

# Fall Factbook 2024-2025



**TRUTH. TRAINING. TRANSFORMATION.**

## Fall Factbook 2024-2025

**Joel Badal, Ph.D.**  
**Dean of Institutional Effectiveness**  
**Office of Institutional Effectiveness**

# Fall Factbook 2024-2025

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## Introduction

### **Welcome to the 2024–2025 Edition of the College of Biblical Studies Factbook.**

This annual report presents a comprehensive analysis of student data gathered from the College's Student Information System.

The Fall 2024–2025 Factbook compiles essential student information to support the Office of Institutional Effectiveness (OIE) and institutional departments in understanding our student enrollment, assessing outcomes, and making informed, mission-aligned decisions. The data in this report spans the academic years from Fall 2021 through Spring 2025.

The Office of Institutional Effectiveness is responsible for ensuring the timely disclosure of institutional data, evaluating effectiveness, and supporting continuous improvement across the college. The data provided in this Factbook serves as an outcomes measure of institutional performance and impact.

By delivering accurate and timely analytics, the OIE aims to equip the CBS community—including students, staff, and graduates—with the insights needed to fulfill our shared mission: educating and equipping multiethnic Christian leaders to impact the world for Christ.

We are committed to continuous improvement. If you have suggestions, need the data presented differently, or wish to request additional statistics, please get in touch with the OIE at [ie@cbsouston.edu](mailto:ie@cbsouston.edu). Your feedback helps shape future editions of the Factbook.

Thank you,

Joel Badal, PhD  
Dean of Institutional Effectiveness  
Office of Institutional Effectiveness

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## About the College of Biblical Studies

The College of Biblical Studies-Houston is a global higher education institution with over forty years of experience training multiethnic leaders in biblical education. Since 1976, CBS has continued its mission of providing a biblical education that embraces all ethnicities. Honoring our past, we continue to create a quality, biblical academic environment with exceptional faculty and staff and an innovative, life-changing curriculum that serves the body of Christ and the world by developing faithful, educated leaders from “every tongue, every tribe, and every nation.”

## Mission Statement

The College of Biblical Studies exists to glorify God by educating and equipping multiethnic Christian leaders to impact the world for Christ.

## Vision Statement

To develop and disciple multi-ethnic Christian leaders who transform underserved communities through a life-changing biblical education.

## Institutional Values

CBS is committed to nurturing in all modalities, in its programs, and among its boards, faculty, staff, and students these primary values:

- **We love.** We display respect, kindness, and compassion to one another.
- **We excel.** In all we do, we give our best and inspire breakthroughs of brilliance.
- **We grow.** As a community of learners, we relentlessly pursue the next horizon.
- **We serve.** With humble hearts, we use our God-given talents to achieve His purposes.
- **We are stronger together.**

## Six Institutional Goals

Through the College’s curricular and co-curricular experiences, CBS students demonstrate:

1. Biblical and theological knowledge, recognizing Scripture as the ultimate authority for life and godliness.
2. Skills that reflect critical thinking and problem-solving ability.
3. Attitudes and values indicative of an integrated biblical world view.
4. Sensitivity to various cultural viewpoints.
5. Skills of effective communication.
6. Skills for Christian ministry.

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## Key Distinctives

The College was developed to provide college-level training in Bible and theology for individuals with little or no opportunity to receive such training by conventional means (resident, full-time). As a commuter college, this training is accomplished uniquely through our key distinctions:

- **Biblical** – curriculum is primarily focused on a biblical worldview based on scriptural truth, focusing on ministry preparation and life transformation.
- **Diverse** – students study and experience the education process with fellow students from a variety of ethnic and cultural backgrounds.
- **Accessible** – courses are available during the day, evening, and Saturdays, as well as online to provide the CBS commuter college students the opportunity to “fit” their studies into their life schedules.
- **Affordable** – the cost of attendance is intentionally lower than that of other accredited private institutions, and financial aid is available to assist students in meeting the financial requirements of their studies.

## History of the College

The College of Biblical Studies-Houston has led transformational education for over forty years. Formerly known as the Houston Bible Institute (HBI), CBS originated from a burden in the heart of the late Rev. Ernest L. Mays, the founder of HBI. He sensed that large segments of the local Christian community were functioning without trained leaders. This was especially true within the inner-city minority groups. Out of this concern, Houston Bible & Vocational Institute was incorporated in 1976. Mr. William Thomas, Jr. and Rev. Joe Wall assisted in developing a multi-racial, interdenominational board, which began working to make the school a reality. Within a short time, they decided to focus on biblical and theological training because they felt that there were already adequate resources for vocational training.

The first classes of Houston Bible Institute were offered in the fall of 1979. Rev. Rodney L. Cooper was the school's first Executive Director. From its inception, the school used the facilities of KHCB-FM, a Houston-based Christian radio network, for its classrooms and leased administrative space nearby.

In 1983, Rev. Rod Cooper resigned to pursue a PH.D., and the Board promoted Rev. Jack Arrington, Vice President, to President. President Arrington continued the challenging task of building a foundation and establishing credibility within the minority community.

