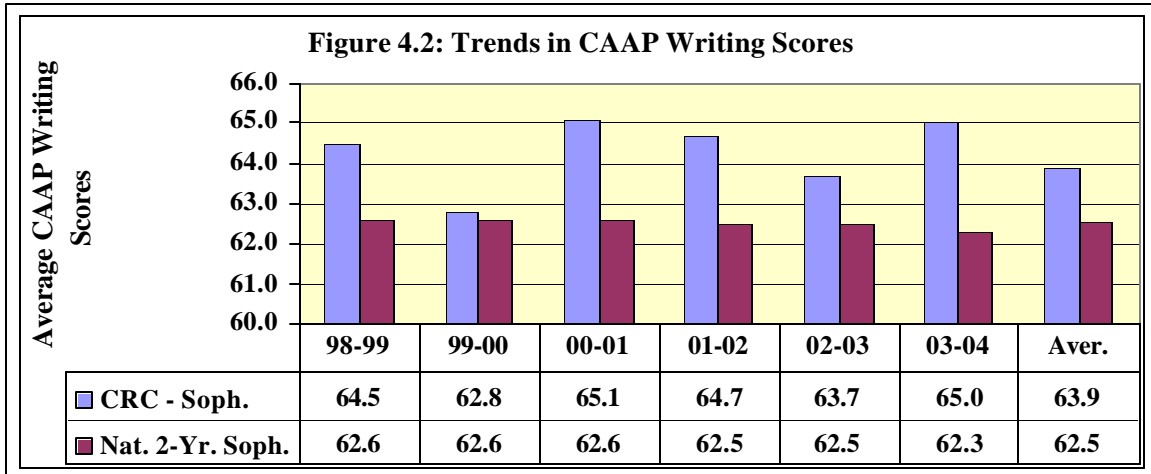
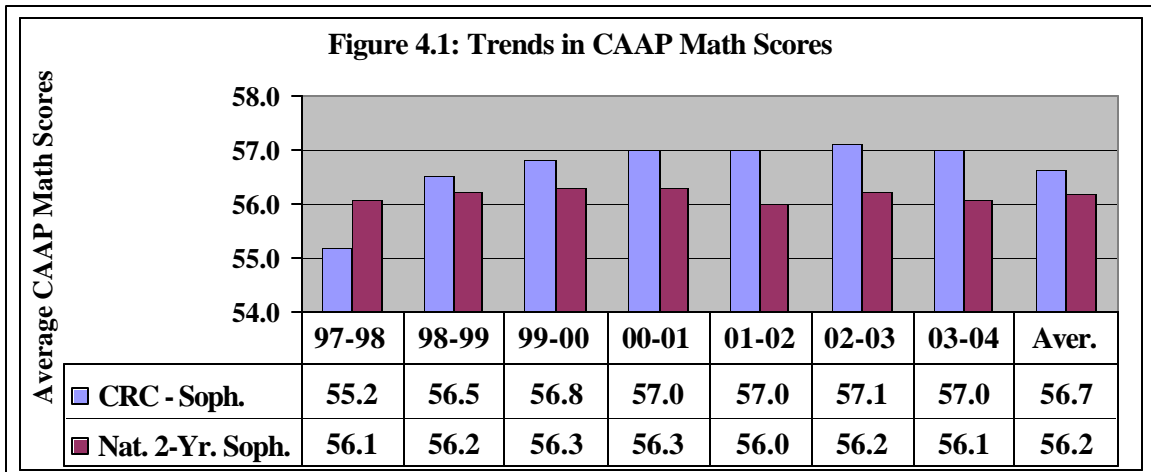
*The 2000 Self-Study Report* introduces assessment at Crowley’s Ridge College in the following manner: “The assessment program at CRC is designed with an overall goal of improving the level of student learning, instruction, curriculum, and retention.” The college remains committed to this philosophy and has taken the necessary and appropriate steps to ensure that an effective program of assessment continues to have a positive impact on the entire campus community. *The 2003 Assessment Report* states that a “culture” of assessment exists within the organization. A survey of the minutes of 30 faculty meetings from August 2000 to February 2004 shows assessment was discussed a total of 19 times (63 percent) with assessment being a major consideration at five of those meetings (17 percent).

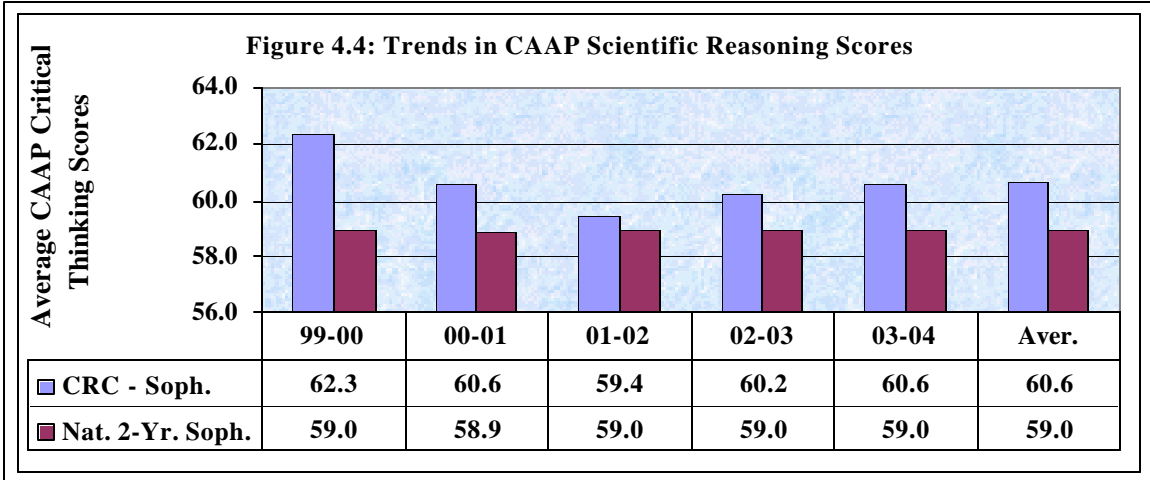
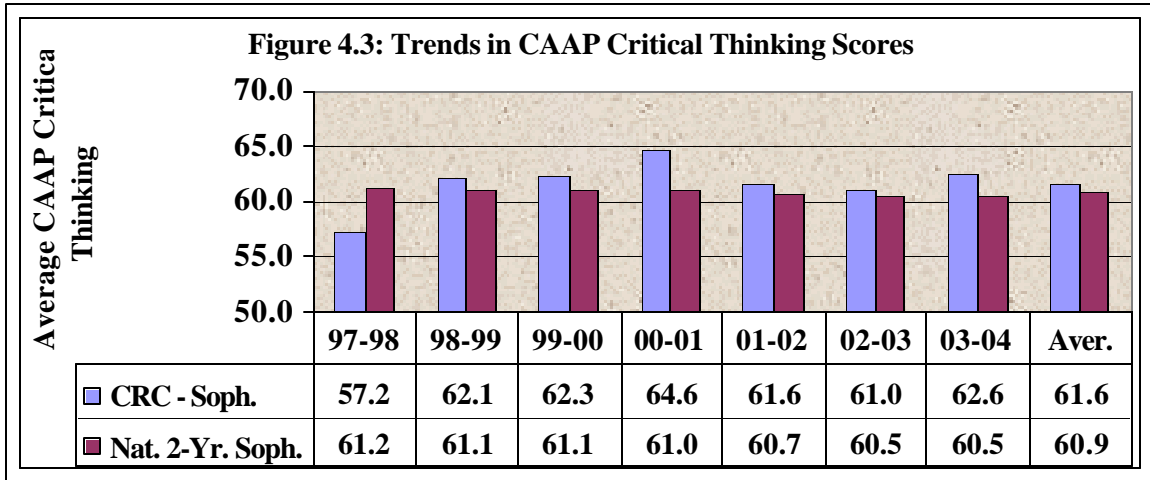
The college has now published two comprehensive assessment reports, one in 1999 and the other in 2003. The *2004 Assessment Plan* was published during the fall 2004 semester. The assessment program is owned by the faculty and is administered by the Institutional Research/Assessment Committee, a standing committee composed of the Director of Institutional Research/Assessment (DIRA), serving as member and chair, the V.P. for Academic Affairs, the Director of the Learning Center, the Director of Admissions, the Registrar and two faculty members. Results of assessment reports have been faithfully distributed to the faculty, administration, staff, students, and the Board. Additionally, results have been included in *The Crowley’s Ridge College Pioneer Press*, the college’s primary newsletter which is published semi-annually and mailed to 15,000 college constituents including alumni and donors. Results have also been published in *The Paragould Daily Press*, the local newspaper. Assessment data are also included in a variety of admissions brochures which are readily made available to all prospective students.

#### Assessment Components and Evaluations

The assessment plan comprises four major components: general education, transfer program, developmental education, and Bible degree program. What follows is a summary of outcomes taken from the *2003 Assessment Report* regarding general education, the Bible program, and developmental education components. The transfer program component is discussed in Chapter II (criterion one), page six. Assessment plans and assessment reports are on file in the Higher Learning Commission (HLC) resource room.

As with any assessment evaluation one will find both successes and challenges. First of all, the members of the Assessment/Institutional Research Committee who produced the report and the faculty who approved it, are convinced that students at CRC are demonstrating significant academic success in General Education. This belief is based on test results of the Collegiate Assessment of Academic Proficiency (CAAP) test. Data from 1998-2004 show a favorable overall trend for CRC students when compared to other students enrolled at national two-year colleges. On the critical thinking portion of the test, CRC students scored higher than the national average every year except 1997. In math, the scores were higher than the national average every year except 1998. In writing, CRC students scored above the national average in five of the seven years, falling behind in 1998 and 2000. In science reasoning, added to the CAAP in 2000, CRC students scored above the national average in four out of the five years, failing to exceed the national average only in 2002. Complete results pertaining to all General Education assessment are found on pages 12-15 and pages 35-36 in *The 2003 Assessment Report* on file in the HLC resource room. Figures 4:1 and 4:2 below, along with, Figures 4.3 and 4:4 on the next page, give specific CAAP test results from 1998 -2004.



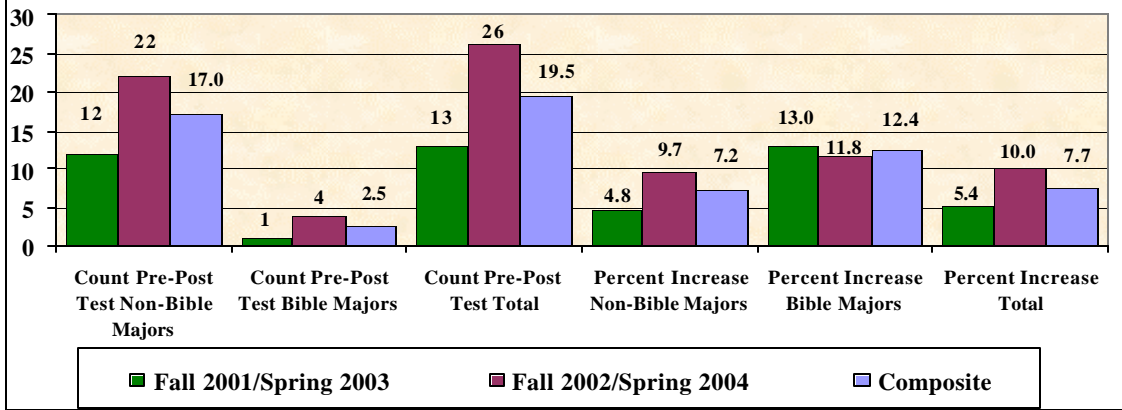


Second, since the college is a religiously affiliated institution offering a degree program in Bible, it is important to assess student learning specifically in this area. The General Bible Knowledge Test (GBKT) is a campus developed test used to evaluate entry and exit outcomes for both Bible and non-Bible majors. The GBKT is administered as a pre (entry) and post (exit) test. The pre-test is given each fall semester to all entering students, and is administered each spring to all students having 45 or more credit hours, 31 hours of which must be general education core hours. The average pre-test scores on the GBKT for entering students during the fall 2001 and fall 2002 semesters is 74.7 percent for Bible majors and 59.9 percent for non-Bible majors. For the period 1999-2004 the average post-test score for Bible majors is 88 percent, and for non-Bible majors the average post test score is 72.1 percent. When the post-test data for both the spring 2001 and 2002 semesters are removed, the average scores are 84.3 and 73.2 respectively. This is a better comparison since some of the pre test data from the fall 1999 and fall 2000 semesters are missing. Better data storage is a must for accuracy in future reporting, and the Institutional Research/Assessment Committee is taking steps to implement changes to correct this deficiency. Total results concerning assessment of the Bible Program are found on pages 17-18, and pages 35-36 of *The 2003 Assessment Report*. Figures 4:5, 4:6 and 4:7 on the next page, provide additional GBKT results.

