

*Preparing people for a life of learning,
work, and service for Christ
and His kingdom.*



2024-2025
Fact Book

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NOTE ON DATA SOURCES

To streamline the reporting process and ensure consistency, the current edition of the factbook primarily utilizes data from the Common Data Set (CDS). This approach simplifies data collection and reporting, providing a standardized and comprehensive overview of our college's key metrics. As a result, some information from previous years may not be included in this edition.

FOREWORD

The Tabor College Fact Book is a single, consistent information source of facts related to Tabor College. It is a summary of institutional data gathered from both the Hillsboro campus and the Tabor Online programs. Data from multiple years, including data from our benchmark institutions, are provided for context when appropriate. While not comprehensive, the Fact Book provides relevant facts and figures for administrators, faculty, staff, students, and constituents.

We strive to make this publication a useful reference while at the same time enhancing your understanding of the scope and development of the college. We welcome your comments and suggestions to the Academics and Compliance office, directed to D. Frank Johnson.

2024 UPDATE

What's changed? The Institutional Assessment Committee approved plans to update the factbook to reflect the common data set for Tabor College. The Office of Institutional Research gathers data from sources around campus and compiles them into a data sheet that is published on the assessment and accreditation website. This data is used to build tables, and visualizations, which replace some of the older methods of displaying data.

READING THE FACT BOOK

Data are presented in graphs when appropriate, integrating data and text when possible. Not all data are conducive to graphing and, as such, have been presented in charts or narratives. Notations are provided indicating the data source.

Information appropriately formatted for insertion was inserted as received, thus there may be variances in format. Information that was received as raw data has been converted to text, charts, and/or graphs by Tabor College Institutional Research staff.

Photos and design by Michael Klaassen, Digital Content Manager.

MISSION VISION AND CORE VALUES

Tabor College, as a ministry of the Mennonite Brethren Church, accepts the Confession of Faith of the Mennonite Brethren Churches of the United States adopted in 1999. Mennonite Brethren follow evangelical Anabaptist theology, which emphasizes new birth into Christ and faithful discipleship, a mission of personal evangelism and social justice, and obedience to the Bible as interpreted within the community of faith.

MISSION

Preparing people for a life of learning, work, and service for Christ and His kingdom.

VISION STATEMENT

Tabor College's vision is to be the college of choice for students who seek a life-transforming, academically excellent, globally relevant, and decidedly Christian education.

CORE VALUES

The core values that influence the mission and vision of Tabor College include a commitment to being Christ-centered in all aspects of life, a passion for learning, the promotion of service to others, and meaningful involvement in college and community activities.

Christ-centered

The primary value of Tabor College is its desire to be a Christ-centered institution. All activities and programs flow out of this value and are evaluated in reference to it. The Mennonite Brethren Confession of Faith provides the biblical and theological foundation for the institution.

Learning

The purpose of Tabor is to promote learning. Tabor recognizes that learning occurs in informal settings as well as in the classroom and organized field experiences. Our goal is to develop students who are broadly educated, competent, and embrace the joy of learning which will last a lifetime.

Service

Service is at the heart of Christ-centered education. We emphasize the value of caring for others in all that we do.

Involvement

We believe that being engaged increases learning. Participation, both in the formal classroom and outside of it, is an effective way to prepare students for a life of work and service.

Community

Tabor values community. It desires to be a place where individuals feel like they belong, where there is a sense of mutual support, and members hold each other accountable.

TABOR COLLEGE BOARD OF DIRECTORS

FALL 2024

EXECUTIVE COMMITTEE OF THE BOARD

Susan Koslowsky, *Chair*
Noelle Jost, *Vice Chair*
Ted Faszer, *Secretary*
Jeral Gross, *Treasurer*

Craig Ratzlaff, *At-Large*
Roger Ediger, *At-Large*
Orson Thomas, *At-Large*

BOARD MEMBERS

Southern District

Eric Driggers
Roger Ediger
Vonda Graf
Andrew Jost
Noelle Jost
Susan Koslowsky
Pat Redding
Jerome Wichert

Eastern District

Elaine Setzer-Maxwell

Central District

Aaron Garza
Kelly Kirby
Nate Loewen
Craig Quiring

Latin America District

Melissa Gutierrez

Ex-Officio

Brian Harris
Daniel Rodriguez

Appointed

David Faber,
Faculty Representative
Ted Faszer
Norris Friesen
Pryce Holloway,
Student Representative
Jeral Gross
Sylvia Penner
Craig Ratzlaff
Orson Thomas
Denise Wiens

EXECUTIVE TEAM

David Janzen, Ph.D., *President*
Frank Johnson, Ph.D., *Provost*
Caleb Loss, M.B.A., *VP of Finance and Business, CFO*
Ron Braun, B.A., *Vice President of Philanthropy*

Source: Executive Assistant to the President

ACCREDITATION & ASSOCIATIONS



Tabor College is accredited by the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, Phone: 800-621-7440 and follows the Open Pathway to accreditation. (<https://www.hlcommission.org/accreditation/cycles-and-processes/standard-and-open-pathways/>)

The College holds membership in the Kansas Collegiate Athletic Conference, the Kansas Independent College Association, the Council of Mennonite Colleges, the Council of Independent Colleges, and the Council for Christian Colleges and Universities.

Tabor also has several programs that have subject-specific accreditation:

- Education – Kansas State Department of Education (<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Approved-Educator-Preparation-Programs>). The Education program is also approved through the Association of Christian Schools International (ACSI) (<https://www.acsi.org/academic-programs/higher-education/member-institutions>).
- Music – National Association of Schools of Music (<https://nasm.arts-accredit.org/>).
- Social Work – This program is accredited by the Council on Social Work Education (<https://www.cswe.org/>). Social Work students are eligible to be licensed at the Licensed Bachelor of Social Work level. Tabor College BSW Student Outcomes Benchmarks (<https://tabor.edu/social-work-program-assessment/>).

TABOR COLLEGE

The campus is located in Hillsboro, Kansas (population approximately 3,000), an agricultural area 50 miles north of Wichita. The campus consists of 86.5-acre tract in the southeast part of Hillsboro.

TABOR COLLEGE ONLINE

Tabor College offers graduate degree programs completely online. See tabor.edu/online.

Source: <https://tabor.edu/about/accreditation-assessment/>

COLLABORATIVE ACADEMIC RELATIONSHIPS

Tabor College, via participation in articulation partnerships, is committed to providing high-quality educational programs to the respective constituencies of the institutions involved. They work together as educational partners committed to making student transitions between the respective entities as seamless as possible and without jeopardizing the intended mission and stated goals of the individual institutions.

Tabor College has articulation agreements with Cleveland University – Kansas City, Hesston College, and Southwest Baptist University, as well as a reverse transfer agreement with Kansas community colleges. For more information about the articulation agreements, contact the Registrar.

Tabor College is a member of the Council of Independent Colleges course-sharing consortium. Through this consortium, students can take courses at other colleges and universities. The Registrar and/or advisor will assist students in identifying and enrolling in these courses. Additional fees may apply.

Tabor College is a member of the Kansas Independent College Association (KICA). KICA strengthens the competitive standing of the 19-member independent, nonprofit, regionally accredited, degree-granting colleges and universities in Kansas through professional development and collaboration, governmental advocacy, and public engagement collectively aimed at supporting the ability of students to choose and afford an independent college education that fits their goals. KICA offers specialized coursework for students in Special Education and Secondary Methods instruction.

