CROWLEY’S RIDGE COLLEGE AT 50
(1964 - 2014)

SELF-STUDY REPORT
NOVEMBER 3-5, 2014

“the college that feels like home”
Mission Statement of Crowley’s Ridge College

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 knowledge. This commitment is expressed through the mission and goals of the college.

Mission

Crowley’s Ridge College is a private four-year church affiliated but autonomous, co-educational liberal arts college, providing for its students a balanced course of studies appropriate for Bachelor and Associate Degrees. 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 thinking, service, 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 maintain a focus on the whole student as an individual.

Student Learning Goals at Crowley’s Ridge College

The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future of service to God and community.

The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.
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Chapter One: Introduction

History of Crowley’s Ridge College

Crowley’s Ridge College (CRC) 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 influenced 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 early 1930’s, but Smith and other founding fathers of what was to become CRC believed there was a need for a Christian college in the area.

For the first ten years of existence, CRC 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 legally separated, and the college has since operated under a separate charter and Board.

In its beginning in 1964 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 CRC converted to a four-semester system consisting of 12 weeks in each term, with the academic year lasting 48 weeks. However, the summer term was offered on a demand basis. This system was abandoned in 1980, mainly due to a lack of enrollment during the summer term, in favor of a standard semester arrangement, under which the college continues to operate at present. Summer sessions, intersessions, and evening classes remain available.

Since the beginning of the institution, a total of eight chief administrators, including five Presidents, one interim president, and two V.P.’s for Operations have served the college.

- Dr. Emmett F. Smith, Jr. – President, 1964-1973
- Albert Lemmons – President, 1973-1975
- Dr. Emmett F. Smith, Jr. – Chancellor, 1975-1979
- Joe K. Alley - President, 1979-1982
- Philip Wilkerson – V.P. for Operations, 1982-1985
- Alan Carter – V. P. for Operations, 1985-1986
- Larry M. Bills – President, 1987-2001
- Arvil Hill – Interim President, 2001-2002
- Ken Hoppe – President, 2003- Present (from December, 2002 to September, 2003, Mr. Hoppe served as V.P. for Operations, and Chair of the CEO Committee before being named President in 2003)
Located in Paragould, Arkansas, the college sits near the crest of Crowley’s Ridge, a unique 150 mile long land formation consisting of rolling hills in 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 the south, the ridge is the only “highland” between the Ozarks and the Mississippi delta.

Paragould, the seat of Greene County, is a city of approximately 25,000. It has a balanced economy comprised of agriculture, agribusiness, and 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 miles 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.

Alternatives to Accreditation

Various transfer relationships have pre-dated CRC’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 to 1991. This process required the college to supply the names of three students who had successfully transferred to three accredited four-year institutions within three-year intervals. Harding University, Searcy, Arkansas; Freed-Hardeman University, Henderson, Tennessee; Oklahoma Christian University, Oklahoma City, Oklahoma; Lubbock Christian University, Lubbock, Texas; and Williams Baptist College, Walnut Ridge, Arkansas were the most commonly used institutions for the three-letter method. In 1991 the U.S. Department of Education abolished the TCA method without any advanced notification to the affected institutions.

In addition, several other four-year universities validated CRC student credit after a one-semester or one-year probationary period. Included among the institutions were: Arkansas State University, Jonesboro; the University of Arkansas, Fayetteville; and the University of Arkansas, Little Rock.

Accreditation History

The college first explored regional accreditation in 1965, but a visiting team from the North Central Association (NCA) concluded the college was not yet ready to apply for accreditation. In 1981, a status report was prepared, and the NCA approved the continuation of the self-study process. The CRC 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 regional accreditation by submitting the Preliminary Information Form (PIF) to the NCA. A staff analysis of the General Information Requirements (GIRS) was prepared by Dr. Stephen D. Crow requesting additional responses to eight of the GIRS contained within the PIF. Some of the requests simply required rewording clarifications, but it was apparent that the
organization needed to revise many of its methods of operation such as shared governance, planning, budgeting, and assessment of student outcomes.

In 1995 the college submitted a self-study report to the NCA requesting candidacy status. The visiting team recommended candidacy for the college, and North Central Association later approved initial candidacy at the Associate Degree level. The college prepared another self-study report in 1998 this time requesting initial affiliation with the NCA, 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.”

A third self-study report was prepared during the 1999-2000 year 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 and seven concerns. In August of 2000, CRC received notice of initial accreditation by the NCA with no reservations, except the college would be required to file a monitoring fiscal report. The organization complied with the requirement and the document was sent in January, 2003.

In 2005 the college submitted another self-study report requesting continued accreditation with the HLC for a ten-year period. A visiting team conducted a comprehensive visit in the spring of 2005 and recommended CRC be granted continued accreditation for the ten years. The team listed 12 concerns, but no special monitoring reports were required. The college received HLC approval on October 21, 2005.

In 2008 the college submitted a request for Approval of a Proposed Change with the HLC to offer baccalaureate degrees in Biblical studies and in business administration. Also, a requested focus visit was granted by the HLC. The visit took place on April 28-29. The two-person team recommended the two baccalaureate degrees be approved. The team cited four institutional responses which had to be addressed by the college. Official notification of the approval of the degrees by the HLC was received on September 04, 2008.

Self-Study Process

The 2014 self-study process comes at an especially important time in the history of Crowley’s Ridge College. Founded in 1964, the college is celebrating its fiftieth year of existence. CRC at Fifty is the theme of the 2014 self-study report.

The President of the college announced on October 11, 2012 that a steering committee had been formed to direct the 2014 self-study and that “official preparation for the next HLC evaluation visit begins today.” The committee is composed of: Ken Hoppe, CRC President; Philip Wilkerson, V.P. for Academics, and Chair of the Social Science and Human Behavior Division, and Chair of the Steering Committee; Ricky Hale, Chair of the Biblical Studies Division, and CRC music director; Larry Woodward, Chair of the Business and Technology Division; Pamela Cox, Chair of the Mathematics and Natural Sciences Division; Kim Jackson, Chair of the Teacher Education Division, and Director of Distance Learning; Cindy Henry, Chair of the Health, Physical Education, and Wellness Division, and Head Girls’
Volleyball and Softball Coach. The first documented meeting of the committee took place on September 24, 2012 as a component of the monthly faculty meeting (same date). Copies of the steering committee meeting minutes are in the resource room.

Approximately 24 months has been invested in the reading, research, and writing of this report. The committee believes this report to be an honest, thorough, and detailed look at CRC in its fiftieth year of operation, and that readers of the report will come to the same conclusions. The report is also a measure for determining the status of the college since the last self-study was published in 2005 and since the college was approved to grant baccalaureate degrees in 2008. The college has also developed a climate of activism focused on the improvement of the institution in areas such as finances, assessment, technology, and planning.

Organization of the Self-Study

In this self-study the steering committee focused first on the New Criteria for Accreditation adopted by the HLC in 2012. Chapters two through six of this report address the five criteria. At the conclusion of each chapter a summary is included listing the successes of the college applicable to each criterion. Also a statement is included at the end of each chapter reminding the institution of the challenges ahead which the college will need to face to secure the future of the organization. Chapter one is the introduction to the self-study. Chapter seven contains a summary of the report and a request for continued accreditation. Appendix A contains charts in support of Chapter Six. Appendix B is dedicated to federal compliance. References to support documents, and where they are located, are found throughout the report.

Response to Concerns from the 2005 Comprehensive Visit

There are 12 concerns which were left by the 2005 visiting team to address. Each concern is addressed in this part of the report.

1. **Student Complaint Log:** “College officials could not readily locate a log of student complaints.”
   (Assurance Section, page 7) “The team recommends that in addition to the committee minutes that the Dean of Student’s office, President’s Office, and the Vice-President for Academic Affairs’ office retain a log of complaints that would identify the nature of the complaint, the date of the complaint, and follow-up action and resolution.” (Advancement Section, p. 7)
   **Response:** Since the 2005 visit a student complaint log has been maintained and is on file in the office of the V.P. for Academics. Also, minutes of the Student Life Committee are on file at the same location.

2. **Campus Security Report:** “College officials could not demonstrate that the campus security report had been disseminated to faculty, staff, and students and the team did not find that it was accessible to external constituents.” (Advancement Section, page 7) The college produced documentation that the campus security report had been filed with the Department of Education, but was unable to document that this report was widely disseminated on campus nor was this information readily available to prospective students and employees as required. The
team recommends that this report be identified with a link and located on the college web page, which would provide access to prospective students and employees.

**Response:** Located under “admissions,” on the CRC website, there is a campus security and safety link which allows any interested person to monitor campus security statistics. The Dean of Students provides on-campus notification about the Crime Awareness and Campus Security Program in order to fulfill the requirements of the Higher Education Opportunity Act of 2008. Information concerning campus safety policies and procedures, and statistics concerning whether certain crimes took place on campus, and policies regarding the possession, use, and sale of alcoholic beverages and illegal drugs are made available upon request. Requests are made through the office of the Dean of Students. A copy of the Handbook for Campus Crime reporting from the U.S. Department of Education (DOE) is available in the office of the Dean of Students. For even more information, constituents are encouraged to refer to the U.S. DOE’s website at http://ope.ed.gov/security/which supplies statistical information pertaining to over six thousand colleges and universities across the United States.

3. “CRC needs to expand its process for tracking alumni. At the present time, the college’s alumni database is limited to those who have graduated since 1995. This limits the utilization of the alumni base to assist the institution in fundraising and student recruitment.” (Core component 2a) (Assurance Section, p. 9) Given the thousands of alumni who attended CRC prior to 1995, it is crucial to the success of development efforts that these alumni be systematically targeted for fund-raising initiatives. The team commends that CRC direct attention to adding these names into the electronic database (Advancement Section, pp 5-6)

**Response:** The CRC alumni database is updated each year by merging students who graduated, and ceased attending before graduation electronically from the academic data base to the general data base. College personnel and volunteers have conducted extensive research in order to find and make alumni contact information current. Each CRC Newsletter, the “Insider” ask alumni to keep us updated and we have an alumni update link on our website. As of the writing of this document CRC has 3,182 former students in its general data base.

4. “The college planning process, while extensive and inclusive, is not sufficiently visionary and strategic to inform long-range decision making, especially as it is related to technology and development. (Core Component 2a and 2b) (Assurance Section 9) “Nevertheless, the technology planning document, while identifying specific equipment under consideration, provides neither an institutional context nor a cohesive plan of curricular integration. The team recommends that this area be a priority in future planning efforts.” (Advancement Section, p. 5)“Developmental planning. Given the importance of fund-raising to the continued existence of the college, the team felt that the current development plan lacks specificity of how CRC expects to achieve its fundraising goals. The team recommends that this area be a priority in future efforts.”(Advancement Section, p. 5)

**Response:** The college has been diligent in addressing this concern. The campus now has two modern computer labs for student use in the Administration Building and two additional computer labs in the Science and Math Building. The college has internet access campus wide. Most
classrooms have been technologically upgraded with projectors and/or smart boards. All classrooms have student/teacher friendly software available. A technology survey is conducted each year among the college faculty to measure technology use across the college’s curriculum. The last survey was conducted in 2014 with 11 of 14 instructors reporting substantial use of technology in the classroom, homework, and testing. Since 2005 the college has secured a full-time information technologist who is eager to advise and train employees, and has also kept the campus computer system functioning in a dependable manner.