In 1991, God called Rev. Arrington to the pastorate and Dr. William Boyd to fill his vacancy. Dr. Boyd built the superstructure on Mays's vision and Cooper's and Arrington's foundation. He implemented a scholarship program that resulted in significant growth for the college.

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Under Dr. Boyd's leadership, in 1996, the school was certified as a college, and the name was changed from Houston Bible Institute to College of Biblical Studies–Houston. In 1999, CBS achieved national accreditation through the Accrediting Association of Bible Colleges (now the Association for Biblical Higher Education-ABHE).

In July 2007, God called Dr. Jay A. Quine to the presidency, and Dr. Boyd became the Chancellor. Dr. Quine led the 2008-2013 Strategic Plan, which focused on adding a traditional bachelor's program, a Center for Continuing Studies, and the pursuit of regional accreditation.

In July 2012, God called Dr. William Blocker to the presidency to provide leadership to the College in the pursuit of becoming the premier Bible College in Texas and furthering its impact on families, churches, and communities.

In December 2013, the College of Biblical Studies–Houston was granted member status for accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Thus, the College is now dually accredited with both ABHE and SACSCOC.

In January 2014, the College began offering distance education through online courses. The Institution is now a member of NC SARA, a regional compact that enables higher education institutions to offer online courses and degrees across state borders.

In 2017, the college pursued recognition with NC-SARA and was approved to offer online degrees and courses outside of Texas.

In February 2017, Dr. Blocker began discussing with Dr. A. Charles Ware, president of Crossroads Bible College in Indianapolis, the possibility of merging the two institutions. The conversation was favorable, and soon, a Feasibility Team was formed to begin the next phase of the process. After a series of meetings, planning, and implementation, the Institutions received permission from the accreditors, allowing both institutions to pursue a merger, effective July 1, 2019. In addition to the institutional merger, CBS received a religious exemption from operating in the State of Indiana. This exemption provides CBS students with access to state grants for their degree programs. Currently, CBS has two additional locations in Indiana where residents can pursue on-ground and online degrees. A streamlined administrative staff and faculty operate at the Houston main campus and Indianapolis, providing distance education in other states.

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## Presidential Leadership

Rev. Ernest L. Mays (Founder), 1976-1979

Rev. Rodney L. Cooper, 1979-1983

Dr. William Boyd, 1991-2007

Dr. Jay A. Quine, 2007-2011

Dr. William “Bill” Blocker, 2012-Present

## College of Biblical Studies Board of Trustees & Administrative Officer

### Officers

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James T. Fox, *Vice Chair*

John E. Brewster, Jr., JD, *Secretary*

Lance C. Armstead, *Treasurer*

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William W. Blocker, DMCE

Barry Byer, MD

Jacques Craig

Aaron Flores

Kirk Gentle

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Ivory L. Varner, DLitt

Diana Wandix-White, PhD

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Barksdale Hortenstine

Ralph D. McBride

Bruce E. Munsterman

David K. Oelfke

Laura A. Petersen, MD

Lynden B. Rose, JD

David W. Tauber, Sr.

### Administrative Officers

Ralph D. McBride

Bruce E. Munsterman

David K. Oelfke

Laura A. Petersen, MD

Lynden B. Rose, JD

David W. Tauber, Sr.

### Administrative Officers

William W. Blocker, DMCE

*President*

Richard Campbell

*Vice-President and Chief Financial Officer*

Joseph D. Parle, PhD

*Provost and Academic Dean*

Lisa Stewart, MBA, PhD

*Vice President of Athletics, ESS, and Human Resources*

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## Office of the President



**William Blocker**  
**MDiv., DMCE,**  
**President**

Dr. William "Bill" Blocker, DMCE, was appointed president of the College of Biblical Studies in Houston, Texas, in 2012. During his tenure, CBS-Houston became one of a handful of colleges in the nation to achieve accreditation by both the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association of Biblical Higher Education (ABHE). Before joining CBS, Dr. Blocker served as vice president and dean of educational services at Moody Bible Institute in Chicago. He also led numerous strategic initiatives, including marketing, global impact, technology, the school's media ministry, and many others.

Dr. Blocker also served as the senior pastor of Christian Fellowship Church on the south side of Chicago. A respected scholar, author, international speaker, and renowned Bible class teacher. He teaches and lectures on biblical leadership, discipleship, marriage, and family. He established the international alliance with Karunya University in India and has served as a chapel presenter and international speaker in India and Israel. His radio ministry, "Word to the Wise," is broadcast on local and national radio stations.

Dr. Blocker is also in high demand in academic circles for his expertise in accreditation and college administration. He currently serves as Board Chair of ABHE and is often called to serve as an expert evaluator of other colleges and universities for the regional accrediting body SACSCOC. He and his wife Zelda regularly lead tours to Israel, and in 2009, he wrote a booklet focused on his journeys: *Making the Most of Your Trip to Israel: A Spiritual Formation Guide*. The Blockers have seven grown children and four grandchildren.