Tabor College is one of more than 100 members of the Council for Christian Colleges and Universities. By virtue of this membership, Tabor College students are eligible to participate in CCCU-sponsored programs. For detailed information on the curricula, course descriptions, qualifications, costs, and application procedures for any of the programs outlined below, see the Academic Office or www.BestSemester.com.

FACT BOOK SUMMARY

ENROLLMENT FA2024 AS OF 20TH DAY

Total Undergraduate Enrolment	539
Graduate Student Enrolment	77
Total Enrolment (all programs)	616
The Fall23 to Fall24 retention rate of all students enrolled	72%
Graduation Total 2024 rate (All Programs Complete)	188

FIRST-YEAR STUDENTS FA2023

Applicants TCH	559
Admitted TCH	361
Enrolled	136

GRADUATES FOR 2023 CALENDAR YEAR

Associate of Arts	1
Bachelor of Arts	139
Bachelor of Science	18
Bachelor of Social Work	4
All Bachelor Degrees	157
Master of Business Administration	14
Master of Education in Neuroscience and Trauma	14
Graduates (All Programs)	212

FACULTY FALL 2024

Full-time faculty	34
Part-time faculty	17
Total Faculty who are members of a minority group	6
Total number who are men	27
Total number who are women	24

ENROLLMENT AND PERSISTENCE

Enrollment at Tabor College is defined as the total number of students registered for courses at the institution. This includes both on-campus students and those enrolled in online programs. The college tracks these numbers to monitor trends and make informed decisions about resource allocation and program development.

UNDERGRADUATE AND GRADUATE ENROLLMENT FOR FALL 2024 20TH DAY

Undergraduate Students: Full-Time	Men	Women
Degree-seeking, first-time first-year students	93	43
Other first-year, degree-seeking	0	0
All other degree-seeking	202	152
Total degree-seeking	295	195
All other undergraduates enrolled in credit courses	2	3
Total undergraduate Full-Time Students	297	198

Undergraduate Students: Part-Time	Men	Women
Degree-seeking, first-time first-year students	0	0
Other first-year, degree-seeking	0	0
All other degree-seeking	4	0
Total degree-seeking	4	0
All other undergraduates enrolled in credit courses	17	23
Total undergraduate Part-Time Students	21	23

Undergraduate Students: All	Men	Women
Total undergraduate Students	318	221

Graduate Students: Full-Time	Men	Women
Degree-seeking, first-time	1	2
All other degree-seeking	1	1
All other graduates enrolled in credit courses	0	0
Total graduate Full-Time Students	2	3

Graduate Students: Part-Time	Men	Women
Degree-seeking, first-time	13	7
All other degree-seeking	19	36
All other graduates enrolled in credit courses	0	2
Total graduate Part-Time Students	32	45

UNDERGRADUATE AND GRADUATE ENROLLMENT FOR FALL 2024 20TH DAY (CONT.)

Totals - Graduate Students: All	Men	Women
Total Graduate Students	32	45

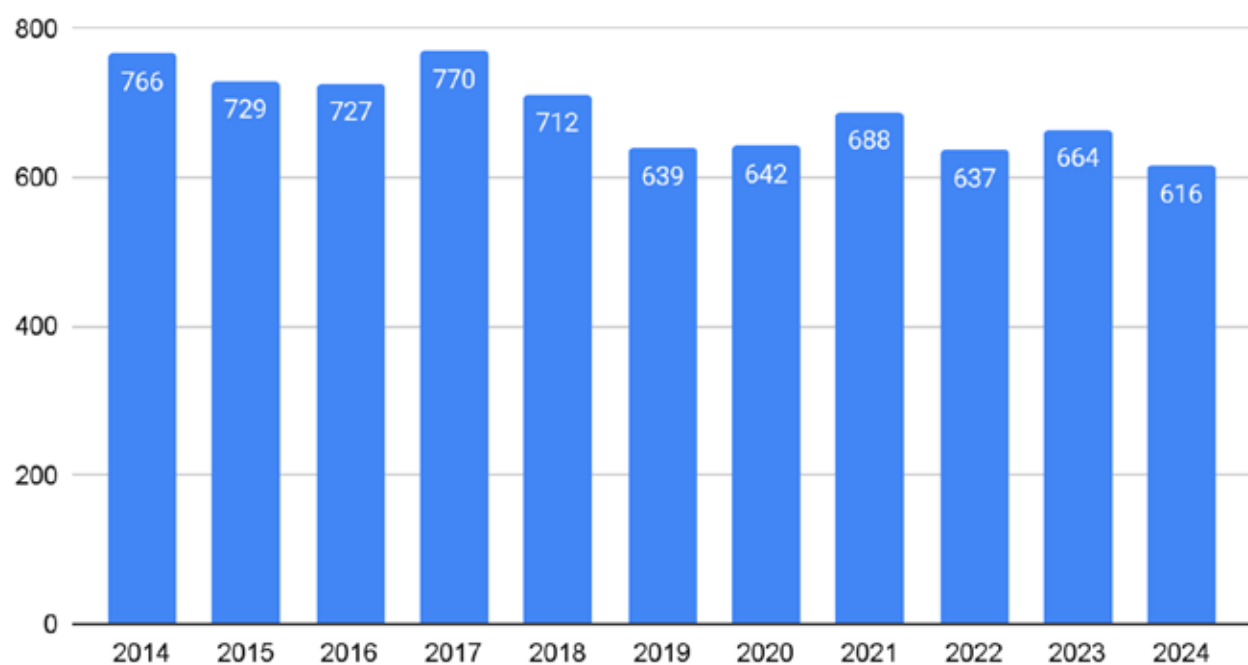
All Students: Total	Men	Women
Total All students	299	201

Grant Total All Students	
Total all undergraduates	539
Total all graduate	77
GRAND TOTAL ALL STUDENTS	616

