Institutional Self-Study
for the
Higher Learning Commission
of the
North Central Association of Colleges and Schools

2012
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Introduction

University Mission
The faculty and Board of Trustees have accepted the following statement as being an accurate expression of John Brown University’s (JBU) basic mission:

John Brown University provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives.

This mission statement is more commonly expressed by two mottos: Christ Over All, and Head, Heart and Hand. Ask anyone on campus what JBU is all about, and they will tell you that JBU’s mottos unite us.

Profile of the University
Evangelist, author, and radio pioneer John E. Brown founded the university in 1919 as an interdenominational Christian school with an educational philosophy dedicated to the integration of academic excellence (Head), moral and spiritual development (Heart), and professional education (Hand). In 1934, the state of Arkansas chartered the institution as a university. In 1962, John Brown University received its first accreditation from the North Central Association of Schools and Colleges Commission on Institutions of Higher Education (now the Higher Learning Commission). Subsequently, the university has received full approval of its accreditation every 10 years.

Today, JBU continues the founder’s Head, Heart and Hand philosophy with a strong academic emphasis to prepare students to focus their lives toward service through their professions. Therefore, JBU provides a balanced emphasis of liberal arts and career orientation for its students.

The student body is diverse and unique. JBU serves over 2,400 students from 44 nations and 41 states. Forty-six undergraduate programs, seven graduate degrees, and three degree-completion programs for working adults comprise the curriculum. Two independently funded centers, the Soderquist Center and the Center for Relationship Enrichment, provide national and international leadership in two areas critical to society—business ethics and strong relationships at work, at home, and in the community.
The Self-Study Process

Purpose of the Self-Study
This report summarizes the self-study process of John Brown University in which the university had two primary goals:

- Provide a foundational analysis to guide implementation of the recently developed strategic plan.
- Evaluate the university’s fulfillment of the Criteria for Accreditation.

The president of John Brown University initiated a strategic planning process in Summer 2009. This process lasted about 15 months and involved a broad representation of the JBU community [SSP-1: Strategic Planning Committee Members], many of whom also participated directly in the self-study process [SSP-2: Self-Study Committee Members]. In many respects, the self-study process was a continuation of the strategic planning process, and the results of both processes will continue to impact JBU’s ongoing visioning, budgeting, and planning processes.

As an indication of the commitment to the strategic plan, each time a goal from the strategic plan is mentioned in the self-study, a short statement about the progress on that goal will be given [SSP-3: Strategic Plan Progress].

Process of the Self-Study
The self-study process formally began in January 2010 with the selection of the thirteen Steering Committee members [SSP-4: Self-Study Committee Members]. The self-study coordinator chaired the Steering Committee and acted as the primary editor of the self-study report. Two additional editors were also included on the Steering Committee. The other ten members of the Steering Committee served as co-chairs for the five criterion committees. The Steering Committee developed the timeline [SSP-5: Self-Study Timeline] and outline for the self-study process and directed the work during the process.

Each of the five criterion committees were tasked with developing a working paper evaluating JBU’s fulfillment of one of the five Criteria for Accreditation. The committee members were asked to review the Handbook of Accreditation and other institutions’ self-study reports over Summer 2010. The committees then compiled evidence during Fall 2010 and wrote working papers during Spring 2011. The self-study coordinator used the working papers to write a draft self-study report over Summer 2011. The campus community gave
feedback on the draft in Fall 2011. The final self-study report should be an accurate reflection of John Brown University as of November 2011.

Organization of the Report
The self-study report organization is traditional for Higher Learning Commission (HLC) self-studies. The report initially provides an overview of the university and the self-study process and gives a brief summary of the changes made since the last HLC team visit in Spring 2002. Each of the next five chapters evaluates one of the five criteria as outlined in the Handbook of Accreditation. Each of these chapters ends with a summary of strengths, challenges, and future plans. The Institutional Snapshot and Federal Compliance sections are included at the end of the self-study report. The very last section contains a list of all the evidence referred to in the report.

All evidence referenced in the report is available in the virtual resource room [SSP-6: Virtual Resource Room]. The references to the evidence are formatted as shown here and are compiled in the Evidence section. The title in the reference (e.g., “virtual resource room” in the previous reference) links to the evidence in the virtual resource room and clicking on the title should open the evidence in a web browser. The intent is for the self-study report to stand on its own without requiring the reader to refer to the specific pieces of evidence. However, a link to relevant evidence is provided to facilitate access for the reader as needed. Note that access to the virtual resource room does require a password.

The audiences for the report include all interested campus constituencies, such as board members, staff, administration, faculty, and the community at large. The report is available online for viewing by prospective students and parents, sister institutions, and other interested parties.

History of Accreditation
John Brown University is regionally accredited, and several academic programs also have specialized accreditation.

HLC – John Brown University
In 1962, John Brown University received its first accreditation from the North Central Association of Schools and Colleges’ Commission on Institutions of Higher Education (now the Higher Learning Commission). Subsequently, the university has received full approval for its accreditation every 10 years [SSP-7: 2002 HLC Notification].

In response to the Commission’s new streamlined site approval process, JBU’s statement of affiliation status was updated in May 2008 to indicate that the streamlined approval process is available for offering existing degree programs within the state [SSP-8: Streamlined Site Approval].
Four additional course locations were approved in February 2011 [SSP-9: Course Locations Approval]. These new course locations are at Bethesda Christian School in Fort Worth, TX [SSP-10: Course Locations Change Application Bethesda], Kanakuk Kamps in Branson, MO, Camp Eagle in Rocksprings, TX [SSP-11: Course Locations Change Application Kanakuk and Camp Eagle], and Lakeside Manor in Belfast, Northern Ireland, United Kingdom [SSP-12: Course Locations Change Applications Lakeside Manor]. Bethesda Christian School was added so that five concurrent courses could be offered there, however, only three concurrent courses are currently being taught at this location. Kanakuk Kamps and Camp Eagle were both added as additional course locations as part of the Link Year Program pilot, but only Kanakuk Kamps is currently participating in the pilot. Lakeside Manor is the location for JBU’s semester study program in Ireland and also hosts several summer studies trips.

A request to offer distance education courses was submitted in December 2010 [SSP-13: Distance Delivery Change Application], and a team visited the campus in April 2011 [SSP-14: Distance Delivery Focus Visit Team Report]. The change request was approved in June 2011 [SSP-15: Distance Delivery Approval]. This request was triggered by a Title III grant to develop two online degree completion programs [SSP-16: Title III Grant Proposal].

In July 2011, JBU received approval for an additional location at the Washington County Sheriff’s Office [SSP-17: Additional Location Approval]. The Degree Completion Program will offer a degree in organizational management at this location.

**ABET - Engineering**

The first 4-year engineering degrees were offered at John Brown University in 1935. These first degrees were in electrical and mechanical engineering. The Engineering Program first received ABET accreditation in 1997 with the accreditation retroactive to the class of 1995. This accredited program was in engineering with concentrations in electrical and mechanical. The most recent reaccreditation was in 2009 and covered three concentrations (electrical/computer, mechanical, and renewable energy) within the single Engineering Program [SSP-18: ABET 2008 Self-Study] [SSP-19: ABET 2009 Final Statement]. The next reaccreditation visit will be in 2014-2015.

**ACBSP - Business**

The Division of Business was established by JBU in 1979, although business courses had existed for years within the Division of Social Studies. The JBU Degree Completion Program launched its organizational management degree in 1993, and the first graduate business degree (the Master of Science in Leadership and Ethics) was offered in 1998. In 1989, the Division of Business became a member of the Accreditation Council for Business Schools and Programs (ACBSP). In 1997, JBU transitioned from the ACBSP to the International Assembly for Collegiate Business Education (IACBE) and received initial accreditation. In 2002, all traditional undergraduate business programs, graduate business
programs, and business degree completion programs were fully accredited by the IACBE. JBU was accepted into candidacy for accreditation by the ACBSP in 2010 and is working to receive accredited status for all B.S., B.A., M.S., and M.B.A. business degrees [SSP-20: ACBSP 2011 Self-Study] [SSP-21: ACBSP 2011 Final Feedback Report] [SSP-22: ACBSP 2011 Letter].

**ACCE – Construction Management**
The Department of Building Construction was started in 1939 and has evolved several times since then. In 1992, the program was revised to conform to American Council for Construction Education (ACCE) guidelines and renamed to the Department of Construction Management. ACCE accredited the program in 1998, and the program was reaccredited in 2010 [SSP-23: ACCE 2009 Self-Study] [SSP-24: ACCE 2010 Final Statement]. The next reaccreditation visit will be in 2015-2016.

**NCATE - Counseling**
In 1995, JBU formed the Master of Science in Counselor Education for the preparation of school counselors. The program was governed by the Division of Teacher Education and the program was approved by the Arkansas Department of Education. In 1998, JBU’s School Counseling Program became accredited by the National Council for Accreditation of Teacher Education (NCATE) and continued to be accredited. In Spring 2011, the NCATE Board of Examiners and the Arkansas Department of Education recommended that all NCATE standards were met and recommended continued accreditation [SSP-25: NCATE 2011 Self-Study] [SSP-26: NCATE 2011 Final Report]. NCATE’s Unit Accreditation Board continued accreditation without qualifications for the School Counseling Program at JBU [SSP-27: NCATE 2011 Final Letter].

In 1998, the Department of Counselor Education began offering an M.S. in Counseling with emphases in school counseling, marriage and family therapy, and community counseling. The Department of Counselor Education was separated from the Division of Teacher Education but the School Counseling Program continued to maintain NCATE accreditation and approval by the Arkansas Department of Education. The Community Counseling Program and Marriage & Family Therapy Program were designed to meet Arkansas State Board of Examiner licensure standards in 1998 and continue to meet the Arkansas licensing standards for the community and marriage & family therapy core content areas.

The graduate counseling programs have been approved by the Arkansas State Board of Examiners to offer distance education coursework for 10 of its 22 courses [SSP-28: Counseling State Board of Examiners Approval Letters].

**NCATE - Education**
Teacher Education became a division in 1970, and all programs were approved by the Arkansas Department of Education. In 1975, JBU’s education programs became accredited
by the National Council for Accreditation of Teacher Education (NCATE) and continue to be accredited. In Spring 2011, the NCATE Board of Examiners and the Arkansas Department of Education recommended that all NCATE standards were met and recommended continued accreditation [SSP-29: NCATE 2011 Self-Study] [SSP-30: NCATE 2011 Final Report]. NCATE’s Unit Accreditation Board continued accreditation without qualifications for the education programs at JBU [SSP-31: NCATE 2011 Final Letter].


**Response to the 2002 Comprehensive Evaluation**


**Strengths**

1. The university has well prepared and experienced faculty, staff, and administration that are highly committed to the university’s mission.
2. The infusion of funding from the recent capital campaign, combined with the consistent flow of operational income from endowment and trusts, provides a sound financial base.
3. The Walton Lifetime Health Complex, Walker Student Center and the soon-to-be completed William H. Bell Science Hall are attractive new facilities that significantly enhance the opportunities for student learning and development.
4. The university’s mission is understood and embraced by its various constituencies including trustees, faculty, staff, alumni and students and clearly provides the major guiding force for the institution’s planning programs and activities.
5. The Honors Scholars Program has provided numerous scholarly leadership and travel opportunities for its participants and has clearly impacted the academic climate and reputation of John Brown University.
6. The Assessment Summit makes exemplary use of assessment data to make substantive improvement in the quality of student learning.
7. The leadership, spiritual formation and service programs that draw together students, student development staff and faculty are outstanding examples of implementing the founder’s philosophy of Head, Heart and Hand.

Challenges

1. The Advance Program needs to be more fully integrated into the university’s planning and organizational structure.
2. The John Brown University community would be significantly enhanced by an increase in the number of qualified staff and faculty in regard to gender and color.
3. Optimal allocation of resources to academic programs is hindered by the excessive number of under-enrolled programs and majors.

JBU’s response to each of these challenges is given below.

Response to Challenge #1
Challenge #1: “The Advance Program needs to be more fully integrated into the university’s planning and organizational structure.”

One of the challenges identified in the last HLC comprehensive visit was to more fully integrate the Advance Program (now called the Degree Completion Program) as part of the university. Weaknesses were identified through lack of long-range planning for the program, defined goals for growth, governance issues related to the program and the Business Division, faculty development, and assessment. The university took seriously the concerns of the HLC team, resulting in the following changes:

- In 2004 the Educational Policies Council was split into three separate councils: Undergraduate Council, Adult Academic Council (now called Degree Completion Council), and Graduate Council.
- The dean was included on the committee to update the university’s long-term Strategic Plan [SSP-38: Strategic Planning Committee Members].
- The Degree Completion Program is mentioned prominently in several places in the Strategic Plan [SSP-39: Strategic Plan].
- The Registrar’s Office now has a full-time associate registrar’s position to work with degree completion and graduate students in the registration and graduation processes [SSP-40: Job Description Associate Registrar for Graduate and Degree Completion].
- The Degree Completion Program now has a full-time position to help advise degree completion students in their academic programs [SSP-41: Job Description Advising and Retention Coordinator for Degree Completion].
• The Business Office now has a full-time position to work with degree completion and graduate students and their school bills [SSP-42: Job Description Student Account Services Representative for Graduate and Degree Completion].

• The Financial Aid Office now has a full-time staff position to work with degree completion and graduate students to secure financial aid [SSP-43: Job Description Financial Services Specialist Degree Completion].

• The president includes information regarding the Degree Completion Program and its students in his reports to the Board of Trustees and to the JBU community. These reports highlight testimonials from degree completion students about how the program has impacted their lives and include information about the degree completion budget, enrollment, and graduation rates. Degree completion students have also been invited to present to the Board of Trustees.

• The university made a long-term commitment to the Degree Completion Program’s presence in Northwest Arkansas by leasing space in a new building just off of Interstate 540, increasing both the exposure and name recognition of the school.

• The budget was adjusted to treat the Degree Completion Program more fairly by creating and implementing an indirect cost allocation model.

• The Degree Completion Program now has one full-time staff member who focuses on faculty development [SSP-44: Job Description Director of Faculty and Student Development].

• The Dean of Graduate and Professional Studies was split into two positions—the Dean of Graduate Studies and the Dean of Degree Completion Studies.

• In 2007, a chaplain position was created to work with degree completion and graduate students.

• A degree completion representative was added to the university crisis team to address the unique aspects of the degree completion students.

As these changes show, the Degree Completion Program is now much better integrated into JBU’s planning and organizational structures.

Response to Challenge #2

Challenge #2: “The John Brown University community would be significantly enhanced by an increase in the number of qualified staff and faculty in regard to gender and color.”

Table 1 shows the percentage breakdown of faculty and staff, both full and part time, in terms of both gender and race/ethnicity, over the last two decades. The non-white designation includes Hispanic, American Indian, Black, Asian, resident alien, and non-resident alien.
The percentage of minorities, with regard to race and/or ethnicity, has increased significantly over the last eight years, rising from 2 percent up to 9 percent of all faculty and staff. However, the percentage of women has remained essentially the same over the last 18 years.

Several actions have been taken over the last several years to address issues of diversity in the faculty and staff.

Most recently, the Campus Diversity Planning Committee has a new chair (Dr. Carla Swearingen), new campus-wide membership (ranging from Human Resources to the Office of Spiritual Formation), and new mandates (to help support the Hispanic initiatives noted in the strategic plan, for instance). These changes have infused new energy into the workings of this committee.

Over the last decade, JBU has initiated a number of half-time faculty positions paid at a pro-rated, full-time rate instead of at the typical adjunct rate. These positions have been primarily intended to nurture and support female faculty members who wanted to be able to pursue long-term service at JBU, but whose family situations were such that they could not consider full-time employment. Half-time faculty positions have also been created in partnership with organizations associated with JBU, most of which have been used to help create positions for ethnic minorities. Over 90 percent of these half-time arrangements have been filled by women or ethnic minorities, and they have been important ways for the institution to create more flexible working environments that might fit the needs of modern working families.

The needs of working mothers have also been addressed. In 2008, JBU formalized a maternity leave policy specifying up to 180 calendar days of paid sick leave (generally six weeks for uncomplicated pregnancy and birth). In 2010, JBU created a completely furnished and private lactation room on campus. The room was created in response to a 2009 law passed in Arkansas stating that an employer has to “make a reasonable effort to provide a private, secure and sanitary room or other location other than a toilet stall where an employee can express her breast milk.” (2009 Ark. Acts, Act 621, HB 1552)

As part of its efforts to establish referral sources for new faculty hires, the institution is connecting to significant Hispanic evangelical leaders as a resource for references to Hispanic
faculty who would fit the institution’s mission. Day long events have been held with Rudy Carrasco, executive director of the Harambee Christian Family Center; Gus Reyes, director of the Hispanic Education Initiative/Affinity Ministries for the Baptist General Convention of Texas; Albert Reyes, president of Buckner Children and Family Services; and Jesse Miranda, chief executive director of the National Hispanic Christian Leadership Conference. These days include conversations with cabinet members, members of the diversity committee, and staff in enrollment management.

The institution’s commitment to increase diversity is reflected in the strategic plan [SSP-45: Strategic Plan].

Goal 2.1.2
Increase diversity of JBU faculty and staff by developing strategies for recruitment and retention.

Minimal Progress: The Campus Diversity Planning Committee is charged with developing strategies to meet this goal. • The institution is developing referral sources with Hispanic evangelical leaders. • The institution is encouraging faculty to attend the CCCU’s Multi-Ethnic Leadership Development Institute.

Response to Challenge #3
Challenge #3: “Optimal allocation of resources to academic programs is hindered by the excessive number of under-enrolled programs and majors.”

In the decade since this challenge was voiced, a new academic administrative team has been brought in that has implemented a number of changes to help ensure more optimal allocation of resources across the institution.

• An Associate Dean of Institutional Effectiveness was hired to help collect data and develop metrics in a number of areas, including issues related to academic programs [SSP-46: Job Description Associate Dean of Institutional Effectiveness].

• Guidelines were set for such things as the range of credit hours allowed for all majors, minimums and maximums for the number of students in each course, the appropriate range of faculty-student ratios by department in core and non-core courses, the number of advisees per faculty FTE by department, the percentage of course credit hours taught by full-time faculty members, and various performance indicators (in teaching, scholarship, service, etc.).

• Using these inputs, procedures were established for the main operating budgets, cost allocations between various units, one-time academic capital investments, any new “innovation” efforts, and the marginal “ancillary” purchases. There is now a much more “bottom up” process, with division-level personnel making most of the routine
budget decisions and with “secret ballots” being used to help prioritize major resource allocations.

- This data and these procedures are used not just in determining which courses and programs to add, but also which to abandon. As a consequence, some major programs, such as special education and computer science, have been discontinued. Most other programs have been streamlined and tightened as well.

- This data and these procedures have also become an integral part of the assessment and strategic planning conversations. The strategic plan contains the following strategy and goals related to this issue [SSP-47: Strategic Plan):

Strategy 3.2
Identify and strengthen existing programs that contribute to student learning; identify and abandon/contain existing programs that do not.

Goal 3.2.1
Develop program assessment processes with both qualitative and quantitative evidence that will fairly and rigorously evaluate how well existing programs contribute to student learning.

Good Progress: Most academic programs have developed student learning outcomes, and the Assessment Committee continues to work with departments to refine their assessment and evaluation processes. ♦ Student Development has developed intended student learning outcomes for each of its departments and has established assessment tools to measure those outcomes. ♦ The Assessment Committee is taking a more active role in supporting the development and evaluating the effectiveness of program assessment.

Goal 3.2.2
Invest in existing programs that are, or have the greatest potential of, contributing more to student learning.

Good Progress: Innovation proposals every three years allow programs to try new ideas. ♦ Investment in the art programs: building renovation, art grant enabling the hire of another faculty member. ♦ Possible addition of nursing degree to build on the strong science areas. ♦ New buildings for engineering and performing arts departments. ♦ Establishment of endowed scholarships in Biblical studies.
Goal 3.2.3
Systematically review, and abandon or contain if necessary, existing programs that no longer contribute effectively to student learning.

Good Progress: Program and budgetary reviews led to the elimination of the M.A. in Ministry and the reduction in budget of the Department of Political Science.

Goal 3.2.4
Review approximately 2.5 percent of the annual discretionary operation budget in determining which programs to strengthen, contain, or abandon.

Good Progress: The academic area budget discussions include all replacement positions, ancillary budgets, and pilot projects each year.

- After almost a decade of work on these issues, there are only a few major programs, Music and Construction Management in particular, that are still “under review” as possibly still being “under-enrolled.” In these two situations, the institution has concluded that these programs are central enough to the long-term mission that even more resources should be invested, primarily in the form of new facilities. The new Berry Performing Arts Center and the new Balzer Technology Center will hopefully help attract enough students to these programs so that they too will be able to meet the general guidelines.

As higher education in general, and JBU in particular, continues to adapt to a rapidly changing environment, the issue of optimal allocation of resources will always be an issue. JBU has put processes and guidelines into place so that these challenges will continue to be addressed in the years ahead. In fact, JBU’s personnel, guidelines, processes, and decision-making related to resource allocation in academics has become a model for other institutions. The administrative team has presented on this topic at multiple conferences in recent years and has written chapters in three forthcoming books.
Criterion 1
Mission and Integrity

JBU operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

John Brown University’s greatest strengths are perhaps its mission and the broad support it receives from the campus community. The first two strengths in the recent SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis reflect this view:

Strong Christian identity—JBU is characterized by strong commitment to our Christ-centered, interdenominational, educational mission.

Committed people—JBU has bright, energetic and intelligent people throughout the organization who are deeply committed to the mission, who care for students and each other and who seek to develop meaningful relationships in community.

JBU is a mission driven institution. The university’s mission is clearly articulated, particularly through its mottos of Head, Heart and Hand, and Christ Over All. The faculty and staff work at JBU and students attend the institution because they all believe in the mission and support the efforts to fulfill it.

Core Component 1a
JBU’s mission documents are clear and articulate publicly the organization’s commitments.

John Brown University’s mission, vision, values, and goals are clearly articulated in its various mission documents and are easily accessible to all constituencies. The commitments stated in the university’s mission, its two mottos, the statement of faith, the strategic plan, the educational philosophy, and the standards of conduct define JBU, guide the decision making process at the institution, and set the criteria by which the organization is willing to be held accountable.
These commitments are rooted in a historical context, yet they have also been revised over the years to remain dynamic and current in order to more effectively educate new generations of students.

**Mission**

The JBU community spent some time reviewing the university’s mission statement in 2006. At that time, the mission statement was

> John Brown University’s basic mission is to provide Christ-centered higher education which contributes dynamically to the intellectual, spiritual, and occupational effectiveness of men and women in God-honoring living and service.

Under the president’s leadership, a committee from across campus provided direction and feedback on this review of the mission [1a-1: Revised Mission Statement]. After work in the committee, the campus community then had an opportunity to provide input. In the end, only some minor wording was revised and the campus community and the Board of Trustees affirmed the new mission statement.

The current mission statement reads:

> John Brown University provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives.

JBU’s mission statement is stated on the JBU web site [1a-2: Mission Statement on JBU Web Site], in the course catalogs [1a-3: Undergraduate Course Catalog] [1a-4: Degree Completion Course Catalog] [1a-5: Graduate Course Catalog], the undergraduate Student Handbook [1a-6: Undergraduate Student Handbook], the Faculty Handbook [1a-7: Faculty Handbook], and the Employee Handbook [1a-8: Employee Handbook].

**Mottos**

The primary commitments stated in the mission statement are more concisely conveyed in the university’s two mottos: Christ Over All, and Head, Heart and Hand. It is with these two mottos that the campus community most commonly expresses the JBU mission. Christ Over All provides a summative proclamation of the first section of the mission—“Christ centered education...to honor God.” The second motto, Head, Heart and Hand, provides an easily grasped handle to the latter half of the mission statement—“serve others by developing...intellectual, spiritual, and professional lives.”
These succinct phrases provide the institution with a simple format to communicate that JBU is a holistic, educational institution centered on the Christian faith. The Head, Heart and Hand motto dates back to the founder and reflects his vision for the institution [1a-9: Archive Documents].

Ask most people on campus what JBU is all about, and they will quote these mottos that unite us. The mottos are mentioned in the course catalogs [1a-10: Undergraduate Course Catalog] [1a-11: Degree Completion Course Catalog] [1a-12: Graduate Course Catalog] and frequently show up in other publications such as the Brown Bulletin [1a-13: Brown Bulletin], a biannual magazine sent out to alumni and friends of JBU.

Statement of Faith

As a Christian institution, JBU holds to the interdenominational doctrinal position identified by the following statements:

- We believe the Bible to be the inspired, the only infallible, authoritative word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely necessary.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

All employees, as a condition of continuing employment with the university, must personally affirm and subscribe in writing to this statement of faith prior to commencing employment [1a-14: Employee Handbook]. There is no requirement for students to hold to the statement of faith, though it is clearly articulated to them in admissions material [1a-15: Admissions FAQs].
The statement of faith is stated on the JBU web site [1a-16: Statement of Faith on JBU Web Site], in the course catalogs [1a-17: Undergraduate Course Catalog] [1a-18: Degree Completion Course Catalog] [1a-19: Graduate Course Catalog], the Faculty Handbook [1a-20: Faculty Handbook], and the Employee Handbook [1a-21: Employee Handbook].

Strategic Plan

In Spring 2010, under the president’s leadership, and with input from across campus, a group of approximately twenty committee members finalized work on the strategic plan [1a-22: Strategic Plan]. The Board of Trustees approved the new strategic plan in October 2010 [1a-23: Board Minutes].

The strategic plan flows from the mission and includes the institution’s vision and values. JBU’s vision is to be:

A Christ-centered, interdenominational university that leads the nation in integrating faith and learning, fostering holistic spiritual formation, promoting pragmatic liberal arts education, and preparing people to follow Christ’s call to serve others in all areas of life.

The values of the institution are:

Christ-centered—We pray and worship together as a community; we submit to God’s truth and authority as expressed faithfully through His inspired Scriptures; we seek to restrain evil and to promote good through our work and service; and we educate students to serve Christ and His Kingdom because we are followers of Jesus Christ, the incarnate and visible person of the triune God.

Pursuit of learning—We educate students to seek, and exemplify ourselves, a globally-aware, holistic, curious and lifelong pursuit of learning because God created the world good and it is part of our worship of God to learn as much as we can about Him and His world.

People—We make decisions that benefit students; we extend hospitality to strangers; we recognize the God-given gifts of our colleagues; we act and treat each other with integrity; we respectfully engage and encourage a variety of differences among people; we nourish relationships; and we study and learn in community because God has created people in His image.
Service—we listen and learn from others, recognize and meet their needs and engage and create cultures to imagine new opportunities for people to flourish because God has called us to love our neighbor.

Stewardship—we strive to be wise stewards of our time, talents, and financial and natural resources because this world belongs to God.

Excellence—we seek to do all things well and then strive to do them better because God calls us to do all things in honor of Him.

The strategic plan also includes an analysis of JBU’s strengths, weaknesses, opportunities, and threats,[1a-24: SWOT Analysis], and a list of the institution’s strategies, goals, and assessment methods.[1a-25: Strategic Plan Strategies and Goals].

The strategic plan will be available from the presidents’ page on the JBU intranet.

Educational Philosophy

The statement of educational philosophy was first developed and adopted by the faculty in the late 1940s; it flowed out of the philosophy of threefold training held by the founder, John E. Brown Sr.

The faculty has expressed its purpose as sending forth graduates

Whose lives reflect the love of Christ
  Through reverence toward God.
  Through consecration to Christ and His Church.
  Through knowledge of the Bible and appreciation of its principles.
  Through participation in Christian activities with talents, means, and time.
  Through tolerance, humility, and helpfulness to others.

Who possess intellectual integrity and an enthusiasm for continuing self-development
  Through use of mental processes which lead to intelligent decisions.
  Through familiarization with sources of information.
  Through utilization of knowledge.
  Through mastery of means of communication of ideas.

Who are able to function effectively in a multicultural world
  Through a heightened awareness of diverse cultural contexts and values.
  Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.
  Through understanding the inclusiveness of God’s Kingdom and the equality
of all people before God.
Through formation of a Christian perspective of the world.

Who are eager and able to perform a share of the world’s work
Through their willing response to God’s unique plan.
Through working in chosen vocations with skill, efficiency, and dedication.
Through a cooperative and understanding attitude toward fellow workers.

Who make worthy contributions to their communities
Through active cooperation with other people toward general community improvement.
Through promoting wholesome entertainment, adequate educational programs, and other phases of community welfare.
Through exercising their political privileges in the spirit of Christ.
Through practicing the high ideals of love and justice toward all people.

The original statement had four objectives; a fifth objective regarding a multicultural world was added in the mid-90s.

The educational philosophy is stated in the course catalogs [1a-26: Undergraduate Course Catalog] [1a-27: Degree Completion Course Catalog] [1a-28: Graduate Course Catalog].

Community Covenant and Standards of Conduct

JBU is an interdenominational Christian institution, and it has a clear connection and reliance on a strong “campus community” in that tradition. Clear expectations help the members of the community live in unity. Therefore, while students are not required to profess personal Christian faith, students making the choice to attend JBU must have a sympathetic appreciation for JBU’s guiding principles and choose to abide by the community expectations.

The university has developed a Community Covenant [1a-29: Community Covenant], which all full-time, traditional undergraduate students sign each year, outlining the four guiding principles that represent the community’s core values. These four values guide interaction with others and make up the Community Covenant.

The four core values stated in the Community Covenant are:

- We affirm and honor scripture.
- We strive to live with integrity.
- We support and care for individual uniqueness.
• We actively participate within the community.

Several years ago, after many years of working under a document that had begun to appear antiquated, the current Community Covenant was developed. Campus community representatives from across the university met to develop a document that conveyed the theological and philosophical foundations regarding the expectation of students. Once the committee finished its work, the campus leadership and the Board of Trustees provided input and approval.

The Community Covenant is available on both the student development [1a-30: Community Covenant Student Development Web Page] and admissions web pages [1a-31: Admissions FAQs].

Since the degree completion students do not live on campus and are generally older, typically with families of their own, they have slightly different expectations and standards. Standards regarding the appropriate use of computing facilities; the prevention of drug and alcohol abuse; weapons, fireworks, and explosives; and harassment are stated in the Degree Completion Student Handbook [1a-32: Degree Completion Student Handbook].

Expectations for the graduate students are similar to those for the degree completion students and are published in the Graduate Student Handbook [1a-33: Graduate Student Guide].

Corresponding standards of conduct for faculty and staff are stated in the Employee Handbook [1a-34: Standards of Conduct] so that they may serve as role models for the students.

Core Component 1b
In its mission documents, JBU recognizes the diversity of its learners, other constituencies, and the greater society it serves.

John Brown University’s mission documents are clear in recognizing the need for expanding the diversity of its community, and also of implementing steps to move the various constituencies of the university towards an understanding and appreciation of their roles in a multicultural society. JBU serves a student population that is internationally, denominationally, and socio-economically diverse.

JBU’s mission documents, especially as found in the strategic plan, the educational philosophy, and the Community Covenant address diversity within the community and provide a good basis for JBU’s basic strategies to address diversity.
Mission

As stated in the mission, JBU “prepares people to honor God and serve others.” This service takes place in a multicultural society on the JBU campus, in the Northwest Arkansas and Northeastern Oklahoma regional areas, and in the world at large. It is carried out by members of the JBU community meeting the needs of others through

- community service and construction projects [1b-35: CAUSE Web Page],
- mentoring needy children in under-served communities [1b-36: CAUSE Web Page],
- ministering in the jails [1b-37: CAUSE Web Page],
- helping non-profits develop their organizations [1b-38: Soderquist Center Web Page],
- offering pre-marital and marriage education to low-income and at-risk families and individuals [1b-39: CRE Press Release],
- providing opportunities for the broader Northwest Arkansas community to serve those in need [1b-40: KLRC Press Release],
- working to abolish human suffering caused by oppression and injustices around the world [1b-41: CAUSE Web Page],
- feeding the hungry [1b-42: World Garden Press Release], and
- working to better the lives of people in Guatemala [1b-43: SIFE’s Work in Guatemala].

Statement of Faith

As an academic institution with an interdenominational, evangelical Christian heritage, John Brown University’s code of belief is congruent with its mission. This code of belief is expressed in the Statement of Faith [1b-44: Statement of Faith], which is broadly evangelical and interdenominational. All employees of the university must personally affirm and subscribe in writing to these beliefs [1b-45: Employee Handbook]. As part of the founder’s belief that a quality education should be available to all, there is no requirement for students to hold to the statement of faith.

One of JBU’s strengths is its denominational diversity within the evangelical tradition. The traditional undergraduate student body represents 50 different denominations [1b-46: Denominational Data]. While denominational data does not exist for faculty and staff, it would be comparably diverse.
Strategic Plan

The strategic plan clearly shows the value placed on diversity and the institution’s basic strategies to address diversity. The institutional values, the SWOT analysis, and the strategies and goals all include references to diversity.

The institutional values of pursuit of learning, people, and service each refer to some aspect of diversity [1b-47: Institutional Values].

Pursuit of learning—We educate students to seek, and exemplify ourselves, a globally-aware, holistic, curious and lifelong pursuit of learning…

People—…we respectfully engage and encourage a variety of differences among people…

Service—We listen and learn from others, recognize and meet their needs and engage and create cultures…

These values reflect the institution’s mission to prepare students to engage with the global community, learn their needs, and then serve them.

The SWOT analysis [1b-48: SWOT Analysis] and related goals [1b-49: Strategic Plan Strategies and Goals] also mention diversity and JBU’s commitment to have an impact in a multicultural society.

For example, here is one strength and its related goal:

Strength
International focus. JBU has an internationally diverse student population and wide variety of international academic and mission opportunities for students.

Goal 3.4.4
Further develop globalization efforts in both undergraduate and graduate contexts through both on-campus and off-campus programming.

Minimal Progress: The graduate business programs added a summer trip to China. • The International Policies Committee is developing a plan for further globalization by Summer 2013.

Between 15-20 percent of JBU’s traditional undergraduate student population has non-U.S. citizenship or has grown up outside the United States. These students bring their varied cultural and life experiences to JBU and contribute to the international diversity on campus.
Each year, around 15 percent of the traditional undergraduate students go overseas on JBU sponsored or approved study abroad and mission trips. JBU faculty and staff lead several off-campus efforts each year. Over the last 3 years:

- There were 181 people who participated in the 9 summer mission trips to Ireland, Guatemala, the Bahamas, Panama, Uganda, India, and Lithuania;
- There were 254 people who participated on 18 undergraduate summer study trips to Germany, Ireland, Great Britain, New Zealand, Guatemala, Italy, Jordan, and Switzerland;
- There were 44 people who participated on 3 undergraduate semester study trips in Ireland;
- There were 113 people who participated on 8 graduate summer study trips to Ireland, Guatemala, and China.

As another example, here is a weakness and its related goal:

**Weakness**

Diversity. JBU continues to need to recruit and retain more faculty, staff and students from diverse backgrounds.

**Goal 2.1.2**

Increase diversity of JBU faculty and staff by developing strategies for recruitment and retention.

- Minimal Progress: The Campus Diversity Planning Committee is charged with developing strategies to meet this goal. • The institution is developing referral sources with Hispanic evangelical leaders. • The institution is encouraging faculty to attend the CCCU’s Multi-Ethnic Leadership Development Institute.

As discussed in an earlier section about the Response to the 2002 Comprehensive Evaluation, efforts to address this weakness have been ongoing since the last HLC visit, and some success has been seen in increasing the number of women in faculty and staff roles. Increasing the overall diversity of the faculty and staff continues to be important and shows up as a goal in the strategic plan.

As a final example, here is an opportunity and its related goal.

**Opportunities**

Demographic changes, particularly growth in the Hispanic community. Demographic predictions suggest that the number of Hispanic high school graduates will grow the most quickly in the next several decades. Building on JBU’s international Hispanic
culture, how can we reach out to attract North American Hispanic students? In addition, how can we better serve and utilize the “Boomer” generation as they grow older?

Goal 4.1.5
Increase diversity of JBU students by developing strategies for recruitment and retention.

Minimal Progress: JBU has applied for several grants to serve the growing Hispanic population in Northwest Arkansas. • Graduate diversity scholarships were established in 2011 to provide up to $20,000 per year for graduate students in business and counseling. • Annual visit days for the multicultural clubs in Fayetteville, Rogers, Bentonville. • JBU sponsored the Northwest Arkansas Hispanic Youth Explosion in 2010-11. • Development of relationships with the Northwest Arkansas Hispanic Ministerial Alliance. • Developing printed and online bi-lingual brochures for Hispanic students. • Continue advertising on Univision.

The Hispanic population of Northwest Arkansas increased 780 percent between 1990 and 2000, and all indications are that this growth has not abated [1b-50: Pew Hispanic Center]. Hispanic or Latino residents make up 15.5 percent of Washington and Benton Counties’ total population [1b-51: Northwest Arkansas Council Annual Report 2010-2011]. JBU has a long history of educating Hispanic students thanks to its involvement with the Walton International Scholars Program (WISP) [1b-52: WISP Web Page]. WISP provides scholarships for students from Central America and Mexico. Over the last 25 years, 335 students have graduated from JBU through the WISP scholarships.

As part of its continuing efforts to reach this population of students, JBU has applied for grants from the Coca Cola Foundation [1b-53: Coca Cola Hispanic Grant Proposal] and the Hearst Foundation [1b-54: Hearst Endowed Scholarship Grant Proposal].

JBU is also working to establish referral sources for student recruitment and new faculty hires. The institution has held day long events with significant Hispanic evangelical leaders as a resource for references to the Hispanic community. These events include conversations with cabinet members, members of the diversity committee, and staff in enrollment management; members from the Hispanic Ministerial Alliance have also been invited on campus to interact with these visitors. The institution has sent admissions staff to a regional Hispanic youth conference to both recruit students to JBU and to encourage Hispanic youth to consider higher education in general. The admissions staff continues to investigate ways to modify the standard visit days to better meet the needs and expectations of prospective Hispanic students and their families.
Graduate diversity scholarships were established in 2011 to provide up to $20,000 per year for graduate students in business and counseling. The Soderquist Family Foundation Endowed Scholarship provides support for graduate ministry students and has the stated intention to “increase program diversity and strengthen service to various cultural communities.”

**Educational Philosophy**

JBU’s educational philosophy includes many references to diversity and functioning in a multicultural world.

> Whose lives reflect the love of Christ  
> Through tolerance, humility, and helpfulness to others.

> Who are able to function effectively in a multicultural world  
> Through a heightened awareness of diverse cultural contexts and values.  
> Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.  
> Through understanding the inclusiveness of God’s Kingdom and the equality of all people before God.  
> Through formation of a Christian perspective of the world.

> Who are eager and able to perform a share of the world’s work  
> Through a cooperative and understanding attitude toward fellow workers.

> Who make worthy contributions to their communities  
> Through active cooperation with other people toward general community improvement.  
> Through practicing the high ideals of love and justice toward all people.

**Community Covenant and Standards of Conduct**

JBU’s codes of expected behavior demonstrate a clear understanding and awareness of the diversity of campus community while still reflecting its mission “to honor God and serve others.” From the Community Covenant:

The university is Christian and its influence has a clear connection and reliance on a strong “campus community.” Clear expectations help the members of the community live in unity. Therefore, while students are not required to profess personal Christian faith, making the choice to attend JBU means having a sympathetic appreciation for our guiding principles and choosing to abide by our community expectations.
From the standards of conduct in the Employee Handbook (1b-58: Standards of Conduct):

While believing in the freedom of conscience concerning Christian conduct in those things not expressly commanded or forbidden in Scripture, John Brown University strongly senses the need of helping students develop spiritual discernment in harmony with the principles of divine revelation. As a result of this, students are required to adhere to written standards of behavior. Since employees and faculty serve as role models for the students, it is necessary that employees adhere to appropriate standards.

Core Component 1c
Understanding of and support for the mission pervade JBU.

John Brown University’s mission statement and its illustrative mottos are pervasive throughout the institution. The JBU community demonstrates a deep and broad understanding and strong support of the university’s mission. This understanding stems in part from the unique way the JBU campus has captured the essence of the mission statement in the two mottos: Christ Over All, and Head, Heart and Hand. These summative tag lines have made the mission accessible to the campus, and they have proven effective in allowing the community to easily remember, understand, and embrace the shaping concepts of the mission.

In order for JBU to remain a mission driven institution, various structures and processes have been put into place to ensure that the campus community understands and supports the mission and its history. The campus community has also been involved in the creation, review, and revision of the institution’s mission documents. The resulting documents have driven the institution’s strategic plans, provided direction in decision making, and shaped the culture.

Understanding of JBU’s Mission and Mottos

It is never enough to have mission statements hanging on a wall or printed in brochures. Sometimes, even if departments and divisions adopt departmental missions or strategic plans, the understanding and implementation of the mission may become divergent over time. In order to help maintain a common understanding and interpretation of the mission, several programs and practices have been developed.
All new faculty members are enrolled in a one-week intensive workshop in August before classes start and a 14 week program during their first fall semester at JBU. This orientation program reviews institutional expectations and facilitates conversations about how the institution meets the mission in specific aspects of the faculty role. Summer and fall workshops are also offered every year to all faculty for further development.

New traditional undergraduate students go through an orientation process that includes aspects of the mission. A few days before classes commence, all new students attend a three day orientation program where they are immersed in the JBU culture through academic discussions, chapel experiences, and a service project that includes the entire entering class.

New students are also required to enroll in a Gateway Seminar. The Gateway Seminar has three objectives: to introduce students to the nature of Christian higher education in general and John Brown University in particular, to initiate students into the communal intellectual life of John Brown University and to inspire in them a love for learning, and to help students make the transition to college life and to connect with faculty and other students.

All new degree completion students take an orientation course at the start of their program. These orientation courses help the students understand the academic policies and standards, and learn more about JBU’s history and mission.

Orientation at the graduate level is coordinated by each graduate discipline. Separate orientation events are conducted for counseling, business, and ministry students. Since students are not required to attend orientation, the information is posted in Blackboard on each discipline’s “Home Base” pages.

Although there is not significant turnover on the board, all new board members have an extended conversation with the president and several trustees on the membership committee about the mission of JBU and the responsibilities of the trustee, and most attend a short board orientation program where the president and each vice president provides an overview of their areas of responsibility along with how those areas address the larger institutional mission. The recent board self-evaluation shows agreement that JBU’s policies are effectively communicated to all board members.
As part of the continuing efforts to ensure a deep and common understanding of the institution’s mission, the strategic plan has several goals related to the mission.

Goal 1.2.2
Strengthen staff development programs about JBU’s mission (e.g., teaching content of Gateway course, “best practices” for spiritual modeling/mentoring of students and “best practices” to respond to spiritual and mental health needs of students).

Minimal Progress: The Chief Human Resources Officer is exploring ways to incorporate information from the Gateway Seminar, the Student Counseling Center, and the Center for Relationship Enrichment into training for the staff in Finance and Administration. Depending on the success with Finance and Administration, this may be a model that could be expanded for staff in other areas of campus in the future.

Goal 1.2.3
Strengthen faculty development programs about JBU mission (e.g., “best practices” for integrating faith and learning, for spiritual modeling, for responding to the spiritual and mental health needs of students).

Good Progress: The Office of Faculty Development continues to provide many faculty development programs including the New Faculty Workshop, New Faculty Orientation, and the Summer Faculty Institute. The counseling center is consulting with faculty about the mental health of students, training new faculty to identify and respond to distressed students, and equipping student development staff to relate to mental health issues.

Goal 1.2.4
Strengthen trustee development program about JBU’s mission (e.g., through board presentations and outside reading on Christ-centered education).

Minimal Progress: Board retreat presentation by president that discussed sustainability of Christian higher education and trends in demographics as background information for the strategic planning discussion. The board has begun discussion of another retreat in April 2013 to discuss some of the cultural and educational issues facing Christian higher education.

