

Chapter 5: Human Resources

Criterion 2

*The institution has effectively organized the **human** resources necessary to accomplish its purposes.*

Introduction

The next three chapters examine Criterion Two and present patterns of evidence that Cedarville College has successfully accomplished it. Each chapter ends with a look at some of the strengths and challenges in the resource area covered by that chapter.

Cedarville College follows a standard top-down organizational structure beginning with the Board of Trustees and flowing down to the faculty and staff. The lines of responsibility are clearly delineated for each area of the College. A complete description of the organization of the College is provided in the Faculty Handbook.

Organization of Personnel

Board of Trustees

The Board of Trustees of Cedarville College represents the first line of the College's organizational structure. This body is responsible for policy-making and fiscal control. The Board maintains a very close association with the overall goals and progress of the College and its members are intimately involved with and knowledgeable of the structure and processes of the College.

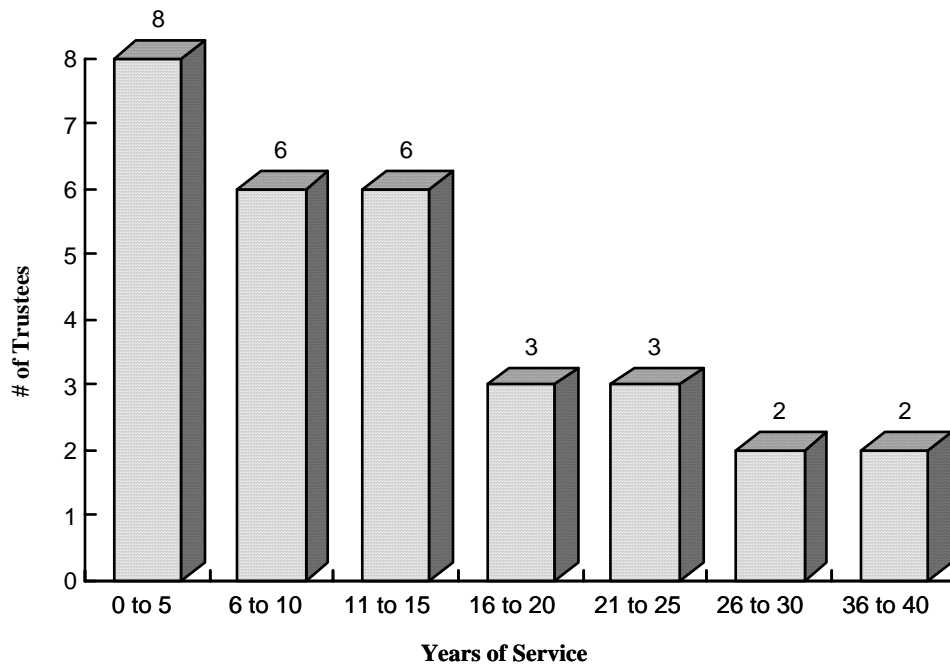
Trustee members are elected to three-year terms with one-third of the members eligible for reelection each year. The Board, which numbers between 27 and 36 members, is autonomous and self-perpetuating. The President of the College serves as an ex-officio member of the Board.

The Trustees meet on a quarterly basis to transact the business of the institution. Several subcommittees have been formed within the board to facilitate the completion of business matters. The Executive Committee consists of the officers of the board, with the President serving as an ex-officio member. The Executive Committee reviews and refers items to standing committees; conducts trustee business between regular board meetings if necessary; evaluates the President annually; and recommends salary adjustments for the Administration. Four other subcommittees meet with the various vice presidents to deal with matters that pertain to each division. These subcommittees are the Academic, Business, Development, and Student Life committees. Two other standing committees, the Nominating committee and the Investment committee, meet as needed. Responsibilities and qualifications of trustees are outlined in Article VII of the College bylaws and the responsibilities of each committee are delineated in

Article X of the College bylaws. A copy of the College bylaws is available in the Consultant-Evaluator Resource Room.

Longevity of service by the trustees of Cedarville College is one important strength of the board. Extended years of service allow the trustees to become very familiar with the culture and environment of Cedarville College. Figure 5.1 summarizes the years of service for members of the board.

Figure 5.1
Board of Trustees Years of Service



Board members make significant efforts to weave themselves into the fabric of the College. Members meet individually with every prospective faculty member and with faculty members who are evaluated for tenure. The College also provides several opportunities for general interaction between the faculty and the trustees. A complete list of current trustees and their professional credentials and affiliations is available in the Consultant-Evaluator Resource Room.

President

The President is an ex-officio member of the Board of Trustees and serves as the chief administrative and executive officer. The President is responsible for implementing the policies and regulations of the Board and bears responsibility to the Board for the satisfactory government and administration of the College. The

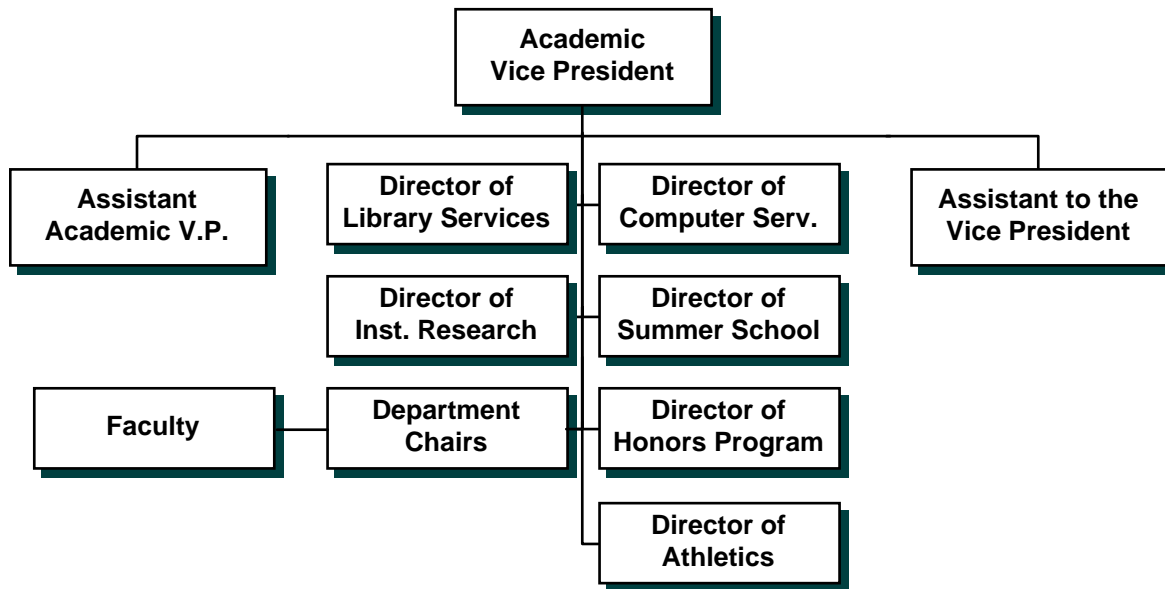
President acts as the chair of the faculty and represents the institution to its constituency, to the general public, and in educational circles. Complete details of the President’s responsibilities are listed in the Faculty Handbook.

Vice Presidents

Cedarville College is divided into six divisions, each of which is led by a Vice President. Currently, the six divisions are Academic, Business, Christian Ministries, Development, Enrollment Management, and Student Services. Vice Presidents are appointed by the Board of Trustees upon recommendation of the President.