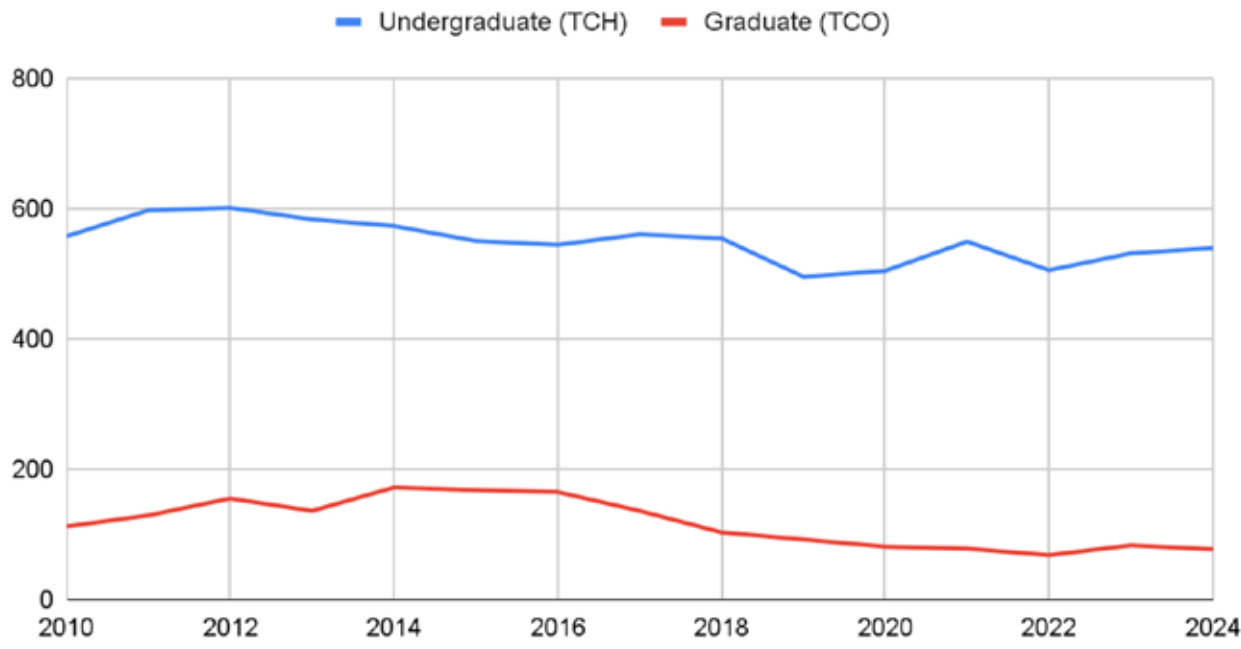
Source CDS

ENROLLMENT TRENDS FROM 2010 TO 2024

TOTAL ENROLLMENT ALL PROGRAMS 2014-2024

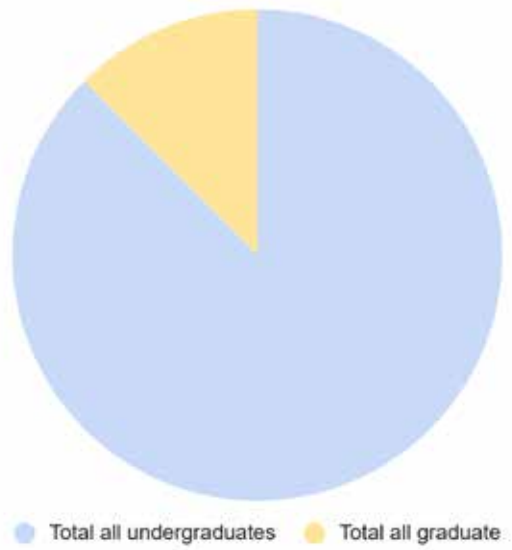


TOTAL UNDERGRADUATE ENROLLMENT VS. GRADUATE ENROLLMENT

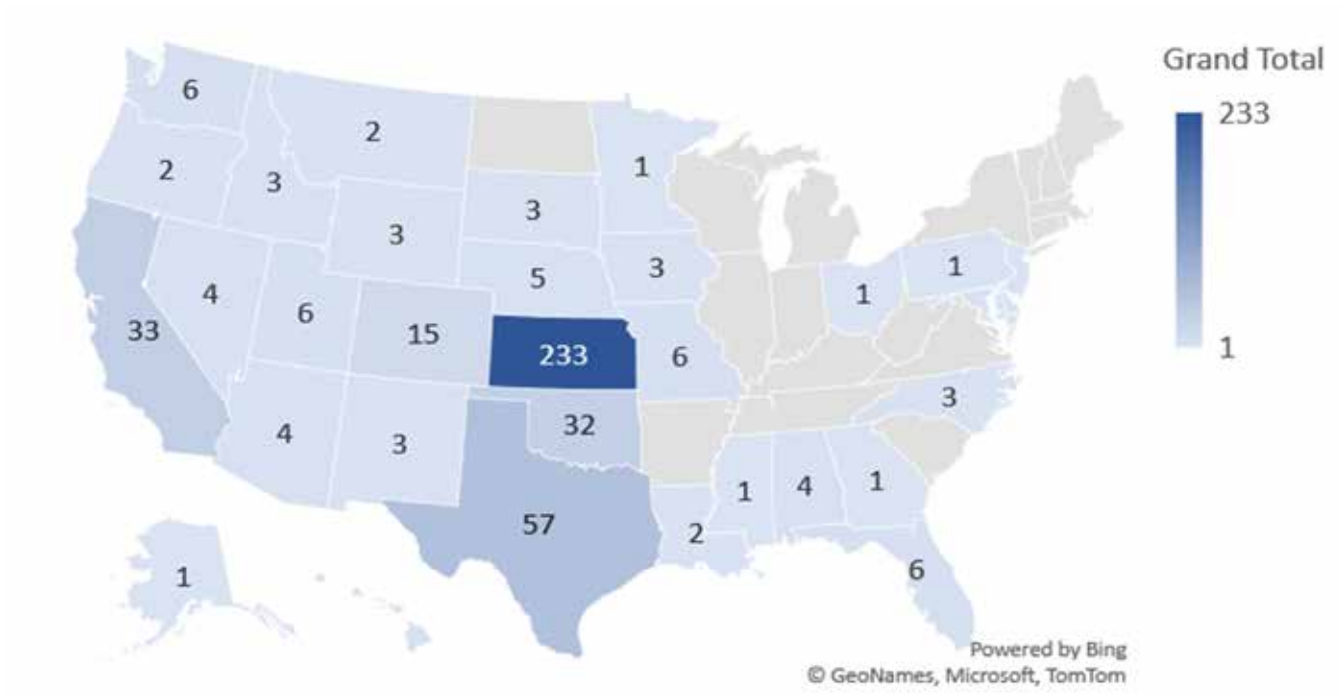


The average total enrollment over these years is approximately 700 students. The highest enrollment was in 2017 with 770 students, and the lowest was in 2024 with 616 students. On-campus enrollment averaged around 549 students. The peak was in 2012 with 601 students, while the lowest was in 2019 with 495 students. Online enrollment averaged about 117 students. The highest online enrollment was in 2014 with 172 students, and the lowest was in 2022 with 68 students.

