

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



**Tabor
College**

2025-2026

Fact Book

2025-2026
Fact Book

NOTE ON DATA SOURCES

The 2025–2026 Tabor College Fact Book is a summary of information drawn primarily from the Common Data Set (CDS), along with other verified institutional data sources. The CDS provides a comprehensive, standardized framework for reporting key institutional metrics, while additional data are included to present a fuller picture of Tabor College.

Using the CDS as the foundation ensures accuracy, consistency, and alignment with national reporting standards. Because of this standardized approach, some data included in previous editions may not appear in this year’s publication.

FOREWORD

The Tabor College Fact Book provides a consistent and reliable summary of key institutional information. It includes data from both the Hillsboro campus and Tabor Online programs, offering an organized overview of the college’s characteristics, trends, and performance indicators. When appropriate, multiple years of data and comparisons with benchmark institutions are included to provide context.

Although the Fact Book is not exhaustive, it highlights the most relevant and frequently requested information to support administrators, faculty, staff, students, and external stakeholders. Our goal is to make this publication a practical and informative resource that enhances understanding of Tabor College’s mission, scope, and progress.

2025 UPDATE

What’s New?

For the 2025–2026 edition, the Fact Book continues to build on the Common Data Set (CDS) as its primary data foundation, supplemented by additional institutional data to provide context and depth. The Office of Institutional Research coordinates data collection and analysis across campus, ensuring accuracy and consistency in reporting.

Before publication, the Institutional Assessment Committee assists by reviewing content for accuracy and clarity. This collaborative review helps maintain the integrity and reliability of the data while supporting a streamlined and transparent reporting process.

READING THE FACT BOOK

Data are presented using graphs, charts, and narrative summaries, depending on what best conveys the information. When appropriate, graphs integrate text and data to provide context. Not all data are suitable for graphing, so some are presented in tables or descriptive text.

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CONTRIBUTORS

The 2025–2026 Tabor College Fact Book was compiled and written primarily by Aaron Smith, MBA, Director of Assessment and Institutional Research, who coordinated the collection, analysis, and presentation of all data. Kaelin Maier, Assessment and Institutional Research Assistant, played an integral role in collecting, processing, and organizing institutional data, ensuring accuracy and consistency throughout the Fact Book. Kaitlyn Rempel, Assistant Registrar, contributed substantially by gathering and verifying data, helping ensure the completeness and reliability of the information presented.

ADDITIONAL ACKNOWLEDGMENTS

We also thank Mike Klaassen, M.A., Digital Content Manager, for his work on the final design, layout, and overall polishing of the Fact Book. His efforts helped present the data in a clear, professional, and visually appealing format.

In addition, we gratefully acknowledge all Tabor College departments and offices that provide data for the Common Data Set and this Fact Book. Their cooperation and timely reporting are essential to maintaining the accuracy, completeness, and usefulness of this publication.

Special thanks to the Assessment Committee Members for the review and finalization.

MISSION, VISION, AND 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.

HISTORY

Tabor College, as a ministry of the Mennonite Brethren Church, was established in 1908 by members of the Mennonite Brethren and Krimmer Mennonite Brethren faiths. The college opened with 39 students and three instructors, and by the end of its first school year, enrollment had grown to 104. Mennonite Brethren follow evangelical Anabaptist theology, emphasizing new birth in Christ, faithful discipleship, personal evangelism, engaging in service that benefits the wider community, and obedience to the Bible as interpreted within the community of faith. Over the past century, Tabor has impacted the lives of many through Christ-centered education that encourages both personal faith and active care for others.

MISSION

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

VISION

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.

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

Tabor College is committed to being Christ-centered, with all programs and activities guided by the Mennonite Brethren Confession of Faith.

Learning

Learning occurs in classrooms, field experiences, and informal settings, fostering broadly educated, competent students who embrace lifelong learning.

Involvement

Active participation inside and outside the classroom prepares students for meaningful work, service, and leadership.

Community

Tabor fosters a supportive community where individuals belong, encourage one another, and are held accountable.

Service

Caring for others and engaging in service that benefits the wider community reflects the Christ-centered mission of the college.

ACCREDITATION

Tabor College maintains institutional accreditation, program-specific approvals, and academic partnerships to ensure high-quality educational opportunities for students.

INSTITUTIONAL ACCREDITATION

Tabor College is accredited by the Higher Learning Commission (HLC)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: 800-621-7440

Tabor College participates in the Open Pathway for reaffirmation of accreditation.



PROGRAM-SPECIFIC ACCREDITATION AND APPROVALS

EDUCATION:

Approved by the Kansas State Department of Education (KSDE)
Approved by the Association of Christian Schools International (ACSI)

MUSIC

Accredited by the National Association of Schools of Music (NASM)

SOCIAL WORK

Accredited by the Council on Social Work Education (CSWE)
Graduates qualify for licensure at the Licensed Bachelor of Social Work (LBSW) level

Tabor College participates in the Open Pathway for reaffirmation of accreditation.

FACT BOOK SUMMARY

OVERALL ENROLLMENT

- Total students: 742
 - Undergraduate: 626 (570 full-time, 56 part-time)
 - Graduate: 116 (36 full-time, 80 part-time)
- Gender breakdown: 412 male, 330 female

INSTRUCTIONAL FACULTY

- Total faculty: 51 (31 full-time, 20 part-time)
- Gender: 27 male, 24 female
- Diversity: 6 faculty from minority groups, 1 nonresident international faculty member
- Highest degree: 26 faculty hold a doctorate or terminal degree, 25 hold a master's degree

KEY HIGHLIGHTS AND TRENDS

- Enrollment trends (2010–2025): Total enrollment has experienced cycles of growth and decline. Enrollment began at 669 (2010), peaked at 768 (2012), then declined to the low-to-mid 600s, with 2019 and 2022 among the lowest years. In 2025, enrollment rebounded sharply to 742 students, with increases across both undergraduate and graduate populations.
- Retention: Fall-to-spring retention for all students ranges 86–93%, with 92% most recently (F24–S25). Spring-to-fall retention ranges 79–84%, with 83% most recently (S25–F25). Freshman spring-to-fall retention has been more variable, rising to 74% in S25–F25 after a low of 56% in S24–F24.

STANDOUT STATISTICS

- Degrees awarded (July 1, 2024 – June 30, 2025): 126 bachelor's degrees, 51 master's degrees; no certificates, diplomas, associate degrees, or postbachelor's certificates reported.
- Student geographic diversity: Students from 32 U.S. states (majority from Kansas, followed by Texas, California, Oklahoma, and Colorado) and at least 27 countries.
- Class sizes: 188 undergraduate sections; 70 sections with 2–9 students, 43 sections with 10–19 students, most classes enroll fewer than 20 students.

FACTBOOK INTRODUCTION

This factbook presents a comprehensive overview of Tabor College, including student enrollment, academic programs, faculty, and institutional resources. Its purpose is to support data-informed decision making, planning, and assessment across the College.

Much of the data in this report is drawn from the Common Data Set (CDS), a standardized survey developed collaboratively by colleges, universities, and publishers in the early 1990s. The CDS provides a consistent framework for reporting enrollment, admissions, financial aid, faculty, and other institutional characteristics.

Tabor College consistently uses the CDS for both internal and external reporting purposes. Internally, it informs planning, assessment, and resource allocation. Externally, it ensures transparency and consistency in reporting to prospective students, accreditors, and national publications. By leveraging the CDS, Tabor College maintains alignment with national standards while providing accurate and comparable data to all stakeholders.

CAMPUS AND ONLINE PROGRAMS

Tabor College offers flexible learning options to meet the needs of students both on campus and online.

CAMPUS LOCATION

Tabor College is located in Hillsboro, Kansas, a community of approximately 3,000 residents. The main campus occupies an 86.5-acre site in the southeastern part of the city.

ONLINE PROGRAMS

Tabor College offers fully online graduate degree programs.