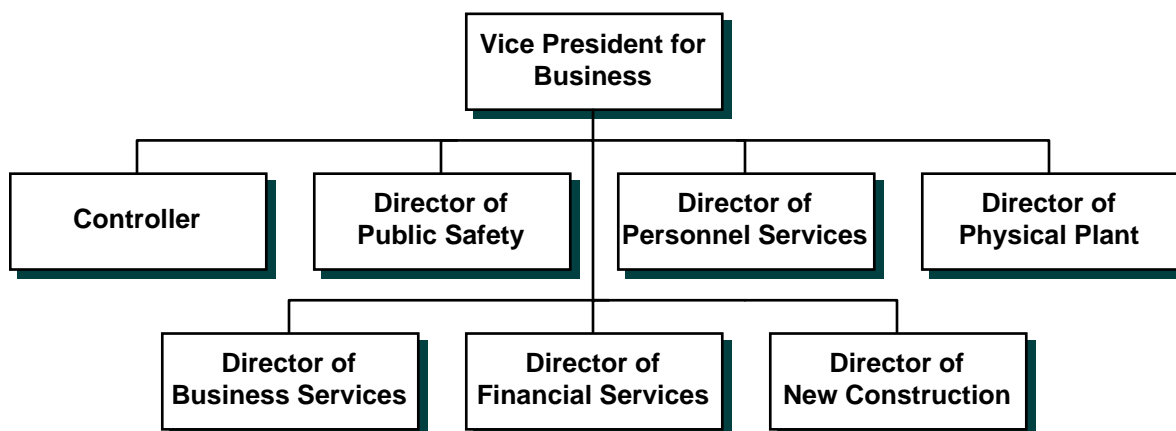
The Academic Vice President is responsible for the administration and overall supervision of all academic affairs. This currently includes 12 academic departments, library services, computer services, summer school, Institutional Research, and the Honors program. Some oversight and administrative duties of the vice president are delegated to two assistant positions. Figure 5.2 shows the organizational chart for the Academic Vice President.

Figure 5.2
Academic Division Organizational Structure



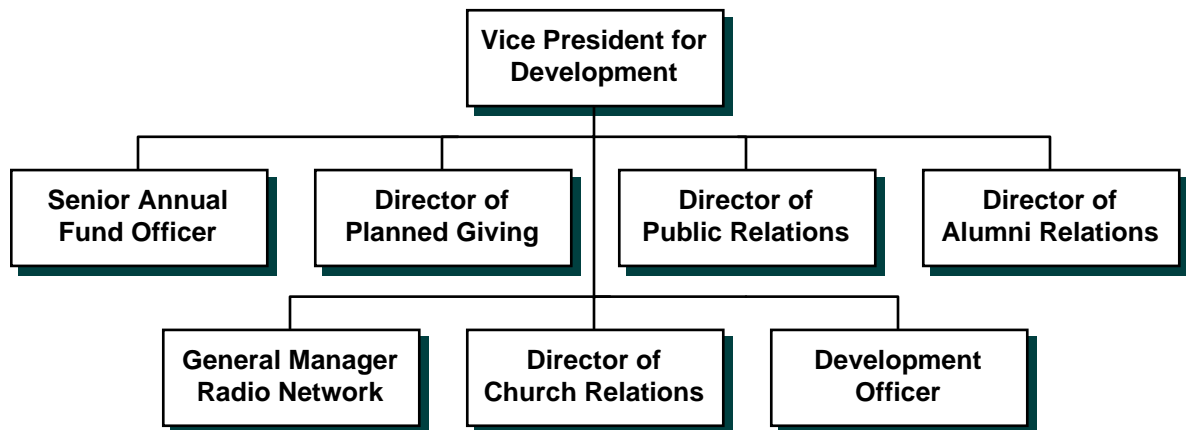
The Vice President for Business prepares and administers the annual College budget and oversees all aspects of the financial processes of the College. This span of control includes payments and receipts, purchasing, maintenance of financial accounts, operation and maintenance of the physical plant, and management of the endowment. The departments under the Vice President for Business are shown in Figure 5.3.

Figure 5.3
Business Division Organizational Chart



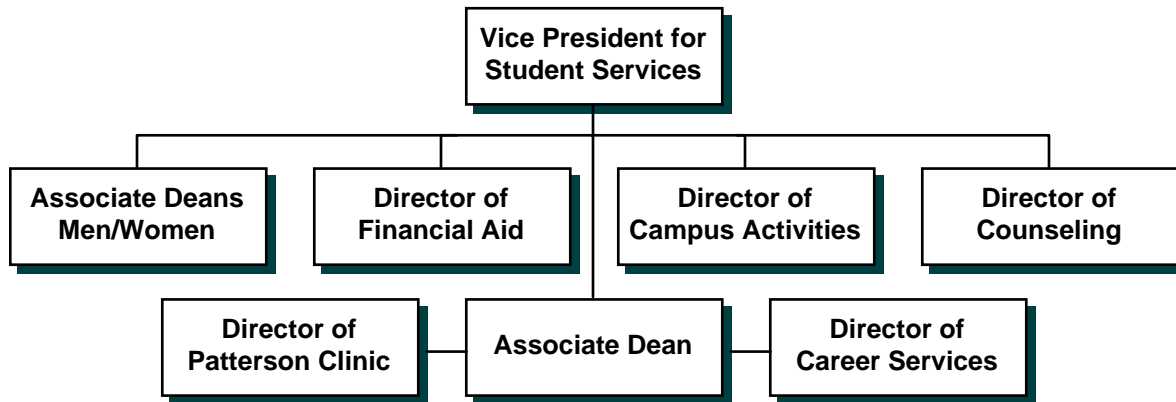
The Vice President for Development is in charge of College development and public relations. Fund-raising is one of the primary tasks of this administrator. Other duties include oversight of alumni relations, oversight of College publications, and supervision of radio station operations. The organizational areas that report to the Vice President for Development are outlined in Figure 5.4.

Figure 5.4
Development Division Organizational Chart



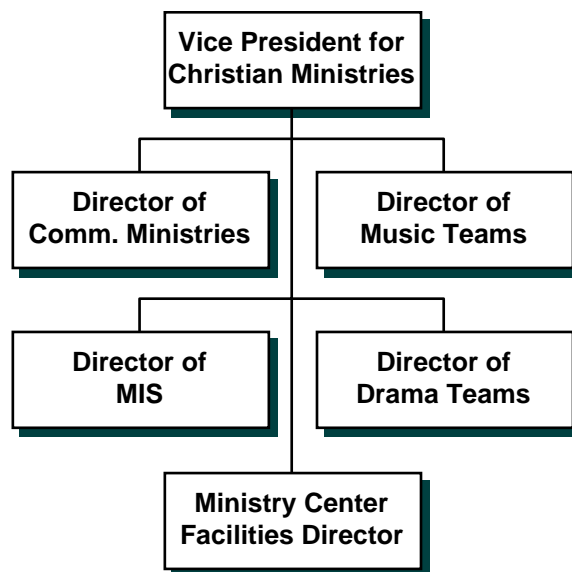
The Vice President for Student Services oversees all student affairs. This responsibility includes promoting the spiritual, physical, and social welfare of the students, administrating disciplinary programs, and directing the a number of student support services. Figure 5.5 shows the departments that are under the direction of the Vice President for Student Services.

Figure 5.5
Students Services Division Organizational Chart



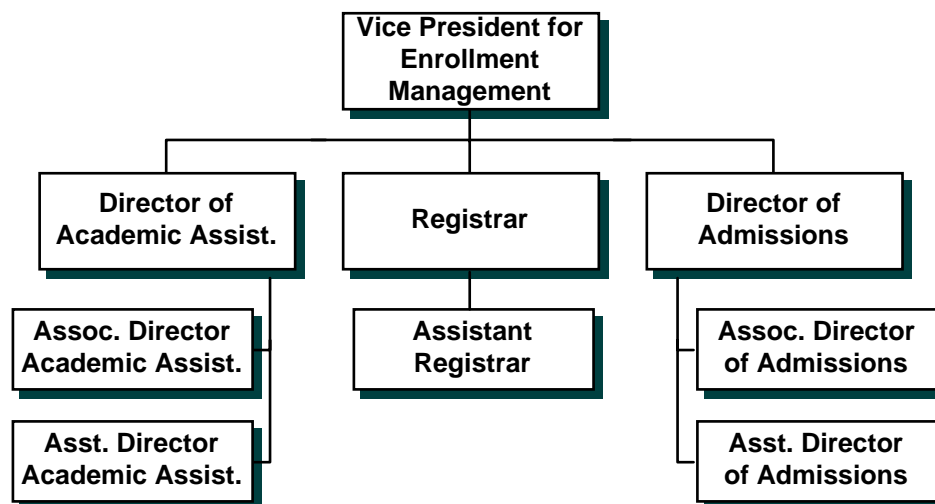
Christian service plays a vital part in the mission of Cedarville College. Because Christian service is such a significant part of the College experience, the College has designated a vice president to direct the programs in this division. The Vice President for Christian Ministries oversees all aspects of the outreach ministries of the College including world-wide missions, local church ministries, and traveling music and drama teams. This position also includes a substantial amount of student counseling. The areas of oversight for the Vice President for Christian Ministries are shown in Figure 5.6.