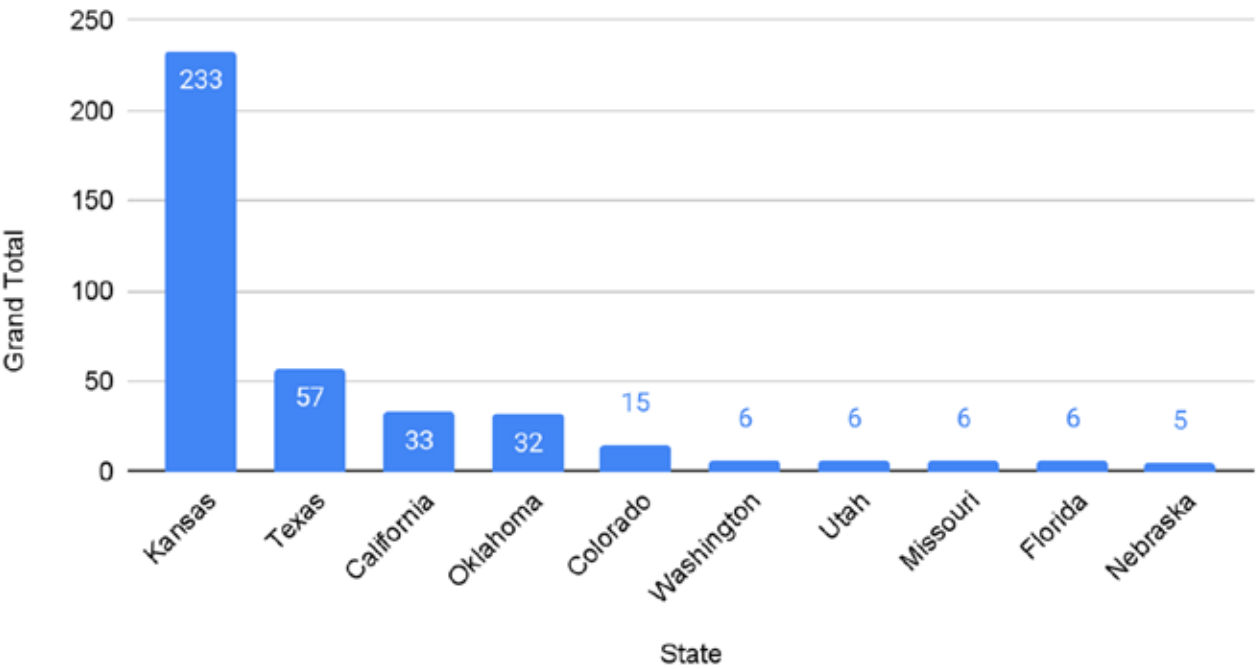
FALL 2024 UNDERGRADUATE VS. GRADUATE ENROLLMENT



ENROLLMENT BY STATE FALL 2024

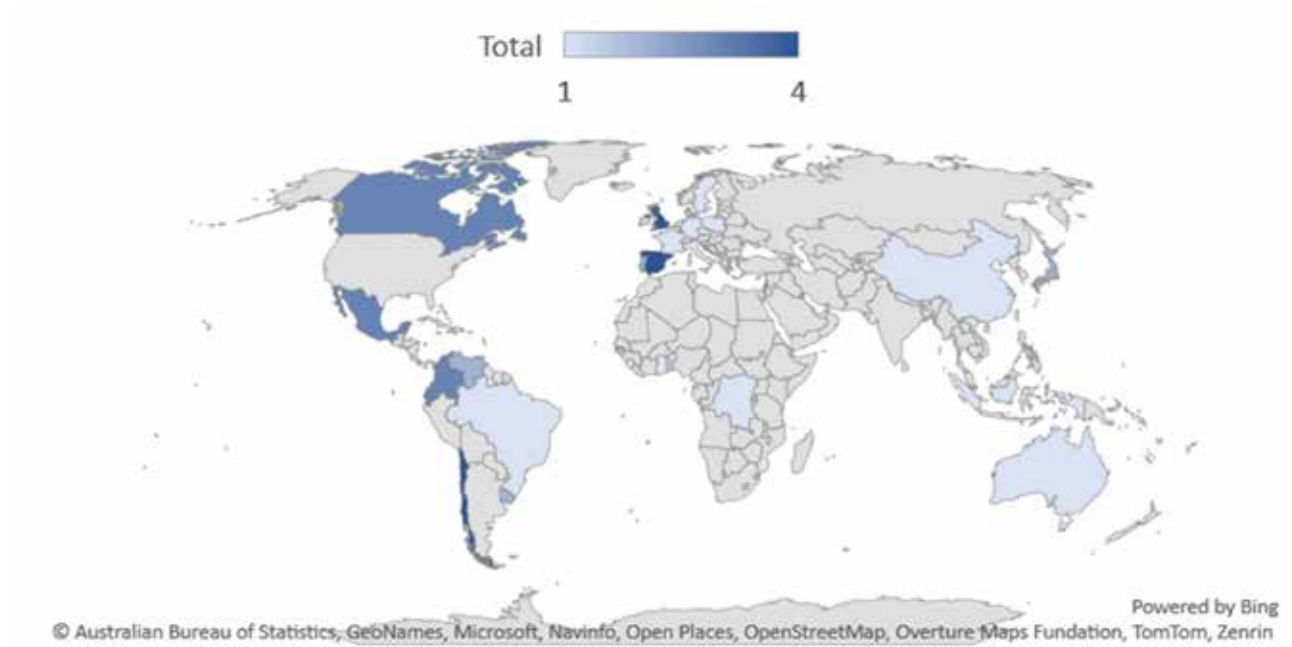


TABOR TOP TEN: STATE ENROLLMENT



Tabor College attracts students from 32 U.S. states, with the majority coming from Kansas, followed by Texas, California, Oklahoma, and Colorado. Outside of Kansas, Texas has the highest number of students enrolled.

ENROLLMENT BY COUNTRY FALL 2024



Upholding its global tradition, Tabor College also welcomes students from at least 27 countries around the world.

ENROLLMENT BY RACIAL/ETHNIC CATEGORY

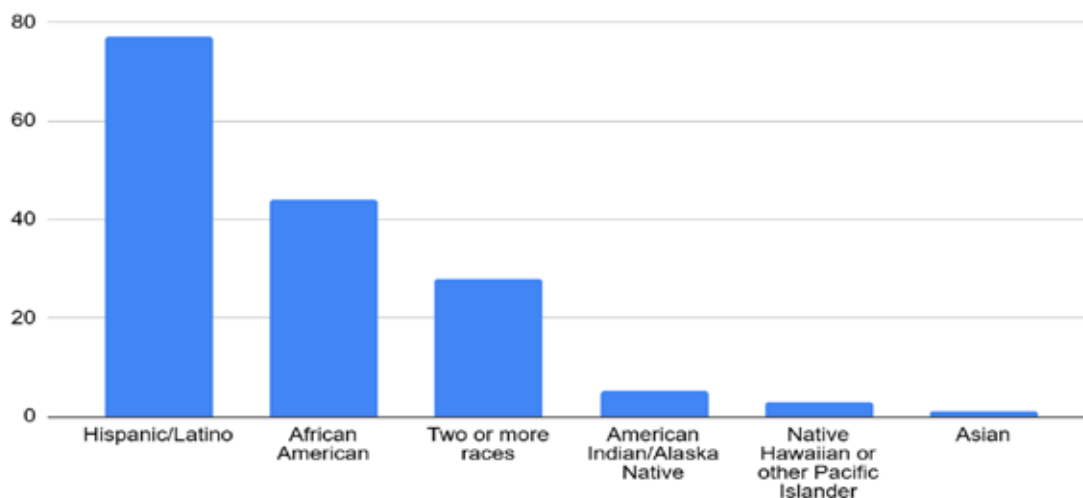
Tabor College located in a rural Kansas community has a more diverse student body compared to rural Kansas, with higher percentages of Hispanic/Latino and Black or African American students. The percentage of White students at Tabor College (approximately 53.7%) is lower than the rural Kansas average (85.9%). Tabor College also has representation from various other ethnic groups, though in smaller numbers.

Overall, Tabor College's student body is more ethnically diverse than the general population of rural Kansas, reflecting a broader range of backgrounds and experiences.