In 2007 the college employed a full-time Vice-President for Institutional Advancement who works with the President and CRC’s board of trustees in establishing and advancing fundraising goals. Fundraising and planning documents are available through their offices. The annual fund that is now a regular part of CRC’s fundraising strategy has several campaign components with an unrestricted goal of $515,000 annually. In addition to the annual fundraising program, the institution conducts capital campaigns for major capital expenditures which have completely paid for additional structures to the campus such as the new student center and Johnson Honor Housing facility. Planned gift and charitable estate planning efforts are also an ongoing strategy put into place to secure larger gifts for capital improvement and restricted endowment funds. More than $2.5 million in future estate gifts have been designated by the College’s donors for CRC through this improved fundraising strategy.

The addition of a computer proficiency component to the academic program was considered by the faculty; however, after tracking entering freshmen for a period of two years it was observed that approximately 87 percent of the students entering CRC had already taken a computer literacy course either at the high school or college level before entering CRC. It was also decided that the addition of three more hours to the 53 existing required hours within the associate of arts degree was not in the best interest of the student or the institution.

5. “Like many, small, private, institutions CRC is very dependent on tuition revenue. Maintaining and expanding its enrollment base will require both good retention of students to the second year and effective admission marketing strategies and follow-up. Additional recruitment strategies may be necessary to continue to meet enrollment goals. Moreover, it did not appear to the team that CRC had developed a focused retention plan that could assist the college in its retention efforts. (Core Component, 2 a (Assurance Section, p. 9). The team could not determine that any retention plan was in place or that any sophisticated analysis existed of who leaves and why that could be used to develop such strategies.” (Advancement Section, p. 6)

**Response:** Since the last team visit in 2005 the college has maintained a 3 person admissions staff with two full time admission advisors administered by the Director of Admissions. The college has purchased advertising in local and regional media including extensive advertising at our local Cinema which has dramatically raised local student interest. Three years ago the college reactivated basketball for women and attempted to introduce men’s soccer, but was unable to recruit enough participants to sustain the program partly due to not having a full-time soccer coach available to recruit. A men’s soccer program is in the institution’s strategic plan. The admissions team set recruiting goals in conjunction with the President of the college.
Records on file in both offices support the planning process. Records also show that sufficient funds have been allocated to provide adequate financial support. At the conclusion of each semester, the Director of Admissions, in conjunction with the College Registrar, submits a “student drop-out” report to the President. Invariably, the major reason for students dropping out after their first semester is finances. Failure to do college work, especially inability to complete developmental math classes is the number two reason given by the students who leave after one semester. The college has increased its scholarship commitments, created innovative teaching strategies (especially in the developmental math courses) and has provided both instructor and institutionally based tutoring which have all been a part of improved retention. The average drop-out rate for the 5 year period (2004/2005 academic year through the 2008/2009 year) was 14%. However the average drop-out rate reduced to 10.4% for the most recent 5 year period. (2009/2010 academic year through the 2013/2014 academic year) The college also froze its 2013-2014 tuition fees at the 2012 – 2013 to assist those students who had indicated that raises in tuition and fees could contribute to their inability to return. The institution made the bold move to freeze tuition and some students reported that not having an increase helped them to make their decision to return. There is a positive trend that suggests that more students are remaining with CRC because of the institutions overall retention strategy. The addition of baccalaureate degrees in the future will no doubt bolster retention as well.

6. “Not all of the college’s general education outcomes are being assessed using direct measures. (Core Component, 3a) (Assurance Section, p. 11) “Discovering a way to formalize and document the service learning and community contribution experiences of students might be an effective way to assess service (one of the identified general education goals).” (Advancement Section, p. 8)

Response: Since the last comprehensive visit in 2005 the Institutional Research and Assessment Committee has addressed this concern. Evidence of this can be found in the 2006, 2008, 2010 and 2012 Assessment Reports. For example, the reader is encouraged to review pages 10-37 of the 2012 Institutional Research and Assessment Report. This section focuses on the following: Expectations of Student Learning; Levels and Methods of Evaluation; What is new in the Plan? ACT and CAAP; Developmental (LINK) Program; General Education Program; Biblical Knowledge, Business Administration, the B.S. Degree; Course Level Assessments. Only a few students take advantage of the service learning opportunities offered within each academic division at CRC. For those who do, the college requires: A minimum of 45 supervised clock hours; A survey, sent to the supervisor, evaluating the performance of the intern; A “reflective” essay written by the student which is graded by a faculty member representing the academic division in which the internship was completed.

7. “Faculty understanding and use of assessment data to improve student learning is uneven across divisions.” (Core Component 3a) (Assurance Section p.11). “Some in-service profession development regarding assessment, including different types and levels of assess – program, classroom, and instructional – would be beneficial for faculty. The Higher Learning Commission
at www.ncahigherlearningcommission.org has excellent resources on assessment. The annual meetings and assessment conferences also offer opportunities to network with colleagues and become updated on current practice.” (Advancement, p. 8)

Response: Faculty members have attended assessment workshops hosted by the Higher Learning Commission. Also, a former Director of Institutional Research and Assessment at CRC was a presenter at the HLC annual meeting a few years ago. Unfortunately, he was forced to retire for health reasons in 2011. The college has appointed a new director and an assessment report was published in 2012. Assessment reports are widely circulated on campus and are made available to the CRC Board, administration, staff, and the student body. Assessment results have focused on improving developmental course outcomes. The college has explored a variety of teaching methods aimed at improving student success rates in developmental studies. Methods used in teaching developmental grammar and reading skills have resulted in high rates of student success. However, there remains much to be done in the developmental math courses. Information concerning assessment and developmental studies is discussed thoroughly in chapter five of the self-study report.

8. “The college has clearly-stated institutional learning goals. However, intended learning outcomes at the course level have not been consistently articulated, and the college’s institutional-level goals, general education goals, and course-level goals need to be more clearly connected. In addition, not all goals are effectively measured, for example; information literacy.” (Core Component 3a) (Assurance Section, p. 11). Faculty would benefit from some practical classroom projects and tests which can be analyzed to prove that students are meeting all of the stated general education outcomes. For example, although, information literacy is a stated general education outcome, there is no measure of how that can be developed and evaluated.” (Advancement Section, p. 8)

Response: A uniform syllabus format has been adopted by the faculty connecting the appropriate general education goals, and student learning goals. Students are made aware of the intent of the course to not only convey subject matter, but that each course is designed to connect with the appropriate course-level, general education, and student learning goals.

9. “The current forms for collecting course and program assessment data are overly complex and should be simplified so that faculty can use them more efficiently. Faculty forms for describing course outcomes require that faculty rate on a scale of 1-10 how well the learning outcomes are taught in each course. Faculty indicates that this is time-consuming and more detailed than necessary to be useful.” (Core Component 3a) (Assurance Section, p. 11).

Response: The Institutional Research and Assessment Committee has worked with the faculty to shorten and improve the following data gathering forms: CRC Course Evaluation Form, Alumni Progress Report, Institutional Data Form. Also, the 2012 Assessment Report is much more concise and user friendly when summarizing assessment results making it easier for readers to comprehend and apply the results of the report. Although the 1-10 rating scale is still in use on how well learning outcomes are taught, using the 8 general education criteria, the reporting is
now done on alternating even-numbered years and the faculty has been better trained as to how to assess their courses. The whole process is now much better understood by faculty.

10. “Some course syllabi effectively list clear general education outcomes and assessment tools for measuring those outcomes; many do not. Applying a consistent format would improve the usefulness/accessibility of the syllabi.” (Core Component 3a) (Assurance Section, p. 11) “The assessment process can also be strengthened if faculty develops a consistent syllabi format with clearly stated learning outcomes.”

**Response:** Since 2005, the great majority of syllabi on file in the V.P. for Academics Office list the general education goals, course level learning objectives, how each course connects to the college’s learning goals, and the tools used to measure them.

11. “Professional development for faculty can be significantly improved. Interviews with some of the faculty indicated that they would like more opportunities to network with other educators to learn more about assessment and innovative teaching techniques.” (Core Component 3a) (Assurance Section, p. 11) “Faculty would benefit from some practical classroom projects and test which can be analyzed to prove that students are meeting all of the stated general education outcomes. For example, although information literacy is a stated general education outcome, there is no measure of how that can be developed and evaluated. (Advancement Section, p. 8)”

**Response:** The administration of the college supports faculty professional development by encouraging faculty to attend professional meetings, workshops, seminars, and the like to learn more about teaching methods. Each year the college provides funding for travel expenses, lodging, meals, and registration fees for faculty development. The developmental teachers have regularly attended workshops to learn how to better serve students enrolled in developmental courses. Some teachers have received in-service training preparing them to teach online. This training began in 2009 as the college moved in a limited way to offer a few online courses. Professional development reports are filed each year with the V.P. for Academics and are on file in that office. Also, members of the Bible faculty regularly attend workshops and lectureships within the churches of Christ fellowship. In addition, the CRC Lectureship Committee, since 2001, has sponsored the CRC Bible Lectureship as a service to the church, community, and the college drawing participants from as far away as Oklahoma, Iowa, Tennessee, Missouri, and a variety of other states.

12. “The curriculum at CRC does not include courses that promote technological literacy.” (Assurance Section, p. 13)

**Response:** In fall 2006 all incoming students were required to respond to a Computer Proficiency Survey (CPS). Student response to the survey would determine how many entering students each year had already taken a basic computer course in high school or at a college. The same questions were asked in fall 2007 as a part of the First-time Entering Questionnaire which absorbed the CPS. The combined results showed that out of 135 students surveyed, 118 (87.4 percent) indicated they had already taken a computer course and passed it with at least a “C”
grade. Those (only a few) who did not respond to the survey or questionnaire were counted as “not” having taken a computer course. Transcripts were checked to validate student responses. Since the percentage of entering students greatly exceeded the estimated number of students having taken a computer course before coming to CRC, it was decided by the faculty not to proceed further with the technology literacy component requirement. The graduation technology literacy requirement was also dropped. In fall, 2008 CRC began offering a four-year degree in business administration. Nine hours in technology are offered within that division, and an adjunct instructor has been hired by the college to assist the business and technology division to increase the number of technology based business courses. For example, a web page design course is currently under consideration by the division.

Response to the Recommendations of the 2008 Focus Visit

1. “The institution needs to carefully plan for the addition of faculty holding the doctoral degree, especially as the College reviews the addition of additional baccalaureate degrees.”
   
   **Response:** The college conducted a national search for applicants with a doctorate in education and secured Dr. Rob Williams who began his duties on August 1, 2014. National advertising for this position began January, 2014. This person will most likely transition to the chair of the newly created Teacher Education Division and will be assigned administrative responsibilities as well as teaching responsibilities. The college would like to expand its business division offering an online business administration degree and also would like to add a business management onsite degree. Although qualified adjuncts are available, the college would at that time pursue a doctorate in business to chair the Business and Technology Division. One adjunct in the business division holds a J.D. and another adjunct has a Ph.D.

2. “With the addition of the baccalaureate degrees, the College needs to plan for the change in campus culture that will occur with the addition of third and fourth year students. This will have an impact on the academic and social aspects of the campus.”
   
   **Response:** The college has successfully embraced and absorbed the culture changes of moving from a two-year to four-year status. With the addition of the upper level students to the CRC student body, there appears to be the presence of a more mature campus atmosphere. There is also no doubt that the presence of upper level students has provided incoming students with examples of attainable academic success.

3. “The college will need to expand its assessment efforts to assess the new degrees at the programmatic level. With the foundation of the present general education assessment program, the college should be well positioned to create assessment formats for the baccalaureate degrees.”
   