Figure 5.6
Christian Ministries Division Organizational Chart



The Vice President for Enrollment Management is a new position created in the fall of 1996. The position developed out of a need to focus greater attention on student enrollment and to provide some load relief to the Academic Vice President by shifting oversight of several areas to the new vice president. The Vice President for Enrollment Management implements academic and educational policies and advises the President in matters of enrollment management, marketing, and services. Figure 5.7 outlines the organizational structure of the departments under the Vice President for Enrollment Management.

Figure 5.7
Enrollment Management Division Organizational Chart



The President and the six Vice Presidents form the Administrative Council. Table 5.1 summarizes the education and experience of the current administrative team. A complete description of administrative responsibilities is listed in the Faculty Handbook.

Department Chairs

One responsibility of the Academic Vice President is to appoint chairs for each of the 12 academic departments. The chair of each department has oversight of departmental planning, budgeting, recruiting, evaluating, and programming. Chair positions include both administrative and faculty responsibilities. Table 5.2 lists the

Table 5.1
 Credentials of Administrative Council

Name	Title	Highest Degree	Granting Institution	Academic Area	Years at Cedarville	Other Experience
Paul Dixon	President	Ed .D.	Univ. of Cincinnati	Educ. Admin.	19	Evangelist
James Jeremiah	Chancellor	M.S.	Winona Lake School of Theology	Bible, Theology	43	President, Pastor
John Anglea	Vice Pres. for Business	M.B.A.	Univ. of Dayton	Accounting	9	Accounting, Industry
Martin Clark	Vice. Pres. for Development	Ed.D.	Virginia Polytechnic Institute & State Univ.	Counseling, Student Personnel	23	Pastor
Dave Ormsbee	Vice. Pres. for Enrollment Management	B.A.	Cedarville College	Chemistry	18	Director of Admissions
Don Rickard	Vice Pres. for Student Services	M.A.	Eastern Michigan University	Guidance, Counseling	27	Teacher
Bob Rohm	Vice Pres. for Christian Ministries	M.R.E.	Grand Rapids Baptist Seminary	Christian Education	11	Pastor, Development
Duane Wood	Academic Vice Pres.	D.B.A.	Indiana University	Business Management	10	Dean, Professor

academic department chairs, highest degree earned, and years of service at the College. Duties of department chairs are outlined in the Faculty Handbook.

Table 5.2
Department Chair Credentials and Service

Chair	Department	Highest Degree	Years of Service
Jack Riggs	Biblical Education	Th.D.	30
Sharon Johnson	Business Administration	D.B.A	3
James Phipps	Communication Arts	Ph.D.	29
Merlin Ager	Education	Ph.D.	31
Lawrence Zavodney	Engineering	Ph.D.	5
Donald Callan	Health and P.E.	Ph.D.	37
Raymond Bartholomew	Language and Literature	Ph.D.	22
Charles Clevenger	Music	D.M.A.	15
Irene Alyn	Nursing	Ph.D.	16
Stanley Ballard	Psychology	Ph.D.	32
Daniel Wetzel	Science and Mathematics	Ph.D.	33
J. Murray Murdoch	Social Sciences and History	Ph.D.	32

Faculty

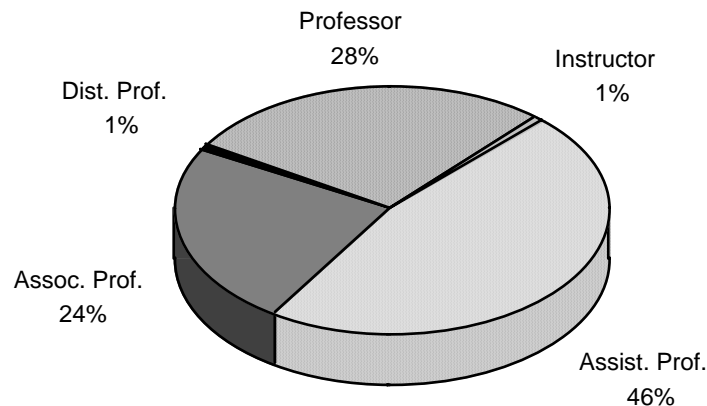
At the time of the last NCA site visit in 1987 there were 83 faculty members at Cedarville. During the 1996-97 academic year, 140 faculty members served at the College, a jump of 69% in the last ten years. This number provides clear evidence of the expansion of College programs and the dramatic growth of the student population.

The faculty of Cedarville College provides a diverse resource of professional experience and academic training. The next few paragraphs outline the organization of faculty on the College campus.

Classifications

The faculty at Cedarville College is categorized into five distinct groups: ranked full-time, ranked part-time, titled, special status, and administrative officers with rank or status. Ranked faculty members, both full- and part-time, are further subdivided into five academic ranks based on years of teaching and other experience: Instructor, Assistant Professor, Associate Professor, Professor, and Distinguished Professor. Figure 5.8 shows the distribution of all faculty members across the various ranks. Complete requirements for each rank are outlined in the Faculty Handbook.

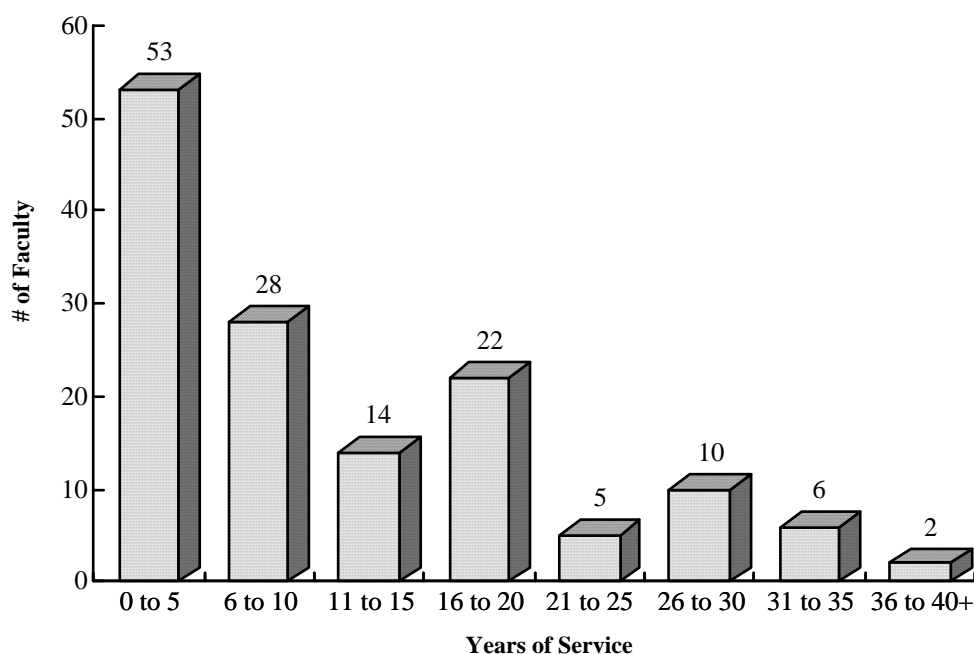
Figure 5.8
Distribution of Faculty by Rank



Service and Credentials

One of the strongest qualities of the faculty at Cedarville College is the longevity of its members. Data from the 1996-97 academic year indicate that 59 faculty members had accrued more than 10 years of teaching experience at Cedarville College. Figure 5.9 shows the composition of the faculty based upon years of service.

Figure 5.9
Full-Time Faculty Years of Service



Over the last ten years the College administration has placed a significant emphasis upon increasing the academic credentials of faculty members. This has been accomplished in two distinct ways. First, the College has actively sought to hire new faculty members who have completed terminal degrees in their disciplines. In most instances this is a doctoral degree.

A second important factor in increasing academic credentials is the commitment of the College to faculty development. Financial resources are designated for such activities as graduate study and professional certification. Membership, leadership, and participation in professional organizations are also encouraged.