World Population Review. (2024). Kansas population 2024. Retrieved from <https://worldpopulationreview.com/states/kansas>

Fall 2024	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree-seeking)
Nonresidents	15	43	43
Hispanic/Latino	18	74	77
Black or African American, non-Hispanic	11	43	44
White, non-Hispanic	78	292	331
American Indian or Alaska Native, non-Hispanic	2	5	5
Asian, non-Hispanic	1	1	1
Native Hawaiian or other Pacific Islander, non-Hispanic	0	3	3
Two or more races, non-Hispanic	8	26	28
Race and/or ethnicity unknown	3	7	7
TOTAL	136	494	539

NUMBER OF MINORITY STUDENTS ENROLLED FALL 2024



FIRST-YEAR FRESHMEN GENERAL STATISTICS

First-Time, First-Year Student Applicants	Total	In-State	Out-of-State	International
Total first-time, first-year who applied	559	268	252	39
Total first-time, first-year who were admitted	361	177	165	19
Total first-time, first-year who enrolled	136	78	42	16

First-Time, First-Year Student Applicants	Total
Total first-time, first-year men who applied	367
Total first-time, first-year women who applied	192

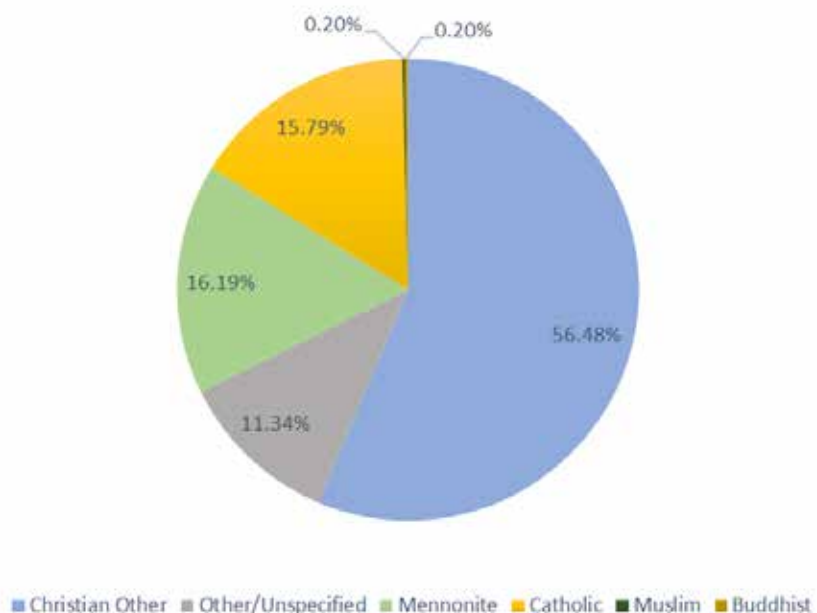
First-Time, First-Year Student Admits	Total
Total first-time, first-year men who were admitted	230
Total first-time, first-year women who were admitted	131

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year men who enrolled	93
Total part-time, first-time, first-year men who enrolled	0
Total full-time, first-time, first-year women who enrolled	43
Total part-time, first-time, first-year women who enrolled	0

STUDENTS BY DENOMINATION FALL 2024

Denomination	Count	Percentage	Denomination	Count	Percentage
African Methodist Episc	1	0.20%	Latter Day Saints/Mormon	2	0.40%
Assembly of God	5	1.01%	Lutheran	10	2.02%
Baptist	55	11.13%	Mennonite	4	0.81%
Bible Church	2	0.40%	Mennonite Brethren	61	12.35%
Buddhist	1	0.20%	Mennonite Church USA	1	0.20%
Catholic	78	15.79%	Methodist	13	2.63%
Christian	135	27.33%	Muslim	1	0.20%
Church of Christ	6	1.21%	Nazarene	1	0.20%
Church of God	3	0.61%	Nondenominational	35	7.09%
Community Church	2	0.40%	Other	5	1.01%
Evangelical	3	0.61%	Pentecostal	9	1.82%
Evangelical Free	1	0.20%	Presbyterian	4	0.81%
Evangelical Mennonite	1	0.20%	Unspecified	51	10.32%
Friends	1	0.20%	Wesleyan	1	0.20%
Independent	2	0.40%			
			Grand Total	494	100%

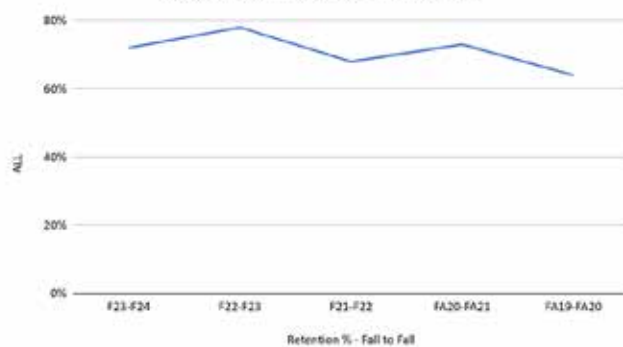
STUDENTS BY DENOMINATION FALL 2024



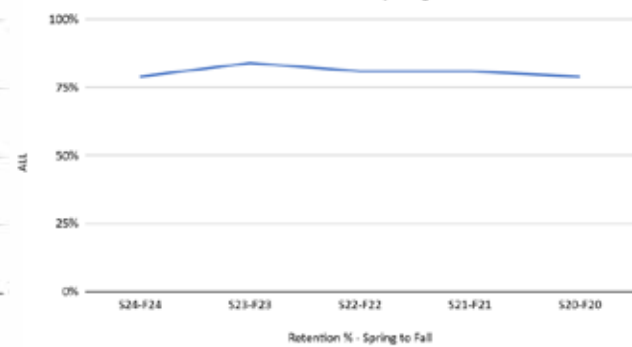
RETENTION

Retention % - Fall to Fall	F23-F24	F22-F23	F21-F22	F20-F21	F19-F20
FR	55%	65%	63%	72%	47%
SO	71%	80%	67%	32%	70%
JR	89%	91%	80%	83%	80%
SR	79%	81%	62%	63%	67%
ALL	72%	78%	68%	73%	64%
Retention % - Spring to Fall	F23-S24	F22-S23	F21-S22	F20-S21	F19-S20
FR	84%	87%	80%	90%	73%
SO	87%	93%	87%	89%	81%
JR	97%	97%	92%	93%	91%
SR	96%	100%	93%	94%	95%
ALL	91%	93%	86%	91%	84%
Retention % - Spring to Fall	S24-F24	S23-F23	S22-F22	S21-F21	S20-F20
FR	56%	63%	72%	70%	56%
SO	73%	86%	79%	87%	80%
JR	91%	93%	86%	79%	87%
SR	89%	88%	88%	87%	87%
ALL	79%	84%	81%	81%	79%

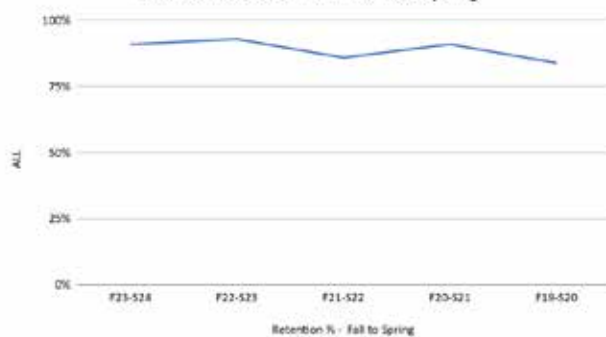
OVERALL RETENTION % - FALL TO FALL



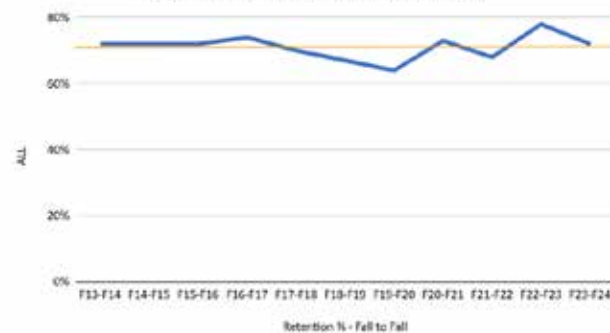
OVERALL RETENTION % - SPRING TO FALL



OVERALL RETENTION % - FALL TO SPRING



RETENTION % - FALL TO FALL (10 YEAR TREND)