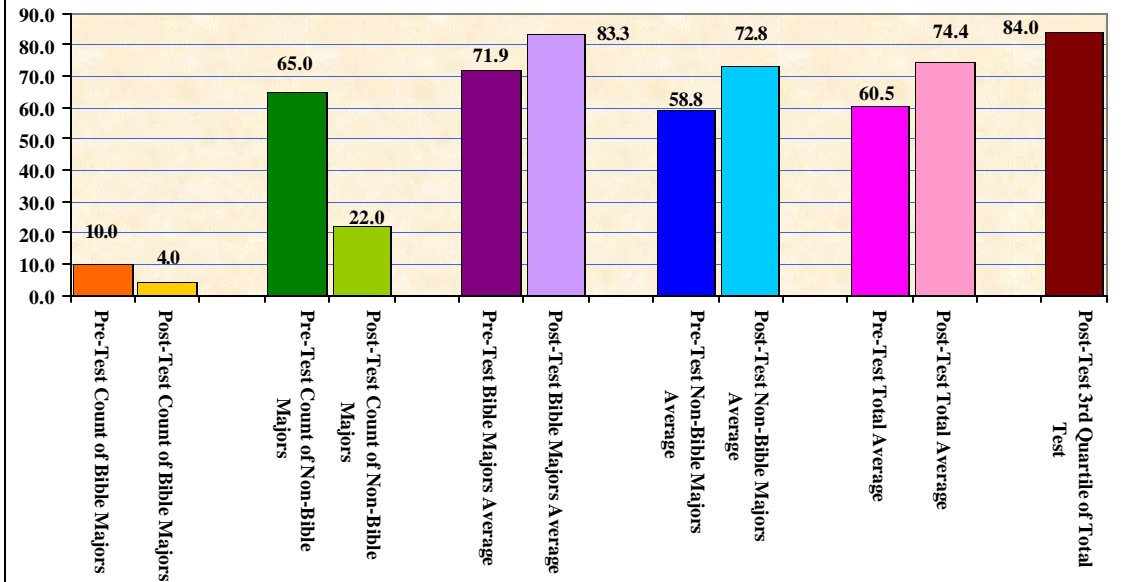
**Figure 4.5: General Bible Knowledge Exam**

	Pre-Test Count of Bible Majors	Pre-Test Count of Non-Bible Majors	Pre-Test Bible Majors Average	Pre-Test Non-Bible Majors Average	Pre-Test Total Average	Post-Test Count of Bible Majors	Post-Test Count of Non-Bible Majors	Post-Test Bible Majors Average	Post-Test Non-Bible Majors Average	Post-Test Total Average	Post-Test 3rd Quartile of Total Test	Count Pre-Post Test Non-Bible Majors	Count Pre-Post Test Bible Majors	Percent Increase Non-Bible Majors	Percent Increase Bible Majors	Percent Increase Total	
Fall 1999/Spring 2001						3	21	91.7	71.3	73.9	83.3						
Fall 2000/Spring 2002						3	21	91.7	70.7	73.3	83.3						
Fall 2001/Spring 2003	5	47	77.4	61.0	62.5	4	14	85.3	73.7	76.3	83.5	12	1	13	4.8	13.0	5.4
Fall 2002/Spring 2004	10	65	71.9	58.8	60.5	4	22	83.3	72.8	74.4	84.0	22	4	26	9.7	11.8	10.0
<b>Composite</b>	<b>7.5</b>	<b>56.0</b>	<b>74.7</b>	<b>59.9</b>	<b>61.5</b>	<b>3.5</b>	<b>19.5</b>	<b>88.0</b>	<b>72.1</b>	<b>74.5</b>	<b>83.5</b>	<b>17.0</b>	<b>2.5</b>	<b>19.5</b>	<b>7.2</b>	<b>12.4</b>	<b>7.7</b>

**Figure 4.6: General Bible Knowledge Exam Pre-Post Results**



**Figure 4.7: General Bible Knowledge Exam: Fall 2002/Spring 2004**



Developmental education, the third component, has been a point of emphasis on the CRC campus since 1995. Documented changes to this component of the assessment plan have been made in 1997, 1999, 2002, 2003 and 2004 as reflected in both the Institutional Research/Assessment Committee and faculty meeting minutes.

However, during this span of time, some things have not changed. For example, ASSET and ACT scores are still the primary placement tools. However, new courses, such as developmental reading, developmental grammar, developmental math, beginning algebra, and a revised study skills course, have been added to the developmental curriculum as a direct result of assessment outcomes.

In addition to new course offerings, tutoring has consistently been provided for developmental students on a voluntary basis for several years. However, beginning with the spring 2004 semester, the Developmental Committee recommended and the faculty approved a mandatory tutoring requirement for developmental math students. A part-time adjunct was hired to meet this need. Approximately 50 percent of all new freshmen require some type of developmental course work. In January 2005, a part-time mathematics instructor was promoted to full-time status, which has enabled the organization to provide additional personal attention to developmental math students.

### **Organizational Response to Assessment Results**

The college is a member of Arkansas Association of Developmental Education (ArkADE). Developmental Committee members regularly attend state-wide meetings. Members of the committee have also traveled to other campuses in the state in order to benchmark with other institutions. Computerized tutorials have been used in developmental reading, grammar, and math. Developmental committee meeting minutes and faculty meeting minutes reflect the concern, flexibility, and willingness to make changes in order to assist students. The chair of the Developmental Committee does all the developmental student academic advising at registration to ensure students are properly placed in appropriate courses. A developmental coursework policy statement appears on page 16 of the *2004-2006 College Catalog*, and a developmental philosophy statement can be found on page 53.

The organization is addressing the issue of developmental education and is committed to meeting the needs of developmental students. However, the results of the *2003 Assessment Report* pertaining to developmental education are quite disappointing. None of the learning objectives (see pages 15-16 and pages 35-36 of the *2003 Assessment Report*) for developmental English or math were met. These results were discussed extensively at the May 2004 faculty meeting, and actions were taken to re-state the objectives. All of the changes made were based on recommendations presented by the Institutional Research/Assessment Committee, and were approved by the faculty.

### Changes Made to Developmental Education Learning Objectives:

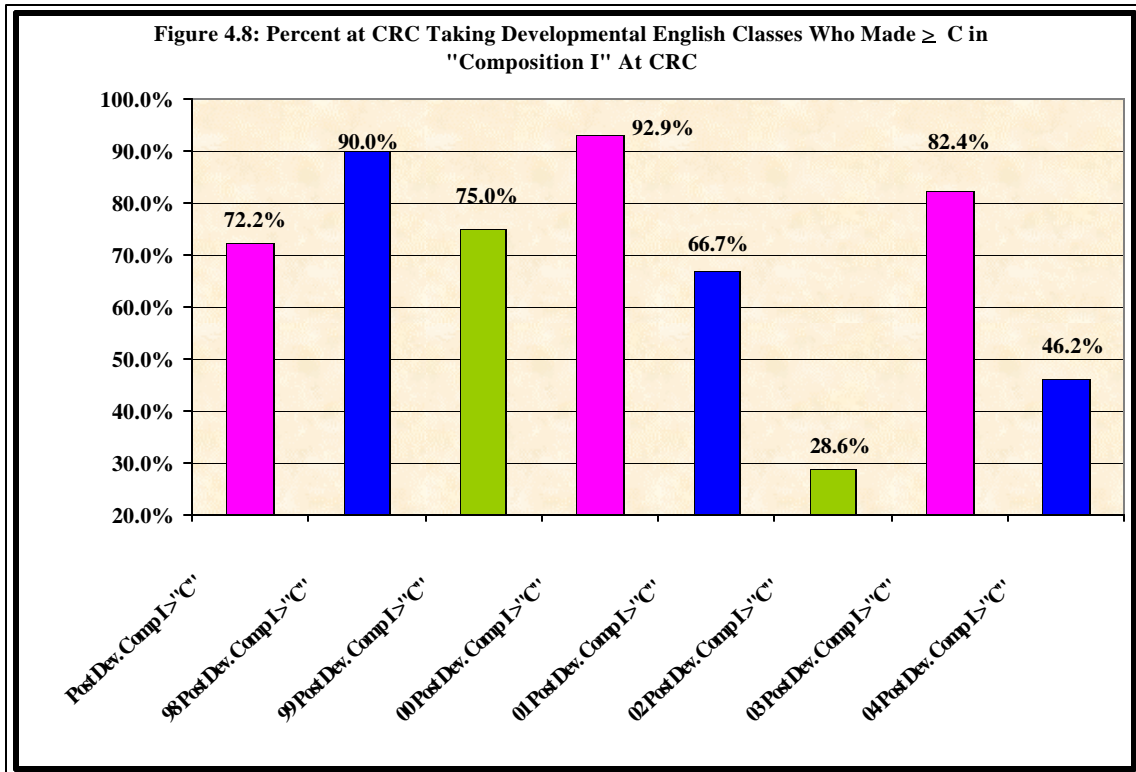
- The intermediate algebra ASSET test will continue to be used to determine placement in intermediate and college algebra, but new eligibility scores are being established to determine proper placement.
- The course average in entry-level math and English courses for students completing all required developmental courses will be no more than one letter grade less than the average of students not required to do developmental work. (Previously, the learning goal stated that the course average for developmental students would “be the same” as students not required to do developmental work).
- The attrition rate in entry-level college math and English courses for students completing all developmental requirements will be no greater than 50 percent more than for students not required to do developmental work. (Previously, the learning goal stated the attrition rate would be “no greater” than for students required to do developmental work).
- The course average in entry-level college math and English courses for students completing all required developmental classes will be no more than one letter grade less than the average of students not required to do developmental work. (Previously, the learning goal stated the course average for developmental students will be “at least as high” as for students not required to do developmental work).

The first reaction of the reader to this section of the report may be that since the college did not meet all of the developmental education goals in math and in English, it simply lowered the standards. That is not true. The organization has come to the conclusion that some goals may have been unrealistic from the beginning and has now determined what some of the appropriate standards should be. Additionally, the college is aware of concern number five in the *2000 Visiting Team Report* that identifies the need of the college to develop a “holistic approach to the problem (of developmental education) that would include a developmental learning philosophy, professional development for teachers, tutoring, study groups, computerized tutorials, and other intrusive activities designed to give these students a realistic opportunity for success.” The organization believes it is making a concerted effort to meet and fulfill this concern demonstrating an unrelenting commitment to finding the right solutions in order to better serve developmental students. Evidence of this commitment is amply demonstrated in this section of the self-study report.

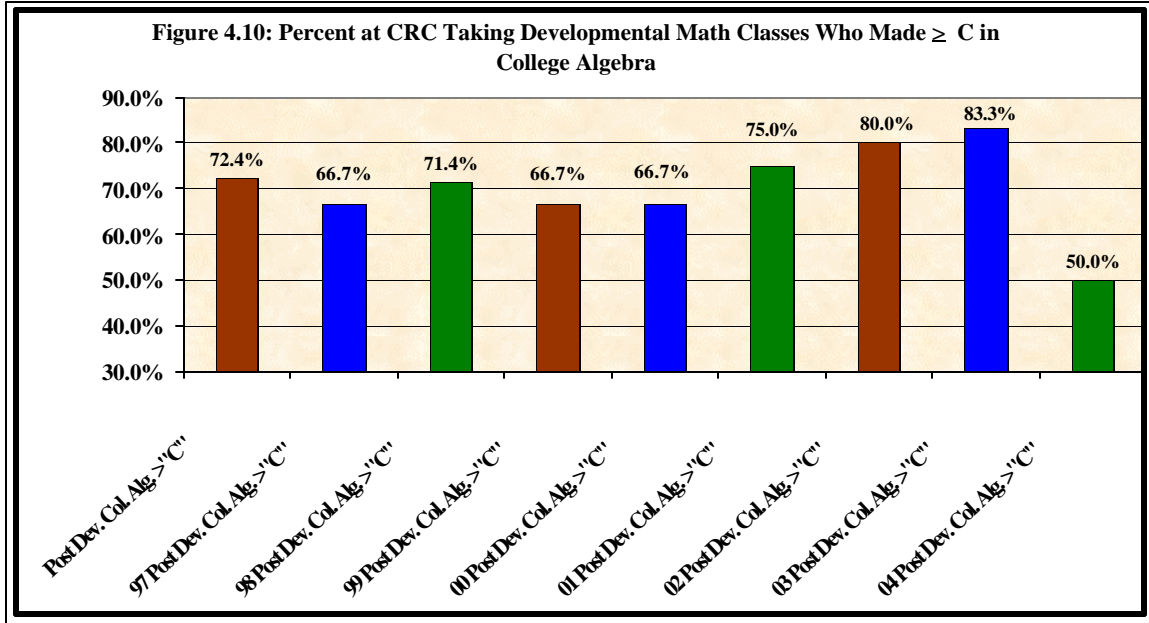
Other changes in assessment plans approved by the faculty during the May, 2004 faculty meeting are as follows:

- All future CRC CAAP comparisons will be limited to national two-year colleges.
- All communication evaluations will now include questions pertaining to both oral and written communication skills.
- The alumni or educational progress survey will be conducted on a five-year instead of a two-year cycle.
- The learning goal stating “CRC students grade point averages will be the same as non-CRC students transferring to four-year colleges” has been dropped because four-year colleges will not provide data.
- Scientific awareness was selected as the next general education criterion to be assessed.

The organization has also tracked developmental student performance with regard to passing developmental courses, follow-up courses, and graduation rates. For English students in developmental courses, the passing rate during the years 1997-2004, was 70.6 percent. The passing average (grade of C or higher) for developmental English students in the follow-up course (Freshman Composition I), was 72.2 percent. See Figure 4.8 below. Figure 4:9 found in the appendix to this chapter provides specific year-to-year information regarding Developmental English performance covering the past eight years.



For developmental math students taking developmental courses, the passing rate during the same time period was 48.0 percent. The passing average (grade of C or higher) for developmental math students in the follow-up course (College Algebra), was 72.40 percent (see figure 4:10 below). Figure 4:11 found in the appendix to this chapter, provides specific year-to-year information regarding developmental math student performance covering the past eight years.



The organization’s graduation rates for developmental students, those with an ACT of less than 19, covering the period 1999-2004, demonstrates that the average graduation rate was 14.3 percent. Figure 4:12 in the appendix to this chapter gives the yearly rates.

**Course Level Assessment**

Course level assessment at CRC began in 2003 and is presently in the development stage. Each of the five academic divisions is to submit a course level assessment plan during the 2004-05 academic year describing when and how each general education core course within that division will be assessed. Three academic divisions, Social Science and Human Behavior (SSHB) and Bible and Biblical Languages (BABL), and Natural Sciences, Mathematics, Health (NSMH) have drafted plans. A summary of course level assessment is contained in the 2003 Assessment Report (pages 27 and 28). The Director of Institutional Research/Assessment maintains a file of all course level assessment taking place at CRC.

**Learning Objectives**

All learning objectives embedded within the assessment plans are connected to the four learning goals contained in the college’s mission statement. An evaluation of each of the objectives and how each one is assessed is found on pages 6-10 of the 2003 Assessment Report.

## Assessment Tools

The Institutional Research/Assessment Committee has worked diligently over time to develop a set of multiple measures, both direct and indirect, which are being used in assessment at CRC. The are as follows:

- **CAAP:** The CAAP is given each spring to all qualified students. A qualified student is one who has completed at least 31 semester hours from the core courses and has completed a minimum of 45 total hours. CAAP results are especially useful when comparing CRC students to national two-year college students. The exam covers writing, reading, math, critical thinking, and science reasoning. The CAAP is a summative measure of the general education program at CRC.
- **ASSET:** The ASSET is given to all entering students to determine placement for developmental work unless their ACT score is sufficient to verify that no developmental work is required. The ACT is also used for placement, but all developmental students must take the ASSET test so the results can be compared to their existing ACT scores. The ASSET test is also given as an exit test in all developmental math and English courses. The exit scores carry the weight of one classroom test score to be calculated as a part of the final grade to encourage students to do their best on the ASSET test. ASSET is the summative measure of the developmental education program at CRC.
- **General Bible Knowledge Test (GBKT):** The GBKT is a campus-developed test designed to measure the Bible knowledge of students. It is given to full-time students as they enter the college (pre) and to students that qualify to take the CAAP (post). The exam scores of Bible majors are compared with the scores of the non-Bible majors. The GBKT is a summative measure of the Bible program.
- **ACT:** The ACT is used to place students in appropriate college course work. The ACT scores are also placed with the marketing survey data to give more general information to the entering student. Not all entering students take the ACT, but those students having no ACT scores are required to take the ASSET for placement.
- **Marketing Survey:** The marketing survey is given to collect information on what attracted the student to CRC, what other colleges or universities the student was considering, and what activities the student may be interested in while attending CRC. The information is given to the Enrollment Management planning team and the Student Life Committee.
- **Education Progress Survey (alumni):** This is a survey given to students who have completed at least 48 hours before they left the college. The purpose of this survey is to determine if former students have earned or are working toward a degree at a four-year college or university, if their general education classes from

CRC are accepted at other schools, and if their academic performance is similar after transferring to another college or university.