Goal 2.2.3
Develop better orientation and periodic evaluation process for members of JBU’s Board of Trustees.

Good Progress: Significant orientation done through the board recruitment process. President meets with potential board recruits and discusses board
structure and expectations. Then several members of the board meet with potential candidates and go over the board structure and expectations.

Board conducted self-evaluation in October 2011 through the Soderquist Center. Membership committee will review the results of the evaluation assessment in February and report findings to full board in April 2012.

Support of JBU’s Mission and Mottos

The pervasiveness of the two mottos across campus is an indication that institutional constituents have a good sense of the institution’s mission and support it. Although the average institutional employee may not be able to recite the full formal mission statement, virtually all employees and those associated with the university can recite the university’s two mottos which encapsulate the mission: Christ Over All, and Head, Heart and Hand.

The mission statement and mottos are found across the institution: on the public web based face of the institution [1c-69: Mission Statement on JBU Web Site], hanging on departments’ hallways [1c-70: Painting in President’s/Advancement Area], and in department documents that shape learning outcomes and drive programming [1c-71: Residence Life Document].

The mission and mottos’ impact on the university can also be seen in the Core Curriculum goals which are organized around the Head, Heart and Hand motto [1c-72: Core Curriculum Goals]; in the name of the student newspaper, The Threefold Advocate, which is named after the threefold educational philosophy of John Brown Sr. captured in the Head, Heart and Hand motto [1c-73: Threefold Advocate]; and in the recently redesigned JBU logo, which has elements that reflect both of the mottos [1c-74: Logo Information].

The newly developed strategic plan [1c-75: Strategic Plan] is also firmly placed upon the institution’s mission. The mission provided the foundation for the strategic plan’s values out of which flowed the goals and strategies. The strategic plan was directed by the president with input from virtually all departments and divisions across campus. This involvement has provided a deeper understanding of the document and ownership across the campus community.

Support for the mission is further shown through the hiring and evaluation processes of faculty and staff. In the hiring process, the university utilizes a fairly extensive assessment process to make sure there is institutional alignment. One such component of the faculty hiring process is the Faculty Status Committee. This committee’s responsibility is to elaborate on the university’s mission and ethos and to assess candidates for institutional alignment and support [1c-76: Committee Assignments]. While the process for hiring staff depends on the human resource staff and the hiring supervisor to determine mission fit of applicants [1c-77: Staff Hiring Process], the president interviews every faculty and staff member who has
significant interaction with students. The purpose of this interview is to explain JBU’s mission to the candidate and to discern the candidate’s alignment with the mission.

The faculty and staff evaluation systems include a strong component of mission fit. The faculty evaluation process includes assessment of teaching, research/scholarship, service, and spiritual modeling [1c-78: Faculty Evaluation Procedures]. In addition, the course evaluation assesses each class for integration components and teaching excellence [1c-79: Course Evaluations Questions]. The university is currently in the process of revamping the staff employee evaluation system to mirror more closely the connection between the mission and the specific tasks and responsibilities that employees are asked to contribute. The strategic plan has the following goal:

Goal 2.2.1
Develop evaluation program for all appropriate positions at JBU.

Minimal Progress: Evaluation policies and processes have been developed and are in use for all full-time teaching faculty. ♦ Human Resources is forming a broad-based task force. Vice presidents have suggested staff names from the various areas. The goal is to have this program developed by Fall 2012. ♦ Student Development has started developing evaluation programs in each department related to the department’s specific intended learning outcomes.

This mission focus is a significant part of the message sent to prospective students. From the front page of the web site [1c-80: JBU Web Page] to the president’s welcome message [1c-81: President’s Welcome Message], the Head, Heart and Hand, and Christ Over All mottos are both key factors in shaping the expectations of students and their families.

The student hiring process is also designed to ensure that students in leadership positions support the mission of the institution [1c-82: Student Leadership Applications].

Creation, Review, and Revision of the Mission Documents

The university leadership engages the university constituents in the creation, review, and revision of the basic mission documents. The institutional leadership has over the past 10 years involved an array of individuals from students through board members in the development and revision of the institution’s central documents. In that time, virtually all major institutional documents have had significant input from the campus community.

The previous president included numerous individuals in the development and planning of the university’s physical plant [1c-83: Priority Goals] [1c-84: Master Plan]. Since then, new facilities
have been added and have had appropriate program personnel, donor, and institutional leadership input in their location, size, and function.

The existing Community Covenant [1c-85: Community Covenant] was revised in 2005 to more clearly convey the expectations that help the members of the campus community live in unity. The revision process included representatives from across campus.

The institution spent time reviewing its mission statement in 2006. Under the president’s leadership, a committee from across campus provided direction and feedback. After work in the committee, the campus community then had opportunity to provide input. In the end, only some minor wording was revised and the campus community affirmed the mission statement [1c-86: Revised Mission Statement] and the board adopted it in 2005 [1c-87: Board Minutes].

In Spring 2011, a group of approximately twenty committee members [1c-88: Strategic Planning Committee Members] finalized work on the strategic plan [1c-89: Strategic Plan]. The campus community had multiple opportunities to provide input and feedback during this process, and the Board of Trustees approved the strategic plan in 2010 [1c-90: Board Minutes].

**Mission Driven Direction**

The university has used the mission documents to drive change, set priorities, and direct resources. The most obvious evidence is the campus-wide development of the strategic plan. The plan is set on the foundation of the university’s mission statement. In addition, the values, goals, and strategies are a clear outgrowth of the core aspects of the mission. The strategic plan is now driving decision making across campus.

The 2011 Assessment Summit determined three priority goals from the strategic plan on which the campus should focus over the next few years [1c-91: 2011 Assessment Summit Summary]. Individual academic departments are also using the strategic plan to set their short term and long term goals [1c-92: 2011 Annual Reports]. Each academic department is required to report on the progress made on the goals stated in the previous year’s annual report and to discuss plans and goals for the future and how those plans and goals fit with both the department’s and the university’s strategic plans [1c-93: Annual Report Guidelines].

Budgetary decisions are also driven by the mission as the Cabinet uses the mission as an overlay to assess budget related decisions [1c-94: Cabinet Minutes].

Evidence of how the mission drives change, sets priorities, and directs resources can be seen most directly through the president’s regular reports to the Board of Trustees and to the community. Each August, October, and April, the president gives a report in which he outlines progress being made in fulfilling JBU’s mission and identifies the current annual and
strategic projects [1c-95: President’s Presentations To Community] [1c-96: President’s Presentations To Board]. The president uses these reports to communicate the mission and vision and to tie decisions and activities back to the mission.

**Core Component 1d**

JBU’s governance and administrative structures promote effective leadership and support collaborative processes that enable JBU to fulfill its mission.

John Brown University’s Board of Trustees is ultimately responsible for the governance of the institution. The board has a strong commitment to the mission and provides capable direction to the university. The board delegates day-to-day operations to the president who gives strong leadership and vision to the faculty, staff, and students. Administrative responsibility lies under the President’s Cabinet, and the faculty is responsible for the curriculum and the integrity of academic processes.

Table 2 provides an overview of the academic decision making model. An ‘X’ indicates that action is taken by the body, and an ‘I’ indicates that information is provided to the body.

**Table 2 Academic Decision Making Model**

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Board of Trustees

The JBU Board of Trustees’ commitment to the mission is illustrated in the board’s bylaws, policy and procedure manuals, the makeup of the board, and the board’s ongoing work including the recent collaborative work completed by the board and the administration (e.g., the revision of the mission statement and the development of the strategic plan).

The board’s bylaws clearly articulate that the purpose of the corporation is to “provide for the establishment, maintenance and operation of an institution of higher learning for the education of young men and women, as well as adults.” [1d-97: Board of Trustees Bylaws] This “institution of higher learning” is clarified in the mission by the statement “provides Christ-centered education.” The bylaws go on to stipulate that in order to carry out the task, “all members of the university’s community…shall exemplify their faith in the Lord Jesus Christ,” and that they are to show “His love for all persons, regardless of race, gender, class or condition.” [1d-98: Board of Trustees Bylaws] In Article VII of the bylaws, one sees the institutional doctrinal position as contained in the Articles of Faith [1d-99: Board of Trustees Bylaws]. The bylaws of the board demonstrate the board’s focus on the institution’s mission.

The policy and procedure manuals for the board further demonstrate the board’s commitment to the ongoing mission of the institution. For example, in the Trustee Membership Policy and Procedure Manual there is a call to keep a majority of the trustees as alumni to assist in retaining the “historic mission of the university.” [1d-100: Board of Trustees Policy and Procedure Manual] In the same document, there is a clear expectation that all trustees will attend and participate in the board meetings, enabling direct and ongoing communication and policy oversight [1d-101: Board of Trustees Policy and Procedure Manual]. Later in the document, it outlines how board officers and standing committee chairs are chosen with language like, “persons who have a proper understanding of their responsibilities and related policies and procedures” to enable them to carry out the work of a trustee [1d-102: Board of Trustees Policy and Procedure Manual].

The recent board self-evaluation shows agreement that the Board of Trustees has clear goals and actions resulting from relevant and realistic strategic planning [1d-103: Board of Trustees Self-Evaluation Results].

In a commitment to diversity and to support JBU’s ongoing role in educating a number of students from Central America, the board has adopted a policy where at least one member of the board will be a Central American alumnus from the Walton International Scholars Program. There has also been a concerted effort to diversify the board in terms of gender and race. Currently, 20 percent of the board are women and 12 percent are people of ethnic diversity.
The work of the board and the strong positive relationship with the administration continues to be a significant strength of the institution. The recent development of the strategic plan is one example where the administration and the board worked closely to facilitate change. As the institution began to develop a strategic plan, and after gaining significant institution wide feedback, the president and various administrative representatives generated a first draft of the plan without direct board involvement. At that time, a board retreat was scheduled with the strategic plan as the main focus of the meeting. The president presented data on sustainability and trends in demographics as a basis for the discussion of the strategic plan [1d-104: Board Retreat Presentation]. The board provided significant and direct input into the plan and voted in favor of the plan’s direction. After another semester’s work on the plan and additional input from campus constituents, the board had another opportunity for input and voted to adopt the plan [1d-105: Board Minutes].

The President

The day-to-day functions of the university are led by the president and his cabinet with general oversight by the board. The university’s leadership enjoys a significant and ongoing freedom to perform their leadership tasks. This freedom and responsibility is outlined in the bylaws of the board. Article III, Section 3 of the bylaws states “The affairs of the university shall be administered by the president at the direction and under the control of the trustees.” [1d-106: Board of Trustees Bylaws] Furthermore, in the John Brown University Trustee Membership Committee Policy and Procedure Manual under Election of Corporate Officers, it states “The President, Vice-President and Secretary-Treasurer of the Corporation are elected to annual terms corresponding to the fiscal year at the spring board meeting. The President of the university serves as President of the Corporation.” [1d-107: Board of Trustees Policy and Procedure Manual] The recent board self-evaluation shows strong agreement that the board delegates sufficient authority to the president to lead the staff and carry out the institution’s mission and that the chair of the Board of Trustees and the president have an effective working relationship [1d-108: Board of Trustees Self-Evaluation Results].

To be sure, the trustees are still engaged. As outlined in the bylaws, the board meets at least twice a year, and various committees of the board meet more often than that. At these meetings, the board and committees hear reports from administrators on relevant topics related to the health and mission of the institution. The board has taken a posture of dialogue with and support of the president and administration as they hear or read reports, provide insight, and direct the ongoing work of the institutional leaders.

In addition, at every meeting, the board sets aside time to meet in a closed session with only the president. The board then meets in closed session without the president to discuss the president’s performance. The board chair then summarizes for the president that larger
board discussion about his performance. The board has conducted one extensive 360-review of the president and has recently adopted a policy of conducting a modified 360-review process once every three years. This close and direct dialog with the president enables the board both to support the president and to hold him accountable for the results of the organization. The recent board self-evaluation shows agreement that the president receives ongoing feedback from the board regarding his job performance [1d-109: Board of Trustees Self-Evaluation Results].

The current president is in his eighth year of service at JBU. He has both a law degree and an earned Ph.D. in English literature [1d-110: President’s CV]. He has practiced law and served as a faculty member in English at another institution prior to coming to JBU. He serves on a variety of community boards, including a local bank board, a regional economic development board, and a national higher education board. He has written both a scholarly book on postcolonial poetry and a book on Christian higher education for a more general audience. He speaks frequently on behalf of JBU.

President’s Cabinet

The president is supported in his administrative work by the President’s Cabinet. The Cabinet is made up of the five vice presidents and the executive directors of the two centers. The administrative responsibilities of the seven cabinet members are clearly defined, as shown in Figure 1.

Each of the cabinet members has a clear job description and expectations [1d-111: Cabinet Member Job Descriptions]. These descriptions and expectations provide clear boundaries and processes for governance. They also, when combined with organizational goals, provide specific direction for the position’s activities.

As with any organization, this leadership team has significant influence in the fulfillment of the mission. The cabinet members’ commitment to the mission and qualifications related to carrying out their defined responsibilities are critical to ensuring that the mission of the institution is furthered. The current administrative leadership team in the President’s Cabinet is comprised of both qualified and committed individuals.

The Cabinet begins each academic year with a two day retreat in which they discuss both long-term and annual goals for the university. The Cabinet also meets regularly as a group during the academic year (twice a month on average), though the executive directors of the centers may not attend every meeting. Each vice-president also meets twice a month individually with the president to discuss operations in their specific area, while the executive directors meet once a month.
The various cabinet members have served the institution for 7-26 years with an average of 15 years of service. Four of the seven cabinet members hold earned doctorates, and a fifth is ABD \cite{1d-112: Cabinet Member CVs}. Most of the cabinet members are currently serving, or have previously served, in significant roles outside the institution as presidents or council members for national boards in their areas of expertise. They have also provided national leadership in writing projects and conference presentations.

**Shared Governance**

Faculty and academic administration share responsibility for the coherence of the curriculum and the integrity of academic processes, with the faculty participating in this shared governance through the committee structure. There are four types of committees: councils, elected committees, appointed committees, and task forces \cite{1d-113: Committee List}. The councils each oversee the curriculum in one area of study: undergraduate, degree completion, or graduate. The elected committees are typically responsible for broader university wide curricular issues such as the Core Curriculum. The appointed committees tend to be responsible for more focused concerns such as employee benefits. Task forces are created for a specific task and are disbanded once that task is completed.
The Undergraduate Council, the Degree Completion Council, and the Graduate Council have primary oversight of the academic curricula and policies. Each of the three councils are made up of administrators, division chairs, and elected faculty who work to establish academic curriculum and policies that affect the respective academic areas. The councils also provide input into the budget allocation process.

The faculty elected committees are the Core Curriculum Committee, which is responsible for the oversight of the traditional undergraduate Core Curriculum (i.e., the general education curriculum); the Faculty Affairs Committee, which serves to facilitate communication between the faculty and the administration; the Faculty Development Committee, which seeks ways to help faculty members develop their potential as effective teachers, competent scholars, and integrated members of the JBU community; and the Faculty Status Committee, which interviews all faculty-level employee candidates and all faculty members applying for promotion in rank to help assess a candidate’s faith commitment and to ensure an appropriate institutional fit.

There are over twenty appointed committees on campus that give direction and feedback related to institutional decisions. One recent task force oversaw the construction of the new Balzer Technology Center, ensuring that the building would meet the program’s needs and that it would be LEED certified. Another task force is in the process of planning the renovation of an older building for the expansion of JBU’s visual arts department. A task force helped develop the strategic plan, and another current one is investigating the feasibility of starting a nursing program.

Each of these committees has faculty members, most have administrators, and many also have staff members. Student representatives are invited to participate on many of the committees.

**Communication**

Effective communication is a critical component to effective shared governance. The JBU campus is a campus of open doors, open communication, and easy access to those in leadership; much of the communication occurs through informal and organic avenues. However, there are also many formal means of communication that are used at all levels of the institution.

The Board of Trustees communicates most directly with the president and the Cabinet, but there are opportunities for the rest of the campus to stay up to date with board actions and information. The full board meets twice a year, and most of the board committee meetings include representatives from the Faculty Affairs Committee, the Alumni Association Board,
and the Student Government Association. These representatives then report back to their various constituencies. The president is also very intentional about presenting his board reports to the campus community after each board meeting. The recent board self-evaluation shows general agreement that the JBU faculty and staff are appropriately informed of, and involved in, the governance activities of the board [1d-115: Board of Trustees Self-Evaluation Results].

The president has several other venues through which he communicates to the campus community. Each academic year begins with a campus wide meeting where the president provides relevant information to the faculty and staff about the state of the institution and the major initiatives that will take place that year. The president also uses the monthly faculty meetings and all staff meetings to keep faculty and staff abreast of events and information and to get feedback from them. The president presents similar information and receives feedback at biannual meetings of the Parents Association Council and at the spring meeting of the Alumni Association Board.

The faculty and all staff meetings are also used by the cabinet members to communicate with the campus community. Faculty are able to provide feedback to the Cabinet and president through monthly brief focused surveys, periodic lunches with administrators, and the annual faculty climate survey; all of which are sponsored by the Faculty Affairs Committee.

Information from the three councils is conveyed back to the faculty by the division chairs and the elected faculty representatives. These are also the means by which faculty can bring issues to the councils. Other committees communicate with the campus community through the committee membership itself as all committees have faculty representatives and many also have staff and student members.

These various avenues of communication work well to facilitate governance processes and activities for those who are interested. As part of strengthening transparency and community involvement, the strategic plan has the following goal:

Goal 5.5.2
Regular community and divisional meetings in which president or senior administrators share financial information.

Minimal Progress: The president shares a condensed version of his report to the board with the campus community after each board meeting. This report includes financial information.
Evaluation and Improvement

As part of its normal governance process, JBU evaluates its structures and processes regularly and works to strengthen them as needed. This process is illustrated by several changes to the administrative and committee structures.

As the educational programs expanded from the traditional undergraduate programs into the graduate and degree completion programs, the single Educational Policies Council became ineffective in its oversight of the various programs and curricula. Starting in the 2004-2005 academic year, three separate councils were created to provide oversight for the three separate areas of study. After seven years, and as the traditional undergraduate and degree completions undergraduate programs are becoming more and more intertwined, discussions are starting about how to better integrate the two councils. The two councils will currently remain separate, but combined sessions will be held to ensure coordination of the programs and curriculum.

In 2006, the current structure of the Faculty Affairs Committee (FAC) was put in place [1d-116: Committee Assignments]. Prior to the FAC, there was a Faculty Association, which met monthly but otherwise had little formal input into policymaking. Beginning in 2006, the faculty began electing members to the FAC who would also act as at-large representatives on the three academic councils. This change was made in response to feedback from the faculty who believed that the faculty needed more representation in addition to the division chairs and program directors who served on the councils.

In 2009, the president reassigned the facilities services area to the Vice President of Student Development in a move to connect campus safety, facilities, and new construction in the area where there was experienced staff and to provide opportunities for additional collaboration. In 2010-11 the decision was made to split the role of Dean of Graduate and Professional Studies into two positions to provide better leadership to both the graduate and professional studies (i.e., degree completion) areas.

These changes illustrate the institution’s willingness to adjust structures to facilitate effective administration and governance.

Core Component 1e

JBU upholds and protects its integrity.

John Brown University is committed to fulfilling its mission with integrity. There is administrative oversight to ensure alignment between what JBU’s mission documents say
JBU is about and what the institution actually does. The institution seeks fairness in its interactions with all constituencies and strives to abide by all relevant laws and regulations. This desire to act with integrity is confirmed by JBU’s good reputation in the community and among peer institutions.

**Administrative Oversight**

The Board of Trustees exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty. Each new board member completes a board orientation process that outlines expectations and responsibilities including all legal and fiscal integrity issues. To ensure appropriate institutional oversight, the full board meets twice a year with, on average, two additional meetings for each of the Executive Committee of the board, the Development Committee, the Endowment Committee, and the Finance and Audit Committee between regularly scheduled full board meetings. The board is driven by the mission and governed by its bylaws [1e-117: Board Bylaws].

The board also seeks to be transparent in its actions. Alumni, faculty, and student representatives attend all board meetings with the exception of executive committee sessions. After each sub-committee and full board meeting, minutes are generated and then distributed to all board members and administrative leaders for review and adoption. If and when there is a board-approved directive, such as the strategic plan, that information is then disseminated to the campus community and the general public. The recent board self-evaluation shows strong agreement that the board operates in a culture of cohesiveness, candor, and transparency [1e-118: Board of Trustees Self-Evaluation Results].

The board also ensures fiscal integrity by submitting to various external auditors, including an annual independent audit [1e-119: 2011 Financial Statement], an audit of the health benefit trust [1e-120: 2011 Health Benefit Trust Statement], and an audit of the pension plan [1e-121: 2011 Pension Plan Statement]. These audits continue to show that the institution is working diligently to ensure integrity in its operations. The institution also requires all board members and budget officers who have significant interface with off campus vendors to complete a conflict of interest document. The recent board self-evaluation shows agreement that the members of the board are fully aware of their legal responsibilities for JBU’s fiscal management [1e-122: Board of Trustees Self-Evaluation Results].

As part of its commitment to integrity, JBU was a charter member of the Evangelical Council for Financial Accountability (ECFA) and has been accredited by the ECFA since 1979 [1e-123: ECFA Web Site] [1e-124: JBU’s ECFA Profile]. The ECFA is committed to helping Christ-centered organizations earn the public’s trust through developing and maintaining
standards of accountability that convey God-honoring ethical practices [1e-125: ECFA Mission Statement].

**Fairness in Policies**

As the university develops policies that impact the rights and responsibilities of internal constituencies, university personnel employ best practices gathered from participation in regional and national seminars and associations addressing local, state, and federal laws. University administrators continue to participate in seminars that provide insight and direction for appropriate policy development. The institution also has good communication and collaboration with local government officials providing formal and informal communication related to policy development.

Institutional policies are provided to all constituents in accessible formats. The Student Handbooks [1e-126: Undergraduate Student Handbook] [1e-127: Degree Completion Student Handbook] [1e-128: Graduate Student Guide], Faculty Handbook [1e-129: Faculty Handbook], and Employee Handbook [1e-130: Employee Handbook] are all available online. In addition, the faculty and staff policies are reviewed for all new employees and a number of specific expectations are included in the employee Personal Action Forms and contracts each time they are reissued. The undergraduate Student Handbook is provided in a paper form for all new traditional undergraduate students and highlighted in “all hall meetings” and during the orientation program. The university has developed a Community Covenant outlining the attributes desired for individuals within the community, [1e-131: Community Covenant] and all full-time, traditional undergraduate students sign it each year.

Job descriptions, evaluations, and promotion policies have continued to be adjusted to provide better clarity of expectations.

**Applicable Laws and Regulations**

The institution is committed to full adherence to all laws and regulations that apply to its governance and its employees. Evidence of federal regulation compliance includes a recent (2011-12) commitment to partner with an outside agency to ensure institution-wide full compliance to EPA regulations. Additional evidences include compliance with OSHA, the Solomon Act, Cleary Act, SEVIS regulations, HIPAA, 990 reporting, FERPA, and Title IX to name a few. The university enjoys a positive relationship with regional and local government employees and has open communication lines to regional and local law and safety enforcement agencies to ensure compliance and coordination.
As part of the efforts to remain aware of new laws and regulations and to learn best practices in complying with all laws and regulations, JBU and its employees are actively involved in several national organizations: charter member of the ECFA (Evangelical Council for Fiscal Accountability), member of AFP (Association for Fundraising Professionals), member of CASE (Council for the Advancement and Support of Education).

Reputation

In recognition of its efforts to operate with integrity, JBU has been given several awards. Over the past three years, JBU has received the CASE Wealth Engine Award for Educational Fundraising twice and the CASE Circle of Excellence Awards for Educational Fundraising and the Award for Sustained Excellence in Educational Fundraising. The Charity Navigator, America’s premier charity evaluator, has given JBU its third consecutive 4-star rating for its ability to efficiently manage and grow its finances. Only 12 percent of the charities they rate have received at least 3 consecutive 4-star evaluations, indicating that JBU consistently executes its mission in a fiscally responsible way and outperforms most other charities in America. This “exceptional” designation from Charity Navigator differentiates JBU from its peers and demonstrates to the public it is worthy of their trust.

The institution works diligently to present itself accurately by being as transparent and accurate in communication as possible. University Communications (UC) utilizes several media channels to communicate to various public, external constituencies. UC uses best practices when composing press releases and marketing, valuing the integrity in the message over “spin.” UC also monitors marketing efforts to assure “truth in advertising” and avoid misrepresentations. The most trafficked social media outlet is Facebook, and UC has developed a set of social media guidelines for official JBU social media efforts, and the Assistant Director of UC is responsible for monitoring all official JBU social media sites for accuracy and appropriate content. JBU also provides editorial features and highlights twice a year to around 19,000 alumni and university “friends” in JBU’s official magazine, the Brown Bulletin. The Brown Bulletin has primarily a journalistic function, but it is focused on positive aspects of the university.

Response to Complaints and Grievances

The university does have situations arise where students or employees share concerns about alleged mistreatment. These concerns are handled with respect and with an honest attempt to ascertain what has happened and how to rectify any injustices. Most issues are averted by good policies that govern sensitive procedures, as in the treatment of human subjects managed by the Institutional Review Board, and the Faculty, Staff, and Student Handbooks where grievance policies outline who to contact in the event of a concern and the
institution’s responsibilities in a given situation. The university human resources staff members and the student development staff are trained in handling these concerns.

The Student Handbook outlines grievance policies and procedures to ensure that any and all student concerns are appropriately handled [1e-134: Student Grievance Policy]. The policies outline the procedures, time lines, and final institutional authorities accountable to ensure the appropriate processes have been followed. In each policy, the institution’s intent is to ensure that the student is heard and supported, that there is resolution of the issues in appropriate ways, and that the student is protected from any reprisals.

**Conclusion**

John Brown University is a mission driven institution with a strong Christian identity and committed people. The institution’s commitment to its Christ-centered, interdenominational educational mission is clearly articulated in its mission statement and in the mottos Christ Over All, and Head, Heart and Hand.

JBU seeks to fulfill its mission in the context of a diverse and multicultural society—locally, nationally, and internationally—and its mission documents and the actions of the faculty, staff, and students reflect this desire.

As part of its efforts to remain committed to its mission, the institution works hard to ensure that the campus community understands and supports the mission and its history. The campus community is involved in the creation, review, and revision of the institution’s mission documents, and the resulting documents drive the strategic plans, provide direction in decision making, and shape the culture of the institution.

The success JBU has had in fulfilling its mission is due to the oversight of its board, the strong leadership and vision of its presidents, and the effective governance by the administration and faculty.

All institutional decisions are driven by a desire to fulfill the mission and to act with integrity.

**Strengths**

- Clearly defined mission statement and pervasive knowledge of the mottos.
- Strong commitment to the Christ-centered, interdenominational educational mission.
- Bright, energetic, and intelligent people throughout the institution who are deeply committed to the mission.
• Recently developed strategic plan based on a realistic assessment of the institution’s strengths, weaknesses, opportunities, and threats.
• Focus on serving people in a diverse society.
• Internationally and denominationally diverse campus community.
• Strong leaders who help the institution fulfill its mission.

Challenges

• Continuing need to recruit and retain more faculty, staff, and students from diverse racial and gender backgrounds.
• Need for stronger orientation programs for staff that will help them better understand JBU’s mission.

Plans for the Future

• Continue to be driven by the mission.
• Develop and strengthen programs that encourage spiritual formation in students, staff, faculty, and trustees (Strategy 1.1).
• Develop and strengthen programs that advance Christ-centered education (Strategies 1.2 and 1.3).
• Recruit and hire people who fit JBU’s mission (Strategy 2.1).
• Increase diversity of JBU faculty and staff by developing strategies for recruitment and retention (Goal 2.1.2).
Criterion 2
Preparing for the Future

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

Introduction

In terms of resources and planning, John Brown University is well positioned to achieve its vision as a Christ-centered, interdenominational university that leads the nation in integrating faith and learning, fostering holistic spiritual formation, promoting pragmatic liberal arts education, and preparing people to follow Christ’s call to serve others in all areas of life.

Core Component 2a

JBU realistically prepares for a future shaped by multiple societal and economic trends.

The leadership at John Brown University is constantly scanning the environment looking for ways to maximize its strengths, address its weaknesses, take advantages of opportunities, and prepare for threats in order to best position the institution to achieve its mission.

Strategic Planning

The recently developed strategic plan [2a-1: Strategic Plan] was shaped by an awareness of the coming societal and economic trends [2a-2: Board Retreat Presentation] and is now being used to direct decision making across campus. The express purpose of the strategic plan is to prepare the institution for the future. The plan is realistic and focused with identified strengths, weaknesses, opportunities and threats. Based upon the SWOT analysis, and aligned with JBU’s historic mission, vision, and values (Christ-centered, pursuit of learning, people, service, stewardship, and excellence), the plan outlines strategic priorities, action steps, and accountability.
For example, one weakness from the SWOT is the institution’s budget vulnerability due “to swings in the economy that affect the capacity of families to pay tuition, that result in losses in the market value of its endowment and that may undermine capacity of key financial partners to contribute.” In order to address this weakness, and in light of the core value of stewardship, the strategic plan directs decision-makers to “Evaluate sustainability of ‘business’ model of residential, Christ-centered education to strengthen commitment to accessibility.” The specific goals related to this strategy are:

**Goal 5.1.1**
Develop five-year budget model to evaluate sustainability.

*Minimal Progress: Initial budget model completed in 2010 using various assumptions and projected future years. Given that the discount rate is higher now than originally projected, continued work on the budget model is necessary.*

**Goal 5.1.2**
Increase endowment assets to $45,000 per FTE traditional undergraduate student, and average endowed scholarships to $1,500 per FTE traditional undergraduate student, which would mean a “continuous” campaign for endowed programs and scholarships.

*Good Progress: Current capital campaign goal to raise $1 of endowment for each dollar raised for facilities with plans to move to $2 of endowment for each dollar raised for facilities. ♦ As of June 30, 2011, JBU had met the $45,000 per FTE traditional undergraduate student, and the average endowed scholarships per FTE was around $1,365. ♦ Must continue to work on this goal to keep up with downturns in the economy and the resulting decreases in the endowment.*

**Goal 5.1.3**
Maintain our relative ranking in the CCCU national pricing index in the bottom third and unfunded discount between 32-36 percent.

*Minimal Progress: Unfunded discount around 36 percent for 2011-2012, with the budget at 36.5 percent. ♦ Relative ranking remains in the bottom third of the pricing index.*

**Goal 5.1.4**
Conduct pricing study to examine whether we should “unbundle” the pricing structure to use more fees.
Minimal Progress: The study has been expanded to look at price sensitivity. Scannell and Kurz is conducting the study. The consultant engaged for analysis of JBU’s discount and net tuition recommended that JBU not unbundle its pricing.

Goal 5.1.5
Maintain student indebtedness at graduation to bottom 1/3 of CCCU.

Good Progress: Student indebtedness at graduation remains in the bottom third of the CCCU. JBU students graduate with less than $20,000 in debt, which is below the average for public universities in the region. Financial aid staff meets with all graduating seniors with student loans and challenges them to pay off their loans much sooner than the allowable 10 year period. This has been well received and is effective. There are many stories of students paying off all student loan debt within a 2-3 year period.

In the same way, the other strategies and goals each tie back to the SWOT analysis and institutional values. Each goal in the strategic plan identifies the person or persons responsible for implementation and/or evaluation. The Cabinet and Assessment Committee will work together to assess the achievement of these goals.

Actions Taken

Even though the strategic plan was just adopted in Fall 2010, the institution is already taking actions in response to the stated strategies and goals. A few representative examples are given below.

Curricular Innovation Fund
In response to Strategy 3.3 (identify and pilot innovative programs that have potential to contribute to student learning and provide them the necessary resources but with clear standards and accountability for success) and Goal 3.3.4 (set aside approximately 1 percent of the annual discretionary operating budget as the potential basis for innovative programming), the curricular innovation fund that was piloted in 2008 by the Office of Academic Affairs is being continued on a three-year cycle.

The goal of the curricular innovation fund is to advance the service provided to students through innovative curricular efforts and new ideas that have been suggested by JBU’s academic departments and divisions. The funds provide a mechanism by which JBU can pilot innovative programming before having to make a final decision about whether these projects should become a permanent part of the university’s operating budget.
The proposals funded in 2008 were a B.S. in Renewable Energy, a B.A. in Communication Studies, and an online M.B.A. The proposals in 2011 are for a continuation of the B.S. in Renewable Energy and a revised B.S. in Communication.

**Title III Grant**
In response to Strategy 3.4 (investigate, pilot and implement significant campus-wide efforts related to delivery and philosophy of education) and Goal 3.4.1 (continue recent efforts into online education by developing at least one full-fledged online degree program in each of our major adult education contexts (Graduate Business, Graduate Counseling and Advance)), JBU pursued and was awarded a 5-year, $2 million Title III grant from the U.S. Department of Education to create two online degree completion programs [2a-3: Title III Grant Proposal] [2a-4: Title III Grant Notification] [2a-5: Title III Award Notification]. These programs will allow students with 60 hours of college credit, who meet admissions requirements, to complete a business administration or general studies degree completely online [2a-6: Title III Press Release].

**Early Credit Options**
In response to Strategy 3.4 (investigate, pilot and implement significant campus-wide efforts related to delivery and philosophy of education) and Strategy 4.1 (develop new, and strengthen existing, relationships between JBU and churches, camps and Christian schools that have similar Christ-centered missions (and retain focus in six-state region) to grow student population by 2 percent a year (2.5 percent in G&PS and 1.5 percent in traditional undergraduate)), and particularly Goal 3.4.2 (explore and continue to pilot new efforts in non-residential and non-traditional education (concurrent students at partner high schools, link-year programs with partner organizations or in online formats)) and Goal 4.1.4 (identify and develop annually 10 new partnership schools, camps or churches each year to partner with in the New Markets program), JBU has instituted two programs that give high school students and recent high school graduates early credit options [2a-7: Early Credit Web Page]. These programs are the Link Year Program and the Concurrent Course Partnership Program.

The Link Year Program is designed for students who have graduated from high school but would rather do something other than go right into a traditional college setting. Students live in community at camps or with ministry organizations, experience a variety of learning and service opportunities, and earn 15 hours of college credit. Locations could vary from camps in Missouri and Texas to settings in Tulsa or Ireland [2a-8: Link Year Web Page] [2a-9: Link Year Program Details].

For the Concurrent Course Partnership Program, JBU is partnering with select Christian high schools to provide courses taught by qualified teachers for college credit. JBU professors provide the curriculum and grading criteria and also give oversight to each
individual teacher at each school [2a-10: Concurrent Course Partnership Web Page] [2a-11: Concurrent Course Partnership Program] [2a-12: Concurrent Course Teacher Approval].

**Hispanic Initiatives**

In response to Strategy 4.1 (develop new, and strengthen existing, relationships between JBU and churches, camps and Christian schools that have similar Christ-centered missions (and retain focus in six-state region) to grow student population by 2 percent a year (2.5 percent in G&PS and 1.5 percent in traditional undergraduate)) and Goal 4.1.5 (increase diversity of JBU students by developing strategies for recruitment and retention), JBU has applied for grants from the Coca Cola Foundation [2a-13: Coca Cola Hispanic Grant Proposal] and the Hearst Foundation [2a-14: Hearst Endowed Scholarship Grant Proposal] to serve the growing Hispanic population in Northwest Arkansas. The Hispanic population of Northwest Arkansas increased 780 percent between 1990 and 2000, and all indications are that this growth has not abated [2a-15: Pew Hispanic Center]. Hispanic or Latino residents make up 15.5 percent of Washington and Benton Counties’ total population [2a-16: Northwest Arkansas Council Annual Report 2010-2011].

As part of its efforts to establish referral sources for student recruitment and new faculty hires, the institution is connecting to significant Hispanic evangelical leaders as a resource for references to the Hispanic community. Day long events have been held with Rudy Carrasco, executive director of the Harambee Christian Family Center; Gus Reyes, director of the Hispanic Education Initiative/Affinity Ministries for the Baptist General Convention of Texas; Albert Reyes, president of Buckner Children and Family Services; and Jesse Miranda, chief executive director of the National Hispanic Christian Leadership Conference. These days include conversations with cabinet members, members of the diversity committee, and staff in enrollment management. Members from the Hispanic Ministerial Alliance have also been invited on campus to interact with these visitors.

The institution has sent admissions staff to a regional Hispanic youth conference to both recruit students to JBU and to encourage Hispanic youth to consider higher education in general. The admissions staff is also investigating ways to modify the standard visit days to better meet the needs and expectations of prospective Hispanic students and their families.

Graduate diversity scholarships were established in 2011 to provide up to $20,000 per year for graduate students in business and counseling [2a-17: Graduate Diversity Scholarships]. The Soderquist Family Foundation Endowed Scholarship provides support for graduate students and has the stated intention to “increase program diversity and strengthen service to various cultural communities.”
Endowment
In response to Strategy 5.1 (evaluate sustainability of ‘business’ model of residential, Christ-centered education to strengthen commitment to accessibility) and particularly Goal 5.1.2 (increase endowment assets to $45,000 per FTE traditional undergraduate student and average endowed scholarships to $1,500 per FTE traditional undergraduate student which would mean a ‘continuous’ campaign for endowed programs and scholarships), over the past couple of years, JBU’s advancement team has been successful in raising endowment funds [2a-18: Endowment Data]. As of June 30, 2011, JBU’s total endowment was $70,000,000, up from that in 2008, and one of the few endowments to have such performance among a representative group of regional and national CCCU schools. Much of this success has been because of the last two capital campaigns: God’s Highest and Best in 1996-2000 and the $110 Million Keeping Faith in 2005-2011. The fact that both campaigns exceeded their goals is a testament to the hard work of the advancement team and the generosity of friends and alumni of the university [2a-19: Giving Data].

Enterprise Resource Planning System
In response to Strategy 5.6 (utilize technology to improve our support of mission critical functions and to eliminate unnecessary storage and waste) and Goal 5.6.1 (fully implement ERP), JBU is investing in technological infrastructure that will help ensure the institution is ready to meet increasing demands for data collection, analysis, and dissemination. The new Datatel Colleague enterprise resource planning system streamlines and coordinates this process. It will serve as the central information hub at the university, providing stakeholders with key on-time information. For instance, the system includes degree audit software that will help faculty with advising.

Core Component 2b
JBU’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

John Brown University’s financial, human, technological, and facility resources provide a strong base for maintaining and improving its educational programs.

Financial Resources

Endowment
During the $110 Million Keeping Faith Capital Campaign, which was completed one year ahead of schedule, the university endeavored to raise one dollar of endowment for every dollar of facilities. Although the economic downturn eroded some of the progress that had
been made prior to 2008, the university continued to raise money for the endowment throughout the market downturn [2b-20: Endowment Data]. The success of this effort is shown by the relative increase in JBU’s endowment as compared to peers.

When analyzing the results of the NACUBO Commonfund Study of Endowments for JBU’s national peer group of 12 universities in the Council of Christian Colleges and Universities, JBU is one of only three institutions that increased total endowment value between June 30, 2008 and June 30, 2010 [2b-21: NACUBO National Data Total Endowment]. JBU ranked fourth in this 12 university group in June 2010 for endowment per full-time equivalent student [2b-22: NACUBO National Data Endowment per FTE]. Furthermore, when analyzing the results for the 11 schools within JBU’s regional peer group, it was noted that only 8 schools reported in both 2008 and 2010. Within that group, JBU is the only university that increased total endowment between 2008 and 2010. However, the strategic importance of JBU’s endowment progress in the future is highlighted when considering that JBU ranked sixth out of the eleven universities in the regional peer group on June 30, 2010 for endowment per full-time equivalent student [2b-23: NACUBO Regional Data Endowment per FTE]. In the April 2011 report to the board and the JBU community, JBU’s president indicated that the post-campaign fundraising goals would include a goal to raise two dollars of endowment for every one dollar of facilities.

In order to preserve the endowment for the future, the institution has a long term goal to lower the endowment spending rate to 5 percent. All new money raised for endowment is spent out at 5 percent, and the rate for older endowments is slowly being lowered.

The endowment is addressed in three of the strategic plan goals:

Goal 5.1.2
Increase endowment assets to $45,000 per FTE traditional undergraduate student, and average endowed scholarships to $1,500 per FTE traditional undergraduate student, which would mean “continuous” campaign for endowed programs and scholarships.

Good Progress: Current capital campaign goal to raise $1 of endowment for each dollar raised for facilities with plans to move to $2 of endowment for each dollar raised for facilities. ♦ As of June 30, 2011, JBU had met the $45,000 per FTE traditional undergraduate student, and the average endowed scholarship per FTE was around $1,365. ♦ Must continue to work on this goal to keep up with downturns in the economy and the resulting decreases in the endowment.
Goal 5.2.3
Increase target endowment for new construction of non-revenue generating facilities to 30 percent of cost.

Good Progress: The most recent building, the Balzer Technology Center, will have an endowment that is 37.5 percent of its cost.

Goal 5.3.11
Evaluation of increased endowment for scholarships, programs, centers, or faculty chairs.

Minimal Progress: Feasibility study by Summer 2012 by Cabinet.

Revenue Sources
While the university works to increase endowment levels, JBU remains tuition dependent. Net of institutional scholarships, JBU receives 77 percent of revenue for the traditional undergraduate program from tuition, room, and board. To address the recessionary pressures on students and their families, the institutional unfunded discount rose almost 5 percentage points over the last two years to 35.2 percent in the 2010-2011 academic year, and it is budgeted at 36.5 percent for 2011-2012 [2b-24: Discount Rate Data]. Because of the dependence on tuition, the institution is closely monitoring the level of unfunded discount and is seeking outside consulting to better leverage net tuition revenue.

The remaining revenue comes from sources such as endowment spending, annual fundraising, trust income, grants, and other miscellaneous investment revenue. The percentage of the traditional undergraduate budget funded from all endowment sources has remained relatively consistent since 2005, despite the downturn in the financial markets and reduction in spending rate from 5.75 percent in 2005 to 5.30 percent in 2010. This is due to the significant fundraising efforts to increase endowment for operations and scholarships.

For example, since 2005, the percentage of revenue from endowed scholarships has increased from 3 percent to 6 percent of the total revenue sources [2b-25: Revenue Sources]. In the 2004-2005 fiscal year there were 95 endowed scholarships available to award, and this number has increased steadily so that in 2011-2012 there were 206 endowed scholarships available to award [2b-26: Endowed Scholarships]. Over the next few years, the university will continue to benefit from grants for student persistence and success, online program development, and scientific research.

Goal 4.8.1
Complete $110 Million Keeping Faith Capital Campaign.

Completed: The $110 Million Keeping Faith Campaign was completed one year ahead of schedule and $18 million over the original goal of $100 million.
Goal 4.8.2
Maintain traditional undergraduate alumni giving at over 30 percent.

Minimal Progress: Traditional undergraduate alumni giving has ranged from 32 to 26 percent over the last 8 years, with the last 2 years at 28 and 26 percent. University Advancement staff member assigned to develop spirit of giving with students and alumni.

Goal 4.8.3
Increase membership in Leadership Circle to 400.

Minimal Progress: The Leadership Circle currently has 303 members. JBU’s Development Team will continue to actively pursue new members through face to face visits, targeted mailing solicitations, and phone calls from the Student Advancement Team. In recent years, the Inner Circle has grown by 20 percent each year and this trend is expected to continue.

Goal 5.1.1
Develop 5-year budget model to evaluate sustainability.

Minimal Progress: Initial budget model completed in 2010 using various assumptions and projected future years. Given that the discount rate is higher now than originally projected, continued work on the budget model is necessary.

Balance Sheet and Ratios
JBU’s balance sheet is strong, with approximately $163 million of net assets on June 30, 2011—a 76.5 percent increase in net assets since June 30, 2004 [2b-27: 2004 Financial Statement] [2b-28: 2011 Financial Statement]. This increase in net assets is primarily due to the $110 Million Keeping Faith Campaign.