At the undergraduate level, some courses are offered online, although full undergraduate degrees are not delivered entirely online. Online courses follow the same learning outcomes and faculty oversight as on-campus courses.

More information is available at tabor.edu/online.

ENROLLMENT AND PERSISTENCE (CDS-B)

Tabor College reports enrollment as the total number of students registered for courses as of the Fall semester's 20th day of enrollment. Enrollment figures include all students enrolled in on-campus and online courses. This section presents official fall counts for full-time, part-time, and dual-enrollment students across undergraduate and master's programs.

UNDERGRADUATE AND GRADUATE ENROLLMENT FOR FALL 2025 20TH DAY

Total enrollment was 742 students, including 626 undergraduates and 116 graduate students. Undergraduate enrollment consisted of 570 full-time and 56 part-time students, while graduate enrollment included 36 full-time and 80 part-time students. Overall, the student population included 412 males and 330 females.

Undergraduate Students: Full-Time	Males	Females
Degree-seeking, first-time first-year students	114	79
Other first-year, degree-seeking	48	14
All other degree-seeking	177	129
Total degree-seeking	339	222
All other undergraduates enrolled in credit courses	1	8
Total undergraduate Full-Time Students	340	230

Undergraduate Students: Part-Time	Males	Females
Degree-seeking, first-time first-year students	0	0
Other first-year, degree-seeking	0	1
All other degree-seeking	4	1
Total degree-seeking	4	2
All other undergraduates enrolled in credit courses	14	36
Total undergraduate Part-Time Students	18	38

Undergraduate Students: All	Males	Females
Total undergraduate Students	358	268

Graduate Students: Full-Time	Males	Females
Degree-seeking, first-time	3	2
All other degree-seeking	8	23
All other graduates enrolled in credit courses	0	0
Total graduate Full-Time Students	11	25

Graduate Students: Part-Time	Males	Females
Degree-seeking, first-time	9	1
All other degree-seeking	24	25
All other graduates enrolled in credit courses	10	11
Total graduate Part-Time Students	43	37

ENROLLMENT AND PERSISTENCE (CDS-B) CONT.

Graduate Students: All	Males	Females
Total Graduate Students	54	62

All Students: Total	Males	Females
Total Full-Time Students	351	255
Total Part-Time Students	61	75
Total All students	412	330

Grand Total of all Students		
Total all undergraduates	626	
Total all graduates	116	
Grand Total All Students	742	

ENROLLMENT TRENDS FROM 2010 TO 2025

Total enrollment starts at 669 students in 2010 and ends at 742 students in 2025. Over the 16-year period, it shows cycles of growth and decline. Total enrollment increased from 669 (2010) to 734 (2011) and then to 768 (2012). This is the highest early peak in the series, suggesting strong growth in both undergraduate and graduate populations during this time. Total enrollment fell from the mid-700s in earlier years to the low-to-mid 600s, with 2019 and 2022 among the lowest years in the dataset. This likely corresponds to external factors (for example, broader demographic shifts or the impact of the COVID-19 period) that affected both undergraduate and graduate numbers. The jump to 742 in 2025 is the highest total enrollment in the entire period, indicating a strong recovery and possible expansion compared to previous years.

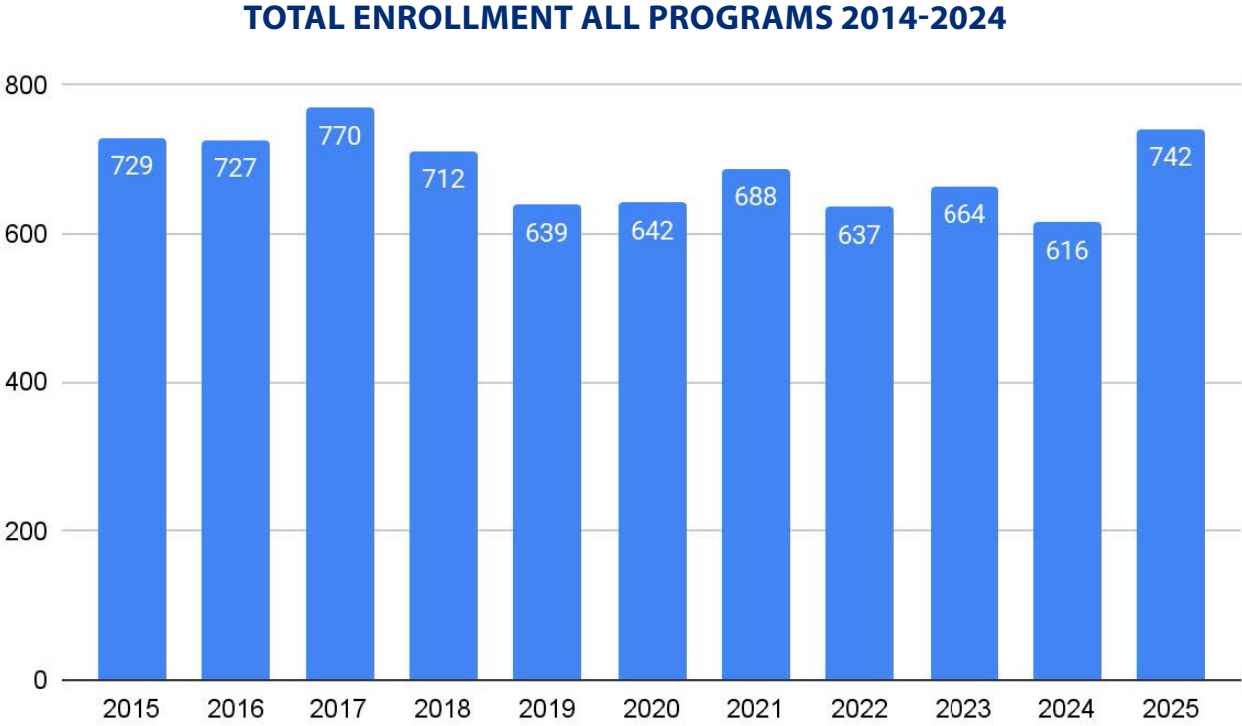


Figure 1. Line Chart – Enrollment Trends by Type (2020–2025)

ENROLLMENT TRENDS BY TYPE (2020-2025)

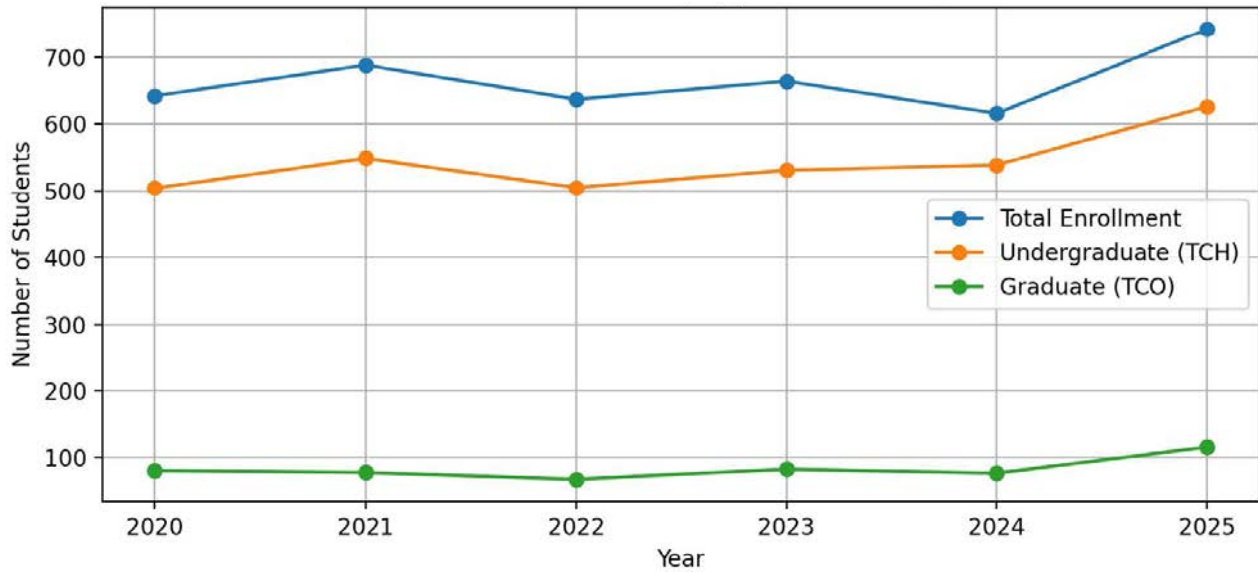


Figure 1 shows the time trends for total, undergraduate, and graduate enrollment. From 2020 through 2024, all three lines move within a relatively narrow band, indicating a period of flat or constrained growth. In 2025, each line rises sharply, with total enrollment reaching a new high and both undergraduate and graduate numbers increasing noticeably.