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## Annotation

This report includes only undergraduate students who are officially classified as such in the institution's student information system. Students categorized as Non-Degree Seeking or Dual Credit are excluded from this report, as they are not recognized within the primary reporting requirements for revenue and federal data submissions, such as those from the Department of Education and IPEDS. Accordingly, the data presented reflect only degree-seeking undergraduate students. All credit hours and headcount figures are disaggregated based on this classification. From time to time, the report may provide dual credit, non-degree totals as a way to distinguish the data from degree-seeking. Those are noted in each section.

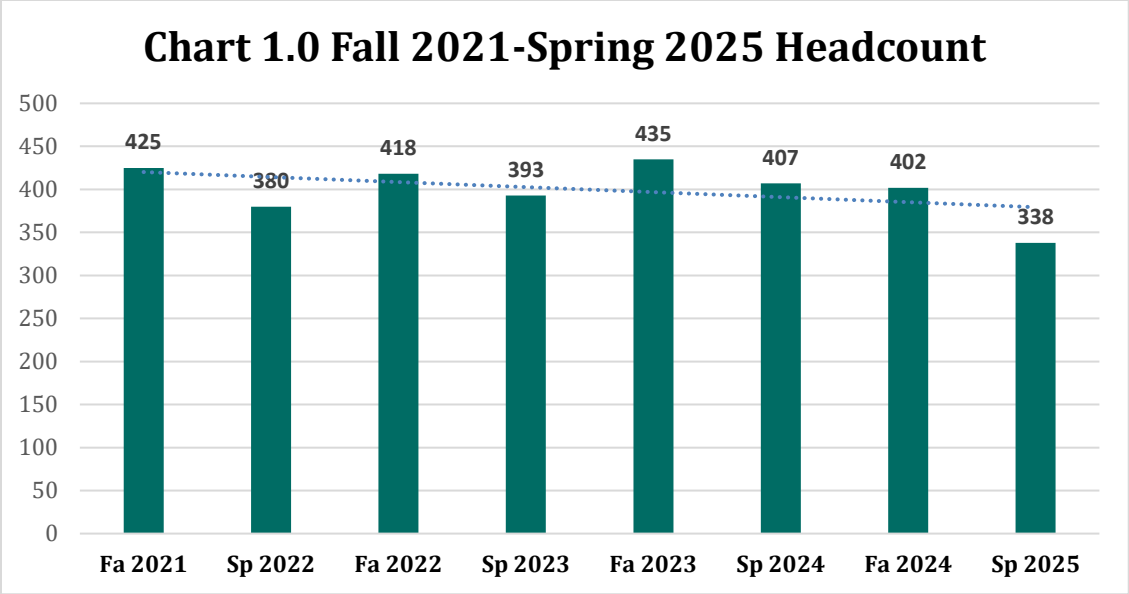
## Total Headcount

Chart 1.0 displays student headcount trends over eight consecutive academic terms, from Fall 2021 through Spring 2025. The data shows an initial peak in Fall 2023 at 435 students, followed by a steady decline to 339 by Spring 2025, the lowest point in the period. Earlier terms reflect relatively consistent enrollment, with Fall terms generally outperforming Spring terms. Fall 2021 began with 425 students, followed by a dip to 380 in Spring 2022. A similar pattern continues with smaller fluctuations: 418 in Fall 2022 to 393 in Spring 2023, then rising to the peak in Fall 2023. However, the downward trend becomes more pronounced in subsequent terms, declining to 407 in Spring 2024, 398 in Fall 2024, and dropping significantly to 339 in Spring 2025. The dotted trendline reinforces this gradual but consistent decline in total headcount. There is a consistent pattern of higher enrollment in Fall terms compared to the following Spring terms:

- **Fall 2021 to Spring 2022:** Drops from 425 to 380 (-45)
- **Fall 2022 to Spring 2023:** Drops from 418 to 393 (-25)
- **Fall 2023 to Spring 2024:** Drops from 435 to 407 (-28)
- **Fall 2024 to Spring 2025:** Drops from 402 to 338 (-64)

This semester-to-semester dip is expected to some extent due to graduations and mid-year student attrition. However, the sharp Spring 2025 decline (the most significant spring-to-fall drop in this dataset) suggests retention challenges that go beyond seasonal norms. The dotted trendline shows a clear downward trajectory over the four years. Although Fall 2023 marks the highest enrollment (435), this peak is an outlier in the overall trend. Enrollment steadily declines after this point, particularly in Spring 2025. The decline appears to accelerate in the final year of academic study. From Fall 2021 (425) to Spring 2025 (338), the institution experienced a net loss of 87 students, equivalent to a 20.4% decrease in total headcount over the observed period.