   **Response:** Assessment needs for the four-year programs are being met in the following ways. The B.A. in Biblical Studies program will be assessed by a pre and post Bible knowledge test. This test is comprised of inputs from the Bible faculty covering all of the areas contained within the Biblical studies degree. For test results, see page 38, Chapter five, Criterion four of this report.
For the B.S. in Business Administration, the college has adopted the Major Field Test (MFT) created by the Educational Testing Service (ETS). For MFT results also see page 38, Chapter five, Criterion four of this report.

4. “The college will need to review the heavy demands on faculty from teaching load, number of preparations, and other non-teachable demands. The college has begun to address this through the use of adjuncts, but may need to consider additional full-time faculty or additional adjuncts to address load issues for full-time faculty.”

**Response:** The college employs one full-time Bible faculty member. It may appear to the outside observer that this is insufficient. However, the college is fortunate to have two additional full-time employees who are credentialed in the Biblical field, who have other assigned duties, but are available to assist in the teaching of Bible classes. In addition, the college employs three adjuncts to provide instructional support to the Bible division on a semester-by-semester basis. Two of these adjuncts have earned doctorates. The business faculty is made-up of two fulltime instructors with MBA degrees. As the business offerings grow, the college is prepared to hire a full-time instructor with a doctor’s degree. The normal teaching load for a full-time instructor is 30 semester hours per academic year. If additional overload issues occur, the instructor is paid at the adjunct rate for each course taught beyond the normal load.
Chapter Two

Criterion One: The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Components:

1. A. The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponents:

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The mission statement of Crowley’s Ridge College (CRC) is printed on the first page of this document. The mission statement has been regularly examined and has undergone some revisions over time. The most notable change, which occurred in 2008, is the reference to CRC becoming a four-year college. Also, the learning goals have been changed from four to two in number. The content of the two learning goals is actually a more concise statement of the previous learning goals. In addition, the college has a shortened mission statement which was written by a student in 2005. It reads: “The mission of Crowley’s Ridge College is to promote academic and spiritual growth in every student.” The method used to periodically reevaluate the mission statement is the Institutional Survey Form which gives on-campus and off-campus college constituents (students, faculty and staff, and board) a chance to evaluate the mission from two perspectives. First, how important is the mission of CRC? Second, how well does the college meet the criteria stated in the mission? Below is a comparison of the composite evaluations from the 2013 survey as compared to the 2005 survey. The scale is 1 to 5, with 5 as the high number.

- 2005 composite - How important is the mission of CRC? – 3.72/5.00
- 2005 composite – How well does the college meet the mission criteria? – 4.47/5.00
- 2013 composite – How important is the mission of CRC? – 3.93/5.00
- 2013 composite – How well does the college meet the mission criteria? 4.49/5.00

It is apparent, over time, that the constituents of the college place a high value on the importance of the mission and also consistently rank the college high as to how well the college is accomplishing its mission.

The college has also created a vision statement which appears below. The vision statement was first printed in the 2005 Self Study Report. Since then the statement has been revised to include goal five which states where the college wants to be five to ten years out.
Vision Statement for Crowley’s Ridge College:

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.

*5. The college will expand its four-year degree programs to a minimum of four education degrees within the next five to ten years: elementary, k-6; secondary education, physical education; birth to kindergarten; and special education. *updated during the 2012-13 academic year

2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission

CRC offers the following approved academic programs:

- Bachelor of Arts in Biblical Studies
- Bachelor of Science in Business Administration
- Associate of Arts in General Studies
- Associate of Biblical Studies

In addition, the college offers minors and concentrations in accounting, business management, and sports management which can be added to the Bachelor of Science in Business Administration.

Also, in May, 2013, CRC received candidacy notification from The Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE), to offer two bachelor degrees in teacher education requiring teacher licensure, one in k-6, and the other in secondary physical education. In time the college plans to increase the number of bachelor degrees in teacher education to a total of five, pending approval by CAEP, and the Arkansas Department of Education (ADE).
CRC has an open-enrollment policy. The college has two admissions classifications: Regular and Provisional. The college strives to preserve the academic integrity of the institution by admitting provisionally, only those students who are believed, based upon the professional judgment of the admissions director and admissions file data, to have the ability to “academically succeed at the college level”. (Page 10, CRC Catalog). The admissions department makes the final decision as to whether or not a student has the potential to be successful if admitted to CRC.

The college advises and admits students based on outcomes of ACT scores and the administration of the ASSET placement tests in mathematics and English. Students needing remediation are appropriately placed in the college’s developmental program known as the LINK. A further discussion of the program will appear in Criterion Three.

Student support services include academic advising required tutoring, and the development of a beginning algebra/intermediate algebra class which meets five days per week. This approach has produced some very impressive outcomes for those students who persevere and complete the course. Assessment information will follow in Criterion Four.

CRC does not have a formal career services program but students are encouraged to attend career oriented job expos, and they also receive advice and training in how to prepare for employment. The college posts all employment openings in public places.

3. The institution’s planning and budgeting priorities align with and support the mission.

The college has an organized planning and budgeting procedure in place comprised of seventeen budget managers supervising forty-five budget categories. The president requests budget information from the budget managers in June of each year. The president compiles the budget and presents it for approval at the July Board meeting. Final adjustments are made to the budget once the enrollment numbers are known during the early part of the fall semester.

The college has demonstrated a strong financial position. During the last 11 years total surplus from operations has been $1,388,000 or an average surplus of $126,180 per year. Successful planning and budgeting have played an integral part in the financial success of the institution. The college has also invested approximately $800,000 dollars in a variety of capital projects over the past few years without using any institutional funds from student tuition and other student charges. Examples are construction of a new student center; the building of the Johnson Honor Student Housing Complex; the repaving of approximately one-half of the college streets; the paving of three student parking areas; the renovation of Wilson Hall; a new college entrance sign; construction of a softball field; improvements made to the baseball field; the renovation of the Carter Activities center, including the installation of a new heating and air system; the adding of fiber optic cable across the campus; and updating the McClanahan Technology Center.
In addition, the reader is encouraged to visit the CRC web site and read the Case for Support Statement which clearly states the college’s commitment to promote and raise funds for the organization while supporting the mission financially and thereby impacting and benefitting the constituencies of Crowley’s Ridge College.

1. B. Core Component: The mission is articulated publicly.

Subcomponents:

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

   The mission statement, the long and the short versions, can be found in the College Catalog; the CRC Student Handbook; the Faculty and Staff Handbook (FASH); on the college’s web site, also in The CRC Insider, published two times a year by the Office of Advancement; and in numerous publications from the Admissions Department. (Copies are available in the resource room.)

2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

   The CRC catalog was revised and last published in 2013. The Faculty and Staff Handbook was revised in 2014. The Student Handbook undergoes revision before the beginning of each new academic year, and the college web site is regularly monitored to make sure it is up-to-date. Admissions brochures and handouts are designed to last as long as they are deemed to be current and effective in recruiting students.

   The college is committed to maintaining a well-qualified faculty dedicated to accomplishing the mission of the college. It takes a special person to be employed at CRC, one that is dedicated not only to the academic success of the students but also one that serves as a Christian example to the students while on and off campus. Monthly faculty meetings are conducted giving the faculty an opportunity to interact with each other and to exchange ideas and methods of instruction. Official minutes of the faculty meetings can be found in the resource room. CRC is not a research centered institution. Its academic focus is that of a teaching organization dedicated to influencing students to serve the communities in which they work and live. A list of the faculty, with their academic qualifications, is found on pages 82-84 of the current College Catalog. Also, a faculty academic file is maintained by the Vice-President for Academics. Faculty and staff personnel files are kept in the President’s office.

   In recent years approximately 30 students have traveled abroad to do mission work, visiting hospitals, teaching in schools, and visiting orphanages, in such places as Costa Rica, Nicaragua, Brazil, and Haiti. Students have also traveled as far as Canada to take part in the World Missions Workshop.
Bible majors are required to attend Bible lectureships both on and off campus during their stay at CRC. They also are required to take part in the Church History Restoration Tour. This tour covers visits to Pennsylvania, Kentucky, and West Virginia putting the students in touch with the early history of the Protestant Restoration Movement.

In recent years the women’s volleyball and softball teams have participated in the “Dig for Cure” and “Race for the Cure” programs to provide research funding to help find a cure for breast cancer. The women’s softball team provided assistance with clean-up efforts after the devastating tornado in Vilonia, AR. The men’s baseball team organized a campaign to provide food for the “Mission Outreach” program which benefits and feeds homeless individuals in the area. On the day set aside for this event, the opposing team also came prepared with donations to the Mission. Our men’s basketball team worked in a food bank in Oklahoma City preparing boxes of staple items for distribution. For the last two years the men’s baseball team has conducted a fundraising campaign whereby they play a 100-inning, preseason, inter-squad game to raise funds for “Project Hope.” “Project Hope” is a program through the Arkansas Methodist Medical Center Foundation that provides mammograms at no cost for women unable to financially provide the test.

CRC students and faculty regularly are busy on weekends preaching and teaching at area congregations of the churches of Christ. Each week an average number of students and faculty totaling about 20 are involved. In addition, other students involved in music and drama groups perform on a regular basis at such venues as nursing homes, civic locations, schools, and at local congregations of the churches of Christ.

One of the major fundraisers of the college is CRC Day which is geared toward fundraising among various congregations. Each year approximately 60 congregations participate.

It is also important to harmonize the academic programs with the college’s mission by putting in place descriptive purpose statements and goals of all of the academic divisions. Two examples are provided below. The rest are found in the College Catalog.

Business and Technology Division: “The mission of the Business and Technology Division at Crowley’s Ridge College is to glorify God in everything we do, creating a truly Christian environment, providing students with sufficient knowledge and understanding of the fundamental principles of the major business disciplines which will enable them to be Christian servants and leaders in the business world wherever they choose.”

Teacher Education Division: “We envision our graduates will possess the fundamentals of constructivist teaching as well as commitment to spirituality, integrity, service to others, and excellence in all their endeavors. To further describe our vision, the TED will strive to prepare professionals who are:

- Dedicated to moral and spiritual principles as modeled by our Savior, Jesus Christ;
- Committed to personal integrity and putting the students’ needs first;
○ Able to integrate subject-matter content with pedagogy appropriate to their field of study;
○ Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners;
○ Partners, educational advocates, and leaders at the school level and in the wider community, and
○ Users of technology that enhances teaching and learning

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Even though the college has an open admissions policy the catalog and admissions the publications make it clear that the college seeks to admit and serve students having a reasonable chance to succeed. The final admissions decisions are made by the office of admissions in cooperation with the college registrar. Admissions and placements are based on ACT scores and ASSET outcomes. The standards are listed in the college catalog on pages 9-12. Some students will be placed in developmental education courses. This program is referred to as the LINK program because a link in the world of technology means a connection has been made. The college is therefore, striving to “link” developmental students to the skills they need to succeed in the regular college coursework. A more thorough discussion of the LINK program is found on pages 55-56 of the College catalog, and a brochure describing the LINK program is provided in the resource room.

Every two years (even numbered) faculty members evaluate the college’s curriculum in relation to the eight general education criteria selected by the college several years ago. The criteria are listed on page 33-34 of the current catalog. This activity demonstrates that the faculty is committed to keeping courses relevant to meet the needs of the students while protecting the intellectual content. The college also strives to be flexible in this evaluation to ensure that the courses are rigorous and challenging to the student. This especially applies to each of the four-year programs offered by the college. In addition, each syllabus contains a written evaluation of that course as compared to the eight general education criteria and an evaluation as to how the course contributes to the two student learning goals which are listed on page 3 of the catalog and also found as a sub-component of the mission statement.