Figure 2. Grouped Bar Chart – Enrollment by Category (2020–2025)

ENROLLMENT BY CATEGORY (GROUP BARS, 2020-2025)

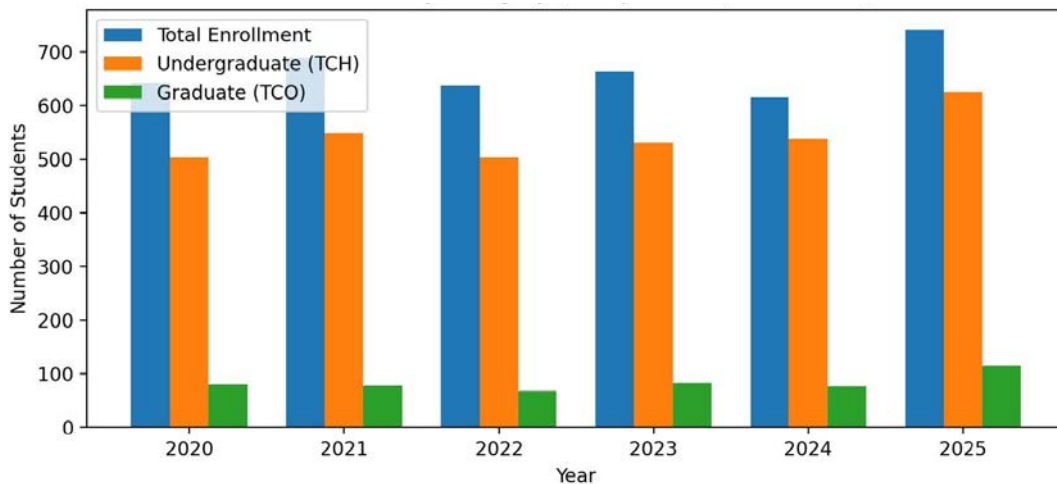


Figure 2 presents the same data as grouped bars by year. This visualization highlights the year-to-year comparisons more clearly. It shows that 2020–2024 share similar total heights, with dips in 2022 and 2024, while 2025 stands out with significantly taller bars in all three categories.

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.

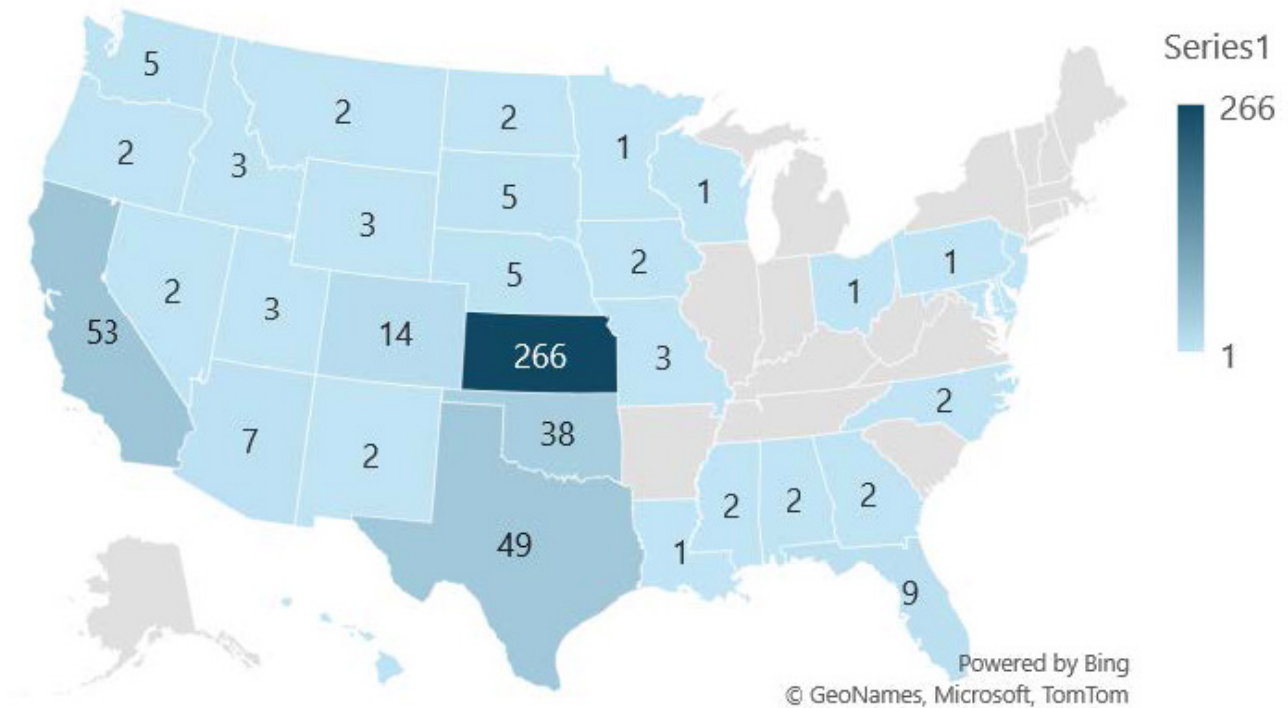
Overall, Tabor College’s student body is more ethnically diverse than the general population of rural Kansas, reflecting a broader range of backgrounds and experiences.

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

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree-seeking)
Nonresidents	20	71	71
Hispanic/Latino	26	84	84
Black or African American, non-Hispanic	10	38	38
White, non-Hispanic	114	320	345
American Indian or Alaska Native, non-Hispanic	3	4	4
Asian, non-Hispanic	2	3	3
Native Hawaiian or other Pacific Islander, non-Hispanic	4	8	8
Two or more races, non-Hispanic	13	34	37
Race and/or ethnicity unknown	1	5	36
TOTAL	193	567	626