- **Institutional Survey:** This general survey is conducted every two years to measure the effectiveness of meeting the college's mission and to gather opinions on the current services the college offers. The survey is distributed to students, faculty, staff, and Board members.
- **Course Evaluation Survey:** This survey evaluates each course to determine teacher effectiveness and course appropriateness. It is given each semester to all course sections.
- **Bible Majors' Activity Sheet:** Bible majors document on a monthly basis the activities that they are involved in related to their degree. Participation in worship services, teaching, preaching, chapel, devotionals, and service projects is documented for each student and kept on file in the BABL Division Chair's office.
- **Course Specific Assessment:** The type and method of assessment are documented by the instructor along with results and any changes to the course that are based on assessment outcomes. All information is reported to the Institutional Research/Assessment director who maintains a file. This is the newest assessment measure in use on the CRC campus.

### **Faculty Effectiveness**

As previously stated, the faculty plays the primary role in developing and assessing educational programs of the college. During 2003-2004, the college employed a total of 15 faculty members (staff/administrative instructors were not included in this evaluation). Seven were full-time and eight were part-time. This is just short of the organization's goal of maintaining a minimum of 50 percent full-time faculty as set forth in the organization's academic strategic plan. The addition of one more full-time faculty member would enable the organization to meet this goal. A concerted effort was made by the organization to recruit a full-time science instructor for 2004-2005. A qualified applicant was offered the position, but she declined the offer. Instead, a part-time instructor was hired. The college also has a planning goal of having 70 percent of all classes taught by full-time faculty. However, an examination of the classes taught during the 2003-2004 academic year shows the actual number to be 63 percent. As a result, the target number of 70 percent has been temporarily set at 60 percent until an additional full-time instructor can be hired or the goals restated.

During 2003-2004, all general education core courses were taught by instructors having a minimum of a master's degree appropriate to the courses they teach. One instructor by-passed the master's degree in her field, and entered a doctoral program in

physical therapy. A faculty roster, complete with qualifications and experiences, is listed on pages 74-77 of the *2004-2006 College Catalog*.

During the August 2004 faculty meeting and workshop, two alternative approaches to college teaching were presented by the Vice-President for Academic Affairs with the intent of challenging the faculty to investigate ways of implementing new teaching methods. One of these was entitled "Moving From Content-Centered Teaching to Learner-Centered Teaching." The other one was "On Strategy: Thinking In Terms of Whole Systems." In addition, a member of the English faculty gave a presentation based on a workshop that she attended in Washington, D.C. during summer 2004 entitled: "On Course: Strategies for Creating Success in College and In Life."

### **Organizational Mission and Effective Teaching**

As mentioned in the organization's mission, ". . . a tradition of small class sizes helps the college maintain a focus on the whole student as an individual." During 2003-2004, the instructor-to-student ratio for full-time faculty, part-time faculty, and professional/staff was 1:12, well below the academic planning goal of 1:15. The average class size was 10. A significant number of classes have been taught for small numbers of students in order to provide the necessary courses that students need to continue their education at four-year colleges with as little interruption as possible. Sometimes this is not economically efficient for the organization, but most faculty members and the organization as a whole have been very receptive in meeting the needs of students, especially in math and science areas.

For the sake of year-to-year continuity, dual enrollment courses were not included in any of the above calculations. However, it is important to include a separate breakdown of the 2003-2004 year pertaining to them. Students were enrolled at three area high schools: Crowley's Ridge Academy (Paragould, Arkansas), Delaplaine High School (Delaplaine, Arkansas), Southland High School (Cardwell, Missouri.). Ten courses were taught on these campuses generating a total of 48 hours of college credit. Students enrolling for the courses met the same enrollment criteria as regular entering freshmen coming to CRC. All courses were instructed by teachers having a master's degree. The college plans to expand dual enrollment opportunities at other high schools.

Enrollment caps are maintained on all science and computer classes to ensure an appropriate learning environment between instructors and students. The organization's determination to maintain small class sizes and to keep the instructor-to-student ratio low directly correlates with the mission statement of the college for students to "acquire, evaluate, and make use of knowledge; to develop problem solving skills, both as an individual and in cooperation with others." In addition, all faculty have an open door policy which fosters an environment conducive to faculty-student interaction and learning.

Critical thinking and scholarship are highly valued on the CRC campus, beginning with faculty members who direct the academic programs of the college. A

survey of 2003-04 syllabi reveals 41 of 77 (53.25 percent) of all classes taught required either an outside research project or the use of outside information to complete assignments. This number would be considerably higher if developmental classes had not been included in the survey, since none of them contained a major research/project assignment.

### **Faculty Evaluations and Professional Organizations**

The FASH requires faculty members to participate in self-evaluation, student evaluation, and managerial/supervisory evaluation. The intent of these evaluations is to enhance professional development among faculty, to encourage faculty to improve teaching practices, and to make faculty aware of new teaching methodologies. Additional information concerning the use of technology in the classroom is found in Chapter V (criterion four), pages six and seven.

A review of professional development records indicates that over half of the faculty (8 of 15), hold memberships in at least one professional organization. As an incentive for more to participate, the college has increased the amount it will pay toward annual professional memberships and/or journal subscriptions from \$50 to \$75 effective 2004-2005.

Based on an examination of the fall 2003 and spring 2004 student evaluations, CRC students rate faculty very high with a composite average of 4.50 (90 percent) on question 31 of the student evaluation questionnaire that asked students for an overall rating of the instructor on a scale of 1 to 5, with 5 as the highest number. The students were also asked to rate each course (question 32) of the questionnaire. The resulting score was 4.10 (82 percent). Figures 4:13 and 4:14 located in the appendix to this chapter provide additional student evaluation data.

### **Divisional Organization**

CRC is organized around five academic divisions: Bible and Biblical Languages; Business and Technology; Natural Sciences, Mathematics, Health, and Physical Education; Social Sciences and Human Behavior. Each Division has a Division Chair, who is appointed by the President based on recommendation from the Vice-President for Academic Affairs. The Division Chairs represent the primary link of communication between the Faculty and Administration. Usually, Division Chairs teach a normal load of classes, typically 15 credit hours each semester, and are paid an additional \$300 per year in compensation for division chair duties. Academic divisions were incorporated many years ago in place of departments due to the small size of the organization. Some consideration has been given to separating Health and Physical Education into a separate division, but no official action has been taken. The divisional arrangement provides the necessary structure for the college's academic components to function with quality and integrity without overly burdening faculty by too much centralization.

## **Resource Access, Budget Processes, and Purchasing**

The organization provides the necessary access to laboratories, libraries, and classrooms in support of its academic programs. The natural science building is open to students from 8:00 a.m. to 5:00 p.m. Access to the biology lab and the physical science lab is restricted to class meeting times when proper supervision is available by faculty or student lab assistants. The Learning Center, located on the top floor of the Larry M. Bills Administration Building, is open to students five days a week from 8:00 a.m. to 9:00 p.m. The student computing labs are open to students during the same hours as posted for the Learning Center. Special arrangements for extra Learning Center hours on the weekends are provided when students make special requests for access. Public access to the Learning Center is the same as for students. The Administration Building is open from 8:00 a.m. to 5:00 p.m. five days a week, but classrooms are made available for after-hour student activities such as meetings, rehearsals, and devotionals when requested by students. Night classes are scheduled on Monday, Tuesday, and Thursday evenings from 6:30-9-30 p.m. in the natural science and administration building.

One widely recognized need is the construction of an auditorium complete with performance areas for both musical and theatrical productions. Currently, the Jennie Sue Eubanks Cafeteria/Auditorium and the Gay Carter Activities Center are being used to conduct college fine arts performances. The President and the Vice-President for Development are working to secure funding for this and other construction projects. Additional information concerning physical resources is found in Chapter III (criterion two), pages 10-12.

All budget requests are generated by individuals submitting requests to purchase materials, equipment, and other expenditures to the appropriate budget manager for initial approval. Typically the budget manager forwards the request to the next level, where it is reviewed and usually sent on to the President for final consideration. All purchases are based on institutional priority and available funding. For example, a survey for FY'04 revealed that 100 percent (52 of 52) of all academic purchase requests were either fully or partially funded. For more detail on financial support for educational programs, see Chapter III (criterion two), pages 11-13.

### **Summary:**

A culture of assessment exists within the organization and the organization has faithfully implemented changes to assessment plans and to instruction as assessment results become available.

The college successfully met 11 of 15 assessment goals/objectives (73 percent), while six goals have either been modified or placed under review by the faculty.

The organization has faithfully demonstrated a strong desire to meet the needs of its developmental students by implementing a variety of procedures, giving the developmental student a better chance to succeed. The organization has developed a multi-faceted set of assessment tools to support assessment planning and reporting.

The college promotes effective teaching by maintaining a qualified faculty, conducting annual faculty evaluations, keeping classes small, requiring research projects in a majority of classes, and introducing, monitoring, and encouraging new teaching methods. Results of student surveys demonstrate a high rate of satisfaction in both the quality of instruction, and the quality of the courses taught at CRC.

**Successes:**

- The organization responds to assessment results.
- The college met a majority of its assessment goals in three of four assessment components.
- CRC demonstrates a willingness to address, modify, and to take intrusive steps in order to give developmental students a better chance to succeed.
- Course level assessment began in 2003.
- The organization has developed multiple assessment tools.
- The college promotes effective teaching and student learning through an assortment of methods such as maintaining small classes and low faculty-to-student ratios, student evaluations of courses and instructors, professional evaluations by teachers and administrators, and by promoting the use of new teaching methods.
- Research, scholarship, and critical thinking are highly valued on the campus as supported by course syllabi content, and CAAP test results.
- The passing rate (grade equal to or greater than C), for developmental math and English students in follow-up courses is approximately 70 percent.

**Challenges:**

- No developmental education goals/objectives were met.
- An improved Bible Program data storage system must be created.
- The organization did not meet the planning goal of maintaining 50 percent full-time faculty.
- The organization did not meet the planning goal of 70 percent of all classes taught by full-time faculty.

- An additional full-time faculty member must be recruited in order to meet the two previously stated challenges.

**Recommendation:**

The institution must accelerate efforts to meet all assessment components of the assessment plan since it enrolls a high number of developmental students. Long-term, reliable funding should be secured to meet present and future institutional expansion needs.