Although the institution has a $1.5 million line of credit available, JBU has not drawn on the line of credit in the last decade, even during the economic downturn. In fact, at the same time that the net assets were growing, the institution’s debts were reduced by over $4 million. The university has under $10 million of long-term bonds. The institution has no plans to issue bonds in the next few years, but JBU would have the capacity to do so if needed.

As a further measure of strength, the primary reserve ratio, net income ratio, and equity ratio all contribute to a strong composite financial index ratio [2b-29: Financial Index Ratio Data].
Human Resources

**Faculty and Staff**

In order to support the needs of existing and proposed educational programs, JBU evaluates the staffing needs of the institution during the annual budget process. The institution also annually monitors the overall student to faculty and staff FTE levels. The student to faculty and staff ratio for the traditional undergraduate population has stayed relatively consistent at approximately 4.5 students per employee over the last nine years [2b-30: Summary of TUG Employee FTE]. The student growth in the graduate program has increased the student to staff and faculty ratio; it is currently at 17.3 students to full-time faculty and staff [2b-31: Total University FTE]. The Degree Completion Program has experienced more competition for students, which has resulted in a reduction in the student to staff and faculty ratio. All three areas utilize adjunct faculty in addition to full-time faculty members, and the adjunct faculty are not included in this ratio. Overall, JBU remains well staffed to serve students in the traditional undergraduate, degree completion, and graduate programs.

The Soderquist Center, the Center for Relationship Enrichment, and the KLRC radio station are public service programming for the university. These areas have managed staff FTE to coincide with the needs of those programs.

Several goals in the strategic plan address faculty and staff resources:

**Goal 2.1.1**
Increase percentage of faculty with terminal degrees to 80 percent by hiring on potential but supporting work to earn terminal degree.

Good Progress: This goal will be met when the nine faculty currently working on their terminal degrees finish said degrees.

**Goal 2.1.2**
Increase diversity of JBU faculty and staff by developing strategies for recruitment and retention.

Minimal Progress: The Campus Diversity Planning Committee is charged with developing strategies to meet this goal. • The institution is developing referral sources with Hispanic evangelical leaders. • The institution is encouraging faculty to attend the CCCU’s Multi-Ethnic Leadership Development Institute.

**Goal 2.1.3**
Develop a short training module for search committees to strengthen hiring process and comply with legal requirements.
Good Progress: The Chief Human Resources Officer has developed a training module and presented it to those who might chair search committees.

Goal 2.3.1
Formalize appropriate benchmarks (CCCU, CUPA, NOARK) and statement of compensation philosophy (more egalitarian, evaluate differential benefits, etc.).

No Progress: Human Resources is developing benchmarks and philosophy.

Goal 2.3.2
Set aspiration target for average salary level for appropriate benchmark to be reached by 2015 (i.e. percent of CCCU national median with cost of living adjustment).

No Progress: Human Resources is developing benchmarks.

Goal 2.3.3
Evaluate alternative benefit programs within context of compensation philosophy.

Good Progress: JBU matching for 403(b) revised to provide more flexibility to the employee. ♦ Health Savings Account option added.

Goal 2.3.4
Communicate total compensation package to employees in a real time, online format as part of new ERP.

Minimal Progress: On track to be available in Fall 2012.

Professional Development
Currently, all full-time faculty and all staff at the director level and above have development resources available to them. These resources include on-site training and workshops and funding for conferences. Undergraduate academic divisions also have ancillary budget funds that can augment the standard funding.

Several goals in the strategic plan address faculty and staff development:

Goal 1.1.2
Encourage spiritual formation activities (prayer, church participation, professional development seminars, chapel attendance devotions) as regular part of faculty and staff work life.

Minimal Progress: Every Tuesday and Thursday rounds are made in Student Development by the Vice President of Student Development and the Dean of Students to round up staff to go to Chapel together. ♦ Finance and Administration area planning to begin a weekly prayer time and book study.
Goal 1.2.2
Strengthen staff development programs about JBU’s mission (e.g., teaching content of Gateway course; teaching best practices for spiritual modeling/mentoring of students; and teaching best practices to respond to spiritual and mental health needs of students).

Minimal Progress: The Chief Human Resources Officer is exploring ways to incorporate information from the Gateway Seminar, the Student Counseling Center, and the Center for Relationship Enrichment into training for the staff in Finance and Administration. Depending on the success with Finance and Administration, this may be a model that could be expanded for staff in other areas of campus in the future.

Goal 1.2.3
Strengthen faculty development programs about JBU mission (e.g., “best practices” for integrating faith and learning, for spiritual modeling, for responding to the spiritual and mental health needs of students).

Good Progress: The Office of Faculty Development continues to provide many faculty development programs including the New Faculty Workshop, New Faculty Orientation, and the Summer Faculty Institute. The counseling center is consulting with faculty about the mental health of students, training new faculty to identify and respond to distressed students, and equipping student development staff to relate to mental health issues.

Goal 1.3.2
Strengthen professional development for staff, and particularly, for adjunct faculty in this area (e.g., possible online training modules on key topics; biannual adjunct faculty workshops).

Good Progress: Offices of Distance Learning and Faculty Development converted key elements of the new faculty workshops into online modules to be used by online and on-ground adjunct faculty teaching graduate and degree completion courses.

Goal 2.2.2
Develop professional development program for all appropriate positions at JBU.

Good Progress: A well-developed professional development program exists for faculty. Professional development programs for staff vary by area and continue to be developed.
Goal 2.2.4
Expand resources for faculty and staff professional development that contributes directly to mission (e.g., sabbaticals, summer projects, degree support).

Minimal Progress: Summer Faculty Fellowships funded through the most recent capital campaign.

Technological Resources

Enterprise Resource Planning System
After over a year of needs assessment and solution evaluation by a cross-functional campus team, the university marked $1.3 million of cash reserves for investment in an enterprise resource management system. The selected solution, Datatel Colleague, is a significant improvement over the legacy computer system that the university had been using.

The new general ledger went live on July 1, 2010, followed by payroll on January 1, 2011. Shortly thereafter, financial aid and registration went live, with student accounts, residence life, and degree audit coming online in Fall 2011. The admissions and recruiting functions will go live at the end of the project. Training and consulting engagements continue as the staff meets these target dates, and the project remains on schedule and within budget.

Two of the goals in the strategic plan relate to the enterprise resource planning system:

Goal 5.6.1
Fully implement ERP.

Good Progress: The primary functions of the new Datatel system are implemented and running. Integration of these functions with other systems on campus continues. Implementation of secondary functions is ongoing.

Goal 5.6.2
Identify annual projects to capitalize on ERP to reengineer cumbersome business procedures, to reduce waste and improve service.

Good Progress: Improvements have already been seen in the following areas: general ledger, web time entry and approval, online direct deposit summaries, payroll and other expenses, registration, remote access, and team sites. Work is ongoing in the following areas: degree audit, retention alert, recruiting, online benefits enrollment, and total compensation statements.

Computers
Faculty and staff computers, classroom technology, and student lab computers are funded both from operational budget and cash reserves. The Information Technology Services (ITS)
team visits the functional areas of campus each year to take inventory of technology needs. Lab computers are on a 3-year replacement cycle, with the 3-year old computers funnelling out into faculty and staff work stations. The remaining needs are then provided to the Cabinet for annual prioritization and funding decisions. ITS then uses the summer to implement the improvements.

Facilities Resources

Since 2000, John Brown University has made significant additions and improvements to the campus. Over 60 percent of the facilities are new or newly renovated, and, with the exception of bond proceeds used for the Central Plant and Walker Residence Hall, the new buildings and renovations were financed through gifts and operational spending. Additional contributions were raised to support operational endowments for the new buildings to assist in funding the related increases in utilities, custodial services, and routine maintenance for the additional space. The expansion to JBU’s facilities has positively impacted the academic spaces on campus.

On Campus Academic Facilities

The Walker Student Center was finished in 2002 and provides multiuse classroom space and offices for the Division of Biblical Studies, Office of Christian Formation, International Programs Office, Center for Relationship Enrichment, and Student Development. The Bell Science Center was completed in 2003, allowing the old Science Building to be internally renovated to become the Art Building in 2004. Classes were first held in the Soderquist Business Center in Fall 2005. As a consequence, when the business faculty moved to the Soderquist Business Center, the Education Division and Academic Support Services were able to utilize the classroom and office space freed up in the Learning Resource Center.

In 2008, the university completed external and internal refurbishing to the Cathedral Group, which not only houses chapel services but many of the academic programs. The plaza between the three buildings of the Cathedral Group was also updated at that time. In Fall 2010, the Berry Performing Arts Center was opened to provide a much improved performance venue for music and drama students. The space also serves as a venue to host speakers and other events on campus. Also, in Fall 2010, the Bill George Arena opened providing both an improved sports facility for student athletes and a multi-purpose venue to host speakers, concerts, and larger chapel services. When the arena was being constructed, some deferred maintenance was also completed on Murray Sells Gymnasium.

The Balzer Technology Center opened for classes Fall 2011, and it houses the engineering, construction management, and renewable energy departments. Initial drawings have been completed and funding pledged for the interior remodeling of the old Engineering Building.
in the Cathedral Group. After the renovation, it will serve as a second Art Building, improving the classroom, studio and gallery space for students in some of the most heavily populated majors on campus.

Several goals in the strategic plan deal with on campus academic facilities:

Goal 5.3.1  
Construction of new engineering and construction management building.

  Completed: Construction of the Lee and Alice Balzer Technology Center was completed August 2011.

Goal 5.3.2  
Renovation of existing Engineering Building.

  Good Progress: Renovation of the old Engineering Building to become the new Art II Building is ongoing and is planned to finish by Spring 2012.

Goal 5.3.3  
Demolition of Hyde Building.

  Completed: The Hyde Building was demolished in August 2011. An outdoor amphitheater has been built on the location.

**Off Campus Academic Facilities**

JBU has also expanded the academic spaces for classes and experiences that occur away from campus. In 2000, the university’s endowment invested in ownership of a building in Fort Smith for the degree completion and graduate course offerings. That space was later expanded for the graduate counseling Care Clinic, which provides practicum experience for students. In 2007, a new building was leased in Rogers for the degree completion and graduate course offerings in Northwest Arkansas. This building offers better equipped space than the previous location in Springdale. In 2005, the square footage leased in Little Rock was also increased for the degree completion offerings there, however, the current plan is to close the Little Rock facility once the current cohorts complete their program.

In April 2011, the university’s endowment purchased a building in downtown Siloam Springs for KLRC, the university owned listener supported radio station. The debt service on the building will be funded within the radio station’s budget, as it repays the endowment at market interest. This radio station provides experience for the broadcasting majors and is a mission outreach to the Northwest Arkansas community. The station had previously been located in a small and outdated space on campus. The new facility is updated and visible to the greater community, providing on air viewing from the sidewalk into the window of the control room.
One of the goals in the strategic plan relates to off campus academic facilities:

Goal 5.3.5
Renovations or new construction for KLRC facility.

Completed: The KLRC offices were moved in August 2011 to a new location in downtown Siloam Springs.

Auxiliary Facilities
Facilities improvements were completed for auxiliary areas as well. In addition to classroom and office spaces, the Walker Student Center finished in 2002 includes housing, the bookstore, the post office, and the California Café spaces. North Hall housing was completed in two phases: 2004 and 2008.

The Kresge Dining Hall underwent a modernization and redesign in 2008 to improve the usability of space. Initial drawings have been completed to add a banquet facility and welcome center adjacent to the recently remodeled Kresge Dining facility. If the university receives gift funding to build this facility, it will provide versatile space with a variety of configurations possible. It will provide seating for around 500 people without displacing students from the Kresge Dining Hall, and it can also be partitioned for smaller events. Because it can be opened to Kresge Dining Hall, it will also provide the additional dining hall space needed to accommodate growth in the student body.

Improvements have also occurred in the infrastructure of utilities on campus. In 2001, the Central Plant building was completed, with additional improvements made to the Central Plant in 2009. Sustainability efforts continue related to the infrastructure of campus utilities [2b-32: Spring 2011 Facilities Services Summary] [2b-33: Fall 2011 Facilities Services Summary].

Administrative space was expanded in 2003, when the second floor of the Mabee building was renovated to include the Soderquist Board Room, Administrative Dining Room, President’s Conference Room, Presidential Office, and the University Advancement Offices. This expansion was made possible when the previous occupants moved to the Walker Student Center.

Two of the goals in the strategic plan address auxiliary facilities:

Goal 5.3.4
Expand Kresge Dining Hall.

Minimal Progress: JBU has retained Hastings and Chivetta Architecture Firm and formed a campus building committee that is working to create design and development documents. Initial pricing has been obtained from a contractor, and construction documents will be created in Spring 2012. Three lead
donors for the project have been approached, and the anticipation is that funding will be finalized for the project in Spring 2012 as well.

Goal 5.3.6
Review of residential capacity and needs, including possibly more townhomes, and possibly renovations of J. Alvin/Mayfield.

Minimal Progress: Student Development has been empowered to begin planning on flexible, apartment-type housing to be located near existing townhomes.

*Deferred Maintenance*
Not only has the university completed major building projects and renovations, but it has also maintained a relatively low level of deferred maintenance on existing facilities. The deferred maintenance existing on the campus facilities is only 0.93 percent of the total value of campus facilities [2b.34: Building Evaluation Summary]. According to industry standards, a percentage of deferred maintenance below 3 percent is considered excellent.

Several goals in the strategic plan cover deferred maintenance issues:

Goal 5.2.1
Refinance bonds and allocate a majority of savings for deferred maintenance budget line.

Complete: Bonds were refinanced December 2009.

Goal 5.2.2
Target 25 percent allocation of Advance Net Revenue to deferred maintenance/stewardship initiatives.

No Progress: Since the endowment funds were not yet received to fund operations for new buildings, last year’s Advance Net Revenue was used to cover these operating costs.

Goal 5.3.7
Renovation of Learning Resource Center (roof, HVAC, library commons, broadcasting lab).

No Progress: Feasibility study by Summer 2012 by Cabinet.

Goal 5.3.8
Renovation of Blood Memorial Building.

Good Progress: Windows have been replaced. Plans drawn for expanded parking lot.
Goal 5.3.9
Improvement of fields for intercollegiate and intramural activities.

Minimal Progress: New press box constructed at soccer field.

Core Component 2c
JBU’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

John Brown University is continuing to develop a pervasive “culture of assessment.” Assessment efforts permeate the school, and results inform efforts to improve performance and accountability. Performance is now measured objectively where it was primarily anecdotal in the past.

As one example of how data drives decision making, each year, the Vice President of Academic Affairs receives a number of reports from the Office of Institutional Effectiveness regarding faculty student ratios, financial aid totals, number of majors, cost per credit hour, operating budgets, student evaluation data, and similar data [2c-35: OAA Data]. This data typically gets processed as follows:

1) The Vice President for Academic Affairs takes a first pass at interpreting this information and sends around reports to various committees and constituencies.
2) The Office of Academic Affairs then collects feedback from various groups and determines if there is need for additional conversation and/or possible action.
3) In most cases, parties throughout the academic side of the institution then put together budget proposals based on this interaction.
4) These budget proposals are brought to the three academic councils for prioritization.
5) These prioritized lists are then brought to the Cabinet for final decision-making as part of the larger institutional budget process.
6) Cabinet goes through a few iterations of the budget before seeking final approval from the board.
7) The cycle is then repeated for the subsequent year as new information is collected.

Another example would be the Soderquist Center’s use of data to retool Milestone, one of its signature programs [2c-36: Milestone Web Page]. The center assesses and evaluates customer satisfaction, learning, and the long-term impact of its products and uses the data for program improvement. Its assessment and evaluation program for Milestone has gained national recognition for its effectiveness [2c-37: Adding Value Through Measurement].
Other areas of the institution use data in similar ways to inform decision making and for continuous improvement.

The increasing culture of assessment can be seen in the strategic plan where several strategies and goals address assessment and improvement [2c-38: Strategic Plan].

Strategy 3.1
Identify and improve on key measurements of quality.

Goal 3.1.1
Grow overall student population by 2 percent a year (2.5 percent in G&PS and 1.5 percent in traditional undergraduate) to expand mission and provide resources for improved quality.

Good Progress: Between 2010 and 2011, total population growth has increased by 2 percent, with both graduate/degree completion and traditional undergraduate growth at 2 percent.

Goal 3.1.2
Investigate and set benchmarks for G&PS completion rates.

Minimal Progress: The following benchmarks have been set: traditional undergraduate – 70 percent; graduate – 70 percent; degree completion – 80 percent; and online – 60 percent

Goal 3.1.3
Increase undergraduate graduation rate to 70 percent or above for 6-year cohorts.

Minimal Progress: In 2001, the 6-year graduation rate was 70 percent. Since then, the 6-year rate has hovered in the mid-60s.

Goal 3.1.4
Increase National Survey of Student Engagement scores to at least CCCU peer average for the five benchmark indicators of effective educational practice.

Minimal Progress: The 2011 NSSE results show JBU lagging the CCCU in all but two benchmarks (First-Year Level of Academic Challenge and Senior Enriching Educational Experiences). Data analysis is ongoing to break the NSSE data out by demographic (e.g., major, honors, etc.).

Goal 3.1.5
Monitor/identify strengths and weaknesses, and set benchmarks for the Student Relationships Assessment, the Student Satisfaction Inventory and the Adult Student Priorities Survey.
Minimal Progress: The Assessment Committee will develop benchmarks for these instruments during the 2011-2012 academic year. The committee will monitor the results of these assessments and identify strengths and weaknesses.

Goal 3.1.6
Further develop ongoing institution-wide assessment processes that feed back into our improvement efforts.

Good Progress: The Assessment Summit has been very successful at bringing together people from across the institution to examine data and recommend priorities for action. • The Assessment Committee is taking a more active role in encouraging and facilitating the assessment of student learning outcomes at the program level. • The Core Curriculum Committee continues to investigate how best to assess the Core Curriculum.

Goal 3.1.7
Research and develop a database of student learning activities with potential application as a co-curricular transcript system.

Good Progress: Identified Datatel Colleague module to keep track of co-curricular transcript. • Developed three year plan to add student organizations to co-curricular transcript.

Strategy 3.2
Identify and strengthen existing programs that contribute to student learning; identify and abandon/contain existing programs that do not.

Goal 3.2.1
Develop program assessment processes with both qualitative and quantitative evidence that will fairly and rigorously evaluate how well existing programs contribute to student learning.

Good Progress: Most academic programs have developed student learning outcomes, and the Assessment Committee continues to work with departments to refine their assessment and evaluation processes. • Student Development has developed intended student learning outcomes for each of its departments and has established assessment tools to measure those outcomes. • The Assessment Committee is taking a more active role in supporting the development and evaluating the effectiveness of program assessment.
Goal 3.2.2
Invest in existing programs that are, or have the greatest potential of, contributing more to student learning.

Good Progress: Innovation proposals every 3 years allow programs to try new ideas. ✶ Investment in the art programs: building renovation, art grant enabling the hire of another faculty member. ✶ Possible addition of nursing degree to build on the strong science areas. ✶ New buildings for engineering and performing arts activities. ✶ Establishment of endowed scholarships in Biblical studies.

Goal 3.2.3
Systematically review, and abandon or contain if necessary, existing programs that no longer contribute effectively to student learning.

Good Progress: Program and budgetary reviews led to the elimination of the M.A. in Ministry and the reduction in budget of the Department of Political Science.

Goal 3.2.4
Review approximately 2.5 percent of the annual discretionary operation budget in determining which programs to strengthen, contain, or abandon.

Good Progress: The academic area budget discussions include all replacement positions, ancillary budgets, and pilot projects each year.

Strategy 3.3
Identify and pilot innovative programs that have potential to contribute to student learning and provide them the necessary resources but with clear standards and accountability for success.

Goal 3.3.1
Develop program assessment processes with both qualitative and quantitative evidence that will fairly and rigorously evaluate how well new programs might contribute to student learning.

Good Progress: The program assessment process works as follows: each year the Office of Academic Affairs and the three academic councils look at program specific metrics such as the non-core faculty student ratio, the number of majors per dedicated faculty load, and the number of total majors, as well as at qualitative measures such as contribution to recruiting efforts, support for the Core Curriculum, and connection to student programming. The councils
make their evaluations each year when they go through their budget prioritization processes.

Goal 3.3.2
Invest in new programs that are, or have the greatest potential of, contributing more to student learning.

Good Progress: New programs in nursing, convergence media, graduate education, and online interdisciplinary studies are being considered. Resources are being committed to address the first-year experience and student advising.

Goal 3.3.3
Systematically review, and abandon or contain if necessary, new programs that do not contribute effectively to student learning.

Good Progress: The program assessment process works as follows: each year the Office of Academic Affairs and the three academic councils look at program specific metrics such as the non-core faculty student ratio, the number of majors per dedicated faculty load, and the number of total majors, as well as at qualitative measures such as contribution to recruiting efforts, support for the Core Curriculum, and connection to student programming. The councils make their evaluations each year when they go through their budget prioritization processes.

Goal 3.3.4
Set aside approximately 1 percent of the annual discretionary operating budget as the potential basis for innovative programming.

Good Progress: The academic area is spending about $200,000 per year on innovation efforts. Around $200,000-$300,000 of the Advance Net Revenue is also typically spent on new projects each year. With a $40 million budget, this is about 1 percent being spent on new projects.

Strategy 3.5
Use annual assessment summit and outside accreditation process to examine and improve the institution and specific programs.

Goal 3.5.1
Complete biennial assessment summit and identify two to three projects for improvement.
Good Progress: The Assessment Summit met February 2011, and identified three priority items: sustainable institutional model, recruitment/retention, and innovation/abandonment.

Goal 3.5.2
Complete self-study and achieve HLC institutional accreditation in 2012.

Good Progress: The self-study will be completed by February 2012, and the HLC team visit is in April 2012.

Evaluation and Assessment Processes
The institutional evaluation and assessment processes are illustrated in Figure 2. The responsibilities of the parties involved in the process are described in Table 3.
<table>
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<th>Approving Courses &amp; Programs &amp; Assessment</th>
<th>Supporting Departments &amp; Programs in Assessment</th>
<th>Monitoring Effectiveness of Assessment Systems</th>
<th>Aggregating, Analyzing, &amp; Disseminating Assessment Data</th>
<th>Recommending Action Based on Data</th>
<th>Keeping Records, Writing Reports</th>
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<tr>
<td><strong>Cabinet</strong></td>
<td></td>
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<td>VPs monitor the assessment systems in area</td>
<td>VPs recommend action in area; Cabinet makes institution wide recommendations</td>
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<tr>
<td><strong>Deans</strong></td>
<td></td>
<td>Help departments and programs</td>
<td>Monitor the assessment systems</td>
<td>Recommend action</td>
<td></td>
<td>Council minutes</td>
</tr>
<tr>
<td><strong>Councils</strong></td>
<td>Approve courses and programs</td>
<td></td>
<td></td>
<td></td>
<td>Recommend action for programs</td>
<td>Council minutes</td>
</tr>
<tr>
<td><strong>Assessment Director</strong></td>
<td>Supports campus in assessment</td>
<td>Oversees administration of institution wide assessment</td>
<td>Oversees collection of annual reports; Distributes institution wide assessment</td>
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<tr>
<td><strong>Assessment Committee</strong></td>
<td>Provides feedback on annual reports</td>
<td>Reviews annual reports and assessment plans</td>
<td>Main source of data aggregation and analysis</td>
<td>Committee minutes</td>
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<tr>
<td><strong>Institutional Research</strong></td>
<td>Provides data and analysis for assessment</td>
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<td>Primary source of records</td>
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<tr>
<td><strong>Core Curriculum Committee</strong></td>
<td>Approves courses and assessment plans for courses in Core</td>
<td>Oversees assessment of the Core Curriculum</td>
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<td>Committee minutes</td>
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<tr>
<td><strong>Assessment Summit</strong></td>
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<td>Exames assessment data</td>
<td>Generates ideas for institution as whole</td>
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</tr>
<tr>
<td><strong>Academic Departments and Support Units</strong></td>
<td>Monitor assessment process in area</td>
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<td>Responsible for program specific data</td>
<td>Take action within own area</td>
<td>Report data in annual report</td>
<td></td>
</tr>
</tbody>
</table>
Data Collection

There are five general types of data collected as part of the evaluation and assessment processes, though a specific piece of evidence might not clearly fall within just one type. The five types are:

- data collected within a course that is primarily used to assess that course,
- data collected within an academic department or program that is used to assess the achievement of program level student learning outcomes,
- data collected within Core Curriculum courses that is used to assess the Core Curriculum goals,
- data collected across the institution that is used to assess institutional goals and the students as a whole,
- data collected within academic support and co-curricular units that is used to assess the effectiveness of specific units.

These data are used at the course level, the department or program level, and at the institutional level to inform decision making in order to continuously improve institutional effectiveness.

Data Collected Within a Course

The data collected within a course include student performance on quizzes, problem sets, papers, projects, and exams, student responses to surveys, or even informal feedback gathered by the instructor. This information is used by the instructors to assess student performance and to evaluate the effectiveness of the course, sometimes formally and sometimes informally. One example of a more formal course evaluation process is the engineering department’s use of Faculty Course Assessment Reports (FCARs) to systematically collect information, reflection, and actions [2c-39: FCAR Overview].

Course evaluations are also collected in courses. The course evaluations are administered online to most courses every term with the same base set of questions, which allows for year to year comparison and evaluation [2c-40: Course Evaluation Questions]. This is true for undergraduate, graduate, and degree completion courses. New instructors have an additional set of questions added to the evaluation [2c-41: New Faculty Course Evaluation Questions], as do online courses [2c-42: Online Course Evaluation Questions]. Some departments (e.g., construction management) add a set of department specific questions to all of their courses that is used for program assessment [2c-43: Construction Management Course Evaluation Questions]; this is an example of data crossing boundaries between the defined types.
Data Collected Within an Academic Department or Program
The second type of data is collected within an academic department or program. These include Major Field Tests used in business, music, English, psychology, biology, chemistry, and mathematics; licensure exams such as Praxis I and II in education; the national CPC associate certification exam in construction management; state and national licensure exams in counseling; program specific assessments embedded in courses like those used in engineering; and portfolios gathered in education.

Departments report on their evaluation and assessment efforts each year in the annual report [2c-44: Annual Reports]. The annual reports are designed to provide important program level feedback on how to improve curricular impact [2c-45: Annual Report Guidelines].

Data Collected Within the Core Curriculum
The primary data collected specifically for assessment of the Core Curriculum is the worldview exercise administered to all freshmen in the Gateway Seminar and to all upperclassmen in the Capstone Seminar. This exercise asks the students to evaluate a specific film or novel, such as Wall-E in the Capstone Seminar [2c-46: Core Curriculum Assessment Capstone] or Cry, the Beloved Country in the Gateway Seminar [2c-47: Core Curriculum Assessment Gateway], from a Christian worldview. These short responses are evaluated by a group of faculty members for quality of writing, spiritual reflection, and logical organization.

This worldview exercise has been administered for the last 3 years, and enough data has now been collected to start to make some evaluation of the results [2c-48: Core Curriculum Assessment Evaluation].

Data Collected Across the Institution
Information is collected across the institution in a variety of means. For students, these include the CIRP Freshman Survey [2c-49: CIRP Freshman Survey Results], the Student Satisfaction Inventory [2c-50: SSI Results], the National Survey of Student Engagement [2c-51: NSSE Results], the Beginning College Survey of Student Engagement [2c-52: BCSSE Results], Adult Student Priority Survey [2c-53: ASPS Results], federal IPEDS data [2c-54: IPEDS Data], the Student Relationships Assessment [2c-55: SRA Results], admissions data [2c-56: Admissions Data], retention and graduation data [2c-57: Retention and Graduation Data], grade data [2c-58: Grade Data], and job placement data [2c-59: Job Placement Data]. This data helps the institution assess students on a wide range of issues, including academic, social, and spiritual.

A new 3-year cycle of survey administration was started in Fall 2011 [2c-60: Assessment Survey Administration Schedule]. The Cooperative Institutional Research Program (CIRP) suite of surveys was added to the schedule for a better and more consistent longitudinal look at some key factors.
Data from faculty are collected through monthly brief focused surveys and the annual Faculty Climate Survey [2c-61: Faculty Climate Survey Results].

**Data Collected Within Support or Co-Curricular Unit**

The various academic support and co-curricular units each collect data that addresses their specific needs. For example, the library compiles usage information for online resources and the writing center keeps track of the number of students helped and who their instructors were. This information is used by the units to assess their effectiveness and forms the basis for decision making as they determine how to allocate resources.

**Assessment Processes**

While the assessment process is not quite as straightforward as Figure 2 might lead one to believe, the figure does reflect the basic system and responsibilities. Individual instructors make changes at the course level, though departments are also involved to ensure coherence across a program’s curriculum. Academic departments and support units make decisions that affect their own programs and activities. The institutional processes involve several committees to review and interpret the data with the academic councils, deans, and Cabinet helping make decisions.

**Academic Departments and Support Units**

Academic departments and support units are responsible for establishing and monitoring the evaluation and assessment processes in their areas. The annual reports have sections for documenting how well students are achieving the stated learning outcomes and what programs are doing to improve student learning and for documenting how well units are meeting their missions and goals and what is being done to improve service to students [2c-62: Annual Report Guidelines]. The annual reports are publicly available and are reviewed in particular by the academic deans, the Vice President for Academic Affairs, and the Assessment Committee [2c-63: Annual Reports].

**Assessment Committee**

The Assessment Committee is composed of representatives from across campus and reviews all outcome assessments in use at JBU. This committee recommends a master assessment plan, shares comprehensive results with the university community, and recommends appropriate action based upon that information [2c-64: Committee Descriptions]. The committee participates in the planning and implementation of assessment initiatives, especially those related to the Assessment Summit.

**Institutional Research**

The Associate Dean of Institutional Effectiveness position was created in 2009 to improve data collection, analysis, and dissemination. The associate dean is responsible for overseeing
and coordinating data collection efforts at the university. According to the job description, this person “works with other vice presidents to implement research projects to assess the effectiveness of various programs in contributing to the mission of JBU.” This person collects and analyzes student retention data and works closely with the Registrar’s office and Information Technology Services to create consistent reporting services for undergraduate, degree completion, and graduate studies. This position has enhanced the internal capacity to collect, analyze, and disseminate data to key stakeholders. This data informs administrative decisions regarding resource allocation/re-allocation based upon previously defined performance metrics [2c-65: 2011 Annual Report Office of Institutional Effectiveness].

**Core Curriculum Committee**

The Core Curriculum Committee is responsible for the oversight of the traditional undergraduate Core Curriculum in four crucial areas.

The committee evaluates proposed core classes. New courses in the elective core, as well as new sections of the Gateway Seminar, help keep the Core Curriculum fresh to students and professors. The Core Curriculum Committee solicits proposals for new courses and Gateway sections, and it provides guidelines and models for what a core class should look like. It also evaluates proposed courses based on how effectively they promise to meet the goals of the particular Core Curriculum areas.

The committee supervises academic rigor. A Core Curriculum class should require the same amount of time commitment and intellectual challenge as an equivalent level course in a student’s major. Moreover, average grades should be fairly consistent for various classes in a distribution area and for different sections of a required class. The Core Curriculum Committee periodically reviews course syllabi and average grades to ensure the general consistency of academic rigor across the Core Curriculum.

The committee supervises writing instruction across the core. English I lays a foundation for a student’s instruction in writing. However, good writing is a skill that requires years of practice to master. It cannot be achieved through a single course but requires ongoing writing opportunities and feedback. Thus, writing instruction should continue in the student’s later coursework across the curriculum. The Core Curriculum Committee designates particular core classes as writing-focused and assists professors who teach those classes in creating assignments that reinforce the writing instruction given in English I.

Finally, the committee ensures continued cohesion. Over time, courses evolve to reflect the active, changing interests of the professors who teach them. While generally this inevitable change can be good, it can result in a Core Curriculum that gradually becomes fragmented according to the particular interests of the departments and professors who teach in the core. The Core Curriculum Committee periodically reviews and assesses core classes to
ensure that they continue to fit with other core classes and accomplish the particular core goals that the classes were created to meet.

Assessment Summit.
The Assessment Summit is held approximately every two years. Representatives from every unit on campus evaluate institutional data, recommend future assessment and/or substantive initiatives, and assess the impact of past initiatives [2c-66: Assessment Summit Summaries].

The impact of this process is widespread, including in recent years, the creation of a more centralized method for collecting and evaluating data (e.g., the creation of the Associate Dean of Institutional Effectiveness position) [2c-67: 2005 Assessment Summit Summary].

Councils
The three academic councils are responsible for establishing academic standards and policies affecting the various programs of study [2c-68: Committee Descriptions]. While the councils do not have a direct role in the ongoing evaluation and assessment processes related to student learning outcomes, they do approve any new courses and programs as well as changes to existing programs. The councils are more directly involved in the assessment and evaluation of institutional efficiency and operational effectiveness.

Deans
The three academic deans provide curricular and policy oversight for the three academic areas. They support departments in their assessment efforts, monitor the effectiveness of the assessment systems, and recommend actions to help improve the assessment systems.

Cabinet
The President’s Cabinet is composed of the president, the five vice presidents, and the directors of the Soderquist Center and the Center for Relationship Enrichment. The Cabinet members monitor the evaluation and assessment systems in their area and make recommendations and decisions. Cabinet as a whole uses the data gathered in these systems to inform operational and strategic decision making.

Core Component 2d
All levels of planning align with JBU’s mission, thereby enhancing its capacity to fulfill that mission.

The mission of John Brown University is to provide Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual and
professional lives. JBU’s mission is summarized in its two historic mottos: Christ Over All, and Head, Heart and Hand.

This mission and the mottos drive the decisions made at JBU. This alignment of the mission and planning is most clearly seen in the strategic plan, but it is also evident in all areas of the university.

**Integrated Strategic Planning Process**

The most recent strategic planning process began in 2009, with input from the campus community. The process began with a cross-functional team drafting a document that included the Mission, Vision, Values, and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The values directly align with the mission and include the following: Christ-centered, pursuit of learning, people, service, stewardship, and excellence. The draft document was then presented to the campus and Board of Trustees for initial feedback. After incorporating feedback into the draft, the team worked to develop strategies, goals, and methods of assessments for each value. These strategies were assigned to the responsible department or area of the institution. The strategies, goals, and methods were then reviewed by the board at the board retreat in April 2010. After including the input from the board, the document was then shared with faculty and staff for opportunities for further input. The final version of the strategic plan was approved by the board in October 2010. The assessment of the strategies and goals are being monitored on an annual basis, and the plan will be updated annually with progress and new information about the changing environment.

**Operational Budget Process**

The strategies in the strategic plan are considered when making prioritizations during the operational budget process. On the academic areas, budget requests are generated at the department and division level and first go through the three academic councils where they are prioritized before coming to the President’s Cabinet for evaluation, prioritization, and approval. The proposed budget is then approved by the Board of Trustees. As part of the evaluation of these proposals, the councils and Cabinet consider how each proposal fits with the mission and values of the university. When necessary reductions in existing programs are made to make room for innovations, the various parties consider the impact on the institutional mission and values.
A similar process is followed in other areas of the institution. In Student Development, Athletics, and Facilities Services, budget requests are generated at the department level and go through the Student Development Dean’s Cabinet before coming to the President’s Cabinet. Budget items in the enrollment management area come from the enrollment leadership team, and highest priority is given to budget items that will help achieve the recruitment and enrollment goals.

**Academic Offerings**

There are three academic councils at the institution: Undergraduate, Degree Completion, and Graduate. These councils are made up of representative faculty and academic administrators in each program. When degree offerings are modified, the change is first evaluated for recommendation by the councils before going to the full-faculty for approval. In considering changes to degree offerings, the councils discuss the change in relation to the mission.

**Student Development**

The activities in student development are planned and designed to effectively carry out the mission of the university. For example, chapel speakers are chosen to align with the institutional values and support specific goals within the strategic planning document. Each area within student development takes a turn reporting to the board its accomplishments and goals in relation to the mission of the university [2d-71: Board Minutes].

**Advancement**

The institution’s development efforts are undertaken to strengthen the financial position in order to ensure that funds will be available in order to accomplish the mission. This is demonstrated by the main areas of focus of the $110 Million Keeping Faith Capital Campaign: academic and student focused facilities and scholarships. The specific projects are detailed in the president’s April 2011 report to the Board of Trustees [2d-72: President’s Report to the Board].

**Centers**

The Soderquist Center and the Center for Relationship Enrichment (CRE) are two self-sustaining centers within JBU that enhance the institution’s capacity to fulfill the educational mission. For example, the Soderquist Center oversees JBU’s Student’s in Free Enterprise (SIFE) chapter, and the CRE staff regularly teaches in the graduate and undergraduate
programs. Both centers engage in co-curricular activities and teach classes in the undergraduate and graduate programs while also working to provide education and training for external parties. The centers bring in nationally recognized speakers to campus, such as the Soderquist Center hosting Blake Mycoskie, founder of TOMS shoes, during Leadership Week in 2011.

Conclusion
The recently developed strategic plan was shaped by an awareness of the current and anticipated societal and economic trends. The strategic plan is being used across campus to guide planning and decision making processes.

The goals specified in the strategic plan build upon JBU’s strong financial, personnel, technology, and facilities resources in order to maintain and strengthen the institution’s ability to achieve its mission.

Institutional strategies and budgetary decisions are based on the evaluation of data in order to most effectively use resources to improve students’ learning experience. Program level curricular decisions are increasingly based on the assessment and evaluation of student learning outcomes.

The JBU community has a strong sense of mission, especially as expressed by the official mottos. The mission and mottos provide the foundation upon which decisions are made and drive the planning process across campus.

Strengths

- A recently developed strategic plan shaped by an awareness of the coming societal and economic trends.
- Financial strength based on a growing endowment, a committed donor base, a lower regional cost structure, and a conservative approach to budgeting.
- Bright, energetic and intelligent people throughout the organization who are deeply committed to the mission, who care for students and each other, and who seek to develop meaningful relationships in community.
- A new enterprise resource planning system.
- New and renovated facilities that are well maintained.
- A growing culture of assessment.
Challenges

- Budget vulnerability due to tuition dependence and the increasing cost of health care, utilities, and wages.
- Competitive compensation to attract and retain good faculty and staff.
- Raising awareness of JBU’s reputation locally, regionally, and nationally.
- Changing demographics of traditional students.
- Closing the loop on assessment in order to use data to make improvements.

Plans for the Future

- Evaluate the sustainability of the business model of residential, Christ-centered education to strengthen the commitment to accessibility (Strategy 5.1).
- Develop budget resources to continue to maintain and improve the existing facilities (Strategy 5.2).
- Compensate people fairly through competitive salary and benefits packages (Strategy 2.3).
- Further develop ongoing institution-wide assessment processes that feed back into improvement efforts (Goal 3.1.6).
- Develop program assessment processes with both qualitative and quantitative evidence that will fairly and rigorously evaluate how well programs contribute to student learning (Goals 3.2.1 and 3.3.1).
- Use the annual assessment summit and outside accreditation process to examine and improve the institution and specific programs (Strategy 3.5).
Introduction
As a teaching institution, John Brown University focuses on students and their learning, as evident in the university’s vision statement, which is found in the strategic plan [3a-1 Strategic Plan]:

A Christ-centered, interdenominational university that leads the nation in integrating faith and learning, fostering holistic spiritual formation, promoting pragmatic liberal arts education, and preparing people to follow Christ’s call to serve others in all areas of life.

This focus is shown through the student learning outcomes defined for each program, by the continuing efforts to use assessment to improve learning, and by the resources committed to student learning and effective teaching.

Core Component 3a
JBU’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

John Brown University has a long-standing commitment to student learning. At the same time, as is the case with many universities, there has been some difficulty with the management and reporting of student learning outcomes.

In 1995, the university undertook a major strategic planning initiative. By 1998, the first long range strategic plan was in place and all units of the university began taking steps to form their own strategic plan and to align their own mission statements, outcomes, and assessment strategies with those of the university [3a-2 Academic Divisions Outcomes and Assessment]
This process was completed in the 2000-2001 academic year and was detailed in the 2002 JBU accreditation self-study.

While JBU was commended for these efforts, and in particular for the work on “closing the feedback loop” on assessment and the use of assessment data in the institution-wide Assessment Summit, the need to continually refine and improve this process was evident. New people, new programs, innovations in technology, and external guidelines and expectations all have influenced how faculty view their role in the education process.

Beginning in 2003, a system consisting of a 4-year review cycle was set up for academic divisions and support units. This system was to encourage updating the strategic plans, student learning outcomes, and assessment plans. Due in part to personnel changes, this system was never fully implemented and was discarded in 2007-2008. Nonetheless some progress and success was achieved.

The current system of reporting progress on assessment of student learning consists of annual reports. Each academic division and academic support unit submits an annual report to the Vice President of Academic Affairs. Departments that report to other Vice Presidents submit similar reports. The content of the reports has changed over the years to reflect the changing needs of the assessment process.

A 3-year plan was initiated in 2008 to overhaul the system of assessment of student outcomes. For the 2008 annual reports, each area was asked to revisit (and revise as needed) the intended student learning outcomes for each of their programs, take stock of the assessments that are used to monitor student progress, and to revise or set up procedures for ensuring alignment of mission, outcomes, and assessment. The next two years focused on the gathering of assessment data, tweaking the plans, and getting to the point of evaluating programs for possible changes.

Some changes to programs have been made, and the system is achieving some success, but the implementation is inconsistent across the various units. While there is now centralized leadership of this initiative, the specific outcomes, assessments, and reporting comes from faculty within the departments. In the past year, two faculty members have been given release time to help departments that have been struggling with how to use these tools effectively. The Assessment Committee also began a venture last year where two members of the committee review each annual report and give feedback, particularly on the sections related to learning and assessment. This is intended to help create a wider, more consistent culture of assessment within the university.

The following sections summarize the key components of the assessment plans for each unit.
Traditional Undergraduate Programs

The various traditional undergraduate departments and programs are grouped together into seven divisions. Each of the undergraduate degree programs is housed in one of these divisions. The general education component, called the Core Curriculum, is composed of courses from several different divisions.

**Division of Biblical Studies**

The Division of Biblical Studies has eight degree programs (B.A. Biblical and Theological Studies; B.A. Philosophy; B.S. Child and Family Studies; B.S. Outdoor Leadership Ministries; B.S. in Youth Ministries; B.S. Youth and Worship Ministries; B.S. Family and Human Services; and B.A Intercultural Studies) which all have the same three overarching intended learning outcomes [3a-8: 2011 Annual Report Division of Biblical Studies].

- Ability to process knowledge, think analytically, and theologically.
- Ability to function effectively in God’s kingdom.
- Ability to grow in Christ-like formation.

The student learning objectives are measured in three ways: using an in-house exit survey given to all graduating seniors; receiving acceptable scores on course examinations, papers, and presentations (especially in the seminar courses); and using an assessment instrument developed by division faculty [3a-9: Division of Biblical Studies Assessment Instrument]. These student learning objectives parallel the Head, Heart and Hand motto of the university.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Biblical Studies has clear, specific, and measurable outcomes, but they need to continue working on collecting the data and then using that information to improve student learning [3a-10: Annual Report Feedback Division of Biblical Studies]. The division should also consider adding some program specific outcomes.

**Division of Business**

The Division of Business has five degree programs (B.S. Accounting; B.S. Business Administration; B.A. and B.S. International Business; B.S. Management; and B.S. Marketing). These programs have been accepted into candidacy for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) [3a-11: ACBSP Self-Study Report].