ACADEMICS

RESIDENTIAL ACADEMIC PROGRAMS 2024

MAJORS

Adaptive Ministry Leadership	Computer Science	Musical Theatre
Agribusiness	Data Science	Performance
Art and Design	Software Engineering	Worship Leadership
Graphic Design	Criminal Justice	Psychology
Studio Art	Data Analytics	Secondary Education
Biblical and Theological Studies	Educational Studies	Licensure Content Areas:
Biology	Elementary Education	Biology
Biomedical Sciences (Nursing)	English	Chemistry
Business Administration	Exercise Science	English Language Arts
Accounting-Finance	General Studies	Health Education (PreK-12)
Business Studies	Health & Human Performance	History/Government
Entrepreneurship	Coaching	Mathematics
Human Resource Management	Sport Management	Music Education (PreK-12)
Management	Strength/Conditioning	Instrumental Music
Marketing	Health Sciences (Pre-Professional or Psychology)	Vocal Music
Sport Marketing/Management	History	Physical Education (PreK-12)
Chemistry	Mathematics	Social Work
Communication	Music	School Emphasis
Computer Science	Education (Instrumental or Vocal)	Sports Information Director
Bioinformatics		

ASSOCIATE OF ARTS DEGREE

Liberal Arts

OTHER PROGRAMMING

Carson Center Concentration in Global Engagement

MINORS

Accounting	English for Speakers of	Management	*Grade Levels K-6
Accounting CPA	Other Languages	Marketing	*Grade Levels 6-12
Biochemistry	Entrepreneurship	Marketing Analytics	*PreK-12
Biology	Environmental Science	Mathematics	Sports Information
Business	Global Business	Music	Director
Chemistry	Graphic Design	Musical Theatre Minor	Sport Management
Coaching	History	Political Science	Studio Art
Communication	Integrated Marketing	Psychology	Theatre
Criminal Justice	Communication	Social Work	Theology
English	Integrated Media	Special Education	Writing

ONLINE ACADEMIC PROGRAMS 2024

Master of Business Administration
Master of Business Administration – Global Sports Leadership Emphasis
Master of Business Administration – Leadership Emphasis
Master of Business Administration – Sports Management & Leadership Emphasis
Master of Education in Neuroscience and Trauma
Certificate in Neuroscience and Trauma

ENROLLMENT AND GRADUATION DATA BY ACADEMIC PROGRAM

ACADEMIC PROGRAM	CURRENT ENROLLMENT	GRADUATES IN 2024
AA		
Liberal Arts		1
BA		
Adaptive Ministry Leadership	9	3
Art & Design*	16	9
Biblical/Religious Studies	4	1
Biology-Teaching	1	1
Biology-Biomedical	1	
Biology-Environmental		
Business Administration*	91	40
Chemistry	5	
Communications	9	10
Computer Science*	3	
Criminal Justice	28	11
Data Science and Analytics	3	
Educational Studies		
Elementary Education	27	6
English	4	1
English-Teaching Major	5	1
Exercise Science	39	10
General Studies	141	1
Health/Phys Ed-Teaching	9	4
History	4	2
History-Teaching Major	7	
Human & Human Performance*	34	9
K-12 Education	10	
Mathematics	2	
Math Teaching Major	6	
Music*	9	3
Music Education	2	
Musical Theatre	3	
Psychology	48	29
Secondary Education	20	2
Sports Information Director	2	2

ENROLLMENT AND GRADUATION DATA BY ACADEMIC PROGRAM (CONT.)

ACADEMIC PROGRAM	CURRENT ENROLLMENT	GRADUATES IN 2024
BS		
Biochemistry		
Biology	14	3
Biology-Biomedical		
Business Administration		
Business as Mission		
Chemistry		1
Christian Ministry		
Health Sciences	1	
Health Sciences-Biology	1	1
Health Sciences-Psychology	1	1
BSW		
Social Work	15	8
MBA		
Master of Business Admin	44	14
MEI		
Master in Min Entrep and Innov		
MED		
Master of Education in Neuroscience and Trauma	36	14
Grand Total	652	188

*Numbers include duplicates

LIBRARY HOLDINGS

	2023-2024	2022-2023	2021-2022	2020-21	2019-20	2018-19
Print Books	31,159	14,092	14,092	14,700	49,699	59,609
Print Serials Titles	0	0	0	1	37	65
Online Databases - Journals	50	50	50	50	50	40
Online Databases - Online Books (With Access)	1 (access 300,000 online books)	1 (access to over 300,000 online books)	1 (access to over 300,000 online books)	1	1	2
Music Scores	2980	2419	2419	2200	2861	2,851
Music CD's	2053	2075	2075	1933	2077	
DVD's	682	560	560	555	1747	
Educational Streaming Video Service (New in 2020)	1	1	1	1		

Source: Janet Williams, Director of Library Service

ATHLETICS

Our mission is to provide training to instill the values that build character, so students, coaches and parents know, do, and value the right thing on and off the field.

The program helps participants find balance by keeping the five core values – integrity, respect, responsibility, sportsmanship, and servant leadership – at the heart of the athletics experience.

Students learn to understand how the values play out in both practice and competition. Coaches are taught how to intentionally define, model, shape, and reinforce these values through their coaching and mentoring. Parents learn how their behavior is key to supporting athletics.

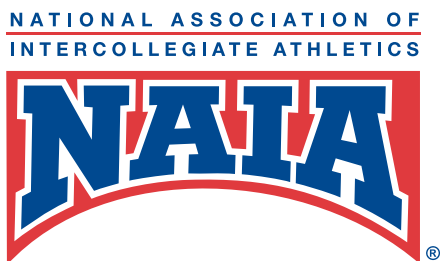
Core Values

The Champions of Character® five core values go well beyond the playing field to the daily decisions of our youth. These character values help young people – and those associated with their development – make good choices in all aspects of their life and reflect the true spirit of competition.

- Integrity - Know and do what is right
- Respect - Treating others the way you want to be treated
- Responsibility - Embrace opportunities to contribute
- Sportsmanship - Bring your best to all competition
- Servant Leadership - Serve the common good



This section is currently empty as the necessary data could not be collected by the deadline.

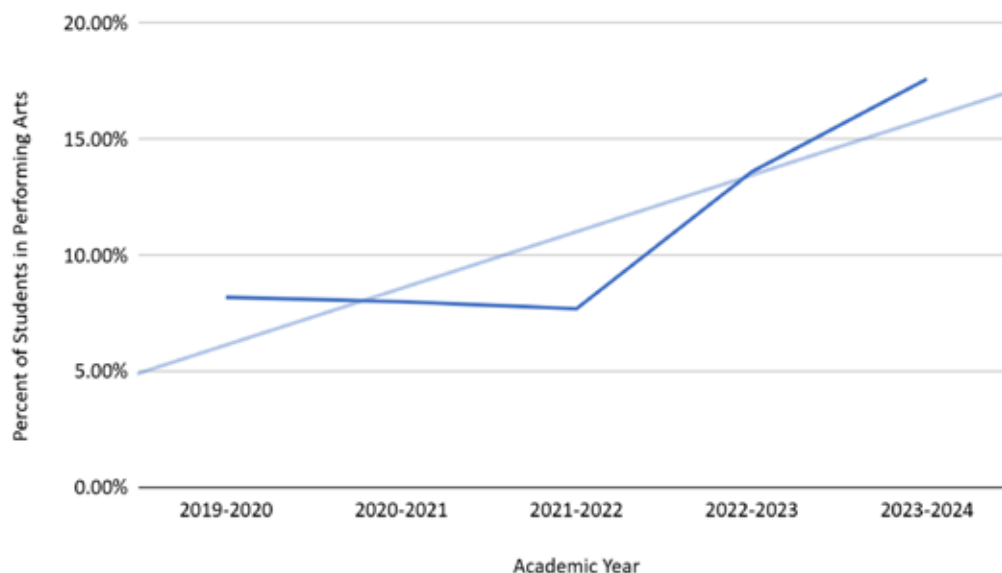


PERFORMING AND VISUAL ARTS

A community of artists and scholars pursuing their passion in the arts for Christ and His kingdom.