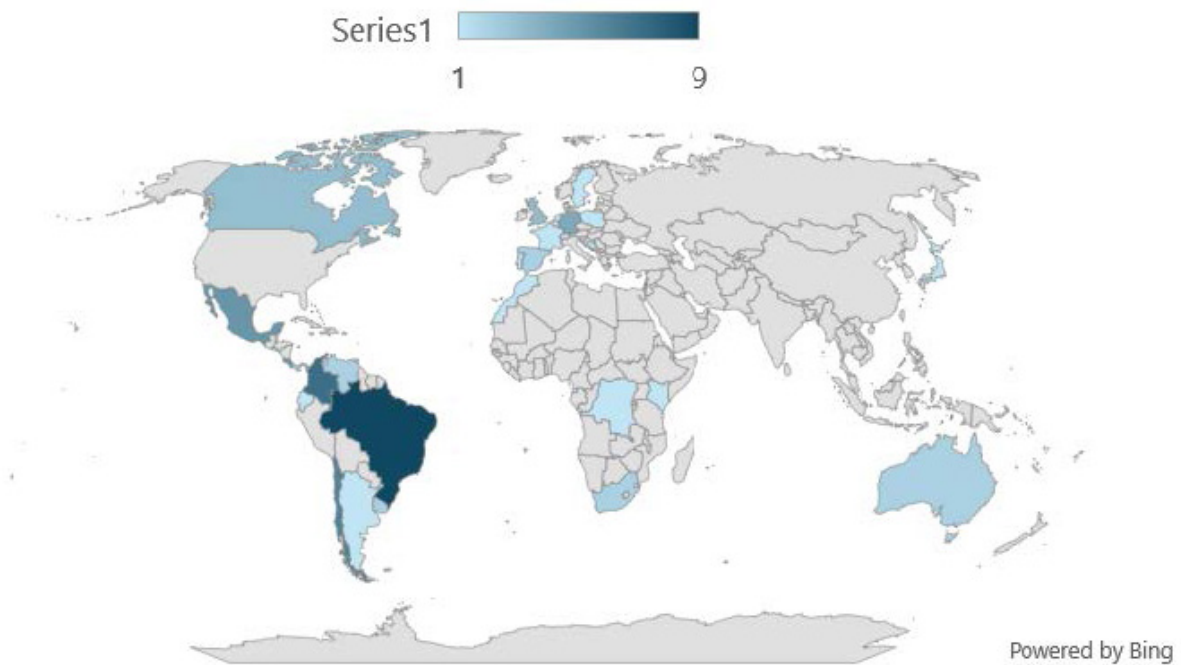
GEOGRAPHIC DISTRIBUTION

STATE ENROLLMENT DISTRIBUTION



Tabor College attracts students across the United States, with the majority coming from Kansas, followed by California, Texas, and Oklahoma.

GLOBAL ENROLLMENT DISTRIBUTION



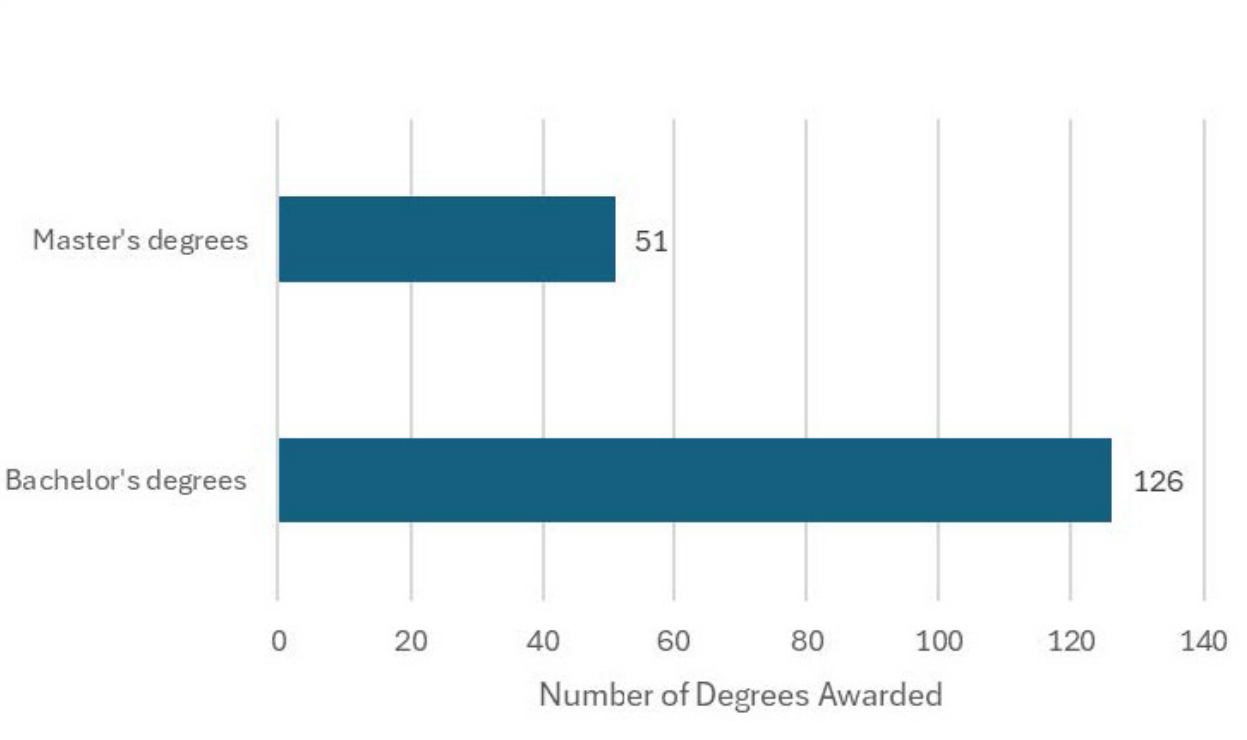
Upholding its global tradition, Tabor College also welcomes students from around the world.

PERSISTENCE

The number of degrees awarded between July 1, 2024, and June 30, 2025 represents the institution's total academic completions for the year. This figure includes graduates from the summer, fall, and spring terms, providing a comprehensive measure of annual degree production. As such, it serves as an important indicator of the institution's effectiveness in supporting students through to program completion and reflects overall academic output.

Number of degrees awarded by your institution from July 1, 2024, to June 30, 2025.	
Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	126
Postbachelor's certificates	0
Master's degrees	51

While persistence typically refers to student retention from one year to the next, the Common Data Set includes degrees awarded in this section to reflect the full progression from enrollment through completion.



RETENTION

FALL-TO-FALL RETENTION – LAST FIVE YEARS

Table 1. Fall-to-Fall Retention Rates by Class Level (Percent of students retained from one fall term to the next)					
Class	F20-F21	F21-F22	F22-F23	F23-F24	F24-F25
Freshman	72%	63%	65%	55%	73%
Sophomore	32%	67%	80%	71%	79%
Junior	83%	80%	91%	89%	91%
Senior	63%	62%	81%	79%	65%
All	73%	68%	78%	72%	78%

Overall, Fall-to-Fall retention has fluctuated between 68% and 78% over the past five years, with the strongest performance observed in F22–F23 and F24–F25 (78%). The F23–F24 cohort experienced a temporary dip to 72% before rebounding. (Note, FR = Freshman total)

- **Freshmen** demonstrate variable retention, dropping to 55% in F23–F24 before improving to 73% in F24–F25.
- **Sophomores** experienced a low of 32% in F20–F21 but have steadily recovered to 79% in F24–F25.
- **Juniors** maintain consistently strong retention, generally near or above 90% in the last three years.
- **Seniors** show more variation, ranging from 62% to 81%.

FALL-TO-SPRING RETENTION – LAST FIVE YEARS

Table 2. Fall-to-Spring Retention Rates by Class Level (Percent of students retained from fall to the immediately following spring)					
Class	F20-S21	F21-S22	F22-S23	F23-S24	F24-S25
Freshman	90%	80%	87%	84%	90%
Sophomore	89%	87%	93%	87%	91%
Junior	93%	92%	97%	97%	98%
Senior	94%	93%	100%	96%	90%
All	91%	86%	93%	91%	92%

Fall-to-Spring retention remains consistently high, ranging from 86% to 93% overall. Peak performance occurred in F22–S23 (93%), with strong outcomes continuing in F23–S24 (91%) and F24–S25 (92%).

- **Freshmen** retention is consistently strong, reaching 90% in F20–S21 and F24–S25.
- **Sophomores** remain steady in the high 80s to low 90s, peaking at 93% in F22–S23.
- **Juniors** exhibit high stability, consistently 92% or higher, reaching 98% in F24–S25.
- **Seniors** show very strong retention, including a 100% rate in F22–S23.

RETENTION CONT.

SPRING-TO-FALL RETENTION – LAST FIVE YEARS

Table 3. Spring-to-Fall Retention Rates by Class Level (Percent of students retained from spring to the subsequent fall)					
Class	S20-F21	S21-F22	S22-F23	S23-F24	S24-F25
Freshman	70%	72%	63%	56%	74%
Sophomore	87%	79%	86%	73%	86%
Junior	79%	86%	93%	91%	87%
Senior	87%	88%	88%	89%	84%
All	81%	81%	84%	79%	83%

Spring-to-Fall retention ranges from 79% to 84% overall. The highest rate occurred in S23–F23 (84%), with the most recent year, S25–F25, showing a strong 83%.