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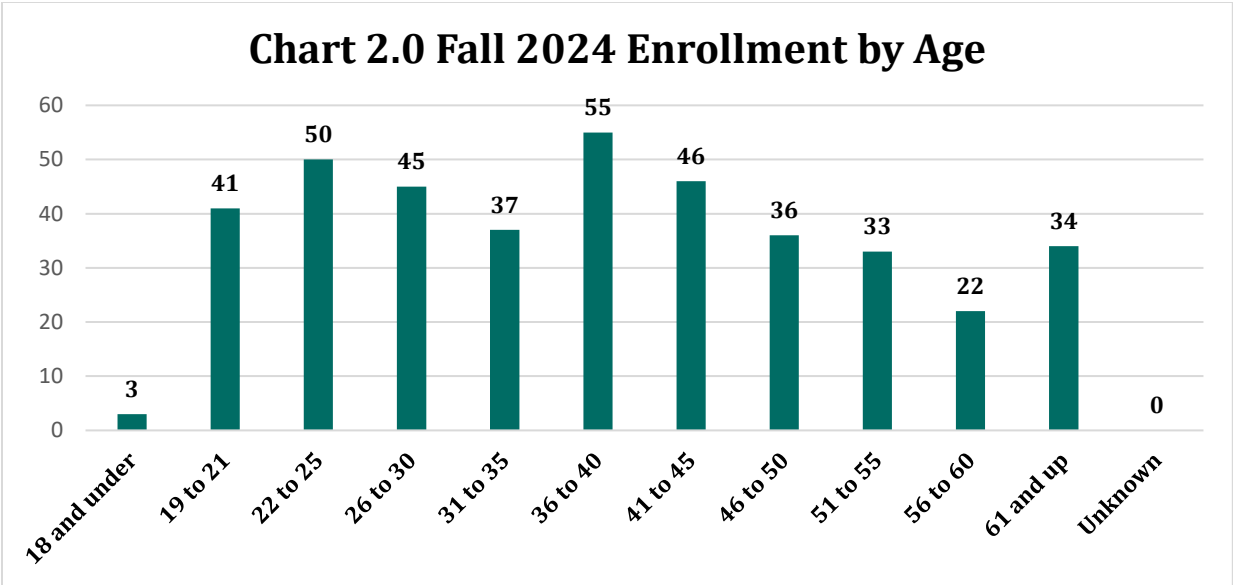
## Total Age Count

The Fall 2024 enrollment data by age reveals that the institution continues to serve a predominantly adult learner population. The largest age group represented is 36 to 40 years old, with 55 enrolled students. This group alone reflects a higher presence of mid-career individuals, suggesting that the institution appeals significantly to students seeking advancement, transition, or new opportunities in their professional lives. Similarly, age groups such as 22 to 25 (50 students), 26 to 30 (45 students), and 41 to 45 (46 students) also show robust enrollment, reinforcing the trend toward non-traditional learners.

Traditional college-aged students, particularly those 18 to 21 years old, make up a smaller portion of the student body. Only 3 students are 18 and under, while 41 students are between 19 and 21. Combined, this group comprises just around 10% of the total enrollment. In contrast, students aged 26 and above represent approximately 70% of the entire student population, indicating the institution’s clear emphasis on adult education and lifelong learning.

Additionally, there is a noticeable yet meaningful presence of senior learners, with 34 students aged 61 and older enrolled. This highlights the institution’s reach among retirees or individuals pursuing second careers, possibly in ministry or service-oriented fields. Although enrollment declines slightly in the 46 to 60 age range, it remains steady enough to show continued engagement from later-stage adult learners. The complete reporting of age data—with no students categorized as “unknown”—also points to strong data integrity and administrative precision.

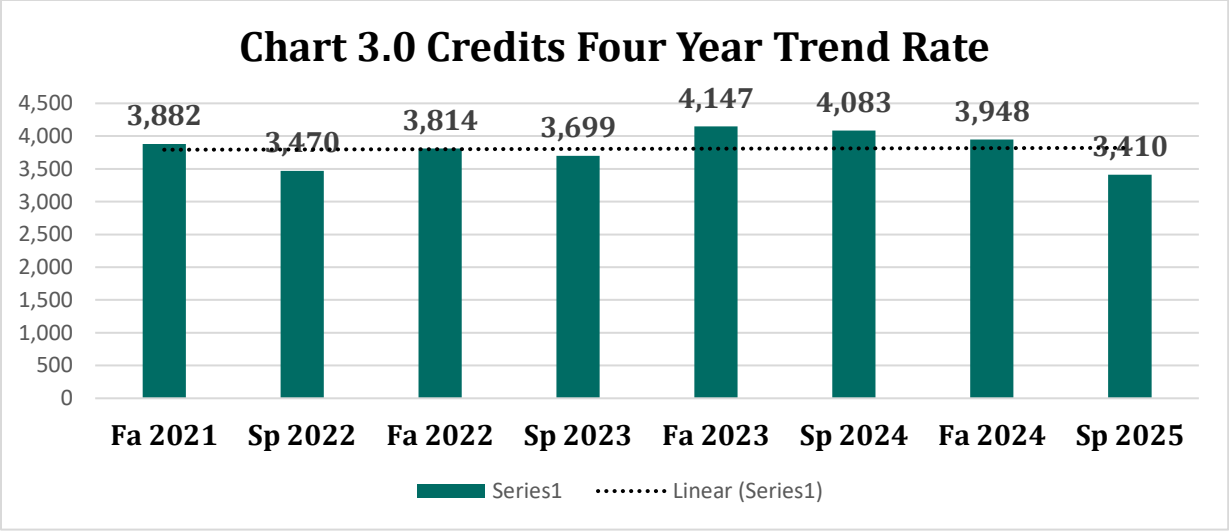
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## Total Credits