### Criterion Three – Appendix

Figure 4.9: Grade/Score In Individual Developmental English Courses At CRC

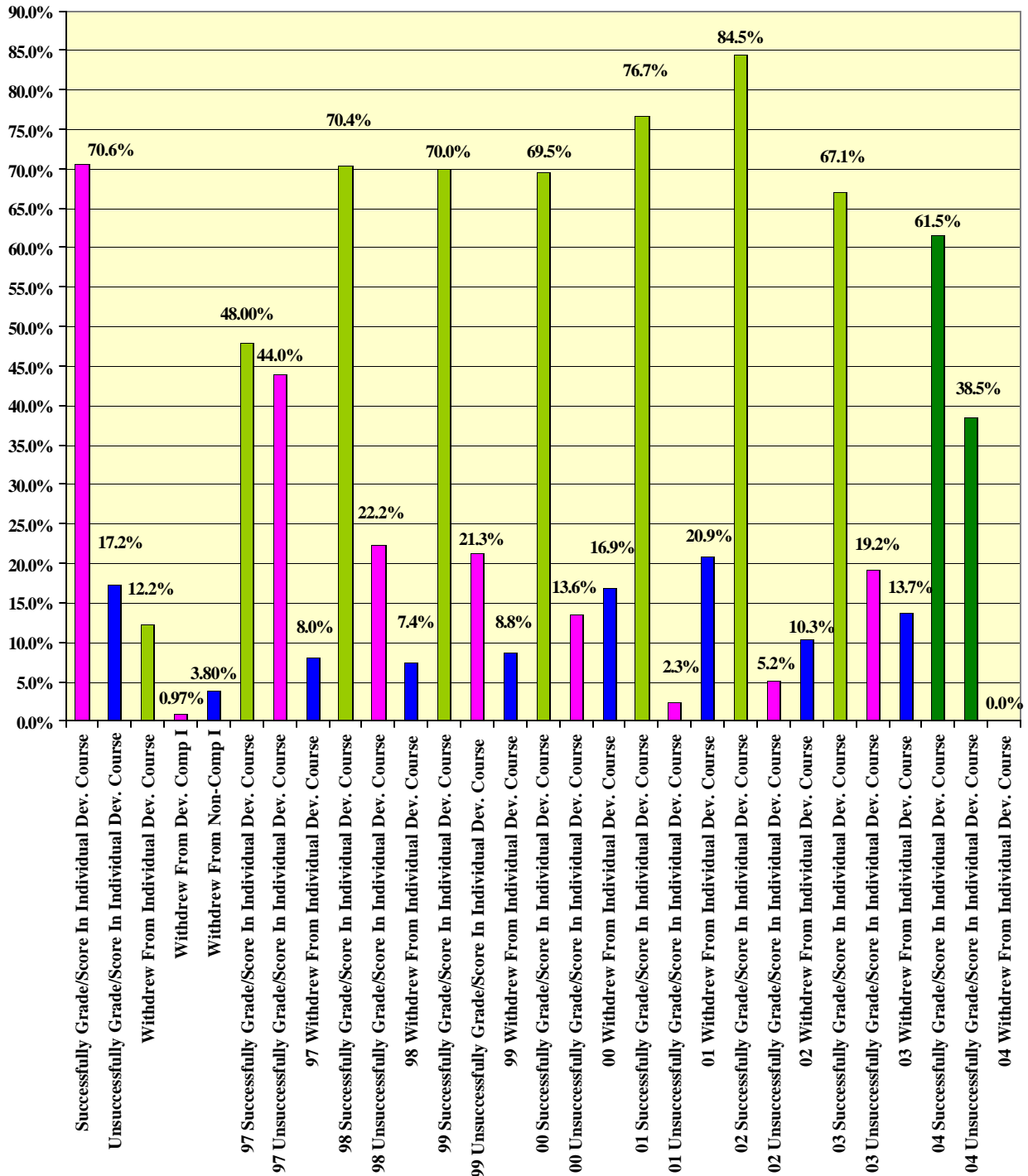
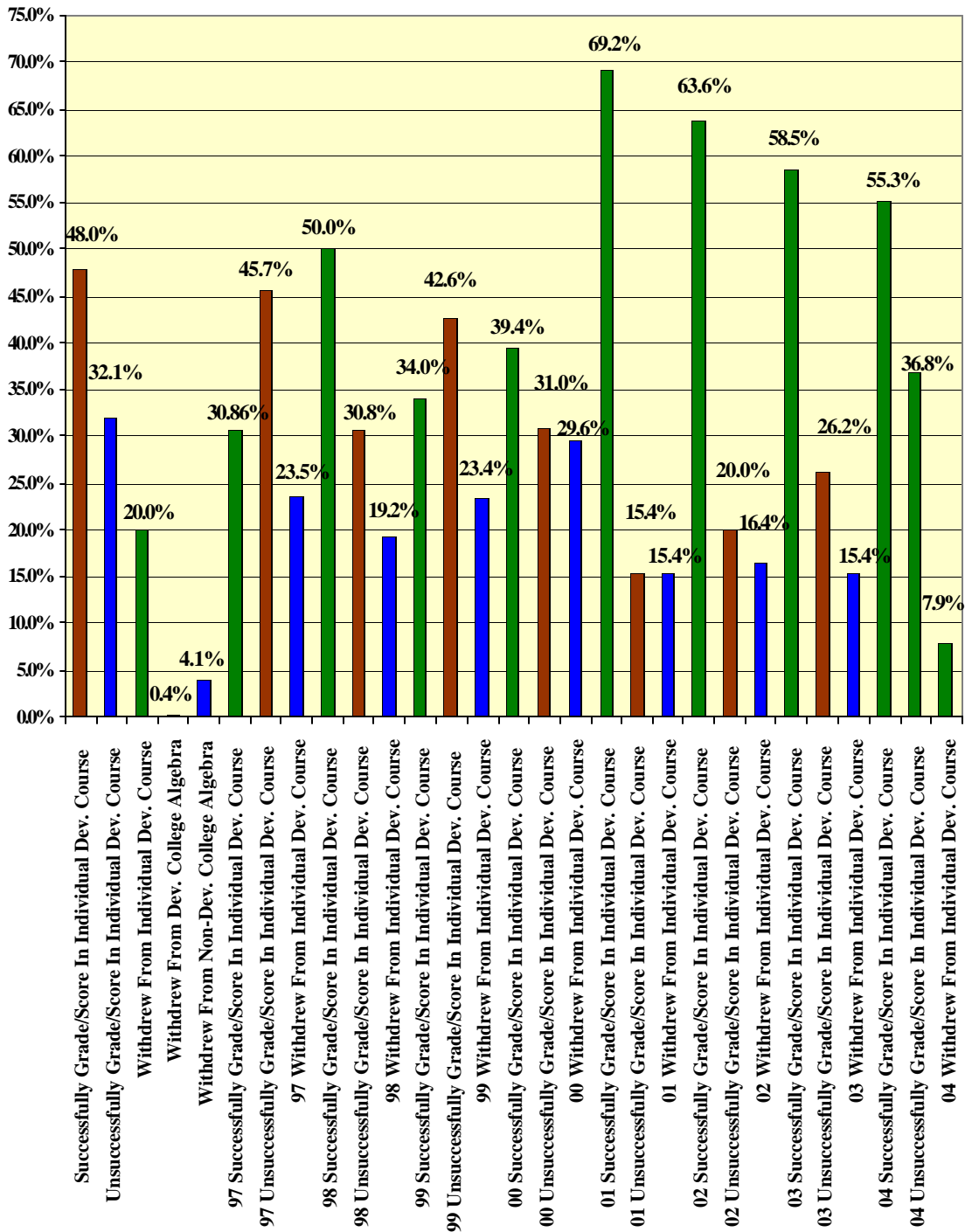
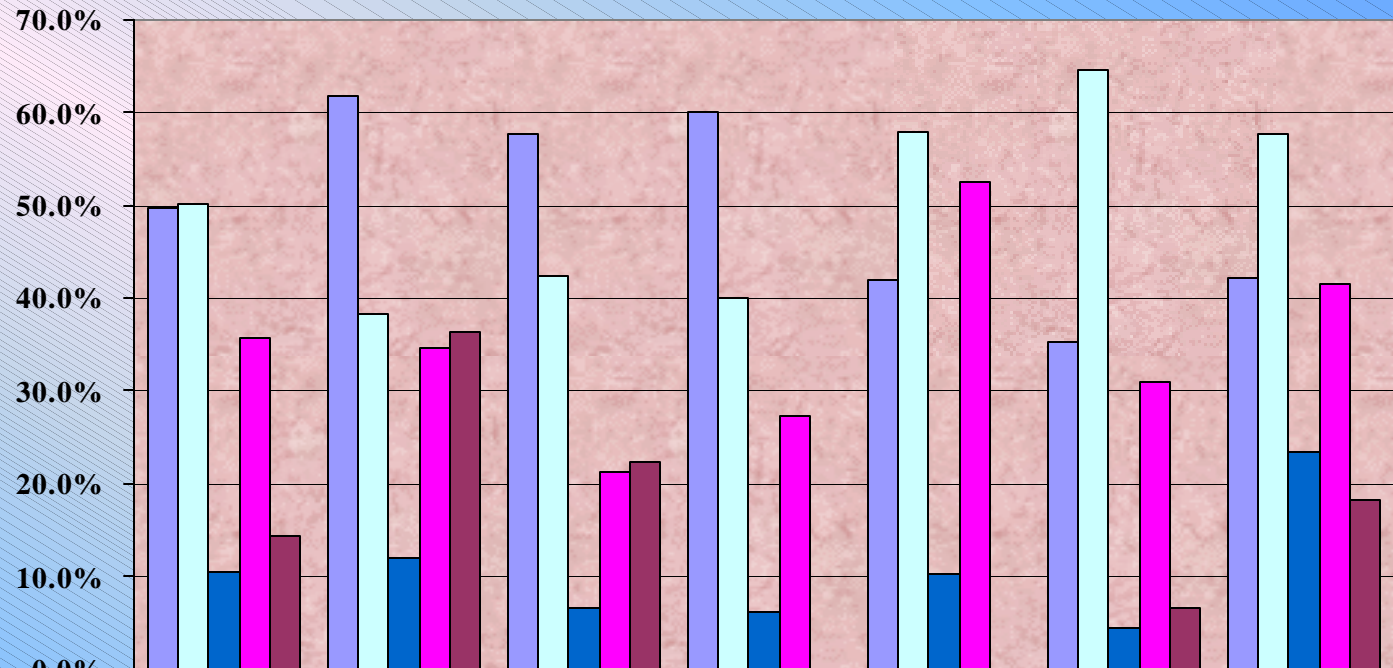


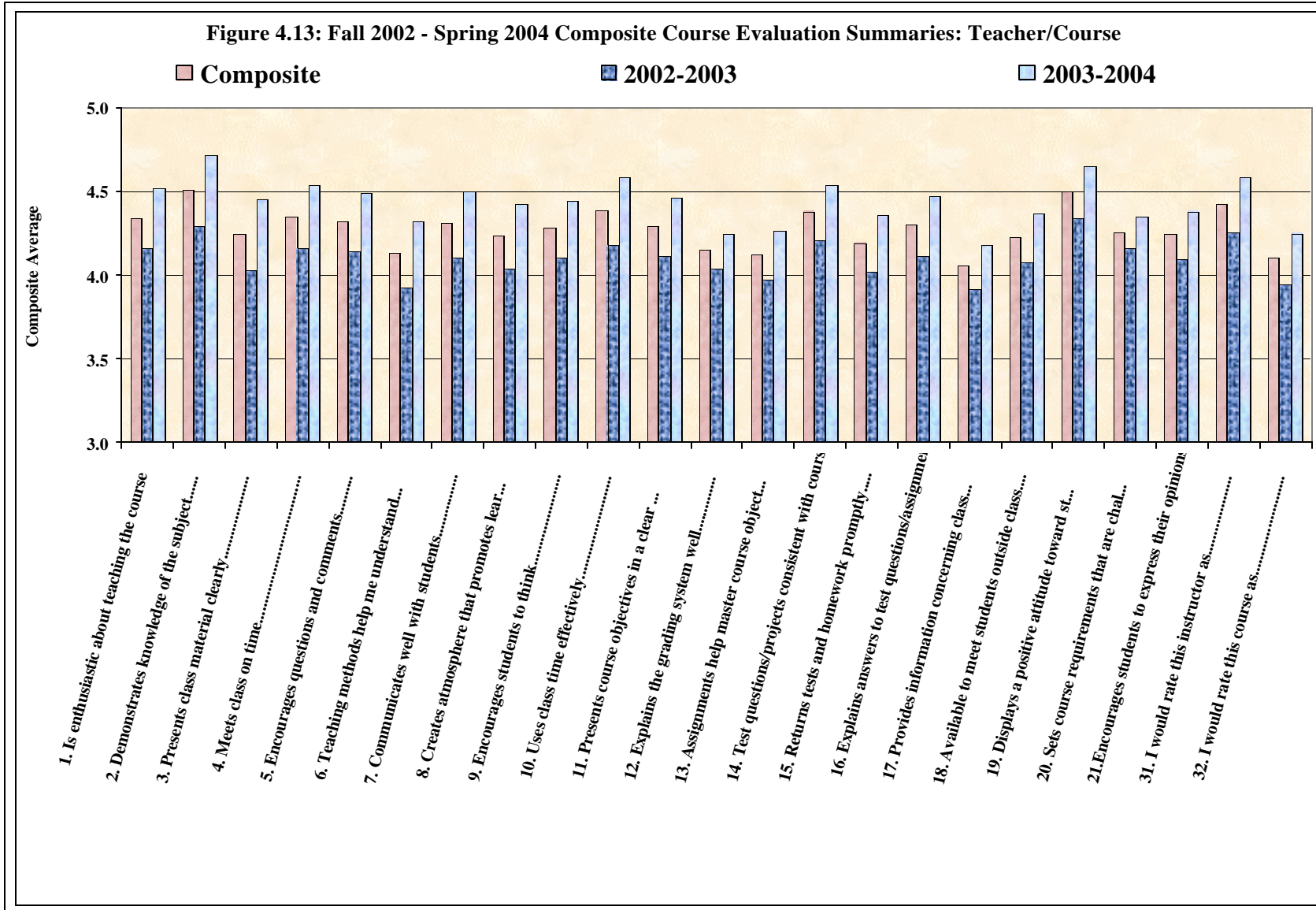
Figure 4.11: Grade/Score In Individual Developmental Mathematics Courses At CRC



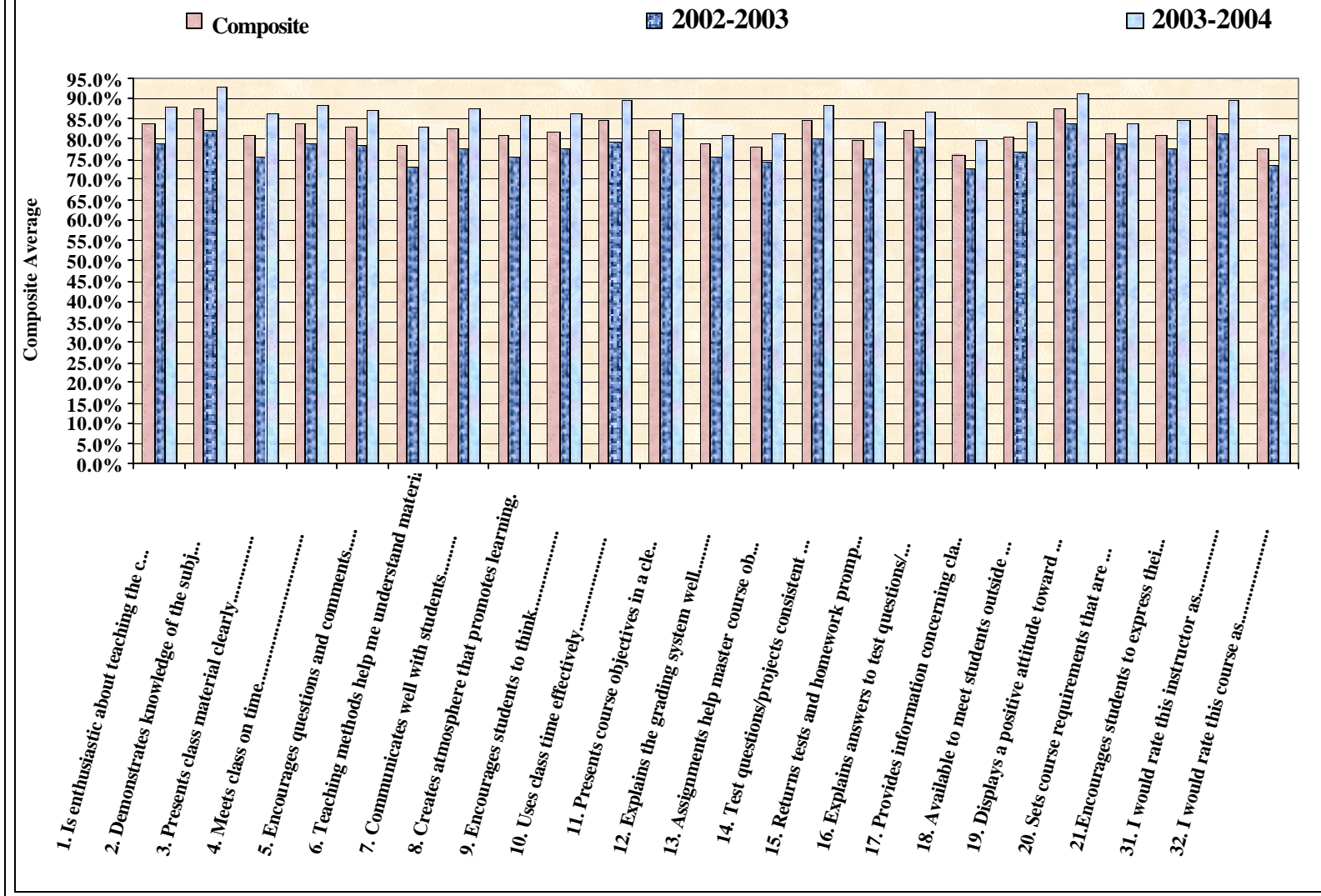
**Figure 4.12: ACT & CAAP Comparison For Students With ACT < & > 19**



	Composite	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
% Student ACT < 19	49.8%	61.8%	57.7%	60.0%	42.0%	35.4%	42.3%
% Students ACT > 19	50.2%	38.2%	42.3%	40.0%	58.0%	64.6%	57.7%
% ACT < 19 Took CAAP	10.4%	11.9%	6.7%	6.1%	10.3%	4.3%	23.3%
% ACT > 19 Took CAAP	35.8%	34.6%	21.2%	27.3%	52.5%	31.0%	41.5%
% Graduated With ACT < 19	14.3%	36.4%	22.2%	0.0%	0.0%	6.7%	18.2%



**Figure 4.14: Fall 2002 - Spring 2004 Composite Course Evaluation Summaries:**



## **CHAPTER V**

### **Criterion Four- Acquisition, Discovery, and Application of Knowledge**

“Crowley’s Ridge College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

The college mission states: “The college emphasizes an integration of scholarship, critical reasoning, and the spiritual dimension of life.” The second and third student learning goals focus on “developing skills in acquiring, evaluating and making use of knowledge and the development of problem solving skills.” In addition, the eighth general education criterion emphasizes the “cultivation of skills and desire required to become an active pursuant in the quest for knowledge and its application to a lifetime of activities.” Indeed, these are challenging, ambitious, and worthwhile goals. How does CRC go about meeting these goals and what evidence exists to support them? What has CRC discovered about itself, and how has the institution improved as the result of conducting four self-studies within the last ten years?