The college has kept its commitments to the donor constituency by pledging to build facilities and make major repairs and improvements using only funds given for specific projects without putting a strain on institutional operational funds generated mainly by tuition and fees charged to the students. The college in recent years has become much more active in raising money through charitable foundations. A history of the foundations and the dollar amounts raised by this method is found in Criterion Five.

The college has revised its general education core. The core is in harmony with the Arkansas Department of Higher Education’s (ADHE) core and is a component of each degree offered by the college. The core is listed on page 34-35 of the catalog. In addition, the adoption of the statewide core
has made transfer much smoother for those students who decide not to finish a degree program or those who complete a two-year program offered by the college and then decide to enroll at a different college or university. Results compiled from the most recent Alumni Progress Survey show that over 90 percent of the students transferring to other colleges had no problems transferring unless they had a “D” grade not accepted in transfer.

The parents also represent a constituency group of the college. In general, the college enjoys a very high approval rating from the parents, but the information available is mostly anecdotal.

1.C. The institution understands the relationship between its mission and the diversity of society.

Subcomponents:

1. The institution addresses its role in a multicultural society.

The college is aware that we all live in an environment that is ever-changing. The college is committed to component four of the Vision Statement (page 2, chapter 2) which declares, in part, its intent “…to expose CRC students to cultural diversity, better preparing them for future life in an ever-changing world.” Diversity must be evaluated given the geographic area in which an organization is located. A study of the 2010 Arkansas Census reveals that a thirteen county area comprising Northeast Arkansas had a combined average of Hispanic and African-American (HAA) population of 11.4 percent. During the five-year period (2008-2013), the CRC combined HAA enrollment was 11.0 percent which is statistically the same as the thirteen Northeast Arkansas counties which make up the prime recruiting area of the college. However, in nine of the thirteen counties researched, the combined HAA average was 2.2 percent, suggesting that a significant number of students will come in contact with an increased level of cultural diversity while enrolled at CRC when compared to their previous life experiences.

2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

When a student applies for admission to CRC he/she signs a statement that he/she is willing to abide by the rules and principles as stated in the catalog, student handbook, and in other college publications. A genuine attempt is made by the college to treat all students in a fair and consistent manner. Students have access to a grievance procedure to make known their concerns in the event that an alleged violation of college rules occurs.

Students are expected to cooperate with faculty, staff, and other students in accordance with the college’s standards of conduct. When doing so students can be sure they in turn will be treated with courtesy and respect without regard to race, gender, or creed.

1.D. The institution’s mission demonstrates commitment to the public good.

Subcomponents:
1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Although chartered as a private entity, the college highly values the opportunity to be of service to the local community. The facilities of the college are used to host numerous public meetings, such as The Arkansas State Highway Department, The Greene County Chapter of the Arkansas Retired Teacher Association, and The Greene County Single Parent Scholarship Fund Board Meetings. The college also provides facilities for in-service training of area teachers and for graduate courses in education taught by Harding University on the CRC campus. The college has hosted fishing rodeos for children, area homeschool children have used the college gymnasium for Saturday basketball tournaments, and local elementary schools have used the college gymnasium for “pee-wee” basketball tournaments sponsored by the CRC Student Government Association. Area high schools have also frequently used the college campus for cross-country meets.

Each year the college invites the Mayor of Paragould to attend a student assembly to welcome students to Paragould and Greene County. This provides an excellent opportunity for the community and the college to demonstrate a unity of purpose for both entities. The College is viewed by the city and the county as a valued business (CRC employs approximately 50 people) significantly contributing to the local economy. The college is also a member of the Paragould Chamber of Commerce.

2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The investments of the College endowment fund are managed in a safe and conservative manner. There are no known conflicts of interest of any kind among any of the internal or external constituencies of the college.

For example, during its forty years of existence, Women for Crowley’s Ridge College (WCRC), an auxiliary organization, has contributed an estimated four-hundred thousand dollars toward worthy college projects, such as street paving and the funding of the construction of an illuminated sign near the entrance of the campus. No member of this group has ever been known to benefit financially or otherwise from any of its fundraising activities.

There are no known conflicts of interest within the College Board, administration, faculty, or the CRC staff that would constitute any ethical issues or violations.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission capacity will allow.

Parents of students, churches, and various community entities are all valued constituencies of the college. The college seeks to serve the best interest of all of the persons and groups that are connected to the college. The college regulates its on-and-off campus involvement to protect the integrity of the college’s mission as well as its day-to-day operations. For example, the Spirit of America
program is a community-centered event in which a well-known personality or group is invited to the campus. The college makes sure the entertainers and speakers understand that CRC is a Christian college and that their performance, though public, must meet the college’s standards of clean and acceptable conduct. An award is given by the college at each Spirit of America event to a respected member of the community for service rendered to Paragould and Greene County.

Chapter Two: Summary

Achievements:

1. The college has addressed all of the core and subcomponents in Criterion One.

2. The mission statement is regularly reviewed.

3. College constituents value the mission statement by importance and by implementation.

4. The college has a vision statement that is pointing the organization in a positive direction.

5. The college invests, plans, and budgets successfully.

6. The mission statement is stated and advertised publicly, and its publications are accurate and up-to-date.

7. Although the organization is privately chartered, it demonstrates a commitment to the public interests of the local community.

Challenge:

The organization must continue to be diligent in its search for resources to meet the physical and financial needs of the college.
Chapter Three

Criterion Two – Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Components:

2. A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

   Financial – The college has managed its financial resources responsibly. In the last 11 years the institution has recorded an average surplus of greater than $125,000 annually. In addition, approximately $800,000 has been made in capital investments dedicated to physical plant improvements without using student tuition dollars during the time span of 2005 to date. Also, the endowment fund has now grown to over $1.3 million.

   Academic - Beginning in 2008 the college, with approval from the HLC, made the transition from a two-year to a four-year college granting degrees in Biblical Studies and in Business Administration. Minors and concentrations in the business division are available. In addition, the college has begun a teacher education program which is comprised of two majors, one, in k-6 and the other in physical education at the secondary level. The college catalog details all of the college’s academic regulations in a clear, concise, and informative format. Also, admissions brochures are kept up-to-date. The catalog is available on the college’s website, and admissions brochures are available in the resource room.

   Personnel – The Faculty and Staff Handbook (FASH) provides information on conditions for employment, performance reviews, promotion, personal conduct, and payroll. The FASH was updated in 2014.

   Auxiliary – The only major entity of this description is Women for Crowley’s Ridge College (WCRC) which is discussed in criterion one and also in criterion five. This organization has been a major benefactor of the college since the 1970’s. It has an elected set of officers, maintains its own bank account, and all advertising and spending decisions are internally generated without influence from college personnel.

   Board - The Board consists of 2 women and 10 men. The goal is to increase the size of the board, but only as qualified and dedicated persons become available to serve. Although there is some business interaction between the board and the college there is no conflict of interest, financial or otherwise, with or between any board member and the college.

   Administration, Faculty, and Staff – The FASH details all relevant personnel issues between the college and all college personnel. Naturally, there are some benefits enjoyed by full-time employees which are not available to part-time and adjunct employees. For example, health insurance and the 403b retirement plan are benefits reserved only for full-time employees. Paid vacation days and sick
days are also only available to full-time administrators, faculty, and staff. The FASH is available in the resource room and has also been made available to the HLC and to all members of the visiting team of peer reviewers. There is no business involvement among the college administration, faculty, and staff which constitutes a conflict of interest.

2. B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs of students, control, and accreditation.

   Programs: Pages 34-56 of the catalog; admissions brochures are available in the resource room.

   Requirements: Pages 9-12 of the catalog; the entirety of the student handbook.

   Faculty and staff: Pages 82-85 of the catalog.

   Costs to students: Pages 13-14 of the catalog; the college website; and admissions brochures which are available in the resource room.

   Control: Page 85 of the catalog provides a list of the CRC Board members as of 2013. A current list is available in the resource room.

   Accreditation: CRC is accredited by the Higher Learning Commission. This listing appears on page one of the catalog; it also can be found on the college website and is also printed in a variety of admissions publications which are available in the resource room. The college is in “candidacy status” with the National Council for the Accreditation of Teacher Education (NCATE), (transitioning to the Council for the Accreditation of Educator Preparation, CAEP) to offer teacher education degrees. The college anticipates full membership in NCATE/CAEP by 2016. Also, CRC has been approved by the Arkansas Department of Education to grant teacher education degrees in k-6 and physical education at the secondary level.

2. C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

   The CRC Board meets three times per year. The Board approves budgets, sets policies, and provides the sufficient oversight to ensure the appropriate execution of them.

Subcomponents:

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

   The CRC Board is comprised of 12 members. All Board minutes are kept on file in the President’s office. The minutes reflect actions and decisions acted upon by the Board. There is no record of any Board conflict with the ongoing operations of the college. The President presents the budget to the Board at the July for approval. At the November meeting, once the enrollment numbers for the fall semester are known, the budget may be adjusted. Overall, the administration and the Board have a good working relationship, yet the Board is diligent in its oversight of the college’s operations. For example, capital improvements must come from separately generated funds other than student tuition
and fees. Also, at each Board meeting the President presents a financial report, and so does the Vice-President for Advancement. The Board reviews the reports and then advises the President of any changes that should be made. Records also show that the Board has carefully reviewed all institutional planning. Planning is based on a minimum of a “five-year-out” cycle. The Board approves each planning cycle and then reviews any modifications to the plan as recommended by the President of the institution. It should also be noted that the Chief Financial Officer (CFO) at CRC is the President of the college. As with all institutions image is an important issue. The Board provides guidelines for the administration to follow regarding any public activity in which the college is a participant.

2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

The Board of the college has demonstrated a professional and yet concerned interest in the students, faculty, and staff at CRC. The Board places a high value on the academic operations of the college as well as supporting the upgrades necessary to maintain the physical plant of the college. In addition, the safety of the students on campus is always an institutional concern. Board members have made sacrificial donations from their own resources to improve student housing and also to provide a newer and more dependable fleet of buses and vans used to transport students to various venues both near and far. Rising student costs are a nationwide concern. In response to that concern the Board mandated a “freeze” in student tuition, room, board, and fees for the 2013-2014 academic year in an effort to make coming to CRC more affordable. For well over a decade, the Board has approved a substantial benefit package for full-time employees, including a partially subsidized health insurance program and a percentage-matching 403b investment/retirement account. During the past five years, the Board has provided an average pay increase of approximately four percent per annum. For each of these years, the percentage increase has been added to the “base pay formula” in order to raise the starting pay scale for new faculty in an effort to make the college more attractive to potential hires. The Board has also worked with and supported efforts to attract new donors to CRC. Special effort has been dedicated to securing funds from foundations. The Vice-President for Advancement is responsible for this area of the college’s operation, but the Board has provided guidance and resources to help make the necessary contacts with potential donors, including individuals as well as foundations. Input from the parents of current students is encouraged by the entire CRC community, including the Board. Information gathered from parents (as well as donors and other constituents) pertaining to academics, spirituality, the quality of the physical facilities, and services provided by the college is highly valued by the institution. The college enjoys a positive relationship based on informal feedback from its internal and external constituents.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The researchers and writers of this report have no reason even to suspect any improper or unethical conduct on the part of the CRC Board. The college is chartered as a private entity and has very little contact with elected officials, ownership interests, or external parties which might lead the Board
to conduct itself improperly. As previously mentioned, some Board members furnish information about prospective donors, and some also sponsor fundraising events with personal donations. CRC Board members receive no financial remuneration from the college and are not even reimbursed for travel costs to the campus for Board meetings.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

   The CRC Board operates basically as described above. As is the case with most institutions of higher learning, the President of the college recommends policies and procedures to the Board.