These five programs all share the same eight broad-based learning goals [3a-12: 2011 Annual Report Division of Business].
• Communication: Students should be able to communicate effectively in a variety of situations.
• Critical Thinking: Students should be able to analyze complex situations, identify relevant issues, apply appropriate concepts and skills, and develop sound conclusions.
• Business Skills/Knowledge: To be competitive and successful, students should possess the knowledge and skills of the field.
• Leadership/Team Skills: Students should be able to work effectively with others and lead efforts to effective outcomes.
• Ethics: Students should be able to identify ethical issues and behaviors.
• Analytical/Quantitative Skills: Students should possess the quantitative skills necessary to perform various analyses and to understand and apply results.
• International/Global Perspectives: Students should understand global diversity and be able to function in diverse environments.
• Information Literacy: Students should be able to demonstrate information literacy.

Each major program also has program specific goals.

Accounting
• Analyze relevant accounting issues.
• Identify ethical accounting issues and behaviors.
• Demonstrate quantitative skills relevant to various accounting issues.

Business Administration
• Demonstrate communication skills in a variety of general business situations.
• Demonstrate the knowledge and skills required for general business understanding.
• Identify general business ethical issues.

International Business
• Display the knowledge and skills of international business to be competitive and successful.
• Identify ethical issues and behaviors related to International business.
• Demonstrate an understanding of global diversity and environments.

Management
• Communicate in a variety of management situations.
• Work effectively with others and lead efforts for effective management outcomes.
• Understand the management of global diversity and environments.

Marketing
• Work with teams for effective marketing outcomes.
• Identify marketing ethical issues and behaviors.
• Understand global diversity from a marketing perspective.

The divisional assessment plan contains several components.

The Major Field Test from ETS is given each year to graduating seniors. The faculty reviews the results and respond accordingly.

The Educational Objectives Achievement Survey is an in-house exit survey that is given to all graduating seniors and asks for their perception of how well the eight broad-based goals were realized during their JBU experience. Questions relate each goal to faculty, curriculum, and overall program. Items are flagged when students express less than 90 percent agreement. These results are distributed to the faculty for review and response.

An addendum to the Educational Objectives Achievement Survey asks students to express in their own words their praises and concerns for any aspect of their educational experience at JBU. These comments are distributed to the faculty for review and response.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Business has clear outcomes, but they need to make them more specific and measurable. They also need to continue working on collecting the data and then using that information to improve student learning [3a-13: Annual Report Feedback Division of Business].

**Division of Communication and Fine Arts**

The Division of Communication and Fine Arts consists of three departments and fourteen degree programs: Communication (B.S. Broadcasting; B.S. Communication; B.S. Journalism; B.S. Public Relations; and B.A. Speech Communication), Music (B.A. Music; B.A. and B.S. General Music; B.Mus.Ed. Music; and B.S. Worship Arts), and Visual Arts (B.S. Art and Illustration; B.S. Digital Media Arts; B.S. Graphic and Web Design; and B.S. Photography).

The student outcomes for programs in the Department of Communication are organized around the themes of knowledge, practice, ethics, and career [3a-14: 2009 Annual Report Division of Communication and Fine Arts] [3a-15: 2011 Annual Report Division of Communication and Fine Arts].

• Knowledge—Students will have a broad knowledge base relative to their discipline. This base includes the ability to remember, recognize, and converse on many
subjects such as broadcasting and communication history, current and past ideas, convergence of different fields, production techniques, technology in their field, and various aspects of communication.

- **Practice**—Students will have a developed sense of the demands of both form and content; experience in both critiquing and receiving critique; a developed sense of observation; the ability to work in tandem with others while executing technology skills, problem solving skills, thinking skills, and communication skills.
- **Ethics**—Students will develop a personal system of values based on Scripture with the ability to confront on a personal level ideas related to creativity, censorship, plagiarism, personal motivation, and career demands.
- **Career**—Students will be familiar with career demands of a professional in the communication arts.

Assessment of these outcomes uses: senior presentations and work examples compared to entering freshmen presentations and portfolios and observable work in introductory classes; formal evaluations of all learning objectives through examinations, papers, and presentations in regular courses; informal evaluations of all learning objectives from discussions with students during advising, office hours, and outside activities; and evaluations and observations provided by students and their internship supervisors and graduates and their employers.

The Department of Music’s outcomes follow the Head, Heart and Hand motto [3a-16: 2009 Annual Report Division of Communication and Fine Arts] [3a-17: 2011 Annual Report Division of Communication and Fine Arts].

- **Head**
  - Demonstrate theoretical, historical, and technological competencies in content area
    - Cognitive/Applied – An understanding of cognitive and applied components.
    - History – Knowledge and understanding of 1) historical styles and performance practices; 2) musical forms; 3) repertoire of different media; and 4) the lives and contributions of outstanding musicians.
    - Technology – Competency in one or more areas of music technology.
- **Heart**
  - Develop personal qualities
    - Service – The ability and willingness to enhance the lives of others through experiences in music, including assisting others in developing skills in music.
    - Empathy – Sensitivity to the needs of those with different backgrounds or learning styles.
Core Component 3a

- Integration – An integration of faith and learning into one’s personal and professional life.

- Hand
  - Demonstrate professional competencies

- Implementation – Performing with technical proficiency, musical understanding, and artistry representative works at an appropriate level determined by the degree program.

Assessment tools include: junior and senior presentations to demonstrate mastery and application; formal evaluation of all learning objectives through examinations, papers, and presentations in regular courses; informal evaluations of all learning objectives from discussions with students during advising, office hours, and outside activities; formal assessment of content and curriculum through use of the Major Field Test in Music and the PRAXIS; applied juries required of all students taking private music lessons at the end of each semester; upper division applied admittance exam required in order to earn upper-division credits in applied music; internships in the Bachelor of Music Education and Bachelor of Science in Worship Arts degrees; and alumni surveys.

Like the communication programs, the student outcomes for programs in the Department of Visual Arts are also organized around the themes of knowledge, practice, ethics, and career [3a-18: 2009 Annual Report Division of Communication and Fine Arts] [3a-19: 2011 Annual Report Division of Communication and Fine Arts].

- Knowledge—Have a broad knowledge base relative to their discipline. This base includes the ability to remember, recognize, and converse on many subjects such as art and design history, current and past ideas, materials and processes available, production techniques, technology in their field, key books, magazines, and other resources.

- Practice—Have a finely developed sense of the demands of both form and content; experience in both critiquing and receiving critique; a developed sense of observation; the ability to work in a number of techniques, technology skills, problem solving skills, thinking skills, and communication skills.

- Ethics—Have developed a personal system of values based on Scripture with the ability to confront on a personal level ideas related to creativity, censorship, plagiarism, ego, personal motivation, craftsmanship, and career demands.

- Career—Will be familiar with career demands of a professional in the visual arts.

Assessment tools for these outcomes are: senior portfolio presentation as compared to entering freshmen portfolios and observable work in introductory classes; formal evaluations of all learning objectives through examinations, papers, and presentations in
regular courses; informal evaluations of all learning objectives from discussions with students during advising, office hours, and outside activities; and evaluations and observations provided by students and their internship supervisors and graduates and their employers.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Communication and Fine Arts needs to continue to refine its student learning outcomes to make them clearer and more measurable [3a-20: Annual Report Feedback Division of Communication and Fine Arts].

Division of Education
The Division of Education has several programs—the traditional undergraduate program leading to a Bachelor of Science in Education (B.S.E.) degree with a major in Early Childhood Education, B.S.E. degrees in English Education, Mathematics Education, and Social Studies Education, and a Bachelor of Music Education. All of these programs are subject to accreditation from the National Council for Accreditation of Teacher Education (NCATE) [3a-21: NCATE Self-Study].

The education programs expect graduates to demonstrate the following broad outcomes based on the Pathwise Performance Standards used with the Praxis Series of Professional Assessments for Beginning Teachers [3a-22: 2011 Annual Report Division of Education].

- Domain A: (Pathwise) Proficiency in organizing content knowledge for differentiated, optimum learning for all students.
- Domain B: (Pathwise) Multiple ways to create physically and emotionally safe, diverse environments with optimum learning for all students.
- Domain C: (Pathwise) Consistent, skilled implementation of teaching methodologies and strategies with optimum learning for all students.
- Domain D: (Pathwise) Teacher professionalism exhibited through reflective practice and partnering with colleagues and parents/guardians.


Assessments for these programs include the Praxis II exams, Gate portfolios, and the final intern evaluations.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Education needs to more clearly specify its student learning outcomes and their
measures [3a-27: Annual Report Feedback Division of Education]. The division also needs to work on using the results of the assessments to improve student learning.

**Division of Engineering and Construction Management**
The Division of Engineering and Construction Management consists of three departments, each of which has one degree program: Construction Management (B.S. Construction Management), Engineering (B.S. Engineering), and Renewable Energy (B.S. Renewable Energy). The Engineering Program is accredited by ABET [3a-28: ABET Self-Study], and the Construction Management Program is accredited by the American Council for Construction Education (ACCE) [3a-29: ACCE Self-Study].

The Department of Engineering has organized student outcomes around the ABET requirements [3a-30: 2009 Annual Report Division of Engineering and Construction Management] [3a-31: 2011 Annual Report Division of Engineering and Construction Management].

- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multi-disciplinary teams.
- An ability to identify, formulate, and solve engineering problems in electrical and mechanical domains.
- An understanding of professional and ethical responsibility in light of a Christian worldview.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for, and an ability to engage in life-long learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Assessment of these outcomes is embedded in courses and reported in the yearly Faculty Course Assessment Reports [3a-32: FCAR Overview] [3a-33: FCARs]. Each of the outcomes is assessed in at least two different courses. The design element of the program is assessed throughout the curriculum as students gain more experience, culminating in a senior design project in which students work on a design for a company or organization. Additionally,
students are given an end-of-year survey regarding the importance and the degree of completion of departmental objectives for student learning. The faculty conducts an exit survey with each graduating senior for further feedback. Finally, an Engineering Advisory Board, consisting of area engineering professionals and alumni, monitor the program for its effectiveness in producing employable graduates.

The Department of Construction Management has various goals defined that are based on the ACCE requirements. The student outcomes are objectives of several of these goals [3a-34: 2009 Annual Report Division of Engineering and Construction Management] [3a-35: 2011 Annual Report Division of Engineering and Construction Management].

- **Goal A**: Produce graduates prepared for a productive career in the for-profit and benevolent construction industry.
  - Objective A1: Graduates will demonstrate knowledge of relevant subject matter as described in ACCE guidelines.
  - Objective A2: Graduates will demonstrate the application of appropriate construction techniques and management principles in a realistic environment.
  - Objective A3: Graduates will have had significant exposure to the construction industry.
  - Objective A4: Graduates will have developed leadership qualities through active experience.
  - Objective A5: Continued improvement of the senior management capstone course (CM 4713/CM4723), making it one of the outstanding construction capstone courses in the nation.
  - Objective A6: Graduates will understand construction principles that apply anywhere in the world.
  - Objective A7: Graduates will be aware of missions as a viable career goal.
  - Objective A8: Faculty who are technical and educational resources to the local community.
  - Objective A9: Ongoing contact with construction alumni.
  - Objective A10: An active and broadly representative Industry Advisory Board.

- **Goal B**: Produce graduates who have been encouraged to develop in integrity, leadership, and service.
  - Objective B1: Graduates will have had significant interaction with faculty who model personal integrity, professionalism and service.
  - Objective B2: Graduates will have experienced the integration of ethical issues throughout the Construction Management curriculum.
  - Objective B3: The graduate will have had many opportunities to develop leadership skills through classes and student organizations.
Objective B4: The graduate will have participated in courses, service projects, and other activities that contribute to spiritual and moral development.

Goal C: Produce graduates who have integrated general education that transcends occupational preparation.
- Objective C1: Require and support Core Curriculum courses that contribute to the sixteen goals listed in the university Catalog, pages 65 through 68.
- Objective C2: Support co-curriculum activities that contribute to the goals listed in the university Catalog, page 69.

Goal D: Maintain and expand resources to deliver a high quality construction education.
- Objective D1: Qualified teachers who will support the department mission and philosophy.
- Objective D2: Adequate financial support from JBU and other sources.
- Objective D3: The necessary equipment to teach skills appropriate to the construction industry.
- Objective D4: Facilities adequate for delivering the course and laboratory work.
- Objective D5: Ongoing faculty development.

Goal E: Sustain and strengthen student enrollment, faculty, and facilities to serve a broader construction industry.
- Objective E1: Recruit up to 30 new CM majors each year and hire faculty appropriate to student numbers.
- Objective E2: Develop plans for a new CM facility that combines space for all department functions under one roof to facilitate an integrated approach to construction education.
- Objective E3: Explore establishing course electives to serve ACCE accredited degree options in Design-Build, Commercial, Residential, and Heavy/Highway within the Construction Management Department.

Assessment of these goals and objectives is carried out through course and instructor evaluation by the students in all courses, ASC Region 5 competition, graduating senior exit interviews, graduating senior Associate Constructors Examination, graduate survey, employer survey, and curriculum review.

The Department of Renewable Energy does not have any defined student learning outcomes. This department has experienced several organizational changes in its two years of existence; it was moved from the Division of Natural Science to the Division of Engineering and Construction Management, and the primary faculty member has left and is being replaced. One of the first priorities of the new faculty member will be to review the curriculum and define student outcomes.
The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Engineering and Construction Management needs to work on making its student learning outcomes more specific and measurable and to more clearly indicate what information is being collected for each outcome.

**Division of Humanities and Social Sciences**

The Division of Humanities and Social Sciences is a diverse division with six departments and seven degree programs: English (B.A. English; B.S.E. English), History (B.A. History), Language Studies (B.A. Spanish), Political Science (B.A. Political Science), Psychology (B.S. Psychology), and Social Studies (B.S.E. Social Studies). The division works with the Division of Education on two degree programs in secondary education—English and Social Studies.

The Department of English has three student learning outcomes.

- Graduates of the English Program should demonstrate knowledge of the field.
- Communication skills, integration of faith and learning, and research capabilities.
- Acceptance to and success in graduate school.

The Department of History has five student learning outcomes.

- Ability to analyze primary sources.
- Ability to analyze and evaluate secondary sources.
- Ability to clearly express ideas in written form.
- Ability to explain the effect of a Christian perspective on the study of history.
- Basic knowledge of major historical facts from JBU’s history elective offerings.

The Department of Political Science has three student learning outcomes.

- Graduates of the Political Science Program should demonstrate knowledge of the field.
- Critical thinking, communication skills, integration of faith and learning, and research capabilities.
- Preparation for graduate school.

The Department of Psychology has three student learning outcomes.
• Graduates of the Psychology Program should demonstrate knowledge of the field.
• Critical thinking, English writing skills (grammar, syntax, etc.), thoroughness of literature reviews, sophistication of research skills and methodology, integrative thinking.
• Acceptance to and success in graduate school.

The Department of Language Studies has three student learning outcomes for the Spanish Program [3a-41: 2011 Annual Report Division of Humanities and Social Sciences].

• Graduates of the Spanish Program should demonstrate skill in listening, reading, speaking and writing.
• Becoming autonomous language learners through resources such as dictionaries, etc. and appreciating the diversity of populations who speak each language.
• Success after graduation from JBU.

In the past three years, the division faculty has revamped its approach in this area and many of the assessment and feedback mechanisms are still being developed. Students majoring in English, political science, or psychology have, over the past 15 years, taken the Major Field Tests and the results have been quite good. Each department has made some curricular changes based on these results. History students formerly took the Major Field Test, but since that area exam is no longer available, the history faculty has developed a similar test that is administered in both a sophomore and senior level history course. Spanish majors complete a semester in Spain as well as take a nationally normed exam (Praxis II Spanish content) during their senior year. This division has had strong representation by students in the JBU Undergraduate Research Symposium and other outlets for scholarly activity. Placement into graduate and professional schools also demonstrates the effectiveness of student learning.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Humanities and Social Sciences generally has clear and measurable outcomes in most areas, but there is still room for improvement [3a-42: Annual Report Feedback Division of Humanities and Social Sciences]. The division would also benefit from making the outcomes and processes more specific to each program.

**Division of Natural Science**
The Division of Natural Science consists of five departments and seven degree programs: Biology (B.S. Biology), Chemistry (B.S. Chemistry; B.S. Biochemistry), Kinesiology (B.S. Exercise Studies; B.S. Sports Medicine), Mathematics (B.S. Mathematics; B.S.E. Mathematics), and Physics. The Department of Physics offers support courses for other
departments in the division and in the Division of Engineering and Construction Management.

The Department of Biology has seven student learning outcomes that permeate the program [3a-43: 2011 Annual Report Division of Natural Science].

- Students will demonstrate the ability to perform basic laboratory techniques including familiarity with key techniques, methods, and scientific instrumentation as appropriate in a laboratory or field setting.
- Students will demonstrate the ability to conduct inquiry-based research projects (either individual and/or team-based) using scientific principles and methods, then interpret and communicate their results via both written (with an emphasis on scientific writing and the use of proper scientific citation) and oral communication.
- Students will demonstrate an understanding of key principles, terms, and theories in the major subfields of biology.
- Students will demonstrate skills to evaluate data generated by biological investigations. These skills include both 1) quantitative skills—skills in data collection and measurement and 2) data analysis—processing skills including the implementation of relevant technology and statistics.
- Students will demonstrate the ability to critically read and evaluate the primary scientific philosophy of science and/or bioethical literature, and demonstrate the ability to integrate and synthesize concepts in both oral and written communication.
- Students will develop intellectual independence, a thorough understanding of the nature of science, and an appreciation for the connections between biological science and society including an understanding and appreciation of the connectedness of science, society, and history as well as the ability to identify and evaluate ethical issues in biology.
- Students will demonstrate an understanding of the integration of Christian faith with the discipline of biology.

The faculty has a matrix that indicates where in the curriculum these outcomes are introduced, reinforced, and covered extensively. The faculty uses this matrix as they design their syllabi to ensure that these major outcomes are met. Assessment of outcomes is done through coursework, laboratory exercises, undergraduate research opportunities, an exit survey, and the Major Field Test. All students take at least one of two capstone courses (Bioethics or Faith and Science) in which they give written and oral presentations where they demonstrate proficiency. Many of the students majoring in Biology also pursue professional or graduate school, and information from entrance exams is used to help assess the program.
The Department of Chemistry has seven learning outcomes for students majoring in chemistry or biochemistry [3a-44: 2011 Annual Report Division of Natural Science]. These outcomes are adapted from the Undergraduate Professional Education in Chemistry: ACS Guidelines and Evaluation for Bachelor’s Degree Programs.

- **Fundamental Concepts**—Students will demonstrate an understanding of the basic concepts, terminology, and theories in the major sub-disciplines of the field of chemistry: organic, inorganic, analytical, physical chemistry, and biochemistry (if applicable).

- **Problem-Solving Skills**—Students will exhibit the tools necessary for problem-solving in both the classroom and lab and will demonstrate the ability to conduct inquiry-based experiments. Students will be able to clearly define problems, propose testable hypotheses, design and carry out experiments, analyze data using statistical methods and appropriate computer programs, draw defensible conclusions, and describe sources of error.

- **Chemical Literature Competence**—Students will possess skills necessary to locate scientific articles using online, interactive database-searching tools. Once retrieved, students will be able to analyze and critically evaluate technical articles.

- **Communication Skills**—Students will be able to effectively communicate technical information both in written and oral forms. Students should be able to critically assimilate knowledge from different locations and prepare clear and organized oral presentations and write concise reports in scientifically-appropriate styles.

- **Collaborative Experience**—Students will exhibit the skills necessary to work in teams, working collaboratively to solve problems. Students will have opportunities to serve as peer leaders and interact with diverse team members in a professional manner.

- **Lab Safety Skills**—Students will understand safe lab practices and how to apply them. Students should recognize potential hazards and disposal techniques as well as know how to handle lab emergencies.

- **Ethics and Christian Perspective**—Students will know how to conduct themselves responsibly and professionally and appreciate the role of chemistry in contemporary issues. Students will examine the importance of integrating Christian faith into their discipline.

These outcomes are assessed through individual coursework evaluated by the instructor, standardized exams from the American Chemical Society given in selected courses, laboratory notebooks and formal research reports, and the Major Field Test. Students also give oral and written presentations in all of their upper level chemistry courses, as well as in the capstone Faith and Science course.
The Department of Kinesiology has identified three student learning outcomes for students majoring in exercise studies [3a-45: 2011 Annual Report Division of Natural Science].

- Knowledge of relevant subject matter as described in NSCA certification for the Certified Strength and Conditioning Specialist Certification.
- Knowledge of relevant subject matter as described for certification in the various ACSM certification materials.
- Knowledge of relevant subject matter as described in AAPHERD National Standards for Physical Education 2nd edition.

The department also has three outcomes for the Sports Medicine Program [3a-46: 2011 Annual Report Division of Natural Science].

- Knowledge of cognitive subject matter as described in the Athletic Training Education Competencies 5th edition.
- Decision making and skill application as described in the clinical proficiencies section in the Athletic Training Education Competencies 5th edition.
- Integration of faith and learning—Attitudes and values within the affective domain as described in the Athletic Training Education Competencies 5th edition.

The assessment plan is primarily course driven. There are national certification exams in two areas and all students are involved in an internship experience. Many of the students also choose to pursue further education in physical therapy. Admission tests and admission rates add another level of program assessment.

The Department of Mathematics offers a B.S. in Mathematics, as well as a B.S.E. in Secondary Mathematics Education in conjunction with the Division of Education.

Except for the final learning outcome which is related to the institution’s mission, all student learning outcomes are selected from the National Council for Teachers of Mathematics compilation of Indicators of Achievement [3a-47: 2011 Annual Report Division of Natural Science].

- Apply and adapt a variety of appropriate strategies to solve problems.
- Solve problems that arise in mathematics and those involving mathematics in other contexts.
- Build new mathematical knowledge through problem solving.
- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
• Communicate their mathematical thinking coherently and clearly to peers and faculty.
• Use the language of mathematics to express ideas precisely.
• Use connections among mathematical ideas.
• Recognize and apply mathematics in contexts outside of mathematics.
• Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.
• Use representations to model and interpret physical, social, and mathematical phenomena.
• Create and use representations to organize, record, and communicate mathematical ideas.
• Use knowledge of mathematics to select and use appropriate technological tools.
• Use properties involving number and operations, mental computations, and computational estimations.
• Apply the fundamental ideas of number theory.
• Compare and contrast properties of numbers and number systems.
• Apply fundamental ideas of linear algebra.
• Apply the major concepts of abstracts algebra to justify algebraic operations and formally analyze algebraic structures.
• Use mathematical models to represent and understand quantitative relationships.
• Use technological tools to explore algebraic ideas and representations of information and in solving problems.
• Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.
• Exhibit knowledge of the role of axiomatic systems and proofs in geometry.
• Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representational systems.
• Demonstrate a conceptual understanding of the procedural facility with basic calculus concepts.
• Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.
• Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts.
• Use technological tools to explore and represent fundamental concepts of calculus.
• Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.

• Design investigations, collect data, and use a variety of ways to interpret data representations that may include bivariate data, conditional probability and geometric probability.

• Use appropriate methods such as random sampling or assignment of treatments to estimate population characteristics, test conjectured relationships among variable, and analyze data.

• Use statistical inference to draw conclusions from data.

• Determine and interpret confidence intervals.

• Analyze and evaluate philosophical outcomes of current theories in science that are challenging to one’s faith.

Students pursuing a mathematics degree take the Major Field Test and students pursuing the math education degree take the Praxis II, along with other education division assessments. The number of students completing the major in any given year is usually small, making program assessment difficult. Placement rates for B.S.E. graduates going into teaching has been 100 percent over the last 10 years.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Division of Natural Science has very good outcomes that are both specific and measurable, with the general exception of kinesiology. The division does need to work on its processes to use the information gathered to actually improve student learning.

**The Core Curriculum**

JBU’s Core Curriculum has shifted in the past 10 years from a specified set of courses to a more flexible set which includes a smaller common core of classes and an elective core where students have a number of courses to choose from in each of seven areas. The Core Curriculum has 16 goals for students. The goals of JBU’s Core Curriculum flow from the university’s mission and are organized around the motto Head, Heart and Hand.

The Core Curriculum seeks to equip students to…

Head

• Apply biblical truth and a Christian worldview to all areas of study.

• Appreciate the complexity and diversity of creation and culture.

• Understand and apply multiple approaches to discovering truth.
• Critically evaluate ideas and arguments.
• Communicate effectively in speech and in writing.
• Discern and appreciate beauty in the arts and sciences.
• Draw connections between various subjects of study.
• Become lifelong learners.

Heart
• Develop a mature, discerning Christian faith.
• Demonstrate Christian character in all areas of life.
• Build and nurture healthy relationships.
• Understand and practice emotional maturity.

Hand
• Serve others.
• Practice Christian stewardship of their bodies, time and other resources.
• Apply Christian ethics to society and the environment.
• Participate through their vocation in God’s creative and redemptive purposes in the world.

The institution has struggled to adequately assess the Core Curriculum. In the Capstone Seminar in Christian Life, a common core class taken by seniors, the role of the Core Curriculum in the student’s spiritual formation is assessed through written and/or oral presentations. Critical thinking and communication skills are assessed throughout the core in various courses. A locally developed instrument has been piloted the last few years to assess students’ writing and critical thinking skills, as well as their understanding of spiritual formation. This assessment consists of a writing prompt given to students in the Gateway Seminar course [3a-50: Core Curriculum Assessment Gateway] and again in the Capstone Seminar course [3a-51: Core Curriculum Assessment Capstone]. As the process is refined and more data becomes available, this instrument will help assess a major part of the intended outcomes for the Core Curriculum [3a-52: Core Curriculum Assessment Evaluation].

The Core Curriculum Committee, composed of representatives from most of the academic divisions, the Registrar’s Office, and the Office of Academic Affairs, is currently in the process of evaluating the lower division core classes to see how effectively they are meeting the stated core goals.
Degree Completion Programs

There are three undergraduate degree completion programs—B.S. in Business Administration, B.S. in Organizational Management, and B.S.E. in Early Childhood Education. The degree completion model has always been predicated on student outcomes. The design of courses, sequencing of courses, instruction, and programs has focused on what the students need to know, do, and be as a result of completing the program.

**Business Administration**

The Degree Completion Program’s B.S. in Business Administration uses online delivery to reach students beyond current physical campus locations. This degree program was designed to closely match the traditional undergraduate business administration degree and to complement the other degree completion programs with an emphasis on quantitative business skills. This program has three outcomes:

- Demonstrate communication skills in a variety of general business situations.
- Demonstrate the knowledge and skills required for general business understanding.
- Identify general business ethical issues.

The collection and evaluation of assessment data still needs to be developed as the program matures.

**Early Childhood Education**

The student learning outcomes and assessment plan for the Degree Completion Program’s B.S.E. in Early Childhood Education are the same as those of the traditional undergraduate program in early childhood education addressed above in the Division of Education [3a-53: 2011 Annual Report Degree Completion Education].

**Organizational Management**

The B.S. in Organization Management was the original degree completion program. It has evolved over the years to its present state and currently has two optional emphases—Healthcare Administration and Business Information Systems. This program has been accepted into candidacy for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) [3a-54: ACBSP Self-Study Report].

The Organization Management curriculum is designed to achieve positive student outcomes in the areas of [3a-55: 2011 Annual Report Degree Completion Business]:

- Leadership and management
- Human resources and law
- Financial planning and analysis
• Communication
• Knowledge of marketing
• Strategic thinking
• Ethical and spiritual leadership

These outcomes are assessed in the final capstone project and in the comprehensive portfolios of the Business Information Systems and Healthcare Administration emphases.

The Healthcare Administration emphasis has five additional outcomes:

• Public health
• Community relations
• Healthcare information systems
• Healthcare accounting and finance
• Operations performance and governance

The Business Information Systems emphasis has four additional outcomes:

• Systems analysis
• Project management
• Database administration
• Object oriented programming

These additional outcomes are assessed through student coursework, student and faculty course evaluations, and the final integrating capstone project experience students take in their final term.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the Organizational Management Program needs to more clearly specify its student learning outcomes and their measures [3a-56: Annual Report Feedback Organizational Management]. The program also needs to further develop is data collection and evaluation processes.

Graduate Programs

Graduate degrees were first offered at JBU in 1995. In the 16 years that have followed, the programs have matured and become highly successful, both in terms of enrollment and in terms of student learning.
Business

There are three graduate business degree programs—the Master of Business Administration, the M.S. in Leadership and Ethics, and the M.S. in Leadership and Higher Education. Along with the undergraduate business programs, these graduate business programs have been accepted into candidacy for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) [3a-57: ACBSP Self-Study Report].

The graduate business programs have spent the 2010-2011 academic year developing a new plan for assessment and continuous improvement [3a-58: Graduate Business Plan for Assessment and Continuous Improvement]. This document describes the assessment process for the graduate business programs.

The three graduate business programs have eight common core learning outcomes.

- Christian worldview—Process diverse information and complex situations through the distinct lens of the Christian worldview.
- Collaboration and teamwork—Apply proven leadership and management theory regarding collaboration and teamwork to education, personal, and professional settings.
- Critical and strategic thinking and agility—Analyze complex situations, identify relevant issues, apply appropriate concepts and skills, demonstrate creativity and innovation, and develop sound, relevant, realistic conclusions.
- Effective communication—Demonstrate the effective oral and written communication as well as the listening skills reflective of expected graduate competency.
- Ethical decision making—Analyze multiple decision options and outcomes and commitment to courses of action that are consistent with sound ethical practice.
- Ethical leadership—Understand the implications associated with ethical leadership in the context of a Christian worldview.
- Information and research literacy—Perform advanced research, analyze information resources for academic credibility, obtain and manage relevant data and information, ask well-constructed questions, and apply appropriate research methodologies to answer those questions in meaningful ways.
- Leadership theory and practice—Understand the evolution of leadership theory and practice including the motivations for change from one theory to another.

In addition to these core learning objectives which apply to all of the graduate business programs, each individual degree program has learning objectives related to its area of emphasis.
- Master of Business Administration with Leadership and Ethics Emphasis
  - Identify, apply, and interpret micro and macro aspects of organizations using advanced business metrics within the construct of ethical leadership.
- Master of Business Administration with International Business Emphasis
  - Identify, apply, and interpret micro and macro aspects of organizations using advanced global business metrics.
- Master of Business Administration with Global Continuous Improvement Emphasis
  - Effectively use advanced statistical methods and process improvement techniques to bring about positive change in key business and organizational processes.
- Master of Science with Leadership and Ethics Emphasis
  - Understand and apply advanced leadership theory and practice with specific emphasis on the construct of ethical leadership with a distinctly Christian worldview.
- Master of Science with Leadership and Higher Education Emphasis
  - Understand and apply advanced theory and practice with specific emphasis on the construct of ethical leadership in the field of higher education.

The assessment process, which is under development, focuses on embedding the assessment of outcomes in the courses [3a-59: Learning Outcomes Assessment Tool] and collecting data on an ongoing basis. Twice each year, the faculty and staff of the graduate business programs hold an off-site day-long summit to review assessment data, discuss and interpret the assessment data, and establish direction. The May Graduate Business Strategy Summit focuses primarily on strategic issues and planning, and the October/November Graduate Business Assessment Summit focuses primarily on assessment of learning and operating outcomes. Given that delivery of educational programs is core to the graduate business programs, assessment is inextricably woven into the graduate business programs’ strategic planning process.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the graduate business programs have well developed outcomes and assessment plans [3a-60: Annual Report Feedback Graduate Business]. The programs need to continue implementing the process so that changes can be made to improve student learning.

**Counseling**

There are three degree programs in counseling—M.S. in Community Counseling, M.S. in Marriage and Family Therapy, and M.S. in School Counseling. The School Counseling Program is accredited through NCATE along with the other education programs [3a-61: NCATE Self-Study]. The three student learning outcomes for this program are tied to state and national licensure [3a-62: 2011 Annual Report Graduate Counseling].
Core Component 3a

- Core knowledge of subject matter.
- Core knowledge and skills of subject matter.
- Readiness for practicum, knowledge and skill disposition.

In assessing these outcomes, the department looks primarily at national licensure exams, state oral exams, and the pre-practicum lab and faculty interviews.

The Assessment Committee’s feedback on the 2011 Annual Report indicates that the graduate counseling programs need to continue refining their outcomes to make them more specific [3a-63: Annual Report Feedback Graduate Counseling]. The programs also need to work on using the assessment results to improve student learning.

**Christian Ministry**

The M.A. in Ministry program has specified five competencies that are developed and assessed through the common courses taken by all students [3a-64: 2011 Annual Report Graduate Ministries].

- Proficient in the use of Christian spiritual disciplines
- Knowledge of essential Biblical and theological issues
- Commitment to discipleship and evangelism
- Teaching and speaking abilities
- Healthy relationship development

These competencies are assessed in the courses and through assignments.

Since the M.A. in Ministry is being phased out, no further work is being done on its assessment process.

**Academic Support Areas**

Five areas of academic support have played an important role in student learning—the Honors Scholars Program, the Leaders Scholars Institute, the library, Student Support Services, and the Office of Undergraduate Scholarship and Prestigious Fellowships. Each of these units has developed student learning outcomes and assessment strategies for their program.

**Honors Scholars Program**

The Honors Scholars Program has nine defined learning outcomes [3a-65: 2011 Annual Report Honors Scholars Program].
• Be a self-directed, reflective learner who can think both critically and creatively.
• Apply foundational knowledge (basic facts, figures, and concepts) in and across a variety of contexts.
• Apply disciplinary knowledge (in-depth facts, figures, concepts as well as methodologies of at least one subject or discipline) in and across a variety of contexts.
• Apply interdisciplinary knowledge (connections between/among academic disciplines) across a variety of contexts.
• Understand one’s own gifts and use these gifts to pursue his/her secondary calling.
• Articulate and live an integrated Christian life.
• Understand one’s own culture, as well as appreciate and learn from people of different backgrounds and beliefs.
• Pursue and practice wisdom by cultivating objectivity, openness, involvement, and reflection.
• Work effectively with others to help shape one’s sphere of influence to better reflect God’s “will on earth as it is in Heaven.”

These outcomes are assessed through course evaluations, senior exit survey, promotion survey, capstone project evaluation, and program evaluation by faculty and the honor’s director.

The Honors Scholars Program is currently going through a strategic planning process in which they are redefining their student learning outcomes and developing a new assessment plan.

**Leader Scholars Institute**
The Leader Scholars Institute (LSI) is developing learning outcomes. The program does have five educational goals [3a-66: 2010 Annual Report Leader Scholars Institute].

Leader Scholars Institute students are...

• Introduced to the history and theory of the discipline of leadership.
• Invited to understand themselves as leaders and reflect on their own strengths and weaknesses as practitioners of leadership.
• Encouraged to analyze current leadership theory and practice through the lens of Christian faith.
• Urged to practice the skills and habits of effective leadership.
• Asked to apply leadership skills and competencies as part of a sustained experience.
One of the major goals for the LSI program this year is to create syllabi and learning objectives for each stage of the program and then to carefully align the objectives of the entire program. Work has begun on this process, but there is still much to be done.

**Library**
The library evaluates its effectiveness with three goals.

- Provide resources for research.
- Provide services to facilitate research.
- Provide a place for individual and group research and study.

**Student Support Services**
Student Support Services has three outcomes.

- Students will maintain good academic standing.
- Students will persist at JBU to graduation.
- Students will graduate within 6 years.

These outcomes are monitored through cumulative GPA, enrollment status, and graduation statistics.

**Office of Undergraduate Scholarship and Prestigious Fellowships**
The Office of Undergraduate Scholarship and Prestigious Fellowships evaluates its effectiveness with eight goals.

- Provide resources and programs to support undergraduate research, scholarship, and creative activities.
- Encourage visibility of and reward excellence in student research and faculty mentoring.
- Development of confidence in applying to graduate school.
- Development of clear vocational goals.
- Development of clearer understanding of academic and personal skills and gifts.
- Development of more effective collaboration with faculty supervisors and peers.
- Development in confidence in accomplishing a major task.
- Improved writing and editing skills.

These outcomes are assessed with entrance and exit questionnaires.
Student Development

A very crucial part of engaged learning at JBU is in the areas commonly referred to as the co-curriculum. Eight areas are included in the general classification of student development—Residence Life, the Office of Christian Formation, Career Development, the Student Counseling Center, Student Health Services, Student Activities, Orientation, and International Programs. Each of these areas have revised and updated their mission, values, and outcome statements over the past 3 years.\[3a-71: Student Development Learning Outcomes\].

The departments utilize these learning outcomes to generate activities to accomplish the intended learning outcomes, much like a professor would use the intended outcomes to develop a syllabus with classroom activities. Assessment of the activity’s impact is also tied back to the learning outcomes.

There is general consistency in how each area has organized its learning outcomes, but each area has also tailored its outcomes to reflect its own unique mission.

Residence Life

- Core Value I. Living in community is essential to the Christian life.
  - Goal IA. Christian Formation ~ to be committed to growing into Christ-likeness.
  - Goal IB. Social Maturity ~ to develop friendships that are marked by Biblical love and other-centeredness.
  - Goal IC. Agents of Transformation ~ to develop a lifestyle of service and witness for the extension of God’s Kingdom.
- Core Value II. Student learning includes all student experiences in a seamless living/learning environment.
  - Goal IIA. Life-long learners ~ to value and intentionally pursue holistic education.
  - Goal IIB. Integration of faith and living/learning ~ to bring these two seemingly unrelated aspects together.
- Core Value III. Residential environment and design have a significant positive impact on the student experience.
  - Goal IIIA. Safe ~ environment will be physically and emotionally safe.
  - Goal IIIB. Comfort ~ environment allows students to relax and be at ease.
  - Goal IIIC. Attractive ~ environment will be aesthetically pleasing and in good condition.

Office of Christian Formation

- Value I. Christian formation at JBU is relational.
  - Christian formation happens only through sustained relationship with God (Father, Son and Holy Spirit).
Christian formation happens through authentic relationships with others.
- ILO A. Students will commit their lives to Christ for salvation and lordship.
- ILO B. Students will see Scripture as authoritative for belief and behavior.
- ILO C. Students will develop practices that foster a growing relationship with God.
- ILO D. Students will commit to a lifestyle of Christian friendship and community.
- ILO E. Students will commit to a lifestyle of service and witness to others.

Value II. Christian formation at JBU is holistic.
- Christian formation happens as students grow in their understanding of who God is and how we experience Him in worship, service and discipleship.
- Christian formation happens as all of the student’s life is surrendered to Christ.
  - ILO A. Students will understand that faith and learning are interrelated.
  - ILO B. Students will demonstrate humble critical thinking regarding issues of faith, especially as they understand and appreciate people and practices from different Christian traditions.
  - ILO C. Students will develop an ever-enlarging perspective on God and his ways in accordance with the authority of Scripture.
  - ILO D. Students will commit to growing in love for God and others.

Value III. Christian formation at JBU is developmental.
- Christian formation happens as students faithfully persevere in the journey of the Christian life.
- Christian formation happens as students are encouraged to experience leadership and service opportunities that allow them to explore areas of giftedness and calling.
  - ILO A. Students will develop a relationship with God that can sustain them through the challenges and doubts they will experience in life.
  - ILO B. Students will learn to offer and receive grace, forgiveness and restoration following times of failure.
  - ILO C. Students will gain a clearer understanding and application of their gifts and abilities in ministry.
  - ILO D. Students will seek mentors who will help them develop throughout the different stages of life.
  - ILO E. Students will become increasingly other-centered in life and ministry.

Career Development
- Core Value #1: Integration of work and worship. Students will:
  - A. See their daily work as worship and how what they do is more important than what they make.
Core Component 3a

- B. See their work as a tool that God uses to do His work on earth and should therefore affect others in a positive way.
- C. Possess a growing understanding of how God communicates His will for a career.

Core Value #2: Self-knowledge and understanding. Student will:
- A. Identify and understand their own strengths and weaknesses and be able to link them with occupational opportunities.
- B. Understand the importance of career decisions and the meaning of vocation - to the point of seeking guidance through prayer, scripture, and Godly counsel (not to be confused with the mystical “call of God”).
- C. Understand how the Core Curriculum makes them more effective in the workplace.

Core Value #3: Understanding the career cycle. Students will:
- A. Understand how to write job specific resumes and cover letters as well as how to submit them to employers.
- B. Understand how to interview with employers.
- C. Understand general financial principles and life strategies for life after JBU.
- D. Know what services are provided by the Career Development Center.
- E. Navigate career transitions, including graduate school, when career change is necessary.

Student Counseling Center
- ILO 1. The student will receive competent services in a professional setting.
- ILO 2. The student will challenge their assumptions of themselves, others, and their faith.
- ILO 3. The student will learn cognitive, behavioral, and relational skills in managing their presenting problems.
- ILO 4. Assessment and research on students in interaction with the institutional community for the purpose of systemic feedback will occur routinely.
- ILO 5. Educational activities to promote the growth of relationships within the community will occur routinely.
- ILO 6. Collaboration in the development of a functionally healthy environment will occur routinely.

Student Health Services
- Students will receive educational information at each visit to enhance self-care.
- Students who access SHS will develop the ability to recognize when their illness is a health risk to those around them and what to do about that.
• All students will have access to information, accountability and instruction concerning the development of their personal health practices: e.g. exercise and activity, sleep hygiene, nutrition, stress management, and risk behaviors. Individual visits to health services, web sites, brochures, videos, small group discussions, book studies, health notes, residence hall programming and peer education.

• Students will have access to resources for referrals to e.g. clinics, hospitals, and specialists.

**Student Activities**

• We are committed to building community (a social network) among students from diverse campus groups.
  o Students will learn how to develop personal relationships by establishing a network of acquaintances through shared common experiences.
  o Students will learn to recognize that common experiences form a catalyst for ongoing deeper relationships/friendships.

• We are committed to experiencing (or learning through) diverse, fun activities, including those of other cultures.
  o Students will develop a desire to remain on campus for weekend activities
    ▪ Fun: activities are enjoyable. We provide healthy, safe ways to have fun with others.
    ▪ Creative: students develop the ability to use personal creativity to participate in the process of making their own fun (entertainment).
    ▪ Diverse: students learn to appreciate activities outside their own experience.

**Orientation**

• Develop community and relationships
  o Students will understand key values of the JBU community (including spiritual values).
  o Students will form positive, supportive relationships with orientation leaders.
  o Students will form positive, supportive relationships with other new students.

• Effective transitions
  o On-campus students will get settled in their residence hall rooms.
  o Students will feel comfortable in and acquainted with the physical workings and environment of JBU. Be acquainted with key JBU information.
  o Students will be introduced to key expectations of the JBU community.
  o Students will gain basic pieces of information and know the resources needed for a successful start to their college career.

• Academic success
  o Students will be introduced to the expectations of the college classroom.
Students will understand the expectations of a life of the mind and academic rigor.

**International Programs**

- **Value I.** We will foster unity within diversity.
  - The body has many different parts but is one whole. The campus body is also quite diverse... in abilities, backgrounds, values, personalities, goals, cultures and much more. In spite of that, we strive for common identity and purpose. This requires respect, patience, forgiveness, understanding, courtesy, and love... agape love.
    - IA1. To understand one’s identity in Christ.
    - IA2. To understand one’s place in the body of Christ.
    - IA3. To be part of Kingdom building.
    - IA4. A respect for the worth of the individual who is a unique product of God’s creative power, endowed with unique gifts and abilities.

- **Value II.** We will obey the Great Commission.
  - Go make disciples of all nations.
    - IIA1. Train professionals to be evangelists within their professions.
    - IIA2. To be actively involved in each other’s lives beyond the classroom.
    - IIA3. To grow as a family, to support each other, encourage each other, to build each other up, to bear one another’s burdens, and to hold each other accountable as brothers and sisters.

- **Value III.** Globalization is essential to a holistic education.
  - We believe in the JBU tradition of holistically preparing the head, (intellectual training), the heart (a love for God and mankind), and the hand (practical capabilities). Toward that end we use a variety of educational experiences to challenge and equip our students.
    - IIIA1. The student will integrate faith in the learning process.
    - IIIA2. Graduates who can function effectively within a global context.
    - IIIA3. Satisfaction of a global requirement to develop cross-cultural competency.
    - IIIA4. Enrich the educational experience through a study abroad program.