- **Freshmen** retention is the most variable, falling to 56% in S24–F24 before rebounding to 74% in S25–F25.
- **Sophomores and juniors** maintain generally high retention, with juniors peaking at 93% in S23–F23.
- Seniors remain consistently strong, generally in the mid- to high-80s.

OVERALL INTERPRETATION – FIVE-YEAR TREND

- **Fall-to-Spring** retention remains the institution’s strongest metric, with overall rates near or above 90% and especially strong performance among juniors and seniors.
- **Spring-to-Fall** retention is solid, typically 80–84%, with recent improvements in freshman retention (74% in S25–F25).
- **Fall-to-Fall** retention is lower and more variable than within-year measures, though the most recent cohort (F24–F25) reached 78%, matching the recent high. Notably, freshman Fall-to-Fall retention showed substantial improvement compared to the prior year.

Note: Retention reflects students’ continuing enrollment, excluding departures for death, permanent disability, military service, federal foreign aid service, or official church missions. Also, note that first-time, full-time bachelor’s degree-seeking undergraduates are the national norm for reporting, but the data for freshmen in the tables below reflect all freshmen.

FIRST-TIME, FIRST-YEAR ADMISSION

First-Time, First-Year Student Applicants	Total
Total first-time, first-year males who applied	429
Total first-time, first-year females who applied	245
Total first-time, first-year students of unknown sex who applied	0

First-Time, First-Year Student Admits	Total
Total first-time, first-year males who were admitted	289
Total first-time, first-year females who were admitted	171
Total first-time, first-year students of unknown sex who were admitted	0

First-Time, First-Year Student Enrollees	Total
Total first-time, first-year males who enrolled	114
Total first-time, first-year females who enrolled	79
Total first-time, first-year students of unknown sex who enrolled	0

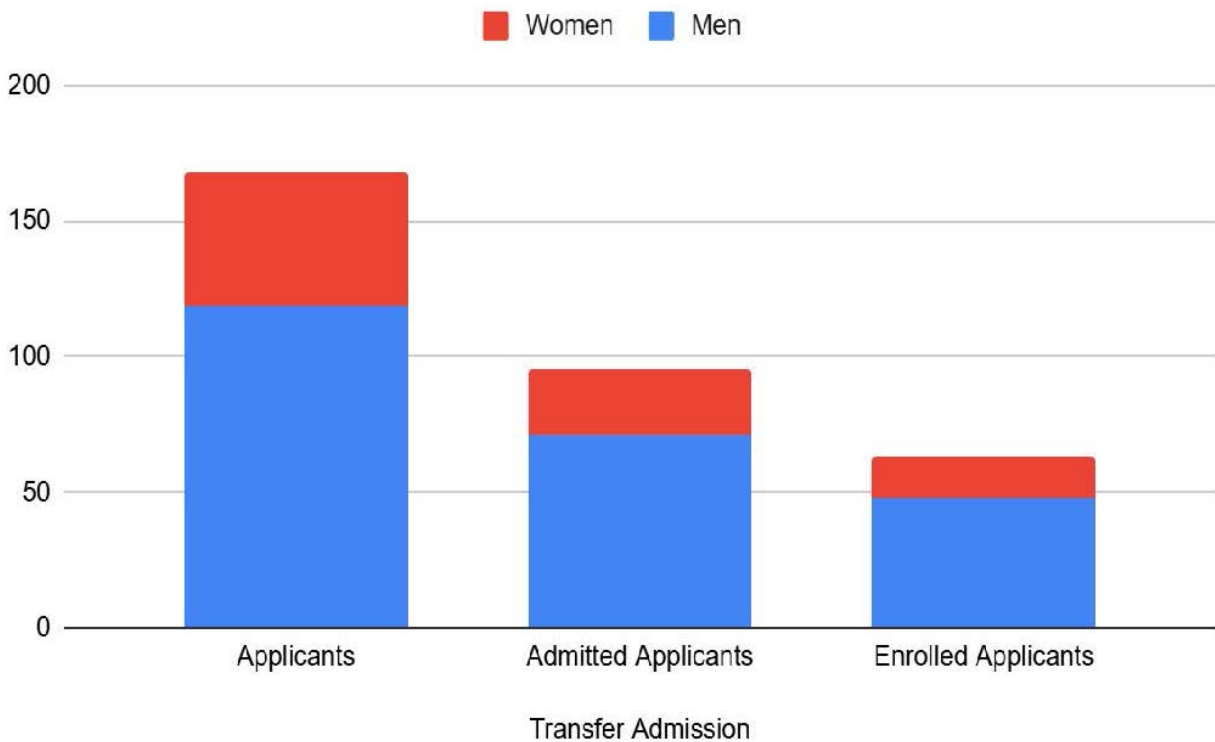
First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year males who enrolled	114
Total part-time, first-time, first-year males who enrolled	0
Total full-time, first-time, first-year females who enrolled	79
Total part-time, first-time, first-year females who enrolled	0
Total full-time, first-time, first-year students of unknown sex who enrolled	0
Total part-time, first-time, first-year students of unknown sex who enrolled	0

First-Time, First-Year Student Applicants	In-State	Out-of-State	International	Unknown	Total
Total first-time, first-year (degree-seeking) who applied	268	348	57	0	674
Total first-time, first-year (degree-seeking) who were admitted	189	246	25	0	460
Total first-time, first-year (degree-seeking) who enrolled	97	75	21	0	193

TRANSFER ADMISSION

Transfer Admission	Applicants	Admitted Applicants	Enrolled Applicants
Men	119	71	48
Women	49	24	15
Total	168	95	63

STUDENTS WHO APPLIED, ADMITTED, AND ENROLLED



STUDENT LIFE

Tabor College offers students a vibrant campus community that fosters spiritual growth, personal development, and lasting friendships. With over 30 clubs and organizations, students can engage in a variety of activities that create meaningful experiences and memories.

Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:

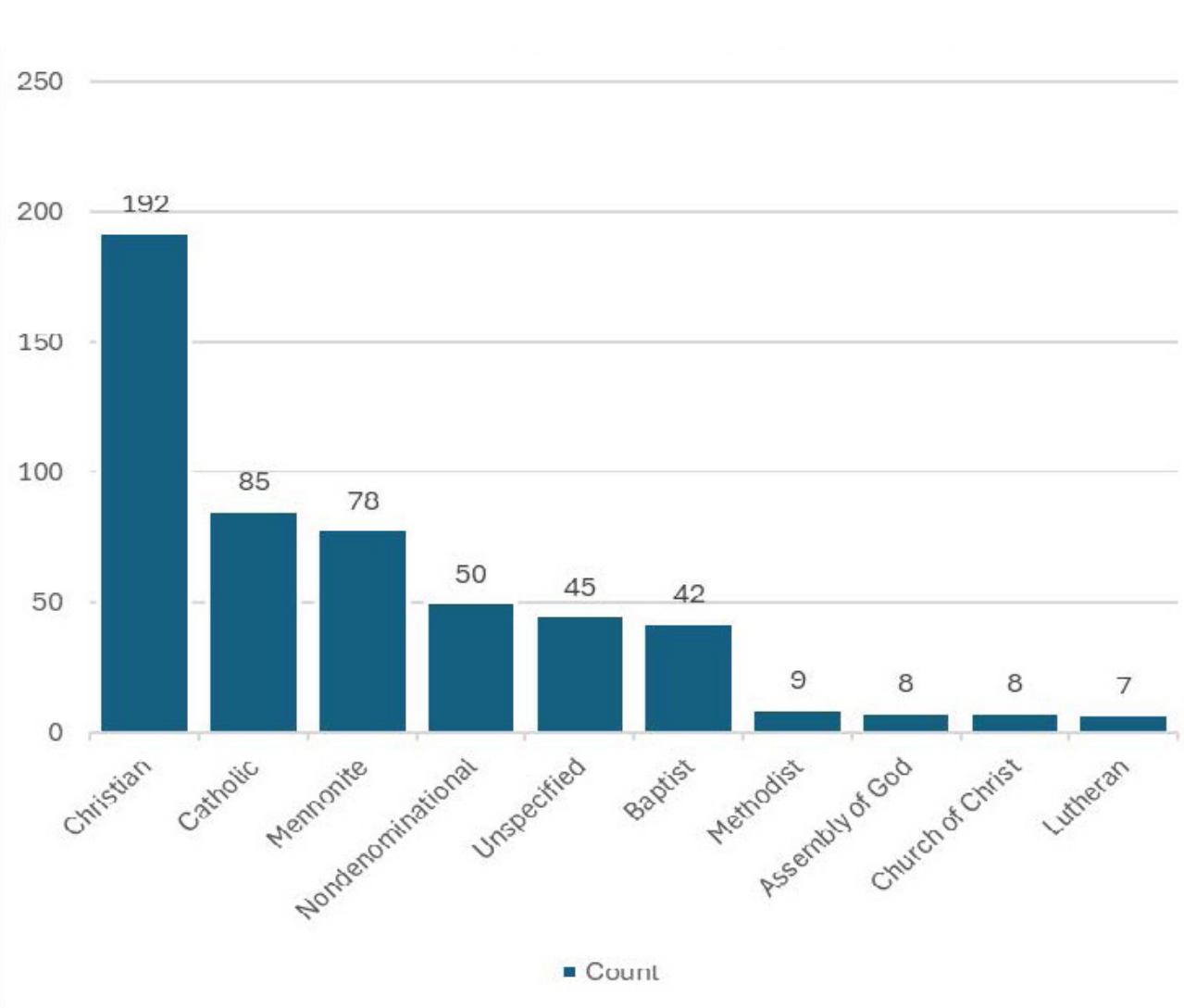
	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	44%	46%
Percent of students age 25 and older	0%	1%
Average age of full-time students	18.3%	19.7%
Average age of all students (full and part-time)	18.3%	19.8%

DENOMINATION

Denomination	Count	Percentage
Christian	192	33.86%
Catholic	85	14.99%
Mennonite	78	13.76%
Nondenominational	50	8.82%
Unspecified	45	7.94%
Baptist	42	7.41%
Methodist	9	1.59%
Assembly of God	8	1.41%
Church of Christ	8	1.41%
Lutheran	7	1.23%
Pentecostal	6	1.06%
Other	5	0.88%
Presbyterian	5	0.88%
Church of God	4	0.71%
Evangelical	3	0.53%
Bible Church	2	0.35%
Community Church	2	0.35%
Evangelical Free	2	0.35%
Independent	2	0.35%
Muslim	2	0.35%
Nazarene	2	0.35%
Wesleyan	2	0.35%
Disciples of Christ	1	0.18%
Episcopal	1	0.18%
Friends	1	0.18%
Jewish	1	0.18%
Latter Day Saints	1	0.18%
Mormon	1	0.18%

DENOMINATION

TABOR STUDENT RELIGION DEMOGRAPHICS (TOP 10)



PERFORMING AND VISUAL ARTS

Students can participate in music, theatre, and arts programs, including choir and band concerts, the Festival of Christmas, Homecoming musicals, theatre productions, and recitals.

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

Academic Year	Theater/Drama Participants (unduplicated in Academic Year)	% of TCH FA 20th Day Headcounts	Vocal & Instrumental Ensemble Participation (unduplicated in Academic Year)	% of TCH FA 20th Day Headcounts	Students participating in BOTH Drama & Music during the Academic Year*	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%
2024-2025	25	4.0%	72	11.5%	13	93	14.9%

ANNUAL EXPENSES & FINANCIAL AID (CDS G & H)

2025-2026 academic year costs of attendance

Private Institutions	First-Year	Undergraduates
Tuition:	\$48,250	\$48,250

Aid Awarded	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Scholarships/Grants	Not Applicable	Not Applicable
Federal		
State all states, not only the state in which your institution is located		
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).		
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college		
Total Scholarships/Grants	\$0	\$0
Self-Help	Not Applicable	Not Applicable
Student loans from all sources (excluding parent loans)	\$902,695	
Federal Work-Study	\$67,335	Not Applicable
State and other (e.g., institutional) work-study/ employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	\$0	\$0
Parent Loans		\$658,822
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards		\$4,209,644

Number of Enrolled Students Awarded Aid	First-time Full-time First-year Students	Full-time Undergrad (Incl. First-Year)	Less Than Full-time Undergrad
Number of degree-seeking undergraduate students (CDS Item \$B\$1 if reporting on Fall 2025 cohort)	193	570	56

INSTRUCTIONAL FACULTY AND CLASS SIZE

FULL-TIME INSTRUCTIONAL FACULTY

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

		Full-Time	Part-Time	Total
A	Total number of instructional faculty	31	20	51
B	Total number who are members of minority groups	4	2	6
C	Total number who are females	12	12	24
D	Total number who are males	19	8	27
E	Total number who are nonresidents (international)	1	0	1
F	Total number with doctorate, or other terminal degree	15	11	26
G	Total number whose highest degree is a master's but not a terminal master's	16	9	25
H	Total number whose highest degree is a bachelor's	0	0	0
I	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
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

STUDENT TO FACULTY RATIO

Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (full-time plus 1/3 part time).

Fall 2025 Student to Faculty ratio	14.2 to 1
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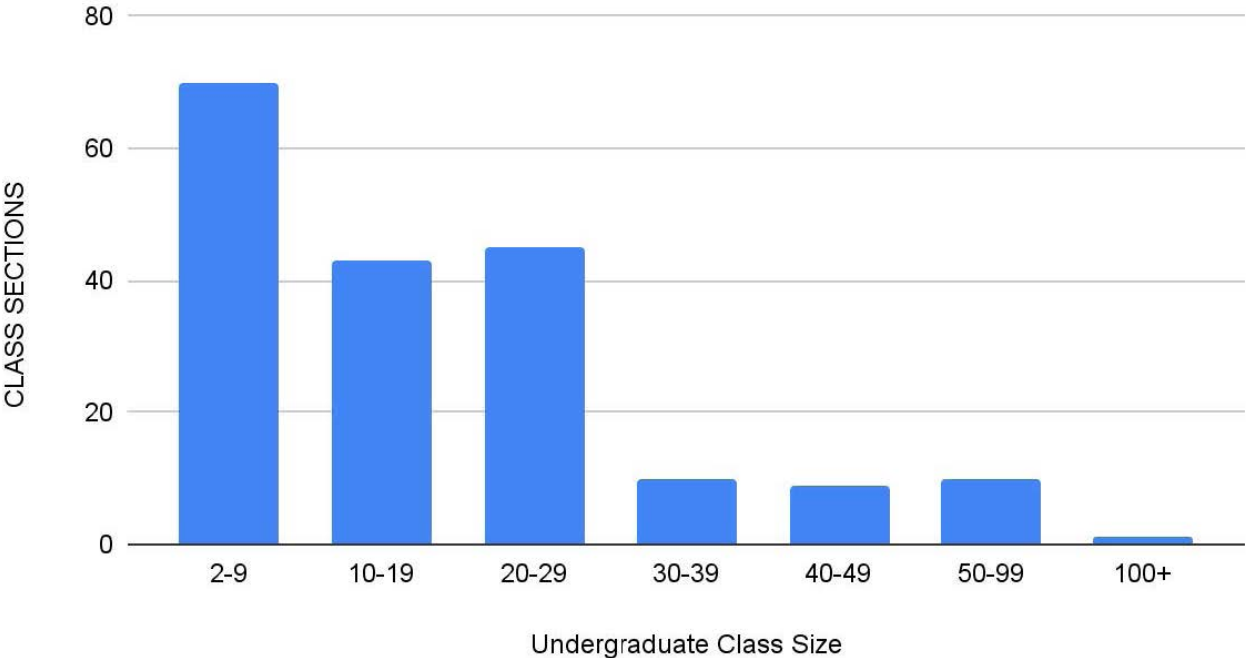
UNDERGRADUATE CLASS SIZE