   The Board has the option to accept, modify, or to refuse those recommendations. The Vice-President for Academic Affairs has the ultimate responsibility to coordinate the academic operations of the college in cooperation with the faculty and to schedule monthly faculty meetings. The faculty has an independent voice via the faculty senate which also meets monthly. Minutes of the faculty and faculty senate meetings can be found in the resource room.

2. D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

   The college adheres to the 1940 American Association of University Professors statement of scholarship in teaching, research, and related scholarly pursuits. However, employees are encouraged to remember the basic religious tenets, values, and beliefs upon which the college was founded. The college does not embrace a tenure policy.

2. E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

   Subcomponents:

   1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

      The college has in place an academic honesty policy. It appears on pages 22-23 of the 2013-2014 Student Handbook. Each faculty member is required to include on their syllabi the policy and punishment for violations of academic honesty.

   2. Students are offered guidance in the ethical use of information sources.

      A comprehensive statement pertaining to the responsible use of copyrighted materials and intellectual property is found on the CRC web site under the Learning Center section.

   3. The institution has and enforces policies on academic honesty and integrity.

      There have been a few instances where students have received F’s on assignments and in some flagrant cases received F’s in courses for engaging in plagiarism.
Chapter Three: Summary

Achievements:

1. The organization operates with integrity in all of its functions.
2. The organization operates with clarity and is transparent in all its relationships with its constituents.
3. The governing Board is dedicated to the future improvement of the college both internally and externally. The Board provides oversight, approves policies, delegates the day-to-day operations of the college to the administration, and entrusts the academic dean and the faculty to supervise academic matters.
4. Freedom of expression is assured to all faculty and staff while acting responsibly in the pursuit of knowledge.
5. Faculty and staff are committed to the values, tenets, and the principles upon which the college was founded.
6. Faculty, staff, and students are aware and are held accountable to the college’s academic honesty policy, and they are aware of the importance of recognizing copyright laws and the proper use of intellectual property.

Challenge:

The essence of criterion two challenges all institutions of higher learning to maintain a high standard of ethical conduct in all of its operations. CRC is dedicated to this task.
Chapter Four

Criterion Three: Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3. A. The institution’s degree programs are appropriate to higher education. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponents:

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

   The Bachelor of Arts (BA) in Biblical Studies and the Bachelor of Science (BS) in Business Administration were implemented in Fall 2008, and were developed by researching comparable programs at other colleges and universities. For example, research in developing the Bachelor of Arts in Biblical Studies degree involved examining the mission statements and curriculum of fourteen schools. In addition, syllabi from sixteen other colleges and universities were consulted. Extensive research for textbooks was done as well. Academic Affairs and faculty minutes show that appropriate changes have been made to these degrees as needed. An examination of various syllabi reveals that the upper-level courses require a significant amount of extra work appropriate to these courses of study. Additional work is also required for the extra hours in courses that are offered for various levels of credit. Minimum accumulative GPAs in the various degrees are required for graduation. Current program reviews are on file in the resource room for all Associate, Associate of Arts, and Bachelor Degrees offered by the college.

   The Bachelor of Science in Education (BSE) in Elementary Education (ELED) and the BSE in Physical Education/Health (PE/H) were implemented in Fall 2012 using state and national professional education standards as the guide to the degree plans. The Teacher Education Division (TED) developed a Conceptual Framework which has been approved by the National Council for the Accreditation of Teacher Education (NCATE) in April 2013. The proposal for teacher licensure approval by the state of Arkansas was awarded in March, 2014.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

   CRC’s student learning goals are clearly stated in the College Catalog (p. 3) and the Student Handbook (back cover). The statement reads: “The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future of service to God and community. The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.”
The bachelor’s degree is the highest awarded by the college, and there are no certificate programs.

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

All academic programs offered by the college are subject to program reviews at regular intervals. The last reviews were conducted in 2013 and are on file in the V.P. for Academic Affairs’ Office and are on file in the resource room. CRC’s programs are compared to similar offerings at public and private institutions of higher learning and are also compared to the Arkansas Department of Higher Education’s minimum core requirements. The programs are also checked for relevance in today’s academic and economic climate. The college adopted the general education criteria (pages 33-35 of the 2013-2016 college catalog) about fifteen years ago. Over time the criteria have been reviewed, and some minor changes have been made. Otherwise, no major changes have been made to the criteria. The general education criteria are included on each syllabus for each course. The syllabus contains an explanation as to how a particular course meets some of the general education criteria as well as the two institution wide learning goals (found in the mission statement) of the college. As previously stated the college has a few courses delivered online. The majority of these courses are very similar to onsite courses and subject to the same standards as the onsite courses. Currently, the college has dual credit agreements with two secondary schools. Each course taught by the secondary institutions is similar to the same course taught by the college. The syllabi are the same and in some instances, the same textbook is used at the secondary location. Credentials of the secondary teachers in the dual education courses are on file in the V.P. for Academic Affairs’ office. The college has a consortial agreement with ARK-Link, a non-profit organization of 49 college and university libraries, which shares library resources.

3.B.Core Component: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponents:

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The College Catalog states the college’s philosophy of General Education, and explains the eight specific General Education Criteria (critical thinking, scientific awareness, human awareness, computational and technological skills, effective communication, information literacy, Christian values, and independent lifelong learning (pp. 33-35). The faculty of CRC has developed a General Educational Core curriculum that is compatible with the Arkansas Department of Higher Education Transfer Core Curriculum. Courses in the General Education Core are required for any Bachelor and Associate degree offered by the College (Catalog, pp. 34-35).

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution. It imparts broad knowledge and intellectual content to students and develops skills and attitudes that the institution believes every college-educated person should possess.
The mission statement of the college states that CRC is committed to providing for its students a balanced course of studies appropriate for Bachelor and Associate degrees, and that it emphasizes an integration of scholarship, critical reasoning, service, and the spiritual dimension of life (College Catalog, pp. 3 and 33). The college’s philosophy of General Education is also clearly stated as follows: “The General Education curriculum at Crowley’s Ridge College is designed to provide fundamental learning experiences for the student in a variety of academic disciplines that allows access to that body of knowledge and skills common to educated people regardless of their vocation. The intent of this design is to enhance the student’s personal growth, community involvement, awareness of the larger global community, and awareness of the nature of God.”(Catalog, p. 33).

3. Every degree program by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

   Not only do the degree programs engage students as described above, but also a majority of the courses taught at CRC have a critical thinking component. Critical thinking requires the analysis and the evaluation of data and the ability to draw conclusions based on evidence. On even numbered years the faculty reviews each course taught by the institution and ascribes a number from one to five, with five as the highest score. Each course is evaluated against the general education criteria. If a course is rated a three or above, it is said to have met the criterion against which it was measured. In order to measure the abilities of the students, each year all qualified students are required to take the Collegiate Assessment of Academic Proficiency (CAAP). Over time, CRC students have generally scored at or above the national two-year college level on all sections of the CAAP. Test results are available from the Director of Institutional Research and Assessment. Four-year Biblical studies graduates are required to take an in-house, general Bible knowledge test before they graduate. Test results show that students in that program have a strong background in Bible knowledge, and surveys taken from employers indicate a high rate of satisfaction with CRC Bible graduates. In 2013 all Bible graduates found either full-time or part-time employment in their field and 4 are currently attending graduate school. Since the 2010 the college has graduated a total of 23 Business administration graduates. Business administration graduates are required to take the Major Field Test (MFT) in business administration. Outcomes data are available from the Director of Institutional Research and Assessment, who also serves as the Division Chair of Business and Technology.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

   Both the philosophy of General Education and the General Education Criteria include statements directed toward student recognition of the human and cultural diversity of their present world: ‘The intent of [the] design of the General Education curriculum is to enhance the student’s...awareness of the larger global community,...(Catalog, p. 33); General Education Criterion No. 5: “Human Awareness” – “The awareness of the nature, interdependencies, cultures, and values of individuals, and their relationship to communities of different dimensions.” Although students have choices among some courses in the General Education Core, there are several individual classes that address the human and cultural diversity of the world.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and institution’s mission.

CRC is not a research institution in the sense of encouraging the faculty or students to engage in original scholarship. The discovery of knowledge is geared more to “providing fundamental learning experiences for the student in a variety of academic disciplines that allows access to that body of knowledge and skills common to educated people regardless of their vocation” (Catalog, p. 33).

3.C. Core Component: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponents:

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

The student-teacher ratio at CRC is about ten to one, which gives faculty members ample time to spend on individual instruction if needed. Although about half of CRC’s faculty have been hired within the last five years, others have long-term service (two instructors have been with the school for over thirty years, and one for over forty-five years. The average time of service for faculty is eight years. All faculty members are involved in the assessment program. Eight of the nine members of the Institutional Research and Assessment Committee are faculty members.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

The Vice-President for Academic Affairs keeps credential files on all instructors, including dual credit teachers.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Student (class) evaluations are conducted each semester. Standard questions regarding teachers and classes are presented in a ranked (1 - 5) format. Students are also encouraged to make comments concerning any aspect of teacher preparation/performance as well as class requirements/procedures. Classes that are taught biannually are only evaluated once per year. Classes that are taught on a yearly or biennial schedule are evaluated the semester they are taught. The results of these evaluations are not shared with instructors until after the final grades are posted. The Vice-President of Academic Affairs, the Assessment Committee, and instructors are given access to the results of the evaluations. Other administrators (such as the President) also may review the results. Instructors are encouraged to review and consider changes based upon student responses. The evaluations are also used as part of a yearly self-evaluation completed by instructors and collected by the Vice-President of Academics. The Institutional Research and Assessment Committee may also use this information in their report.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The FASH (Faculty, Administration and Staff Handbook) encourages continued study and interaction with other professionals in their teaching field. Faculty development funding and traveling expenses are available upon request. Professional development is annually reported to and reviewed by the Vice President for Academic Affairs.

5. Instructors are accessible for student inquiry.

Each instructor must publish and post (in syllabi and on office doors) the hours they are available for individual student help. All full-time instructors must have ten hours per week of office hours. Part-time instructors are required to keep office hours based on a percentage basis (for example, a half-time instructor would keep five hours per week). Weekly (usually one night per week) “Pioneer Tutoring” is also available for students. Teachers at CRC demonstrate a willingness to help students as much as possible to succeed in class, without creating a dependency which would be detrimental to the learning process.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

The financial aid director has over thirty years of experience and regularly attends financial aid meetings. Tutoring is provided by faculty members on a voluntary basis with the exception of a full-time math teacher whose teaching load factors in the equivalent of a three-hour credit class set aside for tutoring. The college schedules regular tutoring on Thursday evenings for two-hours. Tutoring can also be arranged by appointment. Each full-time faculty member participates in the academic advising process, and division chairs are responsible for advising students majoring within their respective fields. The Developmental (Studies) Committee is comprised of one full-time, two part-time instructors, and one adjunct who serve as advisors to students enrolled in developmental math and English courses. Two members of the developmental committee have attended the statewide developmental studies meetings. The college has a high retention rate (see chapter six, criterion five) among its administrators, faculty, and professional staff which is a significant asset to all parts of the college’s operations.