- **Value IV.** Facilitate safe and legal processes for students here and abroad.
  - To ensure the legal student status within the United States.
    - IVA1. Each student will have the appropriate visa to enter into the United States and conduct their studies.
    - IVA2. Each student will take the opportunity to participate in Optional Practical Training before returning to their homeland.
- IVA3. Each student will take advantage of Curricular Practical Training during their course of studies at John Brown University.

**Core Component 3b**

JBU values and supports effective teaching.

“Teaching is job one” is a sentiment often heard around John Brown University. Faculty members take seriously the call of teaching to help achieve the university’s mission of “preparing people to honor God and serve others by developing their intellectual, spiritual, and professional lives.” In addition, administrative and support staff view their roles as participants in the teaching and learning process.

### JBU Values Good Teaching

JBU is first and foremost a teaching institution, and good teaching is consequently valued very highly. The emphasis on good teaching starts in the hiring process and the training of new faculty and continues through the evaluation of courses and faculty.

#### Faculty Search Process

The emphasis on good teaching begins with the search process for full-time faculty. This process is uniform for traditional undergraduate, degree completion, and graduate programs. Departments and divisions begin by identifying needs for meeting the demands of the curriculum and student learning outcomes. Once a position is approved, the position announcement is posted and always includes a statement telling of the requirement of teaching. During the process, evidence is gathered that includes teaching evaluations from previous appointments, preferably including both student and supervisor evaluations. Applicants must also provide a personal statement of teaching philosophy and practice. The interview time itself includes a sample teaching session—typically teaching a class session of a current course. The experience and potential in teaching is a key component in the faculty hiring process.

#### New Faculty Institute

The emphasis on teaching continues as a new faculty member starts at JBU. During the first semester of employment, faculty members are given a one-course release from the standard teaching load in order to participate in the New Faculty Institute. This institute was started in 2003 and consists of weekly seminars on topics related to being a successful faculty member at JBU. There is a strong emphasis on pedagogy and course management, especially for those who are just starting their teaching careers. There
is also an orientation for new adjunct faculty members each fall [3b-74: Adjunct Faculty Orientation Schedule].

**Course Evaluations**
The value placed on good teaching is also shown by the continual evaluation that takes place. Every course, with a few exceptions, is evaluated through an online questionnaire every semester with the same basic set of questions [3b-75: Course Evaluation Questions]. Additional question sets are added for special situations, such as new faculty during their first year, [3b-76: Course Evaluation New Faculty Questions] or for online courses [3b-77: Course Evaluation Online Questions]. Instructors are also able to add their own questions to get feedback on specific aspects of a course. The Office of Institutional Effectiveness generates a report each semester for each instructor that aggregates the evaluation results from all of his or her courses [3b-78: Sample Course Evaluation Summary]. The results of the course evaluations are reviewed by the instructors, department heads, division chairs, deans, and the Vice President of Academic Affairs. Division chairs follow up with instructors to discuss areas of strength and weakness. The primary goal behind these evaluations is to continually improve the teaching and learning that takes place at JBU.

**Faculty Evaluations**
The formal evaluation of faculty also emphasizes teaching [3b-79: Faculty Evaluation and Promotion Procedures]. Individual faculty members are periodically evaluated in the areas of teaching, scholarship, service, and spiritual modeling with teaching effectiveness accounting for 50-70 percent of the overall evaluation for full-time teaching faculty. Teaching effectiveness is evaluated by students, members of the Peer Evaluation Review Committee, and the supervisor. There are four components to the evaluation of teaching: delivery, design, expertise, and management. The effect on student learning is an important part of each component. There are many opportunities for faculty to interact with others to improve in one or more of these areas, and if it becomes clear that the faculty member is not being effective in teaching and is not making progress in improvement there are procedures to terminate this faculty member’s contract. Faculty members seeking promotion in rank must document good teaching and its effect on student learning in order to receive the promotion.

**Faculty Excellence Award**
As a visible way to acknowledge excellent teaching, each year the campus community selects one or two faculty members to receive the Faculty Excellence Award [3b-80: Faculty Excellence Award]. The award is funded by an anonymous alumni member and is designed to reward individual faculty members who have contributed substantially to the goals and mission of JBU through excellent teaching and positively impacting students. The recognition includes a $2,500 award.
**Faculty Inside the Classroom**
An emphasis is also placed on who teaches. On average, around 85-90 percent of the traditional undergraduate teaching load is taught by full-time faculty or other full-time university employees, as shown in Figure 3. This is a crucial aspect of carrying out the Head, Heart and Hand philosophy as students are able to interact both inside and outside the classroom with their teachers. In the graduate and degree completion programs, this percentage is lower as the nature of the programs lends itself to more instruction by practitioners in the field. Careful selection and monitoring of these instructors ensures high quality teaching and learning.

![Figure 3 Traditional Undergraduate Teaching Load](image)

**Teaching Outside the Classroom**
There is also a large amount of teaching that goes on outside the classroom. Staff development and support of non-faculty employees in their teaching roles are also important. In particular, work-study supervisors and student development personnel are heavily involved in working with students in a teaching or mentoring role. More can be done in this area, but progress has been made in offering workshops on this topic, such as including many non-faculty employees in a variety of workshops and seminars on teaching.

**JBU Supports Good Teaching**
Further evidence of the value that JBU places on good teaching is the large support base. There are many structures across the university that support teaching.

**Faculty Development**
On the front line in supporting teaching is the Office of Faculty Development. In 1999, The Institute for Learning Enhancement (TILE) was founded. The original mission of TILE was “to provide a campus wide resource that will facilitate the continuation and advancement of
learning for all faculty, staff, and students at John Brown University.” In the first seven years of its existence, JBU received three external grants to start programs. These programs have continued, developed, and diffused. While the Office of Faculty Development now oversees and manages these efforts, there are also other areas on campus that develop, fund, and run programs that help support teaching.

The Office of Faculty Development has an annual operating budget of approximately $90,000 (not including salaries and benefits). In addition, another $28,000 comes to the office through endowment revenues. Over the years, these funds have been used for summer faculty development institutes, new faculty orientation, new faculty mentoring, supplementary travel grants, stipends for mentoring other faculty members, curriculum development and innovation, support of research (often directly related to the teaching area), and other opportunities for faculty to pursue growth [3b-81: 2011 Annual Report Faculty Development].

The Summer Institute was initiated in 2000 with a grant from the Teagle Foundation. Since then, there has been at least one institute every summer, usually one or two weeks in length, on a topic that relates to the effectiveness of the JBU faculty. In addition to rich discussion and in-depth reading, participants are given assignments to implement some of the ideas in their classroom. They also receive a stipend for completion of the institute.

These institutes are supplemented throughout the year by various faculty lunch colloquia where faculty members share from their work in personal research, research mentoring with students, and teaching experiences. The Office of Faculty Development also sponsors “Teaching Tuesdays” for lunch time roundtable discussions or presentations on some topic of pedagogy.

In addition, academic divisions have $800 per faculty member allocated for professional development activities. Together, with supplemental travel grants, faculty members are enabled to attend conferences in their field of expertise and build relationships with colleagues from other institutions.

Information Technology
In the last 10 years, as improvements in technology have brought new teaching methods, the Office of Faculty Development and Information Technology Services (ITS) have teamed to provide training sessions for faculty on the use of various products. In the past few years, topics have included Blackboard and its enhancements, PowerPoint, video editing, use of quick response systems (i.e., “clickers”), etc. ITS is very engaged and in tune with faculty needs and desires and provides great help to faculty in every program to become more effective in affecting student learning.
In particular, ITS has a three year rotation to recycle all lab and teaching station computers on campus. Every general purpose classroom, as well as many labs and special purpose classrooms, has a teaching podium setup that includes a computer, document camera, and projector. Many have other technological capabilities. This includes classrooms on the main JBU campus as well as the sites used for degree completion and graduate courses.\[3b-82: \textit{Classroom Technology}].

**Office of Distance Learning**

The Office of Distance Learning supports the teaching and learning process at JBU through a number of services to faculty and staff involved in distance education. A full time instructional designer works with faculty members to structure and develop online courses that are both pedagogically sound and also engage the learner through the use of proven instructional strategies and wise use of media.\[3b-83: \textit{2011 Annual Report Office of Distance Learning}].

The Office of Distance Learning’s mission includes a strong focus on faculty development for online educators. This is demonstrated by the development of a required course for all potential online faculty and course developers, called “Teaching and Learning Online.” This class, delivered through the university’s Blackboard learning management system, consists of five learning modules with related activities and assignments.

- About JBU—Items related to JBU, including history and essential facts.
- Administrative Support—Items on the JBU library, serving special needs students, and the JBU portal.
- Pedagogy—Videos and readings related to teaching, interacting with and assessing online learners.
- Technology—Various tutorials and exercises for Blackboard, Wimba, Pronto, Tegrity, PowerPoint and other relevant technology.
- Theological Module—Materials on integration of faith and learning, Christian formation and more.

The university’s Blackboard learning management system is also supported through the Office of Distance Learning and includes a dedicated information technology staff member to assist with any server side issues which might arise and to research and recommend computer hardware and peripherals for faculty use and/or check out.
An effective learning environment is central to any institution of higher learning. At John Brown University, the learning environment is a direct outcome of the institutional mission and has been created throughout the rich history of the institution. For this section, the framework devised by Danielson (1996) will be used to support the effective learning environment at JBU. Danielson's framework identifies aspects of teaching and learning that have been documented through empirical studies and theoretical research as promoting improved student learning. The classroom environment domain of this framework is based on five factors: climate, rapport, learning expectations, standards, and physical environments.

**Climate**

The positive climate of effective learning at JBU is demonstrated by the academic, spiritual, and social support provided to all students.

**Student Support Services**

In the past 10 years, there have been significant improvements in the intentional efforts to create a climate that supports students with academic assistance. This can be clearly seen in the development of the Student Support Services office. The office was created in Fall 2005 as part of a TRIO grant award. The office now provides academic assistance, disability services, support of ASPIRE program students, and TRIO services. These efforts greatly expanded the academic assistance offerings that JBU had available [3c-84: 2011 Annual Report Student Support Services].

Student Support Services provides academic assistance in the areas of time management, organizational skills, setting goals, determining learning styles, listening skills, note-taking, test preparation, test anxiety, test taking strategies, memory strategies, reading strategies, and general study skills. They can also help instructors line up class tutors to assist groups of students from a particular class at set times each week throughout the semester [3c-85: Academic Assistance Web Page].

The Office of Disability Services within Student Support Services coordinates services needed by students who have physical, learning, emotional, and psychological/psychiatric disabilities [3c-86: Disability Services Web Page].
Understanding that some students may struggle with standardized tests and that high school GPA may not accurately reflect a student’s abilities, the ASPIRE (Academic Support Program for Inspiring and Reaching Excellence) program allows JBU to provide access to post-secondary education in a supportive learning environment. ASPIRE is required for all students who are admitted to John Brown University on Special Action Admission; that is, students who have either a high school GPA below 2.5, a composite ACT score of 19 or below, or a combined SAT score of 950 or below.

Student Support Services provides TRIO services as part of a federally funded grant program of the Department of Education designed to promote student academic success. The goal of this program is to increase the college retention and graduation rates of the participants and facilitate the process of transition from one level of higher education to the next. The program is available to students who fit federal low-income eligibility guidelines, who are first-generation college students, or who have documented disabilities.

**Counseling Services**
The Student Counseling Center provides counseling services for JBU students. The services include individual therapy, pre-marital counseling, psycho-educational programming, and therapeutic groups. Counseling services are free for undergraduate students, and graduate students are charged a small fee.

**Campus Life**
JBU has an array of extra-curricular activities, ministries, and student services to help students connect with the campus and the community.

The Student Activities Committee exists to provide memorable events and activities for students that nurture and develop the student culture and community. The Student Activities Committee coordinates music driven events that feature student artists and well-known bands, events which are held off-campus that encourage students to build relationships and memories outside the “JBU bubble,” and events that build tradition on the JBU campus and bring students together.

Student clubs enable students to develop communities around similar interests. Some of the academic clubs are the Christian Health Professionals of Tomorrow, the French Club, the Philosophy Club, and Students in Free Enterprise. There are several sports clubs including Men’s Rugby and Men’s and Women’s Ultimate Frisbee. Some examples of special interest clubs include the African Heritage International Fellowship, the American Sign Language Club, and the Married Student Fellowship.
The Student Government Association is the liaison between the students, administration, and faculty. They work to make sure that administration knows what students are looking for on campus.

Other organizations include student performance groups such as the Cathedral Choir or the Jazz/Pop Ensemble, student publications such as the Threefold Advocate or the Nesher Yearbook, and the Residence Hall Associations.

All of these groups contribute to the supportive climate outside the classroom.

**NSSE Results**
The National Survey of Student Engagement (NSSE) has five benchmarks of effective educational practice, and one of which relates to a supportive campus environment. This benchmark includes questions about students’ relationships with other students, faculty, and administrative personnel, and about the academic and social support provided by the institution. The longitudinal results for this benchmark are shown in Figure 4. Table 4 shows the 2011 results compared to other schools in the Council for Christian Colleges and Universities (CCCU).

![Supportive Campus Environment](image)

**First-Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>JBU Mean</th>
<th>CCCU Mean</th>
<th>Sig.</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>'01</td>
<td>66.6</td>
<td>68.3</td>
<td></td>
<td></td>
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<tr>
<td>'02</td>
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<td>66.9</td>
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<td>-0.05</td>
</tr>
<tr>
<td>'03</td>
<td>67.5</td>
<td>68.4</td>
<td></td>
<td>-0.09</td>
</tr>
<tr>
<td>'04</td>
<td>66.6</td>
<td>68.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'05</td>
<td>67.4</td>
<td>68.4</td>
<td></td>
<td>-0.09</td>
</tr>
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</tr>
<tr>
<td>'08</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>'09</td>
<td>67.9</td>
<td>68.6</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>66.9</td>
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<td>-0.05</td>
</tr>
<tr>
<td>'11</td>
<td>65.9</td>
<td>66.9</td>
<td></td>
<td>-0.05</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Year</th>
<th>JBU Mean</th>
<th>CCCU Mean</th>
<th>Sig.</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>'01</td>
<td>66.6</td>
<td>68.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'02</td>
<td>65.9</td>
<td>66.9</td>
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<td>-0.05</td>
</tr>
<tr>
<td>'03</td>
<td>67.5</td>
<td>68.4</td>
<td></td>
<td>-0.09</td>
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<tr>
<td>'04</td>
<td>66.6</td>
<td>68.3</td>
<td></td>
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<td>'05</td>
<td>67.4</td>
<td>68.4</td>
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<tr>
<td>'06</td>
<td>67.7</td>
<td>68.6</td>
<td></td>
<td></td>
</tr>
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<td>'10</td>
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<tr>
<td>'11</td>
<td>65.9</td>
<td>66.9</td>
<td></td>
<td>-0.05</td>
</tr>
</tbody>
</table>
While the goal is to have JBU’s NSSE benchmark means at or above the CCCU means, in this case, the means for both groups of JBU students are comparable to the respective CCCU means—the differences are not statistically significant and the effect sizes are small.

**SSI Results**

The Student Satisfaction Inventory (SSI) groups the questions into twelve scales and shows the importance placed on the scale by the students, the student satisfaction on the scale, and the gap between the importance and the satisfaction (lower numbers are better). The mean difference shows the difference in satisfaction between the JBU students and the CCCU students (larger numbers show JBU students are more satisfied). The 2009 SSI results are shown in Table 5 for the nine scales that relate to campus climate and the support of students [3c-93: 2009 SSI Results].

<table>
<thead>
<tr>
<th>Scale</th>
<th>JBU Import</th>
<th>JBU Satis</th>
<th>JBU Gap</th>
<th>CCCU Import</th>
<th>CCCU Satis</th>
<th>CCCU Gap</th>
<th>Mean Diff in Satis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Life</td>
<td>5.76</td>
<td>5.53</td>
<td>0.23</td>
<td>5.87</td>
<td>5.27</td>
<td>0.60</td>
<td>0.26***</td>
</tr>
<tr>
<td>Recruitment and Financial Aid</td>
<td>6.14</td>
<td>5.69</td>
<td>0.45</td>
<td>6.23</td>
<td>5.33</td>
<td>0.90</td>
<td>0.36***</td>
</tr>
<tr>
<td>Campus Support Services</td>
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<td>5.80</td>
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<td>5.96</td>
<td>5.66</td>
<td>0.30</td>
<td>0.14***</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.07</td>
<td>5.60</td>
<td>0.47</td>
<td>6.15</td>
<td>5.39</td>
<td>0.76</td>
<td>0.21***</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.09</td>
<td>5.50</td>
<td>0.59</td>
<td>6.22</td>
<td>5.15</td>
<td>1.07</td>
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</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.24</td>
<td>5.94</td>
<td>0.30</td>
<td>6.31</td>
<td>5.73</td>
<td>0.58</td>
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</tr>
<tr>
<td>Service Excellence</td>
<td>5.98</td>
<td>5.73</td>
<td>0.25</td>
<td>6.07</td>
<td>5.47</td>
<td>0.60</td>
<td>0.26***</td>
</tr>
<tr>
<td>Responsiveness Diverse Populations</td>
<td>5.65</td>
<td>5.41</td>
<td></td>
<td>0.24***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.19</td>
<td>5.88</td>
<td>0.31</td>
<td>6.26</td>
<td>5.62</td>
<td>0.64</td>
<td>0.26***</td>
</tr>
</tbody>
</table>

In all of these scales, JBU students were significantly more satisfied than the CCCU students as a whole (indicated by the “***”).

**ASPS Results**

The Adult Student Priorities Survey (ASPS) is similar to the SSI, but it addresses the needs of adult students. The 2011 ASPS results are shown in Table 6 for the six scales that relate to campus climate and the support of students [3c-94: 2011 ASPS Results].

<table>
<thead>
<tr>
<th>Scale</th>
<th>JBU Import</th>
<th>JBU Satis</th>
<th>JBU Gap</th>
<th>National Import</th>
<th>National Satis</th>
<th>National Gap</th>
<th>Mean Diff</th>
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</thead>
<tbody>
<tr>
<td>Safety and Security</td>
<td>6.11</td>
<td>6.01</td>
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<td>6.19</td>
<td>5.50</td>
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<td>Admissions and Financial Aid</td>
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<td>Academic Services</td>
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<td>5.33</td>
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<td>0.23***</td>
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<td>Registration Effectiveness</td>
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<td>5.63</td>
<td>0.76</td>
<td>0.45</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.43</td>
<td>5.74</td>
<td>0.69</td>
<td>6.32</td>
<td>5.36</td>
<td>0.96</td>
<td>0.38</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.49</td>
<td>6.03</td>
<td>0.46</td>
<td>6.38</td>
<td>5.61</td>
<td>0.77</td>
<td>0.42</td>
</tr>
</tbody>
</table>
In three of these scales, JBU students were significantly more satisfied than the CCCU students as a whole (indicated by the “***”). JBU and CCCU students were equally satisfied in the other three scales.

**Rapport**

To create an effective learning environment it is necessary to establish and maintain positive rapport with students. An examination of research shows that, when students interact with and have frequent relationships with faculty and staff, they persist at higher levels. This section relates to the interactions between the members of the campus community.

**Advisors**

Each student is assigned an academic advisor who helps the student make the most of his or her time at JBU.

Traditional undergraduate students are assigned a faculty advisor during either the Early Registration Program or Orientation. Undeclared students are assigned a general advisor and then are assigned an advisor in the major once they declare. Advisors follow students through their time at JBU, generally only changing when a student changes majors. Students meet with advisors at least once a semester before registration to discuss the students’ progress and 4-year plans. Many students also meet with advisors at other times to discuss options for graduate school, internships, careers, and other personal issues.

Students in the Degree Completion Program all work with the same advisor—a staff member whose primary job responsibility is student advising and retention.

Graduate students are also assigned a faculty advisor in the appropriate graduate program.

**Faculty**

In keeping with the university’s mission to provide a Christ-centered educational experience that “prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives,” one component of faculty evaluation is spiritual modeling. Spiritual modeling involves developing relationships with students as mentors and role-models.

As explained in the faculty evaluation document, examples of spiritual modeling could include [3c-95: Faculty Evaluation and Promotion Procedures]:

- Mentoring (leading co-curricular Bible/book discussion groups)
- Mentoring informally
- Creating new study/mission trips
• Leading established study/mission trips
• Attending chapel
• Participating in chapel
• Participating regularly in church
• Honoring relationships faithfully
• Speaking truthfully
• Dealing justly in all matters
• Advancing the gospel through words and actions
• Endeavoring to cultivate a Christ-like attitude
• Giving high priority to one’s family
• Meeting the highest standard of integrity in interactions with others
• Serving as a chaplain for sports teams
• Hosting students in one’s home
• Providing rides for students to church

All of which can contribute to establishing and maintaining positive rapport with students.

**NSSE Results**

One of the NSSE benchmarks relates to the interaction between students and faculty. This benchmark includes questions about students’ interaction with faculty inside and outside the classroom. The longitudinal results for this benchmark are shown in Figure 5. Table 7 shows the 2011 results compared to other schools in the Council for Christian Colleges and Universities [3c-96: 2011 NSSE Results].

The means for JBU students are lower than the respective CCCU means, and the first-year rating is significantly lower.

Steps are being taken to improve student-faculty interaction, particularly related to advising. The new enterprise resource planning system has degree audit capabilities that will enable faculty to better advise students about academic requirements. Focus groups have been held with students to determine how they view the advisor relationship, and goals for the advising system are being developed to help set expectations for faculty and students.
The NSSE benchmark about active and collaborative learning also addresses student interactions related to learning. As students engage with each other in academic endeavors a sense of community is established which continues to support the educative process. The questions related to this benchmark cover in-class interactions and work with other students. The longitudinal results for this benchmark are shown in Figure 6. Table 8 shows the 2011 results compared to other schools in the Council for Christian Colleges and Universities [3c-97: 2011 NSSE Results].

In this benchmark, both the first-year and senior students rate lower than the CCCU comparison group, and the senior students are significantly lower. Goal 3.4.3 of the strategic plan (“Expand existing experiential education efforts…into a more robust and cohesive set of enterprises” [3c-98: Strategic Plan]) addresses active, collaborative, and engaged learning. The current plan is to create a taskforce charged with developing an engaged learning program that builds upon the existing educational and co-curricular efforts (undergraduate research, internships, leadership, ministry/service learning, independent studies, the creative arts, etc.). Informal discussions about this idea have been ongoing for several years, but this taskforce will officially start its work in Fall 2012.
SSI Results
The Student Satisfaction Inventory (SSI) groups the questions into twelve scales and shows the importance placed on the scale by the students, the student satisfaction on the scale, and the gap between the importance and the satisfaction (lower numbers are better). The mean difference shows the difference in satisfaction between the JBU students and the CCCU students (larger numbers show JBU students are more satisfied). The 2009 SSI results are shown in Table 9 for the three scales that relate to the interactions between the members of the campus community.

Table 9 2009 SSI Scale Results

<table>
<thead>
<tr>
<th>Scale</th>
<th>JBU Mean</th>
<th>JBU Satis</th>
<th>JBU Gap</th>
<th>CCCU Mean</th>
<th>CCCU Satis</th>
<th>CCCU Gap</th>
<th>Mean Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>6.27</td>
<td>5.95</td>
<td>0.32</td>
<td>6.33</td>
<td>5.75</td>
<td>0.58</td>
<td>0.20 ***</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.39</td>
<td>5.96</td>
<td>0.43</td>
<td>6.43</td>
<td>5.73</td>
<td>0.70</td>
<td>0.23 ***</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.31</td>
<td>5.81</td>
<td>0.50</td>
<td>6.38</td>
<td>5.74</td>
<td>0.64</td>
<td>0.07</td>
</tr>
</tbody>
</table>

In all but one of these scales, JBU students were significantly more satisfied than the CCCU students as a whole (indicated by the “***”). JBU and CCCU students are equally satisfied in the academic advising scale.
**ASPS Results**

The Adult Student Priorities Survey (ASPS) is similar to the SSI, but it addresses the needs of adult students. The 2011 ASPS results are shown in Table 10 for the two scales that relate to the interactions between the members of the campus community [3c-100: 2011 ASPS Results].

<table>
<thead>
<tr>
<th>Scale</th>
<th>JBU</th>
<th>National</th>
<th>Mean Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>6.55</td>
<td>6.49</td>
<td>0.23 ***</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.43</td>
<td>6.41</td>
<td>0.23 ***</td>
</tr>
</tbody>
</table>

In both of these scales, JBU students were significantly more satisfied than the CCCU students as a whole (indicated by the “***”).

**Learning Expectations**

A third area of creating effective learning environments concerns the setting of academic challenges and goals for students and challenging students to take their learning to greater depths. Rigorous expectations provide positive motivation and engagement for students.

**Freshman Orientation**

The setting of learning expectations starts in the freshman orientation where several sessions discuss both community and academic expectations [3c-101: Orientation Schedule]. Academic advising with faculty, a session with student development staff describing the community at JBU, and a discussion led by professors on what instructors expect in the classroom all start to help new students understand what the learning expectations are.

**Gateway Seminar**

In order to help set expectations for the next four years at JBU, every student is required to take the Gateway Seminar in Christian Scholarship during their first semester. The course brochure describes the seminar this way [3c-102: Gateway Seminar Brochure]:

The Gateway Seminar is your “gateway” to academic life at a Christian college. We at John Brown University believe that being a Christian institution makes a profound difference in how we do higher education. The Gateway Seminar is designed to communicate that Christian college distinctive to first-year students. It is a small, interdisciplinary seminar consisting of no more than twenty-five students, a professor, and a student mentor. Classes are small so that students get to know each other and their professor on a personal level, and so that the seminar can employ class discussions, field trips, and other forms of active learning. Specifically, the Gateway Seminar has three purposes:
1. To introduce students to the nature of Christian higher education in general and John Brown University in particular.
2. To initiate students into the communal intellectual life of John Brown University and to inspire in them a love for learning.
3. To help students make the transition to college life and to connect with faculty and other students.

**Course Syllabi**

In an effort to keep these expectations in front of students, instructors are encouraged to include a statement on academic expectations in each syllabus. The following is the suggested syllabus statement:

**Academic Expectations**

John Brown University is a selective academic institution that consistently ranks among the top Southern baccalaureate universities in the U.S. News and World Reports college rankings. As a student here, you are expected to devote significant time and effort to your academic courses. This course has been designed with the expectation that students will spend, on average, approximately [XX] minutes preparing for each class session. Furthermore, an “A” grade in this course signifies exceptional achievement, not merely completion of assignments.

**Honors Scholars Program**

The mission of the Honors Scholars Program (HSP) is to attract and retain academically advanced students, to stimulate and challenge those students as Christian scholars and effective members of God’s Kingdom, and to enrich the academic environment of the broader university community [3c-103: Honors Scholars Program Web Page]. The HSP is a community of students and faculty working toward enhancing the quality of scholarship on the campus as a whole. The HSP curriculum includes a core of enriched courses developed for highly-motivated students. These courses are specially designed to encourage critical thinking and intellectual growth and are based on national research indicating that students learn more when the abstract learning process is integrated with experiential learning. Most honors courses are integrative and experiential, making use of field trips, guest speakers, and multi-media experiences.

Honors scholars are strongly encouraged to model Christian principles and good stewardship of their academic gifts through serving in leadership positions on campus and participating in service activities both on and off campus. The Student Honors Organization promotes scholarly presentations and service by the student body as a whole and serves as a peer support group for honors students [3c-104: 2011 Annual Report Honors Scholars Program]. Honors scholars often participate in regional, national, and international honors conferences, workshops, and semesters abroad.
Office of Undergraduate Scholarship and Prestigious Fellowships

The Office of Undergraduate Scholarship and Prestigious Fellowships (OUSPF) was formed in 2009 to promote undergraduate student scholarship, provide resources for students and faculty working on scholarly projects, and assist students applying for nationally competitive fellowships. Recent undergraduate research projects have included: “Effects of Factual and Affective Information about Depression and Anxiety on Stigmatic Attitudes in Adolescents,” “Empowering Single Parent Families toward Self-Sufficiency: A Qualitative Study,” and “The Effects of DCMU on ATP Concentration in Isolated Chloroplasts Over Time.”

A highlight from the OUSPF is the year-end, week-long Celebration of Academic Excellence. In Spring 2011, over 100 students presented their work.

The Prestigious Fellowships program works with outstanding undergraduates as they pursue prestigious fellowships and apply to graduate school. In 2010-2011, there were about 15 students applying for Fulbright Scholarships, the Hertz Graduate Fellowships, Goldwater Scholarships, the Truman Scholarship, and a variety of scholarships for study abroad.

A further initiative developed out of the OUSPF aimed at creating effective learning environments is the development of the Eagle Scholars Program. The Eagle Scholars Program provides students not enrolled in the Honors Scholars Program with transcript recognition for exceptional work on major research, scholarly, and creative projects.

NSSE Results

The last two NSSE benchmarks relate to the level of academic challenge and enriching educational experiences. The level of academic challenge benchmark includes questions about the type of work students did in class and how hard they worked. The enriching educational experiences benchmark asks questions about the learning activities that took place outside the classroom. The longitudinal results for these benchmarks are shown in Figure 7 and Figure 8. Table 11 and Table 12 show the 2011 results compared to other schools in the Council for Christian Colleges and Universities.

In the level of academic challenge benchmark, the senior students rate slightly lower than the CCCU comparison group, though the difference is not statistically significant. The first-year students rate higher than the CCCU comparison group.
The JBU campus is spending time during the 2011-2012 academic year to discuss academic challenge. The goals of this discussion are to get the JBU community to ask questions about the institution’s level of academic challenge/rigor/excellence, to use it as a case study to show how assessment data can be used to improve learning, and to improve the level of academic challenge and student learning.

On the enriching educational experiences benchmark, the senior mean for JBU students is slightly higher than the CCCU mean; however, the first-year mean is significantly lower. As mentioned previously in regards to active and collaborative learning, Goal 3.4.3 of the strategic plan (expand existing experiential education efforts...into a more robust and cohesive set of enterprises [3c-111: Strategic Plan]) addresses active, collaborative, and engaged learning. The current plan is to create a taskforce charged with developing an engaged learning program that builds upon the existing educational and co-curricular efforts (undergraduate research, internships, leadership, ministry/service learning, independent studies, the creative arts, etc.). Informal discussions about this idea have been ongoing for several years, but this taskforce will officially start its work in Fall 2012.
Standards

As an institution of higher education, academic standards are paramount, and as a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity and quality. In addition to setting forth high learning expectations, as covered above, JBU calls students to high ethical standards.

**Academic Honesty**

It is the university’s responsibility to clearly articulate the academic integrity policy to students and faculty by publishing it in the Student Handbook, in the Faculty Handbook, on course syllabi, and by informing all first-year students of this policy. However, the primary responsibility for knowledge of and compliance with this policy rests with the student.

The Student Handbooks and Faculty Handbook state the academic standards as well as clear definitions of violations. Plagiarism, fabrication, cheating, and facilitating academic dishonesty are defined with examples provided. Faculty actions in response to academic dishonesty are also listed.
Faculty are also required to include a statement on academic honesty in every course syllabus. The following is the suggested syllabus statement:

**Academic Honesty**
As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. At a minimum, any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Further infractions will result in failure of the course and possible suspension. For additional information and examples, see the Academic Integrity section on pages 4-5 of your Student Handbook.

**Community Covenant**
On a broader campus community perspective, the university developed four guiding principles that represent the community’s core values. These four values guide interaction with others and make up the Community Covenant.

The four core values stated in the Community Covenant are:

- We affirm and honor scripture.
- We strive to live with integrity.
- We support and care for individual uniqueness.
- We actively participate within the community.

**Physical Environment**
Lastly, Danielson’s framework for creating an environment for student learning includes appropriate attention to the physical environment. A visitor to the main campus of John Brown University cannot miss the campus improvements and additions over the past 10 years. The institutional leadership has worked to invest in the physical plant. The additional facilities have all positively impacted the organization in creating an effective learning environment.

**Soderquist Business Center**
In 2005, the Soderquist Business Center, a 35,900 square foot building housing the Business Division and the Soderquist Center, was constructed. This building provides classroom space, computer labs, study/lounge space, faculty offices, and dedicated room for the very successful JBU SIFE club to work. The Soderquist Business Center has been very conducive for the business students to engage with each other, faculty members, and business leaders from around the nation and world.
Art Building
In 2003, the Art Building underwent major interior remodeling and renovations after the Bell Science Hall was completed and the Natural Science Division moved out. In much the same way, the old Engineering Building is currently undergoing major renovation to become the Art II Building. These facilities include dedicated art galleries, a theater room, art studios, classrooms, and computer labs. They also include office space for the faculty members. These buildings serve the Department of Visual Art, which is the largest department at JBU.

Cathedral Group Renovation
In 2008, $6 million in gifts allowed JBU to update the outside surfaces of the Cathedral group of buildings with limestone, remodel interior classrooms and offices, preserve the Cathedral’s stained glass windows, replace roofs, update the heating and air conditioning systems and perform other necessary repairs.

Lakeside Manor
In 2009, the JBU Irish Studies Semester secured the use of a large acreage facility in Belfast, Northern Ireland [3c-117: Lakeside Manor Documents]. This long-term lease of the Lakeside Manor provides housing, classroom space, and dining facilities for up to 35 people during the semester studies program as well as summer programs.

Berry Performing Arts Center
In 2010, the Bill and Donna Berry Performing Arts Center was completed. This 28,000 square-foot facility provides space for JBU theater productions, music recitals and performances, small chapel, and other special campus events. The stage and seating area for 500 people is a marked improvement over the former facility. Students have been able to use the Berry Performing Arts Center to expand the learning environment in its first year of operation.

Bill George Arena
In 2010, the Bill George Arena was also completed. This 38,000 square-foot multipurpose arena provides space for athletic events, commencement, and other special JBU gatherings. The JBU holistic educative philosophy is carried out within the arena through the athletic department and athletic teams.

Balzer Technology Center
In 2011, the Lee and Alice Balzer Technology Center, housing the Division of Engineering and Construction Management, was completed and dedicated. This 40,000 square-foot facility brings significant improvements to the classroom and laboratory space. It also brings all areas of the construction management and engineering departments under one roof. One aspect designed into the building is the integration of faculty offices and student work space.
The faculty and students in these departments work closely together and the new facility will foster greater interaction.

JBU’s learning resources include physical spaces, laboratory and studio equipment and materials, computer and electronic technology, and library resources. In the past 10 years, JBU has expanded and updated each of these areas and their support. The following sections do not attempt to list every single learning resource at JBU but instead they highlight some of the changes and additions in the last decade.

**Physical Spaces**

The main JBU campus has twenty-nine general purpose classrooms and seminar rooms and the three off-campus centers have an additional nineteen classrooms. The vast majority of these classrooms have computer podium systems with projectors and document cameras.

There are also a variety of dedicated spaces on campus that support specific programs.

The Bell Science Hall has labs for biology, chemistry, and physics. There are also project rooms, an instrument lab, a microscopy lab, a radioisotope lab, tissue culture lab, and an animal care facility.

The Balzer Technology Center has electronics labs, a renewable energy lab, an optics lab, a communication lab, a materials lab, a thermofluids lab, project space, and two high-bay areas.

The Department of Music has several practice rooms and a recital hall in the Cathedral. There are also the following performance spaces in the Berry Performing Arts Center: 500-seat auditorium, orchestra pit, rehearsal halls, and recording facilities.

Between the current building and the building currently undergoing renovation, the Department of Visual Art will have art galleries, graphic design studio, drawing studios, painting studios, art studio, photo studio, darkrooms, printmaking studio, letterpress studio, and sound recording and video editing suites.

The Department of Broadcasting has a TV studio, a control room, and several video editing suites. Broadcasting students also have internships at the KRLC radio station.
The seven Care Clinic locations are used by the graduate counseling students for their counseling practicums.

**Lab and Studio Equipment**

The laboratories on campus are well equipped, and all of the lab equipment is available to students with proper training and supervision. Equipment is purchased and maintained out of divisional operating budgets, endowed funds, and ancillary budgets. Some of the more recent equipment additions are listed below.

- **Engineering:** 3D printer, 3D scanner, jet turbine, wind turbine, robotics kits, FPGA development boards, DSP development boards, lathes.
- **Music:** added an additional practice grand piano, upgraded the piano lab with new keyboards and upgraded software.
- **Chemistry:** Nuclear magnetic resonance (NMR) instrumentation, micro-scale glassware kits, gas chromatograph/mass spectrometer (GCMS).
- **Biology:** animal/human physiology test kits and accompanying software, third cadaver table and cadaver, 12 phase contrast light microscopes, 3 cameras for photomicrography.
- **Physics:** solar telescope, force plates/probes/data collection system, Van de Graaf generator.
- **Communication:** $35,000 in video equipment acquired in partnership with local high school as the result of a workforce education grant, 3 high definition cameras, 4 Lowell lighting kits, $40,000 in used video equipment donated by KERA-TV, Dallas, TX, $80,000 in video equipment to replace outdated equipment from the workforce education grant.
- **Visual Arts:** 8 silkscreen presses, 1 etching press.

The strategic plan directly addresses this area with Goal 5.3.10.

**Goal 5.3.10**

Evaluation of major equipment purchases to enhance student learning.

No Progress: Feasibility study by Summer 2012 by Cabinet.

**Computer and Electronic Technology**

The Information Technology Services (ITS) department maintains and supports numerous computer labs and individual access machines across the campus and at off-site locations. There are general use labs, department specific labs, residence hall labs, and kiosk
computers. The ITS department generally operates on a 3-year replacement cycle with hardware.

For general computing access, there are several labs open to all individuals with JBU usernames and passwords. These labs have the standard software necessary for most students and have both color and monochrome printers. There are 91 computers in general labs around the JBU main campus. The JBU centers in Fort Smith, Little Rock, and Rogers each have 3-4 computers.

There are also department specific labs designed to support the computer related needs of certain academic disciplines. In all there are 176 computers that service the biology, broadcasting, construction management, engineering, language, music, physics, and visual arts departments.

All residential facilities have computer labs for student use. These labs are open for 24 hours a day. The residence hall has a central printer or students can send their print jobs to the color printer in the general computer lab via the network.

There are various places around the university with open access kiosk computers available for students, guests, faculty, and staff. These machines provide easy, quick access to email, internet, and JBU network drives.

The main campus has an extensive wireless computer network as well. Most buildings have prolific wireless reach allowing students internet access. The wireless network also extends out on to the green space in the quad.

Additional details on information technology are provided in the Information Technology Services section of the Institutional Snapshot.

**Library Resources**

Over the past several years, the library staff has added numerous on-line research databases to the offerings of the JBU library. Nearly 70 online resources (available on- and off-campus) provide full-text access to 15,000 journals and magazines. These resources have greatly increased the options for students conducting research in all academic disciplines.

The library continually analyzes the usage of its resources in order to better serve the students and staff. As new online resources are requested, less frequently used databases and offerings are considered for replacement.
In addition to its online resources, the library facility houses 90,000 print books and 350 print journal titles. The facility also provides study rooms, a group research lab, and 22 computers for student use.

Four librarians provide professional research services for students and faculty and should also be counted among the learning resources that support student learning and effective teaching. In addition, interlibrary loan is an excellent resource with timely, accurate retrieval of research articles and books.

Additional details on the library resources are provided in the Technology Resources in the Library section of the Institutional Snapshot.

**Conclusion**

Most of the academic and co-curricular programs at John Brown University have learning outcomes defined. The assessment and evaluation processes vary widely between the programs, but the Assessment Committee continues to work with the departments to enhance and refine the processes.

JBU is first and foremost a teaching institution, and effective teaching is highly valued and strongly supported. The value placed on teaching is demonstrated through the faculty search process, the new faculty orientation, and faculty and course evaluations. Teaching is supported through a strong faculty development program and technology training.

An effective learning environment is established at JBU through a climate of support; rapport between students, faculty, and staff; setting appropriate learning expectations in regards to academic challenge and engagement; calling students to high ethical and moral standards; and an up to date and well maintained physical environment. There are current efforts to improve advising and to discuss and improve academic challenge. Plans for next year include developing an engaged learning program.

Student learning and effective teaching are greatly enhanced by the physical spaces, laboratory/studio equipment and materials, computer and electronic technology, and library resources available at JBU. In the past 10 years, JBU has expanded and updated each of these learning resources and their support.

**Strengths**

- Defined student learning outcomes for most programs.
- Strong support of effective teaching.
- According to the SSI, students are very satisfied with their JBU experience.
• Many new and renovated academic buildings on campus.

Challenges

• Some programs do not have well developed plans to evaluate the achievement of student learning outcomes and to make appropriate changes to the program.

Plans for the Future

• Continue to refine outcomes and assessment plans in all programs.
Criterion 4
Acquisition, Discovery, and Application of Knowledge

JBU promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

John Brown University’s commitment to a life of learning is reflected in its institutional values:

Pursuit of learning—We educate students to seek, and exemplify ourselves, a globally-aware, holistic, curious and lifelong pursuit of learning because God created the world good and it is part of our worship of God to learn as much as we can about Him and His world.

The actions of the JBU community and the structure and assessment of the curricula demonstrate this commitment to a lifelong pursuit of learning.

Core Component 4a

JBU demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The value that the John Brown University community places on the life of learning is demonstrated through the support of professional development, the encouragement of scholarship, and the acknowledgement of achievements of the faculty, staff, and students.

Fostering Professional Development

In an effort to help employees pursue further education, staff may take undergraduate courses at JBU for credit without charge and may also receive release time for taking these
courses [4a-1: Tuition Remission Policy]. Faculty and staff are eligible for graduate tuition reimbursement, both at JBU and elsewhere, in pursuit of graduate degrees related to their job [4a-2: Faculty Graduate Studies Policy]. There are currently eleven faculty members pursuing graduate degrees (nine of those are terminal degrees) with JBU support, and three faculty members and two staff members have completed graduate degrees within the last three years [4a-3: Faculty Pursuing Graduate Degrees].

JBU will pay for work related professional certification and provide release time for employees to be involved in professional organizations. Employees are also encouraged to attend workshops and seminars sponsored by JBU such as the basic supervisor training held last year on campus for local businesses.

The mission of the Office of Faculty Development is to provide a campus-wide resource that will facilitate the continuation and advancement of learning for all faculty, staff and students at JBU. Faculty Development facilitates a comprehensive integrated faculty development program with emphasis on integration of faith, learning and living, effective and innovative teaching with emphasis on student learning, classrooms that model “learner-centered environments,” pursuit of scholarship/research, adapting communication to student learning styles, personal and professional growth, higher order thinking, and differentiating delivery systems that address unique needs [4a-4: Faculty Development Web Page].

The strategic plan has three goals related to professional development:

Goal 2.1.1
Increase percentage of faculty with terminal degrees to 80 percent by hiring on potential, but supporting work to earn terminal degree.

Good Progress: This goal will be met when the nine faculty currently working on their terminal degrees finish those degrees.

Goal 2.2.2
Develop professional development program for all appropriate positions at JBU.

Good Progress: A well-developed professional development program exists for faculty. Professional development programs for staff vary by area and continue to be developed.

Goal 2.2.4
Expand resources for faculty and staff professional development that contributes directly to mission (e.g., sabbaticals, summer projects, degree support).

Minimal Progress: Summer Faculty Fellowships funded through the most recent capital campaign.
Encouraging Scholarship

While JBU is first and foremost a teaching institution, scholarship is encouraged both with resources and through evaluation.

Each faculty member may use up to $800 each year to offset the costs of travel to academic conferences and membership dues in professional organizations. Faculty may also apply for supplemental funds of up to $1,500 per year if additional funds are needed for travel or other expenses. Each summer, 10-15 faculty members are awarded up to $1,500 each through Summer Professional Development Grants to help with academic related travel and research projects [4a-5: Summer Professional Development Grants].