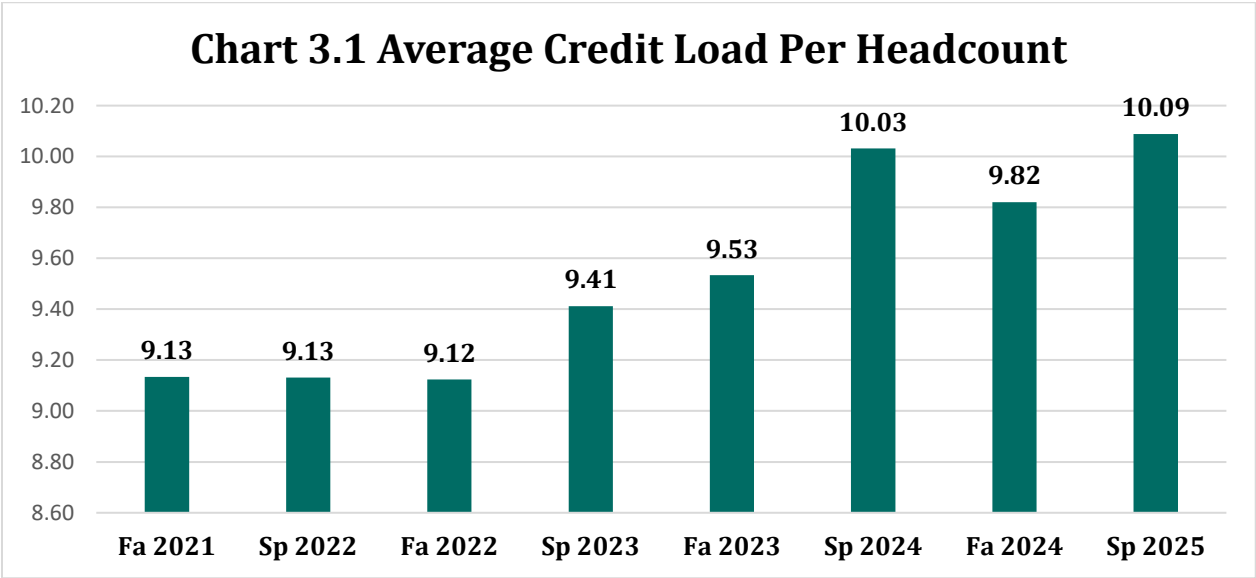
Chart 3.0 displays credit hour production from Fall 2021 to Spring 2025, showing a total decline of 472 credit hours over the period. The chart begins with 3,882 credit hours in Fall 2021 and ends with 3,410 in Spring 2025, representing a 12.2% decrease. Credit hours fluctuate throughout the eight terms, with Fall terms consistently producing higher totals than Spring terms. The peak occurs in Fall 2023 at 4,147 credit hours—the highest point in the dataset—followed closely by Fall 2024 with 3,948 credit hours and Fall 2021 with 3,882. In contrast, Spring terms show lower volume, with the lowest total in Spring 2025 (3,410), followed by Spring 2022 (3,470), Spring 2023 (3,699), and Spring 2024 (4,083). The difference between the peak (Fall 2023) and the final data point (Spring 2025) is 737 credit hours, reflecting a 17.8% drop from the high point. The linear trendline reinforces this gradual decline, suggesting a long-term reduction in institutional credit activity. These patterns an overall downward trajectory in academic engagement as measured by credit hour generation.

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The data presented in Chart 3.1 reveals a clear upward trend in the average credit load per headcount at CBS from Fall 2021 through Spring 2025. In the academic year spanning Fall 2021 to Spring 2022, the average credit load remained flat at approximately 9.13 credits. However, beginning in Fall 2022, the average began to rise steadily, with a modest increase to 9.12 credits, followed by a more significant jump to 9.41 credits in Spring 2023. This upward momentum continued into Fall 2023, reaching 9.53 credits.

The most notable growth occurred from Spring 2023 onward, with the average credit load surpassing the 10-credit threshold for the first time in Spring 2024 (10.03 credits). This was followed by a slight dip to 9.82 in Fall 2024, and then a climb again to 10.06 in Spring 2025. This represents a total increase of 1.0 credit per headcount from Fall 2021 (9.13) to Spring 2025 (10.06), or roughly a 10.2% increase over four academic years.

