

Chapter 2: Institutional Advances

Introduction

Cedarville College has changed dramatically in the decade since the last NCA site visit in 1987. Major events in these years include almost yearly record enrollments, enhanced or new academic programs, and the addition of new facilities. Many of these advances are the direct result of long-range, strategic planning. This chapter provides a brief overview of institutional advances within the last ten years.

Response to Concerns in the 1987 Team Report

The 1987 NCA team wrote several concerns and recommendations in their report. The following sections outline changes or other responses to these items.

1. *Relatively low percentage of the Educational and General budget allocated to instruction.*

The percentage of funds allocated to instruction from the Educational and General budget as indicated in the reporting of that portion of the budget has remained steady throughout the past five years. However, this number does not provide a complete picture of instructional expenditures due to the structure of the budget at Cedarville College. There are two significant educational expenses that are recorded in different areas of the budget. The first is faculty benefits. When the figures for faculty benefits are included as part of instructional expenses, the percentage is significantly increased. In 1995-96 the figure for faculty benefit expenses was approximately \$880,000. This additional expense increases the instructional percentage of the Educational and General budget to 28.1%, which is by far the largest portion of unrestricted expenditures. Please refer to Chapter 6 for a complete explanation of the salary and benefit history.

A second major instructional expense that is not included in the Educational and General budget is the construction of new academic facilities. Since 1987, the College has completed the renovation or construction of four academic facilities. The costs of these facilities are covered with surplus funds and capital funds.

2. *The number of hours of upper division courses required for graduation is only minimally adequate and 200 level courses are considered upper division courses.*

Students are now required to complete 48 quarter hours of upper division work. Only 300 and 400 level courses are designated as upper division.

3. *Clarification is needed on the role, function, and relationship of the Department Chairmen Committee and the Educational Policies Committee.*

Refer to Chapter 11 for the proposed roles and composition of these committees.

4. *The present music facilities are inadequate.*

The Bolthouse Center for Music is now housed in the newly constructed Dixon Ministry Center. The offices and instructional areas of the music department encompass approximately 48,000 square feet and include a 250 seat recital hall, music computer labs, a piano pedagogy lab, three music classrooms, and separate choral and instrumental rehearsal areas.

5. *Faculty personnel files should be updated to include official transcripts of all work completed.*

Updating of faculty files should be complete.

The 1987 NCA team also provided a number of recommendations and suggestions that were not requirements of continuing accreditation. Responses to these items are provided for informational purposes.

1. *The team encourages the faculty to continue development of an honors program to be implemented at an early date.*

The Honors Program was started in 1987. Approximately 40 students are admitted to the Honors Program each year. Since its inception, the Honors Program has serviced the special needs of well over 300 students.

The Honors Program is focused toward challenging gifted students to reach their academic potential through a specially designed course of study. The educational objectives of this program are:

1. to identify students whose ability and motivation are so high that existing programs would not meet their academic needs adequately.
2. to provide academic opportunities of such caliber that students enrolled in the program are challenged to perform at their highest level of excellence.
3. to establish an environment that will encourage the aspirations and achievements of these students, fostering in them dignity, self-esteem, and a sense of their own potential.

4. to derive benefits for the wider academic community.

The Honors Program is not a major, but rather a specially crafted sequence of courses which enriches existing major fields of study. Refer to the college catalog for a complete description of the program. An Honors Program Handbook is available in the Consultant-Evaluator Resource Room.

2. *It is suggested that consideration be given to a possible reorganization of academic departments to result in fewer chairs reporting to the Academic Vice President.*

This suggestion has been addressed in two ways. First, the span of control of the Academic Vice President was narrowed by the appointment of a Vice President for Enrollment Management. The new vice president was given oversight of several of the academic support departments that were previously directed by the Academic Vice President.

Second, a complete restructuring of the Academic Division into schools and deans is in process. This restructuring will effectively reduce the number of people reporting to the Academic Vice President. Refer to the Chapter 11 for a complete description of the proposed reorganization.

3. *Continue efforts to provide adequate faculty offices and classrooms.*

Since 1987, the College has renovated two existing buildings for office and classroom space. Along with these renovations, the construction of the Engineering/Nursing/Science Center and the Dixon Ministry Center have greatly increased the number of offices and classrooms.

4. *The team recommends continued improvement in faculty development funding and in salary increases.*

Faculty compensation has been increasing at a rate of 4-5% each of the last eight years. The College has increased faculty retirement benefits by 1% each of the last four years and added a matching funds retirement program in 1996. Refer to Chapter 6 for a complete discussion of compensation.

Numerous programs have been implemented in the area of faculty development. Here are several of the most prominent.

Faculty Development Area

Description

Institute of Biblical Integration	A summer program designed to give new faculty members an opportunity to interact with veteran faculty members in the area of Biblical integration.
New Faculty Orientation	Sessions to help new faculty members learn the procedures and policies of the College.
Mentor Program	A program in which new faculty members are paired with veteran faculty members from other academic disciplines who serve as advisors and problem-solvers.
Bible Seminars	A series of lectures on basic biblical doctrines designed to help faculty members who desire to enhance their understanding of biblical truth.

Faculty Development (cont.)

Description

Faculty/Staff Speaker Funding	Presentations provided during the faculty/staff sessions which open each academic year.
Doctoral Support and Travel Monies	Institutional support for pursuit of academic degrees or participation in professional conferences.
Technology Training	The College has a full-time staff member who will help with individual and group training of faculty members who wish to incorporate technology into their teaching.

5. *Review the academic calendar to ensure that each quarter contains the amount of instructional time as is indicated in the college catalog.*

Course calendars have been adjusted to conform to published requirements.