At this point, 64% of faculty members hold doctoral degrees. The rest have masters degrees. Of that number, 18 are currently working toward doctorates. Complete faculty vitae are available in the Office of the Academic Vice President. Information on faculty development funding is available in the Faculty

Handbook. A compilation of faculty credentials is available in the Consultant-Evaluator Resource Room.

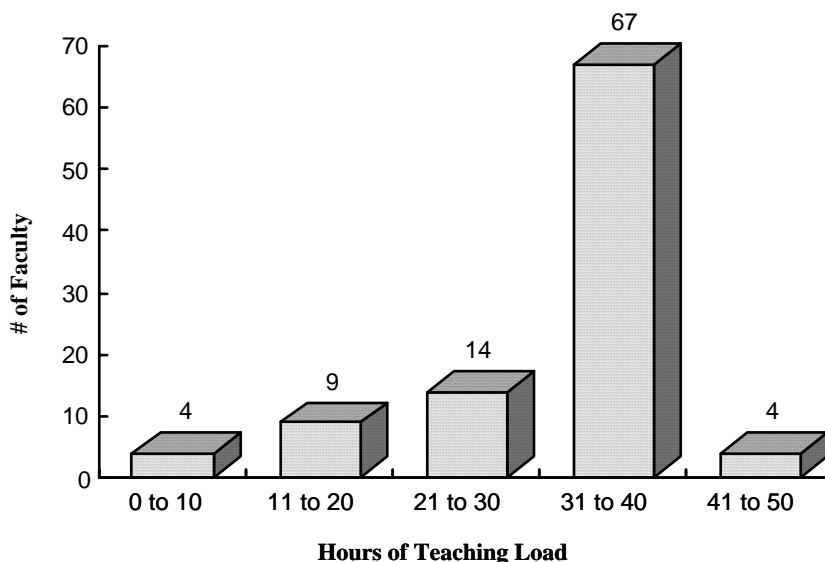
Work Loads

The Faculty Handbook establishes the parameters for faculty work loads:

1. Thirty-six credit hours of teaching responsibility or equivalent each academic year of three quarters
2. Academic advice and counsel to students within an academic discipline
3. Committee membership and professional activity
4. Possible responsibility as organizational advisor
5. Some degree of scholarly activity

Data from a recent survey of full-time faculty workloads is shown in Figure 5.10. The majority of faculty members are working reasonably close to the prescribed number of teaching hours for the academic year. A yearly total of 36 hours is considered full-time. Variances are attributable to academic leaves, administrative duties, etc.

Figure 5.10
Teaching Load for Full-Time Faculty



Salaries and Benefits

One of the top priorities of the Administration over the last ten years has been to enhance faculty salaries and benefits. A primary goal was to bring the College into a competitive balance with similar institutions. This priority has driven significant increases in both salary and benefits. Faculty salaries have risen an average of 4.4% annually since 1987 with 4-5% raises given every year except 1987. Since 1992, additional merit or adjustment raises have been given along with the primary salary adjustments. Along with the annual percentage raise, contracts for the 1996-97 academic year included salary adjustments of \$1000 to \$2000 given to all faculty based on current rank. The tentative budget for the 1997-98 academic year includes another adjustment of this type.

Along with salary reviews, the College has also focused attention on other benefits. Over the past 10 years the College has increased its contribution to each eligible employee's pension account from 5% of annual gross wages to 8% of annual gross wages. In addition, the College has instituted a pension matching program in which the College will contribute an additional 1% to an eligible employee's pension account if the employee contributes 2% or more to a 403b pension account. During the same period of time, the College has eliminated the 5-year cliff vesting schedule on the plan. Currently, employees are 100% vested in their pension at the time they enter the plan. Another significant improvement in the pension plan was the change from a College-managed plan to TIAA-CREF. Employees now have greater flexibility to make investment decisions and to structure their portfolios according to their retirement needs.

In the area of changes in medical benefits since 1987, the College has reduced the necessary annual medical contribution from \$2,400 to \$1,200 with no significant reductions in coverages for employees with family coverages. During this same period of time, the general cost of medical services experienced a high rate of inflation. The reduced cost to employees was made possible by significant increases in the College's contributions to the plan and savings resulting from changing the plan from a self-funded plan to an indemnity plan. This change also significantly reduced the annual amount of co-payments that most families paid due to a change concerning office visits.

A final noteworthy change in benefits occurred in 1990 when the College added a long-term disability benefit to the basic benefit plan for its full-time employees. This benefit provides 60% of current base salary to an employee who suffers a long-term disability.

Chapter 6 of this document provides a complete description and analysis of salaries and benefits. Further documentation is available in the Consultant-Evaluator Resource Room.

Academic Organization

The College faculty is organized into academic departments. Oversight of each department is given to a department chair who is recommended for the position by the members of each department and is approved by the President and Academic Vice President. Teaching assignments, faculty evaluations, program planning, and other functions related to teaching are developed cooperatively by faculty members in each department under the leadership of the department chair. Department chairs report to the Academic Vice President and serve on a committee chaired by the Academic Vice President. The Department Chair Committee reviews most curricular and departmental items.

At this time, there are 12 academic departments within the institution. These departments offer 51 major fields of study packaged together with a core curriculum of general education requirements. Complete descriptions of all educational requirements are listed in the College catalog.

The academic division is currently undergoing restructuring at the administrative level. Refer to Chapter 11 for details of these changes.

Academic Committees

Most faculty members are involved in one or more committees on campus. The campus committee structure includes standing committees that meet regularly for discussion and action upon various items and ad hoc committees which are formed as specific needs warrant. Ad hoc committees also include a number of task teams that are formed to examine specific needs. A complete list of current campus committees and functions is available in the Consultant-Evaluator Resource Room.

Support Staff

Support staff at Cedarville College are essential for continued smooth operation of the College. Employee contribution in achieving the College mission is important, regardless of the employee's organizational position or job description. The support staff group includes all employees who do not carry faculty rank including administrative staff personnel with faculty status. In 1996-97 this group included 237 individuals. The following paragraphs describe the organization of staff personnel at the College.

Classification

All staff members are classified as new employees for the first 120 days of their employment. This period of provisional employment is an extension of the employee selection process and is used to determine whether the employment relationship should continue at the will of the College or the employee. Provisional employment periods are sometimes waived or modified.

Staff members who have successfully completed the 120-day provisional employment period are classified as regular employees. Within the regular classification there are three subgroups which further classify all full-time personnel. Regular Full-Time 12 Month Exempt employees are authorized to work 40 hours or more per week for 12 months and are exempt from the overtime and minimum wage guidelines established by the Fair Labor Standards Act. These positions are usually salaried. Regular Full-Time 12 Month Non-Exempt employees are authorized to work 40 hours or more per week for 12 months and are not exempt from the overtime and minimum wage guidelines established by the Fair Labor Standards Act. These positions are usually hourly. Regular Full-Time 1560 Non-Exempt employees are authorized to work at least 1560 hours but less than 2080 hours over a specified period ranging from nine months at 40 hours per week to twelve months at 30 hours per week.

Staff positions are also divided by type of work. These divisions provide general job expectations and help with wage/salary assessment. Supervisors and managers oversee various departments. Staff classified as professional/technical usually have specialized training. Examples include library staff, nursing clinical supervisors, and science lab technicians. Office/technical support staff includes administrative assistants and secretaries. Labor and trade support staff positions encompass physical plant, maintenance, and housekeeping positions.

The College also hires a number of part-time, temporary, and student workers. Full descriptions of all staff classifications are listed in the Staff Handbook.

Credentials

Staff members at Cedarville College provide a broad range of skills and abilities. A number have completed graduate degrees including several with doctorates. Along with strong academic credentials, staff members bring considerable experience from outside higher education. For example, the current Director of

New Construction has more than thirty years of varied construction experience while the current Director of Health Services has extensive clinical and management experience within the nursing field. A compilation of staff credentials is available in the Consultant-Evaluator Resource Room.

Work Loads

Expectations for hours of work, days of work, and work schedules are clearly outlined in the Staff Handbook that each staff member receives. A copy is available in the Consultant-Evaluator Resource Room.