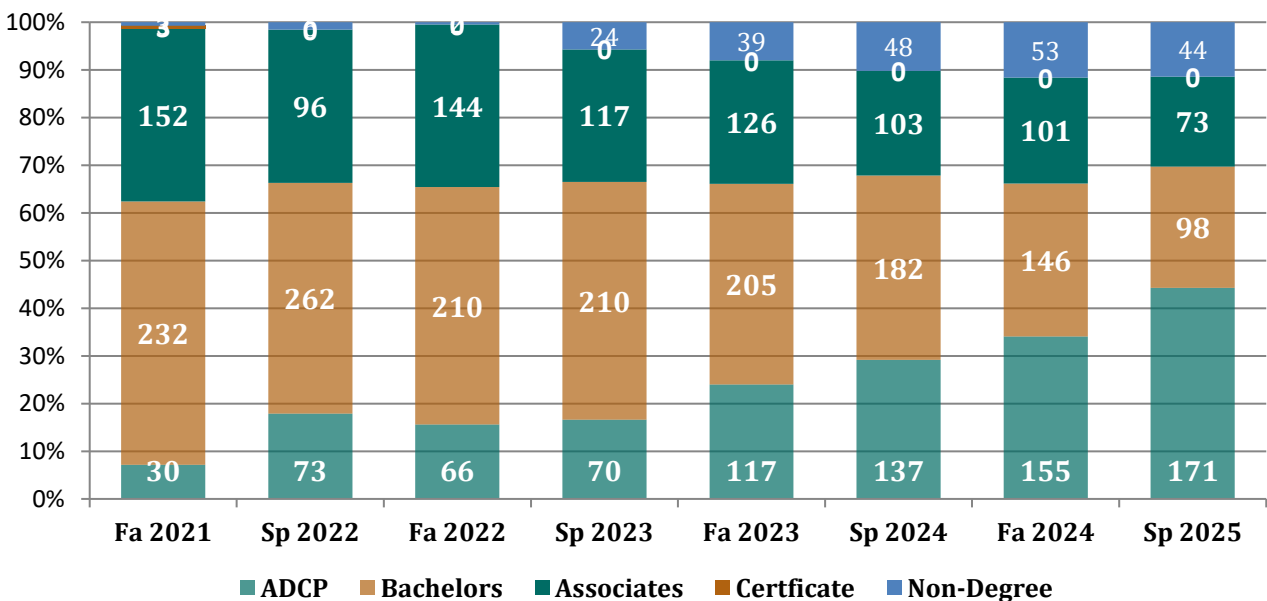


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## Headcount: by Degree

Across the eight terms shown—Fall 2021 through Spring 2025—the data exhibit numerical shifts in each program category and total enrollment. ADCP enrollments rose from 30 to 171, an increase of 141 students ( $\approx 470\%$ ). The gains were steady, with the most significant single-term jump between Spring 2023 and Fall 2023 (+47). Bachelor's enrollments fell from 232 to 98, a reduction of 134 students ( $\approx 58\%$ ). After a brief rebound in Fall 2022 (+23 from the prior term), the count declined in every subsequent term, with the sharpest drop of 48 students occurring between Fall 2024 and Spring 2025. Associates' enrollments decreased from 152 to 73, a net loss of 79 students ( $\approx 52\%$ ). The trajectory fluctuated—rising by 20 students in Fall 2022 and 9 in Fall 2023—but each increase was followed by a larger decline, leaving the category at less than half its initial size by Spring 2025. Certificate enrollments were minimal, with only 3 students registering in Fall 2021 and none in every subsequent term. Non-Degree enrollments began at 3, peaked at 53 in Fall 2024, and ended at 44 in Spring 2025, for a net gain of 41 students ( $\approx 1,367\%$ ). The most significant single-term increase was +22 between Fall 2022 and Spring 2023. This accounts for the higher dual credit students enrolled. Total enrollment decreased from 420 in Fall 2021 to 386 in Spring 2025, representing a net decline of 34 students ( $\approx$  approximately 8%). Totals dipped to 386 in Spring 2022, climbed to a high of 487 in Fall 2023 (+66 over the previous term), and then trended downward to return to the same level recorded in Spring 2022 by the final term.