Facilities and Land

The last ten years have seen the addition of several new facilities to the physical plant of the College, including complete renovations and new structure. The College has also purchased additional acreage for future use.

1. *Renovation of Collins Hall (1987)*. This building houses the Communication Arts and Counseling Departments. It is one of two original buildings on the campus.
2. *Retrofit of Milner Hall (1987)*. Milner Hall was vacated when the College library moved to the new Centennial Library building. Milner Hall was renovated to house the Business Department.
3. *Centennial Library (1987)*. The Centennial Library boasts 66,830 square feet and houses the entire Cedarville College library holdings.
4. *Alford Annex (1990)*. This addition to Alford Auditorium provided instrumental/choral rehearsal space and offices for the Music Department. It was turned over to the Communication Arts Department in 1996 to house theater arts functions.
5. *Engineering/Nursing/Science Center (1992)*. The ENS Center is a 95,000 square foot addition and renovation of the existing Science Building.
6. *Dixon Ministry Center (1996)*. This recently completed facility houses a 3,400 seat chapel and serves as the central gathering point for the College as students come for daily chapel services. The Ministry Center is also the new home for the Bolthouse Center for Music and the Reese Center for Christian Ministries.
7. *Various Dormitories*. A number of new dormitories and housing additions have been completed since 1987. These facilities provide a total of 620 additional beds.
8. *Land Acquisitions*. Since 1987 the College has acquired approximately 120 acres on the west side of SR 72 (the main campus area) and the east side of SR 72, bringing the total acreage of the College to approximately 300 acres. This acreage dramatically increases the potential expansion of the College in future years.
9. *Athletic Improvements*. The College has funded numerous improvements to the outdoor athletic facilities. A major improvement was the installation of a new state-of-the-art track surface and renovation/addition to the outdoor track area. The track has been praised as one of the finest in the state of Ohio. Other improvements include new softball and soccer fields, new tennis courts, and new intramural fields.

Technology

Perhaps the most significant change at Cedarville College in the last decade is the completion of the campus-wide computer network called CedarNet. The project began in

1992 after considerable planning and preparation. The network now links all major campus buildings and provides network access to offices, classrooms, labs, and dorms. Each student dorm room is equipped with a computer and printer. From their dorms, students can access network software, e-mail, library holdings, and the Internet. Completion of this project is allowing the College to position itself as a leader in campus technology. Refer to Chapter 7 for a more complete discussion of CedarNet.

Programs

In an effort to expand the breadth of the academic offerings of the College and increase the relevance of available curricula, 18 new or expanded major fields of study have been added since 1987. The list includes:

Applied Psychology	International Studies	Philosophy
Athletic Training	Management	Physics
Church Music Ministry	Marketing	Physics Education
Electrical Engineering	Mathematics Education	Professional Writing
English Education	Mechanical Engineering	Social Work
Finance	Multimedia Technologies	Speech Education

Students also have the opportunity to pursue credits in a number of special academic programs. Programs added since 1987 include:

- Early Childhood Education
- Environmental Biology
- Honors
- Medical Technology
- Office Technology
- Preagriculture
- Prepharmacy
- Prephysical Therapy
- Special Education
- Teaching English as a Second Language (TESL)

One academic department was added in the last ten years. The Department of Engineering began in 1991. The department offers majors in Mechanical Engineering and Electrical Engineering.

Accreditations

Two departments have received special accreditation for various majors since 1987. The Department of Nursing received renewed accreditation from the National League for Nursing (NLN) in 1994. The accreditation recognition came without recommendations, a very unusual occurrence. The Department of Engineering was accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) in 1995 retroactive to the 1994 class.

The Department of Social Sciences is in the candidacy stage for accreditation of the Social Work major from the Council for Social Work Education (CSWE). The accreditation requirements should be completed by 1998. Preliminary self-studies have been completed by the Department of Music for accreditation by the National Association of Schools of Music (NASM). The Department of Science and Mathematics is in the process of seeking certification of the Chemistry program by the American Chemical Society.

The Department of Health and Physical Education is beginning the process of pursuing accreditation for the athletic training education program from the Committee on Accreditation of Allied Health Education Programs (CAAHEP). The self-study for this effort is scheduled for submission by the fall of 1998. The College desires to be accredited by the fall of 2000 in order to be in compliance with the National Athletic Trainers Association (NATA) Education Task Force recommendations for the reformation of athletic training education.

Awards

A number of groups, organizations, and publications have recognized Cedarville College in the last ten years. In both 1995 and 1996 the College was ranked in the top five in the midwest region by *U.S. News and World Report* in its list of “Best Value” liberal arts institutions. Numerous departments have received significant recognition and awards from appropriate professional associations. The Templeton Foundation has recognized Cedarville College on its Honor Roll of Character-Building Colleges and its Honor Roll of Free Enterprise Colleges. The College was also selected for listing in *Peterson’s Guide to Competitive Colleges*. In 1993, the College received one of seven *CAUSE* awards presented by the Association for the Management of Information Technology in Higher Education. The award was given to recognize the pervasiveness of the campus network and its overall effect on the teaching and learning process.

Human Resources

The overall expansion of Cedarville College during the last ten years has required a sizable increase in faculty and staff. When the 1987 site team came to visit, the College employed 83 full-time faculty members. By 1996, that number had increased to 140, an increase of 69%. Staff numbers have also risen, albeit not quite so dramatically. In 1987 the College was served by 198 staff members. Staff personnel now total 237.

Summary

Much has been accomplished in the last ten years. The College has made significant progress on each recommendation of the previous site team and the institution has grown in almost every area. This growth, however, has not come at the expense of academic excellence or financial stability. The following chapters will attempt to describe and evaluate the current condition of the College in an effort to establish the College's suitability for reaccreditation and to demonstrate the results of the two-year study process.