Salaries

Cedarville College strives to maintain a fair and reasonable relationship between its wage/salary system and the market value rate of pay for a particular position. Market value is the composite salary for a given position as determined by the use of selected salary survey resources. Comparison is made with comparable organizations and positions at Cedarville College. An adjustment may be made due to identified differences between the survey position and the current Cedarville College position. Once this determination has been made, a CC Market Value is set for each position. This market value rate is reviewed annually.

Determination of salary and salary policy is the responsibility of the Administrative Council. Administration of the program is handled by the Director of Staff Personnel.

The primary consideration in the determination of wage/salary rates is the nature of work performed in the position. The College tries to recognize individual responsibility and contribution to College success as additional factors within the wage/salary system. In the case of internal transfers, the wage/salary determination is based on the new position and not on the employee's current wage/salary. The wage/salary amount does not necessarily transfer with the employee. An employee's wage/salary is determined at the time of employment and is reviewed at least once annually prior to the beginning of the salary year (September 16).

Support Staff Organization

A large percentage of support staff resources is devoted to the provision of numerous services that augment and enhance the academic offerings of the institution. For ease of discussion, these services are divided into five large groups.

Maintenance/Physical Plant

The Maintenance/Physical Plant department covers a large group of staff employees. This department is directly responsible for every aspect of the physical plant including maintenance, repair, renovation, and new construction.

Subdivisions of the department are Custodial Services, Building Services, and the Post Office.

Academic Support Services

Academic Support encompasses a variety of services that directly affect the academic success of Cedarville students. Academic Support includes library and information services, computer services, and academic assistance.

Library Services includes research assistance, training in library and information services and usage, and multimedia support and development. The Library is almost completely automated, which requires a tremendous amount of staff involvement in training and efforts to keep the system current. A complete description of library resources is located in Chapter 7.

Computer Services provides support and training for all campus computer installations, both academic and administrative. The CedarNet computer network links the entire campus including offices, dorms, and classrooms. The staff of the Computer Services Department installs and maintains all network equipment and servers and provides a broad range of training sessions for faculty and students. CedarNet and other campus technologies are outlined more fully in Chapter 7.

Through the staff in the Academic Assistance Office, the College offers a supplemental academic assistance program to serve students whose academic backgrounds do not reflect their collegiate academic potentials. Components of this program include an orientation course, special advising, tutoring when necessary, and, in some cases, diagnostic testing.

Student Services

Student Services offer assistance in areas that directly affect students, but that are not directly linked to academics. These services enhance the educational experience of students and provide a safe and healthy learning environment. Some of the primary services are described below. Information on all student services is available in the Consultant-Evaluator Resource Room.

The Counseling Center provides an opportunity for students to find understanding, encouragement, and counsel as they deal with personal, interpersonal, and spiritual concerns. Counselors are available to discuss personal problems, self-appraisal, decision-making, relationships, preparation for marriage, spiritual growth, and a variety of other concerns.

The Career Services Office seeks to assist students in translating abilities, values, and aspirations into a plan of action for sound career decisions and employment. They provide materials which explore such topics as job search techniques, resume writing, interviewing, and gaining admission to graduate school.

Health is a primary concern at Cedarville College, and the Patterson Clinic staff is assigned the task of addressing student health needs. The staff consists of

physicians and college health certified registered nurses who offer preventative care, illness care, wellness education, laboratory services, prescription medications, and rehabilitation treatment.

The Campus Activities Office provides a program of cultural, social, educational, and recreational activities that is consistent with college educational and spiritual objectives. An artist series provides concerts, cultural programs, and musical specialists. Other activities include a variety of learning experiences and social events such as banquets, talent nights, all-school parties, retreats, and guest speakers. A full range of recreational and intramural sports for both men and women is also available.

The Financial Aid Office handles the organization and distribution of student aid including grants, scholarships, and loans at both the state and national levels. Most financial aid is “need-based” and is distributed on the basis of the financial situation of each student. The College also offers “merit-base” aid to students who demonstrate recognized achievement or talent. Merit scholarship categories include academic, leadership, athletic, music, and forensics. The Financial Aid Office conforms to all applicable state and national requirements.

Residence Life is an important student service. The staff in charge of this area are dedicated to providing meaningful experiences outside the academic classroom. The Residence Life staff oversees numerous activities that allow students to develop leadership skills and interact with other students. They also provide an important function as counselors and mentors.

Campus Public Safety

The Campus Public Safety department has oversight of the safety and security of the entire campus, including personnel and property. The major areas of responsibility for the department include:

- Emergency preparedness
- Security and loss prevention
- Campus safety and compliance with governmental agencies
- Accident and injury investigation
- Workers’ compensation
- Fire safety and prevention
- Parking/traffic enforcement and vehicle services
- Campus I.D. services,
- Public relations with other public safety agencies

Campus Public Safety personnel work closely with the local police in maintaining security on campus. Information is made available to the entire College community on issues related to safety, security, and traffic/parking. In addition, Campus Public Safety hosts special security awareness and crime prevention programs each year for all members of the campus community. Campus Public Safety officers patrol the campus on a 24-hour basis to ensure the safety of its

personnel and to protect the property of the College. Department personnel also monitor all safety related aspects of the campus environment, including management of hazardous material and incident/accident reporting. Further information related to the Campus Public Safety Department procedures and policies is available in the Consultant-Evaluator Resource Room.

Christian Ministries

The Christian Ministries division is vital to the accomplishment of Cedarville College's mission. Over the years, literally thousands of students have participated in an ever-increasing number of ministry opportunities.

Participation in Christian service is completely voluntary. Even so, there are always more students desiring to serve than there are available opportunities. Over 60% of student body were involved in one or more Christian ministries during the 1996-97 academic year.

The Christian Ministries division offers opportunities in many different service areas. Students choose ministries that match their interests and talents. The personnel in charge of the Christian Ministries division challenge students with programs where their academic discipline, personal gifts and talents, and athletic interests can establish an opportunity for them to demonstrate their faith in the “real world.” Time commitments range from a couple hours every week up to 10 or more hours every week. Each student determines the amount of time he or she is involved with a ministry. The efforts of the Christian Ministries division of Cedarville College involve students in the local community, across the country, and around the world. Some current ministries are described below.

Community Ministries

Numerous Cedarville College students are affecting the community of Cedarville and the surrounding Miami Valley area through involvement in community ministries. This area of Christian service is the most diverse. Ministry opportunities include:

<u>Ministry</u>	<u>Description</u>
Campus Interaction	Encouraging and assisting other believers in campus evangelism at area colleges.
Gospel Missions	Ministering to the homeless and needy through counseling, serving food, and preparing services.
Specialized Ministries	A wide range of outreach ministries including street evangelism, crisis pregnancy centers, and adult literacy.
Youth Ministries	Aimed at evangelizing young people through tutoring, Bible rallies, activities, and Big Brother/Big Sister relationships
Hospitals	Helping doctors and nurses care for patients and serving families whose children are in Dayton Children's Hospital.
Jails and Detention Homes	Reaching out to adult and teen inmates through counseling and Bible study.
Mentally Retarded Ministries	Sharing with those who have special physical and developmental needs.
Nursing Homes	Caring for the elderly by conducting worship services and/or encouraging one-on-one conversation.

Cedarville College's outreach to the community includes ministries in more than 35 churches throughout the Miami Valley where students travel to help with

church needs. Service opportunities include Sunday School, Children’s Church, Junior Church, Youth Group, Music, and AWANA.

National Ministries

The College sponsors a number of ministry teams that travel throughout the United States on weekends and during academic vacations. The teams serve in churches, camps, and conferences providing music, puppets, and drama. These teams include:

<u>Ministry Team</u>	<u>Description</u>
Abundant Life Singers	A mixed vocal ensemble.
Kingsmen Quartet	A male quartet.
Swordbearers	A mixed vocal ensemble.
Lifeline Players	A seven member drama team.
The Master’s Puppets	Two groups of puppeteers sharing the gospel through music and a host of lively characters.

International Ministries

Cedarville College and the Christian Ministries department are committed to providing students with service opportunities that reach beyond the college campus and out into the world. Missions Involvement Services (MIS) is a program designed to allow students to experience first-hand what missions work is all about. Students gain valuable insight into preparing for a cross-cultural experience through a stringent application process, raising of support, and in-depth ministry training.