The Shipps Scholar Grant program provides funds for several course releases each year that allow faculty to pursue scholarly activities [4a-6: Shipps Scholar Grant]. In 2009, the Summer Scholars Grant program was started to enhance existing support for faculty scholarship and to encourage more substantial projects [4a-7: Summer Scholars Fellowship].

The J. Vernon McGee Chair of Biblical Studies was established in 1985 to support quality scholarship that is motivated and informed by a Christian perspective among the faculty in the Division of Biblical Studies at John Brown University [4a-8: McGee Chair Application]. The McGee chair provides for a one-course release for four consecutive semesters, an annual stipend, and a supplemental budget.

The Summer Scholars Fellowship was established in 2006 to advance the scholarly efforts of the faculty at John Brown University through contract extensions and expense stipends for extraordinary scholarly efforts during the summer months [4a-9: Summer Scholars Fellowship]. The purpose of this program is to support quality scholarship that is motivated and informed by a Christian perspective among the faculty at John Brown University.

Ancillary budget funds are also used to support scholarship. Divisions have used ancillary funds for course releases, travel for faculty and students to present papers at conferences, and undergraduate research. Scholarship is also one of the criteria by which ancillary funds are allocated.

As part of supporting life-long learning, one of the four areas evaluated by the faculty evaluation system is scholarship. For the purposes of faculty evaluation, scholarship is interpreted broadly and may vary across individual disciplines. However, it should be appropriate to the discipline, seek to answer significant questions, and be open to review. Ideally, it should result in a public product. Scholarship is evaluated by a group of faculty and by the academic supervisor, typically the division chair [4a-10: Faculty Evaluation Procedures].
Students are also encouraged to produce scholarship and create knowledge through basic and applied research. There are several undergraduate research opportunities available to students in the Division of Natural Science (now the Division of Natural and Health Sciences) and the Division of Humanities and Social Sciences. Students have also been able to pursue research through SURF (Student Undergraduate Research Fellowship) over the past several years.

The Honors Scholars Program works toward enhancing the quality of scholarship on the campus as a whole, and students in the Honors Scholars Program who complete an honors capstone project may graduate with Presidential Honors. Twenty students completed capstone projects in 2008-09, 17 in 2009-2010, and 15 in 2010-2011. The Honors Scholars Program Web Page.

The Eagle Scholars Program, started in 2010, is an opportunity for students who are not enrolled in the Honors Scholars Program to receive transcript recognition for their successful participation in research and other original scholarly and creative endeavors. The Eagle Scholars Web Page.

Acknowledging Achievements

The scholarly achievements of faculty and students are acknowledged in several ways.

The Faculty Excellence page on the main web site contains a list of faculty accomplishments. Faculty and staff achievements are also listed in the weekly newsletter that goes out to all employees, and the Director of Faculty Development acknowledges deserving faculty at each Faculty Meeting. Faculty also have the opportunity to present research at monthly Faculty Lunch Colloquia and at the annual Lee Balzer Lecture Series.

Students have the opportunity to have their scholarly work published in Broaden, JBU’s undergraduate research journal. Broaden provides JBU students a publication outlet for excellent work and experience in peer review and the publication process of an academic journal. It is also evidence to interested readers of the high quality of work done by students at JBU.

The Celebration of Academic Excellence is an event that recognizes JBU’s outstanding undergraduate students and their scholarship. In 2009, 25 students gave 10 poster presentations, and 20 students gave 18 oral presentations. In 2010, 46 students gave 30 poster presentations, and 66 students gave 64 oral presentations. In 2011, 27 students gave 16 poster presentations, and 31 students gave 30 oral presentations.
President Pollard also takes great pleasure in acknowledging the achievements of students, faculty, and staff. His presentations to the Board of Trustees, visiting parents and prospective students, and faculty and staff frequently contain stories of the exciting work being done by the JBU community. President Pollard also has a table outside his office where he keeps copies of books published by members of the JBU community.

Core Component 4b

JBU demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

As stated in the strategic plan, one aspect of the vision of the university is “promoting pragmatic liberal arts education.” The traditional undergraduate programs achieve breadth through the required Core Curriculum and depth through the major field of study. The degree completion students acquire a breadth of knowledge and skills through both general education requirements and learning outcomes for the program classes and degrees. The graduate programs provide opportunities for breadth of knowledge and skills through their curricular requirements as well as internships appropriate to each program.

Undergraduate Education at John Brown University

This excerpt from the Undergraduate Catalog describes the institution’s basic educational philosophy of providing a breadth of knowledge and skills:

John Brown University provides an education that integrates the disciplinary studies selected by the student (the major field) with a more broadly based selection of educational experiences for each student. This combination of the specific with the more general is founded on JBU’s educational philosophies and goals.

John Brown University holds that higher education and career preparation are not synonymous. While JBU has traditionally emphasized preparation for well-defined careers, it has done so within the context of a liberal arts college. Consequently, a John Brown University education consists of three elements: the major, the Core Curriculum, and the co-curriculum. The courses in the major prepare the student for a career or for graduate school, while the Core Curriculum presents a broad exposure to human learning, an appreciation of which is characteristic of the balanced, whole college graduate. Many aspects of the model of wholeness are not addressed in either the major or the core. Therefore, the extra- or co-curricular
aspect of the college experience—the co-curriculum—is an important component of JBU’s education program.

The notion of a Core Curriculum is rooted in a Christian understanding of humanity. As bearers of God’s image, humans were created to be thinking, valuing, culture-forming beings. The traits that a Core Curriculum seeks to instill—a deeper understanding of creation and culture, a sharpened intellect, a broadened imagination—enhance our ability to glorify our Creator. In short, liberally-educated Christians are better prepared to be image-bearers of God and effective agents of God’s Kingdom in today’s world.

A Core Curriculum in the liberal arts and sciences, therefore, plays a central role in John Brown University. While not necessarily more important than other facets of the university (such as major and minor fields of study, chapel, co-curricular opportunities, and residence life), the Core Curriculum provides a common base of educational experience for all students and draws connections between the various fields of study that students will explore.

Complementary to and supportive of the Core Curriculum is the co-curriculum. The Core Curriculum and co-curriculum have many of the same goals, some of which, especially those of the spiritual, social, and emotional dimensions, are more strongly addressed through the co-curriculum. Co-curricular components include Freshman Orientation, the Chapel program, student organizations (e.g., SGA, Cause Ministries, Residence Hall Associations), growth and support groups (Passion), lecturerships and other special events, counseling, the Career Development Center, the Academic Assistance Program, forums, and other out-of-class programs presented by the faculty and staff, the Lyceum Artists Series, intramural sports, Residence Life programs, programming for married students, the Soderquist Center, the Center for Relationship Enrichment, and the student leadership programs.

The Core Curriculum and co-curriculum are mutually reinforcing and interdependent.

The Core Curriculum and General Education

Undergraduate
As mentioned above, the Core Curriculum plays a central role in the students’ education at JBU. The goals of JBU’s Core Curriculum flow straight from the university’s mission and are organized around the motto Head, Heart and Hand [4b-20: Core Curriculum Goals].
The Core Curriculum seeks to equip students to…

Head

- Apply biblical truth and a Christian worldview to all areas of study.
- Appreciate the complexity and diversity of creation and culture.
- Understand and apply multiple approaches to discovering truth.
- Critically evaluate ideas and arguments.
- Communicate effectively in speech and in writing.
- Discern and appreciate beauty in the arts and sciences.
- Draw connections between various subjects of study.
- Become lifelong learners.

Heart

- Develop a mature, discerning Christian faith.
- Demonstrate Christian character in all areas of life.
- Build and nurture healthy relationships.
- Understand and practice emotional maturity.

Hand

- Serve others.
- Practice Christian stewardship of their bodies, time and other resources.
- Apply Christian ethics to society and the environment.
- Participate through their vocation in God’s creative and redemptive purposes in the world.

The last revision of the Core Curriculum took place in 2005-2006. This revision addressed three weaknesses of the existing general education curriculum. First, the curriculum lacked flexibility—it was a list of twenty-one required classes. Second, the curriculum lacked cohesion. Finally, inflexibility and a lack of oversight had led to a lack of enthusiasm for the Core Curriculum on the part of some students and faculty. The Core Curriculum Committee was charged with addressing these issues.

First, the committee revised the goals and went from 52 goals grouped into seven dimensions to 16 goals organized around the Head, Heart and Hand motto. Second, it revised the curriculum to meet these goals and to address the perceived weaknesses. The basic philosophy of the revised Core Curriculum is to provide all students with a common
set of core classes during their early years, allow them to choose from a variety of courses within basic subject areas during their middle years, and to culminate their college experience with a series of upper level common courses [4b-21: Core Curriculum Revision Document].

**Degree Completion**
Degree completion students acquire a breadth of knowledge and skills and exercise intellectual inquiry through both general education requirements and learning outcomes for the program classes and degrees. The goal of the general education requirements is to expose students to a broad range of ideas and disciplines that help to shape a well-educated and critically thinking person. The degree completion programs have the following general education requirements [4b-22: Degree Completion General Education Requirements]:

- English Composition 6 hours
- Humanities or Fine Arts 12 hours
- Natural Science 3 hours
- Math 6 hours
- Natural Science or Math 3 hours
- Social or Behavioral Science 13 hours
- Health or Physical Education 3 hours
- Biblical Studies 6 hours

Because the degree completion students come to JBU having already taken most or all of these general education courses at other universities, it is difficult to dictate specific content or goals within each discipline, however, the program specific courses make an effort to integrate such goals into the required course work.

**Graduate**
When graduate degree programs were first introduced at John Brown University, all of these programs were required to include a “graduate core.” The graduate core consisted of a 3-hour course in Christian Theology and Foundations and a 4-hour course in Statistics and Research Methods. The Christian Theology class was required to ensure that every graduate program remained true to the institutional mission, and the statistics and research class was required to promote and develop a research culture that was appropriate for graduate-level studies. Students from different degree programs could take the same courses, similar to the traditional undergraduate program.

The demands of each program, particularly in the area of research, proved to be challenging, and each program eventually developed unique courses that were appropriate to the field. The “spirit of the graduate core” remains alive and well to the present day, even though each
graduate program designs and deploys its own courses in Christian theology and in the area of research methods.

Core Component 4c
JBU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Since being founded in 1919, John Brown University has sought to educate, in the words of founder John Brown, Sr., the Head, Heart and Hand. The education of the hand manifested itself initially in vocational programs and in majors that prepared students for specific careers such as teaching, broadcasting, and engineering. The education of the heart referred to the university’s Christian commitment, as shown by its Christian professors, chapel program, and ministry opportunity for students. However, JBU was also a school dedicated to the education of the mind. JBU continues to integrate the life of the mind and professional training focused on the life of work, and it does so in order to prepare students to serve others in a global and diverse society.

Global and Diverse Society

From its inception, John Brown University has strived to be an international university. In its early years, children of foreign missionaries comprised an important group on campus, and as early as the 1940s the campus welcomed students of other nationalities. Those trends continue to this day. In the 1980s, the university took another major step in this direction with the founding of the Walton International Scholars Program. Today, about 15-20 percent of JBU’s traditional undergraduate student population has non-U.S. citizenship or has grown up outside the United States. Consequently, JBU is one of the most internationally diverse colleges in the Council for Christian Colleges and Universities.

The 2005-2006 revisions to the Core Curriculum included a global studies component for all traditional undergraduate students. This component consists of a class that studies a contemporary nation, region, or culture outside North America or an issue of global cross-cultural understanding and communication. The requirement also may be fulfilled by educational travel to another culture, as in a study abroad program.

JBU operates several of its own off-campus programs, and it sponsors a number of Christian-based semester abroad programs in conjunction with other universities [4c-23: International Programs Web Page]. These programs enable students to earn university credit
toward a JBU degree while experiencing another culture. The Graduate School also has several study abroad opportunities for students [4c-24: Graduate School Study Abroad Web Page].

The strategic plan has one goal that addresses globalization efforts:

Goal 3.4.4
Further develop globalization efforts in both undergraduate and graduate contexts through both on-campus and off-campus programming.

Minimal Progress: The graduate business programs added a summer trip to China. The International Policies Committee is developing a plan for further globalization by Summer 2013.

Independent Learning

In order to help students master the knowledge and skills necessary for independent learning in a rapidly changing technological society, 33 of the 46 traditional undergraduate programs and all three of the degree completion programs require an internship or capstone project.

Examples of the required internships include the education programs, where all students must work full-time for a semester in a local school under the supervision of an experienced classroom teacher and a university faculty member; and the sports medicine program, in which students work under a qualified professional in the area of sports medicine, athletic training, community health, or fitness.

Examples of the capstone projects include the business programs’ capstone course in which students create and present a formal business plan, and the capstone engineering design sequence where students design a solution to a problem sponsored by a company or organization.

The strategic plan has one goal that addresses experiential learning such as internships and capstone projects:

Goal 3.4.3
Expand existing experiential education efforts (such as undergraduate research, internships, leadership, ministry/service learning, independent studies and the creative arts) into a more robust and cohesive set of enterprises.

No Progress: Current plans are to create a taskforce in Fall 2012 charged with developing an engaged learning program that builds upon the existing educational and co-curricular efforts.
External Input

As part of the efforts to ensure the currency and relevance of courses and academic programs, each academic department periodically evaluates its curriculum according to its needs and makes appropriate revisions to the curriculum. External input into these curricular evaluations comes from specialized accreditation, advisory boards, and alumni.

The business programs have been accepted into candidacy for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). The education programs are accredited by the National Council for the Accreditation of Education (NCATE). The Engineering Program is accredited by the Engineering Accreditation Commission of ABET, and the Construction Management Program is accredited by the American Council for Construction Education (ACCE) [4c-25: Specialized Accreditation Documents].

Several academic departments partner with external advisory boards and groups to solicit input on programs, direction, external trends, etc. The Departments of Engineering and Construction Management meet with advisory boards comprised of industry and academic representatives once each semester. The Engineering Advisory Board has a formal charter and documented meeting minutes [4c-26: Engineering Advisory Board Charter]. The Division of Biblical Studies has an advisory board that is composed of eight ministers from a variety of churches in the Northwest Arkansas and Tulsa area. This board meets with the division faculty once a semester and talks about ministry experience, new programs, and/or issues facing the church in general. Many faculty members serve on external boards themselves, and bring perspectives of curricular usefulness and outcomes back to the institution.

JBU’s Students in Free Enterprise (SIFE) chapter also has a Business Advisory Board. The Business Advisory Board is a network of professionals who demonstrate a special interest in seeing JBU’s students and programs be successful. This board has an Executive Council which was developed to more fully engage key supporters. Members of the Executive Council are required to attend at least two of the four meetings each year and to support the SIFE chapter through engaging in projects, speaking at meetings, or mentoring SIFE students [4c-27: SIFE Executive Council Charter].

Most programs also solicit input from alumni, whether through formal or informal means. One source of university wide alumni feedback is the annual Graduate Survey [4c-28: Graduate Survey Results], and an example of program specific alumni feedback is the Department of Engineering’s Graduate Survey [4c-29: Engineering Graduate Survey].
The John Brown University community is very committed to the responsible use of knowledge. Many academic programs have an ethics related component to their student learning outcomes, and several have required courses on ethics. Faculty and students are made aware of copyright and plagiarism policies, and the Institutional Review Board (IRB) oversees research performed on human subjects. The general commitment to ethical behavior is demonstrated by the presence on campus of the Soderquist Center.

**Policies**

As quoted from the Faculty Development web page, “In commitment to the John Brown University mission… the JBU community agrees to honor and obey the copyright laws of the United States.” Information about copyright laws is provided in several places in order to allow faculty, staff, and students to use copyrighted materials to enhance the learning process in compliance with the law. The Faculty Development web page contains references about copyright and fair use guidelines [4d-30: Copyright Information Web Page]. Signs are also posted in the reserve section of the library to inform faculty of fair use guidelines. The Library Director uses several sources (including print books, the Library of Congress website, and various copyright policy guides) to answer copyright questions as they arise.

Academic integrity is specifically addressed in all the Gateway Seminar sections. In addition, statements on academic integrity are included in the Faculty Handbook [4d-31: Faculty Handbook], Student Handbooks [4d-32: Undergraduate Student Handbook] [4d-33: Degree Completion Student Handbook] [4d-34: Graduate Student Guide], and all course syllabi [4d-35: Course Syllabi Statements].

**The Institutional Review Board**

The JBU Institutional Review Board is charged with the oversight of human research performed by members of the JBU community. Specifically, the IRB seeks to insure compliance with federal guidelines regarding the ethical treatment of human participants in research and serves as an advocate for their safety and well-being [4d-36: IRB Statistics].
Soderquist Center

The mission of the Soderquist Center is “Equipping People with the transforming power of ethical leadership,” and their vision is “To be a globally recognized resource on ethical leadership for current and emerging leaders and high performing organizations.” [Soderquist Center Web Site]

The Soderquist Center works closely with the JBU campus to instill its values-based approach to organizational, team, and leadership development to students, faculty, and staff. Soderquist Center staff work with the Division of Business to direct JBU’s chapter of Students in Free Enterprise. The center also sponsors Leadership Week on campus and brings in renowned leaders and speakers to share insights with the campus community. The Soderquist Fellowship Program offers full scholarships to select students so that they can earn their master’s degree while working with the Soderquist Center.

The Soderquist Center’s Milestone Program is a three and a half day program that helps potential leaders clarify their values, become stronger decision makers, and improve their self-awareness [Milestone Web Page]. The center provides some slots each year so that JBU faculty and staff may participate.

Conclusion

John Brown University demonstrates that it values a life of learning through its support of professional development, its encouragement of scholarship, and its acknowledgement of achievements of the faculty, staff, and students.

Students at JBU acquire a breadth of knowledge and skills through a combination of three elements: the major, the Core Curriculum (general education), and the co-curriculum. The courses in the major prepare students for a career or for graduate school, while the Core Curriculum presents a broad exposure to human learning. The co-curriculum addresses aspects of the model of wholeness that are not addressed in either the major or the Core Curriculum.

In order to prepare students to serve others in a global and diverse society, the JBU curriculum includes a global studies component and encourages students to study abroad. In order to help students master the knowledge and skills necessary to succeed in a technological society, the majority of programs at JBU include an internship or capstone project.

The commitment of the JBU community to acquire, discover, and apply knowledge responsibly is demonstrated through the institution’s policies and governance structures.
Strengths

- Strong professional development programs for faculty.
- Growing support for faculty and student scholarship.
- Pragmatic liberal arts education.
- Large international population on campus.
- Many opportunities for internships and capstone projects.
- Significant emphasis on ethics in academic programs.
- The Soderquist Center and its focus on leadership and ethics.

Challenges

- Need to develop better professional development programs for staff.
- Need to improve assessment of the Core Curriculum.

Plans for the Future

- Develop professional development program for all appropriate positions at JBU (Goal 2.2.2).
- Expand resources for faculty and staff professional development that contributes directly to mission, e.g., sabbaticals, summer projects, degree support (Goal 2.2.4).
- Expand existing experiential education efforts (such as undergraduate research, internships, leadership, ministry/service learning, independent studies and the creative arts) into a more robust and cohesive set of enterprises (Goal 3.4.3).
- Further develop globalization efforts in both undergraduate and graduate contexts through both on-campus and off-campus programming (Goal 3.4.4).
Introduction

John Brown University has a rich tradition of service that carries on through dozens of programs and community efforts, both organized and organic. The fundamental call to service is articulated in the mission to prepare students to “serve others by developing their intellectual, spiritual, and professional lives.” From student ministry groups meeting community needs to JBU’s Soderquist Center leading the discussion on ethical workplace behavior, JBU’s broad service to and engagement of its communities is embedded in the institution’s founding principles. The school’s motto, Head, Heart and Hand, communicates the desire of the founder and the expectation of all who work at the university to equip students, not only to think well and love sacrificially, but to serve, as shown by the commitment and interaction with the major identified constituency groups.

For the purposes of evaluating engagement and service at John Brown University, six major constituent groups have been identified: traditional students, non-traditional students, families of traditional students, alumni, internal constituencies (faculty and staff), and geographical communities (Siloam Springs, Northwest Arkansas, and the world).

Traditional Students

JBU’s largest and oldest academic enterprise is the traditional undergraduate program, with a 2011-2012 enrollment of 1,279, of which 931 are residential students. The undergraduate student body is 53 percent female and 81 percent identify themselves as Caucasian. The largest ethnic minority is Hispanic (4 percent self-identified). JBU has 99 non-U.S. citizens as students. The students come from a broad socio-economic spectrum, as JBU has an aggressive financial aid program to help merit-qualified students from low income families—97 percent of the traditional undergraduate students receive some sort of financial aid and 34 percent are Pell eligible. JBU’s undergraduate programs draw from 41 states and 44 countries. In 2011-2012, the top five home states of students (Arkansas, Texas,
Oklahoma, Missouri, and Kansas) represented 68 percent of the undergraduate student body population.

**Non-Traditiona**l Students

JBU also serves 435 students in the degree completion programs and 467 students in the graduate programs. Sixty-three percent of the degree completion students are female, and 58 percent of the graduate program’s students are female. The non-traditional students are older, and the vast majority of them live in Arkansas. Roughly 63 percent of the degree completion students are over the age of 30. Forty-nine percent of the degree completion students are Pell eligible. The largest ethnic minority in the degree completion programs is black (non-Hispanic) at 8 percent.

The non-traditional students also include 272 high school students taking concurrent courses and about 10 recent high school graduates involved in the Link Year Program.

**Families of Traditional Students**

Many JBU families of the traditional students are heavily invested in their student’s education. JBU is intentional in its efforts to facilitate the relationship between the university and parents.

**Alumni**

JBU has more than 12,000 alumni with which it maintains some degree of relationship. JBU has several ways in which it directly and indirectly serves alumni, including the Alumni Association Board, the Alumni Directory, Homecoming Weekend, Area Alumni Events, and AlumNet.

**Internal Constituencies**

JBU employs around 325 full-time faculty and staff. As an important part of the JBU community, JBU continues to look for appropriate ways to serve the needs of its internal constituents through compensation, benefits, training, and personal and professional development opportunities.
Geographical Communities

The JBU tradition of service goes beyond focusing on students and their families to engaging with the geographical communities as well. The university plays an active role in contributing to the advancement of Siloam Springs, JBU’s host city, as well as Northwest Arkansas, the metropolitan statistical area in which JBU is located. JBU is uniquely placed between the affluent Northwest Arkansas region and the underdeveloped Northeast Oklahoma area, providing great opportunities for service.

Beyond the local community, JBU also has focused on global service. JBU has continuing service relationships in Central America and Northern Ireland. In addition, as a part of the evangelical nature of JBU’s Christian identity, JBU has participated in short-term service projects in countries such as India, New Zealand, Northern Ireland, Guatemala, Honduras, Spain, and Uganda.

Core Component 5a
JBU learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

John Brown University is committed to listening to its constituencies and meeting their needs. One of the six core values stated in the strategic plan is service [5a-1: Strategic Plan].

Service—We listen and learn from others, recognize and meet their needs and engage and create cultures to imagine new opportunities for people to flourish because God has called us to love our neighbor.

The recent strategic planning process was driven by an awareness of JBU’s constituents and a desire to better serve them. Many of the strategies developed as part of the strategic plan [5a-2: Strategic Plan] directly address the institution’s ability to serve the needs and expectations of the constituencies.

Strategies related to students, both traditional and non-traditional, include the following.

Strategy 1.2
Develop and strengthen programs that advance Christ-centered education in a residential context, grounded in the liberal arts and including professional programs.
Strategy 1.3
Develop and strengthen programs that advance Christ-centered education for adult students in our degree completion and graduate programs.

Strategy 3.3
Identify and pilot innovative programs that have potential to contribute to student learning and provide them the necessary resources but with clear standards and accountability for success.

Strategy 3.4
Investigate, pilot and implement significant campus-wide efforts related to delivery and philosophy of education.

The needs of parents, families, and alumni are addressed in Strategy 4.7.

Strategy 4.7
Strengthen our relationships with, and communication and marketing to, parents, friends and alumni so that they would be willing to “pray, promote and provide” for JBU.

The internal constituencies’ needs and expectations are addressed in Strategy 2.3.

Strategy 2.3
Compensate people fairly through competitive salary and benefits packages.

The various geographical communities are included in several strategies.

Strategy 4.1
Develop new, and strengthen existing, relationships between JBU and churches, camps and Christian schools that have similar Christ-centered missions (and retain focus in 6-state region) to grow student population by 2 percent a year (2.5 percent in G&PS and 1.5 percent in traditional undergraduate).

Strategy 4.2
Develop new, and strengthen existing, relationships between international organizations and JBU to form mutually-benefiting partnerships for the benefit of students.

Strategy 4.3
Develop new, and strengthen existing, relationships between the people and organizations in our region (Northwest Arkansas and Tulsa) and JBU to cultivate internship and service opportunities for students, to increase student enrollments, to
develop customers for the Soderquist Center and the Center for Relationship Enrichment, and to encourage financial support for all of JBU.

Strategy 4.5
Develop new, and strengthen existing, relationships with people and organizations in Siloam Springs to serve our neighbor better and improve the quality of life in our community.

Strategy 4.6
Strengthen the relationship between the centers and the rest of JBU to develop relationships with partners on multiple-levels.

The strategies and goals laid out in the strategic plan clearly show the institution’s ability to learn from its constituencies and analyze its capacity to serve their needs and expectations.

Core Component 5b
JBU has the capacity and the commitment to engage with its identified constituencies and communities.

John Brown University engages with its identified constituencies in many ways. This engagement involves not just delivering services, but also communicating with the constituents to learn how effectively those services are meeting their needs.

Traditional Students

The traditional undergraduate students are served most directly by the academic and cocurricular programs. Each of these programs has its own means of soliciting feedback from students. However, there are several ways in which the institution as a whole engages with these students, with the primary means being through the Student Government Association, surveys, and focus groups.

The Student Government Association is the liaison between the students, administration, and faculty [5b-3: Student Government Association Web Page].

The National Survey of Student Engagement (NSSE) is administered to all freshmen and seniors at least once every three years. JBU uses the results of this survey to help identify aspects of the undergraduate experience, both inside and outside the classroom, which can be improved to increase student learning.
The Beginning College Survey of Student Engagement (BCSSE) is administered to all incoming students every summer. This data is used to design effective programs to help improve student learning during the first year of college.

The Student Satisfaction Inventory (SSI) is administered to all students at least once every three years. The SSI asks students to rate several areas as to both importance and satisfaction. This information provides insight into where JBU students are unsatisfied and how important that area is to them. Specific programs and policies can then be addressed as appropriate.

The Student Relationship Assessment (SRA) is administered to students at the beginning of their freshman year and at the end of their freshman, sophomore, junior, and senior years. The SRA is designed to give students at Christian colleges and universities the opportunity to focus and reflect on some important areas of their emotional, relational, and spiritual lives. It also helps administration, faculty, and student development staff discover ways in which they can more effectively educate and equip the whole student. The SRA provides an ongoing and comparative assessment of spiritual, emotional, and relational competencies, and interest in growth opportunities that are reflective of the integration of faith and learning in the lives of students.

Each spring, graduating seniors are invited to a dessert where they can give feedback on their JBU experience. The students’ comments are recorded and distributed to the Cabinet and other administrators.

**Non-Traditional Students**

Non-traditional students are served primarily by academic programs and services. Feedback from the adult non-traditional students is obtained through the Adult Student Priority Survey (ASPS). The ASPS is administered to all degree completion and graduate students every few years. Similar to the Student Satisfaction Inventory, the ASPS assesses the level of importance and satisfaction for various facets of the educational program. This information can then be used to improve aspects of the educational environment.

**Families of Traditional Students**

Since every student comes to JBU from a family, and being in relationship with those families is of utmost importance to their well-being, JBU seeks to learn about the needs of these families. The Parents Association Council is made up of parents and guardians of current JBU students. Its purpose is to be a vehicle through which a spirit of community is
developed, opportunities for interaction are created, and information is shared among parents as well as between parents and the university [5b-4: Parent Association Guidelines].

JBU takes its relationship with parents and families very seriously and works hard to meet their needs and to encourage their involvement both on campus and in the lives of their students. On campus, the Parents Association Council provides several programming options designed to include parents such as the Early Registration Program (ERP), the Goodwill Ambassador Program (GAP), two annual Parent Association Receptions, and Family Weekend. The Parent Association Council fosters communication between the university and current parents in order to provide an enriching college experience for both JBU students and their parents. Parents are invited to become members of the Parent Association Council by filling out the Parent Council Application.

The JBU web site contains a page specifically designed as a repository of information for parents [5b-5: Parents Web Page]. This site includes information about such things as campus events, weather in the area, how to refer others, chapel speakers, career development assistance, and commencement information.

Family Weekend is a special occasion on campus when an invitation is extended to current student’s parents, relatives, and friends to join students on campus to meet friends and instructors [5b-6: Family Weekend Web Page]. As part of this weekend, every family has the opportunity to be in the president’s home and enjoy informal conversation with JBU’s leadership. A quarterly e-newsletter and the JBU Prayer Network are two other ways in which parents are kept abreast of campus activities and news.

Alumni

The university sees every alumnus as part of the global JBU community, and the JBU Alumni Association seeks to encourage alumni to maintain their relationship with JBU. The purpose of the Alumni Association is:

- To intentionally involve alumni in the life of the university, through various planned activities;
- To celebrate alumni for their achievements, contributions and service, by annually recognizing an alumnus with the Outstanding Alumnus Award and other awards;
- To encourage alumni to consider JBU as part of their regular giving.

The Alumni Association is directed by a board. The Alumni Association Board exists to serve as a liaison between the university and over 12,000 of its alumni. The Alumni Association Board is made up of graduates and former students of JBU who want to stay
actively involved in the JBU community by representing the views and needs of the alumni population at large. [5b-7: Alumni Association Constitution] [5b-8: Alumni Association By-Laws].

Each summer, a survey is distributed to graduates who are three and thirteen years out. This survey asks alumni about their current jobs and activities and asks them to reflect on their JBU experience. [5b-9: Graduate Survey Results]. This information helps the institution see how graduates are using their JBU education and provides graduate a formal mechanism by which to comment on their experiences.

JBU takes its relationship with its alumni very seriously and works hard to meet their needs and to encourage their involvement on campus. The Alumni Association Board seeks to advise the university regarding alumni matters and to develop alumni activities around the globe. This group is very involved in the annual Homecoming Weekend, which is designed to provide special activities for alumni on campus. [5b-10: Homecoming Web Page]. Homecoming crowds are typically around 800-1,000 in number.

The Alumni Directory is both a printed and online directory of self-reported alumni information that is used by many to stay connected, to reconnect, or to receive assistance from one another. The Brown Bulletin is a full-color magazine published for JBU alumni and friends. [5b-11: Brown Bulletin]. It is mailed free of charge to alumni and friends of the university. Recently, it highlighted alumni who were making a difference in places like Afghanistan and India, as well as Rogers, Arkansas. The quarterly e-newsletter is a fast and efficient way to keep alums abreast of JBU events and people.

One of the most exciting ways JBU connects with its alumni population is by bringing JBU to them. The Area Alumni Events that take place around the nation and globe serve as a chance to meet with fellow alums and university personnel in order to keep alumni informed about JBU and to help them stay personally connected to the campus. [5b-12: Alumni Events Web Page]. There are typically 32 to 34 Area Alumni Events each year—24 regional events and about 8-10 on campus events.

Another way JBU is connecting to alumni is through AlumNet which gives alums the ability to reconnect with classmates, to use the JBU Career Network, and share photos with fellow alums. In addition, it gives free access to ProQuest (a large collection of magazines and journals).

**Internal Constituencies**

The Faculty Affairs Committee (FAC) helps the university learn from its faculty. The FAC is composed of seven elected faculty members. [5b-13: Committee Descriptions]. These members also serve as voting members on the three academic councils—three on the Undergraduate
Council, two on the Graduate Council, and two on the Professional Studies Council. The FAC provides a formal means by which the faculty can communicate with the administration.

The FAC conducts a monthly survey and an annual Faculty Climate Survey. Both of these instruments solicit faculty input and pass it on to the administration. Input on the content of these surveys is sought from the FAC itself, administrative sources, and other faculty as needed.

The Employee Benefits Committee is another committee that represents the interests of JBU’s employees. This committee includes faculty and staff. The Employee Benefits Committee provides a forum for hearing peoples’ ideas, needs, and concerns. Various ideas have come from within this committee which were later made policy. For example, the question of adoption benefits emerged as a discussion in the Employee Benefits Committee and eventually became part of the JBU benefit package.

AskHR is an online mechanism for getting employee feedback on HR issues. HR then addresses all questions and issues, looks for patterns, identifies solutions, and tries to close the loop by solving problems and addressing concerns. Many of these issues are channeled back to the Employee Benefits Committee. Every AskHR interaction and resulting actions are documented and recorded.

**Geographical Communities**

The institution’s engagement with its geographical communities is diverse and robust.

Residents of the city of Siloam Springs can take advantage of the sporting events, concerts, musicals, plays, and exhibits that take place throughout the year. They can also make use of the Walton Lifetime Health Complex, meeting spaces, and walking trail on campus.

The Northwest Arkansas region is served by the JBU community through many JBU organizations such as CAUSE (Christian Ambassadors United for Service and Evangelism) and SIFE (Students In Free Enterprise) and through other ad hoc projects. CAUSE ministries include:

- Child Evangelism Fellowship, which ministers to children;
- Community Service Outreach, which serves and cares for the community of Siloam Springs and surrounding areas;
- Cornerstone, which helps with construction needs in the community;
• Escape, which creates youth events where JBU students can develop relationships with middle school students;
• Great Abandon, which fosters relationships among young women on campus;
• Jail Ministry, which visits detainees in local jails;
• Nature Society, which exists to expand the university’s concept of what stewardship and progress should be through education and service;
• New Life Ranch Mentoring Ministries, which works to build mentoring relationships between mentors and local underprivileged, at-risk children;
• Nursing Home Ministry, in which students make weekly visits to nursing homes to develop friendships and share Christ's love with residents;
• Voices of Justice, which seeks to abolish human suffering caused by oppression and injustices around the world through awareness, advocacy, and activism on campus and in the community.

The broader Northwest Arkansas region is also served by KLRC 101.1 FM which is owned and operated by JBU with studios located in downtown Siloam Springs. The station has been in operation since the early 80s, and recent estimates have listed the total audience as high as 100,000 listeners. KLRC provides several services for the Northwest Arkansas community, including: uplifting music, information on local events/initiatives, mobilization toward charitable acts (collecting diapers for moms in crisis, school supplies for underprivileged students, Christmas gifts for needy families, etc.), discussion of spiritual issues, practical advice on life issues, and news and other information.

The Soderquist Center and the Center for Relationship Enrichment also serve the people in the Northwest Arkansas area, the state, and the nation. In an effort to develop ethical leaders in organizations of all size, JBU helped found the Soderquist Center in 1998. The Soderquist Center works with businesses and non-profits to provide leadership, organizational, and team development. It also works with JBU students to help them develop their leadership skills. JBU also helped found the Center for Relationship Enrichment (CRE) in 1998. The CRE exists to educate, encourage, and equip individuals, couples, families, churches, colleges, and corporations to experience healthy relationships.

JBU’s engagement with the global community is most easily seen through the mission and services teams that have been sent to countries such as Guatemala, Honduras, India, New Zealand, Northern Ireland, Spain, and Uganda. The teams have worked with church and parachurch organizations on projects that include designing brochures and curriculum in New Zealand, creating digital media presentations for outreach in Spain, medical missions in Uganda and Ethiopia, and choir tours in Northern Ireland.
One specific example of JBU’s ability to engage with an international community is the ADVANCE Guatemala program. Since 2003, JBU has had a growing engagement with the people of Guatemala. Starting in 2003, the Students in Free Enterprise (SIFE) program developed an initiative known as ADVANCE Guatemala.

The acronym “ADVANCE” represents JBU’s philosophy and broad-based objectives for engaging specific communities for the purpose of economic and social development.

A – Address pressing needs of the people  
D – Develop fragile economics  
V – Validate marginalized people groups  
A – Activate minds through education  
N – Nourish discouraged hearts and depressed spirits  
C – Cultivate local vision and ownership  
E – Exit the process when appropriate

JBU SIFE students and faculty have been traveling to Guatemala every year to engage in various forms of outreach.

- 2003 – JBU SIFE initiated a project in Santa Cruz, Baja Verapaz, an isolated village characterized by severe malnutrition, hunger, and economic poverty. The SIFE team met with leaders of the community to build a relationship and explore ways to bring economic development to the area.
- 2004 – JBU SIFE took a team of students and medical professionals to Santa Cruz; these were the first doctors in the area for years. In the years that followed, SIFE sponsored various medical and dental clinics in Santa Cruz and Chilasco. SIFE also funded construction projects that addressed various needs and risks in the village.
- 2005 – JBU SIFE launched a stove initiative in the Santa Cruz area focused on eliminating open-fire cooking and making homes safer and cleaner. Over the years that followed, more than 1,200 homes in the area received stoves, dramatically affecting the economic situation of the family and of the region.
- 2006 – JBU SIFE launched a two-year initiative in San Antonio Aguas Calientes, a village of indigenous weavers. SIFE provided medical clinics, beds, and stoves. More than 200 families received their very first beds, and 150 families received stoves. SIFE eventually brought two representatives from the village to the Siloam Springs campus for three weeks of cultural presentations.
- 2006 – JBU SIFE also began a relationship with “Mama Carmen,” a woman who cares for nearly 100 abandoned and abused children in her home. In the years that followed, SIFE provided much needed support, responded to emergencies in the
home, and helped establish a coffee business that created a sustainable income stream to the home.

- **2007** – JBU SIFE established a relationship with a ministry in La Limonada, one of the more violent ghettos in Guatemala City. Over the next few years, JBU SIFE sent several teams to La Limonada to provide support and supplies, host special events, and sponsor construction and maintenance tasks for families of the area.

- **2008** – JBU SIFE helped establish an “alternative crops” program in Santa Cruz. With investments as low as $5, families began growing crops unknown to the region and successfully marketing them. Proceeds were used to start other microenterprises.

- **2008** – JBU SIFE established the “Chosen People” initiative, an outreach to the residents of the Guatemala City garbage dump. Chosen People has funded dozens of scholarships for Guatemalan youth, built numerous shelters and basic homes, and provided medical relief to this community.

- **2009** – JBU SIFE established a pilot program in hydroponic cultivation in the mountains outside of Tecpan, Guatemala, and also in the region of Quiché, Guatemala. This was a partnership between JBU SIFE, donor foundations, and an agronomist in Guatemala who is also the father of a current Walton Scholar. This partnership has since grown to include 11 families who are now producing hydroponic tomatoes and generating new incomes for their families.

- **2010** – JBU SIFE established a relationship with the wives of ex-gang members in the conflicted area of Peronia, Guatemala. In partnership with a local church, SIFE established a sewing school and trained these ladies to open small business to sell their products.

- **2011** – JBU has established a partnership between Healing Waters International and Compassion International to bring sustainable water purification to villages in remote areas of Guatemala which still lack clean water. The first village is Chajul, Quiché. JBU is also working with indigenous weavers in the village of San Antonio Aguas Calientes to modify their products so that they will be more suitable for international markets. The first products include purses and early promising prototypes have been received. JBU has also launched an initiative at the Guatemala City garbage dump called “Acción de Amor” which will transform a vacant piece of land into a school, sports area, and training center for residents of the streets and slums surrounding the dump.
Core Component 5c

JBU demonstrates its responsiveness to those constituencies that depend on it for service.

John Brown University is constantly seeking to improve its service to its constituents. Programs and facilities are revised and created as resources allow to meet the demonstrated needs of the various constituencies. Several illustrative examples of new programs or services that were designed to address such needs are given below.

Traditional Students

The ASPIRE Program

One important way that the university serves its students is through the ASPIRE program. JBU requirements for admission include having a composite ACT score of 20 or a combined SAT of above 940 and having a high school GPA of 2.5. If either the ACT/SAT or GPA criteria for admission are not met, students may petition the Admission Committee for admittance by special action. Since 2004, if admitted, these students may be required to take part in the year-long ASPIRE program – Academic Success Program for Inspiring and Reaching Excellence.

The ASPIRE program was established as a direct response to the fact that students who were coming in on special action were retaining at less than 30 percent and graduating at around 20 percent. If students were going to be admitted on special action, the university needed to provide better services in an attempt to help them succeed. The ASPIRE program was designed to help these students adjust better to college academics and be more successful at JBU. Since 2004, the first to second year retention rate of students admitted in the ASPIRE program as freshman has averaged 62 percent. The 6-year graduation rate of the Fall 2004 cohort was 44.7 percent. The 5-year graduation rate for the Fall 2005 cohort was 34.8 percent. The ASPIRE program is designed for the targeted group of students that is at risk of not completing a 4-year degree. It is based on admission standards and acceptance into the program. Funds have been allocated for the program as well as it being partially funded through student fees.

There is a special section of the Gateway Seminar course for students in the ASPIRE program. Based on the assessment of their writing and math skills, students may also be required to take a basic writing course and/or math course.
designed to bring their skills up to the level expected for English I and the core math course. There is also individual tutoring available through ASPIRE. Students are required to have their instructors fill out grade sheets for them, and they meet with the director of the program every two to three weeks to look over their grades and assess how things are going.

**Basic Writing**

As a response to ASPIRE students often performing poorly in English I and II, a basic writing course was started in Fall 2010. ASPIRE students were placed in either the basic writing course or English I based on a placement test taken during orientation. The basic writing course focused on transcending basic grammar and punctuation skills and getting students writing paragraphs and essays [5c-21: Basic Writing Course Syllabus].

In an effort to facilitate the academic success of every student, the prerequisites for the basic writing course were changed in 2011 so that any student with an English ACT score below 20 must take the course before moving on to English I.

**Student Activities Committee**

Siloam Springs is a small community with little to offer in the way of entertainment. In addition, JBU’s Student Government historically provided very few events on campus. Due to a lack of events and activities, students were going out of town and home on the weekends. Students wanted and needed more to do. The Student Activities Committee was formed with three divisions: BLUE, responsible for planning concerts and student artist coffeehouses; Elevate, responsible for planning events off campus in the surrounding area; and Vibe, responsible for planning on campus and tradition building events. In Spring 2005, JBU hired three students to lead these groups in planning student events under the guidance of a Student Activities Coordinator. Their charge is to plan activities for nearly every weekend that school is in session.

The Student Activities Committee (SAC) has grown over the last five years by supporting the commitment JBU has made toward providing more entertainment opportunities on and off campus. The budget has increased allowing SAC to offer more events with higher quality—such as big name artists for concerts. The staffing may fluctuate as students graduate but remains consistent with the programming and increase of ideas. A media coordinator is hired each year in order to help with promotion by providing design and leadership. This position is filled by a student. Partnerships with other areas (KLRC, residence life, Alumni Board, and Parents Council) on campus have also developed.

As SAC has grown, the involvement of students has increased. There are bigger concerts (with well-known artists) that happen more often and are continuing to grow in popularity. The use of the Bill George Arena has increased the number of attendees possible at concerts. Dances have become more popular, especially the annual Christmas dance. The Talent Show
which is held every February during Family Weekend has expanded to two performances to hold the number of people who wish to attend. In 2011, a new event was introduced that gained popularity not only on the campus but within the community. This event, The Next Big Thing was a competition between 8 student bands/artists in order to win a recording package at a local studio. This competition was judged by industry professionals including a radio host from KLRC; an agent from Centricity Music, a record label out of Nashville; and the lead vocalist of FFH, a Christian artist. This event was instrumental in highlighting student talent on campus as well as providing a great show.