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

	2-9	10-19	20-29	30--39	40-49	50-99	100+	Total
Class Sections	70	43	45	1	9	10	1	188

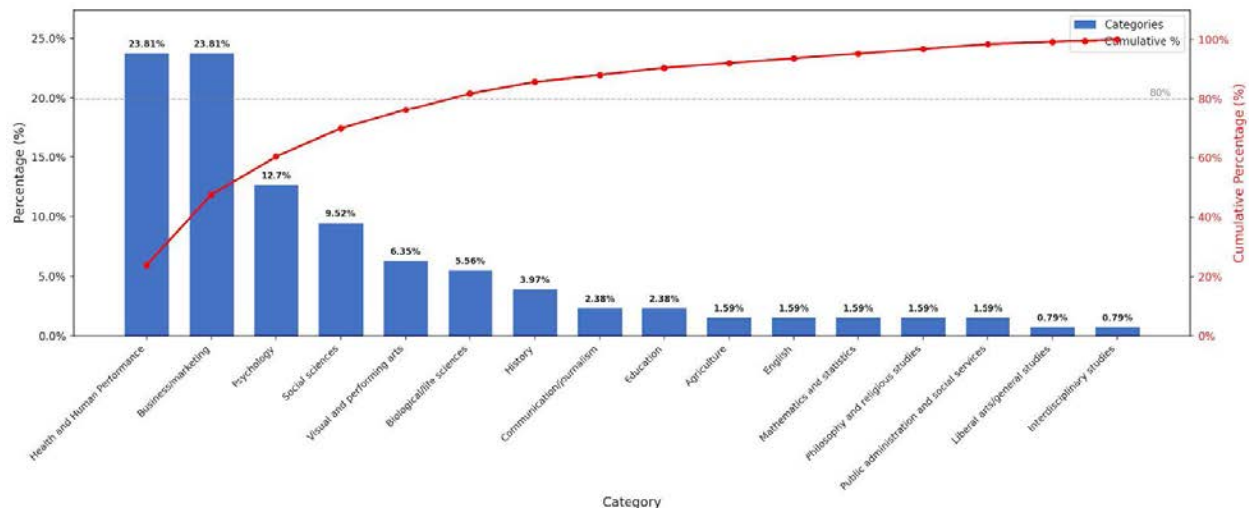
Based on the class section data, we estimate an average section size of approximately 20 students. This estimate uses the midpoint of each reported range, with a conservative estimate for the single 100+ student section. While approximate, it provides a reasonable summary of section sizes across the college.

CLASS SECTIONS WITH UNDERGRADUATES ENROLLED



DISCIPLINARY AREAS OF DEGREES CONFERRED

BACHELOR DEGREES BY DISCIPLINE (CIP) - PARETO CHART



Degrees Conferred by Discipline Area (July 1, 2024 – June 30, 2025)

This Pareto chart illustrates the distribution of bachelor's degrees conferred by discipline area at Tabor College during the 2024–2025 academic year. Each bar represents a CIP (Classification of Instructional Programs) category, a federal coding system developed by the U.S. Department of Education's National Center for Education Statistics (NCES). CIP codes are used by colleges and universities nationwide to classify academic programs and report degree completions in a consistent manner.

The percentages reflect the proportion of degrees awarded in each discipline area based on majors, not headcount (e.g., students with a double major are counted twice). The chart highlights the relative contribution of each academic field to the total number of bachelor's degrees awarded.

In this visualization, fields such as Health and Human Performance (Parks and Recreation (CIP 31)) and Business/Marketing (CIP 52) represent the largest shares of degrees conferred, followed by Psychology (CIP 42) and Social Sciences (CIP 45). The cumulative line on the Pareto chart shows how these leading categories together account for the majority of degrees granted.

Overall, this chart helps identify which academic programs are most prominent among graduates and provides insight into the college's program strengths and student interests within the federal CIP framework.

ASSESSMENT SYSTEM REPORT (FALL 2022 - SPRING 2025)

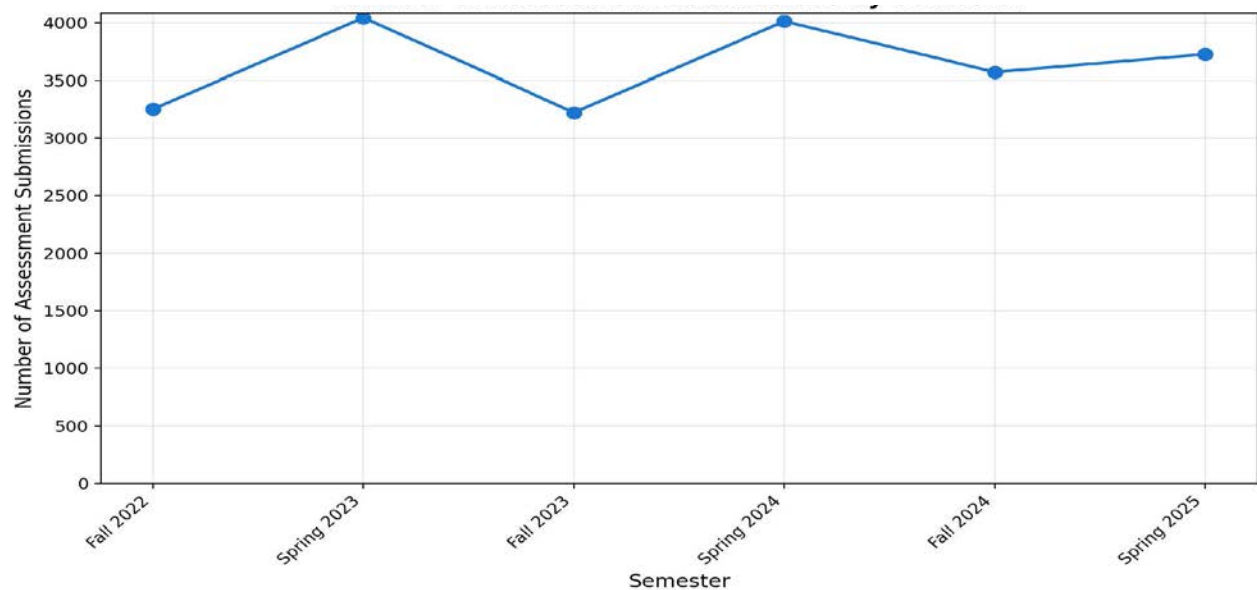
ASSESSMENT SYSTEM OVERVIEW

Undergraduate assessment activity from Fall 2022 through Spring 2025, highlighting submission volumes and achievement levels across academic programs. The data show consistent participation, with clear seasonal patterns (higher activity in the spring), and a strong concentration of students making acceptable levels of progress toward program outcomes across several high-volume programs. For a fuller description of how assessment evidence is gathered, reviewed, and used to improve student learning, please see Tabor College's accreditation and assessment process: <https://tabor.edu/about/accreditation-assessment/>.

Note: These totals include all assessment data points, covering outcome introduction, reinforcement, and Matery levels of assessment.