MIS was started in 1970 as a way to give students exposure to foreign mission fields. Just about any skill or talent can be used including sports, music, construction, teaching, and nursing. During the 1995-96 academic year, approximately 194 students and 27 faculty and staff traveled to destinations around the world.

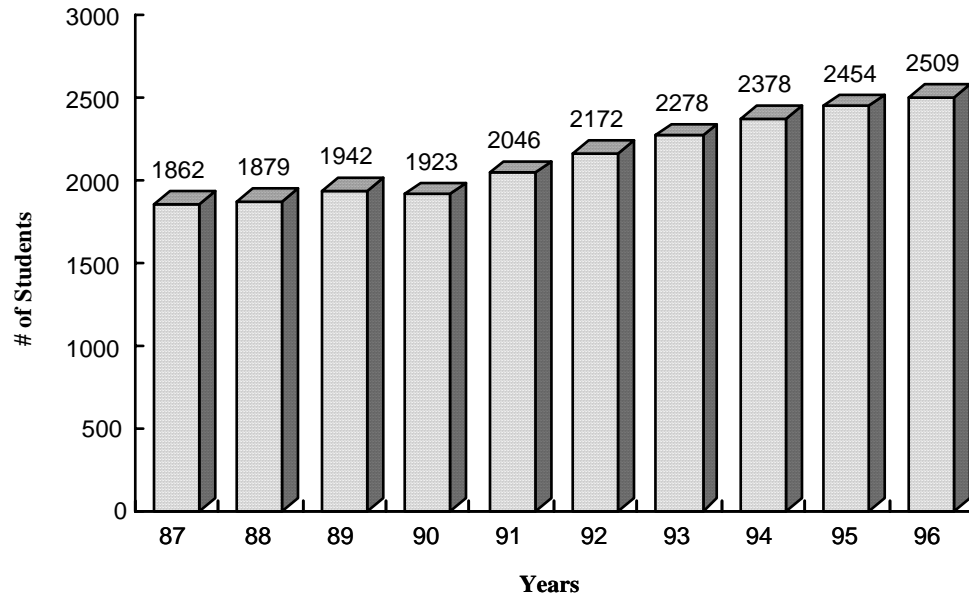
Student Resources

The students of Cedarville College provide a wonderful resource of potential and skill. The College recognizes the need to maintain the quality of this resource and has taken steps to enhance student resources. The following paragraphs provide some indication of current student resources

Enrollment

The enrollment numbers have risen steadily since the last site visit in 1987. Cedarville College employs a “managed growth” strategy with enrollments. Acceptances are limited to a number that yields an enrollment increase of 25 to 50 students. The advantage of this system is that growth is kept at a level where the institution can expand with the enrollment and student services and educational opportunities are not strained by huge enrollment increases. On the opposite end of the spectrum, managed growth minimizes the institutional risks of large drops in student enrollment when student populations decrease. Obviously, predicting student matriculations from the number of acceptances is difficult, but the strategy has been quite successful. The numbers in Figure 5.11 show the steady growth of enrollment numbers over the last decade.

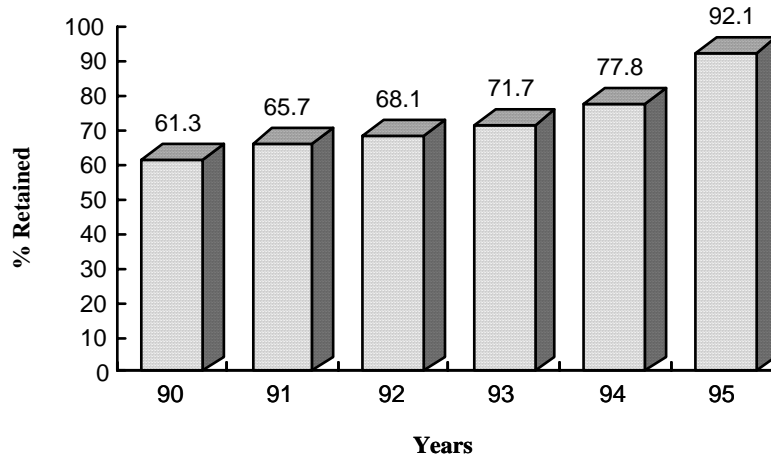
Figure 5.11
1987-96 Student Enrollments



Retention

Increasing enrollments provide one way of adding to the student resource pool. The pool may have a significant leak, however, if students do not continue to the end of their academic programs. Therefore, the College has placed great emphasis over the last decade on student retention. The Admissions Office has instituted several programs aimed at increasing the number of students who complete degrees or matriculate the following year. The success of these efforts is documented in Figure 5.12. The columns indicate the retention percentage for each of the last six years. Retention is calculated as the sum of the number of students from each entering class who complete degrees in a given year and the number of students from the same class who matriculate to the fall quarter of the following academic year.

Figure 5.12
Retention Percentages



High School GPA and ACT Scores

The College has not sacrificed student quality for higher enrollment and retention numbers. In fact, as enrollment has increased, so has the average high school GPA and ACT score of incoming freshmen increased. Figures 5.13 and 5.14 indicate the change in these two student indicators over the last 10 years.

Figure 5.13
Average ACT Score of Entering Freshmen

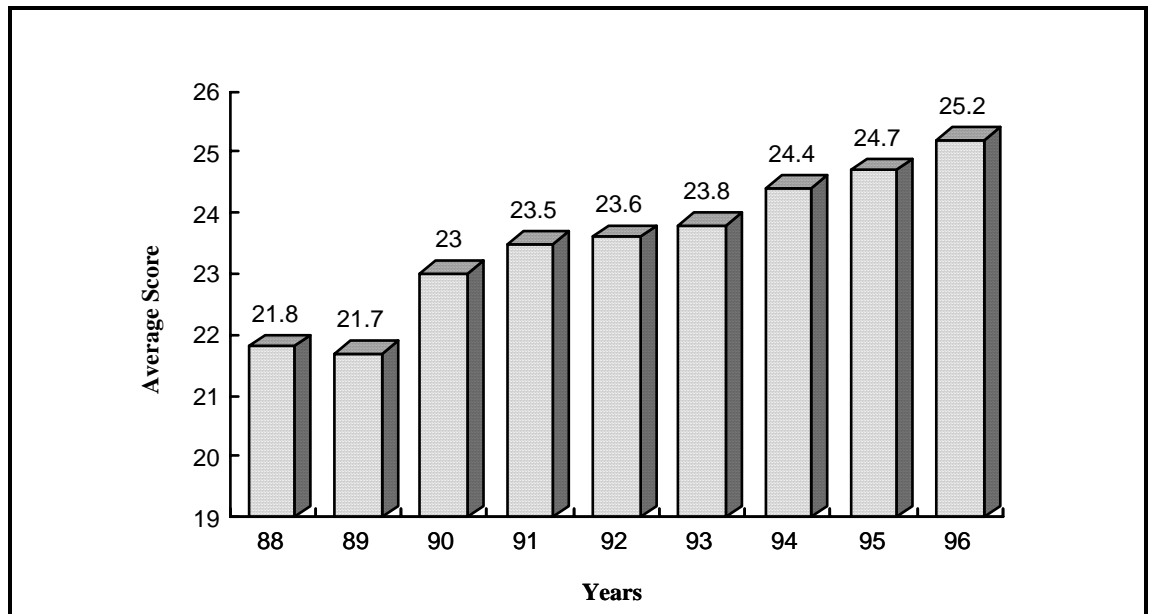
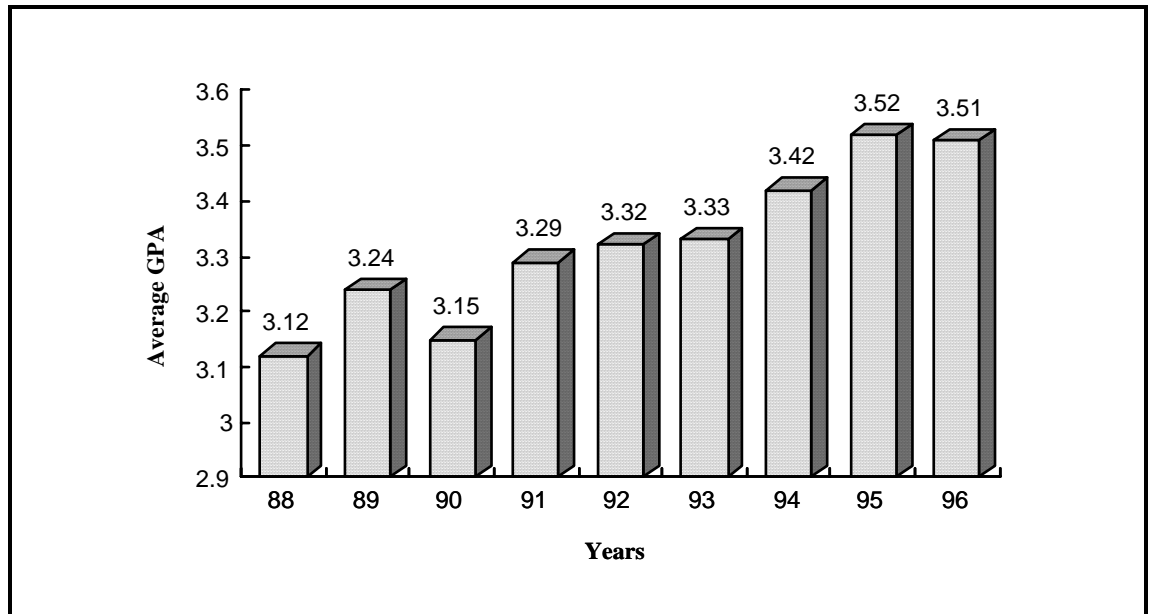