The Steering Committee has spent a great deal of time evaluating these questions and has concluded that ample evidence exists to sustain the above assertions taken from the college mission statement and general education criteria.

### **Board and Campus Interaction**

Since 2000, abbreviated versions of Board minutes have been made available in the Learning Center for review by faculty and staff, and since 2001, the Board has made it very clear that anyone on campus is free to contact any Board member at any time. Copies of Board meeting minutes are kept on file in the Learning Center for review by college personnel, and occasionally local board members visit campus specifically to field questions and discuss matters of common concern and interest with members of the administration, faculty, and staff. Conversely, the Faculty Senate meeting minutes have been distributed to the Board and Administration virtually since the senate was organized in 1995, thus providing a two-way system of communication. Presently, the Board is actively participating by reading and making recommendations with regard to all of the important college documents, such as the Mission Statement, the Vision Statement, and the *2004 Faculty and Staff Handbook (FASH)*. By doing so, the Board is providing the necessary leadership, planning, direction, and vision the organization will need for the future.

### **Organizational Support of Free Inquiry**

The college realizes freedom of thought and speech is vital to the pursuit and dissemination of knowledge and that without it, learning at all levels would be greatly hindered. Evidence in support of freedom of inquiry is found on page 25 of the *FASH*, which states: “Crowley’s Ridge College extends to its faculty members in their academic

pursuits the tradition of freedom of research and teaching characteristic of higher education as it has developed in Western culture.” On the same page, the *FASH* declares “the personal pursuit or use of academic freedom is not to be inhibited or restricted unless it undermines the basic mission and effectiveness of the college.” This statement obviously draws attention to the basic nature of CRC as a Christian-oriented organization, thereby making it vital for all to understand the inherent necessity of balancing freedom of speech and thought with appropriate conduct and behavior on a college campus such as CRC. All full-time faculty and staff receive a copy of the *FASH* upon employment, and faculty contracts at the college refer to the *FASH* as identifying one component of the terms and conditions of employment.

The college expects and promotes open communication among all constituents with the express purpose of helping the college do its job. Information is acquired and shared so the organization will benefit from this data. In addition, both formal and informal meetings with the Board, administration, faculty, and students often occur on the campus to promote the common good of all CRC constituents.

An academic honesty statement has been formalized and printed in the 2004-2006 *College Catalog*, page 31 and the 2004-2005 *Student Handbook*, page 19, and is posted in classrooms on the campus. It begins by stating that “students (and employees) are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars.” It continues by reminding the campus community that “Crowley’s Ridge College expects from its students a higher standard of conduct than the minimum required to avoid discipline.” Specifically, five criteria are listed to serve as reminders of what is required, including, but not necessarily limited to, the following:

- Cheating: use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
- Plagiarism: representing the words, ideas, or data of another as your own in any academic exercise.
- Fabrication: falsification or unauthorized invention of any information or citation in an academic exercise.
- Aiding and abetting academic dishonesty: intentionally helping or attempting to help another student commit an act of academic dishonesty.
- Withholding information: failing to inform instructors or the V.P. for Academic Affairs concerning violations of the above by any student.

Procedures for dealing with allegations of academic misconduct are specified in the 2004-2005 *Student Handbook*, page 19.

### **Financial and Other Support for Students and Employees**

CRC has an aggressive and generous academic scholarship program, including tuition scholarships for Bible majors, ACT Scholarships, academic scholarships, and Christian Leadership scholarships, especially considering the limited resources of the college. During the 2003-04 academic year, 94 students, or 44 percent of the student body, benefited from an in-house scholarship program from which a total in excess of \$197,000 was awarded. Meanwhile, through a concerted effort, the Board and administration have kept the cost of attending CRC substantially lower than that of nearby sister institutions. Funding the cost of the campus-based scholarship program has historically proven to be a difficult task and has long been recognized as one of the leading financial challenges with which the college is confronted.

Student academic accomplishments are regularly recognized. At the end of each semester, The President's, Dean's, and the Sigma Chi Eta lists are compiled. These lists are posted at various on-campus locations, and are also sent to the appropriate student home town newspapers. To qualify for the President's list a student must have earned a perfect GPA of 4.00. The Dean's List is made up of those students who achieve a 3.50 GPA or higher, but less than 4.00, and the Sigma Chi Eta List includes all students who have completed a minimum of 12 semester hours with a cumulative GPA of 3.50 or above. There is also an off-campus honors dinner each year during the spring semester and an on-campus awards day ceremony is held on the last Friday before final exams begin. The awards day event includes not only student academic recognition but also recognition of students who have excelled in co-curricular and extra-curricular activities receive awards.

Prior to 1995, very little was done to fund and promote faculty professional development in any formal way. Although gradual at times, the college has made definite and significant strides forward in this area. Beginning in 2002, there has been a specific budget line item for professional development to encourage staff and faculty to seek out and take advantage of professional development opportunities. The personnel files located in the HLC resource room contain current documentation verifying an increased level of participation by administrators, staff, and faculty. A review of personnel files verifies that 100 percent of the full-time faculty attended at least one professional workshop, meeting, or seminar funded by the college during 2003-2004.

During the last three years, the college has financially assisted three faculty and one staff member to pursue additional course work through its one-half tuition reimbursement policy. Two faculty members have earned advanced degrees and another has done additional course work to enhance existing credentials. The staff member is currently enrolled in an advanced degree program. In order to provide an additional incentive for individuals to pursue advanced work, the college has granted necessary leave time.

### **Meeting Educational Needs**

Scholarship is a focal point (student learning goal two) of the mission, and students are expected to develop the necessary scholarship skills while at CRC. A majority of the

general education core courses, as well as other general education studies, have research components requiring the student to use scholarship skills.

CRC emphasizes creativity and social responsibility through curricular and co-curricular activities. Students take field trips to see traveling Broadway theatre productions and to visit natural science museums. The Student Government Association (SGA) sponsors trash pick-up days along a specified section of U.S. Highway 412, and Red Cross blood drives. The college has two traveling Christian a cappella music groups which perform primarily in churches and a secular instrumental group that visits area high schools. Other activities include mission trips, float trips, backpacking trips, church history tours, workshops, and lectureships both on and off campus.

The college has regularly responded to student academic needs by offering courses that students have requested, including Human Anatomy I and II, Calculus I and II, Trigonometry, Business Calculus, Business Statistics, and Networking Plus.

Independent life-long learning is one of the organization's general education goals (goal two), designed to support student learning. A number of Bible, social studies, and fine arts classes provide strong academic support for this goal. Examples are: Marriage and the Home, American National Government, Music Appreciation, Introduction to Sociology, and Introduction to Theatre. Questions pertaining to independent life-long learning were included as a part of the alumni survey conducted in spring 2004. This was done to accommodate the organization's assessment plan and to provide useful information as to how well the college is doing in this area. Results of this survey are on file in the DIRA's office.

Other components of the assessment plan have already demonstrated significant success in such areas as CRC student performance on the Collegiate Assessment of Academic Proficiency (CAAP) test administered each spring to qualified persons who have completed a minimum of 31 hours from the general education core and a minimum of 45 total hours overall. Scores have established favorable organizational trends in four subject areas (writing, math, reading, and science reasoning) measured by the CAAP when CRC students are compared to students enrolled at two-year colleges nationally. Additional results of student academic performances are found in the *2003 Assessment Report*, on file in the Higher Learning Commission (HLC) resource room, and in Chapter IV (criterion three), pages 1-8 and in the appendix to Chapter IV of the *2005 Self-Study Report*.

### **Current and Relevant Academic Courses and Programs**

According to previous team reports, the college "has a strong commitment to general education typical of a body of knowledge that well educated people should know." However, what measures are in place to ensure the curriculum remains current and relevant to student needs while remaining true to the stated mission and goals of the college? Will the organization be prepared to make necessary changes in order to facilitate such changes?

Although there are a variety of ways to answer these questions, there is no better place to begin with than the college vision statement, which states the college will “maintain an academic curriculum suitable for the changing needs of its students” and “the college will continue to examine workable alternatives designed to expose CRC students to cultural diversity, better preparing them for future life in an ever changing world.” The organization’s commitment to the newly adopted vision statement further promotes academic relevance of courses taught and programs offered on the CRC campus.

On a two-year cycle, even-numbered years, the faculty reviews the curriculum, and each instructor is asked to review and plan changes in his or her courses, the end focus being to better allow students the ability to acquire, discover, and apply knowledge responsibly and to ensure the curriculum is still current with the mission, student learning goals and general education criteria. Changes in the curriculum have occurred on a regular basis since this process was enacted in 1995. For example, the Developmental Studies Program, which began in 1998, is designed to assist students with deficiencies in math, English, and study skills. Adding a developmental math course and splitting developmental English into two separate courses (grammar and reading) are examples of the willingness of the college to change in order to meet student needs. In addition, changes outside Developmental Education, such as changing the Greek courses from two semester to four semester courses, demonstrate the desire of the college to enhance the success of its students both at CRC and when transferring. New courses in business, math, and computers further illustrate the intent of the organization to change in order to facilitate continued student success. There are also math tutoring programs, which were voluntary during 2000-2003, but have since become mandatory beginning with the 2004 spring semester for students struggling in developmental math courses. Similarly, beginning in spring 2005, students not performing well in English developmental courses are now required to attend English tutoring. This demonstrates the willingness of the college to take intrusive steps in order to improve student learning.

Program reviews have been recently conducted for both degrees offered by the college. A General Studies Degree review was conducted in 2002, and the Bible Program was evaluated the next year. No changes were made in the General Studies degree and only minor changes were made in the Bible degree to better accommodate transferability. The Vice-President for Academic Affairs annually reviews the Arkansas Department of Higher Education (ADHE) general education requirements to ensure the college’s core courses remain current with ADHE requirements. The college has constructed a general education core of 34 semester hours common to both degree programs offered by the organization. A list of the core courses is located on pages 50-51 of *2004-2006 College Catalog*.

Students participate in course evaluations each semester. The Director of Institutional Research/Assessment and the Vice-President for Academic Affairs maintain records of these evaluations. Results are tabulated by the DIRA and forwarded to each faculty member. The results are then used in formulating a faculty evaluation and

professional development plan for each full-time faculty member. Copies of the evaluation and plans are then placed in faculty personnel files located in the office of the Vice-President for Academic Affairs.

No other curricular evaluations have been made beyond the faculty and administration because survey results support the conclusion that the curriculum is effectively executing the mission of the college and because CRC is a teaching/transfer oriented institution that limits curricular options the college might otherwise undertake. Detailed information regarding evaluating the importance and performance of the mission is found in the *2003 Assessment Report* and in Chapter II (criterion one), page 5 of the *2005 Self-Study Report*.

### **Research and Technology**

At CRC, as on any college campus, communication between information services and the faculty is vital to the organization's ability to maintain a commitment to academic relevance. The Information Service (library and technology) director frequently asks the faculty what is needed to better support the courses they teach. Usually this occurs during faculty meetings. Some requests can be met almost immediately, but others may be referred to the strategic planning team or budget managers for future consideration.

Currently, the Library has just over 15,000 print and approximately 100 non-print titles. The Learning Center computer lab has 12 computers. Two other computers are located in the Learning Center and are available for both student and staff use. An additional computer lab/classroom became operational in spring 2005. This lab is located in room A103 of The Larry M. Bills Administration Building and houses 19 computers. The natural science building has four computers available for student use bringing the total number of computers on campus available to students and staff to 37. Using the fall 2004 semester student FTE headcount of 139, the ratio of students to computers at CRC is approximately 1 to 4, which represents a major improvement since the 2000 NCA team visit when the ratio was reported at 1 to 10. Also, the campus lake and campus grounds are available for instructor and student use as lab settings. Wireless Internet has been available to the natural science building, the activities center, and to both student dormitories since 2002. Additionally, students have access to off-campus sources, including Internet (Arklink), Arkansas State University, Harding University, and other interlibrary loan sources available upon request. The librarian is a member of the American Library Association. The Learning Center is open to patrons about 60 hours per week.

Because of the inherent nature of the college as a teaching institution, research and publishing are not focus items when measuring faculty qualifications or success. During 2003-2004, all full-time and adjuncts teaching general education and/or core courses required in both degrees held a master's degree in their respective fields. A part-time faculty member has completed a master's degree in December 2004 and was promoted to full-time status in January 2005.

CRC has no programs in applied science; however, concentrations are offered within each of the college's five academic divisions. These are described in detail in the College Catalog. Two students graduating in May 2004 received degrees with divisional concentrations, one in mathematics, and the other in business.

The college is keenly aware of Concern 7 from the 2000 visiting team report that states the "college now needs an information technology plan that outlines a philosophy and goals for integrating mediated instruction into the classroom." Since the last team visit, the Director of the Learning Center and Computer Resources has taken a leadership role by coordinating efforts within the college to initiate and advance components of the Computer Networking and Telecommunications Plan directly into the academic program. More and more teachers are requesting access to the computer lab, and there is a steady, though slow, movement toward the use of mediated instruction. For example, two sections of Old Testament and New Testament Survey within the current academic year have been taught using mediated instruction and testing. Science instructors are using computers more in their course delivery, especially in physical science. In math, two overhead graphing calculators were purchased in 2002, and two video projectors have been installed for math instruction making Power Point, CD, and DVD available for classroom use. Some English instructors have been using Power Point presentations, but the teachers have been using their own laptops and projectors. The additional laboratory/classroom, as previously mentioned, should alleviate this problem. Admittedly, progress in this area has been slower than anticipated, but advances have been made.

### **Learning Outcomes**

Information concerning assessment on the CRC campus can best be understood by reading the *1999 and 2003 Assessment Reports*. Copies of each can be found in the HLC resource room. The most recent report is the 2003 edition. Originally scheduled for completion in 2002, it was delayed until the spring of 2003 due to the departure of the Vice-President for Academic Affairs, who resigned to pursue a doctorate, and the Director of Institutional Research/Assessment, who married and subsequently moved out of the area. Both vacancies were filled in a timely manner, but there was no way to recoup the lost time.

The Assessment Plan has four major components: General Education Program, Developmental Education Program, Transfer Program, and the Bible Program. All components have goals, with a minimum of one built in measurement for each goal, which are analyzed and evaluated in an assessment report. The Transfer Plan component is discussed in Chapter II (criterion one) page 6; the other three, are found in Chapter IV (criterion three), pages 1-5.