NUMBER OF ASSESSMENT SUBMISSIONS BY SEMESTER

NUMBER OF ASSESSMENT SUBMISSIONS BY SEMESTER



Shows the total number of assessment submissions per semester:

- Fall 2022: 3,254 submissions
- Spring 2023: 4,045 submissions (highest)
- Fall 2023: 3,224 submissions
- Spring 2024: 4,014 submissions
- Fall 2024: 3,572 submissions
- Spring 2025: 3,727 submissions

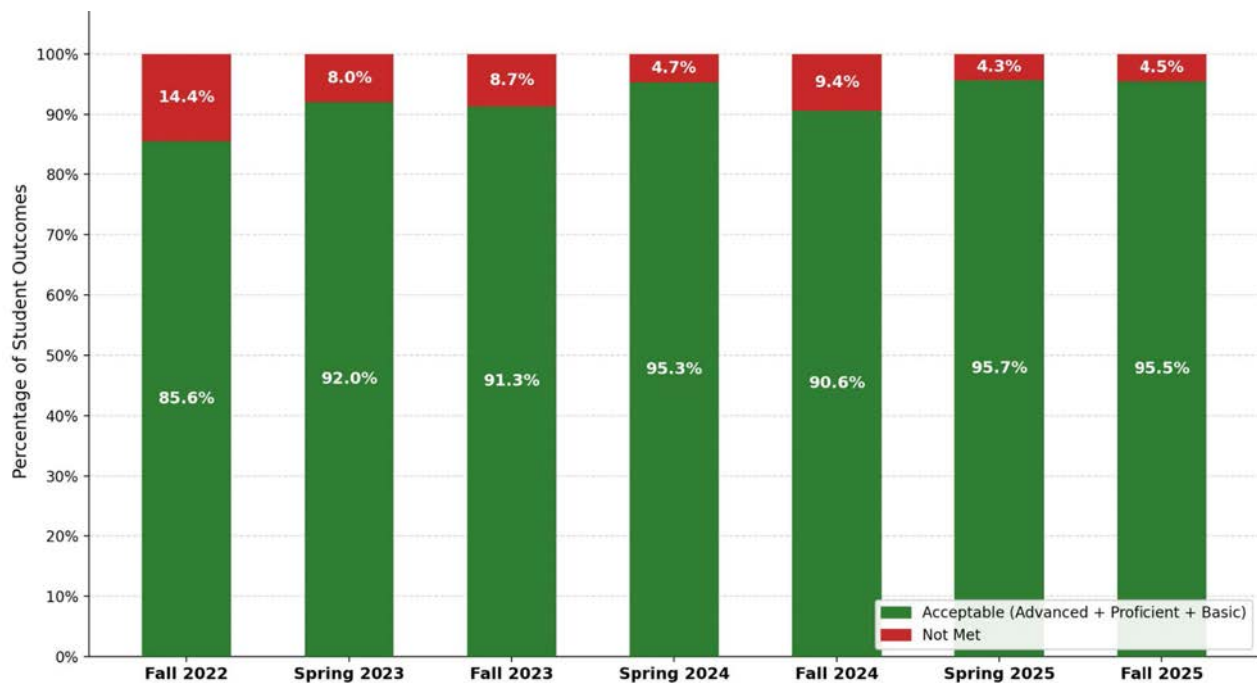
Total Assessment Submissions 21,836 from Fall 2022 - Fall 2025

ACHIEVEMENT LEVEL DISTRIBUTION

Note: These totals represent all assessment submissions recorded across the semesters listed.

This chart summarizes undergraduate assessment data, showing the percentage of student learning outcome ratings that reflect acceptable progress toward program outcomes. In this report, “acceptable progress” includes ratings of Advanced, Proficient, or Basic, as each represents students who are making progress toward or have achieved the program outcomes. Not Met indicates outcomes where students did not make acceptable progress toward outcome achievement for specific assessment activities.

STUDENTS MAKING ACCEPTABLE PROGRESS TOWARD PROGRAM OUTCOMES BY SEMESTER



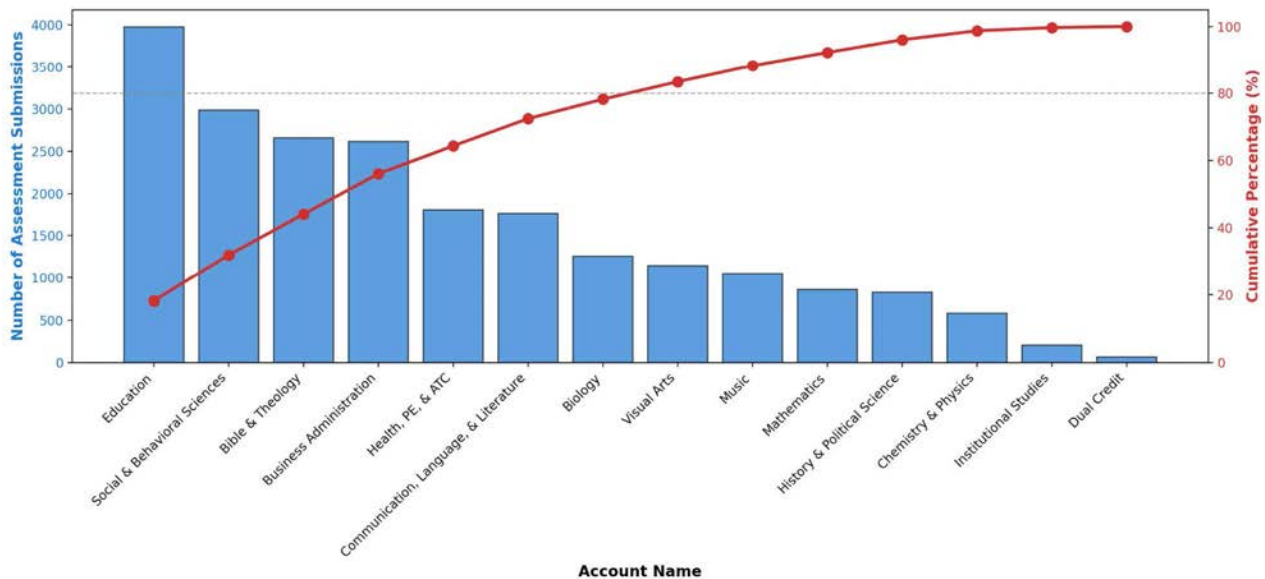
Overall, the data indicate that undergraduate students are making acceptable progress toward program outcomes at consistently high rates, with particularly strong performance in recent semesters. While there is some semester-to-semester fluctuation, the long-term trend is positive and demonstrates that the program is effectively supporting student learning. The chart highlights this by showing that the majority of assessed outcomes each semester fall within the acceptable range across the full undergraduate dataset.

ASSESSMENT SUBMISSIONS BY ACCOUNT NAME

Note: These totals represent all assessment submissions recorded across the semesters listed.

This chart summarizes undergraduate assessment data, showing the percentage of student learning outcome ratings that reflect acceptable progress toward program outcomes. In this report, “acceptable progress” includes ratings of Advanced, Proficient, or Basic, as each represents students who are making progress toward or have achieved the program outcomes. Not Met indicates outcomes where students did not make acceptable progress toward outcome achievement for specific assessment activities.

PARETO CHART: ASSESSMENT SUBMISSIONS BY ACCOUNT (ALL SEMESTERS)



The Pareto chart shows the distribution of assessment submissions by account (department) across all semesters.

- The top six accounts: Education, Social & Behavioral Sciences, Bible & Theology, Business Administration, Health, PE & ATC, and Communication, Language & Literature, account for approximately 80% of all submissions.
- Education alone represents 18.2% of submissions (3,982 assessments).
- The top three accounts contribute over 43% of total submissions.
- The remaining eight accounts collectively account for the final 20% of submissions.
- Dual Credit has the fewest submissions, with only 70 across all semesters.

Conclusion: This report demonstrates the successful implementation of an assessment system embedded within the learning management system. By integrating assessment into regular coursework, the process has become part of standard faculty practice rather than an added task.

Consistent submission volume across semesters shows the system is functioning as intended, with strong faculty participation and sufficient data being collected. Variations across terms reflect normal academic cycles, not gaps in engagement.

This report focuses on the system itself rather than the interpretation of assessment results. Overall, the evidence indicates the system is stable, sustainable, and effectively generating the data needed to support ongoing assessment and accreditation efforts.

*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*