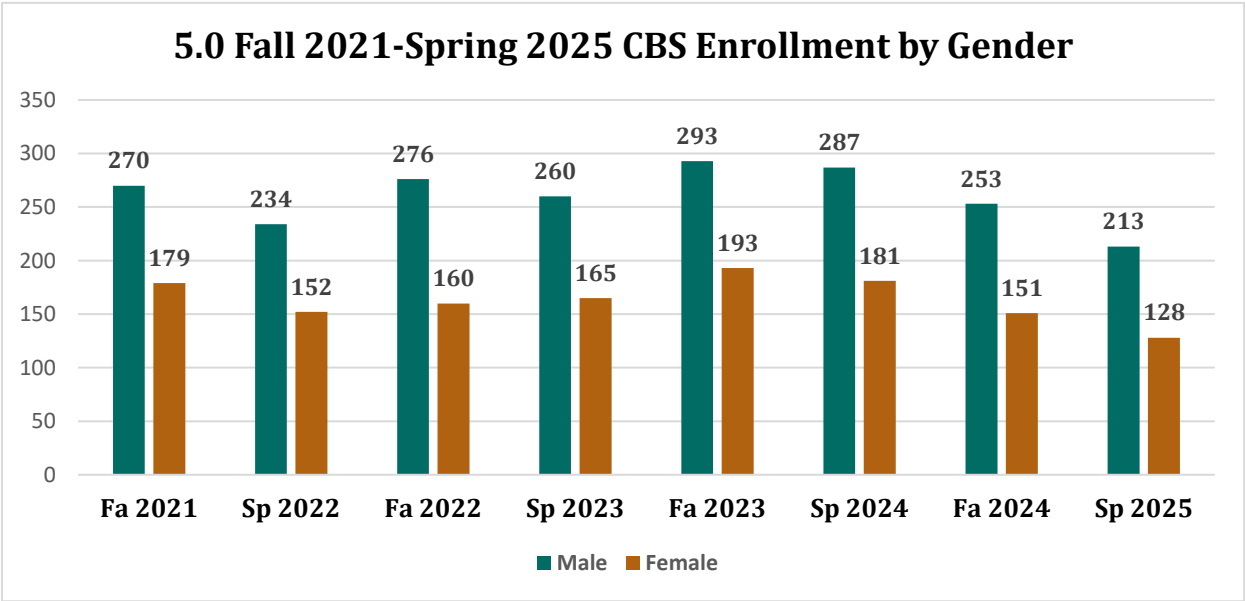
**Chart 4.0 Enrollment by Degree**



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## Headcount: by Gender

Chart 5.0 displays CBS enrollment by gender from Fall 2021 through Spring 2025, showing clear trends in both male and female student populations. Male enrollment has consistently outpaced female enrollment across all terms, beginning with 270 males and 179 females in Fall 2021. Although there was a notable decline in enrollment in Spring 2022—dropping to 234 males and 152 females—numbers rebounded in Fall 2022, with males rising to 276 and females to 160. The highest overall enrollment occurred in Fall 2023, when male enrollment peaked at 293 and female enrollment reached 193, indicating strong institutional growth. However, after that term, enrollment began to decline. By Spring 2025, male enrollment had decreased to 213—a 27% drop from the Fall 2023 peak—and female enrollment fell to 128, a 34% decrease from the same high point. Overall, male enrollment has shown greater resilience, but both genders experienced a downward trend after the Fall 2023 semester.

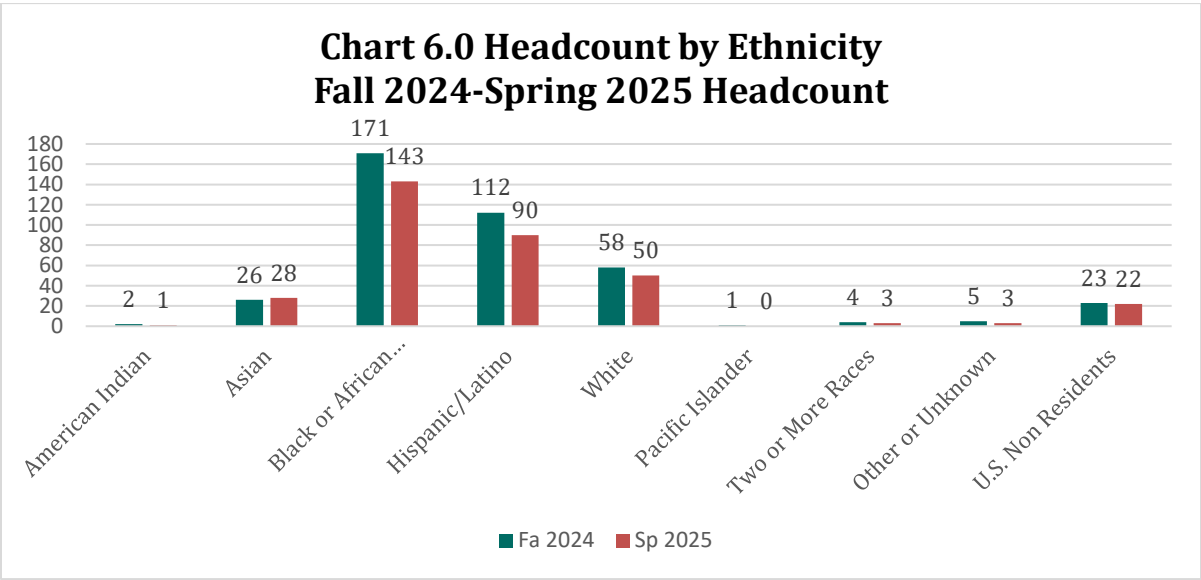


## Headcount: by Ethnicity

Chart 6.0 displays the headcount by ethnicity for Fall 2024 and Spring 2025. The Black or African American group had the highest enrollment in both terms, although it declined from 171 in Fall 2024 to 143 in Spring 2025 (a decrease of 28 students). The Hispanic/Latino group followed, with enrollment decreasing from 112 to 90 (–22). White student enrollment also declined from 58 to 50. Most other categories remained constant or had minimal change. Asian students slightly decreased from 26 to 28, while U.S. Non-Residents declined from 23 to 22. Some categories—American Indian, Pacific Islander, and Other or Unknown—showed either no change or very low counts (1–5 students). Overall,

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there was a general decrease across most ethnic groups between the two terms, with the largest numerical declines observed in the Black or African American and Hispanic/Latino groups.