3.D. Core Component: The institution provides support for student learning and effective teaching

Subcomponents:

1. The institution provides student support services suited to the needs of its student populations.

As previously stated, the faculty-student ratio is approximately 10 to 1, facilitating close contact among faculty and the students on academic, cultural, and social levels. Counseling is available from a number of experienced faculty members, and professional counseling can be arranged if the student makes a request. The Director of Student Life plans activities for students and the college also has an active intramural program featuring a wide variety of individual and team competition ranging from chess tournaments to flag football. Career counseling is an area in which the college must do a better job. An informal approach is available, but as the college expands its offerings, a formal system must be put in place.
2. The institution provides for learning support and preparatory instruction to address academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Upon arriving at college, students are placed in appropriate courses based on ACT or ASSET scores, high school performance, and prior college performance. Students needing additional preparatory help in Math and English are placed in developmental courses. At least one developmental course must be taken from each required area in consecutive semesters until all developmental requirements are met. Students taking developmental courses (with the exception of the stand-alone Intermediate Algebra class) are limited to 15 semester hours. Introduction to College (PSY112) must be taken during the first semester in which a developmental student is enrolled, unless the only developmental course required is MTH073 (Beginning/Intermediate Algebra). Many courses have prerequisites in order for students to enroll in these classes. CRC does accept CLEP and AP credit with certain restrictions (Catalog, p. 32).

3. The institution provides academic advising suited to its programs and the needs of its students.

Each instructor serves as an academic advisor each semester. Students are directed toward the appropriate academic advisor at registration (for example, all Biblical Studies students are advised by the Head of the Bible Department; all students needing remedial courses are advised by the instructors of those courses in cooperation with the instructors in their chosen field of study). All students must see an academic advisor before registering each semester. Usually the initial advisor will continue to monitor the students’ progress throughout their time of study.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performances spaces, clinical practice sites, museum collections) as appropriate to the institution’s offerings.

Two computer labs are available to students – one on an unlimited basis whenever the library is open, and the other on a limited basis. The CRC library (Learning Center) provides resources for teaching and learning. Teacher input into available material is encouraged. The library is open every weekday during school hours, with some night and weekend hours also available. Science classes are supported by labs in the same building. An adjacent church building and the cafeteria (with a stage and piano) are used for choral practices. Area churches provide opportunities for the music groups to perform.

5. The institution provides to students guidance in the effective use of research and information resources.

Students are challenged to develop the skills necessary to do college level work in research and information resources. Most courses taught by the college require the students to demonstrate research and information handling skills through the completion of outside reading assignments or term papers. Upper level courses are designed to demand a substantially higher level of research and writing capability. On campus resources are made available to students through the college’s learning center. The learning center houses approximately 15,000 volumes and subscribes to EBSCOhost and to EBSCO eBooks. Technology is available campus-wide with students having access to two computer labs on campus, and all college buildings have internet capability.
3.E. Core Component: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponents:

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

All four-year degrees include service learning courses (usually in the form of internships). The religious aims of the college are served by required classes in the Biblical studies discipline and daily chapel. There are four hours of required Bible classes in the General Education Core, with an additional two hours required in the non-Biblical Studies degrees. Chapel attendance is required for all dorm students, and for full-time students who have a class before or after chapel on any given day.

2. The institution demonstrates any claims it make about contributions to its students educational experience by virtue of aspects of its mission, such as research, community, engagement, service, learning, religious or spiritual purpose, and economic development.

The college exists to promote spiritual and academic growth in all of its students. Survey results over the past several years confirm that students, based on results taken from the Alumni Progress Survey, believe the college prepared them for future service to God and man. Eighty-nine percent of those surveyed reported active involvement in church activities. Thirty-three percent reported memberships in civic or community functions. Students completing the teacher/course evaluations have historically reported an average satisfaction rate of 80 percent.

Chapter Four: Summary

Achievements:

1. The college maintains a qualified, degreed faculty.
2. The student teacher ratio is 10 to 1.
3. CRC’s degree programs are relevant. The faculty provides adequate academic support for the students.
4. The college conducts degree program reviews. The last reviews were conducted in 2013.
5. Faculty and students are encouraged to pursue knowledge but are also reminded to respect copyright laws and to respect the intellectual property of others.
6. Faculty and students are made aware of the mission of the college and are encouraged to incorporate in their research and writing the values and beliefs upon which the college was founded.
7. Course/teacher evaluations reflect an average student satisfaction rate of 80 percent.
8. The college assesses its students and graduates in the following ways.
   - The CAAP test is given to all eligible students
   - Bible majors are given an in-house Bible knowledge test.
   - Business majors are required to take the MFT
9. The college tracks all degree recipients via the alumni progress survey to determine degree persistence, completion, employment, and graduate school enrollments.

Challenge: The college is aware of the increased accountability and transparency required in today’s academic environment and is committed to providing sufficient physical and human resources to meet the demand.
Chapter Five

Criterion Four: Teaching and Learning: Evaluation and Improvement

CORE COMPONENTS:

4. A. “The institution demonstrates responsibility for the quality of its educational programs.”

Subcomponents:

1. The institution maintains a practice of regular program reviews.

The department and division chairs have determined the core curriculum for each degree by faithfully comparing similar degree programs at neighboring colleges and universities, have determined the resources available at Crowley’s Ridge College and determined a proper course of study, including both core courses and electives to help students concentrate on certain areas of interest. At Crowley’s Ridge College, two Bachelor’s Degrees are being awarded – the Bachelor of Arts in Biblical Studies and the Bachelor of Science in Business Administration. Also, Crowley’s Ridge College has been approved to offer a Bachelor’s Degree in Elementary Education which has been granted pre-approval, pending final notification by the Arkansas Department of Education. The college is anticipating no problems offering a Bachelor’s Degree to students who are currently enrolled in the Education program. In addition to the Bachelor’s Degree programs, Crowley’s Ridge College continues to offer an Associate Degree in General Studies, which will allow students seeking degrees which are not offered, to be able to transfer to an institution which offers their preferred degree, with many of the required courses already taken. Crowley’s Ridge College requires a “C” grade or higher, in order to show learning and mastery of a given subject, in all core courses required for a Bachelor’s Degree. All classes, text books, and information taught in our classes are similar to the same material taught in classes at other colleges and universities in the area. There are regular reviews to make sure the college has not deviated from the prescribed teaching goals and learning objectives. When changes are required, such as in text books, then those changes are recommended to the administration and such changes are made as soon as possible. This is done to make sure the quality of education received at Crowley’s Ridge College is comparable to the same course of study in any college or university in our area. Student evaluations are a constantly ongoing process at Crowley’s Ridge College. This is done through the normal testing of students on the materials which have recently been taught by the instructor. They are typically given other assignments, such as research papers, to help teachers evaluate the students’ grasp of the assigned materials. Teacher evaluations come in the form of students filling out forms to give their opinions of teaching materials, styles, what works for them as individuals, what can be improved, etc. Because of our small class sizes (in most classes) this evaluation can be skewed by one or two students who have an intense dislike (or intense admiration) for any particular instructor. But it is one way to allow students to have input in the teaching process. Classes are also being reviewed regularly by instructors and department/division chairs to make sure that materials being taught are current and suitable for
students. Additional class/course offerings are always being discussed among the teachers in the individual disciplines. Changes are made when it is deemed desirable. Copies of the most recent program reviews are on file in the V.P. for Academic Affairs’ office. Faculty/course evaluations are done each semester and are also on file in the same office.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

There is a vigorous comparison of student direction toward majors and the materials in all classes being offered to help students complete required degree assignments. Each semester, a review is made of all classes each student has completed and the classes remaining to be completed for the degree requirement. Competent advisors zealously evaluate each student’s progress and make recommendations to the student. Personal advising time is always made available for the interaction between faculty members and students. Regarding experiential learning, each applicant is evaluated on a “case by case” basis. Normally any special training classes taken, for example in the military, will be awarded credit, provided that the training and application of such training is congruent with similar class descriptions found in the Crowley’s Ridge College student handbook. In most cases, simple work experience does not receive any college credit.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

The registrar evaluates CRC’s class offerings against those of neighboring schools to determine if our classes are covering the same materials that the other schools are including in their curriculum. Any student transferring to Crowley’s Ridge College from a neighboring school has a transcript evaluation to determine that the classes being transferred into CRC are sufficiently similar to CRC’s so that a smooth transition to other classes depending on the prerequisite transferred in will not be hindered.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Crowley’s Ridge College is solely responsible for the programs referred to in this subcomponent. Each teacher must present credentials, which are then scrutinized by the Vice-President of Academic Affairs, and by the President of the College. Teachers and division chairs or department heads, are free to set reasonable prerequisites for any upper level classes being taught by that teacher or in a particular department. It is also permissible for teachers to grant exceptions to those prerequisites upon reasonable and allowable circumstances. For example, if a student is taking a prerequisite class and the class that requires the prerequisite at the same time, such an exception might be granted. These prerequisites and any allowable exceptions are at the complete discretion of the teachers and division chairs. Learning goals are included as part of the class syllabus and are distributed at the beginning of each semester. These syllabi must spell out in simple terms what is expected of each student during the semester and the learning goals of that class for that semester. All dual-credit course instructors must
present credentials which are evaluated by the Vice President of Academic Affairs to assure that the teacher of such classes is qualified. Materials for the classes, including all prerequisite preparations for advanced college classes (provided on campus when the student enrolls) are strenuously enforced in the dual learning class. Students must meet certain qualifications, including grade point average, before they are allowed to enroll in dual learning programs. These students are enrolled in subsequent classes based on the conclusion that they will be prepared to advance to the next level of class instruction. Very few, if any times, have they not been able to be successful in such endeavors.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

At present, Crowley’s Ridge College does not have any specialized accreditations. However, the college has been granted candidacy status by the National Council for Accreditation for Teacher Education (NCATE) and the Council for Accreditation of Educator Programs (CAEP) to be considered for such specialized accreditation in the Education department. Approval of our application is expected in 2016.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and Americorps).

While there is no formal evaluation process available at this time for the evaluation of our graduates, there is frequent communication with many of our graduates. For example, many of our Bible majors find employment with area churches in a variety of ministry assignments. Many of our business degree graduates report back to the campus frequently of their advancement or increased responsibility, due to their training at CRC.

CRC does not currently have any formal programs set up to help graduates find jobs, though there are some informal helps available. However, discussions have been held establishing a career service office in the future.

Several of our students have enrolled in advanced degree programs at other universities. Those we have heard from tell us that they are having no problem with the materials studied. The Vice President for Institutional Advancement has a record of names and addresses, but again, no formal data base has been set up to track the post-college success of our graduates. This is something that we will be working on in the future, as personnel and resources become available.

Since no collegiate placement office is in place, there is no formal record kept of job placements or advancements of our graduates.
4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponents:

1 and 2 (Since subcomponents 1 and 2 in core component 4.B. are so closely related the steering committee decided to merge its responses)

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

As previously mentioned the college has adopted eight general education criteria and two learning goals. Student learning goals are embodied within the college’s eight general education criteria which appear on pages 33 and 34 of the current catalog. The college has an active assessment program and has published four assessment reports since 2005. To address the new criteria, especially criterion four, the organization has conducted the 2013 Alumni Progress Student Survey. The data is summarized below in figure 5.1.