**Summary:**

Crowley's Ridge College demonstrates a high value on learning by utilizing Board and campus community interaction, supporting freedom of inquiry, emphasizing the importance of campus-wide academic honesty, and supporting faculty professional development. The organization also conducts regular program and curricular reviews, designs flexible course offerings to meet the needs of all students, provides support for mission-related learning goals and general education criteria, and maintains a well designed and relevant general education core common to both degrees.

**Successes:**

- The Board communicates well with on-campus personnel.
- An atmosphere of free academic inquiry exists on campus, meeting the requirements as set forth in the *FASH*.
- Student academic achievement is well recognized on and off campus.
- CRC provides appropriate campus-based financial support for its students.
- The college provides financial incentives in support of faculty professional development, including one-half tuition subsidies for faculty and staff seeking advanced academic and professional training.
- CRC has a well-integrated general education core, common to both degrees offered by the institution. The core also meets the Arkansas Department of Higher Education's core requirements.
- The organization has demonstrated both the flexibility and the willingness to take intrusive procedures to assist developmental students.
- The college has been sensitive to the individual needs of students.
- CRC regularly reviews its curriculum and degree programs for relevancy, currency, and transferability.
- The completion of the computer lab/classroom represents a step forward in the availability of technology on the CRC campus.

**Challenges:**

- Although there is a positive movement toward an increase in mediated instruction on the CRC campus, the rate is slow and must be accelerated.
- Funding the on-campus scholarship program remains a high priority in budgeting and planning. A funding solution should be found to support this program independent of general revenues.
- Placing additional computers in classrooms for student and faculty use should be given high priority status.

**Recommendation:**

The college must continue to support innovative and proactive policies designed to provide the at-risk student a better chance to succeed. The college must also provide sufficient funding for additional technology to increase the rate of mediated instruction.

## CHAPTER VI

### Criterion Five – Engagement and Service

“As called for by its mission, Crowley’s Ridge College identifies its constituencies and serves them in ways both value.”

#### Commitment to Constituencies

The *Faculty and Staff Handbook* (p. 3) of Crowley's Ridge College identifies its constituencies as: “God, students, potential students, parents, alumni, community, donors, accrediting agency, ourselves (those we work with and for, and those who work for us)”. CRC’s religious foundation implies engagement and service are at the core of rationale for its existence. A recently published history of the college (*Crowley's Ridge College - The First Forty Years*, by Paul McFadden, C & M Press, 2004) shows the founding of the college was part of a larger vision of impacting the churches and communities of northeast Arkansas and southeast Missouri through education and service. Furthermore, the college continues to believe its higher calling involves a commitment to sacrificial giving of time and effort for the benefit of others.

This commitment to its constituencies is supported by the Mission Statement of Crowley’s Ridge College in the following ways: “while affiliated with the churches of Christ, students of all religious backgrounds are welcome at CRC; the student population is comprised of both non-traditional and traditional residential and commuter students; a tradition of small class sizes and a philosophy of open enrollment helps the college maintain a focus on the whole student as an individual.” This service-oriented thrust is continued through the Student Learning Goals: “to lead and encourage each student toward building a philosophy of life that is consistent with Christian ideals,” and “to incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and to community.”

#### Researching Needs

The following are various ways the college gains information concerning the changing needs of its constituencies and their communities:

- An Institutional Research Survey is conducted every other year. This survey collects data from members of CRC’s board, administration, faculty, staff, and students. The questions on this survey cover a broad range of subjects, not only evaluating the effectiveness of the college in these areas, but also their importance to its constituencies. The results of this survey are evaluated first by the DIRA, and then by the faculty and administration.
- First-time students are given a marketing survey to determine what influenced their decision to come to CRC. The results of this survey are

evaluated by the DIRA and by the admissions department.

- The Student Government Association also conducts a survey at the beginning of the school year to determine activities in which students might be interested. The emphasis of these activities has changed recently to reflect the growing number of residential students.
- The Educational Progress/Alumni Survey is conducted every five years (beginning 2004), and is a valuable tool in collecting information from former students concerning the college. The Institutional Research Survey is conducted every two years and is distributed to current students, and to the faculty, staff, administration, and Board of the college. The results of this survey are evaluated first by the DIRA, and then by the administration, faculty and staff of the college.
- Many of the faculty, staff, and administration work closely with congregations of the churches of Christ and receive frequent input about how the college can better serve their needs.
- Likewise, the recruiters for the college are in close contact not only with churches, but also area high schools, constantly monitoring the expectations, fears, hopes, and dreams of young people concerning their college experience.

### **Personal Attention**

Although Crowley's Ridge College's small size presents challenges in other areas, it allows the organization to give personal attention to its students. The faculty, staff, and administration work hard to know the names of all students, many times meeting parents and other family members even before the school year begins. Students are often in the homes of college employees, extending their home away from home beyond the confines of the dormitories. Some local churches offer an adopt-a-student program, providing students with mentors and role models outside of the classroom. One such example is the Center Hill Church of Christ, where all students are encouraged to sign up for this if they are interested.

The CRC intramural program has been creative in reaching out to less athletically inclined students by adding activities such as chess tournaments (a chess club was organized in the Fall of 2004), scrabble tournaments, and putt-putt golf. All of these additional activities were added as a direct result of student requests. Recent research conducted by the intramural director reveals that there were 694 total student participations in nine intramural activities or sports for the fall 2004 semester, with over 50 percent of the student population participating in at least one intramural activity.

Many of the students take advantage of CRC's special classes and small group trips, including the backpacking trip, the fall retreat, the World Mission Workshop

(students learn about religious mission efforts going on around the world), the Church History Restoration Tour (students tour several locations important to the churches of Christ heritage), and the ski trip. The annual Bible lectureship held by CRC also allows for participation of and contact between alumni, area ministers, and the student population.

### **Changes Made to Address Diversity of Constituencies**

As a result of planning, influenced strongly by student input, course offerings at the college have been expanded. Offerings in math, for example, range from three levels of Developmental Math to Calculus II, Statistics, Business Statistics (first offered in the Spring of 2003, with four students enrolled), and Business Calculus (first offered in the Fall of 2003, with the first three students enrolled in the Fall of 2004). Similarly, science courses such as Human Anatomy and Physiology was offered in the Spring Semesters of 2003 and 2004, along with General Chemistry I in the Fall Semester of 2004. Although only four students took the Chemistry Course, it is believed that interest in this course will grow in the future. Although many of these classes are small, the college offers them to ensure these students will not be behind in their future major areas of study.

A new course, Fitness and Motor Development, was introduced in the Spring Semester of 2004 for students with future majors in areas such as sports medicine. Spanish, having been offered in the past, was revived in the Fall Semester of 2004. Due to a change in the interest level of students, intercollegiate Women's Softball was added in the Fall Semester of 2004 to replace Women's Basketball.

To encourage awareness of diversity, the World Mission Workshop is now required of all Bible majors. The church history tour, which exposes Bible majors to the diversity of their own religious tradition, is also a requirement for the Associate of Arts degree in Bible.

### **Responsiveness to the Community**

Several offerings away from the CRC campus respond to identified community needs. Dual enrollment courses at Crowley's Ridge Academy (in Paragould), Delaplaine High School (part of the Greene County Tech School District), and Southland High School (in Cardwell, Missouri) provide students with an opportunity to take college-level courses during their junior and senior years. In the Fall Semester of 2004, a new business course was started at Southland High School at Southland's request to meet their special needs. An international studies course (focusing at present on a trip to Costa Rica) is offered to encourage exposure to cultural diversity as well as to fulfill the college's mission of spiritual service. The college has previously responded to community needs by offering classes through local manufacturing plants and other institutions, such as Monroe Auto Equipment Company, Prestolite Wire, and the Arkansas Methodist Hospital.

A former Vice President for Development of CRC (who also serves as an

Arkansas legislator) assisted in raising funds for the location of Black River Technical Institute in Paragould, demonstrating the college's cooperation with meeting diverse educational needs that CRC could not provide.

The present chair of the CRC board as well as a current business instructor served on the Greene County Educational Training Center, which was instrumental in bringing Black River to this area. CRC's business instructor has made efforts to contact area businesses in the last three years, trying to revive the educational assistance once offered to them.

### **Commitment to Engagement and Service**

Crowley's Ridge College interprets its capacity to engage with its identified constituencies and communities in the following ways:

- The college is true to its mission.
- The college maintains integrity.
- The college represents itself honestly and fairly.
- Although there are no plans to engage in distance learning, the organization is studying ways to add other degree programs such as a two-year program in education.

The college also demonstrates a strong commitment toward engagement with and service to its constituencies:

#### Human Resources

- Some of the CRC's board members are part of the community business world.
- Many of the administration, faculty, and staff are closely tied to area churches and schools, especially through their children.
- CRC has been involved in local economic development projects, such as Paragould 2000.
- An economics class at the college provided an economic impact survey of CRC on the Paragould area.

- The college maintains close ties with the Children's Homes Incorporated (located in Paragould), with one member of the faculty currently serving as a house parent. Other professional staff members of the Children's Homes Incorporated are adjunct faculty at the college.
- The college has close ties with the hospital and state government through a former Vice President for Development, who still speaks frequently on behalf of the college.
- Spouses of employees are dentists, medical technicians, business owners, secretaries, teachers, etc., many deeply involved in community events.
- Many of the CRC administration, faculty, and staff are members of various civic clubs and other service organizations. For example, the President is a member of the Civitan Club, on one of the Boards at Arkansas Methodist Medical Center, and has been recently appointed to a one-year term on the Institutional Certification Advisory Committee, of the Arkansas Higher Education Coordinating Board. He is also annually involved with the Crowley's Ridge Academy auction. Two employees are members of the Lions Club, one is a member of the Exchange Club, and one other is a member of the Rotary Club. The Dean of Students is a member of the Kiwanis Club and is also very active in Families First, an Arkansas organization committed to strengthening the home and family.
- Five CRC faculty members are employed part-time as the regular ministers for area churches of Christ; other faculty and employees fill appointments as needed.
- CRC employees do youth work and teaching. For example, there is staff participation in the Crowley's Ridge Youth Camp, located a few miles from the college. A faculty member serves as director of the day camp and another as director of Discovery Week. Students have been counselors at this camp for many years. The college has provided technical resources for sessions of CRYC.
- Off-campus service internships offer real-life experiences to CRC students. For example, CRC students (both Bible majors and non-Bible majors) have served as youth coordinators at the Hillcrest Church of Christ (located just east of the campus), and at the Hoxie Church of Christ (located about 25 miles west of the college).
- Students are involved in summer service, such as conducting Vacation Bible Schools at area congregations. They are also involved in mission work, recently in Kenya and Costa Rica. The Costa Rica group has made presentations at two local civic clubs. Faculty members have recently conducted mission work in Samoa, American Samoa, Mexico, and

stateside in Illinois, Alaska, California, and Idaho.

- Students and staff participate in volunteer activities. For instance, they have assisted handicapped children at the Miracle Rodeo, a fundraiser for children with special needs. In addition, blood drives are held each semester and trash is removed from U. S. Highway 412 (for a mile extending west from the college). Occasional volunteer cleaning is done at locations such as the Children's Homes Incorporated.
- Some students have had lunch buddies at Greene County Tech High School in Paragould; others are involved in local tutorial programs.
- Faculty members have directed and held leading roles in area theater productions.
- A faculty member sponsors the recycling of paper and aluminum cans.
- Many CRC students have part-time jobs at local businesses and manufacturing plants (some hold full-time jobs and attend college part-time).
- CRC employees who are members of the Arkansas Association of Developmental Educators meet with other developmental educators across the state.
- The Institutional Research Survey results are examined by plan managers who in turn evaluate ongoing service activities.

#### Physical Resources

- The campus facilities are used for various events as diverse as antique tractor shows, area business quality improvement classes, church meals and worship activities, Pee-Wee basketball games, city baseball league practices, public high school cross-country practices and meets, and ministers' luncheons.
- The quarterly Chamber of Commerce meeting is scheduled to be hosted on the CRC campus in June 2005.
- The college facilities were also used as the public meeting location concerning the expansion of U. S. Highway 412, which runs directly in front of the campus.
- The CRC Learning Center is open to the public. Limited access to the Internet was provided for a time.

- Many weddings are held on the college campus, using the lake area as a background. The fishing pond is open to the public and is used quite frequently on the weekends.

### Financial Resources

- An area public school teacher has provided math tutoring, with an emphasis on the developmental program.
- The college is a member of the Paragould Chamber of Commerce.
- The donors of the college are kept informed by way of the *Pioneer Press*, a newspaper published on campus but distributed to various constituencies.
- Some course offerings, such as Human Anatomy and Physiology and Chemistry, directly provide for the continuing educational needs of professionals in the community.

### **Involvement with External Constituents**

The college's educational programs often involve students with external constituents and communities. For example, the Bible degree program connects students with area preaching and teaching opportunities. The bowling class meets at the local bowling lanes, and the tennis class meets at the Paragould High School tennis courts. College racquetball classes are being held at local courts in the community. The CRC intercollegiate baseball team plays its home games at Paragould's baseball complex. Likewise, the economic impact survey involved students interviewing local business owners and leaders. A survey taken by students in Marriage and the Home involves students interviewing married couples, many of whom live in distant communities.

Extra-curricular activities also often involve connecting students with external constituencies. The Choralaires, an a cappella chorus, sings at approximately twenty-five congregations of the churches of Christ each year. The Ambassadors, a smaller ensemble chosen from within the Choralaires, sing their own program with the chorus, but also perform at civic clubs, youth gatherings, and a variety of other events. This group also sings at the area nursing centers during the Christmas holidays. In the last few years, Daybreak, a secular instrumental popular musical group, has performed at over twenty different Christian camps in five different states. Emmaus, a student theater group (not active this academic year for lack of a faculty sponsor), has performed at churches and public elementary schools. It has also brought children to campus for theater productions.

CRC employees have worked at the churches of Christ booth at the local county fair and have sponsored a college booth. Country Music Shows have been held in the Jennie Sue Eubanks Cafeteria/Auditorium, drawing performers and guests from the

community. Students have worked for Women for Crowley's Ridge College, an auxiliary group dedicated to providing for student needs. Students are often involved in meeting the spiritual needs of fellow students, with many baptisms taking place each year.

Several graduates have gone into the AIM (Adventures in Missions) program in Lubbock, TX, which places missionaries all over the world. Student-organized devotionals and trips (such as to see "The Passion of the Christ," performed in Eureka Springs, Arkansas) take place each year.

The college often provides preachers and/or singers for funerals. Students have collected money for the Children's Home Incorporated, of Paragould, and have responded to a Girl Scouts project to help children with respiratory problems. They have also helped pay the funeral expenses for a family member of a fellow student. Students, faculty, and staff have also provided disaster relief funds for hurricane victims. In addition, there are student-organized fundraising activities for the college, such as garage sales, and pee wee basketball tournaments, which brings these students into contact with many community people. In addition, students are used in the CRC Alumni Fundraising Phone-a-thon each year which raises funds for scholarships and campus improvements. Students enrolled in the Psychology of Human Development course have visited nursing homes as a class project. Students are involved in the Admissions department, making phone calls to potential students, and have assisted the Registrar by taking requests for course offerings.