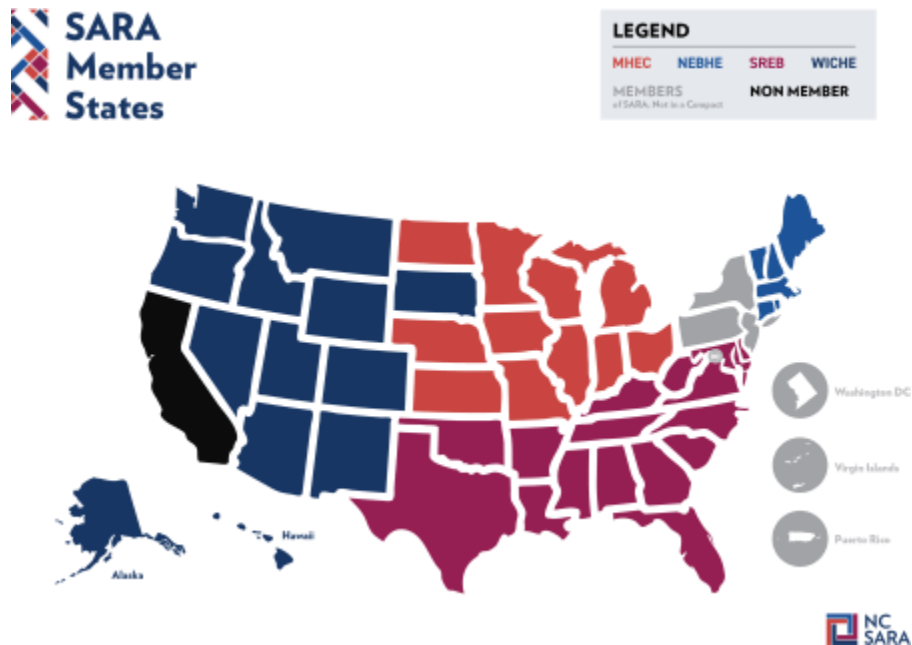


## Authorization to Offer Distance Education

Since CBS became recognized for offering online degree programs, it has received authorization to provide distance education through NC SARA. The following legend displays those states and territories accepted into reciprocity. California remains the only state to join the Distance Education network. This agreement with NC SARA does not always guarantee exclusive rights to offer degrees. The Institutional Effectiveness Office works each year to determine which states may require further action outside of NC SARA reciprocity.

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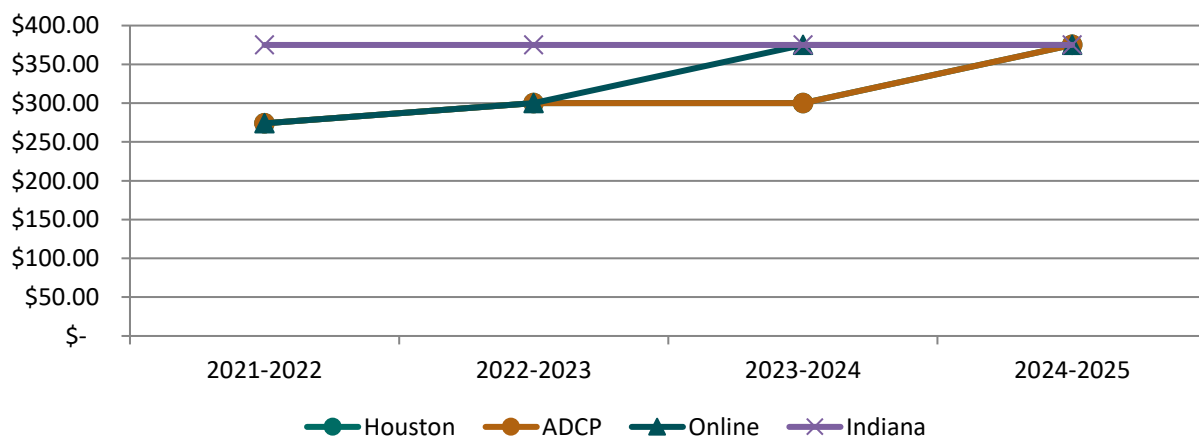
Figure 1. NC SARA States and Territories



## Price per Credit & Modality

CBS's goal is to provide an excellent biblical higher education at an affordable price. In the fall of 2021, CBS merged with Crossroads Bible College and retained current tuition rates for on-ground courses. By Fall 2022, tuition increased slightly to account for nationwide inflation. **Chart 7.0** shows that the price per credit from fall 2024 to Spring 2025 remained the same.

Chart 7.0 Price per Credit & Modality





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