Academic Year	Theater/ Drama Participants (unduplicated)	% of TCH FA 20th Day Headcounts	Vocal & Instrumental Ensemble Participation (unduplicated)	% of TCH FA 20th Day Headcounts	Participation in BOTH Drama & Music	Unduplicated headcount of Performing Arts Participants	Percentage of TC students involved in Performing Arts*
2012-2013	37	6.0%	125	20.4%	18	144	23.5%
2013-2014	39	6.5%	85	14.2%	23	101	16.8%
2014-2015	25	4.4%	113	19.7%	17	121	21.1%
2015-2016	37	7.1%	75	14.3%	18	94	17.9%
2016-2017	27	4.3%	99	15.6%	16	110	17.4%
2017-2018	34	5.3%	60	9.5%	16	78	12.3%
2018-2019	25	4.1%	69	11.3%	16	78	12.8%
2019-2020	21	3.8%	37	6.8%	13	45	8.2%
2020-2021	14	2.6%	36	6.6%	6	44	8.0%
2021-2022	21	3.8%	38	6.9%	15	42	7.7%
2022-2023	13	2.6%	68	13.5%	12	69	13.6%
2023-2024	12	2.2%	67	12.4%	10	95	17.6%

PERCENT OF STUDENTS IN PERFORMING ARTS BY ACADEMIC YEAR



Student participation in the performing arts at Tabor College has grown from the academic years 2019-2020 to 2023-2024. The data shows a steady upward trend, with a significant increase beginning in 2021-2022 and culminating at nearly 17.63% in 2023-2024. This growth reflects the impact of strategic initiatives to enhance Performing Arts programs, expand outreach, and attract students interested in creative disciplines, highlighting the program's increasing appeal and success.

TABOR COLLEGE COMMITTEES

PRESIDENT'S CABINET

Title	Name	Term
President	David Janzen (Chair)	Standing
Provost	Frank Johnson	Standing
CFO	Caleb Loss	Standing
VP of Philanthropy	Ron Braun	Standing
Special Assistant to the President	Wendell Loewen	Standing
Dean of Enrollment Management	Grant Brubacher	Standing
Dean of Student Life	TBD	Standing
Dir. of Facility Operations	Terry Ens	Standing
Athletic Director	Jeff Brewer	Standing
Arts Rep	Sheila Litke	Standing
Communications Rep	Di Oborny	Standing

ACADEMIC AFFAIRS COUNCIL

Title	Name	Term
Provost	Frank Johnson	Standing
Faculty Chair	Dave Faber	Expires after 23-24
Director of Assessment	Aaron Smith	Standing
Director of General Education	Jim Paulus	Standing
Member-at-Large	Amy Ratzlaff	1/3E
Member-at-Large	Kristen Hays	3/3E
Member-at-Large	Daniel Creamer	2/3E

CHAPEL/CONVOCATION/SPECIAL SPEAKERS COMMITTEE

Title	Name	Term
Provost	Frank Johnson	Standing
Campus Pastor/Chaplain	Ryan Lee	Standing
Constituent Engagement	Wendell Loewen	Standing
Exaudio Lecture	Dave Faber	Standing
Arts/Community	Greg Zielke	Standing
Brenneman Lecture	Daniel Creamer	Standing
Nachtigall Lecture	Melinda Rangel	Standing

TABOR COLLEGE COMMITTEES (CONT.)

ENROLLMENT MANAGEMENT COMMITTEE

Title	Name	Term
Dean of Enrollment Mgmt	Grant Brubacher (Chair)	Standing
Provost	Frank Johnson	Standing
Dean of Student Life	TBD	Standing
CFO	Caleb Loss	Standing
Director of Financial Aid	Scott Franz (Interim)	Standing
Director of Student Success	Daniel Krebs	Standing
Director of Athletics	Jeff Brewer	Standing
FYE Advisor	Mike Barter	Standing
Member-at-Large	Sarah Tham	1/1E
Member-at-Large	Melinda Rangel	1/1E

FACULTY PERSONNEL COMMITTEE

Title	Name	Term
Provost	Frank Johnson	Standing
Faculty Chair	Dave Faber	Expires after 25-26
Member-at-Large	Chris Dick	1/3E
Member-at-Large	Staci Janzen	2/3E
Member-at-Large	Sheila Litke (Chair)	3/3E

HONORS COMMITTEE

Title	Name	Term
Provost	Frank Johnson	Standing
Honors Program Director	Dave Faber (Chair)	Standing
Faculty Chair	Dave Faber	Expires after 25-26
Member-at-Large	Kristen Hays	1/1E
Member-at-Large	James Titah	1/1E

STUDENT CONDUCT COMMITTEE

Title	Name	Term
Provost	Frank Johnson	Standing
Faculty Rep	Jim Paulus	Standing
Athletics Rep	Kate Brickell	Standing

TABOR COLLEGE COMMITTEES (CONT.)

INSTITUTIONAL ASSESSMENT COMMITTEE

Title	Name	Term
Director of Assessment	Aaron Smith (Chair)	Standing
Provost	Frank Johnson	Standing
Communication Office Rep	Di Oborny	Standing
Business Office Rep	Allen Ediger	Standing
Athletics Dept. Rep	Amy Ratzlaff	Standing
Financial Aid Office Rep	Dale Shewey	Standing
Member-at-Large	Kathryn Glanzer	2/3E
Member-at-Large	Lily Arthur	3/3E

INSTITUTIONAL REVIEW BOARD

Title	Name	Term
Director of Assessment	Aaron Smith	Standing
Faculty at-Large Rep	Thomas Wiese (Chair)	Standing
Faculty at-Large Rep	David Stevens	1/3A

STUDENT APPEALS COMMITTEE

Title	Name	Term
Provost	Frank Johnson (co-chair)	Standing
Dean of Student Life	TBD (co-chair)	Standing
Financial Aid	Scott Franz	Standing
Director of Student Success	Daniel Krebs	Standing
Athletics Liaison	Jeff Brewer	Standing
Member-at-Large	Craig Jost	2/3E
Member-at-Large	Jim Moore	1/3E

TABOR COLLEGE COMMITTEES (CONT.)