### **Student Transferability**

Crowley's Ridge College cooperates with other institutions of higher learning to promote transferability of credits. Course descriptions are matched with those at 'sister' institutions like Harding University in Searcy, AR, Freed-Hardeman University in Henderson, TN, and at the closest large state university, Arkansas State University in Jonesboro, AR.

CRC General Education courses conform to the Arkansas Department of Higher Education core. The college has an articulation agreement with Harding (completion of an Associate of Arts degree in General Studies allows students to transfer as a junior with no deficiencies).

According to the Alumni/Educational Progress Survey, transfer numbers are good, except for those with D grades. Faculty advisors make every effort to guide students into courses that will help in their major areas after transferring.

## **Community Support**

The college has always received much support from the community:

- The annual Spirit of America Program includes numerous “table sponsors” from community civic and business leaders. The Spirit of America Award is given to members of the community.
- There was a tremendous turnout for the current President's Open House when he was first appointed. Comments from chapel speakers, such as the mayor of Paragould, testify to the college's engagement in the community.
- There is also frequent mention in local pulpits of the college's service. Wide participation in certain college events, such as the opening day devotional and the annual lectureship, attest to the college's commitment to involve these constituencies.

## **Evaluation of Services**

The college's evaluation of services involves various constituencies:

- The Institutional Survey involves the board, administration, faculty, staff, and students.
- The Alumni Phonathon invites input from this group.
- The Student Life Committee meets with student leaders at the end of each year to evaluate student needs on campus.
- Suggestion and recommendation cards are available at the annual lectureship, which is attended by a wide range of constituencies.

## **Summary**

The history of Crowley's Ridge College demonstrates a strong commitment to its constituencies. The college actively researches their needs and makes changes to respond to these needs when necessary. Human, physical, and financial resources are dedicated to engagement with and service to these constituencies. The college is involved with external as well as internal constituents and receives much support from the community. The college evaluates its services and encourages input from many on-campus and off-campus groups.

**Successes:**

- Crowley's Ridge College has a strong commitment to engagement with its constituencies and carries out this commitment through numerous service-oriented activities.
- The college has an impressive history of responsiveness to the changing needs of its constituencies.
- Many of the college's activities create involvement with external constituents.
- The college has made its campus and facilities available for a variety of internal and external constituencies.

**Challenges:**

- The college should construct a more formal method of collecting information to evaluate services, especially from area churches of Christ and Baptist churches. These two religious groups are the highest in student preference.
- As the college grows larger, ways to maintain the personal attention aspect of its mission must be developed.
- Future planning of the college must assure that resources are dedicated to support effective programs of engagement and service.

**Recommendation:**

Crowley's Ridge College should continue its strong commitment of engagement and service to its constituencies, especially its personal attention to students and its willingness to implement changes in response to the needs of various groups. The college's evaluation of its engagement and service should be more formal, with a direct link to future planning to assure proper resources are available.

## CHAPTER VII

### Federal Compliance

#### Introduction

Crowley's Ridge College is in compliance with all federal regulations of which it is aware. In no case has the college willfully disregarded mandates of the United States Department of Education. Policies and procedures related to federal compliance are discussed in this chapter.

#### Credits, Program Length, and Tuition (I.C.9.)

CRC bases its learning experiences on a semester schedule using practices common to institutions of higher learning, and justifies the lengths of its programs by comparison to similar programs found in such institutions. Tuition is unilateral and is visibly disclosed in documents including the *2004-2006 College Catalog* and the College World Wide Web Site. The organization does not use a program-specific tuition arrangement. On occasion, the college has reduced tuition for inter-session, summer school, and dual enrollment classes. The organization provides clear, comparative consumer information that is appropriate to the college and comparable to similar private institutions.

#### Institutional Compliance with the Higher Education Reauthorization Act (1.A.5.)

The college participates in the Federal Student Financial Assistance Program under Title IV status with the United State Department of Education. During 2002-2003, CRC applied for and received recertification from the Department of Education to continue to operate and administer the Title IV programs. CRC was notified of its recertification with a letter dated March 28, 2003 from the Case Management and Oversight Division, Student Financial Assistance, United States Department of Education, Dallas Case Management Team. The college also received a **Program Participation Agreement (PPA)** dated March 28, 2003, which states that the organization has been approved for continued participation in Title IV HEA programs (expiration date of December 31, 2008). The college also has on file an **Eligibility and Certification Approval Report (ECAR)** dated April 01, 2003, which declares that CRC is eligible to participate in Title IV (and other) programs under the Higher Education Act of 1965 as amended (expiration date of December 31, 2008). These documents are on file in the President's and Financial Aid Director's office.

The most recent program default rates that have been made available to the organization by the U.S. Department of Education, are for FYs 2000 (19.5 percent), 2001 (20.3 percent), and 2002 (6.1 percent). Most likely, the fluctuating default rates are due to small numbers of students entering repayment status each year which can result in aberrant numbers. For Perkins Loans, the college has instituted a default reduction plan within the guidelines of the U.S. Department of Education and is still collecting on some accounts. Copies of the Financial Compliance Attestation Examination of the Title IV Student Financial Assistance Program reports (see June 30, 2004 Audit Report) are on file in the President's office.

#### **Institution's Advertising and Recruitment Materials (IV.B.2.)**

Whenever Crowley's Ridge College makes reference to its affiliation (accredited status) with the HLC, it includes the Commission's address, telephone number, and home page. Examples include the *2004-2006 College Catalog*, page 1, and associate page on the World Wide Web ([www.crowleysridgecollege.edu](http://www.crowleysridgecollege.edu)), as well as third-party comment solicitations.

#### **Equal Opportunity, Non-Discrimination, and Disabilities Services**

The college is in compliance with Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as stated on page 12 of the *2004-2006 College Catalog*.

#### **Professional Accreditation (III.A.1.)**

Crowley's Ridge College has no professional accreditation.

#### **Requirements of Institutions Holding Dual Accreditation (III.A.3.)**

Crowley's Ridge College is accredited only by the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools.

## Chapter VIII

### Summary and Request for Continued Accreditation

*The 2005 Self-Study Report* is the fourth self-study report produced by CRC since 1995. This experience alone has proven very beneficial in helping the college to look introspectively at both the weaknesses and strengths of the institution.

Since receiving initial accreditation in 2000, the college has worked diligently to address each of the seven concerns listed by the 2000 visiting team. The organization believes it has resolved each of them as shown in Chapter I (introduction), pages 8-11 of this *2005 Self-Study Report*.

In addition, the self-study process on which this report is based, has found substantial evidence that the college meets all five criteria as set forth by the Higher Learning Commission.

- **Criterion One:** CRC has a clearly stated, revised mission statement and a newly adopted vision statement which provide direction for the future of the organization. Evidence is visible that the college values and conducts all of its operations with integrity.
- **Criterion Two:** Sufficient human, physical, and financial resources are in place in order for the organization to accomplish its mission, improve the quality of its educational programs, while planning for future contingencies. Also, the institution has a history of planning dating back to 1995.
- **Criterion Three:** CRC has produced two assessment reports which have resulted in steps taken by the administration and faculty designed to improve student performance. In addition, the college has met a majority of its assessment goals in three of the four of its assessment plan components.
- **Criterion Four:** The CRC Board effectively communicates with on-campus personnel and encourages an atmosphere of communication throughout the organization. Free intellectual inquiry is promoted on campus in accordance with the organization's policy as stated in the *FASH*. Recent program and curriculum reviews have resulted in the college offering courses designed to meet the needs of all students.

- **Criterion Five:** Various resources including human, physical, and financial have been allocated to accomplish all appropriate purposes associated with the college's constituents. The college seeks input from both on and off-campus groups and regularly evaluates its services. At CRC, the administration, faculty, staff, and students are actively engaged in a variety of community service activities.

Based on evidence presented in the *2005 Self-Study Report* that the college has successfully resolved the seven concerns listed by the 2000 Visiting Team, and that the organization meets all five of the HLC Criteria, Crowley's Ridge College respectfully submits this document and formally requests continued accreditation with the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, for a period of ten years.

## Appendix A

### 2005 Self-Study Relationship of Themes, Criteria and Core Components

	Criterion	Core Components
<b>Theme 1</b>		
<b>“The Future-Oriented Organization”</b>		
A. Engages in Planning.....	2	2a, 2b, 2c, 2d
B. Is Driven By The Mission.....	1	1c, 1e
C. Understands Social & Economic Change.....	2	2a
	5	5a
D. Focuses On The Futures Of Constituents .....	4	4c, 4d
E. Integrates New Technology.....	2	2b
	3	3a, 3b
	4	4c
<b>Theme 2</b>		
<b>“The Learning-Focused Organization</b>		
A. Assesses Student Learning.....	3	3a, 3b
B. Supports Learning .....	3	3c, 3d
	4	4a
C. Supports Scholarship.....	3	3c
	4	4b, 4c, 4d
D. Creates The Capacity For Life Long Learning...	4	4c, 4d
E. Strengthens Organizational Teaching.....	1	1b, 1d
<b>Theme 3</b>		
<b>“The Connected Organization”</b>		
A. Serves The Common Good .....	1	1a, 1b, 1d
	2	2a
	3	3c
	4	4a, 4c
	5	5a, 5b, 5c, 5d
B. Serves Constituents .....	5	5a, 5b, 5c, 5d
C. Creates A Culture of Service.....	5	5a, 5b
D. Collaborates .....	1	1e
	2	2a, 2b
	4	4a, 4c
	5	5a, 5b
E. Engages In Healthy Internal Communications...	1	1d
	2	2d
<b>Theme 4</b>		
<b>“The Distinctive Organization”</b>		
A. Has An Unambiguous Mission.....	1	1a, 1c, 1e
B. Appreciates Diversity.....	1	1d
	4	4c, 4d
C. Is Accountable .....	1	1c, 1e
	3	3a, 3c
	5	5a, 5c
D. Is Self-Reflective .....	1	1e
	2	2b, 2c, 2d
	5	5a, 5c
E. Is Committed To Improvements .....	2	2a, 2b, 2c, 2d
	3	3b, 3c, 3d

## **Appendix B**

### **Basic Institutional Data Forms**

#### **Introduction**

The following Basic Institutional Data Forms (BIDS) are designed to provide useful statistical information. The forms, listed as Edition 7, were downloaded from the HLC home page in Spring 2005. Because CRC is a two-year liberal arts college, not all of the categories were applicable. In situations where the category obviously did not apply, the table was not completed. In all other instances, efforts were made to complete the forms as thoroughly and as accurately as possible. Because of the production schedule of the *2005 Self-Study Report*, the BIDS contain more current information in some instances.

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**Basic Institutional Data Forms**

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**Basic Institutional Data Form A**

**ENROLLMENT TRENDS**

**DEFINITIONS**

- I. Undergraduate.** This classification includes students enrolled in:
- A. Bachelor's degree programs.
  - B. Associate degree programs.
  - C. Programs leading to one-, two- or three-year certificates or diplomas.
  - D. Clearly numbered undergraduate courses taken without a specific credential as the goal.
- II. Graduate.** This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.
- III. Professional.** This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.
- IV. Full-Time.** Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.
- V. Part-Time.** Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.
- IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART -TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.
- VI. Other.** Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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**Basic Institutional Data Form A**

**PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Crowley's Ridge College

	Two Years Prior	One Year Prior	Current Year
<b>UNDERGRADUATE</b>	2002-03	2003-04	2004-05
<b>Freshman</b> - Degree oriented (Definition 1-A&B)	72	69	68
<b>Freshman</b> - Occupationally oriented (Definition I-C)			
<b>Freshman</b> - Undeclared (Definition I-D)			
<b>Sophomore</b> - Degree oriented (Definition I-A & B)	38	50	56
<b>Sophomore</b> - Occupationally oriented (Definition I-C)			
<b>Sophomore</b> - Undeclared (Definition I-D)			
<b>Junior</b>			
<b>Senior</b>			
<b>TOTAL UNDERGRADUATE</b>	110	119	124
<b>GRADUATE</b>			
<b>Master's</b>			
<b>Specialist</b>			
<b>Doctoral</b>			
<b>TOTAL GRADUATE</b>			
<b>PROFESSIONAL (by degree)</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>TOTAL ALL LEVELS</b>	110	119	124
<b>OTHER</b>			

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**Basic Institutional Data Form A**

**PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Crowley's Ridge College

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
<b>UNDERGRADUATE</b>	2002-03	2003-04	2004-05
<b>Freshman</b> - Occupationally oriented (Definition I-A&B)			
<b>Freshman</b> - Occupationally oriented (Definition I-C)			
<b>Freshman</b> - Undeclared (Definition I-D)	1	3	2
<b>Sophomore</b> - Degree oriented (Definition I-A & B)			
<b>Sophomore</b> - Occupationally oriented (Definition I-C)			
<b>Sophomore</b> - Undeclared (Definition I-D)	17	10	7
<b>Junior</b>			
<b>Senior</b>			
<b>TOTAL UNDERGRADUATE</b>	18	13	9
<b>GRADUATE</b>			
<b>Master's</b>			
<b>Specialist</b>			
<b>Doctoral</b>			
<b>TOTAL GRADUATE</b>			
<b>PROFESSIONAL (by degree)</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>TOTAL ALL LEVELS</b>	18	13	9
<b>OTHER</b>			

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**Basic Institutional Data Form A**

**PART 3 - FULL-TIME EQUIVALENT ENROLLMENT**

**Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Crowley's Ridge College

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
	2002-03	2003-04	2004-05
<b>UNDERGRADUATE</b> - (see definitions I.A thru D)	128.13	131.40	139.73
<b>GRADUATE</b> - (see definition II)			
<b>PROFESSIONAL</b> - (see definition III)			
<b>UNCLASSIFIED</b> - (see definition VI)			
<b>TOTAL</b>	128.13	131.40	139.73

**Basic Institutional Data Form A**

**PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS**

(e.g., non-credit, summer session, other)

**Most Recent Sessions and Previous Two Years**

Identify types of enrollment reported:

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
	2002-03	2003-04	2004-05
<b>TOTAL UNDERGRADUATE</b>	37	36	42
<b>TOTAL GRADUATE</b>			
<b>TOTAL PROFESSIONAL</b>			
<b>TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS</b> (headcount)			
<b>TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)</b>			
<b>TOTAL OTHER</b>			
<b>TOTAL</b>	37	36	42

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**Basic Institutional Data Form B**

**PART 1 - STUDENT ADMISSIONS**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: Crowley's Ridge College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes (x)      No