**Student Ministry Leadership Team**

In Spring 2002, a need arose for more formal leadership within the student ministries at JBU. CAUSE was a strong outreach program, but there was a need for more targeted “inreach” ministry. Small group Bible studies were emerging but there was no direction or leadership. The same situation existed for men’s and women’s ministry. As JBU sought a solution, the Student Ministries Leadership Team (SMLT) was formed. SMLT was designed to be the umbrella organization for student-led ministry on JBU’s campus. A student leader was hired to lead a team of directors overseeing the different areas: CAUSE (off-campus outreach), Passion (small group ministry), Men’s and Women’s Ministry, Breakaway (fall retreat) and The Gathering (a Sunday night chapel service led entirely by students).

SMLT meets weekly as a large group for collaboration and communication between ministries, support, training, and teaching, and planning events and programs. Each of the main ministry groups (Passion, CAUSE, and the administrative team) meet individually an additional time each week for focused attention to the on-going needs of those organizations. SMLT members also meet weekly with a staff member for mentoring and discipleship.

Passion holds an informal feedback session with small group leaders each fall semester and will begin implementing a survey of those leaders that will happen each spring semester. A few years ago Passion did a few focus groups with the general population and developed some programming based on the feedback from those focus groups.

**Non-Traditional Students**

**Academic Programs for Adults**

The fact that the adult non-traditional student programs constitute the fastest growing segment of JBU students (and almost 40 percent of the student body) reflects the fact that JBU can evolve to meet the needs of all its constituency groups, including those beyond the traditional undergraduate populations.
In 2008, more than 23 percent of Arkansas’ adult population had completed some college but had not earned a degree [5c-22: Lumina Foundation Policy Brief]. In fact, in 2010, Arkansas had the lowest percentage of any state for adults 25-34 years of age with a college degree (25.9 percent) [5c-23: The Chronicle of Higher Education Interactive Map]. JBU’s adult degree completion programs were started to help those with some college education finish a degree, and they will help the state of Arkansas meet Governor Beebe’s challenge to double the number of college graduates in Arkansas by 2025. The degree completion programs now have more than 2,500 alumni.

The success and continued commitment to the degree completion programs for these many years demonstrates JBU’s capacity to address the academic needs of the non-traditional demographic.

JBU is in the process of launching new online degree completion programs for time and place-bound students. These are current and prospective students who cannot attend traditional or even on campus JBU programs for a number of reasons: economic hardship, work/family commitments, and geography.

Adults are especially unable or unwilling to leave stable jobs and move their families in order to attend college. Arkansas has a mostly rural population, whose access to higher education is limited. Due to the need to connect so many small communities and widely dispersed rural residents, Arkansas is 12th in the nation for the miles of roads it maintains. Long driving distances can make it more difficult for students to access higher education. Fifty-three percent of JBU’s current degree completion students have family caregiver responsibilities.

The online B.S. in Business Administration is the next step in addressing some of those barriers toward a degree. With the help of a 5-year Title III grant from the U.S. Department of Education, JBU launched the first cohort in the online B.S. in Business Administration in Fall 2011 [5c-24: Title III Grant Proposal].

Over the 16 years that JBU has offered graduate education, the programs have adapted to changing needs in the community. The first graduate program, M.S. in School Counseling, responded to the shortage of school counselors in Northwest Arkansas. The Center for Relationship Enrichment was developed in response to Arkansas’s high rate of divorce and teenage pregnancies and from that center grew the graduate degrees in community counseling and marriage and family therapy. In the wake of the Enron crisis and a loss of confidence in American business, the Soderquist Center was created along with graduate business and leadership degrees in ethics.
Courses in the graduate programs have always been scheduled to accommodate working adults as well as full-time students, and in order to increase flexibility for these busy adults, it began offering graduate courses and programs online in 2009.

Examples of the Graduate School’s response to community needs would include the creation and expansion of Care Clinics in Fort Smith and Northwest Arkansas, collaboration with Walmart’s corporate training to provide the M.B.A. in Global Continuous Improvement, and the partnership with the Kanakuk Institute in Branson, Missouri, to provide graduate options for graduate degrees in leadership, business, and ministry. In recognition of the growing Hispanic community, the JBU created diversity scholarships designed to enable more Hispanic adults to complete a graduate education.

**Academic Programs for Pre-College Students**

JBU has started two programs that give high school students and recent high school graduates early credit options. These include the Link Year Program and the Concurrent Course Partnership Program.

JBU’s Link Year Program is an integrated educational and discipleship opportunity for high school graduates whose lives lack a clear sense of direction. Link Year is designed as a holistic program that addresses their need to better understand themselves, others and, most importantly, God’s purpose for their lives, before deciding if a college education is their best choice. Centered around a mentor-based, active-learning, service-oriented curriculum, students can earn up to 15 hours of transferable credit during their Link Year.

The Concurrent Course Partnership Program partners with select Christian high schools across the United States to provide college credit. JBU professors provide the curriculum and assessment criteria while also working directly with each individual teacher at each high school to ensure successful course delivery. Students who attend the concurrent partner schools can earn up to 24 total college credit hours during their junior and senior years of high school.

**Response to Student Feedback**

One small example of JBU’s responsiveness to constituents as a result of survey feedback is campus lighting at some of the remote locations. Item 18 of the ASPS asks students to rate the importance and satisfaction of the following “Parking lots are well-lighted and secure.” The difference between importance and satisfaction is what Noel-Levitz calls a performance gap, and this item had the highest performance gap. JBU addressed the issue by improving the lighting in the Rogers and Fort Smith Center parking lots. This is one of many examples of how the ASPS and other surveys help JBU learn from this constituent group and how JBU is responsive to students’ feedback.
**Degree Completion and Graduate Chaplain**

As the academic programs have grown, particular attention has been focused in recent years on making sure that the service and support functions that are available to traditional students are also available to non-traditional students.

The Office of Christian Formation recognized that students in the degree completion and graduate programs were mostly in a different life stage than the younger residential students that the University Chaplain served. In 2007, the Office of Graduate Studies set aside the resources to hire a chaplain specifically to serve these students. This shows that not only does JBU want to engage the non-traditional student in mission-centric, non-academic services, but that it also has the capacity to do so.

The chaplain’s primary role is to be an encourager and spiritual mentor for adult students during the time they are completing their degrees with JBU. This involves maintaining a ministry of presence where he directly interacts with students on a regular basis for the purpose of prayer support or pastoral counsel regarding any issue that is interrupting their lives or studies. The chaplain also engages Northwest Arkansas students with an in-class devotion and group prayer once during each course they take. Students in Fort Smith, Little Rock, Harrison as well as Northwest Arkansas all receive a monthly devotion by e-mail as well as an offer to pray about whatever may be troubling them, someone in their families, or anyone close to them. Half, if not more, of the prayer requests received each month come from students that the chaplain engages via e-mail.

On one recent occasion a student lost almost everything her family owned in a fire. The chaplain was able to rally support and donations from the other degree completion students and present her with household items and funds to help her family recover and get on with their lives. While the chaplain may not be directly involved in educating adult learners, he empowers and enables them to stay the course and finish their degree. Along the way, students gain an appreciation for how incredibly relevant the Gospel is to them both professionally and spiritually.

**Families of Traditional Students**

**Move In Cookout**

The schedule for new student orientation was changed several years ago, and move in ended up being during the supper hour. Parent Council members manning refreshment tables were frequently being asked by parents of new students about convenient places to eat. In response to this need, the Parent Council and the Student Government Association have partnered together for the last two years and provided a free cookout for families.
**College Central Network Software**

The Parent Council has also partnered with the Career Development Center (CDC) to sponsor the College Central Network software so that students and alumni can more easily find jobs and internships. The idea for this partnership came from parents requests for assistance in helping their son or daughter apply for and find jobs.

**Alumni**

**AlumNet**

The creation of AlumNet is a good example of how JBU listens to its alums and then provides easier access to the community.

Alumni will frequently call the Alumni and Parent Relations Office and ask for a classmate’s phone number or email. That information could not just be handed out due to privacy concerns, and the process of ensuring that the one being contacted wanted to be contacted was time consuming. AlumNet was created to address this need. AlumNet allows alumni to:

- freely access to ProQuest, a collection of 2,300 full-text magazines and journals;
- find classmates and members of clubs and organizations from when they were students;
- access to the JBU Career Network;
- share photos with just their fellow alumni;
- edit their profile for the printed Alumni Directory.

AlumNet is currently slated for a major overhaul later this year in order to be more responsive to the needs and interests of alumni, parents, and students.

**Internal Constituencies**

**Faculty Development**

JBU serves the university faculty by providing a strong and responsive faculty development program. The Faculty Development mission statement states that the Faculty Development Office exists to support the professional development of faculty members in their teaching and scholarship [5c-28: Faculty Development Web Page]. The program’s goals for 2009-2010, for example, were to increase the faculty’s positive influence on student learning by focusing the faculty development initiatives on engaged learning, faculty and student spiritual formation, and faculty scholarship, and doing all of this in a way that appealed to a broad range of divisions, as well as to the faculty from the graduate and professional studies programs. To this end Faculty Development added a “Teaching Tuesdays” faculty training program during the spring semester, began a 2-year study of the impact of faculty faith
development on student faith development, and kept track of faculty involvement by division in the various faculty development programs.

The Faculty Development Office is responsive to the faculty. Each of its programs is evaluated using participant evaluation forms and by the Faculty Development Committee, which is made up of elected members of the faculty. An example of this was the alteration of the format for the Fall Faculty Workshops. In response to evaluations and Faculty Affairs Committee survey results, the fall workshops, which in the past focused on practical issues like new technologies, advising, and Core Curriculum, became an opportunity for exploring larger philosophical ideas that shape teaching. Workshops included topics like Postmodernism (2009) and Culture Making (2010).

Another example of responsiveness is reflected in the faculty development goals for 2009-2010. After observing that science faculty did not attend the Summer Institutes at the same rate as the humanities faculty, two decisions were reached. First, a topic was chosen for the following summer that would appeal to the science faculty. Second, the decision was made to track the participation of the faculty by department for all faculty development events. The participation data shows that science faculty attendance at the Summer Institute where representatives from the Center for Undergraduate Research addressed the faculty was higher than for any other division.

**Faculty Affairs Committee**
In 2006, the current structure of the Faculty Affairs Committee (FAC) was put in place. Prior to the FAC there was a Faculty Association, which met monthly but otherwise had little formal input into policymaking. Beginning in 2006, the faculty began electing seven members of the FAC who also act as at-large representatives on the three academic councils. This change was made in response to feedback from the faculty who believed that the faculty needed more direct representation in addition to the Division Chairs and Program Directors who served on the councils.

**AskHR**
A recent example of JBU’s responsiveness to feedback is an AskHR interaction in which a JBU employee expressed frustration over the difficult process of registering on the CoreSource web site. The difficulty was conveyed to CoreSource who modified the process resulting in a more user-friendly registration process.

**Geographical Communities: Local, Regional, and International**

**Soderquist Center**
One particular program that addresses a need in the community is the Soderquist Center’s Partnership for Success [5c-29: Partnership for Success Web Page]. Partnership for Success is an
initiative that has been developed to strengthen the Northwest Arkansas community through an innovative partnership involving the business community, the not-for-profit community, and organizational development. This program exists to:

- Provide capacity toward a strategic management process and solutions to specific issues for not-for-profit agencies.
- Engage eighteen high potential senior leaders in a life-changing, leadership sharpening experience.
- Develop advanced leadership skills.
- Increase the visibility of the state of the community.
- Engage citizens to change the status quo.
- Provide ongoing collaboration between businesses and not-for-profit organizations.

The not-for-profit organizations in the community are major contributors to the overall strength and health of various community constituencies. Understanding this and the fact that many of these organizations do not have the resources for assistance with planning, development, and capacity building, the Soderquist Center identifies key organizations and partners with them by providing help with organizational management and development. The capacity of the Soderquist Center to provide these services and meet the specific needs is great as they have strong partnerships with corporations as well as a strong team of individuals who provide these services in various capacities locally, nationally, and internationally. Thus, it fits both the core mission of the Soderquist Center as well as the core strengths of the services they provide.

The very nature of this program displays the Soderquist Center’s commitment to a very worthy and crucial aspect of the Northwest Arkansas community in working with non-profit organizations. In this program, 18 experienced corporate senior leaders and 6 non-profit agencies work in teams to strengthen leadership experience through a challenging, strategic management project in the non-profit agency. By working with both corporations and non-profit agencies, the Soderquist Center is reaching out to organizations beyond the general corporate community while also engaging corporations in assisting with these services.

The key components of this program include consulting with 6 non-profit agencies during each year long program, team member participation in leadership development sessions, discussions with seasoned leaders, and receiving an individualized leadership assessment and one-on-one coaching with experienced facilitators. In addition, agencies benefit from resources, support and business expertise towards a strategic initiative designed for their organization. The process provides networking and benchmarking opportunities for the agency as well as visibility in the community. Agencies also participate in team development for their agency.
This program displays the responsiveness of the Soderquist Center to meet the needs of the community through the detailed way in which they assess the needs of specific non-profit organizations and then provide detailed feedback and resources to assist in the ongoing development and success of the organizations. This program is funded by two different charitable foundations to ensure that there is no cost to the non-profit organizations. Their needs are great in the areas of business development and capacity building, but their resources are often limited. This program, then, is a direct response to this aspect of the community in a way that is both achievable and beneficial.

According to pre- and post-program surveys, there was an increase in the corporate participants’ involvement with and understanding of non-profits, including knowledge of social issues, operations, and challenges that non-profit’s face. There was also an increase in the non-profit agencies’ ability to engage and recruit funding from the corporate community as well as an increase in their corporate network.

**Center for Relationship Enrichment**

An example of one Center for Relationship Enrichment (CRE) program that serves the needs of the broader community is Northwest Arkansas Healthy Marriages. The mission of Northwest Arkansas Healthy Marriages is to prepare unmarried couples for successful healthy marriages and to strengthen existing marriages. Two key goals of Northwest Arkansas Healthy Marriages are to see a reduction in the divorce rate and an increase in marital satisfaction. The overall passion is to see the Northwest Arkansas community become known as a place where healthy marriages thrive.

Northwest Arkansas Healthy Marriages developed out of a $2.7 million federal grant from the U.S. Department of Health and Human Services’ Administration for Children and Families to support research and development of healthy marriages in the six counties of Northwest Arkansas. The Center for Relationship Enrichment was the only Arkansas recipient of the grant.

The thrust behind applying for and receiving this federal grant was the reality of the marriage crisis in Northwest Arkansas. Arkansas has one of the highest divorce rates in the nation at 57 percent compared to the national average of 48 percent, and Northwest Arkansas has one of the highest divorce rates in the state. Thus, the community was clearly in need of an intentional focus on and services provided for the marriages and families in this community. As a significant part of the Northwest Arkansas community, JBU and the Center for Relationship Enrichment were poised to take a part in helping with this crisis.

A crucial part of the decision, in regards to capacity and applying for this specific grant, was the fact that marriage enrichment and premarital preparation were already major emphases of the Center for Relationship Enrichment and within the overall mission of JBU. Another
important factor was the makeup of the Center for Relationship Enrichment in regards to specific staff members and areas of expertise that were already present within the staff. This specific grant and program were natural outflows of the work and ministry already taking place.

One of the most exciting parts of this program and initiative is the fact that it has opened doors for service throughout many areas of the Northwest Arkansas community. In the implementation of the initiative, the Center for Relationship Enrichment has been able to work with not only couples from the community, but also with businesses, churches, local public and private schools and community organizations. Because the grant is federal, non-Christian businesses and organizations have also been open and responsive to the various programs and resources. As a result, this program has been able to reach people across the community in various capacities because it is not restricted to one area of education or one niche of society.

Northwest Arkansas Healthy Marriages is a very clear example of the JBU community seeing a major need in the Northwest Arkansas community and meeting it head on in a very intentional, organized and long-term way. JBU and the Center for Relationship Enrichment were already doing work in regard to healthy marriages and families in the community, but upon seeing the growing crisis with regards to unhealthy marriages and families, it became clear that more was needed. The funds from the grant then allowed the work that was already being done to be enlarged.

As a consequence of the work done through this first grant, the Center for Relationship Enrichment was awarded a second federal grant by the U.S. Department of Health and Human Services’ Administration for Children and Families. This $724,428 grant award covers the first year of the 3-year grant program and will be used to support the research and development of healthy marriages in Northwest Arkansas [5c-30: CRE Grant Award Press Release].

The programs and services that John Brown University provides to its constituencies are appreciated by them. The institution solicits feedback from its constituents in order to assess the effectiveness of the services provided.
Traditional Students

Both the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) show that the traditional undergraduate students value their educational experience at JBU. Table 13 and Table 14 show the 2011 NSSE results for the questions “How would you evaluate your entire educational experience at this institution?” and “If you could start over again, would you go to the same institution?” [5d-31: 2011 NSSE Results]. Table 15 shows the 2009 SSI results for three similar questions [5d-32: 2009 SSI Results CCCU] [5d-33: 2009 SSI Results National]. The results for all five questions show that JBU students rate their overall experience at JBU higher than the CCCU and National comparison groups rate their experiences.

Table 13 How would you evaluate your educational experience at this institution? (NSSE 2011)

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<thead>
<tr>
<th></th>
<th>JBU</th>
<th>CCCU</th>
<th>National</th>
</tr>
</thead>
<tbody>
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<td>First-Year</td>
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<td>3.24</td>
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<tr>
<td>Senior</td>
<td>3.53</td>
<td>3.47</td>
<td>3.23</td>
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</table>

Table 14 If you could start over again, would you go to the same institution? (NSSE 2011)

<table>
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<tr>
<th></th>
<th>JBU</th>
<th>CCCU</th>
<th>National</th>
</tr>
</thead>
<tbody>
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<td>First-Year</td>
<td>3.53</td>
<td>3.45</td>
<td>3.26</td>
</tr>
<tr>
<td>Senior</td>
<td>3.51</td>
<td>3.42</td>
<td>3.22</td>
</tr>
</tbody>
</table>

Table 15 2009 SSI Results Related to Overall Student Experience

<table>
<thead>
<tr>
<th></th>
<th>JBU</th>
<th>CCCU</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.97</td>
<td>4.91</td>
<td>4.56</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.91</td>
<td>5.70</td>
<td>5.23</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>6.05</td>
<td>5.76</td>
<td>5.21</td>
</tr>
</tbody>
</table>

Non-Traditional Students

The Adult Student Priorities Survey (ASPS) shows that JBU adult students as a whole are pleased with their experiences at JBU as compared to adult students nationwide. However, degree completion students in the Early Childhood Education Program do express some dissatisfaction.

Table 16 shows the 2011 ASPS results for degree completion students for three questions that relate to the students’ overall experience at JBU [5d-34: 2011 ASPS Results]. As a whole, the degree completion students have had their expectations met, are satisfied with their experiences, and would enroll in the program again.
Table 16 2011 ASPS Results for Degree Completion Students

<table>
<thead>
<tr>
<th>JBU Adult Students</th>
<th>National Adult Students</th>
<th>Organizational Mgmt</th>
<th>Early Childhood Educ</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>5.03</td>
<td>4.81</td>
<td>5.16</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.97</td>
<td>5.57</td>
<td>6.09</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>6.21</td>
<td>5.66</td>
<td>6.39</td>
</tr>
</tbody>
</table>

Table 17 2011 ASPS Results for Graduate Students

<table>
<thead>
<tr>
<th>JBU Adult Students</th>
<th>Grad Counseling</th>
<th>Grad Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>5.03</td>
<td>4.81</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.97</td>
<td>5.57</td>
</tr>
<tr>
<td>All in all, if you had to do it over, would you enroll here again?</td>
<td>6.21</td>
<td>5.66</td>
</tr>
</tbody>
</table>

The ratings for the early childhood education students are lower than desired. A large part of this dissatisfaction probably resulted from changes made to the program in order to address state licensing requirements. These changes made the Early Childhood Education Program more rigorous and time consuming than when the students first entered the program. Efforts, such as hiring a recruiter specific to the program, have been made to more accurately set student expectations and the ratings have improved significantly since the 2009 ASPS results, though they are still lower than for the organizational management students [5d-35: 2009 ASPS Results].

Table 17 shows the 2011 ASPS results for graduate students for the same three questions that relate to the students’ overall experience at JBU [5d-36: 2011 ASPS]. The results show that graduate students in all programs are satisfied with their experiences at JBU.
Families of Traditional Students

While there is no formal survey administered to all parents and families, feedback is solicited through the Parents Council and from those who visit campus or attend events. Here are a few quotes from parents of students:

From one of the Parent Council members after the Parent Council meeting in February:

“I think you are doing a great job. The PAC meeting was great this year- very enriching personally, and I appreciated the information about how we can help with recruiting etc. You clearly love JBU, love your job and are committed to excellence.”

A father made this comment after attending the dance presentation “Deliver Us!” in the Berry Performing Arts Center. He and his wife flew in from DC to attend this student production designed to raise the community’s awareness of human slavery and trafficking around the world.

“It was a thrill to me to see what these kids could produce. It was so well done. And to think, a show like this wouldn’t have even been possible without this beautiful new performing arts center. Wow, I’m glad we have it!”

These comments show the appreciation parents have for the activities and events available to them.

Alumni

One indirect measure of the value alumni place on the services provided by JBU is the alumni giving rate. During the recently completed $110 Million Keeping Faith Capital Campaign, 19 percent of the $118 million was given by alumni, and 27 percent of the 16,326 donors were alumni. Over the last five years, the percent of all undergraduate alumni donating to the institution has varied between 21 and 27 percent.

A more direct measure is the graduate survey administered to alumni three and thirteen years after graduation [5d-37: Graduate Survey Results]. One section of the survey asks graduates to rate their satisfaction with various aspects of their JBU experience. Figure 9 shows the results from the last several surveys. It should be noted that, in absolute scale terms, every point on the graph is above the midpoint of the five point scale in the direction of satisfaction.
Across the graduating classes, there is least satisfaction with career preparation and most satisfaction with the overall JBU experience. Career guidance is always lowest, and it is rated lower by recent graduates than by those of earlier years. Of course, it is hard to say whether career guidance has declined over time, there are more positive memories as graduates get further from the actual experience, three years out is too early to really judge career preparation and those that are thirteen years out may have a clearer picture of how well prepared they were for their careers, or the recent recession has affected recent graduates more than those from earlier years. However, even among those thirteen years out, career guidance is dramatically lower than anything else.

**Internal Constituencies**

Each year, the Faculty Affairs Committee asks all full-time faculty to complete the Faculty Climate Survey. The Faculty Climate Survey contains sixty-five questions and attempts to get a sense of the faculty climate on campus [5d-38: Faculty Climate Survey Results].

Figure 10 shows the average results for the last five years. Although there is an increase in dissatisfaction recorded on the latest survey, the average of all items, on a five-point scale from satisfaction (1) to dissatisfaction (5), is still significantly below the midpoint of 3.00 in the direction of satisfaction at 2.47.
There have been only two consistently negative trends since 2006: the university’s balance of administrative/academic resources is increasingly seen as being weighted in the direction of administration and faculty feel decreasingly relied upon to help formulate university policy. There is only one item that has been rated increasingly positively each year since 2006: the perception of the adequacy of the athletic facilities for spectators has continuously increased since 2006.

**Geographical Communities: Local, Regional, and International**

The local communities’ appreciation for the programs and services provided by John Brown University is clearly shown by the number of people taking advantage of them.

The new Berry Performing Arts Center allowed the attendance at drama and musical performances to grow. The 2010-2011 productions had the following attendances:

- **Steel Magnolias**: 500
- **Seven Brides for Seven Brothers**: 1,920
- **Arsenic and Old Lace**: 1,250
- **The Medley: A Night of Comedy, Broadway, & Jazz**: 600

The 68th Candlelight Service had 3,100 people in attendance.

The JBU athletics events also draw crowds from the community. In 2010-2011, men’s basketball averaged 500-600 spectators each game, women’s basketball 275-300, and women’s volleyball 350.
KLRC’s listening audience (according to Arbitron) is approximately 65,000 weekly listeners age twelve and older. The radio station’s last Sharathon raised $676,730 from these listeners.

The Soderquist Center’s programs, such as the Partnership for Success, are also greatly valued.

John Buck of the Elizabeth Richardson Center and one of the not-for-profit participants has said, “It was the right intervention at the right time, and, as I mentioned up at Greystone, there’s nothing better than having expert consultants who aren’t trying to sell you something. We’re grateful for the opportunity, and still building on it.”

Terri Anderson of the Coleman Company said, “If you will take good care of your people, they will make your business prosper. I was chasing the almighty dollar with the best of the best sales records ever, at the expense of the people, and that is backwards. The leadership training at The Soderquist Center rearranged my priorities.”

Greg Gilkerson, President, Professional Data Sources Inc. said, “Hands down this is the best leadership training program I’ve seen in the last two years. I wouldn’t even consider taking this out of our budget.”

The Center for Relationship Enrichment receives similar positive feedback for the Northwest Arkansas Healthy Marriages Program. All feedback was given anonymously.

Comment 1: “My wife and I have been to countless ‘marriage encounters’ and seminars over our 41 years of marriage and as I told Dr. Oliver, ‘I have never been to anything which I felt was more informative and effective than the event last weekend. Thank all of you for your hard work.’”

Comment 2: “The conference was very good, very helpful, and much different from ones we have attended in the past. I need to be given practical, specific ways to accomplish personal or marital improvement, not just to be generally told to be, for example, a better communicator, but to be told exactly the things I need to do to be a better communicator. My husband and I both felt that we received that at this seminar. Lots of examples were given of what to do and what not to do. It really opened up our eyes, our hearts and the way we do things in our marriage. I know it is helping me grow, already, as a person and a wife.”

Comment 3: “Thank you guys so much…I actually was really nervous about getting married and I thought this seminar would make me feel worse (because we had
identified all the problems). However, I have to say I feel so much better. I feel like I now have some skills to take with me.”

Comment 4: “We have had two classes and added another couple. One wife wrote, ‘I came in lonely and distant from my husband but after the last two sessions I have already seen a remarkable growth in our marriage. I have hope.’ Thanks for all your help!”

Comment 5: “We have been very affirmed by the support and friendship of the CRE staff. We have facilitated small group studies of marriage and family for many years. It is a rare blessing to be supported by such a professional Christian ministry. I believe you are making a difference in marriages and people who want to help build good marriages in Northwest Arkansas. We sincerely felt it was a privilege to help in the recent conference and look forward to future opportunities.”

The international community values the services provided by JBU students and staff, with the most direct evidence being the continued invitations back. The efforts in Guatemala have been specifically recognized for their good work. In 2008, JBU SIFE was formally recognized by former Guatemalan President and current Mayor of Guatemala City, Alvaro Arzú, for its service to the people of Guatemala. In 2009, Dr. Joe Walenciak was asked to participate in the “Rose Ceremony” at the National Palace, an act often reserved for visiting heads of state. Walenciak was named “Ambassador of the Peace of Guatemala” at the request of Vice President Rafael Espada.

**Conclusion**

The motivation to serve is clearly one of the strongest characteristics of the JBU community. This desire flows from the vision of the founder, who dreamed of creating a college for those who could not afford to pay and is articulated in the mission statement “John Brown provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual and professional lives.” This call to serve is essential to JBU’s evangelical Christian identity and is expressed in Mark 10:45, “Christ did not come to be served but to serve and to give his life as a ransom for many.”

The evidence of service is expressed in almost every conversation on campus. Stories are told about students teaching English as a second language to members of the Hispanic community, tutoring needy students in a neighboring town, providing medical care in Uganda and leading a sports camp in Ireland. Stories include events planned to raise awareness about human trafficking and to raise funds to send art to schools in Central America. They include the business professor helping a poor farmer in Guatemala start a business with a micro-loan and the team working with churches in Belfast. Stories are told of
lives inspired by a choir performance in Dallas and the Christmas candlelight service here on campus. These stories are part of the everyday conversation at John Brown University.

Strengths

- Institutional mission focused on serving.
- The Soderquist Center.
- The Center for Relationship Enrichment.

Challenges

- Education degree completion students are not particularly satisfied with their experience.

Plans for the Future

- Develop new, and strengthen existing relationships between JBU and churches, camps and Christian schools that have similar Christ-centered missions (and retain focus in six-state region) to grow student population by 2 percent a year (2.5 percent in graduate and degree completion and 1.5 percent in traditional undergraduate) (Strategy 4.1).
- Develop new, and strengthen existing, relationships between international organizations and JBU to form mutually-benefiting partnerships for the benefit of students (Strategy 4.2).
- Develop new, and strengthen existing, relationships between the people and organizations in our region (Northwest Arkansas and Tulsa) and JBU to cultivate internship and service opportunities for students, to increase student enrollments, to develop customers for the Soderquist Center and the Center for Relationship Enrichment, and to encourage financial support for all of JBU (Strategy 4.3).
- Develop new, and strengthen existing, relationships with federal, state and higher education officials and national organizations to communicate more broadly the public value of private Christian-higher education (Strategy 4.4).
- Develop new, and strengthen existing, relationships with people and organizations in Siloam Springs to serve our neighbor better and improve the quality of life in our community (Strategy 4.5).
- Strengthen the relationship between the centers and the rest of JBU to develop relationships with partners on multiple-levels (Strategy 4.6).
• Strengthen our relationships with, and communication and marketing to, parents, friends and alumni so that they would be willing to “pray, promote and provide” for JBU (Strategy 4.7).
# Institutional Snapshot

## 1. Student Demography Headcounts

### A. Undergraduate Student Enrollments by Class Level

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>386</td>
<td>383</td>
<td>387</td>
<td>420</td>
</tr>
<tr>
<td>Sophomore</td>
<td>310</td>
<td>274</td>
<td>249</td>
<td>282</td>
</tr>
<tr>
<td>Junior</td>
<td>268</td>
<td>281</td>
<td>278</td>
<td>247</td>
</tr>
<tr>
<td>Senior</td>
<td>288</td>
<td>323</td>
<td>333</td>
<td>315</td>
</tr>
<tr>
<td>Non Degree</td>
<td>19</td>
<td>10</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Degree Completion</td>
<td>449</td>
<td>430</td>
<td>395</td>
<td>436</td>
</tr>
<tr>
<td>Concurrent</td>
<td>18</td>
<td>12</td>
<td>59</td>
<td>272</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1738</strong></td>
<td><strong>1713</strong></td>
<td><strong>1710</strong></td>
<td><strong>1987</strong></td>
</tr>
</tbody>
</table>

### B. Undergraduate Student Enrollments by Degree Seeking Status

#### Degree Seeking Men

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>622</td>
<td>582</td>
<td>580</td>
<td>594</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
<td>18</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28</td>
<td>28</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>15</td>
<td>22</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>10</td>
<td>22</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>71</td>
<td>67</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>772</strong></td>
<td><strong>747</strong></td>
<td><strong>735</strong></td>
<td><strong>749</strong></td>
</tr>
</tbody>
</table>

#### Degree Seeking Women

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>770</td>
<td>784</td>
<td>747</td>
<td>777</td>
</tr>
<tr>
<td>Black</td>
<td>45</td>
<td>41</td>
<td>32</td>
<td>36</td>
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<tr>
<td>Hispanic</td>
<td>25</td>
<td>25</td>
<td>33</td>
<td>46</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>14</td>
<td>13</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>11</td>
<td>18</td>
<td>8</td>
<td>2</td>
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<tr>
<td>Non-Resident Alien</td>
<td>49</td>
<td>48</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>929</strong></td>
<td><strong>944</strong></td>
<td><strong>907</strong></td>
<td><strong>951</strong></td>
</tr>
</tbody>
</table>
### Non-Degree Seeking Men (Includes Concurrent)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>10</td>
<td>4</td>
<td>21</td>
<td>91</td>
</tr>
<tr>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Asian/Pacific Islander</td>
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</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>1</td>
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<tr>
<td>Two or More Races</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
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<tr>
<td>Total</td>
<td>13</td>
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<td>28</td>
<td>131</td>
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</tbody>
</table>

### Non-Degree Seeking Women (Includes Concurrent)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>15</td>
<td>13</td>
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<td>1</td>
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<td>Asian/Pacific Islander</td>
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<td>0</td>
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</tr>
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<td>American Indian or Alaska Native</td>
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<td>2</td>
<td>27</td>
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<tr>
<td>Non-Resident Alien</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>16</td>
<td>40</td>
<td>156</td>
</tr>
</tbody>
</table>

### C. Graduate Student Enrollments by Degree Seeking Status

#### Degree Seeking Men

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>109</td>
<td>118</td>
<td>131</td>
<td>149</td>
</tr>
<tr>
<td>Black</td>
<td>6</td>
<td>6</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>1</td>
<td>6</td>
</tr>
<tr>
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<td>3</td>
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<td>Race/Ethnicity Unknown</td>
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<td>Non-Resident Alien</td>
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<td>3</td>
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<tr>
<td>Total</td>
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<td>171</td>
<td>188</td>
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</table>
### Degree Seeking Women

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<td>160</td>
<td>184</td>
<td>200</td>
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<td>3</td>
<td>6</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>5</td>
<td>7</td>
</tr>
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<td>Two or More Races</td>
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<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
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<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
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<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>183</td>
<td>221</td>
<td>251</td>
</tr>
</tbody>
</table>

### Non-Degree Seeking Men

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<tr>
<td>Asian/Pacific Islander</td>
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</tr>
<tr>
<td>Two or More Races</td>
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<td>0</td>
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</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
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</tr>
<tr>
<td>Non-Resident Alien</td>
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<tr>
<td>Total</td>
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### Non-Degree Seeking Women

<table>
<thead>
<tr>
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<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<td>Asian/Pacific Islander</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
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<td>5</td>
<td>1</td>
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<tr>
<td>Non-Resident Alien</td>
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### D. Age Range of Undergraduate Students

#### Traditional Students (Does Not Include Concurrent)

<table>
<thead>
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<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years and Under</td>
<td>1214</td>
<td>1212</td>
<td>1189</td>
<td>1213</td>
</tr>
<tr>
<td>25 years and Older</td>
<td>57</td>
<td>59</td>
<td>67</td>
<td>66</td>
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<tr>
<td>Total</td>
<td>1271</td>
<td>1271</td>
<td>1256</td>
<td>1279</td>
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</tbody>
</table>
Degree Completion Students

<table>
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<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years and Under</td>
<td>48</td>
<td>39</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>25 years and Older</td>
<td>401</td>
<td>391</td>
<td>365</td>
<td>391</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>430</td>
<td>395</td>
<td>436</td>
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</table>

E. Numbers of Students by Residency Status

Traditional Undergraduate Students (Does Not Include Concurrent)

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<thead>
<tr>
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<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Resident</td>
<td>343</td>
<td>347</td>
<td>371</td>
<td>438</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>808</td>
<td>809</td>
<td>783</td>
<td>744</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>120</td>
<td>115</td>
<td>102</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>1271</td>
<td>1271</td>
<td>1256</td>
<td>1279</td>
</tr>
</tbody>
</table>

Degree Completion Students

<table>
<thead>
<tr>
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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Resident</td>
<td>432</td>
<td>411</td>
<td>378</td>
<td>410</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>430</td>
<td>395</td>
<td>436</td>
</tr>
</tbody>
</table>

Graduate Students

<table>
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<tr>
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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Resident</td>
<td>239</td>
<td>272</td>
<td>325</td>
<td>355</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>79</td>
<td>81</td>
<td>88</td>
<td>104</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>323</td>
<td>360</td>
<td>421</td>
<td>467</td>
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</table>

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

Freshman

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>896</td>
<td>846</td>
<td>1033</td>
<td>1093</td>
</tr>
<tr>
<td>Acceptances</td>
<td>662</td>
<td>636</td>
<td>732</td>
<td>765</td>
</tr>
<tr>
<td>Matriculations</td>
<td>310</td>
<td>306</td>
<td>322</td>
<td>360</td>
</tr>
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</table>
Transfers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>164</td>
<td>217</td>
<td>209</td>
<td>194</td>
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<tr>
<td>Acceptances</td>
<td>102</td>
<td>133</td>
<td>128</td>
<td>116</td>
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<tr>
<td>Matriculations</td>
<td>59</td>
<td>65</td>
<td>65</td>
<td>66</td>
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Degree Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>364</td>
<td>376</td>
<td>465</td>
<td>446</td>
</tr>
<tr>
<td>Acceptances</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Matriculations</td>
<td>262</td>
<td>237</td>
<td>259</td>
<td>275</td>
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</table>

Graduate

<table>
<thead>
<tr>
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<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>NA</td>
<td>190</td>
<td>162</td>
<td>179</td>
</tr>
<tr>
<td>Acceptances</td>
<td>NA</td>
<td>161</td>
<td>155</td>
<td>172</td>
</tr>
<tr>
<td>Matriculations</td>
<td>NA</td>
<td>129</td>
<td>146</td>
<td>159</td>
</tr>
</tbody>
</table>

B. Standardized Test Scores

<table>
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<tr>
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<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Cumulative</td>
<td>25.6</td>
<td>25.2</td>
<td>25.1</td>
<td>25.4</td>
</tr>
<tr>
<td>SAT Composite</td>
<td>1120</td>
<td>1160</td>
<td>1110</td>
<td>1150</td>
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</table>

3. Financial Assistance for Students

A. Percent Applying for Financial Aid

*Full-Time Traditional Undergraduates*

<table>
<thead>
<tr>
<th>Number of FT UG</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Who Applied for Need-Based Financial Aid</td>
<td>75%</td>
<td>75%</td>
<td>77%</td>
<td>81%</td>
</tr>
</tbody>
</table>

*All Full-Time Undergraduates*

<table>
<thead>
<tr>
<th>Number of FT UG</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Who Applied for Need-Based Financial Aid</td>
<td>76%</td>
<td>75%</td>
<td>78%</td>
<td>83%</td>
</tr>
</tbody>
</table>
### Degree Seeking Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FT Grad</td>
<td>308</td>
<td>328</td>
<td>393</td>
<td>439</td>
</tr>
<tr>
<td>Percent Who Applied for Need-Based Financial Aid</td>
<td>74%</td>
<td>79%</td>
<td>79%</td>
<td>70%</td>
</tr>
</tbody>
</table>

#### B. Percent Receiving Financial Aid

**Full-Time Traditional Undergraduate**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FT UG</td>
<td>1239</td>
<td>1234</td>
<td>1219</td>
<td>1236</td>
</tr>
<tr>
<td>Number Receiving Aid</td>
<td>1113</td>
<td>1126</td>
<td>1129</td>
<td>1206</td>
</tr>
<tr>
<td>Percentage of Enrollment</td>
<td>90%</td>
<td>91%</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Loans</td>
<td>54%</td>
<td>54%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Federal Work-study</td>
<td>21%</td>
<td>21%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>Academic Based Merit Scholarships</td>
<td>50%</td>
<td>49%</td>
<td>50%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**All Full-Time Undergraduate**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FT UG</td>
<td>1593</td>
<td>1365</td>
<td>1485</td>
<td>1530</td>
</tr>
<tr>
<td>Number Receiving Financial Aid</td>
<td>1298</td>
<td>1146</td>
<td>1317</td>
<td>1472</td>
</tr>
<tr>
<td>Percentage of Enrollment</td>
<td>81%</td>
<td>84%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>Loans</td>
<td>56%</td>
<td>60%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>Work-study</td>
<td>16%</td>
<td>19%</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>80%</td>
<td>76%</td>
<td>77%</td>
<td>92%</td>
</tr>
<tr>
<td>Academic Based Merit Scholarships</td>
<td>39%</td>
<td>44%</td>
<td>41%</td>
<td>45%</td>
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**Degree Seeking Graduate Students**

<table>
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<tr>
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<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FT Grad</td>
<td>308</td>
<td>328</td>
<td>393</td>
<td>439</td>
</tr>
<tr>
<td>Number Receiving Financial Aid</td>
<td>237</td>
<td>254</td>
<td>304</td>
<td>306</td>
</tr>
<tr>
<td>Percentage of Enrollment</td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
<td>70%</td>
</tr>
<tr>
<td>Loans</td>
<td>74%</td>
<td>79%</td>
<td>76%</td>
<td>64%</td>
</tr>
<tr>
<td>Work-study</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>10%</td>
<td>12%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Academic Based Merit Scholarships</td>
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#### C. Tuition Discount Rate

**Full-Time Traditional Undergraduate**

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<th>Fall 2011</th>
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</thead>
<tbody>
<tr>
<td>Tuition Discount Rate</td>
<td>31%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
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All Full-Time Degree Completion

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<th>Tuition Discount Rate</th>
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<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
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<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Degree Seeking Graduate Students

<table>
<thead>
<tr>
<th>Tuition Discount Rate</th>
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<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

4. Student Retention and Program Productivity

A. Percent Returning

NE – Number Entering
NR – Number Returning

<table>
<thead>
<tr>
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<th>Fall 2008-09</th>
<th>Fall 2009-10</th>
<th>Fall 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NR/NE</td>
<td>%</td>
<td>NR/NE</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>241/304</td>
<td>79%</td>
<td>185/250</td>
<td>74%</td>
</tr>
<tr>
<td>Black</td>
<td>4/6</td>
<td>67%</td>
<td>3/5</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14/15</td>
<td>93%</td>
<td>5/6</td>
<td>83%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1/2</td>
<td>50%</td>
<td>2/5</td>
<td>40%</td>
</tr>
<tr>
<td>American Indian, Alaska Native</td>
<td>0/3</td>
<td>0%</td>
<td>4/4</td>
<td>100%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>7/9</td>
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<tr>
<td>Race/Ethnicity Unknown</td>
<td>2/3</td>
<td>67%</td>
<td>9/9</td>
<td>100%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>25/28</td>
<td>89%</td>
<td>27/29</td>
<td>93%</td>
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<tr>
<td>Total</td>
<td>287/361</td>
<td>80%</td>
<td>235/308</td>
<td>76%</td>
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B. Degrees Earned

Bachelor’s Degree

<table>
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<th>2010-11</th>
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<tbody>
<tr>
<td>White</td>
<td>411</td>
<td>373</td>
<td>394</td>
<td>399</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>20</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>12</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>9</td>
<td>10</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>34</td>
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<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>487</td>
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<td>484</td>
<td>488</td>
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### Institutional Snapshot

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<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>115</td>
<td>109</td>
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### C. Graduates by Program

#### Bachelor’s Degree

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D. Pass Rates on Licensure Examinations

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5. Faculty Demography

A. Faculty Headcount by Degree Level

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B. Full-Time Faculty Headcount by Race/Ethnicity, Gender, and Rank

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## Full Professor - Women

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### Instructor - Women

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C. Faculty Headcount by Program

**Traditional Undergraduate**

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<td>8</td>
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<td>8</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Business (52)</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Communications / Fine Arts (9, 50)</td>
<td>17</td>
<td>9</td>
<td>18</td>
<td>7</td>
<td>16</td>
<td>10</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Education (13)</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Humanities (16, 23, 30, 39, 54)</td>
<td>20</td>
<td>12</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>8</td>
<td>16</td>
<td>24</td>
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<tr>
<td>Mathematics and Computer Science (11, 27)</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Consumer Services, Fitness (19, 31)</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Psychology and Social Sciences (42, 45)</td>
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<td>0</td>
<td>5</td>
<td>0</td>
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<td><strong>Total</strong></td>
<td>73</td>
<td>28</td>
<td>73</td>
<td>24</td>
<td>74</td>
<td>25</td>
<td>68</td>
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</table>

**Degree Completion**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2008 FT</th>
<th>Fall 2008 PT</th>
<th>Fall 2009 FT</th>
<th>Fall 2009 PT</th>
<th>Fall 2010 FT</th>
<th>Fall 2010 PT</th>
<th>Fall 2011 FT</th>
<th>Fall 2011 PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (13)</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Business (52)</td>
<td>0</td>
<td>41</td>
<td>0</td>
<td>41</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>51</td>
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<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>44</td>
<td>1</td>
<td>45</td>
<td>1</td>
<td>45</td>
<td>0</td>
<td>61</td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2008 FT</th>
<th>Fall 2008 PT</th>
<th>Fall 2009 FT</th>
<th>Fall 2009 PT</th>
<th>Fall 2010 FT</th>
<th>Fall 2010 PT</th>
<th>Fall 2011 FT</th>
<th>Fall 2011 PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Health - Counseling (51)</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Humanities (39)</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>14</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>29</td>
</tr>
</tbody>
</table>

6. Availability of Instructional Resources and Information Technology

A. Technology Resources Supporting Student Learning

**Technology Resources in the Library**

The John Brown University library is a preferred location on campus for study and research. The library’s physical space is the location of its 120,000 print, audio/visual, and microform items. The Library Building is also the central location for its services, such as research assistance and instruction, and interlibrary loan.
In addition to these offerings, the library provides 23 computers for student use. These computers are networked, and are fully-equipped with the standard software found in computer labs on campus. Three printers are connected to the computers.