Figure 5.1

**Associate of Arts Degree**

How well did CRC prepare you for transfer? Response- 3.40 – 68 percent (based on a scale of 1 to 5, with 5 as the high number)

How well did CRC prepare you for your job? Response – 3.08 – 62 percent (based on a scale of 1 to 5 with 5 as the high number) (Note: the survey assumes part-time employment)

What was your GPA at CRC? Response – 3.30 (4.00 scale)

Have you transferred to another school? 94 percent

What is your GPA at the school to which you transferred – 3.44 (4.00 scale)

Do you attend church services regularly? 90 percent – yes

**Bachelors’ Degree**

Are you employed? 100 percent -yes

Did your degree help you get a job? 75 percent – yes

Does your job require a bachelors’ degree – 39 percent – yes
Is your job within your field of study – 46 percent – yes

How well did CRC prepare you for your job? (scale of 1 to 5, five as the maximum number) – 4.08 – 82 percent.

What was your GPA at CRC? 3.46 (4.00 scale)

Are you attending graduate school? 14 percent – yes

What is your GPA at the graduate level? 3.48 (4.00 scale)

Do you attend church services regularly? 83 percent - yes

CRC’s student retention rate is approximately 60 percent and its graduation rate is about 30 percent. Obviously, the college would like to see both of these numbers increase. Helping students persevere to a degree in a three year period (associate degrees), and within a five year period (bachelor degrees) is a high priority item on the campus. However, the temptation to rush students through a program leading to a degree just to get a degree is not an option. The college has adopted exit tests to measure student learning for each of the four-year degrees it awards. For example, learning goals for the Bible four-year degree require all Bible graduates to score at least 80 percent on the general Bible knowledge exit test. To date, all four-year Bible major graduates have met (14 of 14) this goal. Learning goal requirements for the four-year degree in business administration require at least 75 percent of the graduates each year to score at or above the national fiftieth percentile level on the business administration Major Field Test (MFT). The average success rate given this standard is 9 of 16 students (56.25 percent) have scored at or above the fiftieth percentile. In response, the business department has added a capstone business course which reviews every area of study contained within the degree program covering all nine areas on the MFT. Also, the business and math divisions have worked together to add a chapter to the required business administration math course placing a greater emphasis on mathematical proportions. This was one of the areas on the MFT that students had considerable difficulty. Also, the business faculty has taken under consideration that since CRC is an open admissions institution, the goal of 75 percent of the students scoring at the fiftieth percentile may be an unrealistic number. However, at the time of this writing no change has been made. One positive note is that when all of the graduates’ MFT scores are averaged the results show that the average total score, when compared to schools nationwide using the MFT, almost 50 percent of the CRC business graduates surpass the average score of students from all other schools combined. Both four-year degree programs require an internship before a degree is awarded. Internship forms and evaluations are on file in the Bible and the business divisions chair’s offices. The philosophy here, is of course, that there is no substitute for a real-world experience. CAAP is the testing instrument used for assessing those enrolled in associate degree programs. All eligible students are required to take the CAAP in the second year of enrollment at CRC. The college has, over a 10 year plus period, administered this test. The results verify that CRC students perform at or above on all of the areas of the CAAP when compared to national two-year college students. Details of the CAAP can be found in CRC’s assessment reports.

3. The institution uses the information gained from assessment to improve student learning.
Each time an assessment report is published it is circulated on campus to administrators, faculty, and staff. Board members also receive a copy. Data from the each report is used to make adjustments to the campus wide assessment program. Perhaps the greatest evidence of such activity is found in the college’s developmental education program. Chapter four, criterion three, contains a detailed account of how the college has monitored and then responded to the student needs within the developmental program. Although no “magic bullet” has yet been discovered, college records show that the institution has gone well beyond what might be reasonably expected in order to improve student learning.

4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Instructors have sole authority to construct course content that corresponds to the course description. Instructors have the responsibility to communicate in a clear and concise manner the course content and how the course will be taught and graded. Syllabi are required to contain learning goals and the methods used to achieve them so that students are well informed as to all course objectives and requirements. Instructors use assessment results at the course and program level in order to improve their teaching methods to enhance student learning.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponents:

(because of the similarity of subcomponents 1,2, and 3, the steering committee made the decision to merge the response to them) 1. The institution defined goals for retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. 2. The institution collects and analyzes information on student retention, persistence, and completion of its program. 3. The institution uses information on student retention, persistence, and completion of programs to make improvement warranted by the data.

The college has recently reexamined its goals with regard to retention, persistence, and program completion rates. It has adopted 65% as its overall retention rate goal, up from an historic average of 60 percent. The graduation (completion) goal has also been raised from the historic average of 30 to 35 percent. These goals are effective, May, 2015. The persistence goals within each four-year major are considered to be appropriate for a college the size of CRC and the degrees which it offers. In the business administration degree fifty percent of juniors entering the four-year business degree program will complete the degree requirements within three academic years. Since 2010 23 students have entered the program and 13 have completed it on schedule. This goal has been met. The persistence or completion, graduation, goal for the four-year Bible program has been in place since 2010. The persistence goal is 75 percent of juniors entering the program will complete the degree requirements.
within three academic years. This goal has been met. Since 2010 14 students have entered the program and 12 have completed the program on time. For the two year associate programs, the CAAP scores serve as the benchmark of student learning. Data taken from page 32, part D, of the 2011-12 assessment report confirms that on all of the appropriate general education components of the CAAP, CRC students met all of the components (critical thinking, scientific awareness, human awareness, computational and technological skills, and effective communication). Accomplishments of CRC graduates are documented on pages 37-38 of this chapter.

1. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

In addition to the measure discussed in this chapter pertaining to persistence, student retention, and completion rates the college has used other sources to gather information. There are two surveys that furnish very valuable information for use in making informed decisions pertaining to the topics discussed here. The first one is the Institutional Survey which is used to gather information ranging from the student’s reaction to academic programs to student services. Data from this survey has been cited in chapter two of this report. Also, the college uses the Alumni Progress Survey to gather data regarding the former students success in transferring courses, quality of the courses offered by CRC, persistence and completion percentages after transferring to other colleges, employment within the field of preparation, and preparation for graduate studies. Data concerning these surveys and others, not specifically mentioned in criterion four, are found on pages 38-42 of the 2011-2012 Assessment Report. Additional data from the 2013 Alumni Progress Survey is available in the resource room.

Chapter Five Summary:

Achievements:

1. The college is committed to the quality of its educational programs.
2. The college has a history of conducting academic program reviews.
3. There are policies in effect to assure transfer quality.
4. The institution has methods to track transfer and graduate success.
5. The college has goals for student achievement and learning.
6. The college has a well-developed assessment program and makes effective use of the data collected to improve courses and degree programs.
7. College personnel are aware of the importance of student retention, persistence, and completion rates to graduation.
8. The college has clearly stated methods of gathering student retention, persistence, and degree completion data and makes use of this data to improve the institution.
9. Student retention, persistence, and program completion goals are appropriate for the college.

Challenge: The institution is meeting the majority of its assessment goals and is committed to overall institutional improvement.
Chapter Six

Criterion Five: Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components:

5. A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponents:

1. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

The college operates on a solid fiscal and financial foundation. It manages its resources carefully and responsibly. It can be described as a “pay-as-you-go” process. Institutional planning is based on a five-year out cycle. CRC has enjoyed a surplus in seven of the last nine fiscal years (see figure 6:1 below) and an average annual surplus of $126,180 over the last 11 years according to the institution’s audited financial statements. Unrestricted donations have exceeded expectations even during a sluggish national economy. Securing restricted funding for capital projects has been very successful as stated in chapter two, criterion one. Under the current administration the endowment fund has grown from $481,000 to $1,315,000 as of 6/30/14.

Figure 6.1

FY 2005 – 22k surplus
FY 2006 – 88k loss
FY 2007 – 53k loss
FY 2008 – 119k surplus
FY 2009 – 87k surplus
FY 2010 – 320k surplus
FY 2011 – 191k surplus
FY 2012 – 113k surplus
FY 2013 – 231k surplus
2. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The college has the physical facilities necessary to support its current academic programs, and is not experiencing any serious overcrowding problems. There is adequate building and classroom space to support an increase in future student population. Studies show that the college could support an enrollment of 250 students with an FTE of 200 based on the current distribution of boarding and non-boarding students. The college has examined the possibility of building new residence facilities with a 100-120 student capacity at a cost of $3.5 million. This would allow the college to remodel Winters Dormitory, converting it to classrooms and office space. As with other major capital projects a large "seed" gift would have to be found before the college would proceed with construction. Probably the biggest challenge the college faces is that most of the college buildings were built during the late 1960’s and early 1970’s. Maintaining aging facilities obviously presents problems but in recent years each building on campus has been upgraded internally and externally. The overall appearance of the buildings and grounds has been greatly improved. The college has a preventive maintenance policy and does not neglect needed repairs to its facilities. In 2008, CRC was granted approval by the HLC to add two four-year programs - one in Biblical Studies, and the other in Business Administration. In 2010 the college graduated its first baccalaureate students. The college planned ahead by adding two full-time instructors in the business field and by using already employed full-time instructors in the Biblical field plus well-qualified adjuncts to support the curricula. Finding qualified adjuncts has not been a problem. The college provides two modern computer labs on campus for student use. Fiber optic internet is available in all college buildings. Technology is available to support instruction in nearly all of the classrooms regularly used by instructors. This includes projectors and smart boards for faculty use. The college began offering a few select online courses in 2010. One faculty member is designated at one-half time usage to set-up and to provide support for online classes. The college does not offer online degree programs, but would like to modestly expand its online courses ultimately leading to degree programs at some point in time. However, no specific plans have been formulated. The addition of online classes has provided flexibility in student class scheduling and has given students an opportunity to experience online learning.

3. The institution’s resource allocation process ensures that its education process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas of disbursement of revenue to a superordinate entity.

Approximately 26 percent of the college’s budget is dedicated to instruction and academically related educational expenses. The 2013 faculty to student ratio was ten to one. Funding to support the college’s academic operations is available on a consistent and reliable basis. There is no record of diverting funds scheduled for academics to other areas of the college’s operations.

4. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
The college mission statement encompasses a variety of goals and aspirations for everyone connected with the college starting with the governing Board of CRC to the student body. It is the desire of the college to promote “academic and spiritual growth in every student” as stated in the short version of the mission statement. As documented in chapter two, criterion one of this report, the Board, faculty, staff, and student body place a high value on the importance of the institution’s mission and also believe that the organization is accomplishing its mission. All academic programs are structured to encourage the students to develop a “philosophy of life consistent with Christian ideals that will lead them into a future of service to God and community.” In addition, the academic programs are designed to foster a desire for and to provide the necessary skills to “evaluate and make use of knowledge, solve problems, prepare (students) for advanced studies, and to develop a desire for lifelong learning (excerpts taken from the CRC mission statement). Information taken from the most recent Alumni Progress Survey validates that the college is accomplishing these goals. As previously stated in this chapter, sufficient physical, fiscal, and human resources are being dedicated to support the academic programs, physical plant, and advances made in technology to make sure the students are receiving a relevant education.

5. The institution’s staff in all areas is appropriately qualified and trained.

A listing of the faculty and professional staff, with credentials, are listed on pages 82-85 of the 2013-2016 College Catalog. The college has recently conducted a national search in an effort to fill a very important instructor/administrator position. Applicants must have a doctorate in education and must also possess sufficient administrative experience (skills) to serve as the college’s Vice-President for Academic Affairs.

6. The institution has a well-developed process in place for budgeting and for monitoring expenses.

The college has a well-developed budgeting process which it has had in place for over fifteen years. Each month the managers receive a monthly report of expenditures and the balance left in their accounts. Purchase requests begin at the budget manager level and, if approved, are then forwarded to the next appropriate level and eventually sent on to the President of the college. The President serves as the Chief Financial Officer for the college.