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
<b>FRESHMAN</b>	Fall 2002	Fall 2003	Fall 2004
Number of applicants with complete credentials for admission to the freshman class	159	153	146
Number of applicants accepted	115	111	93
Number of freshman applicants actually enrolled	73	73	69
<b>TRANSFER</b>			
Number of applicants with complete credentials for admission with advanced standing (transfer)			
Number of advanced-standing undergraduate applicants accepted			
Number of advanced-standing undergraduate applicants actually enrolled			
<b>MASTER'S</b>			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
<b>SPECIALIST</b>			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

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**Basic Institutional Data Form B - Part 1 Continued (N/A)**

Name of institution/campus reported: Crowley's Ridge College

		Two Years Prior	One Year Prior	Current Year
<b>DOCTORAL</b>		19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs				
Number of applicants accepted for doctoral programs				
Number of applicants actually enrolled in doctoral programs				
		Two Years Prior	One Year Prior	Current Year
<b>PROFESSIONAL</b>	<b>Report by degrees</b>	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

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**Basic Institutional Data Form B  
Part 2 - ABILITY MEASURES OF FRESHMAN**

Name of institution/campus reported: Crowley's Ridge College

Specify quarter/semester reported: Fall 2004

Are scores used or routinely collected ? Yes (X)      No

<b>A. Class ranking of entering freshman</b>		<b>B. SAT scores for entering freshman</b>	<b>Verbal</b>	<b>Math</b>
Percent in top 10% of high school class	11.3	Class average SAT score		
Percent in top 25% of high school class	30.1	Percent scoring above 500		
Percent in top 50% of high school class	32.0	Percent scoring above 600		
Percent in top 75% of high school class	26.4	Percent scoring above 700		

<b>C. Mean ACT scores for entering freshman</b>		<b>D. Other tests used for admission or placement</b>	<b>Verbal</b>	<b>Math</b>
Composite	18.9	Test name : ASSET		
Mathematics	17.8	Mean or Composite	38.07	33.91
English	18.7	Range	30-49	25-41
Natural Sciences	n/a			
Social Studies	n/a			

**Basic Institutional Data Form B**

**Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS**

(Report for last full academic year)

**A Graduate Record Examination**      **Range**      High      Low  
(for total Graduate School excluding professional schools)

**B Miller Analogies Test**      **Range**      High      Low  
(for total Graduate School excluding professional schools)

**C On a separate sheet, indicate other test data used for admission to professional programs.**

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**Basic Institutional Data Form B**  
**Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID**  
*(Report for last full fiscal year)*

Name of institution/campus reported: Crowley's Ridge College

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
<b>FEDERAL</b>	Grants and Scholarships	\$233,904	94
	Loans	\$466,263	98
	Employment	\$13,534	32
<b>STATE</b>	Grants and Scholarships	\$44,300	22
	Loans	0	0
<b>INSTITUTIONAL</b>	Grants and Scholarships	\$197,599	92
	Loans	0	0
	Employment	0	0
<b>FROM OTHER SOURCES</b>	Grants and Scholarships	\$31,063	29
	Loans	0	0
<b>Unduplicated number of undergraduate students aided</b>		134	
<b>Number of students receiving institutional athletic assistance</b>		0	
<b>Percentage of institutional aid for athletic assistance</b>		0	

**Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID**  
*(Report for last full fiscal year)*

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
<b>FEDERAL</b>	Grants and Scholarships		
	Loans		
	Employment		
<b>STATE</b>	Grants and Scholarships		
	Loans		
<b>INSTITUTIONAL</b>	Grants and Scholarships		
	Loans		
	Employment		
<b>FROM OTHER SOURCES</b>	Grants and Scholarships		
	Loans		
<b>Unduplicated number of undergraduate students aided</b>			

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**Basic Institutional Data Form C  
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Crowley's Ridge College

Specify quarter/semester reported: Fall, 2004

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor	3	0	3	0	0	0	0	0	0	0	3	0
Assistant Professor	4	0	4	0	0	0	0	0	0	2	2	0
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	1	0	1	0	0	0	0	0	0	0	1	0
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	0	1	1	0	0	0	0	0	0	1	0	0

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**Basic Institutional Data Form C**  
**Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Crowley's Ridge College

Specify quarter/semester reported: Fall, 2004

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor				3		
Assistant Professor				4		
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year				1		
Number of instructional staff employed in previous academic year, but not reemployed for current academic year				1		

**Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY**

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor	\$31,706	\$34,896	\$28,517
Assistant Professor	\$27,326	\$31,896	\$22,500
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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**Basic Institutional Data Form C  
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Crowley's Ridge College

Specify quarter/semester reported: Fall, 2004

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	1	0	1	0	0	0	0	0	0	0	1	0
Associate Professor												
Assistant Professor	3	4	7	0	0	0	0	0	1	5	0	2
Instructor	0	1	1	0	0	0	0	0	0	1	0	0
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	1	0	1	0	0	0	0	0	0	0	1	0
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	1	0	1	0	0	0	0	0	1	0	0	0

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**Basic Institutional Data Form C**

**Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

Name of institution/campus reported: Crowley's Ridge College

Specify quarter/semester reported: Fall, 2004

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	0	0	0	0	0	1
Associate Professor						
Assistant Professor	0	0	0	7	0	0
Instructor	0	0	1	0	0	0
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year	0	0	0	0	0	1
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	0	0	0	1	0	0

**Part 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY**

	MEAN	RANGE	
		High	Low
Professor	\$2,148	\$2,148	\$2,148
Associate Professor			
Assistant Professor	\$4,206	\$20,000	\$1,000
Instructor	\$2,000	\$2,000	\$2,000
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER**

*Report for current year and previous two years - Estimate if necessary (identify estimates)*

Name of institution/site reported: Crowley's Ridge College

Do you have specialized libraries not included in this data. Yes No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	2002-03	2003-04	2004-05*
<b>A. USE AND SERVICE</b>			
Total use of the collection (number of books or other materials circulated annually)	261	187	34
Total circulation to students	248	159	29
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty	5	17	3
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	1.18	0/71	0.15
<b>Total circulation to Community Users</b>	8	11	2
Number of items borrowed from other libraries via interlibrary loan	1	0	0
Number of items lent to other libraries via interlibrary loan	0	1	0
Hours open per week	59**	59**	59**
On-line electronic database searches (usually mediated by library staff)	3	3	3
Total Library staff presentations to groups/classes	2	2	2
Tours and one-time presentations	Z	Z	Z
Hands-on instruction for using electronic databases	Z	Z	Z
Hands-on instruction for Internet searching	Z	Z	Z
Semester-length bibliographical instruction	0	0	0
<b>B. COLLECTIONS</b>			
Total number of different titles in collection	14443 <sup>x</sup>	15392 <sup>x</sup>	15392 <sup>x</sup>
Books and other printed materials	14433 <sup>x</sup>	15362 <sup>x</sup>	15362 <sup>x</sup>
Print serials/periodicals	25+ <sup>N</sup>	25+ <sup>N</sup>	25+ <sup>N</sup>
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	10 <sup>x</sup>	30 <sup>x</sup>	30 <sup>x</sup>
Microforms	0	0	0

\* As of 2005-2-1.

\*\* Open also by appointment.

Z As needed. No statistics kept.

X 1669 items are listed as "Default" in Catalog these include LCCN books as well as other non-classified books and non-print materials

N We subscribe to 25 periodicals. The Library receives several complimentary issues.

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/site reported: Crowley's Ridge College

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
	2002-03	2003-04	2004-05*
<b>B. COLLECTIONS (Continued)</b>			
Non-print materials (e.g. films, tapes, CDs)	See above	See above	See above
Government documents not reported elsewhere	0	0	0
Computer software	See above	See above	See above
Number of subscribed/purchased electronic on-line databases	3	3	3
Number of CD-ROM databases available for searches by students	5	5	5
Number of subscriptions to scholarly journals	7	7	7
<b>C. STAFF (1 FTE Staff = 35-40 hours per week)</b>			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	1/2	1	0
Number of FTE student staff	1/2	1/2	1/2
Number of other FTE staff (please explain on attached sheet)			
<b>D. FACILITIES</b>			
Seating ratio (number of seats divided by student headcount enrollment)	46/HC	46/HC	46/HC
Number of publicly accessible computers	13	13	14
Estimated linear shelving space remaining for expansion	50	50	50
Estimated linear feet of materials stored off-site	Unknown	Unknown	Unknown
<b>E. EXPENDITURES</b>			
<b>For staff (exclude fringe benefits):</b>			
Total professional staff salaries	30996	31596	31896
Total non-professional staff salaries	5000	9000	0
Total student staff salaries	2500	2500	2500
<b>For collection</b>			
Books/other printed materials	9056	14102	5440
Print serials/periodicals	1195	1517	1604
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	1013	3525	1360
Government documents not reported elsewhere	0	0	0
Computer software	?	0	0

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**Basic Institutional Data Form D**

**LIBRARY/LEARNING RESOURCE CENTER (continued)**

Name of institution/site reported: Crowley's Ridge College

	<b>Two Years Prior</b>	<b>One Year Prior</b>	<b>Current Year</b>
	2002-03	2003-04	2004-05*
<b>E. EXPENDITURES (Continued)</b>			
Access and other services	0	0	0
Interlibrary loan	0	0	0
On-line database searches	1000	1000	1000
Network membership	?	?	?
Binding, preservation, and restoration	20	20	20
Production of materials (on- or off-site)	Unknown	Unknown	Unknown
Other equipment and furniture purchase/replacement			
Other operating expenses (excluding capital outlay)			
<b>Total library expenses</b>			

<b>F. OTHER</b>	<b>YES</b>	<b>NO</b>
<b>Output measures</b>		
Does the library attempt to measure/record patron visits to the library?		√
Does the library attempt to measure/record reference questions answered?		√
Does the library attempt to measure/record user satisfaction?		√
Does the library attempt to measure/record in-library use of other resources?		√
<b>Agreements and policies:</b>		
Are there formal, written agreements to share library resources with other institutions?	√	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	√	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	√	

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**Basic Institutional Data Form E  
INSTITUTIONAL COMPUTING RESOURCES  
Report for Current Academic Year**

Name of institution/site reported: Crowley's Ridge College

WorldWideWeb (WWW) URL address: http://www.crowleysridgecollege.edu

<b>A. ORGANIZATION, PLANNING, AND POLICIES</b> (Please attach an organizational chart. Include names)	<b>YES</b>	<b>NO</b>
Designated administrator(s) for institutional computing?	√	
Designated administrator(s) for Administrative computing?		√
Designated administrator(s) for Academic computing?		√
Centralized computing services?		√
Formal, written, and approved technology plan?	√	
Technology plan linked to institutional mission and purposes?	√	
Computing resources included in institutional strategic plan?	√	
Policies on the purchase, replacement, and repair of hardware?	√	
Policies on the purchase and updating of software?	√	
Institutional computing responsible/ethical use policy?	√	
Institutional policies that include institutional computer issues?		√
Institutional policies that include administrative computing issues?		√
Institutional policies that include academic computing issues?		√
<b>B. FACILITIES</b>		
Institutional network backbone?	√	
Computer labs networked?	√	
Classrooms functionally networked?*	√	√
Multi-media computers in labs?	√	
Administrative offices networked?	√	
Academic offices networked?	√	
Residence halls wired?	√	

\* 5 out of 9 are networked

Number of non-networked computer labs 1

Total number of stations 5

Number of networked labs

Total number of stations 37

Type of access? 2

Wired through network √      Wired Ports      Remote dial-up access

Personal computers      Internet      Slip/ppp connection to WWW

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**Basic Institutional Data Form E - Continued**  
(Place checks where appropriate)

C. FUNCTIONS: ADMINISTRATIVE	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	√	√	√	√	√	√	√
College Catalog	√	√	√	√	√	√	√
Class Schedule	√	√	√	√	√	√	√
Financial Aid			√			√	
On-line registration							√
Student Academic Record			√	√		√	

E-mail: Intra-institution?      Yes      No      Inter-institution?      Yes      No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?		√
Computers in full-time faculty offices networked?		√
All part-time faculty have access to computers?	√	
All divisional/departmental offices networked?	√	
All students required to have computers?		√
Internet access available from all faculty offices?	√	
Library access available from all faculty offices?		√
If YES, is access available to the institutions library(ies)?		
If YES, is access available to the state-wide or region-wide library system?		
If YES, is access available to other libraries?		
Library access available from all classrooms?		√
Computers integrated into instruction?	√	
Off-campus access?		√
If YES, is off-campus access available by the institutional network?		
If YES, is off-campus access available by the academic network?		
If YES, is off-campus access available by the Internet?		
If NO, plans to provide off-campus access within three years?		√
Courses on Internet?		√
Interactive courses in real-time (i.e., 2-way video and voice?)		√

E-mail: Intra-institution?      Yes      No      Inter-institution?      Yes      No

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**Basic Institutional Data Form E - Continued**

**E. SUPPORT and TRAINING**

Number of FTE technical staff?      ½                      Number of programmers? ½  
 Number of FTE training staff?      0                      Integrated with Human Resources unit (Y/N)  
 Name and Title of designated educational specialist?

**F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)**

Total Annual Academic Outlay, Operating Funds: 30,000

Total Annual Administrative Outlay, Operating Funds: 31896

Capital funds available: Academic 0

Capital funds available: Administrative 0

Amount of grants/restricted purpose funds available: 0

Technology fee assessed? (Yes/N)

If YES, amount per academic year? \$105/75 resident/commuter

<b>G. EVALUATION</b>	<b>YES</b>	<b>NO</b>
Formal system of evaluation by students of academic computing?	√	
Formal system of evaluation by students of administrative computing?	√	
Formal system of evaluation by faculty of academic computing?	√	
Formal system of evaluation by faculty of administrative computing?	√	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	√	
Results of evaluation linked to institutional planning and budgeting processes?	√	





# MISSION AND GOALS FOR CROWLEY'S RIDGE COLLEGE

The founders of Crowley's Ridge College believed:

*That God is,*

*That He is our maker,*

*That He has revealed His will to us,*

*That He offers an earthly life of fulfillment and eternal life after death.*

Out of these beliefs grows a commitment to the pursuit of knowledge within a community of people who recognize God as the ultimate source of that knowledge. This commitment is expressed through the mission and goals of the College.

## **MISSION**

Crowley's Ridge College is a private, two-year, church-affiliated but autonomous, co-educational liberal arts college, providing for its students a balanced course of studies appropriate to the first two years of college.

While the college is affiliated with the Churches of Christ, students of all religious backgrounds are welcome at Crowley's Ridge College. The student population comprises both non-traditional and traditional residential and commuter students.

The college is committed to a continual emphasis on the integration of scholarship, critical reasoning, and the spiritual dimension of life. Preserving a commitment to a tradition of small class sizes and a philosophy of open enrollment helps the College to maintain a focus on the whole student as an individual.

## **STUDENT LEARNING GOALS**

To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals.

To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students to transfer for advanced studies; and to develop a basic desire for the lifelong pursuit of knowledge.

To develop problem solving skills, both as an individual and in cooperation with others.

To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community.