Five of the computers are in the Group Research Lab in the library. Each computer has an oversized monitor and is on a large table – an arrangement that is conducive to group work. This room also has a fully-functioning tech cart, projector and screen, and printer.

The library has wireless access available on both of its floors. A photocopy machine for student use is on the first floor, as are two scanners, and a faculty-use copier. A microform reader/printer is also available.

The library receives free access to 33 online resources through the Arkansas State Library. Most of these resources are cross-disciplinary collections of full-text articles and data. In addition to these free resources, the library provides 30 online resources via subscriptions. These subscription resources fall into two categories: cross-disciplinary resources that complement the collections from the state library; and subject-specific resources that meet the research needs of students in the various majors at JBU. An effort has been made to include those resources that are of the highest quality, such as the following:

Cross-Disciplinary Resources

- EBSCO Academic Search Elite
- Gale General OneFile
- JSTOR
- LexisNexis Academic
- ProQuest Research Library

Subject-Specific Resources

- ABI Inform Complete
- American Chemical Society Journals
- Annual Reviews in Science
- American Theological Library Association Serials
- BioOne
- Business Source Elite
- Communication & Mass Media Complete
- Contemporary Authors Online
- Literary Reference Center
• Modern Language Association International Bibliography
• Philosopher’s Index
• PsycInfo

The library has one computer with *Luther’s Works*, *National Geographic*, and *LinguaLinks*, which have been uploaded from CD-ROMs.

The library subscribes to *EndNote*, a bibliographic management resource that is available in desktop and Web versions for student and faculty use.

The JBU Library has purchased 12,000 eBooks, on a variety of research topics. These eBooks are recent titles from well-known publishers.

All eBooks and online resources can be accessed on- and off-campus by students and faculty. Off-campus authentication is by JBU username and password.

The JBU Library keeps usage statistics on all of its online resources. The library’s Database Manager compiles usage stats at the end of the fiscal year in a spreadsheet that includes pricing information. Collecting the stats entails accessing the administrator mode for the various platforms on which the resources reside.

This process, though time-consuming, is necessary to determine whether or not to continue a subscription. Every resource is evaluated at the time of its license renewal. Usage stats are carefully considered in the decision to continue or terminate a subscription. It is rare to terminate; but in an era of flat budgets, if something new is needed, something else must be eliminated. In that case, faculty consultations (if the resource is subject-specific), pricing, and usage statistics are important considerations.

*Information Technology Services*

John Brown University has a variety of technology resources available for students. All campus buildings and remote sites are interconnected with a network and Internet infrastructure that allows authorized access from classrooms, laboratories, offices, residence halls, and remote locations. All classrooms are equipped with instructional technology (computer, projector, etc.) for teaching and learning. Wireless networking also extends accessibility in most residential and study areas throughout the university.

There are general classroom laboratories equipped with computers and instructional technology for hands-on instruction, and these are available for general computer use when class is not in session. The Walker Student Center and the library have general purpose computer labs dedicated for student use and are available days and evenings throughout the week. Black/white and color laser printing is available. Additionally, there are walk-up
Kiosk computers available in common areas within the Student Center and outside the library for quick access to the Internet and student computing resources.

- **Kiosk Stations**: 17 student computers
- **Learning Resource Center**: 16 student computers
- **Library**: 17 student computers
- **Media Lab**: 7 student computers
- **Soderquist Business Center**: 24 student computers
- **Walker Student Center**: 27 student computers

The residence halls provide network and Internet access for resident students within each room via hard-wired Ethernet ports (“port-per-pillow”) and wireless coverage. Each residence hall also provides access to a 24-hour computer lab with laser printing available.

- **J. Alvin Residence Hall**: 6 student computers
- **Mayfield Residence Hall**: 6 student computers
- **North Hall Residence Hall**: 8 student computers
- **Walker Residence Hall**: 9 student computers

In addition to resources on the Main Campus, Graduate and Professional Studies students have access to computing and printing resources at each of the remote site campuses.

- **Fort Smith Center**: 4 student computers
- **Little Rock Center**: 3 student computers
- **Rogers Center**: 4 student computers

There are computer labs housed in many academic departments that provide access to specialized software licenses and resources specific to each academic discipline. Computers are also implemented specifically for student work study positions in academic and administrative departments all over campus.

- **Biology**: 9 student computers
- **Broadcasting**: 12 student computers
- **Chemistry**: 16 student computers
- **Construction Management**: 16 student computers
- **Engineering**: 40 student computers
- **Language**: 3 student computers
- **Music**: 16 student computers
- **Physics**: 16 student computers
- **Student Government**: 6 student computers
- **Student Newspaper/Yearbook**: 10 student computers
- **Student Support Services**: 6 student computers
Visual Arts 48 student computers
Work Study Stations 45 student computers
Writing 4 student computers

Total Institutional Computers in Support of Student Learning: 395

There is a Media Lab located on the Main Campus in the Learning Resource Center for special printing and other media service needs. Digital cameras, video cameras, projectors, and other audio/visual technology may be checked out for academic projects. Supplies for lettering, posters, banners, and other needs are available for sale. Large format color printing is also available for a fee.

Students who bring their own computer to campus may connect it to the campus network using their provided network account. Once authenticated, students may access the Internet, E-mail, class-related resources, references, and other university services.

The John Brown University Information Technology Services department has the ability to monitor student network and Internet bandwidth usage using network management tools and bandwidth management appliances. A central database of login/logout timestamps also provides usage statistics for every computer on campus, and gives the university flexibility in how it monitors student usage levels for all computer lab environments.

7. Financial Data

A. Actual Unrestricted Revenues

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$17,650,130</td>
<td>$17,904,418</td>
<td>$18,280,312</td>
<td>$18,001,554</td>
</tr>
<tr>
<td>State and Local Appropriations</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>$(1,155,108)</td>
<td>$(11,371,104)</td>
<td>$(6,514,334)</td>
<td>$(10,852,334)</td>
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<tr>
<td>Contributions</td>
<td>$14,142,495</td>
<td>$18,279,078</td>
<td>$23,718,754</td>
<td>$16,169,194</td>
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<tr>
<td>Auxiliary</td>
<td>$5,971,196</td>
<td>$6,500,169</td>
<td>$6,314,318</td>
<td>$6,076,174</td>
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<tr>
<td>Other</td>
<td>$4,115,375</td>
<td>$3,335,947</td>
<td>$3,957,810</td>
<td>$5,117,883</td>
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<tr>
<td>Total</td>
<td>$40,724,088</td>
<td>$34,648,508</td>
<td>$58,785,528</td>
<td>$56,217,139</td>
</tr>
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</table>
B. Actual Unrestricted Expense

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$13,558,939</td>
<td>$13,983,153</td>
<td>$14,400,230</td>
<td>$15,726,755</td>
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<tr>
<td>Student Services</td>
<td>$5,209,468</td>
<td>$5,214,940</td>
<td>$5,685,509</td>
<td>$5,414,137</td>
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<tr>
<td>Operations and Maintenance</td>
<td>$4,999,860</td>
<td>$4,891,295</td>
<td>$5,169,578</td>
<td>$4,653,951</td>
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<tr>
<td>Depreciation</td>
<td>$2,457,316</td>
<td>$2,624,976</td>
<td>$2,832,781</td>
<td>$3,184,603</td>
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<tr>
<td>Administration</td>
<td>$4,314,635</td>
<td>$4,545,743</td>
<td>$5,559,602</td>
<td>$5,628,987</td>
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<tr>
<td>Fund Raising</td>
<td>$1,755,906</td>
<td>$1,812,319</td>
<td>$1,244,105</td>
<td>$1,640,163</td>
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<tr>
<td>Auxiliary</td>
<td>$2,754,563</td>
<td>$2,726,053</td>
<td>$2,892,111</td>
<td>$2,695,984</td>
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<tr>
<td>Public Service</td>
<td>$2,536,635</td>
<td>$1,768,183</td>
<td>$1,993,062</td>
<td>$2,057,177</td>
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<tr>
<td>Total</td>
<td>$37,587,322</td>
<td>$37,566,662</td>
<td>$39,776,978</td>
<td>$41,001,757</td>
</tr>
</tbody>
</table>

C. Coverage of Shortfall

The apparent shortfall in 2008-2009 was due to unrealized investment losses during the market downturn, not operations. The institution actually had an operational surplus, not including accounting depreciation.
Federal Compliance

Credits, Program Length, and Tuition

Credit Hour

John Brown University defines a credit hour as the amount of work required to achieve a reasonable approximation of the student learning outcomes that can be addressed in the context of a course which traditionally requires 42-45 hours of student work (including both contact time between the student and instructor and the student’s independent work). The assignment of credit hours to a specific course will take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, laboratory, studio work, clinical, practicums, internships), the students’ age and prior experience, and the mode of delivery (e.g., face-to-face, online, hybrid). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour.

Completion of any bachelor’s degree requires at least 124 hours of academic credit. Each bachelor’s degree program requires a minimum of 36 semester hours in the major field, including a minimum of 18 hours of upper-division courses.

All master’s degrees require at least 30 semester hours.

Program Length

Table 18 shows the nominal length of each program at JBU.

The 45 months for each traditional undergraduate program is based on eight semesters, four fall and four spring.

The Degree Completion Program’s early childhood education and organizational management degrees both follow a cohort model with classes meeting year round. The early childhood education degree also includes an internship, which accounts for the longer program length. The Degree Completion Program’s business administration degree is delivered online with eight week terms (two terms in the fall, two terms in the spring, and one term in the summer) for two years.
### Table 18 Program Length

<table>
<thead>
<tr>
<th>Program</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Undergraduate</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>45 months</td>
</tr>
<tr>
<td>Degree Completion</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>24 months</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>24 months</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>21 months</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>24 months</td>
</tr>
<tr>
<td>Counseling</td>
<td>28 months</td>
</tr>
<tr>
<td>Ministry</td>
<td>24 months</td>
</tr>
</tbody>
</table>

The 24 months for the graduate programs in business and ministry is based on taking courses during eight week terms (two terms in the fall, two terms in the spring, and two terms in the summer) for two years. The graduate counseling classes are offered on sixteen week terms in the fall, spring, and summer, with the program requiring at least seven terms to complete all the courses.

### Tuition

Table 19 shows the tuition over the last 10 years for the traditional undergraduate, degree completion, and graduate areas of study. The tuition shown for the traditional undergraduate programs is the annual, full-time tuition for 12-18 credit hours. The tuition shown for the degree completion and graduate programs is per credit hour.

#### Table 19 Tuition

<table>
<thead>
<tr>
<th>Year</th>
<th>Traditional Undergraduate</th>
<th>Degree Completion</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$19,834</td>
<td>$360</td>
<td>$470</td>
</tr>
<tr>
<td>2010-11</td>
<td>$18,884</td>
<td>$360</td>
<td>$470</td>
</tr>
<tr>
<td>2009-10</td>
<td>$18,032</td>
<td>$350</td>
<td>$450</td>
</tr>
<tr>
<td>2008-09</td>
<td>$17,256</td>
<td>$335</td>
<td>$430</td>
</tr>
<tr>
<td>2007-08</td>
<td>$16,396</td>
<td>$335</td>
<td>$410</td>
</tr>
<tr>
<td>2006-07</td>
<td>$15,412</td>
<td>$320</td>
<td>$390</td>
</tr>
<tr>
<td>2005-06</td>
<td>$14,544</td>
<td>$310</td>
<td>$375</td>
</tr>
<tr>
<td>2004-05</td>
<td>$13,724</td>
<td>$300</td>
<td>$360</td>
</tr>
<tr>
<td>2003-04</td>
<td>$13,076</td>
<td>$285</td>
<td>$345</td>
</tr>
<tr>
<td>2002-03</td>
<td>$12,464</td>
<td>$278</td>
<td>$330</td>
</tr>
</tbody>
</table>

Tuition is set using a cost based approach in combination with analysis of national trends for tuition at similar institutions. Because the cost structures are lower for the graduate and degree completion programs, the tuition rates are lower for these programs. Tuition rates are the same for all programs within one of the three areas (traditional undergraduate,
degree completion, or graduate). There are some specific fees for courses that require consumables or have additional costs above the normal costs in the program.

Student Complaints

Policies

The student grievance process is specified in the Student Handbook [FC-1: Student Grievance Process] and included here.

Student Grievance Process

A student should seek administrative resolution in the following manner if he or she believes (a) that he or she has a legitimate grievance under federal law with respect to the nondiscrimination policy of the university or (b) that he or she has a serious non-academic grievance against any university official: provided, however, that in case of grievance related to an harassment claim, the student should follow the policy and procedure covered in Sexual or Other Harassment policy and in the case of a grievance related to an academic issue, the policy and procedure of the Academic Grievance Process.

- Submit a statement of the grievance in writing to the Dean of Students.
- The Dean will respond in writing to the student within a reasonable time of receiving this notification.
- If the Dean’s response is not satisfactory to the student, a written request for appeal should be given to the Vice President for Student Development for an administrative hearing before the Judicial Board. The board will meet within a reasonable time following receipt of the written request for appeal.
- All final recommendations by the Judicial Board are subject to review and approval by the Vice President of Student Development.

The harassment policy is also specified in the Student Handbook [FC-2: Harassment Policy]. Here is an excerpt from this policy.

Sexual or Other Harassment Policy

John Brown University encourages reporting of all perceived incidents of harassment or retaliation, regardless of the offender’s identity or position. Students who believe that they have been the victim of such conduct should discuss their concerns with their Resident Director, the Dean of Students, the Vice President for Student
Development, or the University’s Title IX compliance officer (currently, the Vice President of Finance and Administration).

In addition, JBU encourages students who believe they are being subjected to such conduct to advise the offender promptly that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. JBU recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures.

The academic appeal and grievance processes vary slightly between the undergraduate, degree completion, and graduate areas, but in each case, the process is clearly stated in the appropriate course catalog [FC-3: Undergraduate Academic Appeal Process] [FC-4: Degree Completion Academic Grievance Process] [FC-5: Graduate Academic Appeal Process]. The undergraduate academic appeal process is shown here.

**Academic Appeal Process**
Occasionally a student may wish to appeal an academic action such as a grade, graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the appropriate dean. In most cases the student should first request the support of his or her major advisor, department head, or division chair.

The process for dealing with student complaints about faculty persons is stated in the Faculty Handbook [FC-6: Faculty Handbook] and included here.

- Any student with a complaint about a faculty person should discuss the complaint first with that faculty person.
- If talking with the faculty person does not bring resolution, or if there is reluctance to approach the faculty person, the student should meet with the appropriate division chair or program director and present a concise, well thought out, statement of the problem and the desired resolution.
- Before officially considering the complaint the division chair or program director will offer to meet with the student and the accused faculty person. If the student is unwilling to attend such a meeting, the chair is at liberty to dismiss the complaint at that point.
- The academic dean, or any other administrator, faculty, or staff person, when approached by a student with a complaint against a faculty person, must advise the student to follow the procedure listed above.
- If the student consents to a meeting with the division chair or program director and the faculty person, the complaint will be heard formally in that meeting. The division chair or program director will be responsible for
documenting the proceedings and outcome of the meeting in writing, and for keeping that documentation on file.

• The accused faculty person or the aggrieved student may request a second meeting within seven days to which both the faculty person and the student, within limits set by the division chair or program director, may invite colleagues and students. The written documentation of the proceedings and outcome of this second meeting is the division chair or program director’s responsibility as well.

• If the problem is not resolved to the satisfaction of either party, an appeal may be made to the appropriate academic dean.

• If the program is still not resolved, a written appeal may be made to the Vice President for Academic Affairs who is empowered to make the final decision and communicate the decision in writing to those involved.

• Any of the above written documentation may be included in the accused faculty member’s file only after that person has reviewed the document.

Summary of Complaints

Most student complaints are resolved at the program or faculty level. Complaints that cannot be resolved at that level are brought to the appropriate dean.

During the 2009-2010, 2010-2011, and 2011-2012 academic years, the following student complaints were brought to one of the deans.

Appeal of academic suspension
   Graduate—2 approved
   Traditional undergraduate—1 approved, 3 denied

Participating in commencement with pending requirements
   Degree completion—1 approved
   Traditional undergraduate—23 approved, 2 denied

Change in registration status after deadline
   Traditional undergraduate—3 approved, 1 denied

Appeal of transfer credit
   Degree completion—1 approved
   Traditional undergraduate—2 approved, 1 denied
Exception in graduation requirements  
Traditional undergraduate—2 approved, 1 denied, 2 resolved

Grade change or test score exception  
Traditional undergraduate—4 denied

General complaint  
Traditional undergraduate—1 resolved, 1 in progress

Non-academic grievance  
Degree completion—1 resolved  
Traditional undergraduate—1 resolved

Transfer Policies

Undergraduate

The transfer policy for the traditional undergraduate programs is stated in the undergraduate course catalog [FC-7: Undergraduate Transfer Policy].

Transfer of Credit

Credit which has been earned at another institution will be reviewed by both the registrar and the appropriate division faculty, and the applicability to courses in the chosen degree program will be determined. Each course accepted for transfer must have a minimum grade of ‘C’. All work completed at previous institutions will be posted as ‘CR’ on the student’s JBU transcript. Thus, only JBU course work will apply toward the student’s grade point average.

John Brown University accepts credit from regionally accredited institutions and Bible credit from schools accredited by the Association for Biblical Higher Education (ABHE). Transfer credits from international affiliated institutions are evaluated on a case by case basis.

Currently enrolled students planning to take summer courses or correspondence work at other institutions must receive prior written approval of the major advisor and the registrar. Official course descriptions of proposed work are required.

Information about transfer of credit is also available on the admission’s and Registrar’s web pages [FC-8: Admission’s Transfer Web Page] [FC-9: Registrar’s Transfer Web Page].

Degree Completion

The transfer policy for the degree completion programs is stated in the degree completion course catalog [FC-10: Degree Completion Transfer Policy].
Transfer of Credit
Credit which has been earned at another institution will be reviewed by both the Registrar and the appropriate Program Director, and the applicability to courses in the chosen degree program will be determined. Each course accepted for transfer must have a minimum grade of ‘C’. All work completed at previous institutions will be posted as ‘CR’ on the student’s JBU transcript.

Thus, only JBU course work will apply toward the student’s grade point average. Credits from institutions which are not regionally accredited may be accepted on a case-by-case basis.

Currently enrolled students planning to take course work at other institutions must receive prior written approval of the program advisor and the Registrar. Official course descriptions of proposed work may be required.

Information about transfer of credit is also available on the admission’s web page [FC-11: Admission’s Transfer Web Page].

Graduate
The transfer policy for the graduate programs is stated in the graduate course catalog [FC-12: Graduate Transfer Policy].

Transfer of Credit
Applicants who have taken graduate courses at other universities may be allowed to transfer some of their previous courses into their JBU graduate program. Students may transfer up to nine hours of graduate credits or 25 percent of the degree program, whichever is greater, toward fulfillment of a graduate degree. No grade below a ‘B-’ may be transferred into a graduate degree program at JBU. Transfer of credit must be approved by the Program Director and the Dean. Grades from transfer credits are not included in the calculation of JBU grade-point averages.

Verification of Student Identity
The identities of students who participate in courses provided through distance education are verified through secure login and passwords. Passwords ensure that only authorized individuals have access to specific computer systems and establish accountability for all changes made to system resources.

The acceptable use policy [FC-13: Information Technology Acceptable Use Policy] related to accounts states:
Students, employees, and approved guests may use University systems through the use of network accounts granted by Information Technology Services at the time of matriculation, employment, etc. To allow friends, classmates, parents, spouse, children, colleagues, or anyone else to use one’s account is to violate the Acceptable Use Policy.

Specific policies include:

2.1 Use only the network accounts, programs, and data that have been authorized for your use.

2.2 Always identify computing work with your own name or other approved ID. Do not attempt to modify files or otherwise work on the JBU network without logging in.

2.3 You are responsible for any activity conducted with your accounts. Do not tell anyone else your password or log on for someone else using your account. Do not leave computers unattended without locking it or logging off.

2.4 Assist university security efforts by choosing passwords wisely: not using obvious names, identities, hobbies, etc.; not using words that can be found in the dictionary, incorporating mixed-cases, numbers, and letters; and changing passwords regularly and often.

To help ensure that passwords remain private the following requirements are enforced:

- Passwords will expire every 6 (six) months.
- Passwords should not be written down, emailed, or spoken.
- Passwords should be kept confidential and not shared with anyone.
- New passwords must be different than your previous two passwords.
- Passwords must be at least 8 (eight) characters in length.
- Passwords cannot contain your name or any part of your full name that exceeds two consecutive characters.
- Passwords must contain characters from at least 3 of the 4 following groups:
  - English uppercase characters (A through Z)
  - English lowercase characters (a through z)
  - Digits (0 through 9)
  - Non-alphanumeric (for example, !,$,#,%), symbolic, or linguistic characters
Title IV Program and Related Responsibilities

General Program Responsibilities

John Brown University’s last Title IV program review was in August 1996, and there were no findings. The Department of Education has not undertaken any limitations, suspensions, or termination actions since that review. There have not been any fines, letters of credit, or heightened monitoring arising from the Department of Education.

Financial Responsibility Requirements

Neither the Higher Learning Commission nor the Department of Education has raised any concerns about John Brown University’s finances based on the financial audits or composite ratios [FC-15: Financial Index Ratio Data] [FC-16: A-133 Statements].

Default Rates

Following national trends as shown in Figure 11, John Brown University’s cohort default rates have increased over the last three years [FC-17: Cohort Default Rates]. However, the FY2009 default rate is still half the average rate for all private colleges and universities and about a quarter of the national average [FC-18: Institutional Default Rate Comparisons]. JBU’s default rate is also substantially less than the FY2009 average for all Arkansas schools [FC-19: Cohort Default Rates by State].

![Figure 11 Cohort Default Rates](image-url)
Campus Crime Information and Related Disclosure of Consumer Information

John Brown University discloses consumer information to students and to the public in several ways. All students receive an email with consumer information that is automatically generated as part of the required pre-registration process that occurs twice a year. The consumer information is also available on the financial aid web page and from the Financial Aid Office.

The Financial Aid Office monitors the disclosure requirements and works to ensure compliance.

Satisfactory Academic Progress and Attendance Policies

Satisfactory Academic Progress

John Brown University’s policy on satisfactory academic progress is stated in each of the academic catalogs.

Satisfactory Academic Progress

Satisfactory academic progress is deemed to have been made by a student who meets both the quantitative and qualitative requirements indicated below.

Quantitative Requirements

There are two quantitative requirements that the student must meet in order to remain eligible to apply for financial assistance. First, the student must pass, at a minimum, 67 percent of the credits attempted while attending the university. Also, the student will remain eligible to apply for aid as long as the number of credits attempted is not more than 150 percent of the number of credits required for the student’s degree.

A transfer student may have earned credits at another school that will count toward his or her degree at JBU. Only transfer credits that apply to the student’s degree will count as part of the 150 percent maximum. A student pursuing a second degree or teacher certification will have a new maximum time frame established based on the degree program requirements for which he or she enrolls.

The determination of each student’s meeting the quantitative requirements for satisfactory academic progress will be made annually following the conclusion of the spring semester. If a student fails to pass at least 67 percent of the credits attempted
or has attempted more than 150 percent of the number of credits required for completion of his or her degree, then the student must appeal for reinstatement of financial aid eligibility.

**Qualitative Requirements**
A student is deemed to have met the qualitative requirements for satisfactory academic progress for financial aid purposes provided the student’s academic status is not one of Academic Suspension.

**Appeal Process**
If a student does not successfully meet the satisfactory academic progress policy guidelines, the Financial Aid Director will notify the student in writing of their financial aid suspension status. The student may submit a written appeal to the Vice President of Enrollment Management within 30 days of the time that the student is notified of his or her suspension. Financial Aid eligibility appeals will be reviewed by the Admissions/Financial Aid Committee on a case-by-case basis.

The financial aid eligibility appeal is a separate process from the registrar’s appeal process for academic suspension. A successful appeal to reinstate a student to the university after academic suspension by the Registrar’s office does not necessarily reinstate a student to the financial aid programs.

**Addendum to Satisfactory Academic Progress Policy**
Appeal due to mitigating circumstances: This section of the Satisfactory Academic Progress policy gives some examples where allowances may be made for mitigating circumstances. These examples are not all-inclusive. The committee may allow other mitigating circumstances on a case-by-case basis depending on the merit of the appeal:

1. Death in the family or death of a close friend.
2. Serious illness of a family member.
3. Medical complications or prolonged illness of the student.
4. Inability to attend classes because of unexpected lack of transportation.
5. Serious financial problems requiring excessive hours of employment.

How do the following affect Satisfactory Academic Progress determinations?
1. Withdrawal: a withdrawal (‘W’) is counted as an attempted class that was not successfully completed.

2. Incomplete: an incomplete (‘I’) is counted as an attempted class that was not successfully completed.

3. Repeated course: a repeated course is counted as attempted and successfully completed if a passing grade was earned.

4. Transfer course: transfer courses are counted as attempted and completed if the course work is applicable to the student’s JBU degree.

5. Non-credit remedial coursework is not applicable at JBU.

Attendance Policies
The attendance policies are different for the traditional undergraduate and degree completion programs. The attendance policy for the traditional undergraduate programs is found in the undergraduate course catalog [FC-27: Undergraduate Course Catalog].

Attendance Regulations

General Policy
A student must be registered for a class and on the official roster in order to attend. This includes students who are attending under audit status.

Attendance at and participation in all class sessions, except for times when students are absent for reasons beyond their control, is regarded as essential. Class activities are planned for the benefit of all students.

Classroom Demeanor
Students are expected to display classroom behavior that is appropriate to a Christian university. A professor may remove a student from a class if, in the professor's judgment, the student displays behavior that is uncivil, defiant, or otherwise disruptive to the classroom learning environment. Students dismissed from a class may not return to the class without the permission of the professor. Students may appeal any such removal by following the Academic Grievance process outlined in the Student Handbook.

Results of Failure to Attend Class
A grade of ‘F’ is given for any course in which a student has missed half or more of the class meetings, whether the absences are excused or unexcused, unless the student has completed withdrawal from the class before the stated deadline. An
absence is recorded for each class missed by a student, including the first meeting of a class following registration, regardless of the reason for the absence.

The responsibility for attending class rests with the student.

**Excused Absences.** Students will be allowed to make up for full credit work missed because of an excused absence. Under the following circumstances an absence will be excused:

a. Death or serious illness in the immediate family.

b. Participation in intercollegiate athletic events.

c. Class field trips which are required as class assignments.*

d. Club trips which are designated as educational in nature.*

e. Trips sponsored or sanctioned by the university authorities as university business.

f. Trips required by Armed Services or the Veterans Administration.

g. Local emergencies requiring the immediate attention of certain students.

h. Other reasons which are acceptable to the instructor.

Absence due to illness of the student does not necessarily qualify as excused. Each instructor has the prerogative to establish policy on this issue. The policy is to be clearly stated in the syllabus at the beginning of the semester.

Other absences are considered unexcused.

**Procedure for Excused Absences.** Although the instructor is not obligated to allow the student to make up for full credit work missed because of an excused absence, such credit must be established through the initiative of the student in accomplishing the work to the full satisfaction of the instructor. Prior notice is expected for any known activities which will interfere with class attendance. It is the responsibility of the student to notify the professor in advance of any class activity that will interfere with class attendance. Such notification must be made in a manner consistent with the stated expectations in the professor’s course syllabus.

* Professors and club sponsors must propose educational trips to the Dean of Undergraduate Studies for approval as excused absences. Educational trips should be
planned in such a way as to minimize potential conflicts with other classes as much as possible.

**Unexcused Absences.** Faculty members are neither obligated nor expected to permit a student to make up work missed because of unexcused absences, including unexcused absences for which no penalty is assessed in accordance with the attendance policy. If a student is allowed to make up such work, full credit may not be allowed.

The number of unexcused absences in a course may be used as a factor in determining a student’s grade. It is the obligation of the instructor to explain the policy at the beginning of the course. If the student attends more than half of the class meetings and thus is eligible for credit, the attendance factor may not exceed 25 percent of the total grade basis in the course.

**Non-Attendance Resulting in Withdrawal**
Except in case of extenuating circumstances, students who do not attend any class for ten consecutive days may be withdrawn from John Brown University for nonattendance. It is the responsibility of the student to contact instructors, advisor, registrar, Business office, Financial Aid, and Student Development if extenuating circumstances exist. Courses will not be recorded if the withdrawal occurs before the eighth week of the semester. Students will have a grade of ‘WP’ (withdrawn, passing) or ‘WF’ (withdrawn, failing) recorded if they are withdrawn after the seventh week of the semester.

The attendance policy for the degree completion programs is found in the degree completion course catalog [FC-28: Degree Completion Course Catalog].

**Attendance Requirements**

Because of the intensive nature of the curriculum and the participatory structure of course work in these programs, it is imperative that students attend every night of class. If absence is unavoidable, students should inform the instructor; makeup assignments and consequences of such absences are determined by the instructor.

In the Organizational Management Program, missing two sessions of a five-week course, or three sessions of a six- or seven-week course, excused or unexcused, will result in a grade of ‘F’.

In the Early Childhood Education Program, students attend classes, labs, and online components. Exceeding the allowed number of absences for any course, excused or unexcused, will result in a grade of ‘F’.
Contractual Relationships

While the institution has contracts for service areas such as food service and the bookstore, John Brown University maintains control of all academic areas (e.g., admissions, curriculum, awarding of credit).

Consortial Relationships

John Brown University has no consortial relationships with other entities accredited by a federally recognized accrediting agency.

Institutional Disclosures and Advertising and Recruitment Materials

References to John Brown University’s accreditation status are made in both the course catalogs and the institution’s web site. Each reference contains the appropriate information specified by the various accrediting organizations.

Information about the institution’s programs, locations, and policies are also included in the printed recruiting materials.

Course Catalogs

The Higher Learning Commission (HLC) is mentioned in the undergraduate [FC-29: Undergraduate Course Catalog], degree completion [FC-30: Degree Completion Course Catalog], and graduate [FC-31: Graduate Course Catalog] course catalogs.

ABET is mentioned in two places in the undergraduate course catalog [FC-32: Undergraduate Course Catalog] [FC-33: Undergraduate Course Catalog].

The American Council for Construction Education (ACCE) is mentioned in three places in the undergraduate course catalog [FC-34: Undergraduate Course Catalog] [FC-35: Undergraduate Course Catalog] [FC-36: Undergraduate Course Catalog].

The International Assembly for Collegiate Business Education (IACBE) and Accreditation Council for Business Schools and Programs (ACBSP) are mentioned in the undergraduate [FC-37: Undergraduate Course Catalog] [FC-38: Undergraduate Course Catalog], degree completion [FC-39: Degree Completion Course Catalog], and graduate [FC-40: Graduate Course Catalog] course catalogs.

The National Council for Accreditation of Teacher Education (NCATE) is mentioned in the undergraduate [FC-41: Undergraduate Course Catalog] [FC-42: Undergraduate Course Catalog], degree
completion [FC-43: Degree Completion Course Catalog], and graduate [FC-44: Graduate Course Catalog] course catalogs.

**Institutional Web Site**
The following references are made to these accrediting organizations on JBU’s web site:

**Higher Learning Commission (HLC)**
- [http://www.jbu.edu/about/facts/](http://www.jbu.edu/about/facts/)
- [http://www.jbu.edu/dcp/about/](http://www.jbu.edu/dcp/about/)
- [http://www.jbu.edu/grad/about/](http://www.jbu.edu/grad/about/)
- [http://www.jbu.edu/grad/about/faq/](http://www.jbu.edu/grad/about/faq/)
- [http://www.jbu.edu/grad/business/about/](http://www.jbu.edu/grad/business/about/)
- [http://www.jbu.edu/grad/business/faq/](http://www.jbu.edu/grad/business/faq/)
- [http://www.jbu.edu/grad/business/mba/gci/faq/](http://www.jbu.edu/grad/business/mba/gci/faq/)
- [http://www.jbu.edu/grad/counseling/about/](http://www.jbu.edu/grad/counseling/about/)
- [http://www.jbu.edu/grad/counseling/faq/](http://www.jbu.edu/grad/counseling/faq/)

**ABET**
- [http://www.jbu.edu/about/facts/](http://www.jbu.edu/about/facts/)
- [http://www.jbu.edu/hr/about/](http://www.jbu.edu/hr/about/)
- [http://www.jbu.edu/majors/engineering/accreditation/](http://www.jbu.edu/majors/engineering/accreditation/)

**Accreditation Council for Business Schools and Programs (ACBSP)**
- [http://www.jbu.edu/grad/about/](http://www.jbu.edu/grad/about/)
- [http://www.jbu.edu/grad/business/about/](http://www.jbu.edu/grad/business/about/)

**American Council for Construction Education (ACCE)**
- [http://www.jbu.edu/about/facts/](http://www.jbu.edu/about/facts/)
- [http://www.jbu.edu/hr/about/](http://www.jbu.edu/hr/about/)
- [http://www.jbu.edu/majors/construction_management/about_the_program/](http://www.jbu.edu/majors/construction_management/about_the_program/)

**International Assembly for Collegiate Business Education (IACBE)**
- [http://www.jbu.edu/about/facts/](http://www.jbu.edu/about/facts/)
- [http://www.jbu.edu/dcp/about/](http://www.jbu.edu/dcp/about/)
Federal Compliance

• http://www.jbu.edu/grad/about/
• http://www.jbu.edu/grad/about/faq/
• http://www.jbu.edu/grad/business/about/
• http://www.jbu.edu/grad/business/faq/
• http://www.jbu.edu/grad/business/mba/gci/faq/
• http://www.jbu.edu/hr/about/

National Council for Accreditation of Teacher Education (NCATE)

• http://www.jbu.edu/about/facts/
• http://www.jbu.edu/dcp/about/
• http://www.jbu.edu/grad/about/
• http://www.jbu.edu/grad/about/faq/
• http://www.jbu.edu/grad/business/mba/gci/faq/
• http://www.jbu.edu/grad/counseling/about/
• http://www.jbu.edu/grad/counseling/faq/
• http://www.jbu.edu/hr/about/
• http://www.jbu.edu/majors/early_childhood_education/
• http://www.jbu.edu/majors/english_education/
• http://www.jbu.edu/majors/mathematics_education/
• http://www.jbu.edu/majors/social_studies_education/
• http://www.jbu.edu/teachered/

Printed Recruiting Materials
The typical printed recruiting material for the traditional undergraduate programs includes postcards encouraging prospective students to visit campus [FC-45: Visit Postcard], brochures describing John Brown University and the academic programs [FC-46: Informational Magazine] [FC-47: Viewbook] [FC-48: Recruiting Brochure], and information about scholarships and financial aid [FC-49: Financial Aid Information].

The degree completion area has recruiting brochures for the Degree Completion Program as a whole [FC-50: Degree Completion Brochure] and for the individual programs [FC-51: Online Business Administration Brochure] [FC-52: Organizational Management Brochure] [FC-53: Education Degree Completion Brochure].

The graduate area has recruiting material for the Graduate School as a whole [FC-54: Graduate School Ad] and for the individual programs [FC-55: Graduate Counseling Viewbook] [FC-56: Graduate Business Viewbook] [FC-57: Graduate Programs Billboards].
Relationship with Other Accrediting Agencies and with State Regulatory Bodies

**ABET**
John Brown University’s Engineering Program first received ABET accreditation in 1997 with the accreditation retroactive to the class of 1995. This accredited program was in engineering with concentrations in electrical and mechanical. The most recent reaccreditation was in 2009 and covered three concentrations (electrical/computer, mechanical, and renewable energy) within the single Engineering Program [FC-58: ABET 2008 Self-Study] [FC-59: ABET 2009 Final Statement]. The next reaccreditation visit will be in 2014-2015.

**ACBSP**
In 1989, the Division of Business became a member of the Accreditation Council for Business Schools and Programs (ACBSP). In 1997, JBU transitioned from the ACBSP to the International Assembly for Collegiate Business Education (IACBE) and received initial accreditation. In 2002, all traditional undergraduate business programs, graduate business programs, and business degree completion programs were fully accredited by the IACBE. JBU was accepted into candidacy for accreditation by the ACBSP in 2010 and is working to receive accredited status for all B.S., B.A., M.S., and M.B.A. business degrees [FC-60: ACBSP 2011 Self-Study] [FC-61: ACBSP 2011 Final Feedback Report] [FC-62: ACBSP 2011 Letter].

**ACCE**
The Construction Management Program was first accredited by the American Council for Construction Education (ACCE) in 1998, and the program was reaccredited in 2010 [FC-63: ACCE 2009 Self-Study] [FC-64: ACCE 2010 Final Statement] [FC-65: ACCE Progress Report] [FC-66: ACCE Progress Report Letter]. The next reaccreditation visit will be in 2015-2016.

**NCATE and Arkansas State Regulatory Bodies**
In 1975, JBU’s education programs became accredited by the National Council for Accreditation of Teacher Education (NCATE) and continue to be accredited. In Spring 2011 the NCATE Board of Examiners and the Arkansas Department of Education recommended that all NCATE standards were met and recommended continued accreditation [FC-67: NCATE 2011 Self-Study] [FC-68: NCATE 2011 Final Report]. NCATE’s Unit Accreditation Board continued accreditation without qualifications for the education programs at JBU [FC-69: NCATE 2011 Final Letter].

All education programs have been approved by the Arkansas Department of Education (Vocal Music only requires state approval) [FC-70: Arkansas DOE Approval Letter]. In 2010, the Secondary Social Studies Program received national recognition from the National Council of Social Studies (NCSS) [FC-71: NCSS 2010 Report]. In 2011, the Early Childhood Education Program (National Association for the Education of Young Children: NAEYC) [FC-72: NAEYC
In 1995, JBU formed the Master of Science in Counselor Education for the preparation of school counselors. The program was governed by the Division of Teacher Education and the program was approved by the Arkansas Department of Education. In 1998, JBU’s School Counseling Program became accredited by the National Council for Accreditation of Teacher Education (NCATE) and continued to be accredited. In Spring 2011, the NCATE Board of Examiners and the Arkansas Department of Education recommended that all NCATE standards were met and recommended continued accreditation [FC-75: NCATE 2011 Self-Study; FC-76: NCATE 2011 Final Report]. NCATE’s Unit Accreditation Board continued accreditation without qualifications for the School Counseling Program at JBU [FC-77: NCATE 2011 Final Letter].

In 1998, the Department of School Counseling began offering an M.S. in Counseling with emphases in school counseling, community counseling, and marriage & family therapy. The Department of School Counseling was separated from the Division of Teacher Education but the School Counseling Program continued to maintain NCATE accreditation and approval by the Arkansas Department of Education. The Community Counseling Program and Marriage & Family Therapy Program were designed to meet Arkansas State Board of Examiner licensure standards in 1998 and continue to meet the Arkansas licensing standards for the community and marriage & family therapy core content areas.

The graduate counseling programs have been approved by the Arkansas State Board of Examiners to offer distance education coursework for 10 of the 22 courses [FC-78: Counseling State Board of Examiners Approval Letters].

**State Authorization**

John Brown University is authorized to operate as an Arkansas institution of higher education [FC-79: Arkansas State Authorization Letter]. In addition to being authorized to offer courses and programs in Arkansas, JBU is also authorized to offer concurrent and distance delivery courses and programs in several other states.

JBU is authorized to offer concurrent courses in Oklahoma [FC-80: Oklahoma State Authorization Letter], Texas [FC-81: Texas State Authorization Letter], and Virginia [FC-82: Virginia State Authorization Letter], and the institution has submitted applications for authorization to Kansas and Missouri. Notice of intent was filed in Illinois, but the application has not yet been submitted.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

As part of the public notification of the comprehensive evaluation visit and to solicit third party comment, John Brown University published notices in the following media:

- The Threefold Advocate [FC-97: Threefold Advocate Public Notice];
- The Herald-Leader [FC-98: Herald-Leader Public Notice];
- The Northwest Arkansas edition of the Democrat-Gazette [FC-99: Democrat-Gazette Public Notice];
- A press release (which appeared on the JBU homepage, and JBU NOW) [FC-100: Press Release Public Notice];
- Facebook [FC-101: Facebook Public Notice].

The Threefold Advocate primarily targets current students. The Herald-Leader and the Democrat-Gazette target the local and regional community. Facebook targets alumni, parents, and other friends of the university.
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<th>Evidence</th>
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<td><strong>SSP-1</strong></td>
<td>Strategic Planning Committee Members, <a href="https://eagle.jbu.edu/HLC/Evidence/Strategic%20Plan/Strategic%20Planning%20Committee%20Members.pdf">https://eagle.jbu.edu/HLC/Evidence/Strategic%20Plan/Strategic%20Planning%20Committee%20Members.pdf</a></td>
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<td>Streamlined Site Approval, <a href="https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Additional%20Locations/HLCSiteVisit%20Visit%202008-08312011113136.pdf">https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Additional%20Locations/HLCSiteVisit%20Visit%202008-08312011113136.pdf</a></td>
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<td>Course Locations Approval, <a href="https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Course%20Locations/Course%20Locations%20Change%20Request%20Approval.pdf">https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Course%20Locations/Course%20Locations%20Change%20Request%20Approval.pdf</a></td>
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<td><strong>SSP-14</strong></td>
<td>Distance Delivery Focus Visit Team Report, <a href="https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Distance%20Delivery/Final%20Report%20-%20Distance%20Delivery.pdf">https://eagle.jbu.edu/HLC/Evidence/HLC%20Related%20Material/Distance%20Delivery/Final%20Report%20-%20Distance%20Delivery.pdf</a></td>
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SSP-18 ABET 2008 Self-Study,

SSP-19 ABET 2009 Final Statement,

SSP-20 ACBSP 2011 Self-Study,
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/ACBSP/ACBSP%20Self-Study%202011.pdf

SSP-21 ACBSP 2011 Final Feedback Report,

SSP-22 ACBSP 2011 Letter,

SSP-23 ACCE 2009 Self-Study,

SSP-24 ACCE 2010 Final Statement,
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/ACCE/ACCE%20Final%20Report%202009.pdf

SSP-25 NCATE 2011 Self-Study,

SSP-26 NCATE 2011 Final Report,

SSP-27 NCATE 2011 Final Letter,

SSP-28 Counseling State Board of Examiners Approval Letters,
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/State%20Approval/AR%20State%20BOE%20Online%20Course%20Endorsement.pdf

SSP-29 NCATE 2011 Self-Study,

SSP-30 NCATE 2011 Final Report,

SSP-31 NCATE 2011 Final Letter,

SSP-32 Arkansas DOE Approval Letter,
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/State%20Approval/Arkansas%20DOE%20Approval%20Letter.pdf

SSP-33 NCSS 2010 Report,
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/State%20Approval/NCSS%20Final_10292[1].pdf

SSP-34 NAEYC 2011 Report,
SSP-35 NCTE 2011 Report,  
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/State%20Approval/NCTE%20Final_12702[1].pdf

SSP-36 NCTM 2011 Report,  
https://eagle.jbu.edu/HLC/Evidence/Specialized%20Accreditation/State%20Approval/NCTM%20Final_12703[1].pdf

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SSP-38 Strategic Planning Committee Members,  
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