5. B. The institution’s governance and administrative structure promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponents:

1. The institution has and employs policies and procedures to engage its internal constituencies – including its govern board, administration, faculty, staff, and students – in the institution’s governance.

Information regarding the Board and administrative relationship is discussed in chapter three, criterion two. The institution’s administration, faculty, and staff relationships are as they should be. The
Board sets policies, the President recommends policies subject to Board approval, and the administration executes policies via the administrative, and staff structures in place. As a result the organization has remained focused on the mission and is advancing the overall purposes and goals of the college as set forth in the mission statement. The operational procedures are described in the Faculty and Staff Handbook (FASH). There are also specific job descriptions found in faculty and staff contracts of employment. Copies of the FASH are available in the resource room, and contracts are on file in the President’s office. Since the college does not have a tenure policy, each employee serves at the discretion of the president on a year-to-year basis. The turnover rate among administrators, faculty and professional staff is very low. The average service to the college among those employee groups is as follows.

- Administration (4, with an average of 25 years)
- Faculty (17, with an average of 8 years)
- Professional staff (8, with an average of 12 years)

2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The CRC Board meets three times per year on the CRC campus. In addition, email is a vital communication link between the Board and the President of the college. The President maintains an email record of Board/President communications. Also, The Ridge at a Glance, an internal financial and enrollment data report, is sent to each Board member on a monthly basis. In addition, the Vice-President for Advancement sends a monthly update to the Board. The college meets its financial obligations in a timely manner. Accounts payables are paid in accordance to the time frame specified on the bill when received by the college. This is a procedure put into effect by the President and is endorsed by the Board.

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The Vice-President for Academic Affairs (VPAA) is responsible for the setting of academic requirements for all degree programs offered by the college. A thorough discussion of the academic offerings at CRC is found in chapter four, criterion three. The VPAA also serves as the chair of the Academic Affairs Committee (AAC) which is composed of all Division Chairs, the Director of the Learning Center, the college Registrar, the Director of Online Learning, and one additional faculty member. Most academic processes are first acted upon by the AAC and then referred to the faculty during a faculty Meeting. In some cases the VPAA brings academic issues directly to the faculty for appropriate discussion. Division chairs are paid a modest annual stipend of $300 for services rendered to their respective division. The VPAA regularly solicits inputs from the division chairs with regard to course scheduling, recruitment of adjunct faculty, proposed course changes, and in some rare instances, course cancellations. Faculty meeting and AAC meeting minutes are located in the resource room.
5.C. The institution engages in systematic and integrated planning.

Subcomponents:

1. The institution allocates its resources in alignment with its mission and priorities.

The institution has approached its future planning for more than fifteen years in a systematic way. The planning document is referred to as *The Ridge Overlook*. It is comprised of five-year out planning cycles. As each fiscal year nears completion, the planning/budget cycle is reviewed by the President and the budget administrators. In June, of each year, the President asks for the next fiscal year budget projections from each manager. The President then assembles a tentative budget for Board review at the July Board Meeting. The fiscal year budget is adjusted when fall enrollment numbers are known. The budget is then presented to the Board for approval at the November Board Meeting. As with most post-secondary institutions, the full amount requested by each budget manager is seldom funded. Decisions are made by the President and each budget manager as to how each budget category can be funded so that no significant interference is created by a budget shortfall causing a lack of or a serious decline in services to any college constituency, especially the student body of the college. As previously mentioned, the budget/management style of CRC is basically a pay-as-you-go system. As a result of which, the college has no significant debt held against any of its assets.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The college produces an assessment report for each evenly numbered year. Since the last comprehensive visit in 2005, the college has produced an assessment report in 2006, 2008, 2010, and in 2012. The 2014 assessment report will not be available until January, 2015. Data produced by these reports are examined by the Institutional Research and Assessment Committee. Recommendations from the committee are sent to the administration and faculty for review, and if necessary, changes are made to better serve the interests of constituents of the college. Most changes and adjustments are dedicated to giving students a better chance to succeed, especially those enrolled in developmental math and English courses. The college has responded in numerous ways to better serve the at-risk student by experimenting with a number of different instructional methods and formats to achieve a satisfactory rate of academic outcomes. For example, beginning with the fall, 2013 semester, the college combined beginning and intermediate algebra into one three hour course that meets five days per week. This change in format is under evaluation and will be reviewed following the spring 2014 semester. Historically, about 70 percent of developmental students who complete the developmental math course(s) are able to eventually advance to college algebra. Students enrolled in developmental reading and grammar courses have historically experienced a higher success rate of approximately 90 percent when moving on to Freshman Composition courses. There has certainly been no lack of effort on the part of the college to better serve the needs of its students. These, and other adjustments, have required the dedication of significant human and financial resources. Specific information regarding academic performance of developmental students is found in chapter five,
criterion four. The college has extensively publicized assessment results to all college constituents. Board members, administrators, faculty, and staff are all given access to assessment results. Admissions brochures inform prospective students and their parents about the ongoing efforts to raise the level of awareness regarding the college’s commitment to student learning.

3. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

CRC receives no direct state support. However, the state of Arkansas has established a statewide scholarship program funded via a lottery system. Reduction in scholarship funding impacts all colleges in Arkansas when the lottery income projections fall short. CRC responded to a recent shortfall by freezing tuition, and boarding costs for the 2013-2014 year. The college is aware that the recruitment of the traditional college age student is becoming more difficult each year. To compensate the college has focused on reaching students in churches, youth camps, and similar locales to recruit students from Christian backgrounds. The online program has attracted a few non-traditional students, but until the college expands the online courses into online degree programs, not much of an enrollment impact is anticipated. The college has experienced very strong support from its donor base in spite of a sluggish national economy, but the college is aware that the donor base must be expanded. For example, the advancement office has significantly increased its efforts to solicit funds from charitable foundations. During FY 2013, $60k was received from foundations. So far in FY 2014 the college has made application to 19 foundations seeking grants totaling $400k. The President and the Vice-President for Advancement maintain specific fund raising records which are available in their offices.

4. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Since the last comprehensive visit in 2005 and the focus visit of 2008 the college has made great advancements in campus technology. Internet access is available campus wide. The college has two recently upgraded computer labs dedicated to student use and faculty support. The college provides full-time campus-wide IT support. During the budgeting process the IT director requests that each budget manager project his/her technology needs for the next fiscal year. There is no doubt that the availability of higher education has changed dramatically in the past decade. The college has taken under consideration plans to develop online degree programs in Biblical Studies and Business Administration. In addition, as referred to in chapter four, criterion three, the college is developing plans to expand its teacher licensure programs to five four-year degree programs.

5.D. The institution works systematically to improve its performance.

Subcomponents:

1. The institution develops and documents evidence of performance in its operations.
The college seeks to perform its operations in progressive, efficient, and effective ways. As previously indicated, (see figure 5.1), the college operates in a financially stable environment. CRC has practically no secured debt and has only a small amount of unsecured debt in the form of a bank line of credit. The college endowment fund is growing. Foundation funding and foundation requests have increased substantially. The President of the college was appointed in 2013 to a three-year term to the National Association of Independent Colleges and Universities (NAICU) to serve on the Committee on Policy Analysis and Public Relations. Several years ago the President was also appointed to a nine-year term on the Institutional Certification Advisory Committee of the Arkansas Department of Higher Education. This committee reviews and approves all degree programs being offered in Arkansas by institutions of Higher Education whose Charters are outside of the state of Arkansas. These appointments would seem to suggest that the college is having a positive impact beyond the campus community. Planning, budgeting, and assessment reports are available in the resource room.

2. The college sifts through all of the data produced by the various sources of information as mentioned above and then plans conservatively and wisely. Financial, physical, and human resources are allocated in support of the mission of the college in all of its operations. The college has demonstrated flexibility in its planning and has a record of making the necessary adjustments based on changes to its enrollment projections, changing economic climates, and fluctuations in donor support. Overall, the college has an enviable financial record when compared to many institutions of higher learning having a similar mission to that of CRC.

Chapter Six: Summary:

Achievements:

1. The college provides adequate financial support for all its operations.

2. Physical, financial, and human resources are wisely allocated.

3. The budget process is well developed and has a history of successful implementation.

4. The institution is governed by a board which understands its role in establishing organizational policies.

5. The administration understands its responsibility to implement the board approved policies.

6. The Faculty is involved in all stages of the academic operations of the college.

7. The Vice-President for Academic Affairs provides leadership and works closely with the academic divisional chairs.

8. The institution operates on a sound financial basis and plans well for future operations and contingencies. Note: Please see Appendix A of this report for a more detailed look at the fiscal status of the college.

Challenge:
The college will need to continue to advance at a cautious, yet progressive, pace to ensure the fiscal, academic, and physical future of the college for years to come.
Chapter Seven

Summary and Request for Continued Accreditation

The 2014 Self-Study Report is the fifth report of its kind produced by Crowley’s Ridge College since 1995. Each time the self-study experience has provided beneficial insight into the operation of the college and the college has experienced a certain degree of increased maturity with the completion of each self-study cycle.

Since receiving the ten year accreditation in 2005 the college has changed considerably. The change in status from a two-year to a four-year institution in 2008 has improved the college for the good of all of its constituents, especially its students.

In addition, the college has worked very hard to address each of the concerns from the 2005 comprehensive team visit and the focus visit of 2008. The organization believes that it has satisfactorily addressed and resolved the concerns from both visits.

Substantial evidence exists that the college meets all five of the Higher Learning Commission’s Criteria for Accreditation which are respectively addressed in chapters two through six of this report.

Criterion One: The college has a clearly stated mission statement which is valued by importance and implementation. The mission statement was revised in 2008 to include baccalaureate degrees. The college has positioned itself for the future by effective planning and budgeting. The mission statement is well advertised and college publications are relevant and up-to-date. The college demonstrates a commitment to the community of which it is a part.

Criterion Two: The college operates with integrity, clarity, and is transparent in all of its relationships with its constituents. The governing board provides effective oversight and guidance of the institution and delegates day-to-day operations to the administration of the college. The college supports the pursuit of free inquiry while remaining faithful to the values, tenets, and principles upon which the college was founded.

Criterion Three: CRC maintains a qualified, degreed faculty and has a faculty to student ratio of 10 to 1. The college conducts regular program reviews of its degrees. Faculty and students are aware of the mission of the college and are encouraged to combine scholarship with the values and beliefs for which the college stands and exists.

Criterion Four: The college supports the quality of its educational programs physically and financially. The college has in place a transfer policy and an assessment program which tracks the academic progress of its students. The college contributes physical and financial resources to help students achieve their goals especially in its developmental program. Student retention, persistence, and program completion goals are made available to the students and to student advisors.

Criterion Five: The college budgets well, manages its resources, (physical and human) wisely, while effectively supporting its operations. It organization has a functioning Board which establishes policies
to guide the college into the future. The college has a stable administration with a combined average period of service of 25 years. Overall, the college operates on a sound financial basis allocating its resources wisely and efficiently.

Based on the evidence provided in this report, the college believes it has successfully resolved the concerns of the 2005 comprehensive and the 2008 focus visit and that the college meets all of the Criteria for Accreditation as set forth by the Higher Learning Commission. Crowley’s Ridge College therefore respectfully submits this document and formally requests continued accreditation with the Higher Learning Commission for a period of ten years.
APPENDIX A

Figure A.1

Net Tuition & Fees
(After Scholarships)
Current Administration in Millions

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Figure A.2

Student Population
Current Administration - Fall Enrollments
Figure A.3

Gift Income
Current Administration
In Hundred Thousands