Figure 5.14
Average GPA of Entering Freshmen

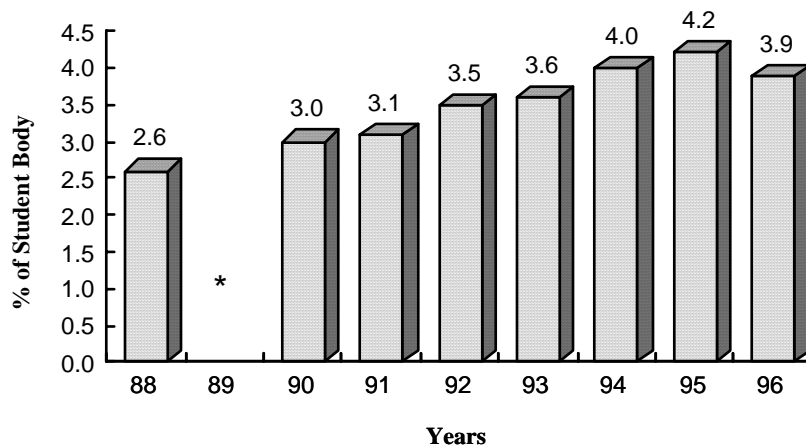


Student Diversity

Minority students are a valuable part of the student resources available at Cedarville College. The College has made concerted efforts to increase the

minority population in the last decade. These efforts are especially apparent in the areas of admissions and financial aid. Thus far, the results of these efforts have been somewhat mixed (Figure 5.15). Recruiting minority students is a continuing challenge.

Figure 5.15
Percentage of Racially Diverse Students



*Data was not gathered for this year

Organizations

Student resources at Cedarville are enhanced by over 50 campus organizations. These organizations provide opportunities for students to interact with one another and to provide various services to the institution. Perhaps the most important student organization is the Student Government Association (SGA). The SGA represents the student body before the administration and seeks to enhance the overall student experience through extracurricular activities and other services. Guidelines for student organizations are available in the Consultant-Evaluator Resource Room and a list of all organizations is included in the college catalog.

Evaluation of Current Conditions

Several analytical tools were employed to evaluate the current perceptions of and satisfaction with the way the College manages its resources. The data below provides an analysis of faculty members' satisfaction with the institution and their jobs and students' satisfaction with the services provided. The results of both studies serve as indicators of effective management of human resources.

Faculty Survey

The perception of faculty in regards to the effective use of human resources is a significant evaluative measure. A survey of Cedarville College faculty was conducted by the Higher Education Research Institute in 1995 in an effort to evaluate the current perceptions and feelings of faculty members on a range of academic topics. Several of the questions allowed faculty members to respond to items concerning the College and their jobs. One hundred and ten faculty members (approximately 79%) responded to the survey. A summation of these results is provided here as contributing evidence of the College's organization of resources.

One series of questions asked faculty members to indicate their level of satisfaction with various aspects of their jobs. Respondents were given four response options for each item: not satisfied, marginally satisfied, satisfied, and very satisfied. The first column in Table 5.3 shows the percentage of respondents who indicated that they were either satisfied or very satisfied in each survey item.

Table 5.3
Cedarville Job Satisfaction Compared with Other Groups

Job Aspect	Cedarville		Protestant	Private
Salary and fringe benefits	79.8	52.8	47.0	48.7
Opportunity for scholarly pursuits	57.3	46.4	43.8	45.6
Teaching load	73.6	57.4	56.7	56.9
Working conditions	86.4	76.5	70.8	72.0
Autonomy and independence	94.5	90.1	87.3	87.6
Professional relations with faculty	90.9	85.6	80.9	78.8
Social relations with faculty	79.1	73.7	68.9	67.4
Competency of colleagues	90.8	86.8	81.5	80.1
Job security	88.2	77.8	71.6	71.8
Undergraduate course assignment	94.4	86.2	84.4	84.4
Relationships with administration	78.2	71.1	63.5	62.0
Overall job satisfaction	95.5	84.3	77.2	76.5
Opportunity to develop new ideas	88.0	78.0	73.6	73.8

The survey results indicate a very high degree of satisfaction with a large number of job related items. The results become even more significant when they are compared with the results from other institutions that participated in the study. The last three columns of Table 5.3 the average percentage of responses from a) all participating CCCU* institutions; b) all participating Protestant institutions; and c) all participating private institutions. The data clearly indicate that Cedarville College is well above the norm for faculty satisfaction.

Student Surveys

* CCCU stand for the Coalition of Christian Colleges and Universities, a group of approximately 90 institutions with a religious founding, mission, or purpose.

In 1995-96, the College conducted two nationally standardized surveys that allow comparisons of the quality of Cedarville College's service to that of other private colleges and universities.

Noel-Levitz Student Satisfaction Survey

This survey is designed to measure both student expectations and satisfaction. The survey consists of 105 standardized questions and 10 questions that were specific to Cedarville College. The survey compares the College to a national sample of nearly 30,000 students at 4-year private institutions. It was administered to a random sample of 100 Cedarville College students during the winter quarter.

The results of the survey indicate that Cedarville College scored higher than national norms on 63 out of the 71 questions measuring student satisfaction. Forty-seven items were statistically significant at the .001 level, meaning that there is only 1 chance in 1,000 that we would find such a significant difference due to sampling error alone. Table 5.4 is a sample of these items.

Table 5.4
Comparison of CC score to National Norms on Selected Items

Survey Item	Cedarville	Other Private	Difference
Intercollegiate athletics support school spirit	6.20	4.43	+1.77
Tuition paid is worthwhile	5.91	4.73	+1.18
Sufficient weekend activities	5.37	4.21	+1.16
Commitment to academic excellence	6.49	5.42	+1.07
Sense of pride about college	6.20	5.13	+1.07
It is enjoyable to be a student here	6.26	5.26	+1.00
Living condition in residence halls	5.34	4.36	+0.98
College supports intellectual growth	6.46	5.51	+0.95

Cedarville College also scored significantly higher than the national sample of private colleges on all three items measuring students' overall satisfaction with the College (Table 5.5).

Table 5.5
Response to Overall Satisfaction With the College

Survey Item	Cedarville	Other Private	Difference
So far, how has your college experience met your expectations?	5.13	4.51	+0.62
Rate your overall satisfaction with your experience here thus far.	6.10	5.24	+0.86
All in all, if you had to do it over, would you enroll here again?	6.31	5.25	+1.06

The Noel-Levitz survey is based on a model that identifies performance gaps, areas where students do not experience the level of quality that they expected. These gaps help the institution identify areas where it can continue to focus on improving the quality of its service and facilities. Listed below are areas within the Student Services division where enhanced quality would be most appreciated by students. It should be noted that in every area other than the availability of financial aid, Cedarville College still scored significantly ahead of other private colleges and universities on this survey.