TEACHER EDUCATION COMMITTEE

Title	Name	Term
Education	Lisa Moore (Chair)	Standing
Education	Kristen Hays	Standing
Education	Sarah Tham	Standing
Education	David Stevens	Standing
Provost	Frank Johnson	Standing
Health/HP	Amy Ratzlaff	Standing
History	Erik Noren	Standing
English	Chris Dick	Standing
Biology	Ryan Calvert	Standing
Chemistry	James Titah	Standing
Math	Daniel Creamer	Standing
Music	Greg Zielke	Standing
El Ed Student Rep	Kirsten Kluver	Appointed annually
Sec Ed Student Rep	Kekoa Vincent	Appointed annually

DIVISION AND DEPARTMENT CHAIRS

Business Studies & Health Human Performance	
Business Administration	Lily Arthur
Health & Human Performance	Amy Ratzlaff
Communication	Toby Penner/ Aleen Ratzlaff

Humanities	
Bible, Religion & Philosophy	Dave Faber
English	Chris Dick
History	Erik Noren

Education	
Education	Lisa Moore

Natural Science and Mathematics	
Science & Mathematics	Daniel Creamer

Fine Arts	
Performing Arts	Sheila Litke
Visual Arts	Derek Hamm

Social and Behavioral Science	
Social & Behavioral Science, Criminal Justice	Jim Paulus

Source: Brandon Granger - Admin. Assistant to the Provost

INSTRUCTIONAL FACULTY AND CLASS SIZE FALL 2024

FACULTY BY CATEGORY

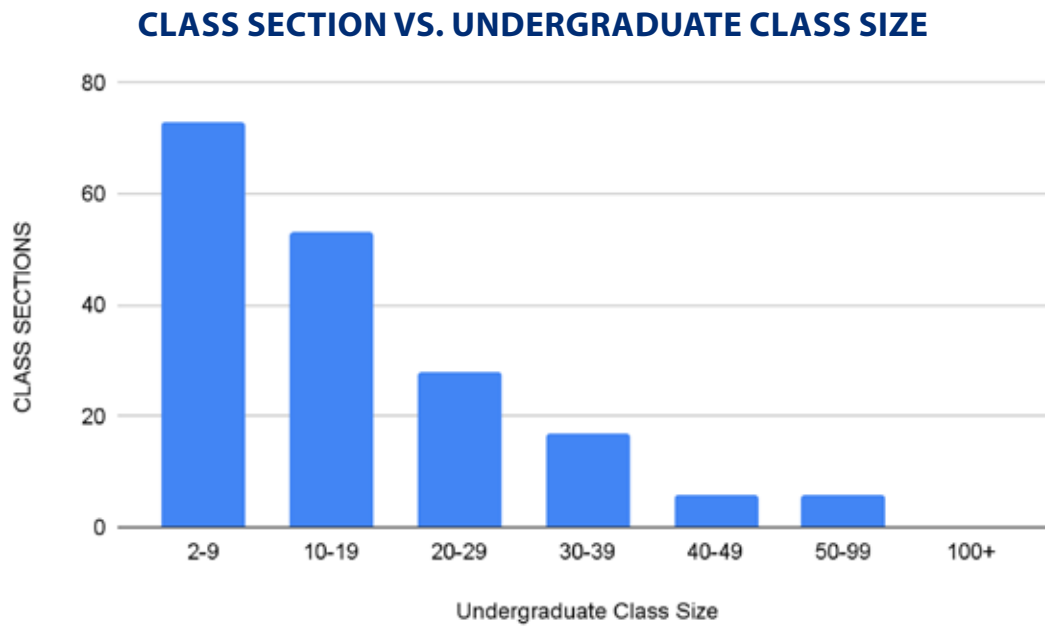
	Full-Time	Part-Time	Total
Total number of instructional faculty	34	17	51
Total number who are members of minority groups	5	1	6
Total number who are women	13	11	24
Total number who are men	21	6	28
Total number who are nonresidents (international)	1	0	1
Total number with doctorate, or other terminal degree	18	7	20
Total number whose highest degree is a master's but not a terminal master's	14	10	23
Total number whose highest degree is a bachelor's	2	0	2
Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	1	5	6

FALL 2024 STUDENT TO FACULTY RATIO

Fall 2024 Student to Faculty ratio	15	to 1
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Source: Brandon Granger - Admin. Assistant to the Provost

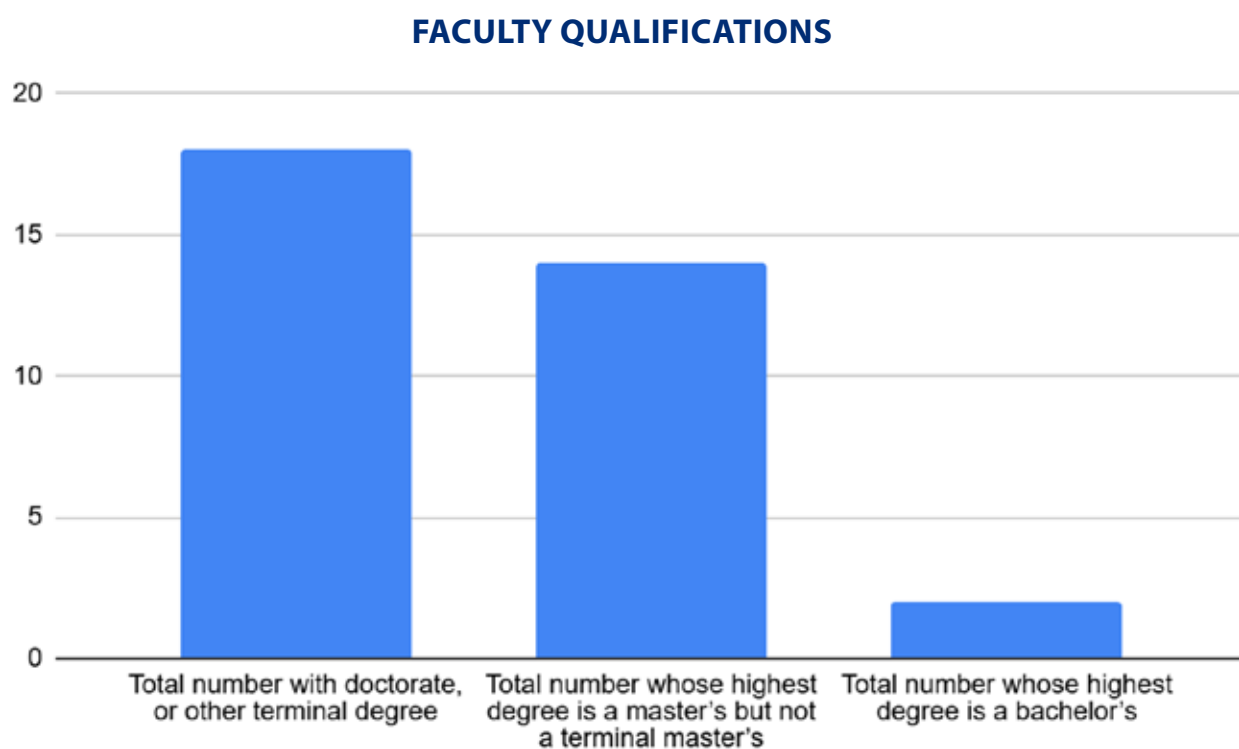
CLASS SECTION




Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit.

FACULTY QUALIFICATIONS

At Tabor College, the 15-to-1 faculty-to-student ratio means that for every 15 students, there is one faculty member. This ensures personalized attention and close interaction between students and professors. Small class sizes foster meaningful discussions, allow for tailored instruction, and create opportunities for students to engage deeply with the course material.



Most courses at Tabor College have fewer than 30 students, providing an environment where students are well supported. Professors can invest more time in individual student development, enhancing academic success and personal growth.



*Show me Your ways, LORD,
teach me Your paths.
Guide me in Your truth and teach me,
for You are God my Savior,
and my hope is in You all day long.
Psalm 25:4-5*