Potential areas for improvement seen in the survey results include:

1. Continue to improve the availability and delivery of financial aid.
2. Continue to address the quality of living conditions in the residence halls.
3. Continue to evaluate the efficiency and quality of health services and look for ways to ensure that students receive the high quality health care.

ACT Student Opinion Survey

This survey is designed to measure student satisfaction with 65 nationally standardized questions assessing student perception of our services and the campus environment. The survey also included 23 self-selected questions. The results compared Cedarville College to a national sample of 66,000 students at public institutions and 67,000 students at private colleges. The survey was administered to a random sample of 110 Cedarville College students.

The results indicate the Cedarville College scored higher on 21 out of 22 items measuring satisfaction with College services. The College scored slightly lower on the item measuring satisfaction with health services. Measures of statistical significance were not available on this portion of the survey. Listed below are a sample of the items in this portion of the survey. (Note: Scores are lower overall on the ACT survey because it uses a 5-point scale rather than the 7-point scale used by the Noel-Levitz survey.)

Table 5.6
Survey of Satisfaction With College Services

Survey Item	Cedarville	Other Private	Difference
Academic advising	4.25	3.62	+0.63
Personal counseling services	4.21	3.68	+0.53
Career planning services	4.07	3.59	+0.48
Job placement services	3.67	3.49	+0.18
Recreation/Intramurals	4.38	4.07	+0.31
Student health services	3.48	3.50	-0.02
Financial aid services	3.72	3.57	+0.15
Residence hall services/programs	4.21	3.49	+0.72
Food services	3.93	3.21	+0.72
Social activities	4.28	3.63	+0.65
College orientation	4.40	4.05	+0.35
Honors programs	4.54	4.01	+0.53
Computer services	4.32	3.81	+0.51

In the area of college environment, the College scored higher than the national sample on all 42 items measuring satisfaction. The College scored significantly higher than the national sample of private colleges on 40 out of 42 questions measuring college environment. The two areas where the College did not have a statistical advantage over other colleges were the availability of financial aid information before enrollment and student union facilities. On 36 of the items, the difference was large enough that it was significant at the .001 level. Listed below are several of the items on which the College demonstrated the largest gains over other private colleges and universities.

Table 5.7
Satisfaction with College Environment

Survey Item	Cedarville	Other Private	Difference
Religious activities/programs	4.78	3.58	+1.2
Concern for students as individuals	4.38	3.67	+0.71
Student voice in college policies	3.84	3.13	+0.71
Condition of buildings/grounds	4.47	3.76	+0.71
Opp. for involvement in activities	4.40	3.73	+0.67
Student government	4.07	3.40	+0.67
This college in general	4.62	3.95	+0.67
Rules for student conduct	3.95	3.37	+0.58
Rules for residence hall life	3.70	3.12	+0.58
Attitude of staff toward students	4.25	3.67	+0.58
Use of activities fee	3.61	3.06	+0.55

Strengths and Challenges

As a whole, the current system of organization within the institution is functioning very well. The lines of organization and responsibility are clearly established and function even as changes are in progress. An evaluation of the use of human resources on the campus of Cedarville College has illuminated a number of strengths and also some areas where maintenance of the effective use of human resources is a constant challenge.

Strengths

Planning and Budgeting Processes

Both the planning and budgeting processes involve a large percentage of the College faculty, staff, and administration. In the area of planning, individuals in each department are given an opportunity to provide input into the long-range goals of the department. The budget process works in a bottom-to-top direction. The Academic Division is a good example of the bottom-to-top approach to budgeting. Steps of the process include:

1. Each department chair prepares a budget request with items categorized into the areas of Equipment, Operations, and People.
2. The department requests are sent to the Academic Vice President for initial suggestions and input.
3. Each department chair presents the department's requests to the rest of the Department Chair Committee.

4. The chairs rank all department requests in priority order within each of the three categories, excluding their own requests.
5. The Academic Vice President uses the results of this exercise as input when he presents the academic division's budget requests to the Administrative Council.

This system of budget design has served very well and provides the opportunity for input to each level of the institution.

Competitive Nature of Salaries and Benefits

As documented earlier and in Chapter 6, Cedarville College has made a concerted effort to raise the level of salaries and benefits so that they are competitive with other larger private schools. The accomplishment of this goal greatly increases the desirability of positions at the College and potentially increases the number of candidates.

Ministry Orientation of Workers

The members of the Cedarville College faculty and staff look at their responsibilities as a ministry, not just a job. Employees understand that their roles, irrespective of the positions they hold, provide the opportunity for students to receive a quality, Christian education.

Availability of Qualified Part-Time Employees

Cedarville College's proximity to the metropolitan areas of Dayton, Cincinnati, and Springfield, Ohio provides a large pool of highly qualified part-time employees. As the numbers presented earlier in this chapter attest, the academic credentials of the adjunct faculty are very strong.

Current Levels of Staffing

Departments across the institution are reasonably staffed. Obviously, there is always the need for more personnel, especially in light of the continuing managed growth patterns of the institution. The need for most current positions seems well documented and the productivity from these positions is evidence of good use of resources.

Qualifications and Professional Experiences of Faculty and Staff

The qualifications and professional experiences of faculty and staff at Cedarville College are comparable with many larger state institutions. Two important factors contribute to this strength. First is longevity. As the preceding paragraphs demonstrated, many members of the College family have devoted a large portion of their professional careers to Cedarville College.

Academic and professional achievement is a second important factor in the area of qualifications and experiences. The number of faculty with earned terminal degrees is very high as is the number of individuals with extensive experience in professional and technical careers. These statistics demonstrate a commitment to high levels of academic quality.

Challenges

Increasing Difficulty With Finding Qualified Job Applicants

Cedarville College is distinctive in its mission and goals, especially as these relate to spiritual objectives. Finding dedicated Christian faculty and staff applicants who agree with the Cedarville College mission and doctrinal statement is becoming more difficult, especially in specific academic specialties.

To counter this challenge, the College might consider providing incentives to its own graduates to return as faculty members. Incentives might include help with graduate school or other financial aid. Cedarville graduates appear to be a prime resource for future faculty members.

Continuing Market Pressure on Job Salaries

Although tremendous strides have been made in bringing salaries to a competitive level with comparable private and Christian institutions, there remains pressure to push even more. Cedarville College has lost several qualified candidates to other institutions simply because of compensation.

Most of the market pressure on compensation levels is in specific academic areas including engineering, business, and nursing. It may, however, be impossible to bring the compensation in these areas up to market level given current budget constraints.

The Administration of the College continues to evaluate ways to remedy this situation.

Currency of Technology Training

Cedarville College is at the forefront of academic computing technology with its totally networked campus. It is, however, a daunting task to maintain training for campus personnel in all the various usage areas. The institution is meeting this challenge in several ways. Since the inception of the computer network, the Computer Services Department has offered numerous technology training sessions for faculty and staff ranging in content from beginning word-processing and spreadsheets through use of the Internet and design of personal home pages. These classes have been helpful to many of the faculty and secretarial staff.

Another step toward maintaining technology training was taken in 1996 when the College created the position of Users Services Coordinator. The primary task of this individual is to train other individuals and groups on the operation and uses of

campus technology. Along with computer training, the job includes instruction in classroom presentation equipment and curricular uses of technology.

The need and effectiveness of technology training is evaluated by the Technology Planning Committee which also has oversight of short- and long-range planning for campus technology.

Difficulty of Recruitment of Minorities

Increasing the minority population of the campus is a continuing challenge. Several positive steps have been taken including the addition of a minority member to the Board of Trustees and the appropriation of funds for an admissions position that will focus on minority recruitment. Thus far, that position remains unfilled. The College is also attempting to increase its visibility in minority churches.

Summary

Cedarville College has been blessed with outstanding human resources. This chapter has demonstrated that these resources are handled in an organized and clearly structured manner. The effective organization of these resources has resulted in general satisfaction within the College family and meets the requirements of the NCA Criterion Two.